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Kindness Goes Online

By Izabela Krahelskaya,
Grade 11,
George Elliot Secondary

Students from George Elliot Secondary School are making a noticeable impact online and in the halls with our club, the Kindness Crew. The club's main goal is to create and foster a positive environment throughout the school. Inclusion, awareness, and belonging are the guiding principles of the Kindness Crew.

Social media is a crucial part of how we promote kindness and belonging throughout the community, since we use it to promote events and offer our kind words. We run an Instagram account called "KindnessCrewGESS," which currently follows about 415 students, approximately half of the school population. We create a social media presence by watching out for any hints of cyber-bullying, joining chat groups, and leaving positive, uplifting comments on people's accounts. We find that negativity can spread quickly on a social thread, so we try to lead by example and counter it with positivity. If we notice someone posted a comment like "you look ridiculous in that outfit" we drown it out with comments like "you look great today!"

The Kindness Crew also does countless activities for mental health awareness and school positivity like preparing free BBQ lunches, promoting random act of kindness



days, and sending students to conferences on mental health and leadership. In the Kindness Crew, we arm ourselves with knowledge! "I'm thrilled to see these students consult each other and problem solve on a peer level," says Kindness Crew teacher Kathy Lafontaine. Club members plan on heading out to the local Elementary schools to teach some of the older grades about bullying prevention and healthy youth relationships. "The presentations to younger students on digital citizenship

are often more powerful than those adults can provide because the information comes from fellow students," says Lafontaine. The future of this club looks bright and promising as we grow and reach more people to shower with encouragement, both face-to-face and online. Current member Nolan Koblichke sums up the club's goal when he says, "I hope eventually the whole school is involved and everyone will participate in the Kindness Crew."

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"Defined in Black & White"

Taylor Sewell, Grade 10,
Digital Arts - Mount Boucherie Secondary

A safe place to learn and play

YMCA Child Care spaces are now open for fall.
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By Moyra Baxter, Chairperson, Board of Education



Technology is all around us and it is changing every day. It's up to us how we use it, and how we encourage our students to take advantage of it. The use of technology can improve knowledge and skills, promote independent learning, provide easy access to information, and help prepare our students for the future. We must also educate students on safe and appropriate ways to use technology and ensure that all of them have access to technology whether or not they bring iPhones to school.

In short, technology should enhance student learning and provide opportunities that are only available through technology. Virtual Field Studies are a perfect example of this, using video conference

technology to show learners the world beyond the classroom walls.

When we talk about technology, we are usually referring to the use of computers, yet technology was responsible for the inventions and creations of the past. These include the mechanical clock, windmills, and the great cathedrals and mosques built centuries ago. So we can choose to be Luddites, or to use current technology as our servant and not our master. "The internet is down" can be a phrase that gives us time to learn in other ways, to relax and read a book, rather than to panic.

I've come a long way from my Apple IIe with its two floppy disc drives - I've finally given up my flip phone and graduated to an iPhone - but keeping up with the advances in technology requires constant learning. Our students need to keep up, and they can do that by asking questions, seeking answers, and finding the balance between technology and traditional ways of learning.



"Up in the Air"

Elizabeth Stirling, Grade 11,
Digital Arts - Mount Boucherie Secondary

By Kevin Kaardal, Superintendent of Schools/
CEO

Education is changing with the impact of new technologies on learners' access to information. Today we have wide, wireless access to trillions of pages of information online - not all of which is reliable or supports the development of a civil society. Adapting to changing technology is the responsibility of all learners in Central Okanagan Public Schools - adults and students - if we are to meet our mission statement, where "each student develops the knowledge and skills

to be a lifelong learner and a healthy productive member of our global society."

In these pages, you will read about the many ways technology helps us meet this mission. You will meet students who use adaptive technology to overcome disability, students who develop their own applications to deepen their learning, and students who explore the world with video conference and virtual reality technology. We continue to be a leader in

providing the capacity to use technology to prepare students for the transition to careers.

Even as we provide these opportunities to our learners, we recognize technological change happens so fast that many in-demand jobs of 2017 did not exist when our current graduates started school. Since we cannot teach what does not yet exist, we continue to help our students develop the attributes of a learner, thinker, collaborator, innovator, and contributor - the District's overarching goal. If students are always learning, they can keep up with the new technologies that will impact their lives. If students understand how to collaborate and innovate, they may even develop these new technologies, and will certainly learn new ways to use them to improve their lives. If we focus on ensuring students are critical thinkers, they will be able to sift through those trillions of web pages and choose reliable information that contributes to the common good.

In Central Okanagan Public Schools, we will develop responsible digital citizens who can successfully navigate the available information and use it to enrich learning, improve our communities, and provide equitable access to the wonders of the universe.

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Proud Moments



Congratulations to Jenita Poodwan, grade 12 student at KSS. Jen is one of only 20 Canadian students to receive the \$70K TD Scholarship for Community Leadership. Jen also received the \$20K UBC Centennial Scholarship (Fairfax Bursary).



Robson Carrier, grade 12 at KSS, took home a gold medal in Mechanical CAD from the BC Skills Competition.



Casorso Elementary Senior Choir placed 1st at the Kiwanis Music Festival - Best Elementary School Intermediate Choir.



Rutland Elementary was the top elementary chess school for their winners and participation in the 2017 District Chess Competition.



The KSS Senior Boys Basketball team took silver in the provincial championship.



Congratulations to all the winners of the District Science Fair on their impressive projects!



Grade 6 Battle of the Books Team from Peachland Elementary placed 1st in their category at Zone B Battles.



Okanagan Mission Secondary was the top secondary chess school for their winners and participation in the 2017 District Chess Competition.



The KSS Boys Curling team took gold in the provincial championship.



Students from Mount Boucherie and Rutland Senior went to El Salvador to help build housing with Habitat for Humanity.



The KSS Girls Curling team took bronze in the provincial championship.



Congratulations to all the finalists of the Rotary Public Speaking Contest!



Chute Lake Elementary Grade 5 Team placed 1st at Battle of the Books - Zone B.



The KSS Junior Girls Basketball team took silver in the provincial championship.



The Grade 3/4 Team from Glenrosa Elementary placed 1st in the Battle of the Books - Zone B.



North Glenmore Elementary took 1st place for grades 3, 4, 5, and 6 in the Battle of the Books - Zone A.



Thank You

Hey kids! You helped raise \$3.2 million for KGH's Perinatal Unit, ensuring future #KGHKids will have the best possible start. And we want to say thank you! Kids who care grow up to be adults who care. Thank you to all of our junior philanthropists.

KGH FOUNDATION
giving changes everything



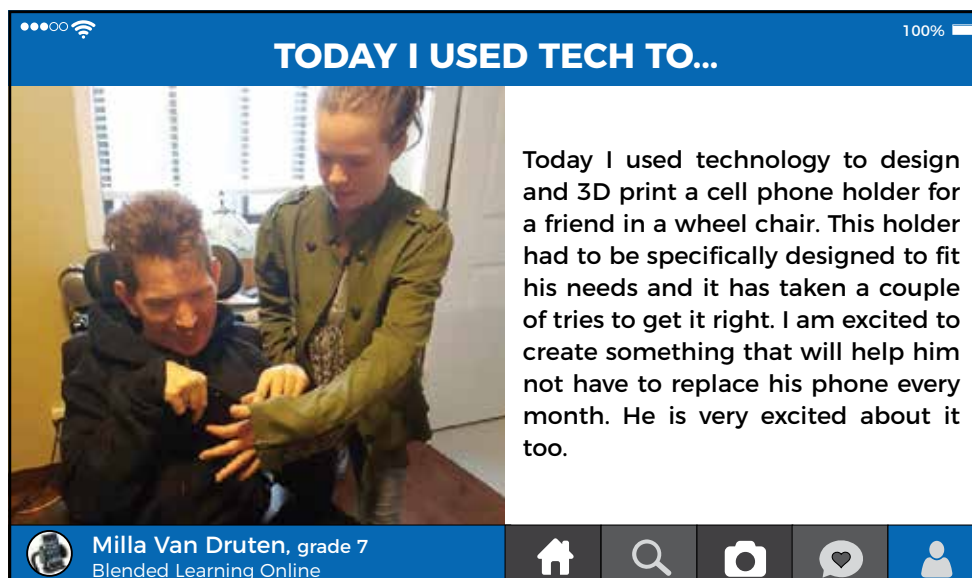
Brayden, Grade 5 student at Chute Lake Elementary uses Osmo Newton to get creative with physics.

