

Our conceptual framework is designed to communicate the big ideas that we believe about our school district in a visual, holistic fashion.

Features of the framework include:

The framework is wrapped in First Peoples Principles of Learning (FPPL), using the colours of the cardinal directions of the medicine wheel: White, Yellow, Red and Black. The layers of 'Mission, Vision and Motto' as well as Governance are positioned at the outer edges of the framework, representing the important role of keeping our organization moving in the same direction as outlined by our Vision:

~Syós:ys lets'e th'ále, lets'emó:t~

(See EYE yees, LETS – a - thala, LETS – a - mot)

~One heart, one mind, working together for a common purpose.~

A Statement About Learning

Learning must be engaging, relevant and meaningful, grounded in inclusive practices and First Peoples Principles of Learning, and committed to the growth of future-oriented citizens.

Insert School Name Here

HIGH QUALITY INSTRUCTION

Innovative, inclusive and research based instruction and assessment practices support the well-being of all learners and their readiness to be inspired and engaged in life-long learning.

TARGETED INTERVENTIONS

Timely and targeted supports are the cornerstone in creating a culture of equity and belonging where all learners thrive and reach their potential.

To insert photo here, Right Click anywhere in the gray area, select "Change Picture" and choose your file



DATA DRIVEN DECISIONS

The intentional collection and analysis of meaningful evidence ensures that actions and decisions directly support the success of all learners.

COLLECTIVE RESPONSIBILITY

Common core values and shared responsibility for student success promotes deep collaboration and commitment to growth as educated citizens.



Insert school logo here. Right click in this area, select "Change Picture" and choose your file

Goal

We are dedicated to ensuring that students are proficient in foundational literacy skills and increase their abilities, confidence and willingness to engage with language to acquire, construct and communicate in meaningful ways from Early Learning Years (pre-K) through to Grade 12.

1. We understand, plan and deliver instruction using competency-based curriculum (curricular competencies and content).
2. We utilize competency-based assessments to assess student progress pre-K to grade 12.
3. We implement data driven, timely and targeted instructional interventions for students.

School Actions

Literacy Actions here

School Measures

Literacy Measures here

District Measures

- FSA 4 (Reading / Writing)
- FSA 7 (Reading / Writing)
- Literacy 10 and 12
- PM Benchmarks (running records)
- ACT (Assessment of Comprehension and Thinking)



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Goal

We are dedicated to ensuring that all students become proficient in numeracy skills that allow them to create, apply and conceptualize mathematics in real world situations from Early Learning Years (pre-K) through to Grade 12.

1. We understand, plan and deliver instruction using competency-based curriculum (curricular competencies and content).
2. We utilize competency-based assessments to assess student progress pre-K to grade 12.
3. We implement data driven, timely and targeted instructional interventions for students.

District Measures

- FSA 4
- FSA 7
- Numeracy 10
- SNAP (Student Numeracy Assessment and Practice)

School Actions

Numeracy Actions here

School Measures

Numeracy Measures here



Insert school logo here. Right click in this area, select "Change Picture" and choose your file

Goal

We celebrate diversity, embrace inclusion and foster a sense of belonging to ensure all students thrive. Equity and inclusion are foundational to learning and leading, and are critical to success, wellbeing and fulfillment.

1. We understand, plan and deliver competency-based curriculum (curricular competencies and content) related to Social Emotional Learning and Mental Health Literacy.
2. We commit to truth, reconciliation and healing to address the inequity of outcomes for Indigenous learners. We address unconscious bias, systemic discrimination and marginalization to transform district culture.
3. We provide supports for the well-being of all learners.

School Actions

Human and Social Development Actions here

School Measures

Human and Social Development Measures here

District Measures

- Student Learning Survey grade 4, 7, 10 and 12
- EDI (Early Years)
- CHEQ (Kindergarten)
- MDI (Middle Years)
- BCAHS (BC Adolescent Health Survey)
- YDI (Secondary Years)



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Goal

Students experience pivotal transition points throughout their education, from pre-K to Kindergarten, from grade to grade, school to school, and from school to post-secondary or work situations. We acknowledge our responsibility to support all learners, so they successfully complete their education (pre-K through to Grade 12) with a sense of dignity and purpose, and opportunities to meet their goals.

Strategy

1. We target early years learning to ensure students are well supported during their transition to Kindergarten, throughout their elementary years and to middle school.
2. We utilize developmentally appropriate practices through the Middle Years Pillars (Advisory, Teaming, Collaboration, Exploratory) to foster growth through the adolescent years.
3. We ensure students find meaningful pathways, throughout secondary school and beyond graduation, including post-secondary, apprenticeship, college and workplace.

District Measures

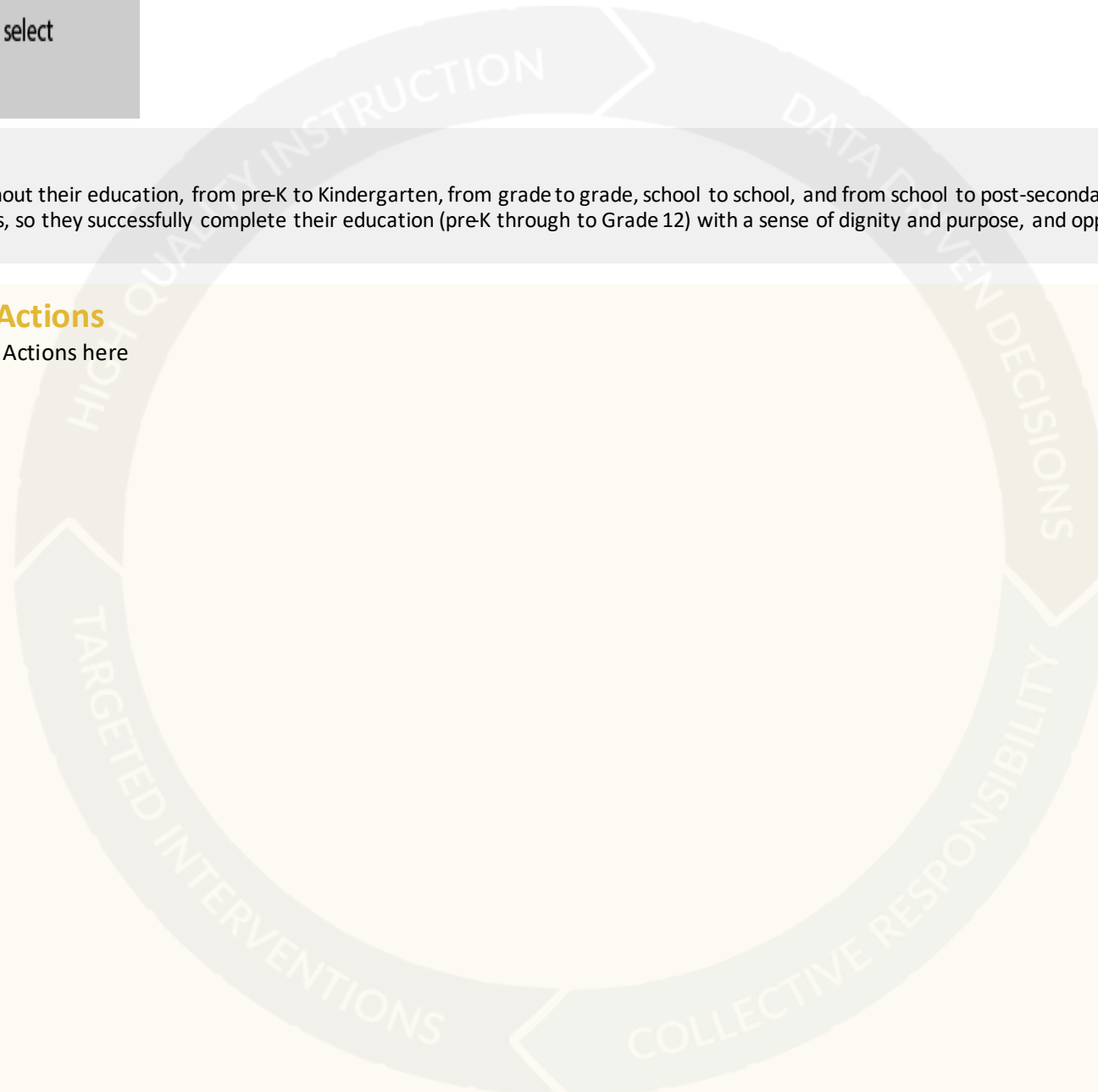
- Grade to Grade Transition Data
- 5 and 6 Year Completion Rates (Graduation)
- Post-Secondary Transition Rates
- Attendance Rates

School Actions

Transitions Actions here

School Measures

Transitions Measures here





Chilliwack
School District

Continuous School Improvement Assessment

Not Aligned

Approaching
Alignment

Fully Aligned

GOAL AREA: LITERACY

We are dedicated to ensuring that students are proficient in foundational literacy skills, and increase their abilities, confidence, and willingness to engage with language to acquire, construct and communicate in meaningful ways from Early Learning years (pre-K) through to grade 12.

We understand, plan, and deliver instruction using competency-based curriculum.

We utilize competency-based assessments to assess student progress.

We implement data driven, timely, and targeted instructional interventions for students.

GOAL AREA: NUMERACY

We strive to ensure that all students become proficient in numeracy skills that allow them to create, apply and conceptualize mathematics in real world situations from Early Learning Years (pre-K) through to grade 12.

We understand, plan, and deliver instruction using competency-based curriculum (curricular competencies and content).

We utilize competency-based assessments to assess student progress.

We will implement data driven, timely, and targeted interventions for students.

GOAL AREA: HUMAN AND SOCIAL DEVELOPMENT

Equity and inclusion are foundational to learning and leading, and are critical to success, wellbeing, and fulfillment. We celebrate diversity, embrace inclusion, and foster a sense of belonging to ensure all students thrive.

Staff understand how to effectively plan and deliver competency-based curriculum related to Social Emotional Learning and Mental Health Literacy.

We commit to truth, reconciliation, and healing to address the inequity of outcomes for Indigenous learners. We address unconscious bias, systemic discrimination, and marginalization to transform district culture.

We ensure that supports are provided for the well-being of all learners.

GOAL AREA: TRANSITIONS

Students experience pivotal transition points throughout their education, from pre-K to kindergarten, from grade to grade, school to school, and from school to post-secondary or work situations. We acknowledge our responsibility to support all learners, so they successfully complete their education (pre-K through to grade 12) with a sense of dignity and purpose, and opportunities to meet their goals.

Targeting early years learning to ensure students are well supported during their transition to kindergarten, throughout their elementary years and to middle school.

Utilizing developmentally appropriate practices through the [Middle Years Pillars](#) (Advisory, Teaming, Collaboration, Exploratory) to foster growth through the adolescent years.

Ensuring students find meaningful pathways throughout secondary school, and beyond graduation, including post-secondary, apprenticeship, college and workplace.

EDUCATED



CITIZEN



Business Case/Program Review

| | | | |
|---------------------|--|------------------------|--|
| Title: | | | |
| Prepared By: | | Date Submitted: | |

| | |
|---|--|
| Strategic/Operational Plan Goal: | |
|---|--|

Required Information

Rationale

How did this need come about and why is it a priority? Explain how this is the most effective means of achieving the goal/strategy identified.

| | |
|--|---|
| | Document Attached <input type="checkbox"/> |
|--|---|

Measurables

What measurable outcomes will be used to determine the success of the decision.

| | |
|--|---|
| | Document Attached <input type="checkbox"/> |
|--|---|

Cost/Resource Required

Please list the annual cost of salaries or other resources that this decision will incur. Ensure you include FTEs/Hours, Wages & benefits and Supplies and services.

| | |
|--|---|
| | Document Attached <input type="checkbox"/> |
|--|---|



Business Case/Program Review

Funding Sources

Where will the funding come from to meet this need?

Dates for Review of Impact

Provide two subsequent dates (eg. 6 months, 1 year) when the impact of this decision can be reviewed.

Enhancing Student Learning Report Data

The purpose of this document is to provide a summary of the Ministry data related to the Enhancing Student Learning Reporting Order (the Order). The report is masked according to the Protection of Personal Information when Reporting on Small Populations policy (<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/protection-of-personal-information-when-reporting-on-small-populations>) so it can be shared with the public. Numbers that are masked will not appear on the charts. Please direct questions regarding this report to educ.reportingunit@gov.bc.ca

The student populations specified in the Order are:

| | |
|---|---|
| Indigenous students | Students who have ever self-identified as Indigenous on an enrolment collection. |
| Indigenous students living on reserve | Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'. |
| Indigenous students living off reserve | Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'. |
| Children and youth in care (CYIC) | Students who have been identified as Children/Youth in Care in the twelve months prior to September by the Ministry of Children and Family Development. |
| Students with disabilities or diverse abilities | All 12 categories including Gifted are used in identifying these students. |

The measures specified in the Order are:

| Measures | Notes | Page(s) |
|---|---|---------|
| Number and percentage of students in grades 4 and 7 on-track or extending literacy expectations | Five years of resident student FSA data in BC Public schools based on a) proficiency scores and b) percentage of Literacy/Reading selected response questions that students in grades 4 and 7 answered correctly. | 2-5 |
| Number and percentage of students proficient or extending literacy expectations as specified in the Grade 10 literacy assessments | As of the 2020/21 school year, only one year of resident student data in BC public schools is available as the Grade 10 literacy assessment started in 2019/20. The measure is based on the first write of grade 10 students. | 6 |
| Number and percentage of students in grades 4 and 7 on-track or extending numeracy expectations | Five years of resident student FSA data in BC Public schools based on number of students Exceeding and Extending divided by Writers. | 7-8 |
| Number and percentage of students proficient or extending numeracy expectations as specified in the Grade 10 numeracy assessments | Included the 3 years of resident student data in BC Public schools as the Grade 10 Numeracy assessments started in 2017/2018. The measure is based on the first-time Grade 10 students wrote the assessment. | 9 |
| Number and percentage of students who are completing grade to grade transitions on time | This measure is the rate of Grade 10 and 11 resident students in BC Public schools transitioning into the next higher grade. | 10-11 |
| Number and percentage of students in grades 4, 7, and 10 who feel welcome, safe, and have a sense of belonging in their school | Resident students in BC public schools who responded 'Often' or 'Always' to the 'Belonging' questions on the Student Learning Survey. The 'Do you feel safe?' question is anonymous so student population breakdown is not available. | 12-14 |
| Number and percentage of students in grades 4, 7, and 10 who feel there are two or more adults at their school who care about them | Resident students in BC Public schools who responded to '2 adults' or '3 adults' or '4 or more adults' to the question, 'At your school, how many adults do you feel care about you?'. | 15 |
| Number and percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of starting Grade 8 | Based on a sub-model of the six-year completion rate process for residents students in BC public schools; therefore, a) Data is not available until one year after the students have graduated ; and b) Data tables refers to year 6 (i.e. one year after the students have graduated). | 16 |
| Number and percentage of students transitioning to Canadian post-secondary institutions within 1 and 3 years | Information is based on transitions of resident students in BC public schools into BC public post-secondary institutions. However, the Ministry is pursuing information for Canadian institutions. | 17-18 |

See the last page for further information about sub-populations and measures captured in this document.

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

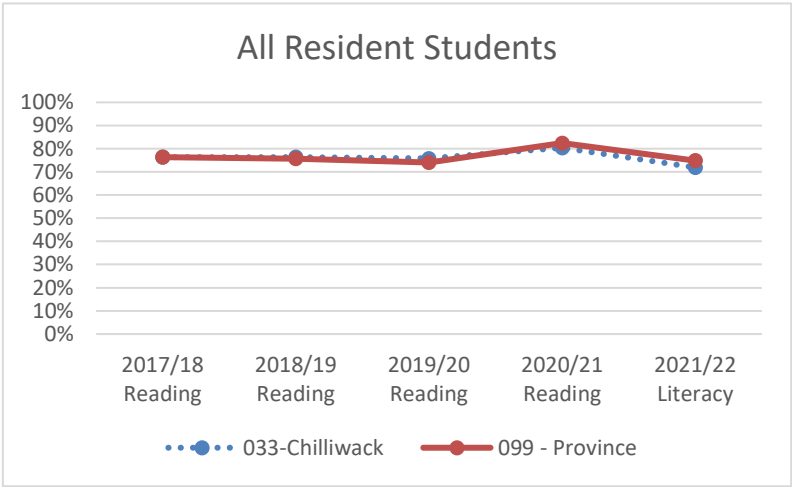


Figure 1: FSA Grade 4 Literacy/Reading - All Resident Students

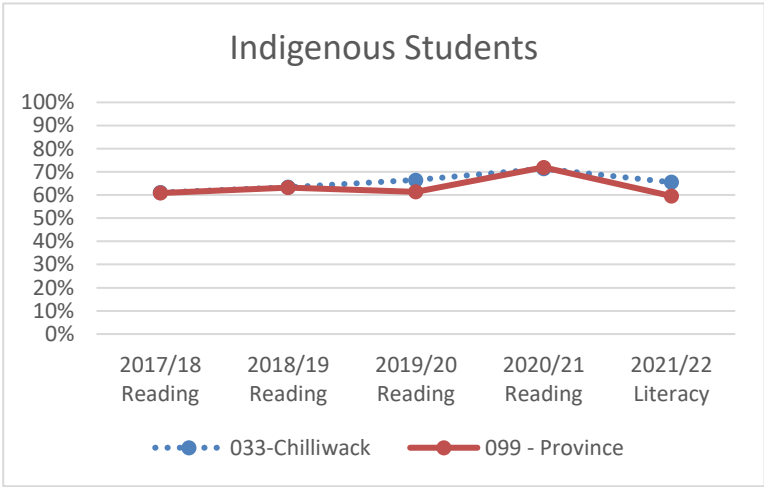


Figure 2: FSA Grade 4 Literacy/Reading - Indigenous Students

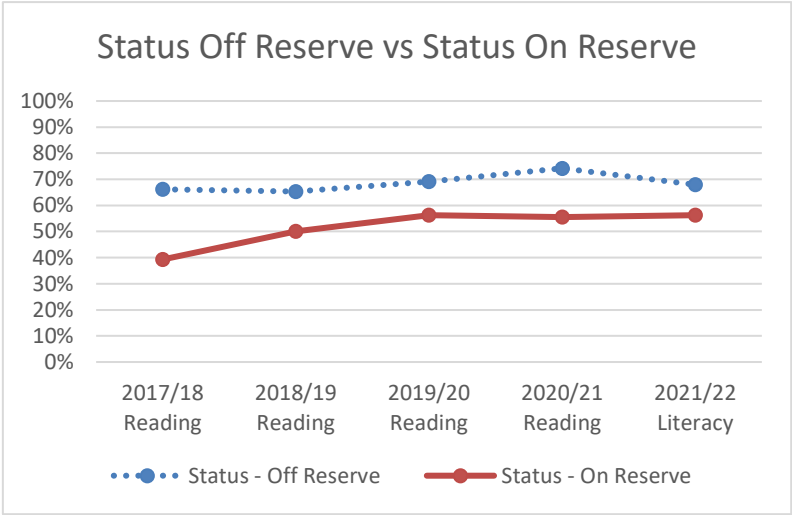


Figure 3: FSA Grade 4 Literacy/Reading - Status - Off Reserve and Status - On Reserve

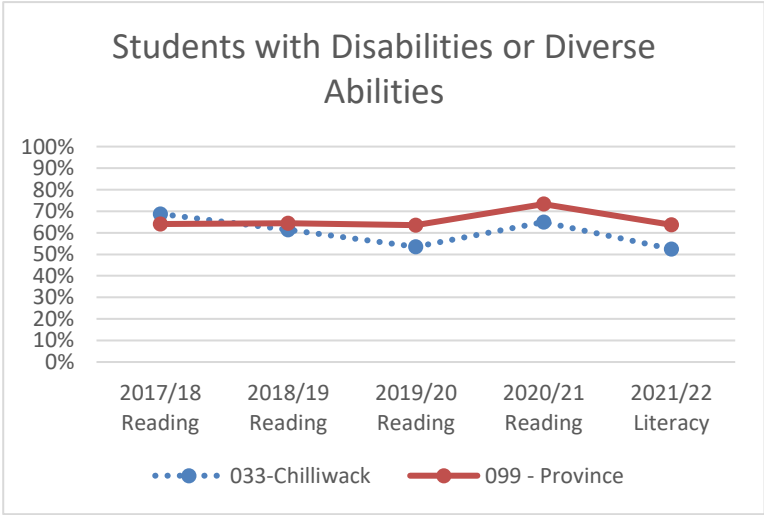


Figure 4: FSA Grade 4 Literacy/Reading - Students with Disabilities or Diverse Abilities