Applied Design Skills & Technology (ADST) Curriculum

BC Ministry of Education ~ Redesigned Curriculum 2016

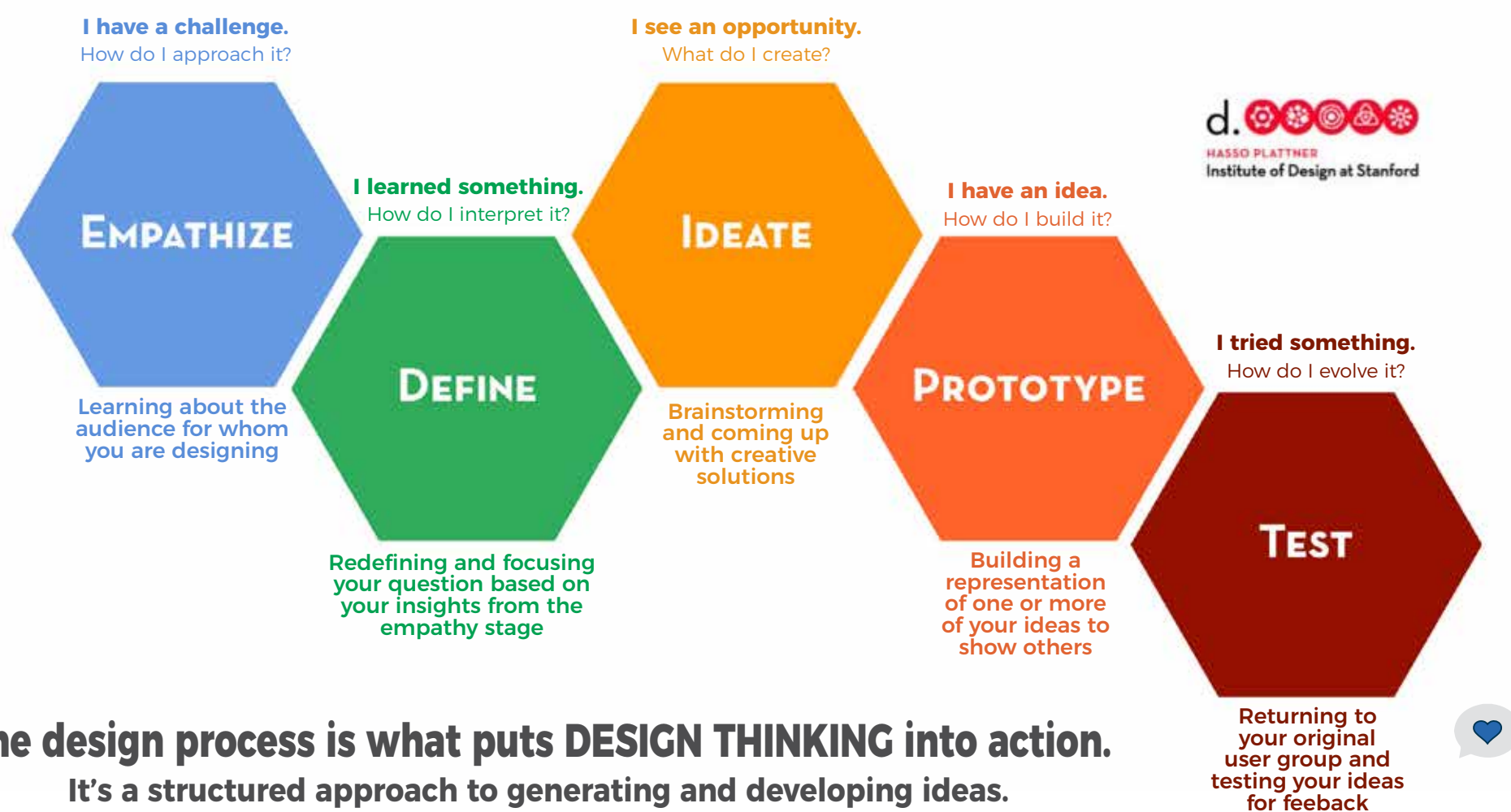
"The ability to design and make, acquire skills as needed, and apply technologies is important in the world today and a key aspect of educating citizens for the future."

The Applied Skills learning area has been re-envisioned as a K-12 program and renamed. The new Applied Design, Skills, and Technologies (ADST) curriculum is an experiential, hands-on program of learning through design and creation that includes skills and concepts from traditional and First Peoples practice. The new curriculum combines the existing disciplines of Business Education, Home Economics, Information Technology, and Technology Education, as well as new and emerging fields. It envisions a



K-12 continuum fostering the development of the skills and knowledge that will allow students to create practical and innovative responses to everyday needs and problems.

"The new curriculum builds on students' natural curiosity, inventiveness, and desire to create and work in practical ways. It harnesses the power of learning by doing, and provides the challenging fun that inspires students to dig deeper, work with big ideas, and adapt to a changing world. It provides learning opportunities through which students can discover their interests in practical and purposeful ways."



CONGRATULATIONS TO THE KSS CLASS OF 2017



- THE KELOWNA
ROCKETS
HOCKEY CLUB

Best of luck in all of your future endeavours!

TRANSLATION TECH EASES TRANSITION



Interview with Kusay Kahya, Grade 9 ELL student at KLO

DID YOU USE GOOGLE TRANSLATE BEFORE COMING TO CANADA?

I used it in Turkey before coming to Canada to check for words in Turkish from Arabic. Arabic is my first language. I also speak Turkish. My Turkish is very good. Now I am learning English.

IS GOOGLE TRANSLATE EASY TO USE?

I use Google Translate at home. I use it to check what English words mean in Arabic. My father does not use Google Translate. He speaks quite a bit of English. My mother uses it sometimes. Google Translate helps me in class. I use it a lot in my ELL class and my social studies class.

HOW DO YOU USE GOOGLE TRANSLATE IN CLASS?

I take pictures of a page to help me understand the words. Google Translate automatically changes the words to Arabic. I do not usually use it when I am speaking to a friend. I am not sure how much I will use Google Translate next year at KSS. I hope that I will be speaking and understanding more English so that I will use Google Translate less. It will continue to be an important tool for me.



As part of the Central Okanagan Public Schools 2016-2017 SET-BC service request, the district team prioritized several classrooms to receive consultation, training, implementation support and a technology loan based on the teachers' curricular goals and student needs. Sarah Dawson at Helen Gorman Elementary used iPads and the district provided apps such as Book Creator, Skitch, and Explain Everything to support her Grade 1/2 students' writing projects. Barbara Sveistrup and Jolene Olsen at Davidson Road Elementary also used iPads and the portfolio and assessment tool, FreshGrade, to capture and share their students' work throughout the year. Other teachers explored using the popular Google Read & Write app.

Our SET-BC consultant really enjoyed working in each of these classrooms and was inspired by the innovative ways technology is being used to engage and support students' learning. We are looking forward to working in partnership with additional classroom teachers in the coming year.



Central Okanagan Public Schools and SET-BC: Partners in Learning

By Kerry Randle, Provincial Coordinator, SET-BC

This year, SET-BC (www.setbc.org) has been very fortunate to work in partnership with Central Okanagan Public Schools teachers as they explore ways technology can support their students' diverse learning needs.

Summer Day Camp

Nature Exploration & Awareness Summer Camp

**Kids Age 6-11 Years
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- Catch & learn about beautiful flying creatures in wetlands: birds, butterflies & other insects
- Explore the only desert in Canada
- Photograph live creatures with your camera or phone
- See roosting Yuma Bats & discover myths & facts about bats

Camps dates:
(Monday-Friday) 9 am-4 pm July 17-21 July 24-28 August 7-11

*Class size 11
** Early drop-off available from 7:30am ** Late pickup available to 5pm **

Teens 12-16 Years Photography!

- Master basic nature photography techniques
- Understand your camera's different modes & specifications
- Photograph beautiful wetland creatures
- Capture variety of geological features & rocks
- Capture landscapes of the Okanagan Valley
- Photograph Canada's only Desert

Camps dates:
(Monday-Friday) 9 am-4 pm July 10-14 August 7-11

*Class size is 11

Submit your photo to win!

Okanagan Nature Photo Contest

Deadline for Entries June 30 @ Midnight!

Kids and Teens! Enter your best nature photo from the Okanagan Valley and you could WIN a FREE five-day Summer Camp pass.

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Group A: Ages 6 – 11 Group B: Ages 12 -16

PICTURE REQUIREMENTS
subject must be of nature either: outdoor nature activity like birdwatching, hiking, landscape, plant, bird, animal, or geological feature

- JPEG format
- 1MB – 5MB size
- Photographer's name, email address, and age
- Brief description of the photo subject/location and why you like your photo

Email your photo to: frank@sagebrush tours.ca
Put in the Subject line – Photo Contest
GOOD LUCK!!!

For reservations, please visit our website
www.myinfinitytravel.ca/summer-day-camp
 or call Natalia at 250-869-8682



**By Mark Hauk,
Virtual Field Studies Coordinator**

Merle Ross & Mark Hauk

Merle and myself have been running the Central Okanagan Public Schools Virtual Field Studies program for the past five years. In that time, we've connected over 10,000 students in more than 35 district schools to live interactive video conferences with scientists, authors, explorers, adventurers, and many more. We've spoken to astronauts live on the International Space Station, participated in a live forensic autopsy, talked to scuba divers as they swam with sharks on Australia's Great Barrier Reef, spoken to WWII Holocaust survivors, and participated in live dinosaur digs in Utah and New Mexico, just to name a few. Students and teachers have been extremely enthusiastic about the program and we continue to have a very long list of requests.

In an effort to provide easier access for teachers & students, we're currently running a prototype program in nine of our district schools, enabling the teacher-librarian to find and schedule sessions for his or her own school at little to no cost. This includes the ability to connect live to classrooms within our district and across the world. Prototype schools are already connecting their students with other classes from across North America and participating in a variety of projects such as the sharing of cultures. Our goal is to setup a Virtual Field Studies system in each of our district schools over the next five years, enabling our teachers/students to connect to virtually anyone on earth (and beyond!).



100%
TODAY I USED TECH TO...



Today I used technology to teach a class of grade 10-12 students who are currently part of The Canadian Sport School here in Kelowna. Utilizing a Virtual Field Study, we expanded our knowledge of injury management and prevention. It was incredible to get a real view of the tendons, ligaments, meniscus, and muscles we had been studying on paper. It made the learning real for my students and they left the session wanting more. Many of them had experienced the injuries we viewed and it helped them understand what went wrong and how they could prevent it in the future. I will definitely be scheduling more Virtual Field Studies for my students!

Kirsten Mulleney, Teacher
 Central Schools / Central Programs

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Classrooms Without Borders

**By Misty Smith, Teacher-Librarian & Prep/Tech Support
South Kelowna Elementary**

Grade 3 students at South Kelowna Elementary shared their writing with a group of students in South Carolina as a part of the TWICE program Read Around the Planet, using the CAPspace social networking tool. The students were engaged in a project called Make Writing with Lego in which they built their story, step by step, concentrating on the elements of a story. After storyboarding, drafting, editing, and publishing their stories, they had books and models ready to share. The students had an authentic audience with which to share their stories, and the students in South Carolina were thrilled to hear them and see the Lego builds (and, in turn, share their writing). Such a positive, unique, and empowering experience for the students, made possible by the technology to connect, face to face, in real time.



Screenshot of astronaut Kjell Lindgren as he visits with students from the International Space Station.

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Congratulations

CLASS OF 2017!

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SECONDARY STUDENTS		
Damien Alexander Charles Spencer High School	Hailey Sinclair Mount Boucherie Secondary School	Alexander Fierro Gleneagle Secondary School, Coquitlim, BC
Autrey Derickson Mount Boucherie Secondary School	Wind Dance Supernault Penticton Secondary School, Penticton, BC	Cole Fosbery Mount Boucherie Secondary School
Taris Eli Twin Rivers Education, Kamloops, BC	Payton Wilson-Prince Mount Boucherie Secondary School	

POST SECONDARY		
Nicholas Clark Bachelor of Human Kinetics, University of British Columbia – Okanagan Campus	Nolan Louie Aircraft Maintenance Engineer, Okanagan College	Jessica Ell Bachelor of Arts, Major in Psychology, University of British Columbia – Okanagan Campus
Mike DeGuevara Aboriginal Business and Leadership, Simon Fraser University	Raven Mikuletic Practical Nursing Diploma, Okanagan College	Phaidra Jenner Bachelor of Social Work, University of Victoria
Christopher Derickson Aboriginal Business and Leadership, Simon Fraser University	Janice Money Business Administration Diploma, Okanagan College	Krystal Lezard Fashion Design & Merchandising, Centre for Arts and Technology
Justin Derickson Acting for Film & Television, Vancouver Film School	Kyla Shields Bachelor of Arts, University of British Columbia	

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Virtual Reality Classroom

By Matt Heyworth, Teacher, Dr. Knox Middle

As teachers, we always endeavor to create innovative lessons that will inspire student inquiry and imagination. I first implemented Virtual Reality (VR) into my classroom as an entry point for a project called Tomatosphere, a program put on by the University of Guelph, Heinz, and the Canadian Space Agency. It is a blind experiment that compares two seed types, one of which spent six weeks on the International Space Station. I thought it would be great to be able to take my students on a tour to see it!

As I examined various options with VR, I found Google Expeditions, an app where students act as "explorers" and their teacher (the "guide") leads them through collections of 360° and 3D images. Expeditions has a large library of VR field studies; one happened to be a journey to the International Space Station. I had students download the Expeditions app on their phones, place the phones in their Google Cardboard (an affordable VR goggle), and connect to my teacher iPad through the school Wi-Fi network. Expeditions provides narratives the guide shares with students and then "points" to various areas of interest that they can explore.

VR provided an active and immersive experience for my students. It was hands-on and provided immediate engagement into the lesson (something



that's a must with today's learners). The most advantageous aspect of VR is that it can be implemented across all disciplines, grades, and abilities. I see a great opportunity for educators to provide their students with a wide range of captivating and stimulating experiences with this new technology in the future!



Matt Heyworth's class takes a virtual expedition with Google Cardboard.