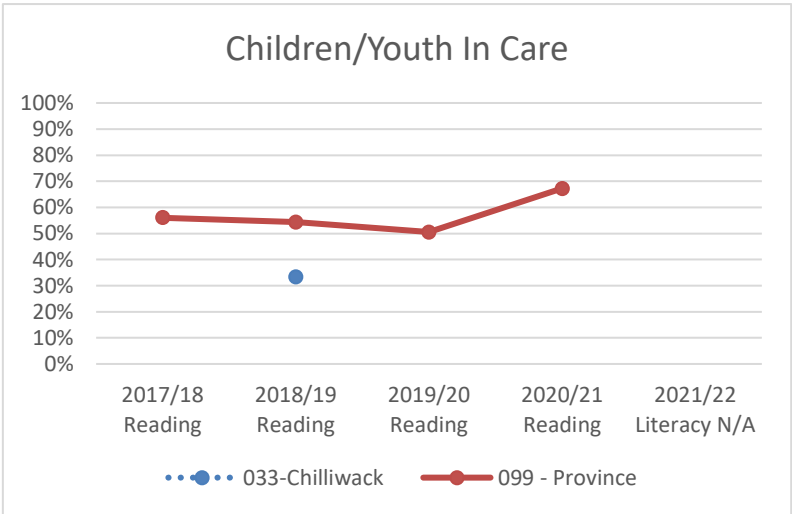


Figure 5: FSA Grade 4 Literacy/Reading - Children/Youth In Care

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

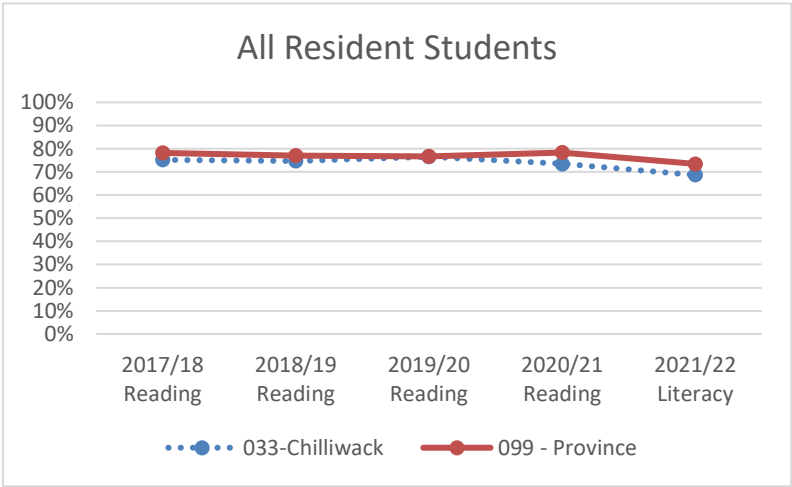


Figure 6: FSA Grade 7 Literacy/Reading - All Resident Students

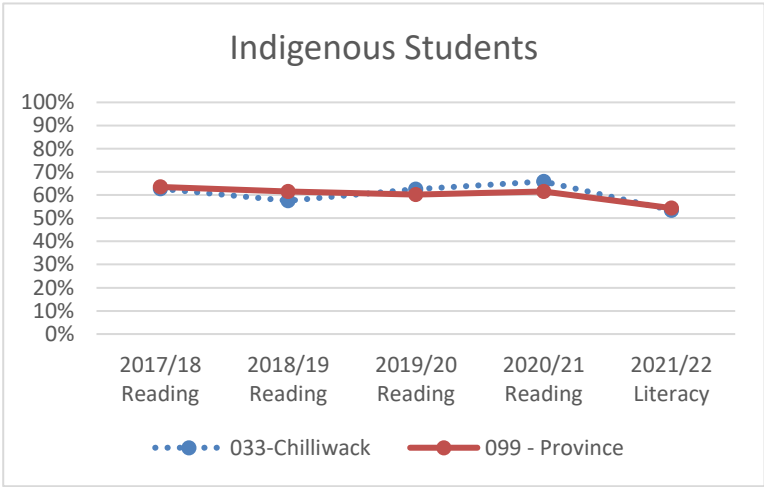


Figure 7: FSA Grade 7 Literacy/Reading - Indigenous Students

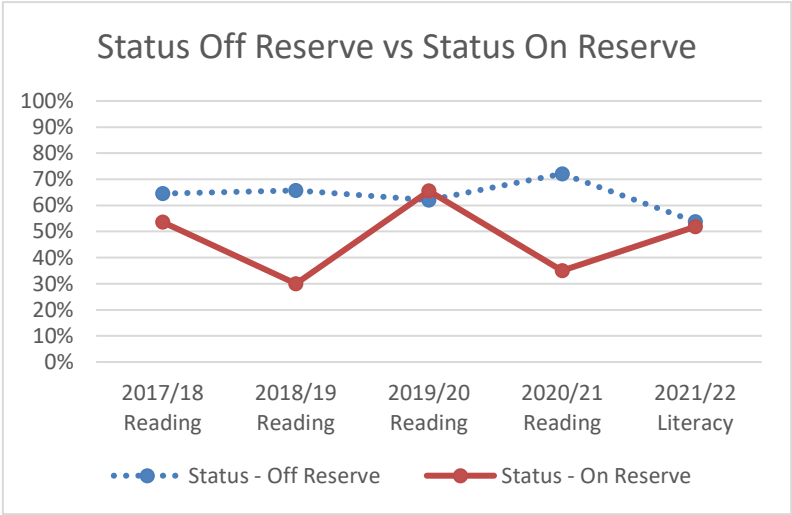


Figure 8: FSA Grade 7 Literacy/Reading - Status - Off Reserve and Status - On Reserve

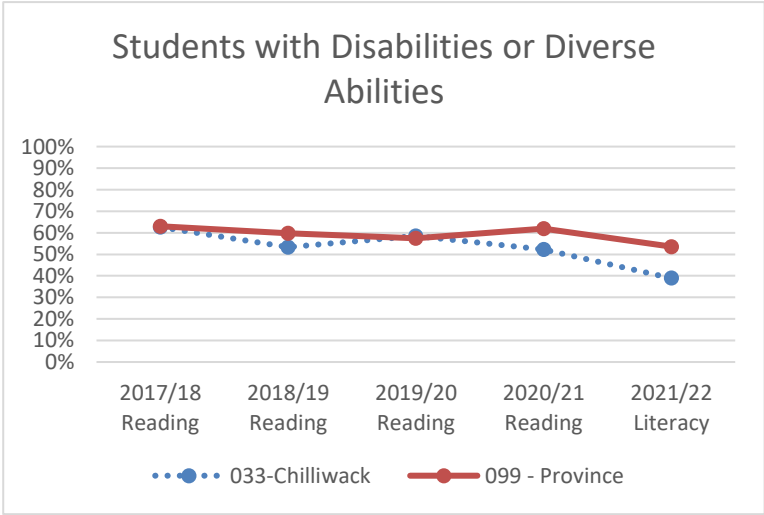


Figure 9: FSA Grade 7 Literacy/Reading - Students with Disabilities or Diverse Abilities

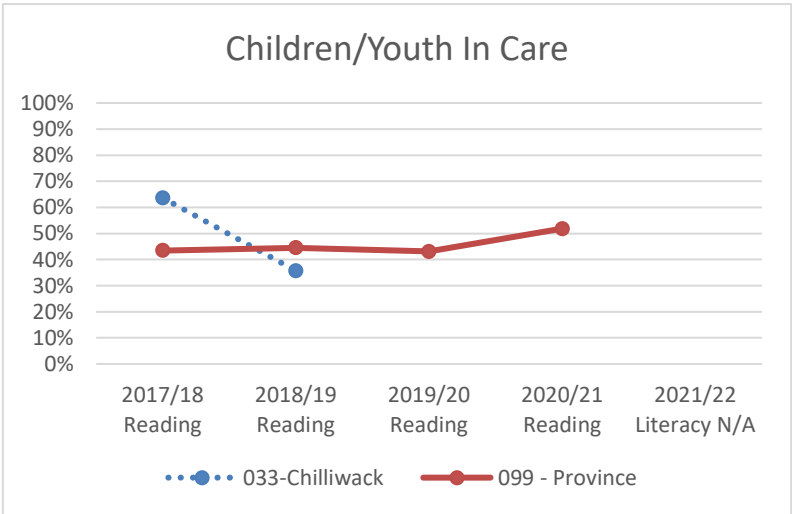


Figure 10: FSA Grade 7 Literacy/Reading - Children/Youth In Care

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 4

(Percentage of Literacy/Reading selected response questions that students in grade 4 answered correctly)

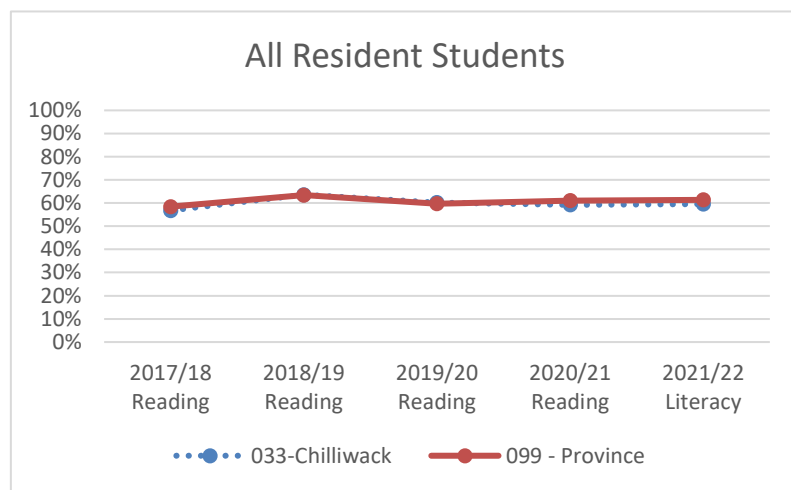


Figure 11: FSA Grade 4 Reading - All Resident Students

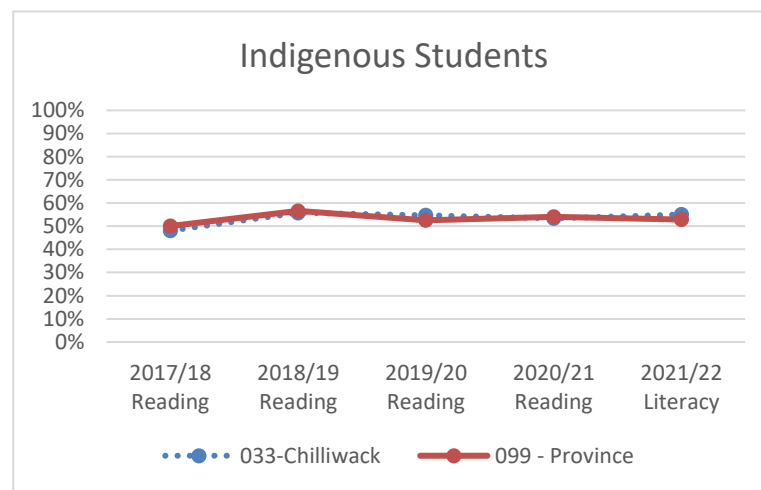


Figure 12: FSA Grade 4 Reading - Indigenous Students

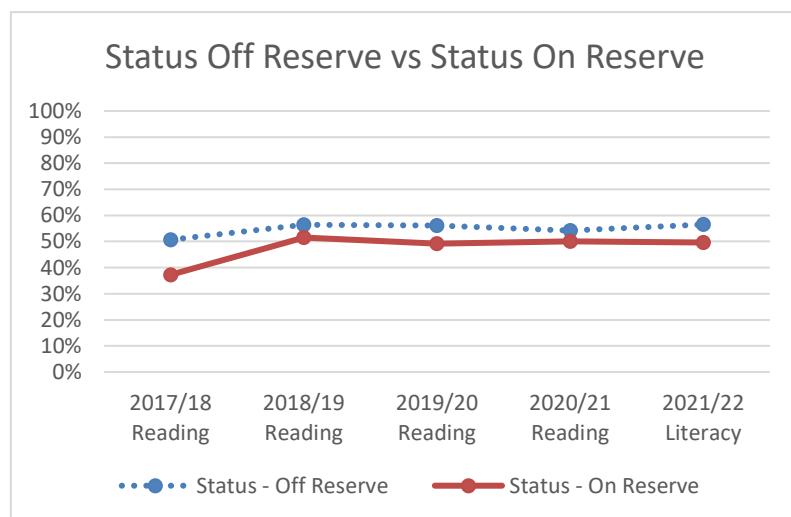


Figure 13: FSA Grade 4 Reading - Status - Off Reserve and Status - On Reserve

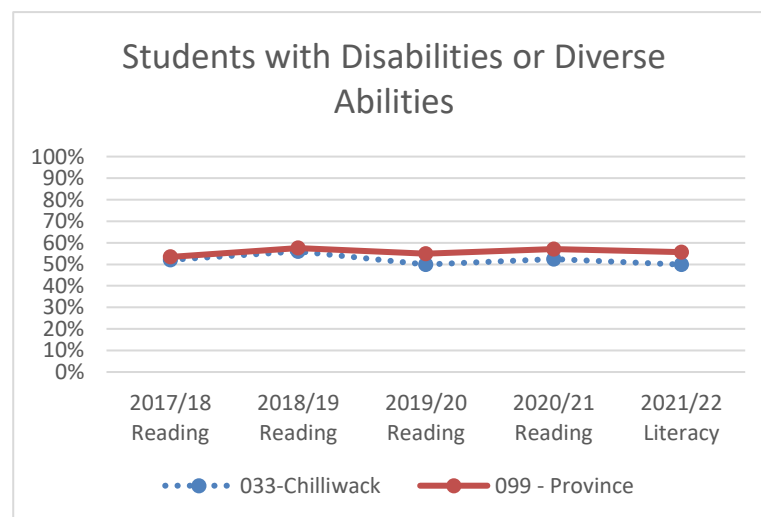


Figure 14: FSA Grade 4 Reading - Students with Disabilities or Diverse Abilities

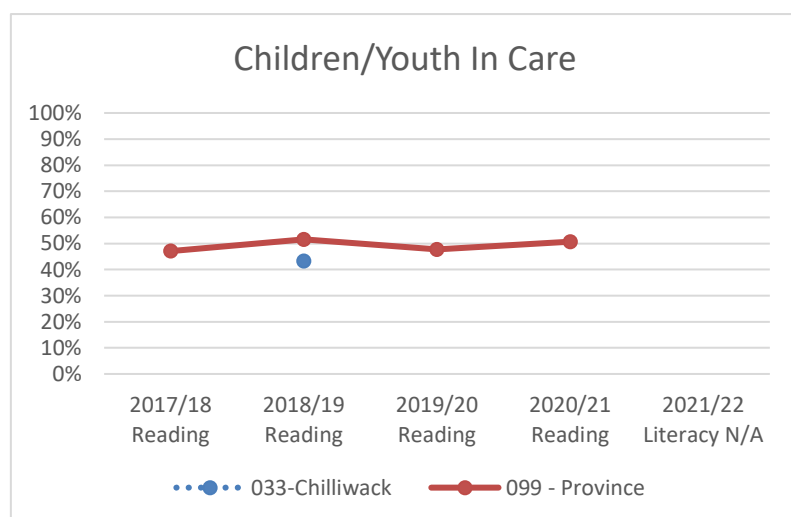


Figure 15: FSA Grade 4 Reading - Children/Youth In Care

Foundation Skills Assessment (FSA) Literacy/Reading - Grade 7

(Percentage of Literacy/Reading selected response questions that students in grade 7 answered correctly)

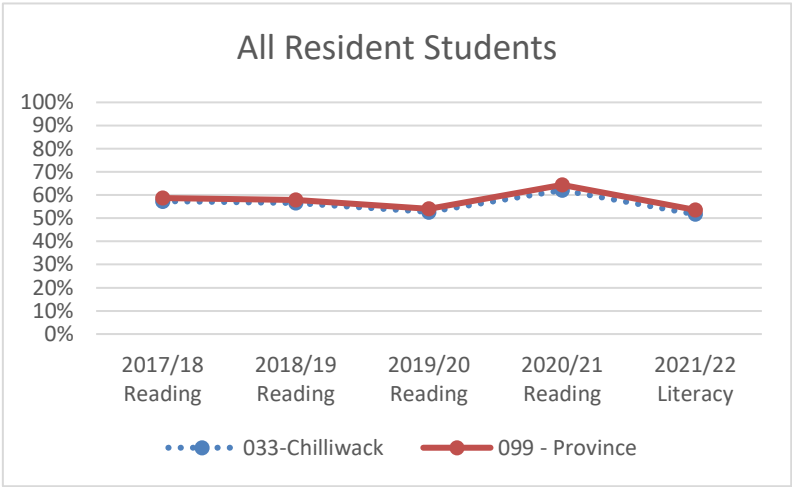


Figure 16: FSA Grade 7 Reading - All Resident Students

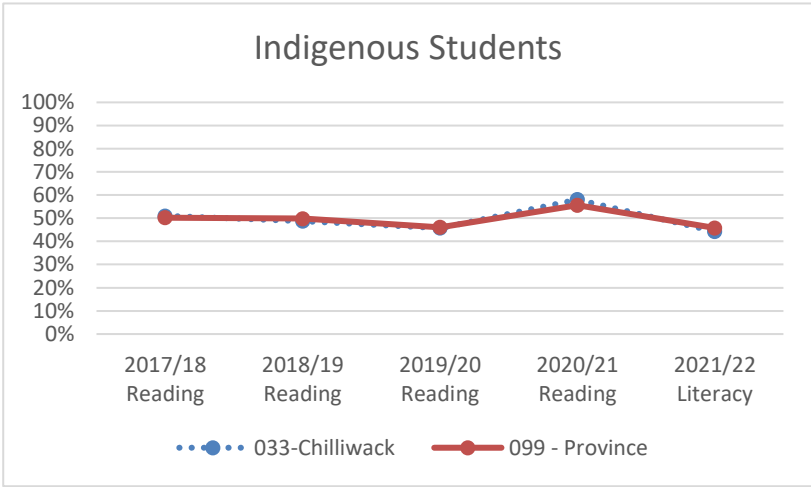


Figure 17: FSA Grade 7 Reading - Indigenous Students

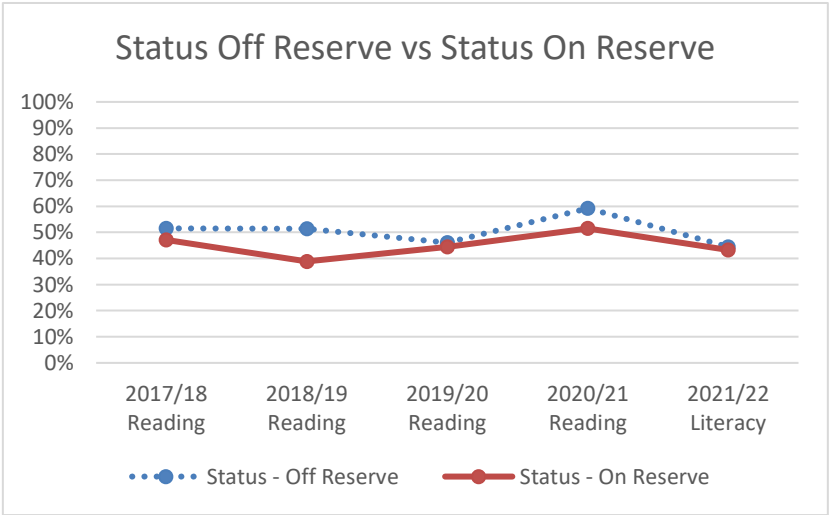


Figure 18: FSA Grade 7 Reading - Status - Off Reserve and Status - On Reserve

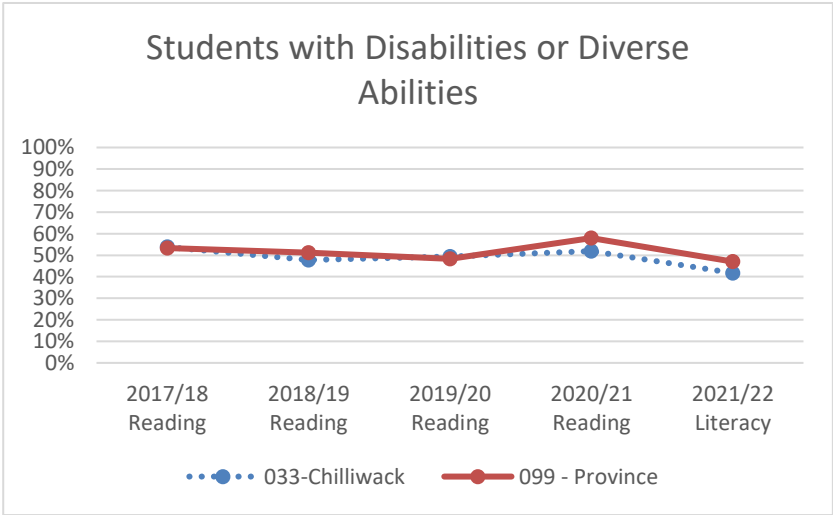


Figure 19: FSA Grade 7 Reading - Students with Disabilities or Diverse Abilities

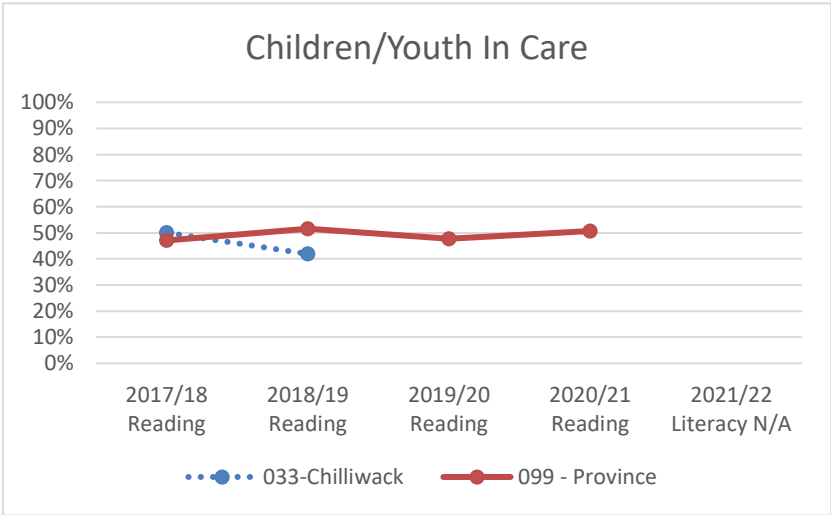


Figure 20: Grade 7 Reading - Children/Youth In Care

Graduation Assessment - Literacy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Literacy 10 Assessment)

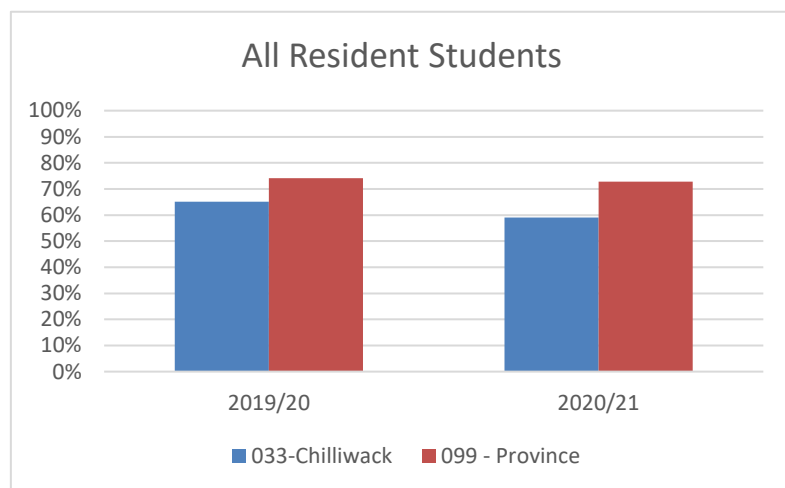


Figure 21: Graduation Assessment Grade 10 Literacy - All Resident Students

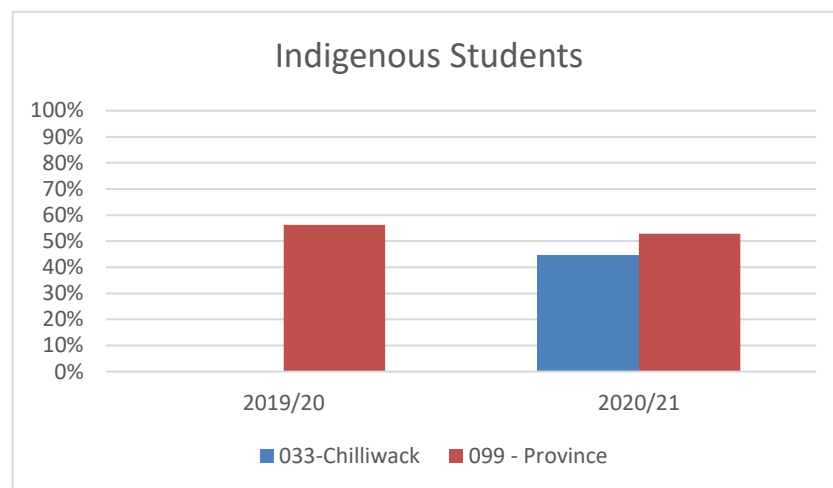


Figure 22: Graduation Assessment Grade 10 Literacy - Indigenous Students

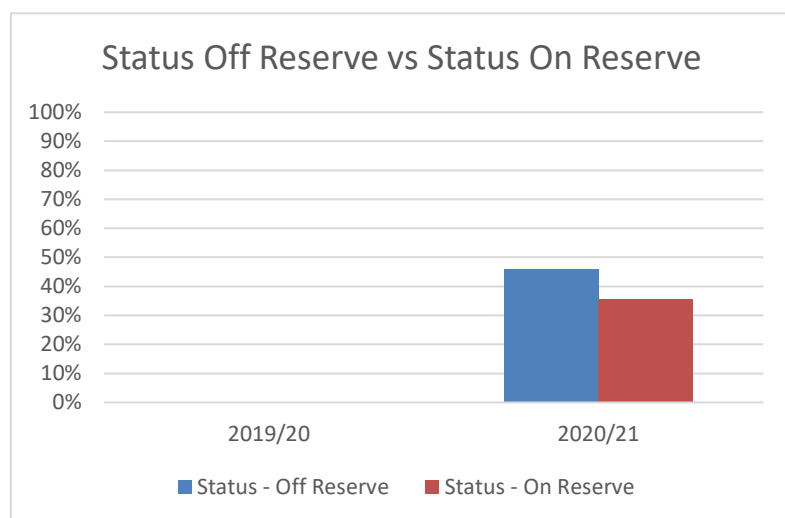


Figure 23: Graduation Assessment Grade 10 Literacy - Status - Off Reserve and Status - On Reserve