Pastiche Series



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"Give & Receive"



"If You Work Hard it Will Pay Out in the End"

Thomas Smith, Grade 12,
Digital Arts - Mount Boucherie Secondary

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- Invest \$225 million to identify and fill skill gaps in the economy to help Canadians be best prepared for the new economy

Stephen Fuhr, CD, MP
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Developing Our Own Learning

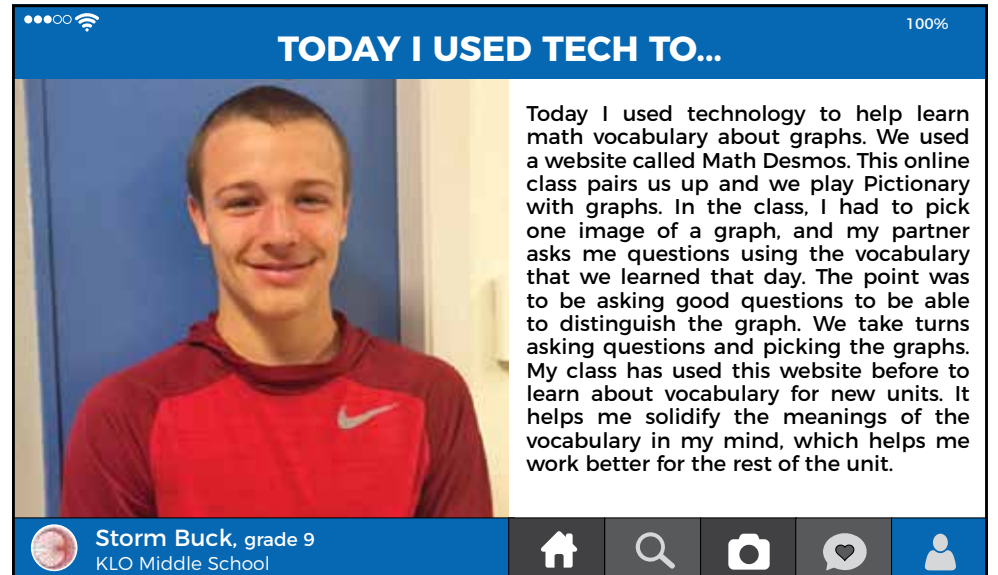
By Parker Burns, Grade 12,
Okanagan Mission Secondary

Since Grade 9, I've been intrigued with the process of programming. My friends and I are very interested in technology and entrepreneurship and wanted to create an app while still in high school. With the help of our Vice-Principal, Mr. Campbell, who was once a computer science teacher, we designed an outline for a project that our team could work on in our free time. Our objective was to launch an app on January 21, just over three months from our start date. This was an extremely ambitious endeavor considering none of us had ever developed an app before, but with the encouragement and prodding of Mr. Campbell through regular check-ins, we felt confident we could make our deadline.

While we spent the first month brainstorming ideas on the whiteboards in the school library, I spent my nights learning how to code an app. With the help of the internet, I learned everything from physics to screen resolutions, and even spent time reading the unique guidelines of each app store.

Working tirelessly, we designed a fun game, but we learned more than just programming. We learned about art, marketing, publishing, and even finances. As a team, we raised \$500 to purchase the licenses that we required to publish the app on the marketplace. On January 7, we launched our app on Android and PC. After only one week, over 15,000 people had played the game and we had an endless stream of feedback from players all over the globe.

Without the support of our school, and their willingness to accept our proposal to do something different, we would not have had the chance to experience such a unique learning opportunity.



SumoBot Success

By Ross Hett, Principal, Oyama Traditional School

Grade 6 student Bayan Anvari participated in the last District SumoBot competition, where his innovation and skills took him through a long day of "battles" to claim second place. Bayan answers some questions about what it takes to hang with the best bots in the Central Okanagan:

Tell me about Lego Robotics and what you like about it.

BA: I like that you can create the robot you want most of the time and program it to do what you want with what's available on the NXT programming software.

Describe how you program with NXT programming - what does it look like when you bring it up on the computer screen?

BA: You have a blank template and then you have a selection of programming blocks that you can drag into the template to build the program. Within each block, there are different programming options you can select as well. Once you've built the program, you can test it by downloading it to the brain of the robot from the computer using a cord.



I've seen a lot of innovation when students program. Sometimes the program doesn't do what you want it to do, for example, and you need to go back and reprogram. Tell me about this.

BA: Yes, sometimes the program works and sometimes it doesn't work. When I went to SumoBot, the program malfunctioned and caused the robot to spin at times. I had to go back several times to try to improve the program.

What is looping when programming? How does that work?

BA: One of the programming blocks is the looping block. You drag it onto the template at the front of the other blocks you want to loop together and slide it so it goes over the other blocks so you can repeat the program that is inside the loop. You can make it loop for a certain number of times or you can make it loop forever (until you abort the program).

You used a lot of innovation in the bulldozer design you used in the Sumo Bot competition. Tell me about that design. How did you start, what was your initial robot like and how did you add onto it?

BA: So what I did with the bulldozer is build a rembot first, which is a simple Lego robot, but which is very sturdy, reliable, and useful. Then I added onto it, putting two 3D printed parts as well as a bunch more parts so that the front would be able to put a lot of force when moving forward. Then I put a light sensor at the front and an ultrasonic sensor at the top.

How many rounds of competition did you go through at the Sumo Bot competition?

BA: I think about 10 rounds. It felt good going to the final, especially with an EV3 robot opposing me. I felt pretty confident going up there for that last round.

aRTS bLAsT

SUMMER CAMPS

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Week-long Camps (ages 5-12)

July 10-14 or 17-21 | 9 AM - 4 PM | \$240

Camps for Preschoolers (ages 3-5)

Jul 10-14 or Aug 21-25 | 10 AM - 12 PM | \$95

Day Camps (ages 5-10)

(Mon-Fri) July 4 - Sept 1 (no camp Jul 10-14, Aug 7)
9 AM - 4 PM | \$35/day or \$150/5 days

Capoeira Camps (ages 5-14)

Jul 31 - Aug 4 (\$105) or Aug 8-11 (\$95) | 9:30 - 11:30 AM

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PARENT'S GUIDE TO DIGITAL CITIZENSHIP

Growing up in a DIGITAL WORLD

By John Morrone, Vice-Principal, Learning Technology Department

We often hear adults lamenting about kids and their obsessions with phones and devices. The “back in my day...” statements resonate with many of us because our reality growing up was different. Connecting with friends usually meant meeting up at the park to play and talk. While that still may be the case for many kids today, access to the internet via smartphones and devices is also a regular part of everyday life. Technology has amplified social interactions, learning processes and creative expression beyond what we might have ever imagined 20 years ago. The world has changed for our young people and it's a major shift.

Youth today require a new set of digital literacy skills to be successful in school and in life beyond school. The BC Ministry of Education defines digital literacy as “...the awareness and skilled and appropriate use of digital media and communication tools as part of learning, social participation, and professional preparation.” Effective communication now includes proficiency with social media, as well as the ability to make ethical and responsible decisions in those environments. With a world of information available at our fingertips, the need to memorize facts has diminished and students need more support to analyze the information they find critically. Beyond school, daily life activities like banking and shopping require digital literacy proficiency and future career preparation requires a growing digital skillset. Of course, perhaps more than ever, youth also need to learn balance with technology, to know when to unplug, how to be active, and how to lead a healthy lifestyle.

Our youth are growing up in a digital world and students, schools, parents and our communities all play a part in helping our youth to learn what it means to be a digital citizen.



Social Media App Guide

It can be hard to keep up with the latest trends in social media. Different age groups also tend to prefer different apps. The following guide is a list of some social media applications commonly used by teens and tweens. Each app offers users a different experience, but in general, they are all used to communicate through text, audio, still images and video exchange, and in some cases, live video streaming capabilities. Some of these apps are available on the web, while others are exclusively available as a mobile app. All social media networks connect communities of users around the world, so it is important for users to make informed decisions about safe and appropriate use.



Facebook

Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends and family.



Facebook Messenger

Facebook Messenger is an instant messaging service that is integrated with facebook.com, but is a stand-alone app on a mobile device.



YouTube

YouTube is a free video-hosting website that allows members to store and serve video content. The site also includes a full written commentary section in association with each video clip.



Twitter

Twitter is a social-network and microblogging site which allows users to send and read one another's “tweets:” text messages of up to 140 characters. Images and video can also be distributed by users.



Instagram

Instagram is a free online program and social network that enables users to take, edit and share photos with other users. Instagram users can comment on their own images and images posted by friends associated with the user's account.



WhatsApp

WhatsApp is a free to download messenger app for smartphones. WhatsApp uses the internet to send messages, images, audio, or video. The service is very similar to text messaging services however, because WhatsApp uses the internet to send messages, the cost of using WhatsApp is significantly less than texting.



Snapchat

Snapchat is a popular mobile app that allows users to send videos and pictures with captions, both of which will self destruct after a few seconds of a person viewing them. Users can opt to save their “snaps” to their story, all of which can be broadcast publicly or to a user's followers only.

Learner

- uses tech tools
- does online research
- applies technology to the real-world

Thinker

- solves problems
- thinks critically about digital content
- is media aware

Contributor

- shares ideas & information
- shows kindness and empathy

Collaborator

- texts, tweets, blogs, chats etc.
- connects globally
- builds online relationships

Innovator

- is curious; a discerning Googler
- produces unique digital works

Attributes of a Digital Citizen

A checklist for parents	Yes	No
Are you involved in your kids' activities? Do you know what they are doing and who they are talking to when they are on the internet?	<input type="checkbox"/>	<input type="checkbox"/>
Does your family have a set of rules or an agreement for appropriate internet use?	<input type="checkbox"/>	<input type="checkbox"/>
Do you model good habits relating to media use (when and how do you use mobile devices?) and privacy (how much do you share about you and your kid's lives online?)	<input type="checkbox"/>	<input type="checkbox"/>
Do your kids know to ask permission before submitting any personal information online? This includes: when using email, social networking sites or instant messaging, filling out registration forms and personal profiles, and entering online contests.	<input type="checkbox"/>	<input type="checkbox"/>
Do you try to not be too critical of your kids' activities on the Net and use their Internet experiences as an opportunity to discuss inappropriate content, trust and responsibility?	<input type="checkbox"/>	<input type="checkbox"/>
Do you make Internet use a family activity by guiding your kids to good sites and teaching them how to do safe, effective searches?	<input type="checkbox"/>	<input type="checkbox"/>
Have you taught your kids not to believe everything they read online and to check online information with an adult or with another source?	<input type="checkbox"/>	<input type="checkbox"/>
Have you taught your kids how to recognize when they're feeling "hot" emotions like anger, fear and excitement, and told them never to respond to anyone or post anything online when they're feeling that way?	<input type="checkbox"/>	<input type="checkbox"/>
Have you reminded your children that the people we interact with online have feelings that can be hurt, just like we do, and encourage them to always put themselves in someone else's shoes before responding to them?	<input type="checkbox"/>	<input type="checkbox"/>
If your child accesses the Internet from school or your local library, are you familiar with their acceptable use policies?	<input type="checkbox"/>	<input type="checkbox"/>

Guiding Healthy Tech Use at Home

By Central Okanagan Parent Advisory Council (COPAC)

In April, COPAC, OKM and Dr. Knox co-hosted two events for parents to help them understand the trends around social media and how to talk with their children about using technology. Jesse Miller of Mediated Reality facilitated both discussions.

Miller pointed out that social media and the devices we use to access it are here to stay. Since parents and children alike will carry devices everywhere, how can parents guide healthy usage and know when something is wrong? Jesse Miller says you're on the right track if your child can:

- leave the device at home
- let you look over their phone easily and not experience anxiety over what you might find
- sleep and study without the device beside them
- self-regulate usage in various environments such as family dinners, hockey games, watching movies, hanging with a friend, etc.

Concerns can happen when:

- Children feel entitled to their phones (forgetting it is a privilege, not a right)
- Parents are guilty of abdication (using technology to babysit, distract, or entertain a child instead of fulfilling their parental duties, or responsibilities)
- Adults and children display poor digital citizenship - adults and children are at times guilty of inappropriate and irresponsible use of technology. Examples can include posting pictures without permission, overusing a device in the company of others, or using a device while driving.

This event was a good reminder to involve ourselves in what our children are doing online and equip them to make good decisions. However, it is also a reminder that we need to lead by example and be good digital citizens ourselves.

Stay up to date with Parent Education events and Resources in Central Okanagan Public Schools and follow COPAC: <https://www.facebook.com/groups/COPAC/>

Gaming Tips for Parents

The video gaming world has changed a lot in the past decade. You can now play games online, using a console, or even on a smartphone. There can be lots of benefits in playing video games, as they can help kids develop their communication, team building, and problem-solving skills. That being said, there are risks: exposure to inappropriate content, cyberbullying, and lack of physical activity. Here are some simple tips you can follow to help your child successfully engage in the video gaming world:

+ Be curious

Be a learner and ask your kids to teach you about the games they play.

+ Establish Limits

Set screen time limits and be clear on what games your kids can play.

+ Check for chat

Does the game have online chatting?
Do you know who your child is chatting with?

+ Establish Limits

Set screen time limits and be clear on what games your kids can play.

+ Do your research

Go to www.commonssensemedia.org and get the complete overview of the game.







+ Play along!

Playing video games is a great way to both bond and learn more about the game.

Know Your Ratings!

The Entertainment Software Rating Board (ESRB) ratings provide parents valuable information about the content in video games.

For more information, please visit the ESRB website (www.esrb.org).

	EARLY CHILDHOOD Content is intended for young children.		TEEN Content is suitable for ages 13+. May contain violence, suggestive themes, crude humor, minimal blood, simulated gambling and/or infrequent use of strong language.
	EVERYONE Content is generally suitable for all ages. May contain minimal cartoon, fantasy or mild violence and/or infrequent use of mild language.		MATURE Content is suitable for ages 17+. May contain intense violence, blood and gore, sexual content and/or strong language.
	EVERYONE 10+ Content is generally suitable for ages 10 and up. May contain more cartoon, fantasy or mild violence, mild language and/or minimal suggestive themes.		ADULTS ONLY Content suitable only for adults (ages 18+). May include prolonged scenes of intense violence, graphic sexual content and/or gambling with real currency.



Mount Boucherie Secondary grade 12 student Ross Morrison plays a game he and his friends created so they could improve their programming and animation skills.

i Get Informed

The following list might be good places to start as you continue to learn more about digital literacy.

www.mediasmarts.ca
www.commonssensemedia.org
www.thedoorthatsnotlocked.ca
www.erasebullying.ca
www.safesmartsocial.com

Before you



THINK

T = is it True?
H = is it Helpful?
I = is it Inspiring?
N = is it Necessary?
K = is it Kind?

Managing Technology at Home

By Claire Robb, OKM student and District Student Council member



Technology plays an important role in our everyday lives, especially for students. As members of the 21st century, we are immersed in a world that utilizes electronics, social media, and devices everyday. When it comes to managing all of those devices at home, balance is key.

I use technology at home to research, organize, stay in touch and unwind. The internet has a large impact on our awareness and learning today. For instance, I use Google as a power tool, if it be finding out "What is the quadratic formula?" or "The lyrics of Let it go." The answers are quite literally at our fingertips. In order to complete my online course (American Sign Language) assignments, videos and Skype are necessary and useful devices. Technology allows me to promote events by either creating fun posters, or advertising on social media. I am able to get the message to a wider audience at the click of a button. The same click of a button allows me to network and connect with new people all over the world. Technology also plays an essential role in my downtime: an episode of "The Mindy Project" always does the trick.

These amazing tools supply an endless amount of potential and information all from the comfort of our home. In addition, as we fall into the rabbit hole of having everything at our fingertips, we must remind ourselves of balance. There is a time for technology learning and operating it appropriately. Then, there is time to read a book with proper words and full sentences, time to write a letter with pen and paper, and time to leave our phones alone to get a good night's sleep. The most important time is the time to talk with family, friends, or the odd stranger. Face to face interactions, with voice and body language, are our real world source of learning.