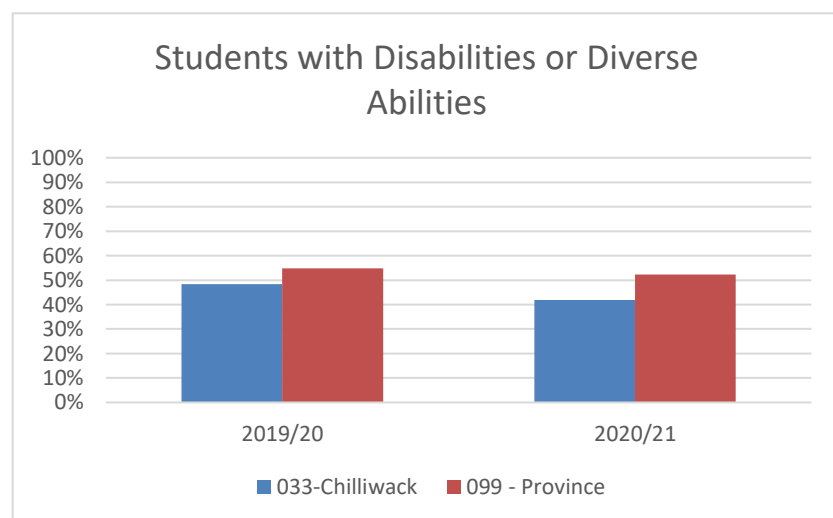


Figure 24: Graduation Assessment Grade 10 Literacy - Students with Disabilities or Diverse Abilities

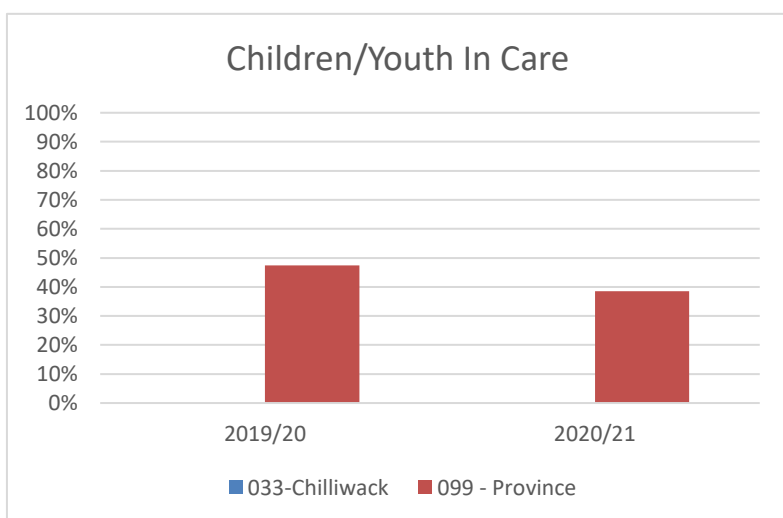


Figure 25: Graduation Assessment Grade 10 Literacy - Children/Youth In Care

Foundation Skills Assessment (FSA) Numeracy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

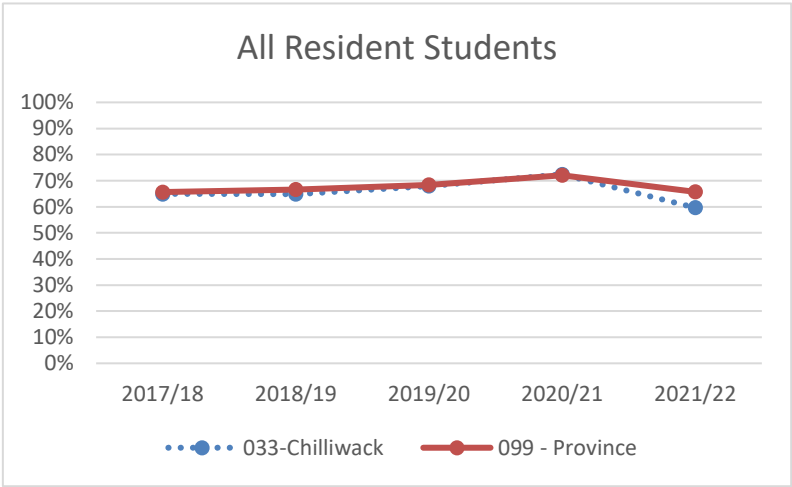


Figure 26: FSA Grade 4 Numeracy - All Resident Students

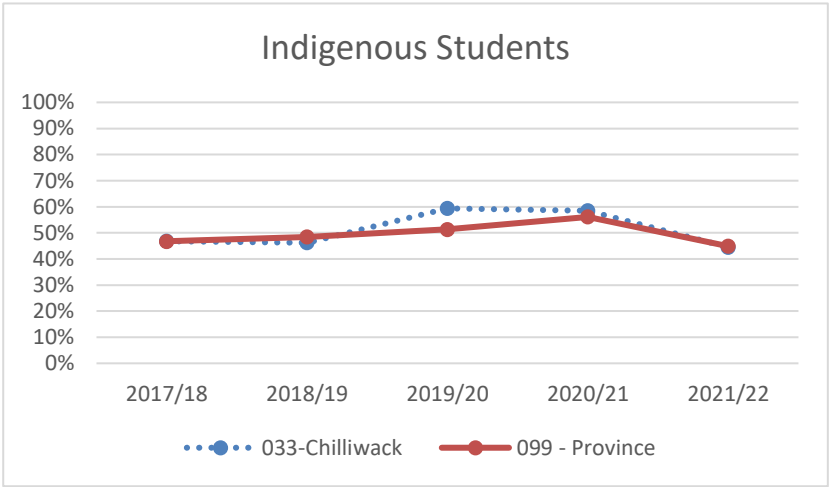


Figure 27: FSA Grade 4 Numeracy - Indigenous Students

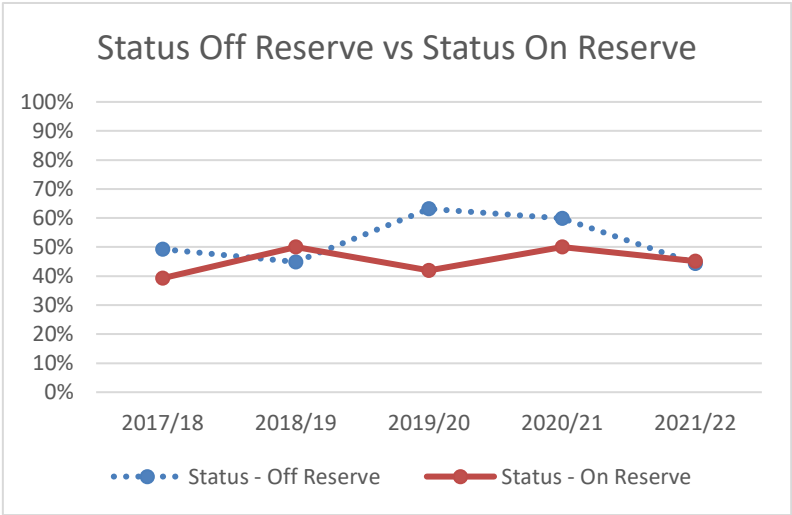


Figure 28: FSA Grade 4 Numeracy - Status - Off Reserve and Status - On Reserve

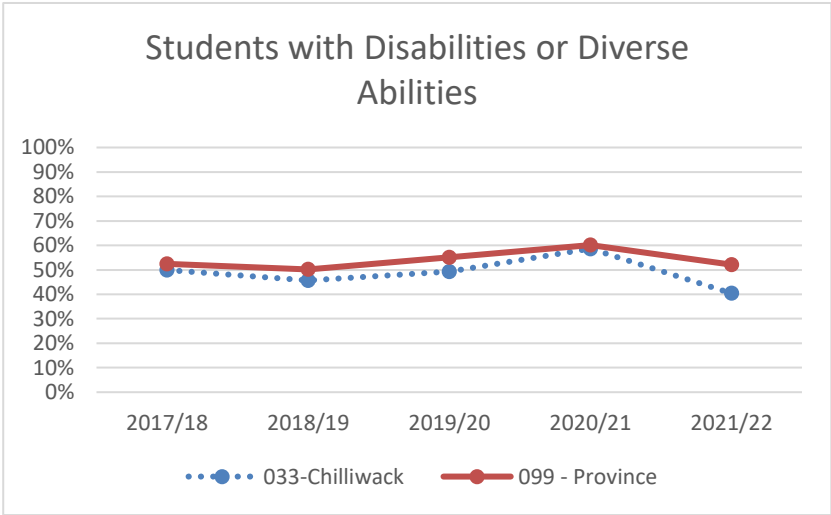


Figure 29: FSA Grade 4 Numeracy - Students with Disabilities or Diverse Abilities

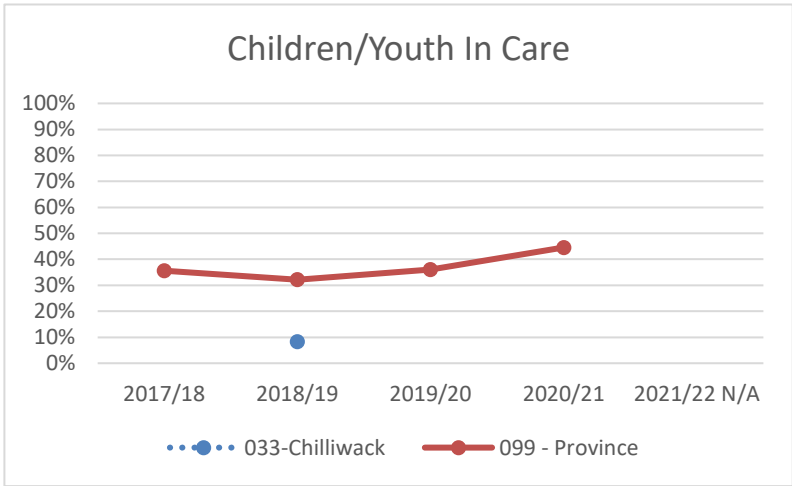


Figure 30: FSA Grade 4 Numeracy - Children/Youth In Care

Foundation Skills Assessment (FSA) Numeracy - Grade 7

(Portion of Grade 7 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA)

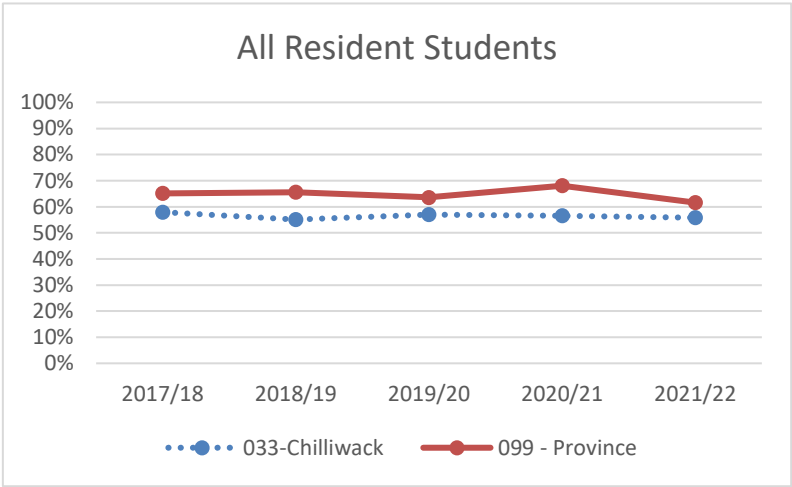


Figure 31: FSA Grade 7 Numeracy - All Resident Students

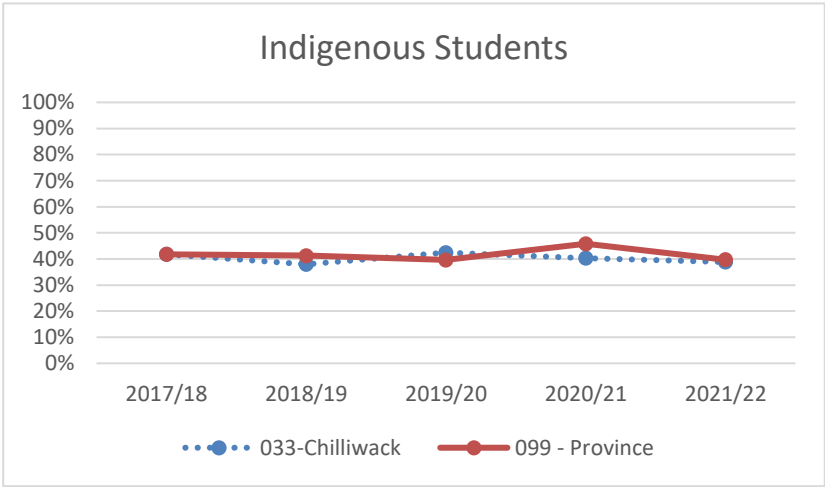


Figure 32: FSA Grade 7 Numeracy - Indigenous Students

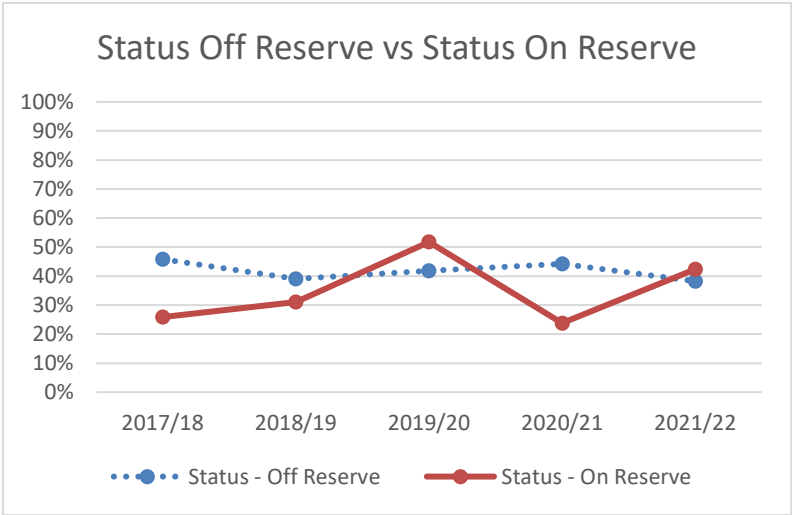


Figure 33: FSA Grade 7 Numeracy - Status - Off Reserve and Status - On Reserve

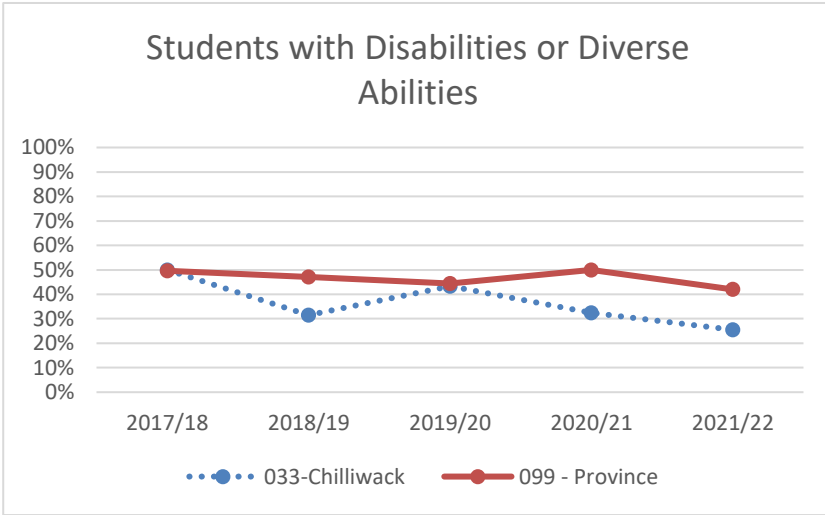


Figure 34: FSA Grade 7 Numeracy - Students with Disabilities or Diverse Abilities

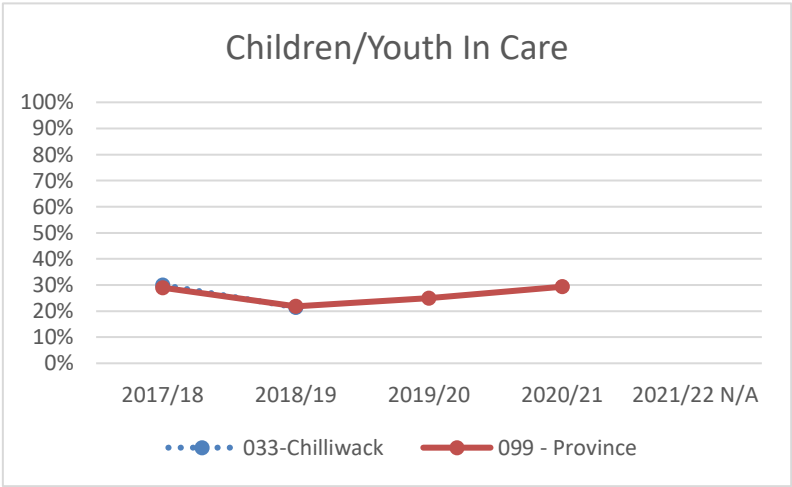


Figure 35: FSA Grade 7 Numeracy - Children/Youth In Care

Graduation Assessment - Numeracy 10

(Portion of Grade 10 resident writers 'Proficient' or 'Extending' on the Numeracy 10 Assessment)

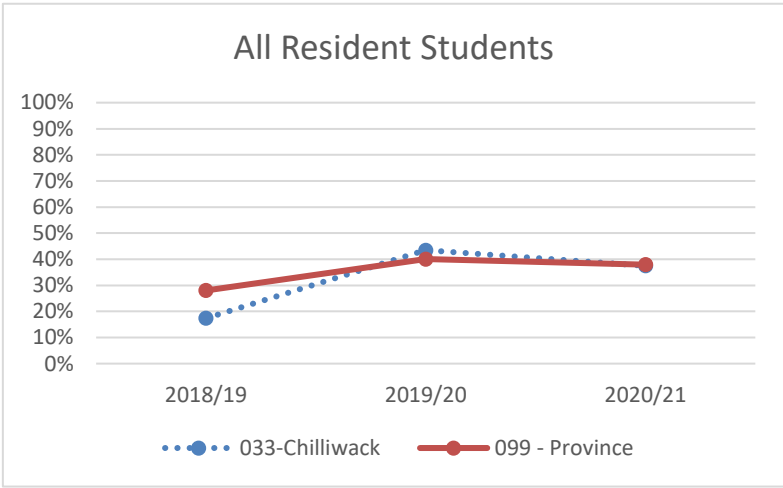


Figure 36: Graduation Assessment Grade 10 Numeracy - All Resident Students

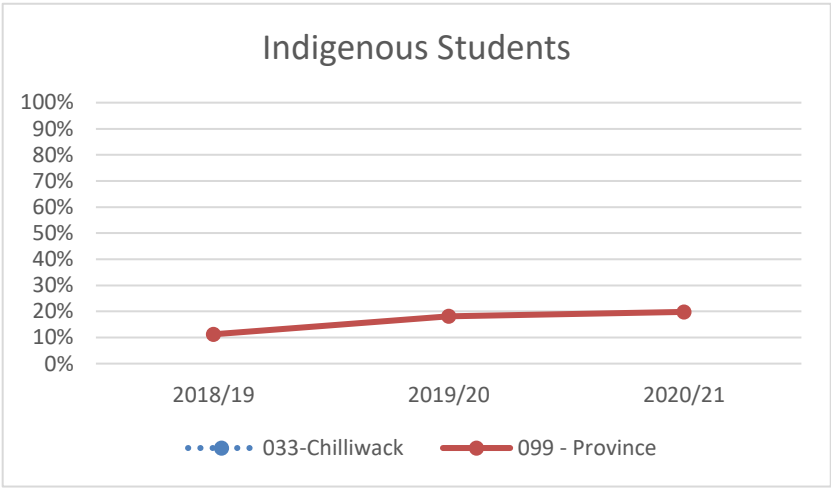


Figure 37: Graduation Assessment Grade 10 Numeracy - Indigenous Students

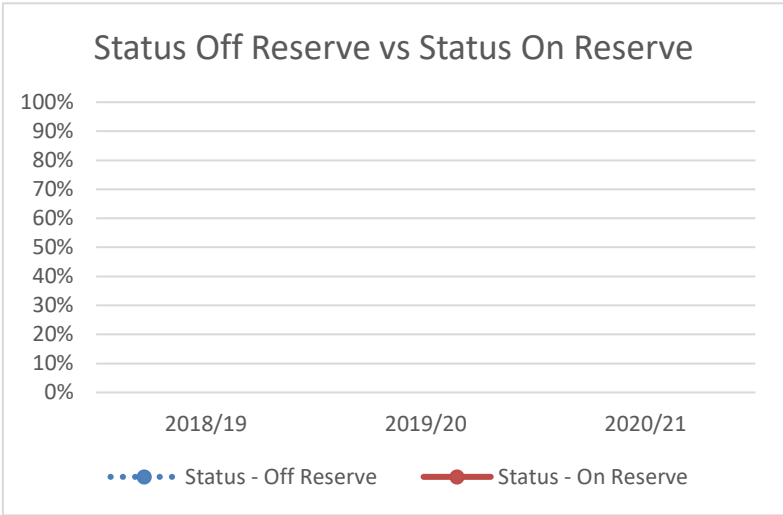


Figure 38: Graduation Assessment Grade 10 Numeracy - Status - Off Reserve and Status - On Reserve

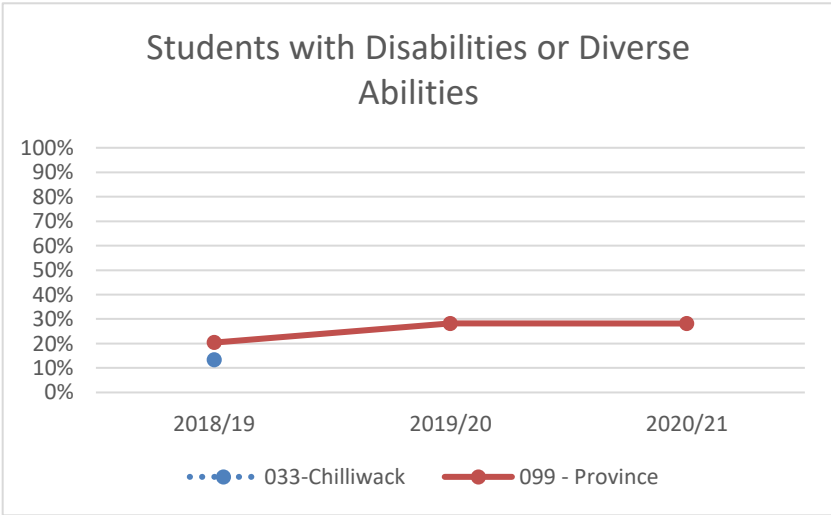


Figure 39: Graduation Assessment Grade 10 Numeracy - Students with Disabilities or Diverse Abilities

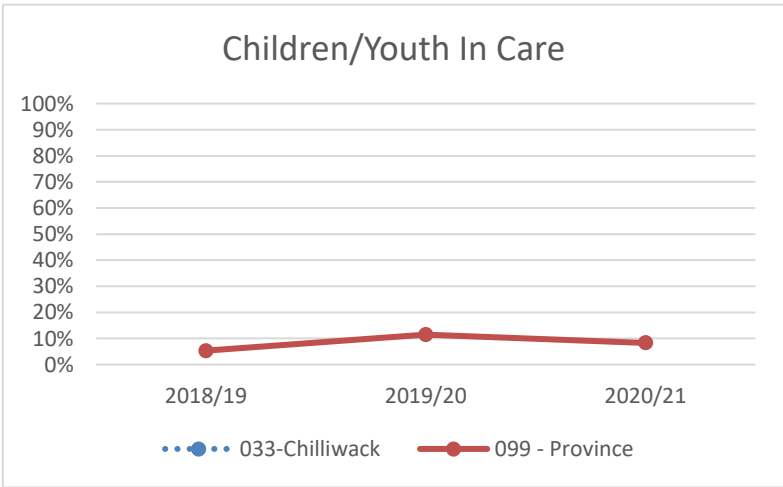


Figure 40: Graduation Assessment Grade 10 Numeracy - Children/Youth In Care

Grade to Grade Transition - Grade 10

(Portion of Grade 10 resident students who made the transition to Grade 11 in the next school year)

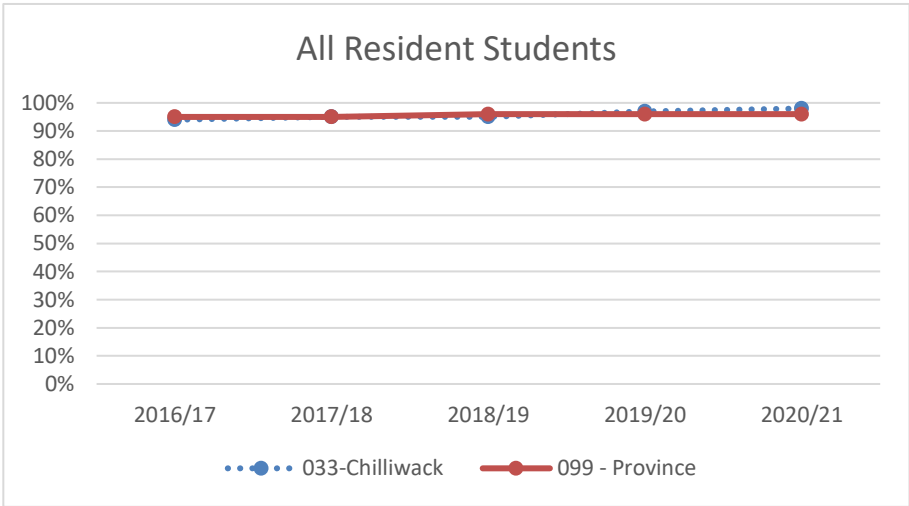


Figure 41: Transition Grade 10 to 11 - All Resident Students

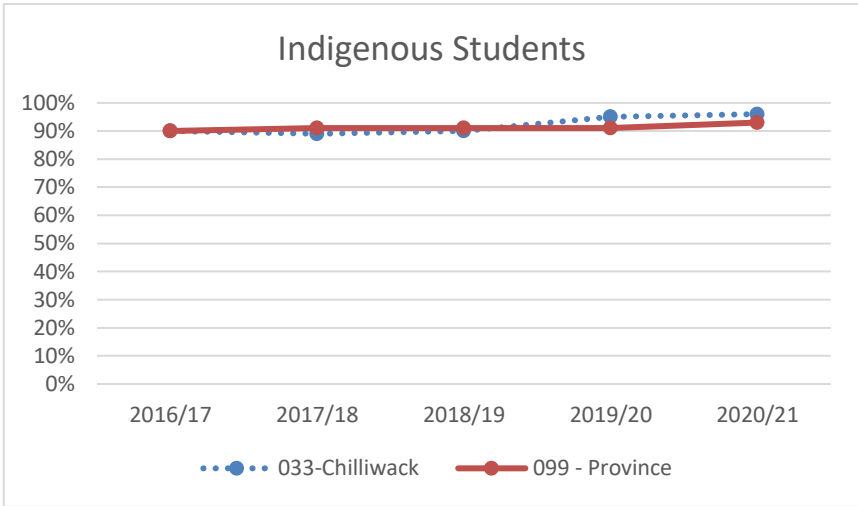


Figure 42: Transition Grade 10 to 11 - Indigenous Students

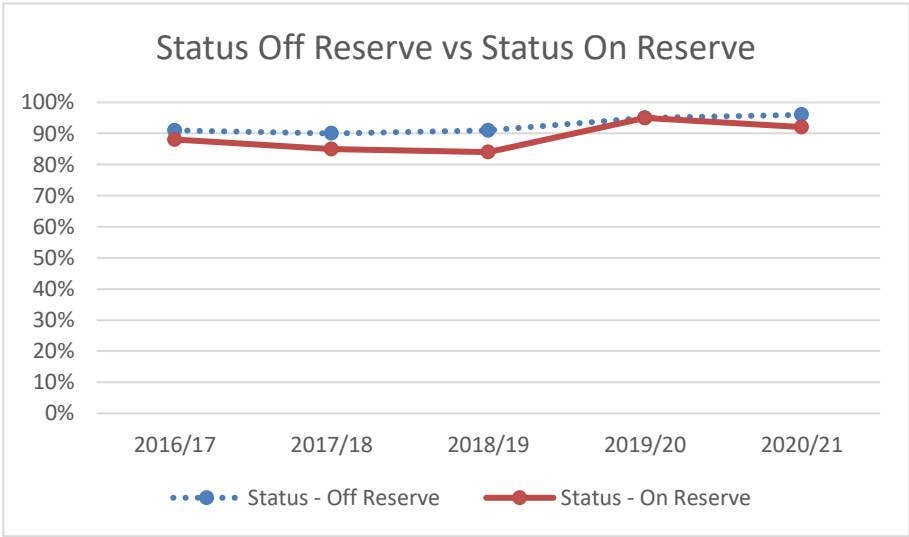


Figure 43: Transition Grade 10 to 11 - Status - Off Reserve and Status - On Reserve

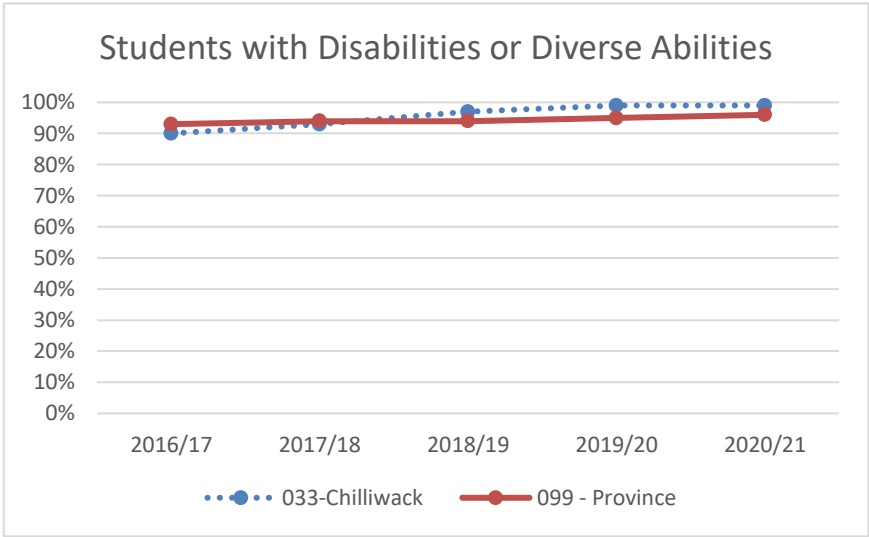


Figure 44: Transition Grade 10 to 11 - Students with Disabilities or Diverse Abilities

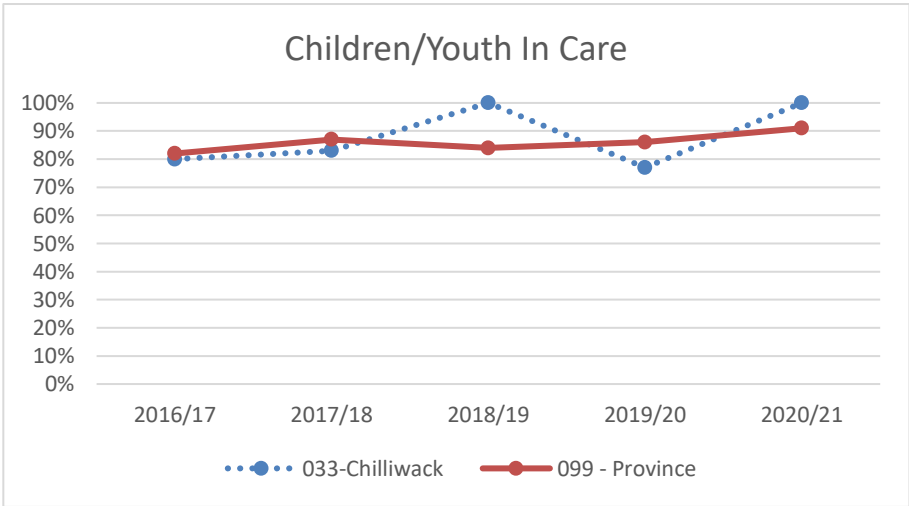


Figure 45: Transition Grade 10 to 11 - Children/Youth In Care

Grade to Grade Transition - Grade 11

(Portion of Grade 11 resident students who made the transition to Grade 12 in the next school year)

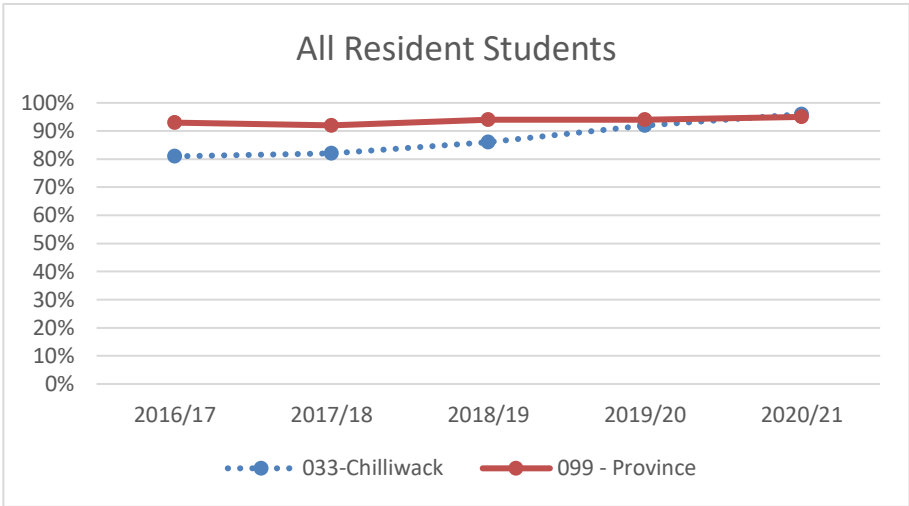


Figure 46: Transition Grade 11 to 12 - All Resident Students

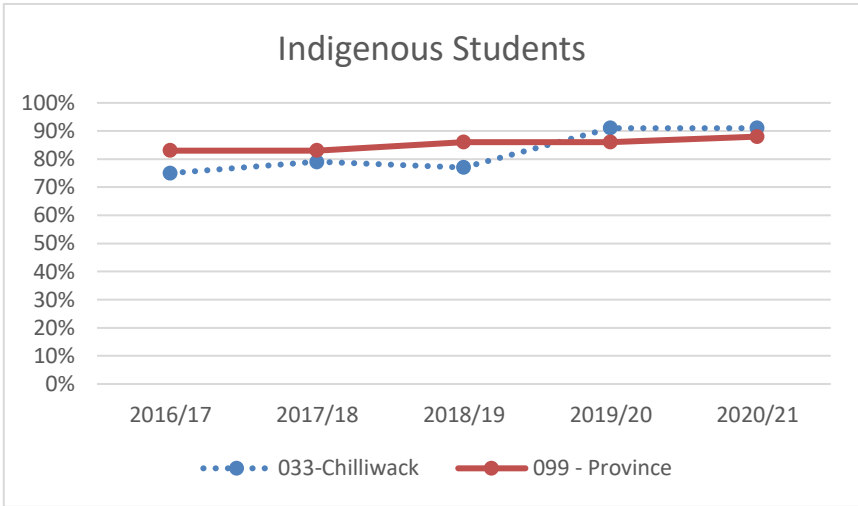


Figure 47: Transition Grade 11 to 12 - Indigenous Students

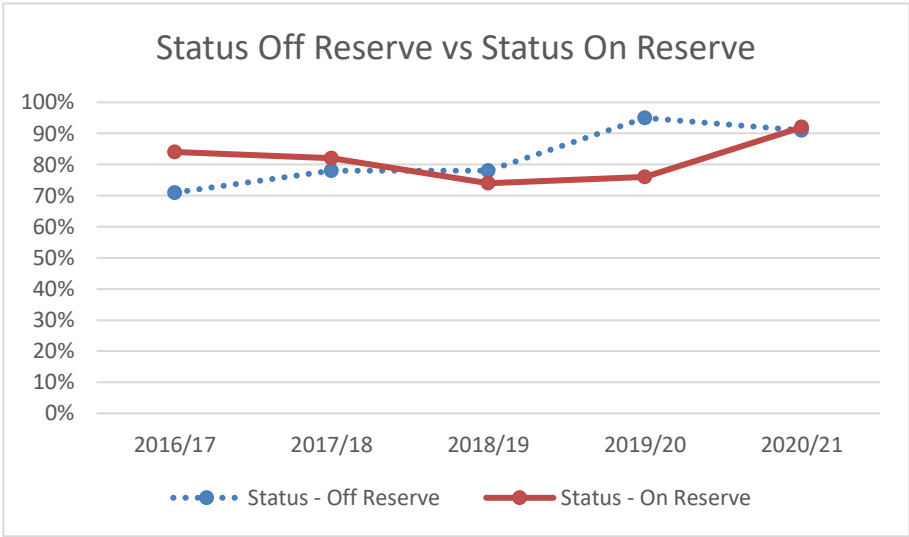


Figure 48: Transition Grade 11 to 12 - Status - Off Reserve and Status - On Reserve

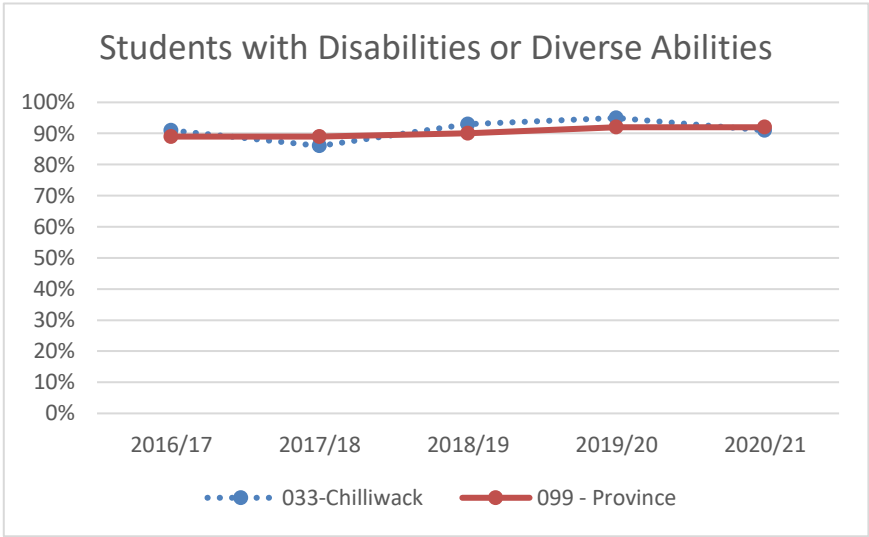


Figure 49: Transition Grade 11 to 12 - Students with Disabilities or Diverse Abilities