Social Media and the Law

By Cst. Robyn Boffy, RCMP School Resource Officer



Becoming a School Resource Officer has really opened my eyes to the world of the Internet and Social Media. New applications pop up on a daily basis and school aged children live the majority of their lives online. This is how kids interact socially today. Gone are the days of phoning the family home and having a fifty-fifty chance of your intended contact answering. Kids have a direct line into each other's personal lives and bedrooms, bypassing the supervision of the parent.



It is very rare that a kid intends to break the law with their conduct online. However, the comfort of their anonymity behind a 4" screen, their limited life experience, and having that direct contact, often leads them to believe their words and actions have no consequence. Conflicts arise and some youths have resorted to threatening others (Uttering Threats Section 264 Criminal Code (C.C.)), telling others to kill themselves (Counselling Suicide 241 C.C.), or repeatedly contacting another against their wishes (Criminal Harassment Section 264 C.C.).

Some teenage relationships of a romantic nature may result in sending and receiving photos of an intimate nature, which is also a criminal offence. Taking photos of and/or sharing images of a person under the age of 18 is considered Making Child Pornography (Section 163.1(2) C.C.) and Distribution (Section 163.1(3) C.C.). Pressuring someone to send nude photos of themselves can be considered Extortion (Section 346 C.C.).

Don't be afraid to check your children's phones, install parent apps and treat that phone as a privilege, not a right. Parents should speak openly about creating safe and positive online relationships. During my presentations, I always use the Golden Rule, "treat others how you would want to be treated and especially online, treat them the way you would treat them in person."

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Media Smarts

YOUNG CANADIANS IN A WIRED WORLD

METHODOLOGY Conducted February to June of 2012

5,436 Canadian students in grades 4-11 in 10 provinces and three territories

41% boys 46% girls

140 schools in 51 school boards

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LIFE ONLINE

ONLINE ACCESS

45% of students access the internet using a cell/smart phone

60% of boys access the internet through a gaming console

One quarter of students in Grade 4, half of students in Grade 7, and 85% of students in Grade 11 own their cell phone.

39% of students with cell phones sleep with them.

WITH CELL / SMART PHONE

Grade	Own
4	24%
5	31%
6	38%
7	52%
8	68%
9	83%
10	87%
11	85%

HOUSEHOLD RULES WITH STRONG RELATIONSHIPS TO STUDENT BEHAVIOUR:

TALKING TO STRANGERS ONLINE:

68% with a rule have never done it. 48% without a rule

RESPECTING PEOPLE ONLINE/MEAN AND CRUEL BEHAVIOUR:

83% with a rule have never done it. 73% without a rule

RULES ABOUT...

TALKING TO STRANGERS	POSTING CONTACT INFO	GETTING TOGETHER WITH SOMEONE MET ONLINE
40% 61%	44% 63%	35% 52%

89% of students agree with the statement "I know I can protect myself online"

BOYS AND GIRLS HAVE DIFFERENT EXPERIENCES ONLINE

Girls are both more likely than boys to agree with the statement that they could be hurt by online strangers (82% compared to 62% of boys) and less likely to see the internet as a safe place (51% compared to 61% of boys).

ONLINE ACTIVITIES (GRADES 4-6)

The most frequent online activities reported by students are:

30% have a Facebook account and 16% have a Twitter account in spite of the fact that anyone under the age of 13 is barred from using these sites.



7 of the Top 10 favourite sites are all about posting and sharing information and content.

CYBERBULLYING

PEOPLE WHO REPORT BEING CYBERBULLIED

37% Experienced meanness or cruelty 31% Have been threatened

PEOPLE WHO REPORT THEY'VE CYBERBULLIED

23% Have been mean or cruel 19% Have made threats

IMPACT

70% of students who say that someone has said something mean or cruel about them online or who have received threats online do not see this as a serious problem. BUT it is a serious problem for 1 in 10 students.

MOTIVATIONS

55% of students who participate in mean or cruel online behaviour say they were "just joking around" 48% said it was because someone said something mean or cruel about them first.

65% of students have done something to help someone who is being picked on online. Students who have been cyberbullied and those who have cyberbullied others are both more likely to step up and help.

MYTH BUSTERS

MEAN GIRL MYTH: Boys (26%) are more likely than girls (20%) to be mean online.

BULLIES VS VICTIMS MYTH:

39% of students report being both a recipient and deliverer of mean or cruel online behaviour.

ATTITUDES TOWARDS ENCOUNTERING RACIST AND SEXIST CONTENT ONLINE (GRADES 7-11)

CONTRADICTIONARY ATTITUDES:

78% of students have come across racist or sexist content online

78% agree that it is important to say something so people know racist and sexist talk is wrong. 45% feel that it is not their place to say something when it occurs.

JUST "JOKING AROUND":

57% don't say anything because, most of the time, people are just joking around.

SEXTING

9% of boys 8% of girls sent a text of themselves	
26% of boys 20% of girls had a text of themselves forwarded	
16% of boys 12% of girls forwarded a text sent to them	

EXPERTS OR AMATEURS?

ILLEGAL DOWNLOADING:

46% of students (29% in Grade 4 and 72% in Grade 11) agree with the statement, "Downloading music, TV shows or movies illegally is not a big deal."

WHAT STUDENTS WANT TO LEARN:

51% How to tell if online information is true

45% What is legal and illegal to do online

36% How companies collect and use personal information

ONLINE ACTIVISM AND ADVOCACY

50% of grades 7-11 students have shared links to a news story or information about current events

29% of grades 7-11 students have posted comments on a news site

35% of students have joined or supported an activist group online

ONLINE PRIVACY, ONLINE PUBLICITY

CONTROLLING PERSONAL INFO

While it's not surprising that 89% of students say it's wrong for a friend to post a bad/embarrassing picture of them, it is surprising that more than half (54%) agree that it's wrong for a friend to post a good picture without asking first.

KNOWLEDGE ABOUT PRIVACY PROTECTION

	AGREE
Companies are not interested in what I say and do online.	39%
I would like more control over what companies do with the photos and information I post online.	75%
If a website has a privacy policy, that means it will not share my personal information with others.	68%

*This statement is a "fine print" used to test students' understanding of privacy policies.

AUDIENCES MATTER

Who do you think SHOULD be allowed to read what you post on a social networking page like Facebook?

My friends	86%
My parent(s) and people in my family	68%
Anyone who knows me	37%
The company that owns the site	17%
The police	28%

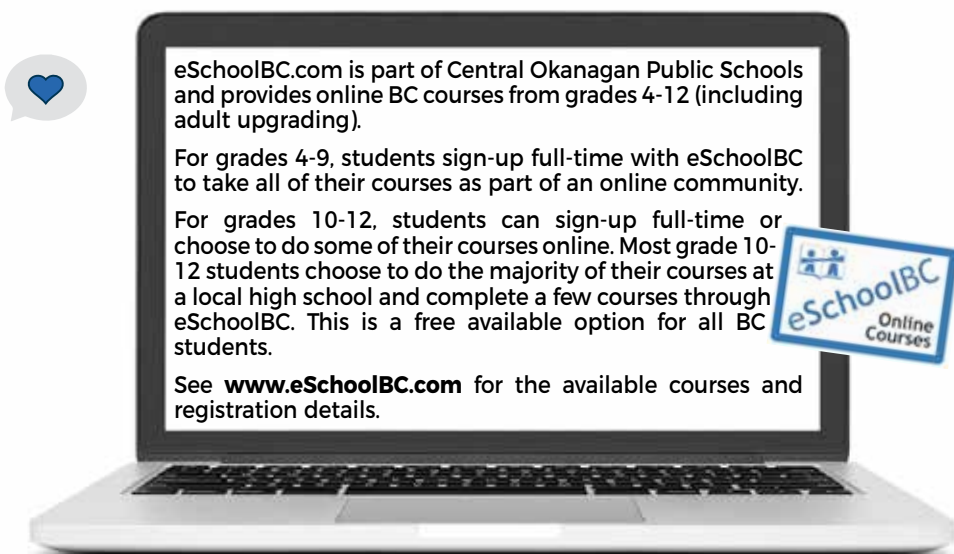
Online Schooling Works for Me

By Kylah, Grade 10, Central Schools Online

Doing online schooling has been such a great thing for me because, when I was attending public school, the school I was in was huge and always packed with many students. I'm not good in crowds of people or being around people in general, so it was very stressful for me to even think about going to school. I was barely able to attend classes as well due to my struggles. When my counselor suggested online schooling, I was a little unsure because I didn't want to leave my friends. But I talked about it with my mom and counselor more, to where we decided that online would be better for me. When I first started, it was very confusing. I was easily frustrated, and I rarely participated in class. A month or two ago, I started to actually break through my shell and speak my opinion and I was joining in with field trips and projects. Even if it was just typing, it still