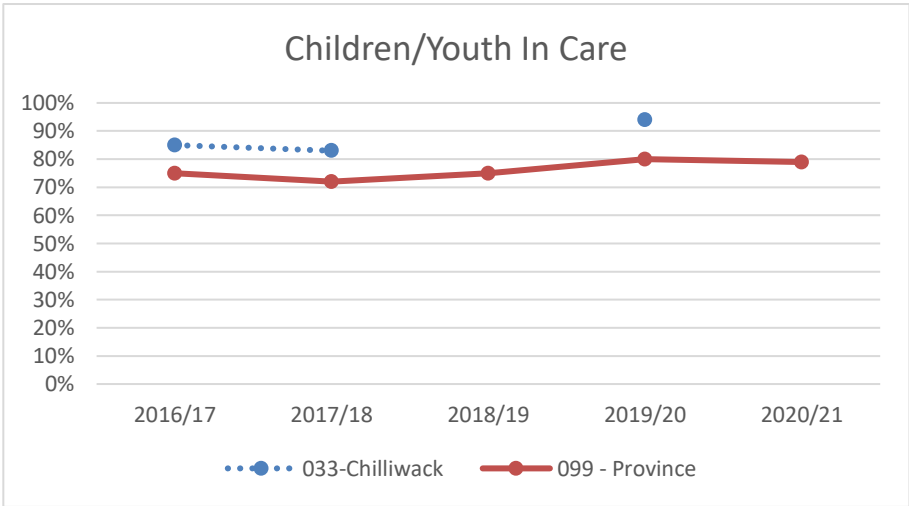


Figure 50: Transition Grade 11 to 12 - Children/Youth In Care

Student Learning Survey (SLS) - Feel Welcome

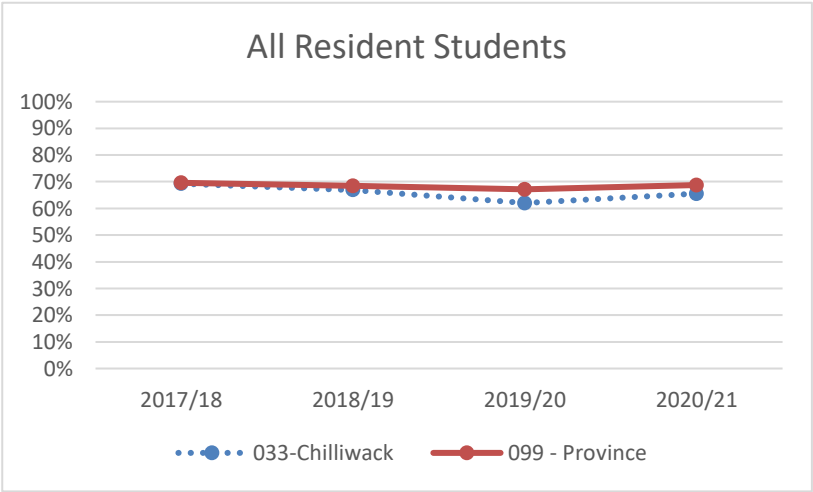


Figure 51: SLS - Feel Welcome - All Resident Students

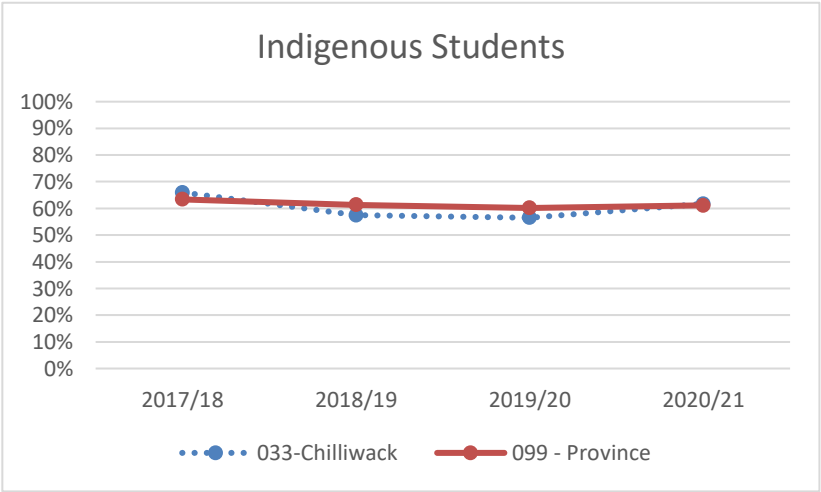


Figure 52: SLS - Feel Welcome - Indigenous Students

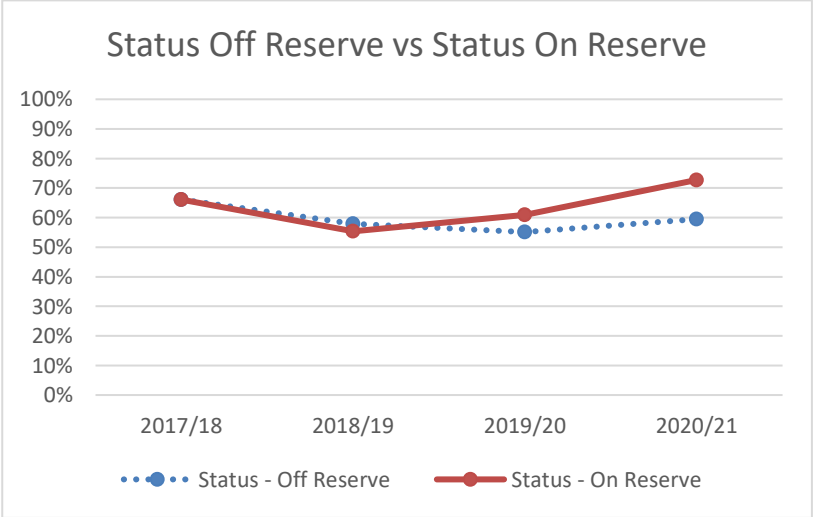


Figure 53: SLS - Feel Welcome - Status - Off Reserve and Status - On Reserve

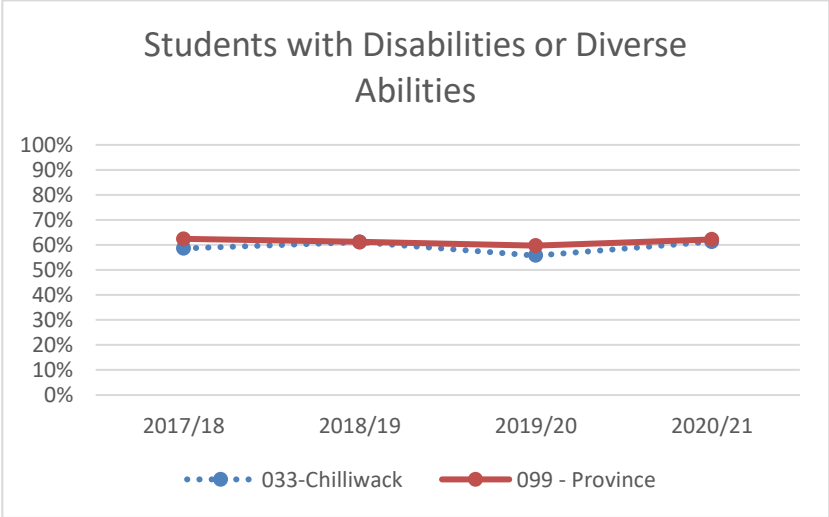


Figure 54: SLS - Feel Welcome - Students with Disabilities or Diverse Abilities

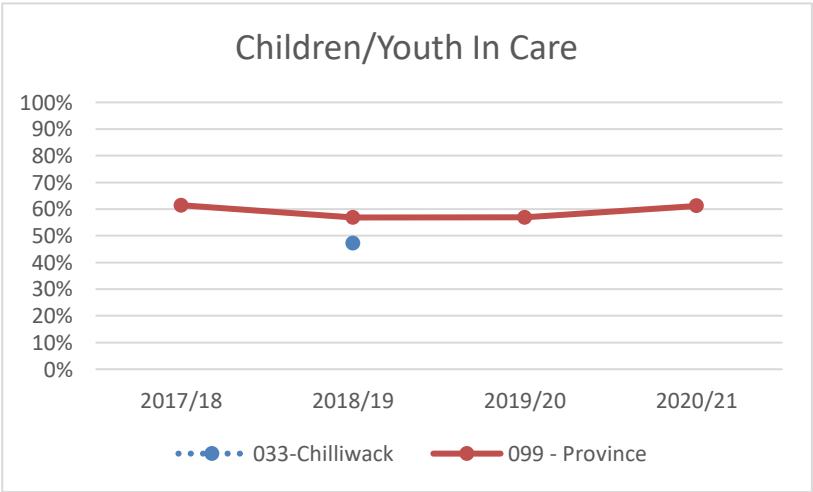


Figure 55: SLS - Feel Welcome - Children/Youth In Care

Student Learning Survey (SLS) - Feel Safe

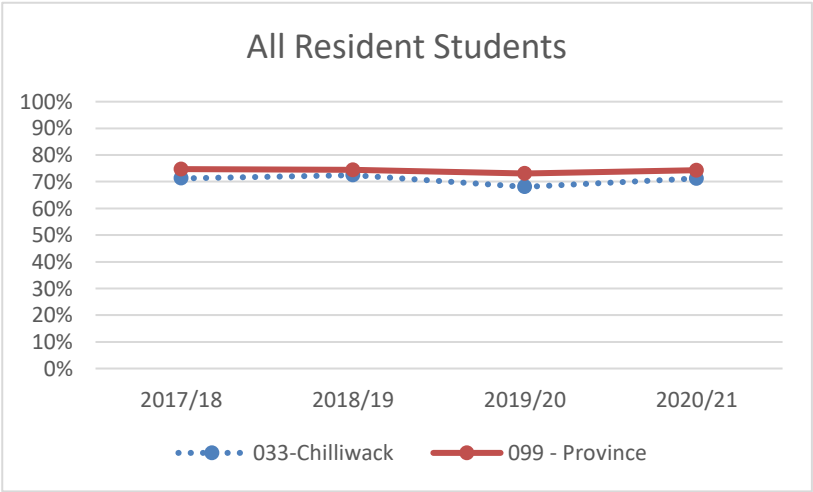


Figure 56: SLS - Feel Safe - All Resident Students

Student Learning Survey (SLS) - School Belong

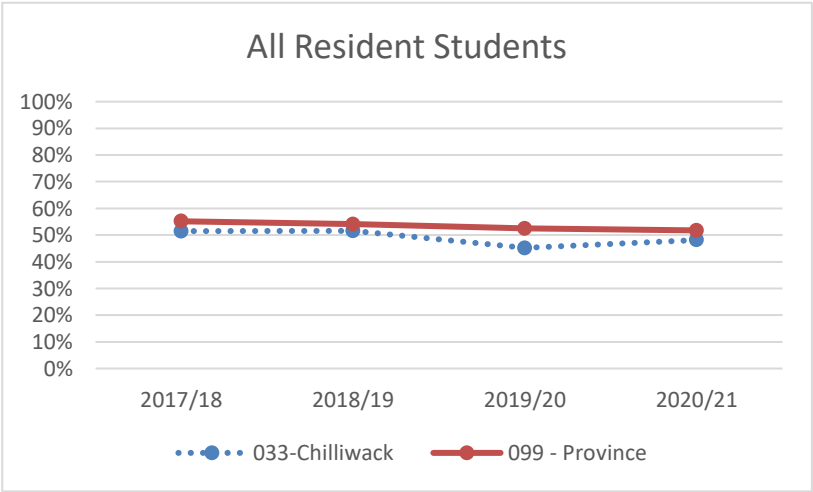


Figure 57: SLS - School Belong - All Resident Students

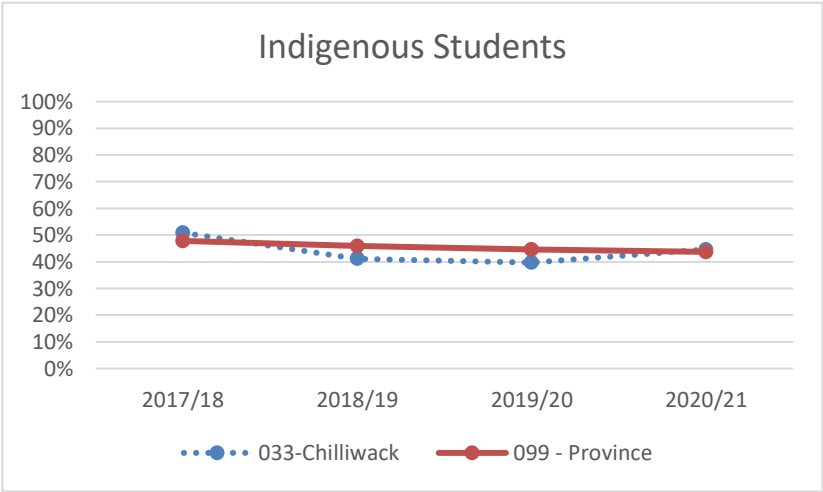


Figure 58: SLS - School Belong - Indigenous Students

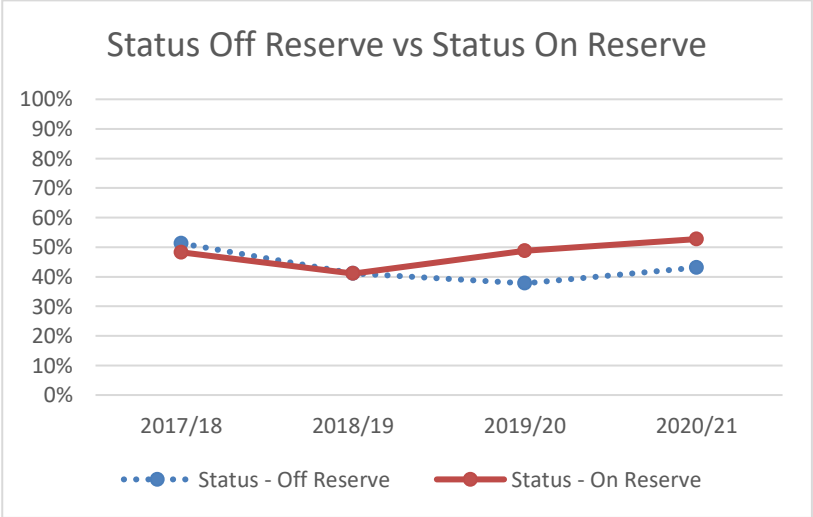


Figure 59: SLS - School Belong - Status - Off Reserve and Status - On Reserve

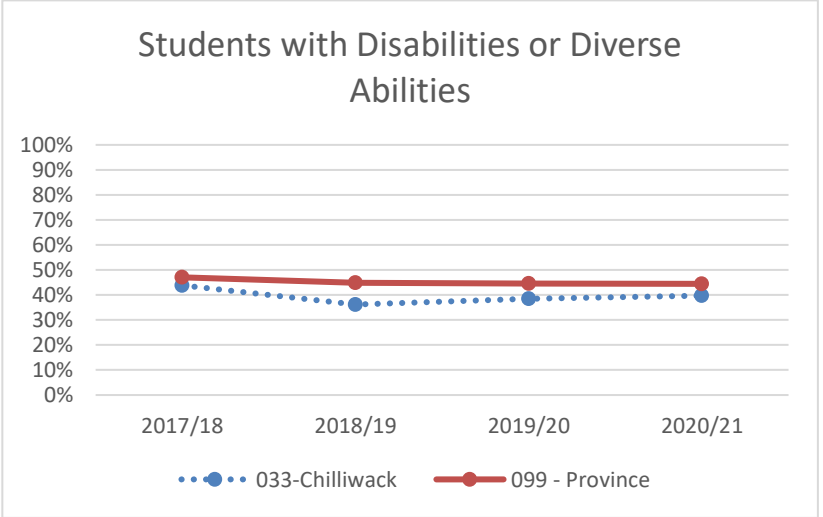


Figure 60: SLS - School Belong - Students with Disabilities or Diverse Abilities

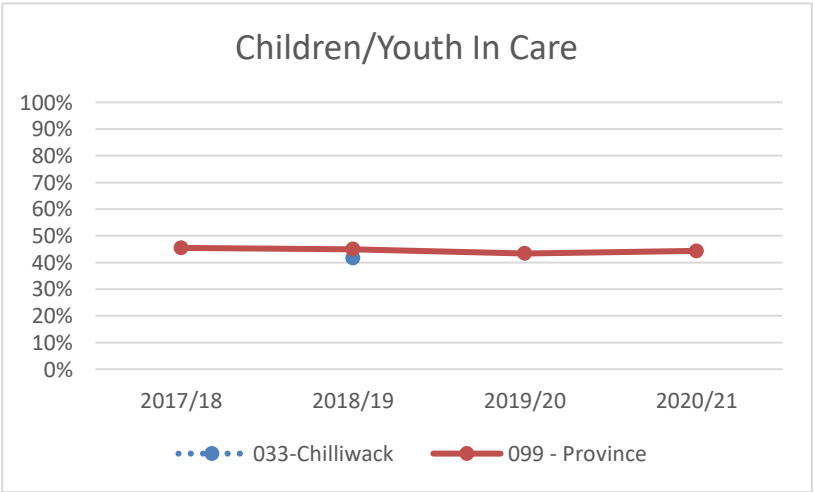


Figure 61: SLS - School Belong - Children/Youth In Care

Student Learning Survey (SLS) - Adults Care

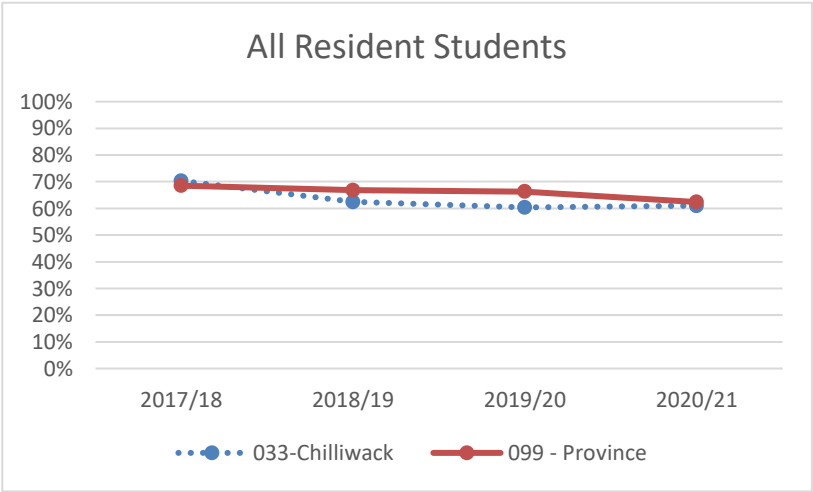


Figure 62: SLS - Adults Care - All Resident Students

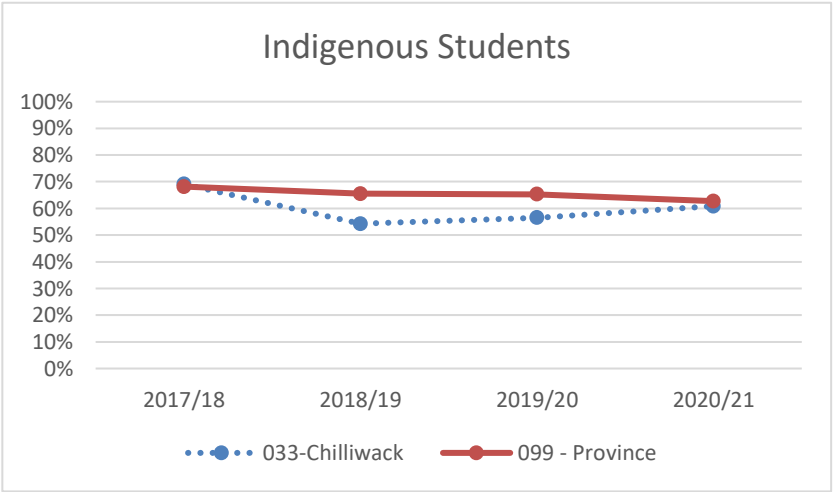


Figure 63: SLS - Adults Care - Indigenous Students

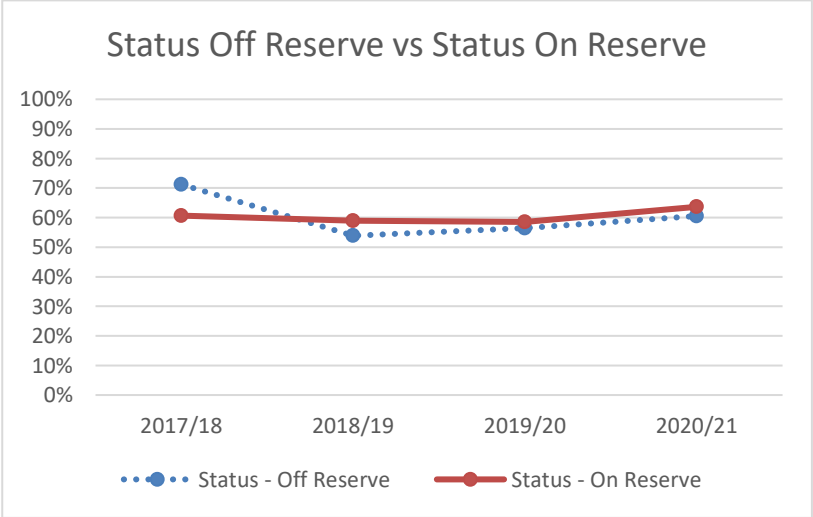


Figure 64: SLS - Adults Care - Status - Off Reserve and Status - On Reserve

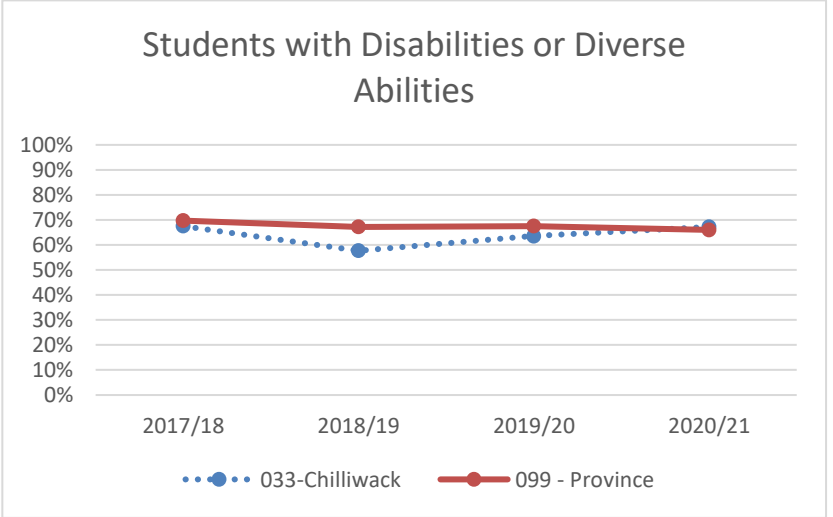


Figure 65: SLS - Adults Care - Students with Disabilities or Diverse Abilities

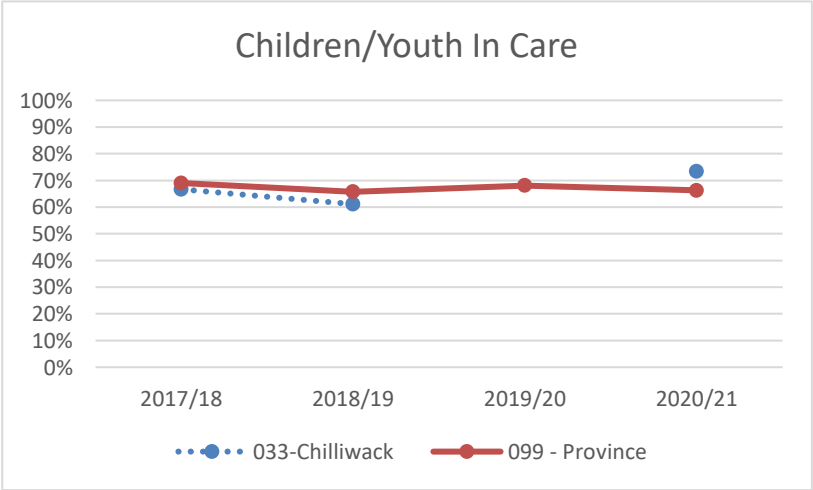


Figure 66: SLS - Adults Care - Children/Youth In Care

5 Year Completion Rate

(Portion of students who graduate with a Dogwood or Adult Dogwood within 5 years from the first time they enroll in Grade 8, adjusted for Outmigration)

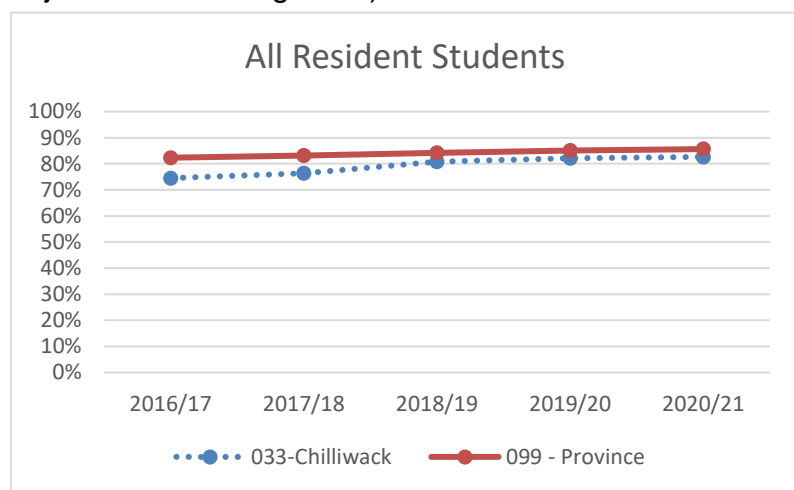


Figure 67: 5 Year Completion Rate - All Resident Students

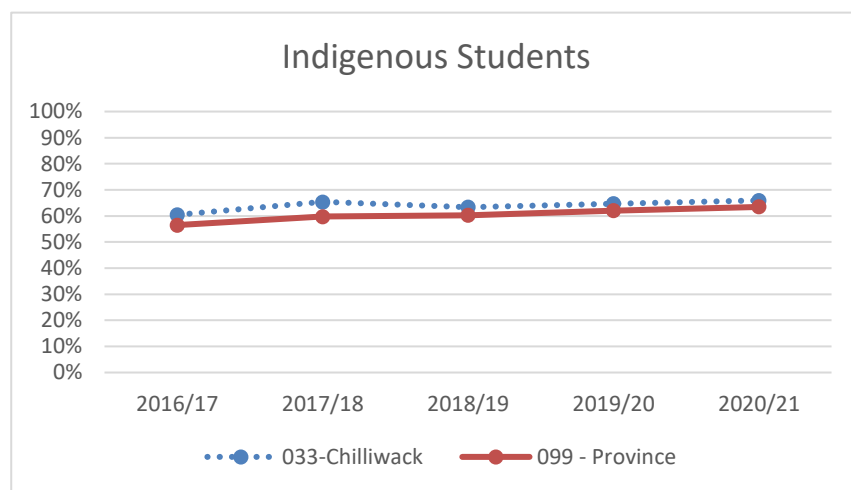


Figure 68: 5 Year Completion Rate - Indigenous Students

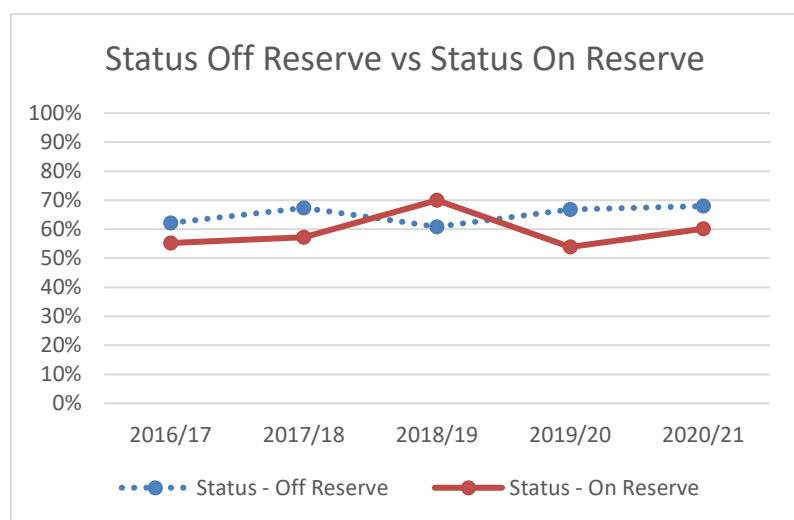


Figure 69: 5 Year Completion Rate - Status - Off Reserve and Status - On Reserve

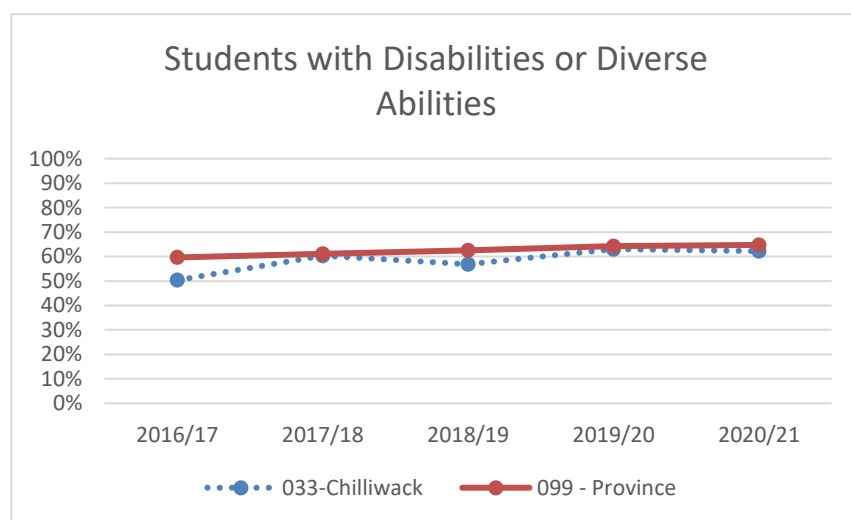


Figure 70: 5 Year Completion Rate - Students with Disabilities or Diverse Abilities

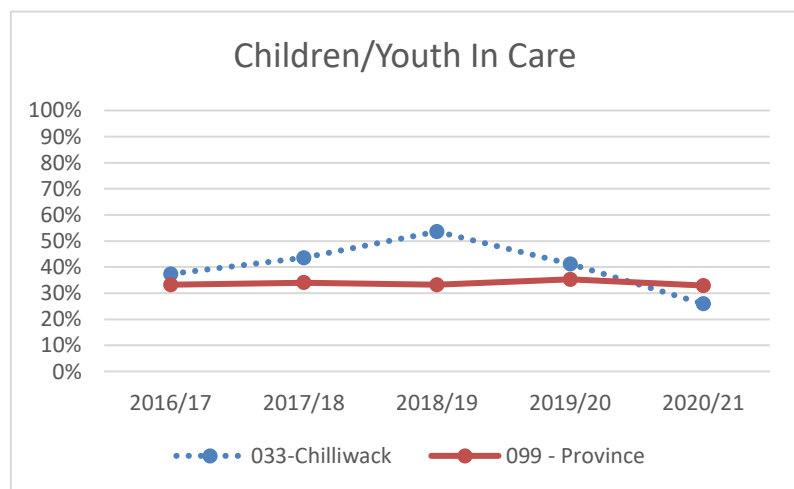


Figure 71: 5 Year Completion Rate - Children/Youth In Care

Post-Secondary Institute (PSI) Immediate Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program in the year following graduation)

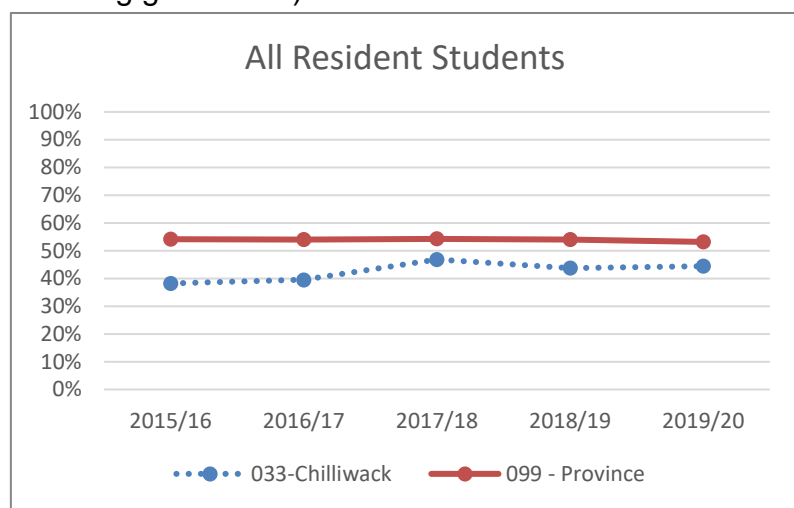


Figure 72: Post-Secondary Institute Transition - All Resident Students

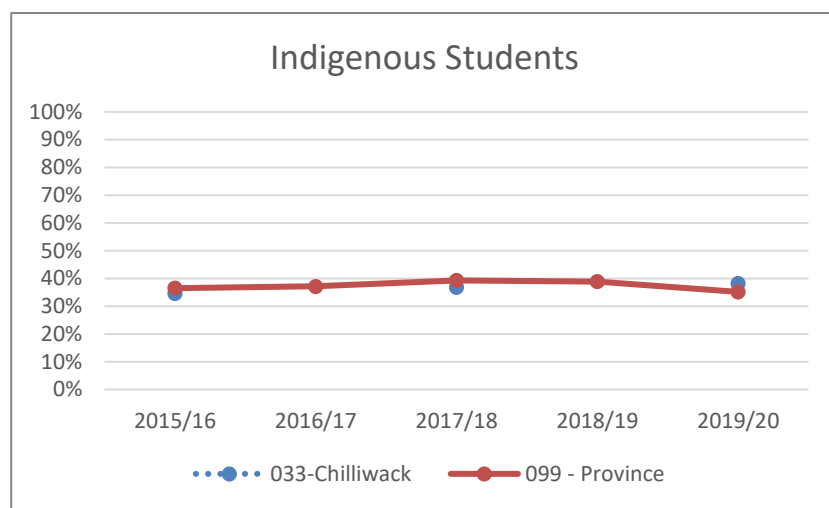


Figure 73: Post-Secondary Institute Transition - Indigenous Students

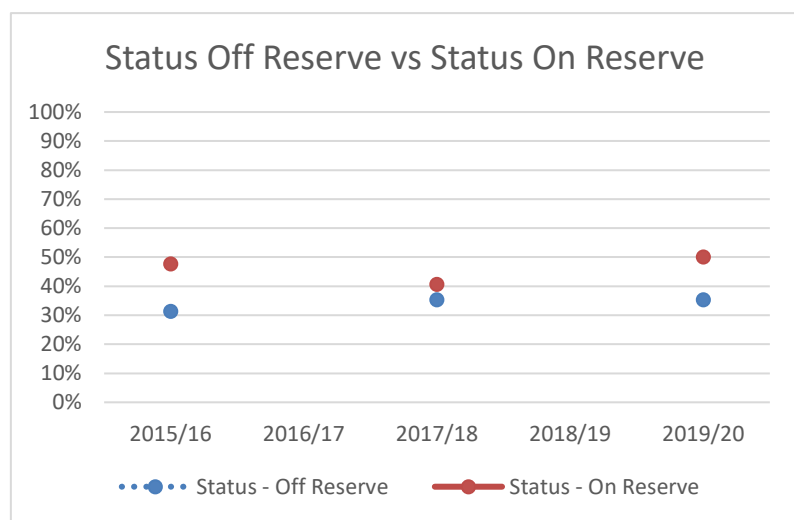


Figure 74: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

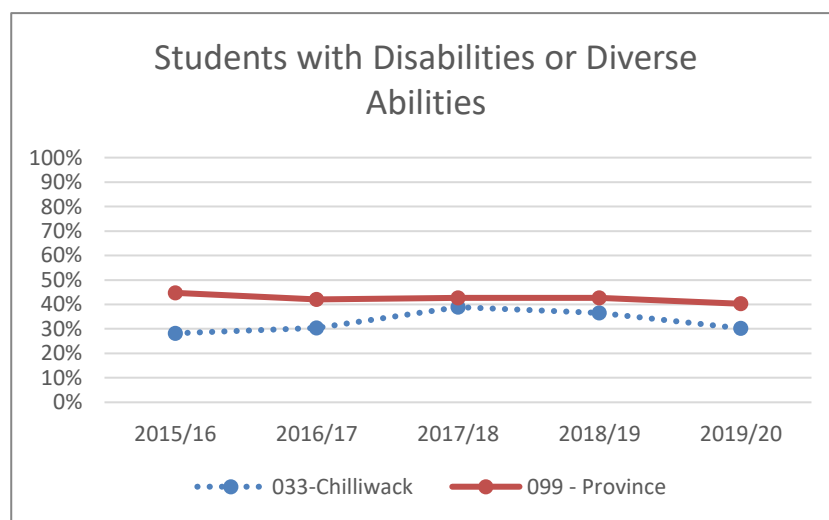


Figure 75: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

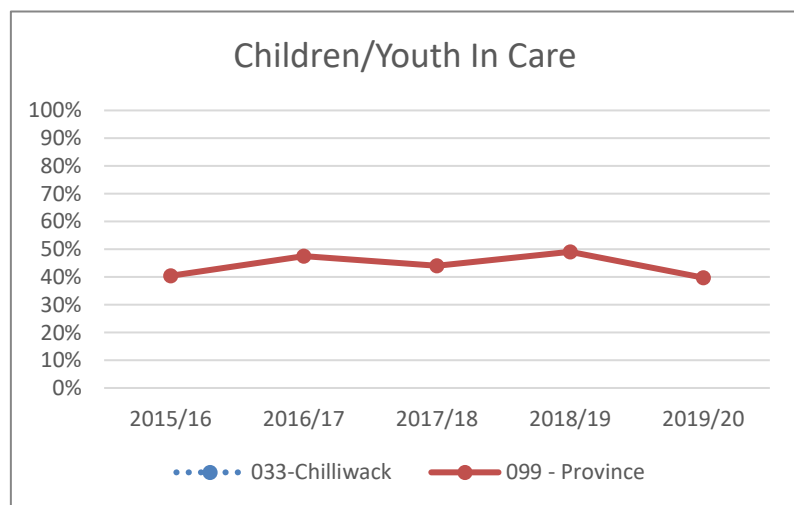


Figure 76: Post-Secondary Institute Transition - Children/Youth In Care

Post-Secondary Institute (PSI) 3 Year Transition Rate

(Portion of resident students in the eligible to graduate cohort who have transitioned to a B.C. public PSI program within 3 years of graduation)

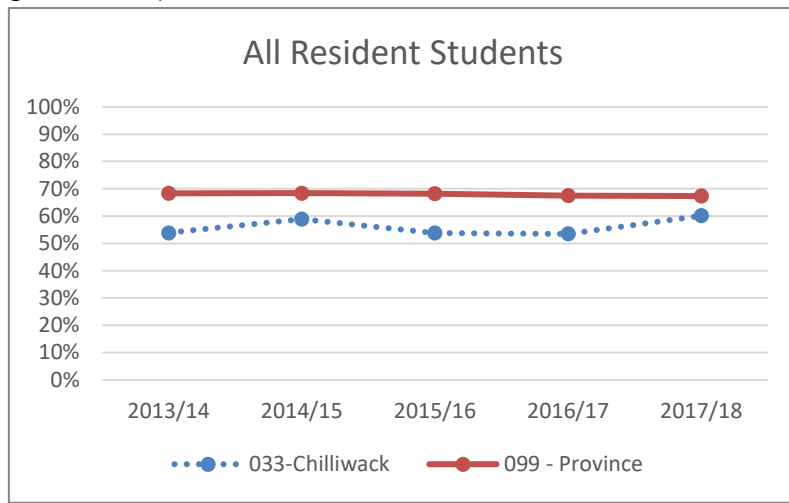


Figure 77: Post-Secondary Institute Transition - All Resident Students

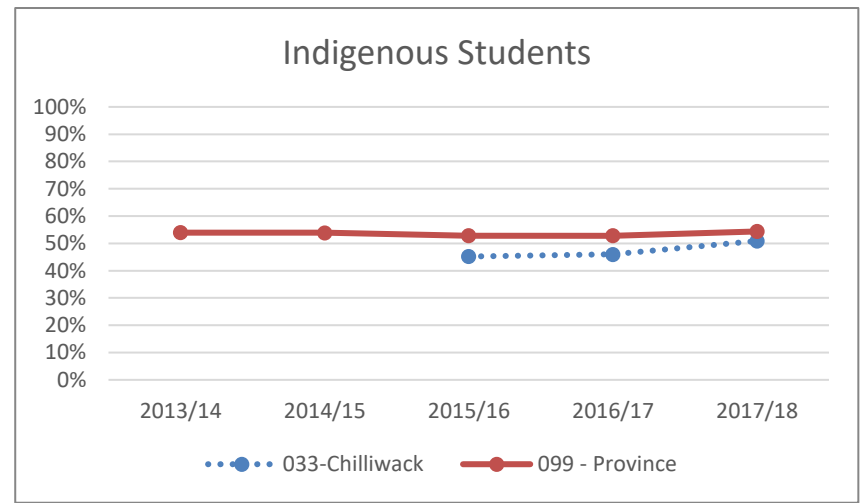


Figure 78: Post-Secondary Institute Transition - Indigenous Students

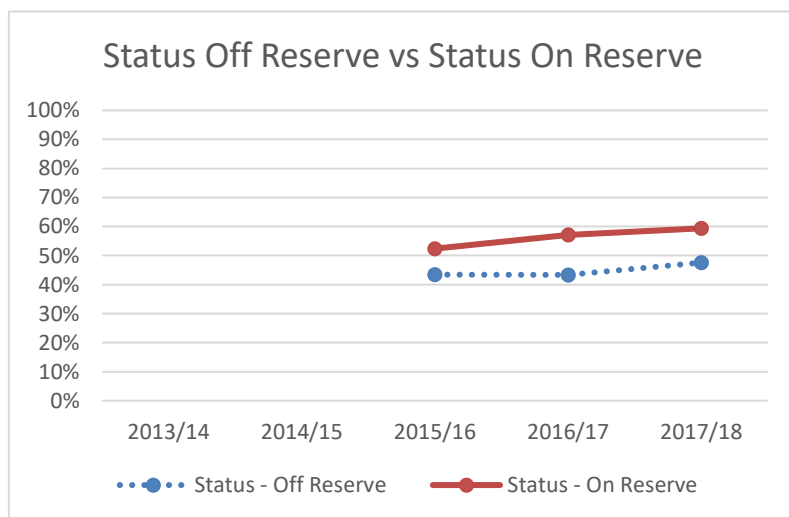


Figure 79: Post-Secondary Institute Transition - Status - Off Reserve and Status - On Reserve

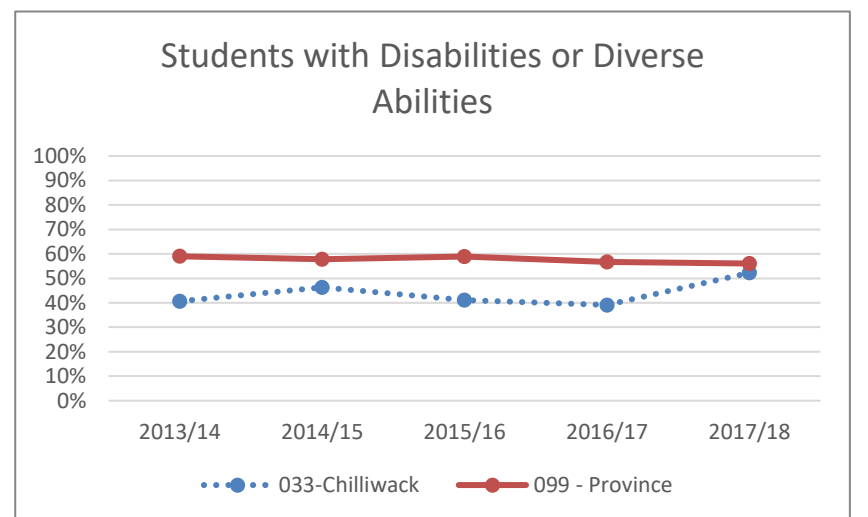


Figure 80: Post-Secondary Institute Transition - Students with Disabilities or Diverse Abilities

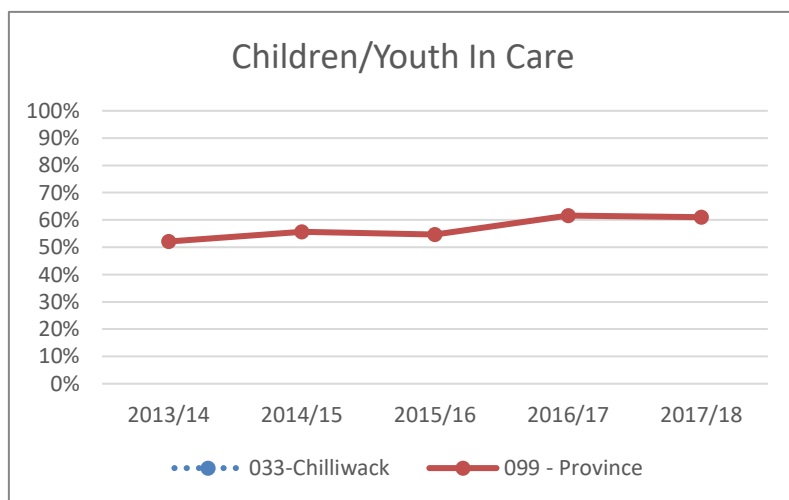


Figure 81: Post-Secondary Institute Transition - Children/Youth In Care

Additional notes

Subpopulations

All Resident Students

Students identified as residents through the annual enrolment collections in September and February.

Indigenous Students

Students who have ever self-identified as Indigenous on a enrolment collection.

Indigenous students living on reserve

Based on enrolment records, students who have been identified as 'STATUS INDIAN ON RESERVE'.

Indigenous students living off reserve

Based on enrolment records, students who have never been identified as 'STATUS INDIAN ON RESERVE'.

Children/Youth in Care

Students who have been identified as Children/Youth in Care in the twelve months prior to September.

Students with Disabilities or Diverse Abilities

Students who have been identified in any of the 12 categories: Physically Dependent; Deafblind; Moderate to Profound Intellectual Disability; Physical Disability / Chronic Health Impairment; Visual Impairment; Deaf or Hard of Hearing; Autism; Intensive Behaviour Interventions / Serious Mental Illness; Mild Intellectual Disability ; Gifted; Learning Disability; Moderate Behaviour Support / Mental Illness.

Foundation Skills Assessment (FSA)

FSA 2021/2022

Effective October 2021, FSA 2021/22 was updated by renaming Reading to Literacy and eliminating the one Writing question. The FSA now consists of two components: Literacy and Numeracy.

As a result of this shift, one of the three constructed response questions was modified to allow for a personal student response. It remains possible to compare the Literacy results of the FSA 2021/22 to past Reading results as this shift is not expected to significantly impact overall proficiency levels.

In addition to proficiency level results, year-to-year comparison of Literacy/Reading selected response comprehension questions is possible. Specifically, the Reading selected response comprehension questions from 2017/18 onward may be compared to the Literacy selected response comprehension questions. This additional data has been provided in the PDF.

Participation rates for the FSA 2021/22 FSA continue to be impacted by the COVID-19 pandemic, potentially effecting results.

FSA 2020/2021

Due to the COVID-19 pandemic, the FSA 2020/21 was administered in February 2021 instead of October 2020. It is not advisable to directly compare the results of this year's administration to other years.

5-Year Completion Rate

This measure is a sub model of the 6-Year Completion Rate which identifies a cohort of students putatively in Grade 8 and tracks them over time. Since it is a sub-model, it is not available until after students complete Year 6. The year represents the year these students are in their sixth year.

Post-Secondary Institute Transition (PSI)

This measure examines the number of students who are eligible to graduate and identifies the proportion of these students who make a transition into a BC public post-secondary institution.

Student Learning Survey (SLS)

Sense of Belonging

This measure is a combination of three questions on the SLS, School Belonging, Feel Welcome, and Feel Safe. The Feel Safe question is anonymous; therefore, it is included as a subcomponent of only the All Resident Students chart. The other three charts combine the results of the questions School Belonging and Feel Welcome.

School Belonging

This measure is a specific question on the survey where the response is connected to a student.

Feel Welcome

This measure is a specific question on the survey where the response is connected to a student.

Feel Safe

The Feel Safe question is anonymous; therefore, it cannot be broken down by other subpopulations.



SCHOOL DISTRICT 33 **CHILLIWACK**

SCHOOL DISTRICT & COMMUNITY REPORT

2021/2022



ACKNOWLEDGEMENTS

We express our deep gratitude to the xʷməθkʷəy̓əm (Musqueam) Nation for the privilege of working on their traditional, ancestral and unceded territory at the Point Grey Campus of the University of British Columbia.

The Middle Years Development Instrument (MDI) project is made possible with funding from BC school districts and school boards across the country. We would like to thank and acknowledge all participating school districts for their support of and collaboration towards this project.

We are grateful to the teachers, education staff and school administrators who work directly with us to gather data and use our reports. This includes a commitment to training and completing questionnaires, engaging with students, parents and caregivers and using HELP's data and research in schools, districts and communities. We also extend our warmest appreciation to the students who take the time to share their experiences with us. Thank you.

HELP would like to acknowledge the exceptional support we have received since 2001 from the Ministries of Children and Family Development, Education and Health. This investment has enabled the expansion of HELP's unique child development monitoring system that supports high quality, evidence-informed decisions on behalf of children and their families.

MDI RESEARCH LEADS

HELP's Middle Years research is led by Dr. Kimberly Schonert-Reichl and Dr. Eva Oberle. HELP acknowledges Drs. Schonert-Reichl and Oberle for their leadership and expertise in social and emotional development research, their dedication to exploring children's experiences in the middle years and for raising the profile of children's voices, locally and internationally.

ABOUT THE HUMAN EARLY LEARNING PARTNERSHIP

The Human Early Learning Partnership (HELP) is an interdisciplinary research institute based at the School of Population and Public Health, Faculty of Medicine, at the University of British Columbia. HELP's unique partnership brings together researchers and practitioners from across BC, Canada and internationally to address complex child development issues. HELP's research projects explore how different environments and experiences contribute to health and social inequities in children's development over their life course.

The institute was founded by Drs. Clyde Hertzman and Hillel Goelman in 1999. Clyde's vision for HELP was to advance knowledge about child development and importantly, to apply this knowledge in communities. This report, and the work of HELP over two decades, would not have been possible without his vision and passion.

To learn more please visit our website at earlylearning.ubc.ca (<http://earlylearning.ubc.ca/>).

Suggested Citation

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School District & Community Results, 2021-2022. Chilliwack (SD33).

Vancouver, BC: University of British Columbia, School of Population and Public Health; May 2022.

Version: 1.0.0

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INTRODUCTION TO THE MDI

WHY THE MIDDLE YEARS MATTER

Experiences in the middle years, especially between the ages of 10 to 13, have critical and long lasting effects. They are powerful predictors of adolescent adjustment and future success. During this time, children are experiencing significant cognitive, social and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships and make thoughtful decisions.

During the late middle childhood years (also referred to as early adolescence), children have an increased awareness of themselves and others. During middle childhood they are developing ideas about how they may or may not "fit in" to their social and academic environments (Rubin et al., 2006). These ideas have the power to either promote health and academic achievement or lead to negative outcomes such as depression and anxiety in adulthood (Jacobs et al., 2008). Although middle childhood is a time of risk, it is also a time of opportunity. There is mounting evidence to suggest that positive relationships to adults and peers during this critical time act to increase a child's resiliency and school and life success.

WHAT IS THE MIDDLE YEARS DEVELOPMENT INSTRUMENT?

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 to Grade 8 about their thoughts, feelings and experiences in school and in the community. It is a unique and comprehensive questionnaire that helps us gain a deeper understanding of how children are doing at this stage in their lives. Researchers working at the Human Early Learning Partnership (HELP) are using results to learn more about children's social-emotional health and well-being. In addition, the MDI is being used across sectors to support collaboration and inform policy and practice.

The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to well-being, health and academic achievement. In addition, the MDI focuses on highlighting the promotive and protective factors and assets that are known to support and optimize development in middle childhood. These areas are: *Social and Emotional Development*, *Physical Health and Well-being*, *Connectedness*, *Use of After-School Time* and *School Experiences*. Each of these dimensions is made up of several measures. Each measure is made up of one or more individual questions.