has helped me a lot. My grades have gotten better already: I went from nearly failing my classes while at public school, to passing with good grades once attending Central Online. I admit it's hard to get the hang of the first couple days, but then it becomes like second nature. It's helped me so much, more than words can say.



E for Enthusiasm

By Sue F, Parent

This was the first year in which our daughter participated in the online learning program, eSchoolBC.

Our daughter did well academically in grades K-8 but she did not enjoy the drama, immaturity, and social network that she had. The blended online learning program provided her with the flexibility and opportunity to focus on the curriculum in a stress-free environment.

We have truly enjoyed eSchoolBC's blended middle school program: the teachers, the curriculum, the home environment, and the opportunity to connect with students through social events. Instead of dreading going to school each morning, the paradigm has shifted and she takes on each day with a new level of enthusiasm and happiness.



eSchool Excellence

By Abby Stokes, Grade 12, eSchoolBC

I've done just about every type of schooling you could think of: public school, private school, homeschooling, co-op...you name it, I've probably done it! The outlook that my parents and I have always taken is that no type of school is better than another, but that we choose to do whatever makes sense for me at the time. For the past three years, I have schooled online through eSchool BC, and I love it!

Online school gives me flexibility in my schedule to pursue things that I wouldn't be able to do in the limitations of a traditional school schedule. For example, this year I have been involved in a daytime competitive dance program that runs from 10am-2pm every Tuesday. I have really enjoyed dancing intensively, improving my ballet and contemporary technique, and preparing for dance competitions without the obstacle of fitting it all into after-school hours or missing class.

Additionally, I have had a high-quality learning experience through eSchoolBC (both the Blended Learning in grades 9-10 and Distributed Learning in grade 11). I have full access Monday through Friday to private tutoring with any of my teachers, either in person or over video chat. I can also self-pace my courses, which means that I can take the time to understand any concepts I am struggling with or go faster through sections I feel confident with. I have been able to keep my grades up at about ninety-five percent this year in online school—higher than in any other school I have attended.

While there are advantages to the traditional "brick-and-mortar" school, there are so many other options for students to excel in alternative settings. eSchoolBC has opened up possibilities in my life that I could never have had otherwise and I believe that there are lots of other students like me who could benefit from Distributed Learning.





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Leading the Way to 21st Century Learning



By Jordan Kleckner, District Principal of Learning Technology

Central Okanagan Public Schools is a leader in the province when it comes to educational technology. For over a decade now, we have invested in a technology refresh process with the goal of supporting student learning and achievement by ensuring we provide all schools in our district access to safe and reliable technology. Recently, we

have shifted our focus to putting the technology more and more in the hands of students so that they can develop the digital skills needed in the world today.

With the power of the internet, memorizing facts is outdated. With unlimited access to information and opinions on the web, students need to think critically about what they read and learn to develop their own understanding. Having devices such as laptops in classrooms empowers our students to access information in real-time. It allows them to meaningfully research emerging topics, construct their own knowledge, and communicate their ideas to the world. Tablets, such as iPads, help our students shift from being consumers of content to being creators of content. Making their learning visible and sharing it with others deepens the learning process for all students. You will also see unique technologies such as 3D printers, coding devices, and robotics in many of our schools. These devices provide our students opportunities to develop their creative thinking and problem-solving skills.

Providing students safe, secure, and reliable access to technology empowers them to grow as digital age learners and gives them the opportunities to develop the skills they need to thrive in the 21st century.



"B-Fox"

Vivien Yu, Grade 10,
Digital Arts - Mount Boucherie Secondary



Collaborating Behind the Scenes

By Dave Swystun, Learning Technology Manager



As the Learning Technology Manager for Central Okanagan Public Schools, I have the privilege of leading and working alongside many dedicated technicians. Our hard working team strives to create and grow the technological infrastructure needed for our district to run smoothly and efficiently.

Just some of the many "behind the scenes" infrastructure strengths in our district are:

- **Universal Wi-Fi** - All schools and sites in our district have access to secure, reliable wireless internet, as well as guest access for personal devices.
- **Secure network environment** - Our district uses some of the most modern firewalls, login credential processes, and anti-virus software to keep us safe and secure.
- **Digital resources** - Our schools have access to a variety of useful online educational subscription resources to support student learning. All students and staff also have access to productivity tools such as Microsoft Office Suite and Adobe Creative Cloud.
- **Communication system** - All schools and our district offices make use of a modern school-community communications system that allows us to connect with our families via email, text, phone, and more.
- **Online platforms for parents** - Our developers have created a variety of useful online resources for our families. Parents can access these online resources to pay student fees, complete registration for their children, and register for busing all from the comfort of their home.
- **Communicating Student Learning** - Many of our schools are using tools such as FreshGrade to communicate and share student learning with parents, helping them be more 'in-the-know' about their child's learning at school.

We believe in leveraging a strong technological infrastructure to support student learning and enhance communication with families, and we continue to find ways to be leaders in the province in this area.

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Digital Portfolios: Assessing Learning in Real Time

By Alida Privett, Principal, Mar Jok Elementary

At Mar Jok Elementary (MJE), our school goal is to ensure strong student achievement and deep learning at all levels of our learning community using the principles of assessment for learning. Technology supports the principles of application of assessment, providing innovative approaches to communicating student learning.

Each student captures their learning journey in an online portfolio. The FreshGrade platform allows a three-way conversation between parents, teacher, and student, which focuses on giving real time descriptive, or formative, feedback as the child is learning. Students are involved in the assessment process with parents and teachers, which keeps them at the heart of the learning! Tracking the learning journey online enriches our ability to communicate with and involve parents in student learning – not just the results of their learning at the end of a term.

Each PAC meeting has a “learning about learning” component. Parents are learning how assessment drives teaching and learning, just as students are involved in providing evidence of that learning to share in their online portfolios.



Grace and Katie are already working on their digital portfolios.



At Mar Jok Elementary, students, parents, and teachers are deeply involved together in maximizing student learning. Real time conversations about learning are encouraged through electronic portfolios (FreshGrade) where evidence of learning can be viewed and discussed as the learning is happening. Students, teachers and parents are given the opportunity to have clear and open communication about the learning that is happening. Students can then take action on their next steps in learning, much earlier than the conventional way of receiving feedback only at the end of term. This allows our children to get help early on, so they can keep their learning on track.

~ Sara Gramiak, MJE parent

Explain Everything is one of the apps students use frequently to capture and share evidence. Students use iPads as a white board to demonstrate and audio to explain their learning. The full video is then uploaded to their learning portfolio as proof of their competency in relation to an area of the curriculum. As Jolee, a grade three MJE student claims, “When I share my learning it’s like I’m teaching, and then I understand just how much I know.”