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices: The Well-being Index and the Assets Index.

The following illustrates the relationship between MDI dimensions and measures, and highlights which measures contribute to the Well-being and Assets Indices.

- A measure in the Well-being Index
- A measure in the Assets Index
- * A measure in the Grade 6, 7 and 8 MDI only



SOCIAL & EMOTIONAL DEVELOPMENT

Measures

- | | | |
|---|--|--|
| ◦ Optimism Empathy Prosocial Behaviour | ◦ Absence of Sadness Absence of Worries Self-Regulation (Short-Term) Self-Regulation (Long-Term) | * Self-Awareness * Perseverance * Assertiveness * Citizenship/Social Responsibility |
| ◦ Self-Esteem | * Responsible Decision-Making | |
| ◦ Happiness | | |



PHYSICAL HEALTH AND WELL-BEING

Measures

- | | | |
|---|----------------------------------|---------------------------------------|
| ◦ General Health | Food | Help-Seeking for Emotional Well-being |
| ■ Eating Breakfast | ■ Frequency of Good Sleep | Transportation To and From School |
| ■ Meals with Adults in Your Family | | |



CONNECTEDNESS

Measures

- | | | |
|--------------------------------------|------------------------------|------------------|
| ■ Adults at School | ■ Adults at Home | Important Adults |
| ■ Adults in the Neighbourhood | ■ Peer Belonging | |
| | ■ Friendship Intimacy | |



USE OF AFTER-SCHOOL TIME

Measures

- | | | |
|---|--|---|
| ■ Organized Activities <ul style="list-style-type: none"> ◦ Educational Lessons or Activities | <ul style="list-style-type: none"> ◦ Youth Organizations ◦ Sports ◦ Music or Arts | How Children Spend their Time After-school People/Places Children's Wishes and Barriers |
|---|--|---|



SCHOOL EXPERIENCES

Measures

- | | | |
|---|--------------------------------|--|
| Academic Self-Concept School Climate | School Belonging Motivation | Future Goals Victimization and Bullying |
|---|--------------------------------|--|

For more information on all of the measures, including questions, response options and scoring for the MDI results found in this report, please refer to the [MDI Companion Guide](https://www.discovermdi.ca/resources/mdi-companion-guide/) (<https://www.discovermdi.ca/resources/mdi-companion-guide/>). For additional resources visit, the [Discover MDI Field Guide](https://www.discovermdi.ca/category/mdi-essentials/) (<https://www.discovermdi.ca/category/mdi-essentials/>).

CONNECTING THE MDI WITH THE PERSONAL AND SOCIAL COMPETENCIES OF THE BC CURRICULUM

Your MDI data provide a unique approach to understanding children's social and emotional development and well-being in relation to the [BC Ministry of Education's Personal and Social Competencies](https://curriculum.gov.bc.ca/competencies) (<https://curriculum.gov.bc.ca/competencies>).

Areas measured by the MDI reflect facets of the "Personal and Social Competency" domain of BC's Curriculum, providing valuable information for understanding children's growth and progress within this core competency. The MDI questions provide an opportunity for students to self-assess and reflect on their social and personal competency, including reflecting on MDI concepts, questions and results.



PERSONAL & SOCIAL COMPETENCIES

Positive Personal & Cultural Identity

Related MDI Measures:

- Connectedness to Adults at Home, School and Community
- Peer Belonging
- Friendship Intimacy
- Empathy
- School Belonging
- School Climate
- Self-Esteem
- Academic Self-Concept
- Importance of Grades
- Friends & Learning
- Self-Awareness
- Perseverance
- Responsible Decision-Making

Personal Awareness & Responsibility

Related MDI Measures:

- Academic Self-Concept
- Self-Esteem
- Self-Regulation
- General Health
- Optimism
- Self-Awareness
- Perseverance
- Responsible Decision-Making
- Assertiveness
- Use of After-School Time

Social Responsibility

Related MDI Measures:

- Citizenship and Social Responsibility
- Prosocial Behaviour
- Empathy
- School Climate
- Connectedness to Adults at School
- Connectedness to Peers
- Self-Regulation
- Assertiveness

ABOUT THIS REPORT

HOW THE RESULTS ARE REPORTED

School district data in this report includes all children who participated within the public school district in 2021/2022. Administration of the MDI took place between the months of January to mid-March 2022.

School district data is compared to the **average for all districts**, which includes children from all participating public school districts. Districts with large populations contribute more in computing the **average for all districts** than districts with smaller populations. Results for large districts tend to be closer to the average for all districts. Please see the table below for a list of participating districts, and note that the average is based on participating districts and **does not** represent all school districts in the entire province.

Where school districts or neighbourhoods contain fewer than 35 children, the results are suppressed. The data in this report have been rounded. Many questions on the MDI allow children to provide multiple responses. Totals for some measures and questions may not equal 100%.

| # | School District | # of Children | Participation Rate |
|----|--------------------------|---------------|--------------------|
| 10 | Arrow Lakes | 24 | 73% |
| 33 | Chilliwack | 866 | 83% |
| 37 | Delta | 766 | 70% |
| 42 | Maple Ridge-Pitt Meadows | 1,009 | 88% |
| 47 | Powell River | 102 | 42% |
| 49 | Central Coast | 11 | 92% |
| 50 | Haida Gwaii | 29 | 83% |
| 51 | Boundary | 84 | 85% |
| 52 | Prince Rupert | 117 | 88% |
| 53 | Okanagan Similkameen | 133 | 79% |
| 61 | Greater Victoria | 654 | 44% |
| 70 | Pacific Rim | 194 | 75% |
| 72 | Campbell River | 316 | 81% |
| | Total | 4,305 | |

UNDERSTANDING MDI DATA

The **MDI Companion Guide** provides information on all of the measures, including questions, response options and scoring, for the MDI results found in this report. The guide is available to [download here \(https://www.discovermdi.ca/resources/mdi-companion-guide/\)](https://www.discovermdi.ca/resources/mdi-companion-guide/).

For more information on the MDI, including answers to common questions such as, what is the MDI; why use the MDI and how to use the MDI, visit the [Discover MDI Field Guide \(https://www.discovermdi.ca/\)](https://www.discovermdi.ca/).



2021/2022 RESULTS FOR CHILLIWACK

DEMOGRAPHICS

| Population | | Gender Identity | |
|-----------------------------------|------|------------------|-----|
| Total Sample | 866 | Boys | 53% |
| Participation Rate | 83% | Girls | 46% |
| Children completing MDI at school | 100% | In Another Way | 3% |
| Children completing MDI at home | 0% | | |
| Languages Spoken at Home | | | |
| First Nations, Métis or Inuit | 1% | Mandarin | 1% |
| Cantonese | 0% | Punjabi | 3% |
| English | 95% | Spanish | 3% |
| French | 4% | Filipino/Tagalog | 1% |
| Hindi | 2% | Vietnamese | 1% |
| Japanese | 1% | Other | 5% |
| Korean | 1% | | |

Total Sample: Refers to the total number (#) of children represented in this report. Children are included in the sample if they complete a question and the data are reported.

Participation Rate: Refers to the percentage of the Grade 4 population that participated in the MDI survey this year. In 2021/22, due to the global pandemic and in response to requests from school districts, boards and/or associations, the MDI was administered to a small percentage of children at home or in remote settings.

Gender Identity: Children are asked to describe their gender as "Boy," "Girl" or "In another way." Children may choose not to answer the question at all. Children are able to select more than one response and therefore, in some cases, percentages may not add to 100%. Data are suppressed where fewer than 5 children selected the response.

Languages Spoken at Home: Children are able to select more than one language spoken at home.

First Nations, Métis or Inuit Languages: If a child selects "First Nations, Métis or Inuit" as a language spoken in the home, they are then asked to identify, if possible, the specific language. First Nations, Métis or Inuit language data are not publicly available.

Other: A limited selection of languages is offered on the MDI questionnaire. The "Other" category gives children an opportunity to enter their own response(s).

WELL-BEING & ASSETS INDICES

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices. This section of the report focuses on results for the Well-being Index and the Assets Index. Learn more about the important relationship between individual measures, the Well-being Index and the Assets Index in the [Discover MDI Field Guide \(https://www.discovermdi.ca/intro-to-mdi-dimensions-and-indices/\)](https://www.discovermdi.ca/intro-to-mdi-dimensions-and-indices/).

WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health



High Well-being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-being

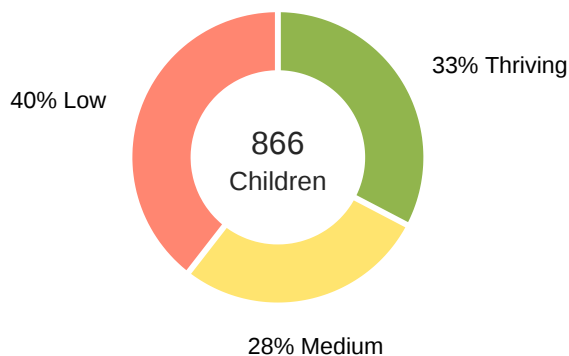
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



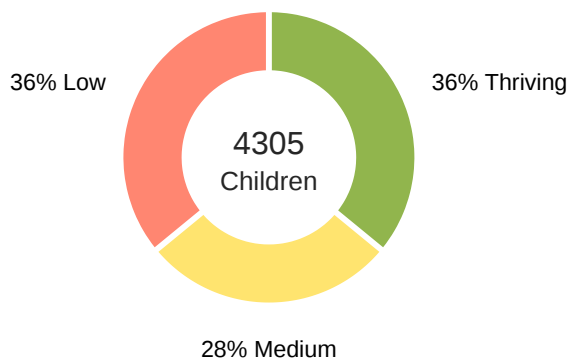
Low Well-being

Children who score in the low range on at least 1 of the 5 measures of well-being.

CHILLIWACK



ALL PARTICIPATING DISTRICTS



ASSETS INDEX

The Assets Index combines MDI measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.

Note: School Experiences are also considered to be an asset that contribute to children's well-being; however, this asset is not reported as part of the Assets Index to prevent the ranking of individual schools or sites. Please refer to the School Climate and Bullying and Victimization measures for data related to this asset.



ADULT RELATIONSHIPS

Adults at School
Adults in the Neighbourhood
Adults at Home



PEER RELATIONSHIPS

Peer Belonging
Friendship Intimacy



NUTRITION & SLEEP

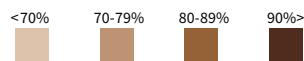
Eating Breakfast
Meals with Adults in Your Family
Frequency of Good Sleep



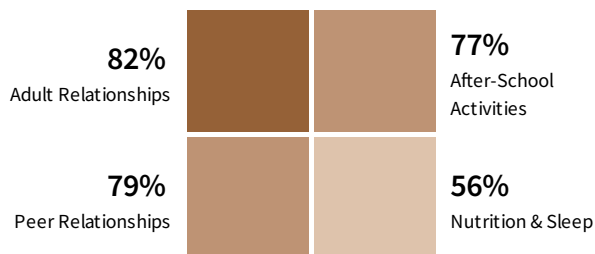
AFTER-SCHOOL ACTIVITIES

Organized Activities

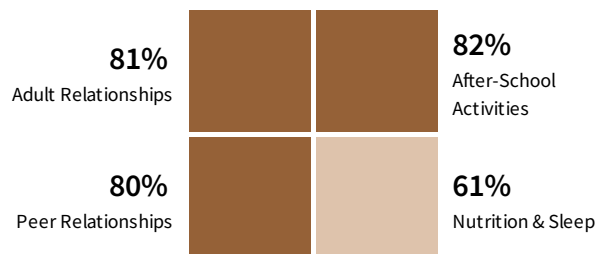
Percentage of children reporting the presence of an asset



CHILLIWACK



ALL PARTICIPATING DISTRICTS





SOCIAL & EMOTIONAL DEVELOPMENT

Social and emotional competence is integral to children's social and emotional development and includes the ability to understand and manage emotions, develop caring and empathy for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively (Weissberg et al., 2015). Promoting children's social and emotional competence is critical for their successful development across the lifespan (Jones et al., 2015). For example, social and emotional competence is associated with greater motivation and success in school (Mahoney et al., 2020), as well as positive outcomes later in life, such as earning a college degree, finding stable employment, engaging in a healthy lifestyle, and psychological well-being (Domitrovich et al., 2017). Social and emotional competencies can be best promoted when children experience supportive environments across multiple contexts - at school with teachers and peers, in the home with elders, family, or caregivers, and in after-school programs with peers and community members.

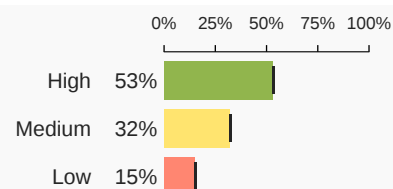
Detailed information on the MDI survey questions and response scales for Social and Emotional Development are available in the [Discover MDI Field Guide \(https://www.discovermdi.ca/social-emotional-development/\)](https://www.discovermdi.ca/social-emotional-development/).

RESULTS FOR CHILLIWACK

| Average for all Districts

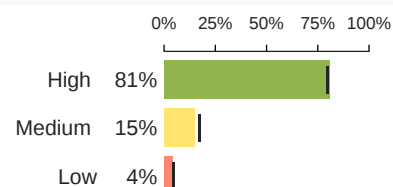
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



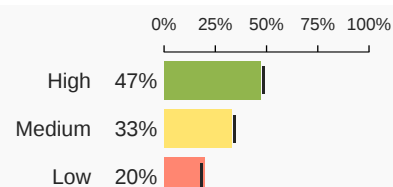
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."



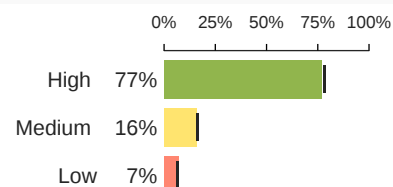
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."



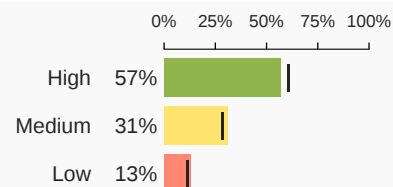
SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



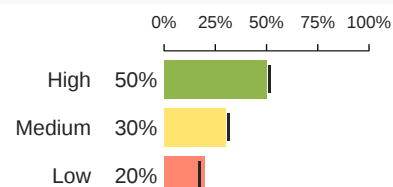
HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



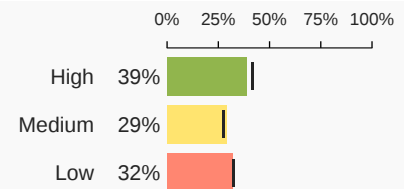
ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."



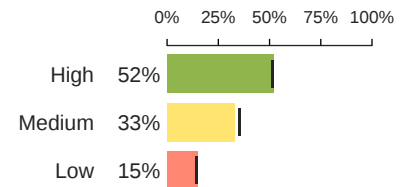
ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g., "I worry a lot that other people might not like me."



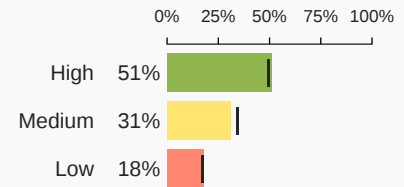
SELF-REGULATION (LONG-TERM)

Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g., "If something isn't going according to my plans, I change my actions to try and reach my goal."



SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



RESEARCH HIGHLIGHTS

SOCIAL AND EMOTIONAL DEVELOPMENT

Social and emotional competencies include children's ability to recognize, understand, and effectively respond to emotions, manage stress and be optimistic. They also include showing concern for others, sustaining healthy relationships and making effective personal and social decisions (Weissberg, Durlak, Domitrovitch, & Gullota, 2015).

Middle childhood is an important time for promoting self-regulation and problem-solving strategies to help children persevere in the face of obstacles and setbacks. Related skills and strategies learned during middle childhood tend to stick with children throughout the rest of their lives (Skinner et al., 2016).

A Vancouver-based study asked Grade 10 children to volunteer 1-1.5 hours per week with elementary school children. After 10 weeks researchers found participants had significantly decreased their risk for cardiovascular disease. The greatest health benefits were seen in adolescents who displayed the highest self-report measures of empathy (Schreier, Schonert-Reichl, & Chen, 2013).



PHYSICAL HEALTH & WELL-BEING

Promoting children's physical health and well-being in the middle years lays the foundation for a healthy lifestyle. Physical health outcomes are not uniquely controlled by genetics. They can also be influenced by external factors such as family relationships, connections with peers, and larger economic and social conditions (Hertzman, C., & Boyce, T., 2010). Children who feel healthy are more likely to be engaged in school, feel a connection to their teachers, perform better academically, and are less likely to be bullied or bully others (Forrest et al., 2013). Being physically active also promotes children's mental health (Moeijes et al., 2018). Children benefit from guidance and opportunities that support the development of healthy habits - such as regular physical activity, quality sleep and healthy meals - that they can carry forward into adolescence and adulthood.

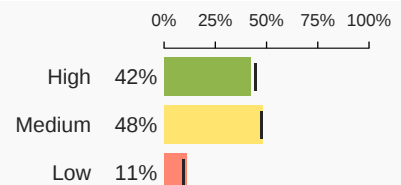
Detailed information on the MDI survey questions and response scales for Physical Health and Well-being are available in the [Discover MDI Field Guide \(https://www.discovermdi.ca/physical-health-well-being/\)](https://www.discovermdi.ca/physical-health-well-being/).

RESULTS FOR CHILLIWACK

| Average for all Districts

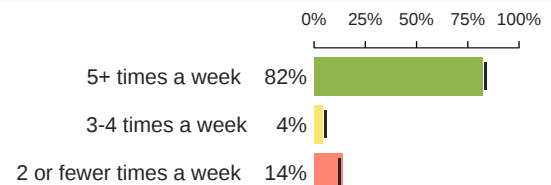
GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



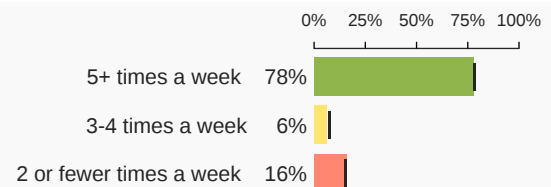
EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"



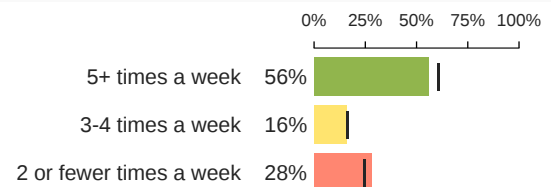
MEALS WITH ADULTS IN YOUR FAMILY

Children are asked, "How often do your parents or other adult family members eat meals with you?"

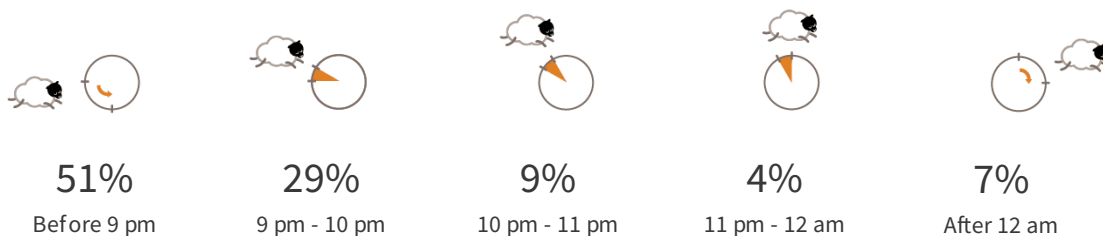


FREQUENCY OF GOOD SLEEP

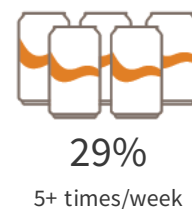
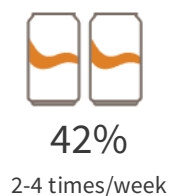
Children are asked, "How often do you get a good night's sleep?"



WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?



HOW OFTEN DO YOU EAT FOOD LIKE POP, CANDY, POTATO CHIPS, OR SOMETHING ELSE?



HELP-SEEKING FOR EMOTIONAL WELL-BEING

WHO WOULD YOU TALK TO IF YOU WERE FEELING SAD, STRESSED, OR WORRIED?

Examples provided include a teacher, school counselor, parent, grandparent, older sibling or cousin, elder, after-school program staff, doctor, nurse etc. (Children can select all of the options that apply; therefore, percentages may not total 100%.)

| | |
|---|-----|
| An adult at school | 43% |
| A family member | 80% |
| An adult in my community | 17% |
| A health professional | 21% |
| My friend(s) | 58% |
| Don't know who to talk to | 9% |
| Prefer to handle it on my own | 19% |
| Talk to someone else (someone not on this list) | 12% |

TRANSPORTATION TO AND FROM SCHOOL

Children are asked, “How do you usually get to school?”; “How do you usually get home from school?” and “If you could choose, how would you wish to get to and from school?”

| | To School | From School | Wish |
|--|-----------|-------------|------|
| Car | 62% | 50% | 28% |
| School bus | 11% | 17% | 18% |
| Public transportation (public bus, train or ferry) | 0% | 0% | 3% |
| Walk | 22% | 27% | 18% |
| Cycle, skateboard, scooter or rollerblade | 3% | 3% | 23% |
| Something else | 2% | 2% | 11% |



RESEARCH HIGHLIGHTS

PHYSICAL HEALTH & WELL-BEING

Eating meals together as a family often is related to increased self-esteem and school success, and decreased chance of eating disorders, substance abuse, violent behaviour and symptoms of depression (Harrison et al., 2015).

Seeking help for emotional support from appropriate and effective resources, such as school adults, parents and family members, health professional, and counsellors, can help promote positive mental health and resilience, and serve as a protective factor for mental illness (Rickwood et al., 2005; Xu et al., 2018).

Children ages 5 to 13 need 9–11 hours of uninterrupted sleep a night (Hirshkowitz et al., 2015). When children do not get enough sleep they are more likely to have troubles at school, be involved in family disagreements and display symptoms of depression (Smaldone, Honig, & Byrne, 2007).

Because of changes in the brain that take place around the time of puberty, children are more strongly attracted to junk foods that contain high amounts of fat and sugar than adults (Reichelt, 2016).

Belonging is a fundamental need for everyone. Feeling a sense of connectedness to family, peers, school, and community is one of the most important assets for a child's well-being, health, and success in life (Masten, 2018; Thomson et al., 2018). Research shows that children with positive peer relationships feel better about themselves, experience greater mental health, are more prosocial, and perform better academically (Wentzel, 1998). A single caring adult, be it a family member, coach, teacher, an elder, or a neighbour, can positively influence a child's life and promote resilience (Werner, 2004). Children's life satisfaction is related to their sense of belonging with peers and their supportive relationships with adults even more so than family income or personal health (Gadernann et al., 2015; Oberle et al., 2014). This is true across cultures (Emerson et al., 2018). For children, connectedness to land, language, and culture also can play an important role in encouraging a strong and healthy sense of identity (First Nations Information Governance Centre, 2016).

Detailed information on the MDI survey questions and response scales for Connectedness is available in the [Discover MDI Field Guide \(https://www.discovermdi.ca/connectedness/\)](https://www.discovermdi.ca/connectedness/).