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Together We Learn



Our popular program is always growing and we need more homestay families every year. To apply, please call (250) 470-3258 or visit InternationalEducation.ca

Getting Outdoors with Tech

By Keaton Brownlee, Grade 12, Okanagan Mission Secondary

Technology is advancing at an astonishing rate, and as technology advances teachers must find new ways to integrate it in their classrooms. Mrs. Marrs, from Okanagan Mission Secondary school, is doing this in geography 12 by geocaching with students. Geocaching is an outdoor activity, which uses a Global Positioning System (GPS) receiver or a mobile device, in a treasure hunt-like game. Containers called "geocaches" or "caches" are hidden at specific locations all over the world and marked by coordinates. It's your job, along with the help of your GPS, to locate these coordinates. A typical geocache is a small waterproof container with a logbook inside, and an item like a toy or a trinket. Participants sign the date they found the cache along with their codename. Once completed, you place the



geocache in the exact location you found it so others can test their tracking skills. Mrs. Marrs has brought this activity to her geography 12 classroom, providing students with a new, exciting way to learn.

This project is allowing geography 12 students to get out into the real world and apply what they learn in class. It lets students see things they talk about in the classroom, in person rather than in

a textbook or through a screen. For example, if we are talking about gradation in class, we can go geocaching and observe first hand examples of erosion and weathering. We can go out and actually see or touch the striations that glaciers left behind when carving out the Okanagan valley. It works for every unit whether it be rivers or volcanoes, and it's a brilliant way to engage students. They get to have some fun, while applying their knowledge from the classroom. Technology will never stop progressing. It is a tool, and we continue to find new ways to incorporate technology in the classroom, just as we do in our everyday lives. Geocaching is one intriguing way to do this.



Humans of Boucherie

By Karah Hopgood, Grade 12 Leadership Student, MBSS

With a goal of leaving a legacy behind for my school, I created the "Humans of Boucherie" initiative. Inspired by the New York Times Bestseller "Humans of New York," our team provides a platform for members of the Mount Boucherie community to connect and share personal stories. "Humans of Boucherie" is an Instagram account, where everyday a photo and interview is published. The "Humans" project celebrates our accomplishments and our stories of struggle. We celebrate the humanity within ourselves, showing the greater picture: we are all human, we all struggle, however, we do not have to go through such struggles alone. It was the desire to celebrate these stories which led to the creation of the project. These stories are powerful. Sharing these stories within the Mount Boucherie community has helped create a culture of kindness, compassion, and understanding. My experience has been humbling and made me grateful to be a member of the Mount Boucherie community. The success of "Humans of Boucherie" is a credit to all of those people who had the courage to share their stories.



Humans of Boucherie Instagram posts also become posters that adorn the halls of MBSS, connecting students and visitors to the project.

SummerDayCamp

Week one: July 10th-14th
Week two: July 17th-21st
Week three: August 14th-18th
Week four: August 21st-25th
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Building Careers in Tech

By Rafie Relova, Teacher, Rutland Senior Secondary

Do you enjoy building computers and problem solving through computer issues or just have a general interest in computer technology? Knowledge in Computer Hardware & Software Maintenance and Networking can eventually lead to a career as a Computer Technician and Network Specialist. Central Okanagan Public Schools and BCIT are partners in offering this Dual Credit program to students during their Grade 12 year. According to one student in the program, "...we took computers apart, learned about each component and the career options available in this field. We built Ethernet cables, planned a network, configured routers and switches, and simulated, as well as built, LAN and WAN networks."

Classes run every 2nd full day at the BCIT Graham Road Campus during the 2nd semester. This means you can take these computer courses every other

day and then attend your home school on opposite days taking courses of your choice. Courses include Cisco IT Essentials, CCNA Routing & Switching: Introduction to Networks and Routing & Switching Essentials, and Linux Essentials. This is a Dual Credit Program, which means you will earn 16 high school credits as



well as 3 BCIT CISA courses to get you a head start into the 2-year diploma program!

For more information about the program, visit www.sd23bcitdualcredit.weebly.com/computer-information-systems-admin.html. If you have any questions, contact the instructor, Rafie Relova, at rafie.relova@sd23.bc.ca, and the Program Coordinator, Doug Gunn, at douglas.gunn@sd23.bc.ca.

TODAY I USED TECH TO...

Today I used technology to help our District Student Council run a District Dodge Ball Tournament. Using technology, we were able to organize the tournament and make it a successful fundraiser. We used social media to our advantage and were able to spread the word about this tournament. Today, social media is one of the most powerful things in our world; almost all of us use social media every day to communicate with people in the same room or even others around the world. Without technology, our District Dodge Ball Tournament would have never happened and our fundraiser would not have been as successful.

Arjan Thouli, grade 11
Rutland Senior Secondary



"Predideer"

Amber Archambeault, Grade 11,
Digital Arts - Mount Boucherie Secondary



Photo Credit: Jen Scott

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Music Meets Technology

By TJ Snelling, Grade 12, Okanagan Mission Secondary

As the school year nears its end, so does the OKM Band Program of 2016/17, leaving behind a mark of passion and inspiration for future band students to follow. Under the direction of Ed Schnellert and Megan Frederic, grade 10-12 students took on a year of hard work, practice, and dedication. Throughout the year, the band worked to perfect a set list of songs devoted to the theme of "regrowth." Through the music and accompanying video, the regrowth message relates to our Canadian ties to Europe in the past, specifically with regards to war. We performed the show on a tour around Europe where over 80 students traveled along with five teacher chaperones. In Germany and Holland, the band performed in community centers, international schools, and cathedrals. Technology ties into this program in many ways and is an aid to success for the students. The finale piece



"From the Ashes", by Chuck Elledge, along with J.S. Bach's Gloria adapted from Cantata No. 141 - "Wachet Auf", worked in unison with the powerful images of a video made by Frederic; it delivered more beautifully the regrowth message. As a solid unit working together, the group was able to load into shows and set up the technicalities

smoothly. Each show was a success, with the video projected onto large screens, capturing the attention of the audience. Arranging these shows and events for the tour required much online communication between separate continents, yet all came together fluently. Arguably the most important show put on by this group, was the one held in their very own gymnasium. It was an impressive showcase of the group's hard work to the community. To go beyond the music was the goal, but to say this may be

TODAY I USED TECH TO...

Today I used technology to create a website. I used Weebly to create a website for a product I have developed. I really enjoy using Weebly because I can design it to be completely original, and use it for so many different things like selling, promoting, and sharing. The first time I made a website I found Weebly a little hard to use, but it only took a few more tries to fully understand what I should be doing. Overall, I believe that creating websites has helped me realize how much work is put into the online world, and how much skill you have to have to be able to contribute to it.

Rae Kennedy, grade 8
KLO Middle School

an understatement of what has been accomplished.

Through images and music these students came together, worked rigorously, and expressed magnificently a message of peace, prosperity, and regrowth. Schnellert said, "It is vital that we come together

the way we do, in a unique gathering, and create music and deliver a message," truly a push to go above and beyond. Congratulations to all the students and teachers involved.



"Love Canada"

Nuria Sancho Lopez, Grade 11,
Digital Arts ~ Mount Boucherie Secondary

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Central Okanagan School District Fall Calendar



September 5, 2017 - Schools Open	October 20, 2017 - Teachers' Professional Development Day (schools closed)
September 30, 2017 - Orange Shirt Day - Residential School Awareness	November 3, 2017 - Non-Instructional Day (schools closed)
October 5, 2017 - World Teachers' Day	November 13, 2017 - Remembrance Day (schools closed)
October 6, 2017 - Administrative Implementation Day (schools closed)	December 25, 2017 – January 5, 2018 - Winter vacation period (schools closed)
October 9, 2017 - Thanksgiving Day (schools closed)	January 8, 2018 - Schools reopen after Winter vacation

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