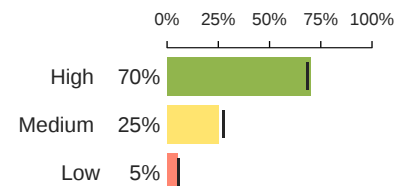
RESULTS FOR CHILLIWACK

| Average for all Districts

CONNECTEDNESS WITH ADULTS

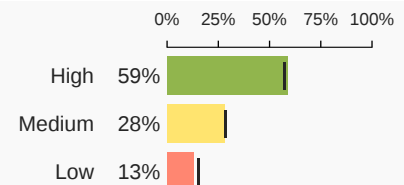
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



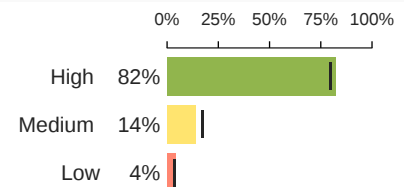
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."



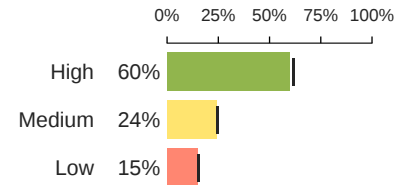
NUMBER OF IMPORTANT ADULTS AT SCHOOL



CONNECTEDNESS WITH PEERS

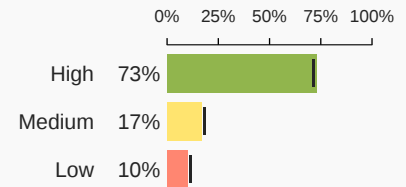
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."



FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."



RESEARCH HIGHLIGHTS CONNECTEDNESS

Children who do not feel part of a group or feel cast out by their own group are at risk of anxiety and depression. They are also at higher risk of low school attendance and future school drop-out (Veiga et al., 2014).

Social competencies and friendship-building skills can buffer children against bullying, anxiety and depression (Guhn et al., 2013).

Strong social connections in adolescence are a better predictor of well-being in adulthood than their academic achievement (Olsson, 2013).

For younger students during elementary and middle school years, a nurturing and caring relationship with a classroom teacher is vital. Connections with warm and accepting teachers enhance emotional well-being, increase motivation, engagement and success in school for children in early adolescence. They are also buffers for children who are experiencing mental health problems (Oberle, 2018).

USE OF AFTER-SCHOOL TIME

Children's involvement in activities outside of school hours exposes them to important social environments. After-school activities, such as art and music classes, sports leagues, and community groups provide distinct experiences that help children to build relationship and social and emotional skills (Vandell et al., 2020). Children who participate in structured extracurricular activities experience school success and are less likely to drop out of school (Thouin et al., 2020). Data from the MDI helps to fill a gap in the research on children's participation in activities during the "critical hours" (from 3 pm to 6 pm) when children are most often left unsupervised (Schonert-Reichl et al., 2013).

Detailed information on the MDI survey questions and response scales for Use of After-School Time is available in the [Discover MDI Field Guide](https://www.discovermdi.ca/use-of-after-school-time/) (<https://www.discovermdi.ca/use-of-after-school-time/>).

RESULTS FOR CHILLIWACK

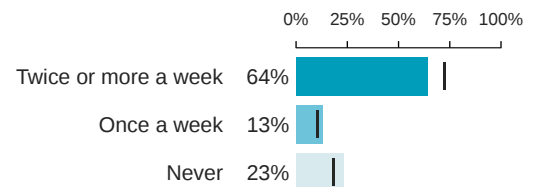
| Average for all Districts

AFTER-SCHOOL ACTIVITIES

Children were asked, "During the last week after school (from 3 pm - 6 pm), how many days did you participate in?":

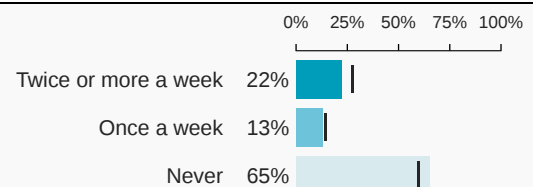
ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult (e.g., educational lessons, youth organizations, music or art lessons and sports practice).



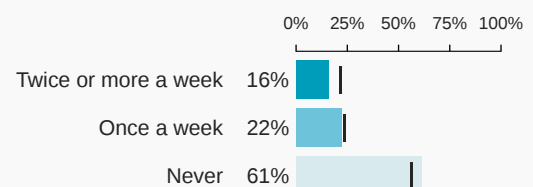
EDUCATIONAL LESSONS OR ACTIVITIES

For example: Tutoring, attending a math school, foreign language lessons, or some other academic related activity.



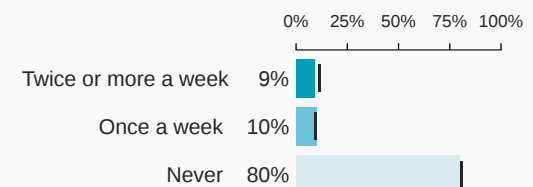
MUSIC OR ART LESSONS

For example: Drawing or painting classes, musical instrument lessons or some other activity related to music or art.



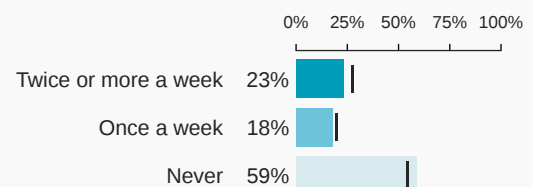
YOUTH ORGANIZATIONS

For example: Scouts, Girl Guides, Boys and Girls Clubs, or some other group organization.



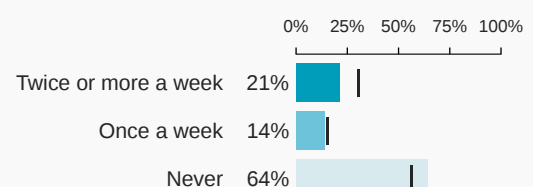
INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Swimming, dance, gymnastics, ice skating, tennis or another individual sport.



TEAM SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Basketball, hockey, soccer, football, or another team sport.



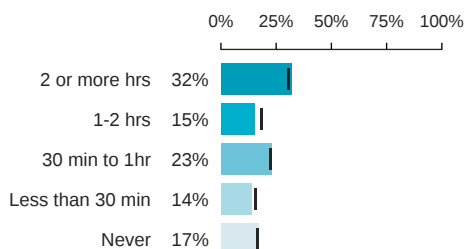
HOW CHILDREN SPEND THEIR TIME

Children were asked how they spend their time during the after-school hours of 3 pm - 6 pm:

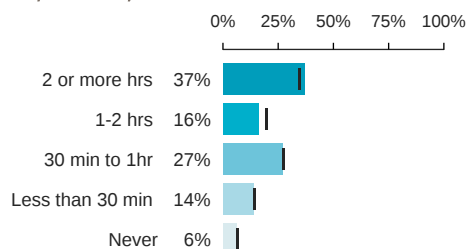
Percentage of children who reported:

COMPUTER USE & TV

VIDEO OR COMPUTER GAMES

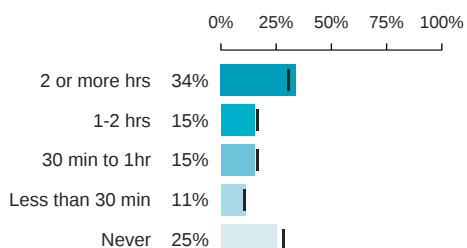


WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE

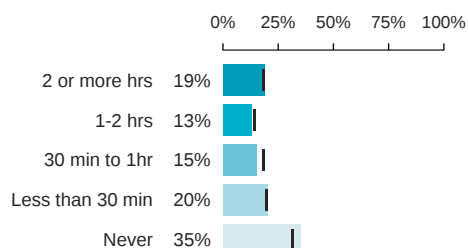


SOCIALIZING WITH FRIENDS

HANG OUT WITH FRIENDS IN PERSON

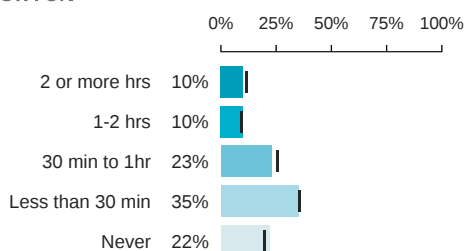


USE A PHONE OR INTERNET TO TEXT OR CHAT WITH FRIENDS

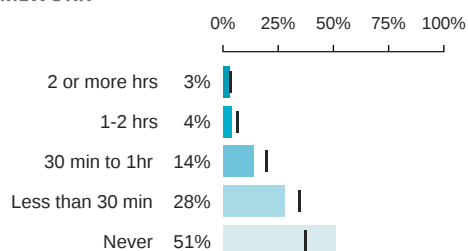


READING & HOMEWORK

READ FOR FUN

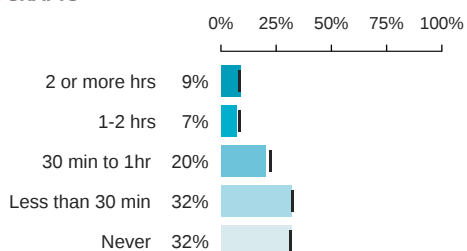


DO HOMEWORK

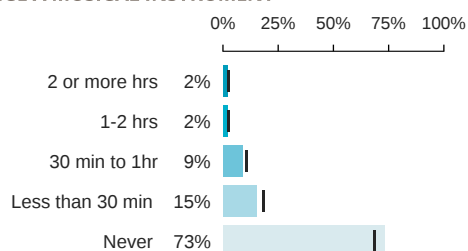


ARTS & MUSIC

ARTS & CRAFTS

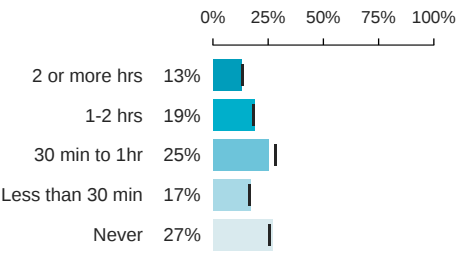


PRACTICE A MUSICAL INSTRUMENT



SPORTS

PLAY SPORTS OR EXERCISE FOR FUN



WHAT CHILDREN WISH TO BE DOING



Children were asked what they want to be doing during the after-school hours of 3 pm - 6 pm:

I am already doing the activities I want to be doing

75%

I wish I could do additional activities

31%

I am doing some of the activities I want, but I wish I could do more

6%

Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES

(Number of Children)

| | |
|------------------------------------|-----|
| Physical and/or outdoor activities | 194 |
| Music and fine arts | 62 |
| Friends and playing | 50 |
| Computer/Video Games/TV | 40 |
| Other | 27 |
| Learning new things | 20 |
| Free time/relaxing | 16 |
| Time with family at home | 12 |

WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?

(Number of Children)

| | |
|--------------------|----|
| Home | 89 |
| Other | 76 |
| School | 60 |
| Community Centre | 53 |
| Park or Playground | 40 |

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES



Children were asked what prevents them from doing the activities they wish to be doing after school (3 pm - 6 pm):

(Number of Children)

| | |
|--|-----|
| I have no barriers | 354 |
| I have to go straight home after school | 298 |
| I am too busy | 147 |
| Other | 117 |
| The schedule does not fit the times I can attend | 92 |
| The activity that I want is not offered | 92 |
| My parents do not approve | 87 |
| I need to take care of siblings or do things at home | 82 |
| I don't know what's available | 78 |
| I am afraid I will not be good enough in that activity | 67 |
| None of my friends are interested or want to go | 65 |
| It costs too much | 61 |
| It is too difficult to get there | 50 |
| It is not safe for me to go | 39 |
| I have too much homework to do | 36 |

AFTER-SCHOOL PEOPLE AND PLACES

WHERE DO YOU GO AFTER SCHOOL? (FROM 3 PM - 6 PM)

| | Never | 1x /week | 2x +/week |
|------------------------------------|-------|----------|-----------|
| Home | 3% | 4% | 94% |
| Stay at school for an activity | 73% | 13% | 14% |
| After-school program or child care | 77% | 7% | 17% |
| Friend's house | 44% | 32% | 24% |
| Park/playground/community centre | 45% | 30% | 26% |
| The mall or stores | 68% | 19% | 13% |
| Someplace else | 42% | 30% | 28% |

WHO ARE YOU WITH AFTER SCHOOL? (FROM 3 PM - 6 PM)

(Children can select all of the options that apply)

| | |
|--|-----|
| By myself | 27% |
| Friends about my age | 38% |
| Younger brothers/sisters | 35% |
| Older brothers/sisters | 29% |
| Mother (or stepmother/foster mother) | 61% |
| Father (or stepfather/foster father) | 48% |
| Other adult (for example, elder, aunt or uncle, coach, babysitter) | 8% |
| Grandparent(s) | 16% |
| Other | 13% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

79%

Yes

7%

No

14%

Don't know

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

51%

Yes

12%

No

37%

Don't know



RESEARCH HIGHLIGHTS

USE OF AFTER-SCHOOL TIME

Participation in after-school programs can result in greater connectedness to school and success in school as well as decreased negative behaviours (Durlak et al., 2010).

Quiet reflection time and daydreaming is just as essential to brain health and development as active and focused activities (Immordino-Yang, 2012).

Children who demonstrate a lack of self-control and problem solving skills may experience the greatest benefit from activities such as music, arts and sports that help to develop these skills (Diamond, 2014).

A study examining the experiences of children in Grades 1–5 who participated in after-school programs found that children who participated in high-quality, structured after-school programs had increased social-emotional skills, in addition to fewer conduct problems and higher social self-control and assertion (Wade, 2015).

Challenging and enjoyable after-school activities can improve youth's ability to reason and problem solve, exercise choice and discipline and be creative and flexible, which are strong predictors of academic, career, and life success (Diamond, 2014).



SCHOOL EXPERIENCES

Children's sense of safety and belonging at school has been shown to foster their school success in many ways. When children have positive experiences at school, they are more likely to feel they belong within their school, feel more motivated and engaged, and have higher academic achievement (Wang & Degol, 2016). Children who feel a sense of connection and belonging to school are also less likely to engage in high-risk behaviours (Eccles & Roeser, 2011). Understanding children's school experiences improves the ability to both create and cultivate school environments that are safe, caring, and supportive.

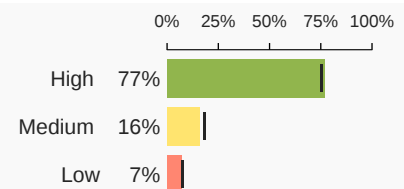
Detailed information on the MDI survey questions and response scales for School Experiences are available in the [Discover MDI Field Guide \(https://www.discovermdi.ca/school-experiences/\)](https://www.discovermdi.ca/school-experiences/).

RESULTS FOR CHILLIWACK

| Average for all Districts

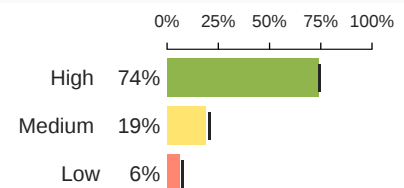
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



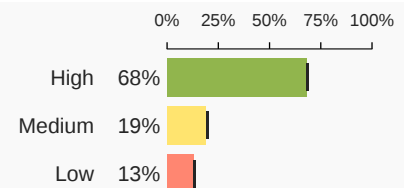
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Percentage of children who feel it is **very important** to:



61%

make friends



74%

get good grades



77%

learn new things

Percentage of children who **agree a little** or **agree a lot** that:

When I grow up, I have
goals and plans for the
future.

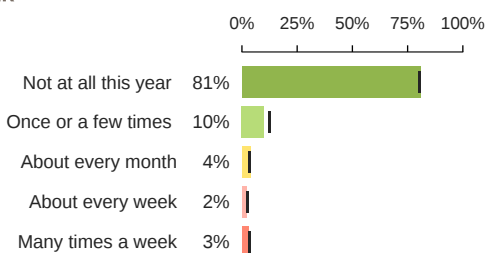


84%

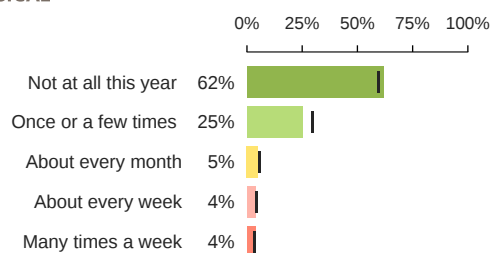
VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":

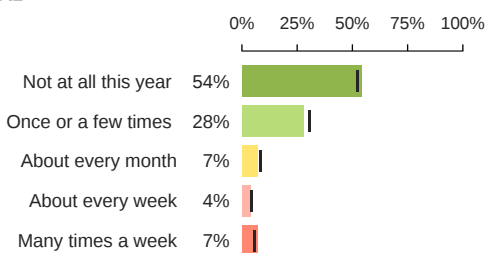
CYBER



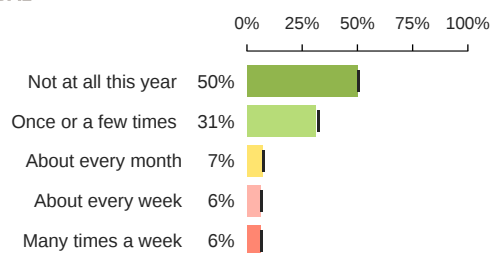
PHYSICAL



SOCIAL



VERBAL



RESEARCH HIGHLIGHTS SCHOOL EXPERIENCES

Children's perception of kindness within a school is a consistent indicator of a positive school climate. Students who see kind behaviours in students, teachers and staff also describe their school environments as being safe and encouraging places to learn. As children transition from Grade 4 to Grade 8, perceptions of kindness in schools decrease (Binfet, Gademmann & Schonert-Reichl, 2016).

Feelings of belonging are associated with lower emotional distress, the reduction of negative behaviours (such as bullying and mental health issues) and are associated to rates of higher resilience later in life (van Harmelen et al., 2016).

Children and youth who demonstrate empathy are less likely to bully others and are more likely to defend against bullying. Research shows that specific empathy skills differ between those who bully, are victimized, defend or are bystanders. Focusing on developing children's understanding of what others feel results both in less bullying and more defending behaviours (van Noorden et al, 2015).

NEIGHBOURHOOD RESULTS



Neighbourhoods have unique characteristics that provide important context for interpreting MDI results. Understanding neighbourhood-level differences within a school district or community is essential when considering actions to support children's well-being. The neighbourhood results section includes:

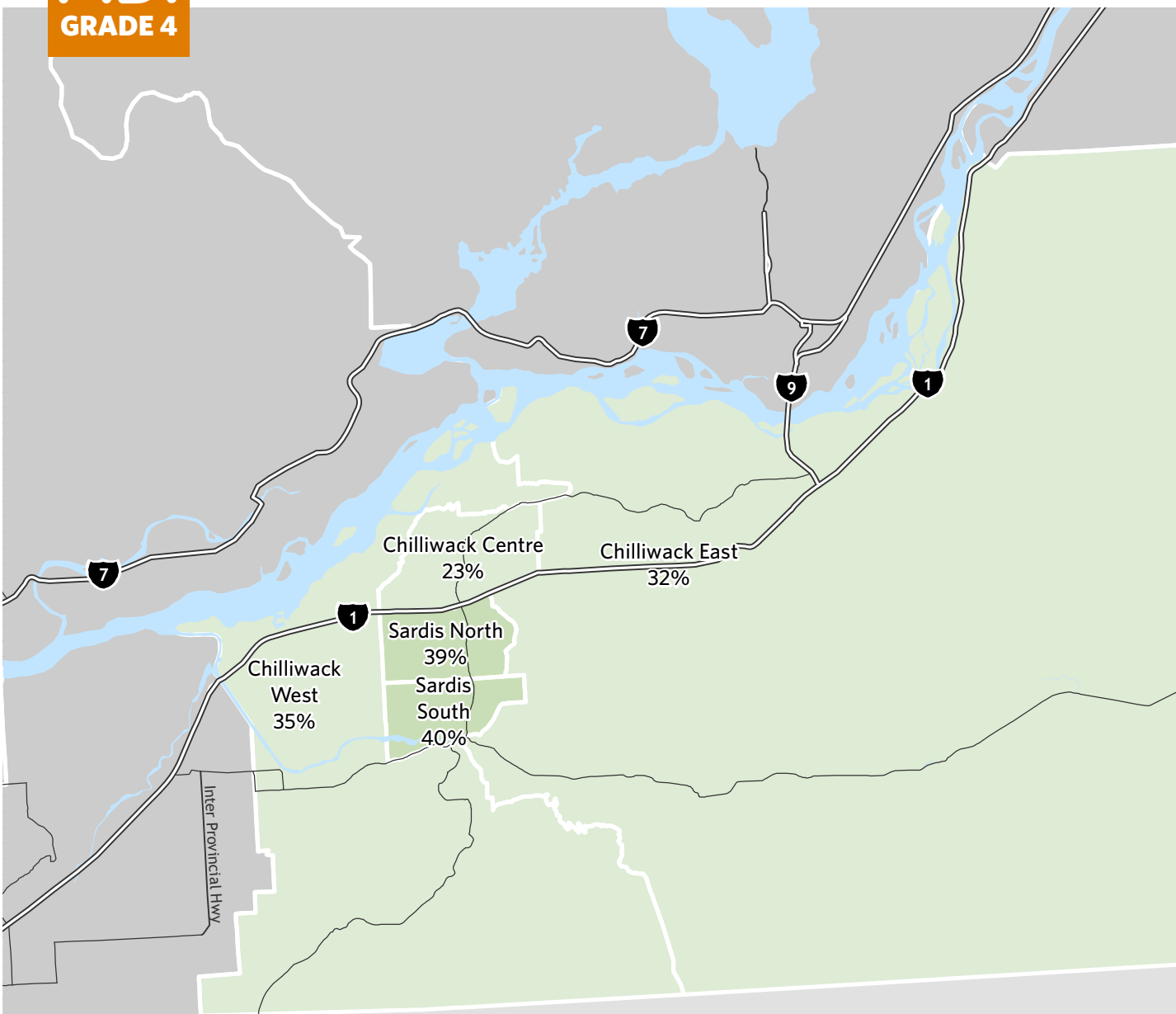
Neighbourhood Maps

- Well-Being Index Map: representing the percentage of children who are "thriving."
- Assets Index Maps: representing the percentage of children reporting the presence of each of the four assets of the Assets Index: Adult Relationships, Peer Relationships, Nutrition and Sleep, and After-School Activities.

Neighbourhood Data Table – A summary table of the Well-Being Index and Assets Index data.

Neighbourhood Profiles – A summary of MDI data based on the neighbourhoods in which children live, including children from all participating public schools. Results are provided for the Well-Being Index, the Assets Index and a selection of questions related to after-school time and community belonging and safety.

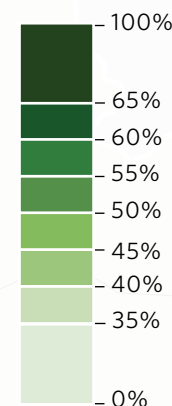
Please note that neighbourhood data are reported based on children's home postal codes and include all children who live within the school district boundaries. Where neighbourhoods contain fewer than 35 children, the results are suppressed.



WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores are considered to be “thriving.”

Percentage of Children Thriving



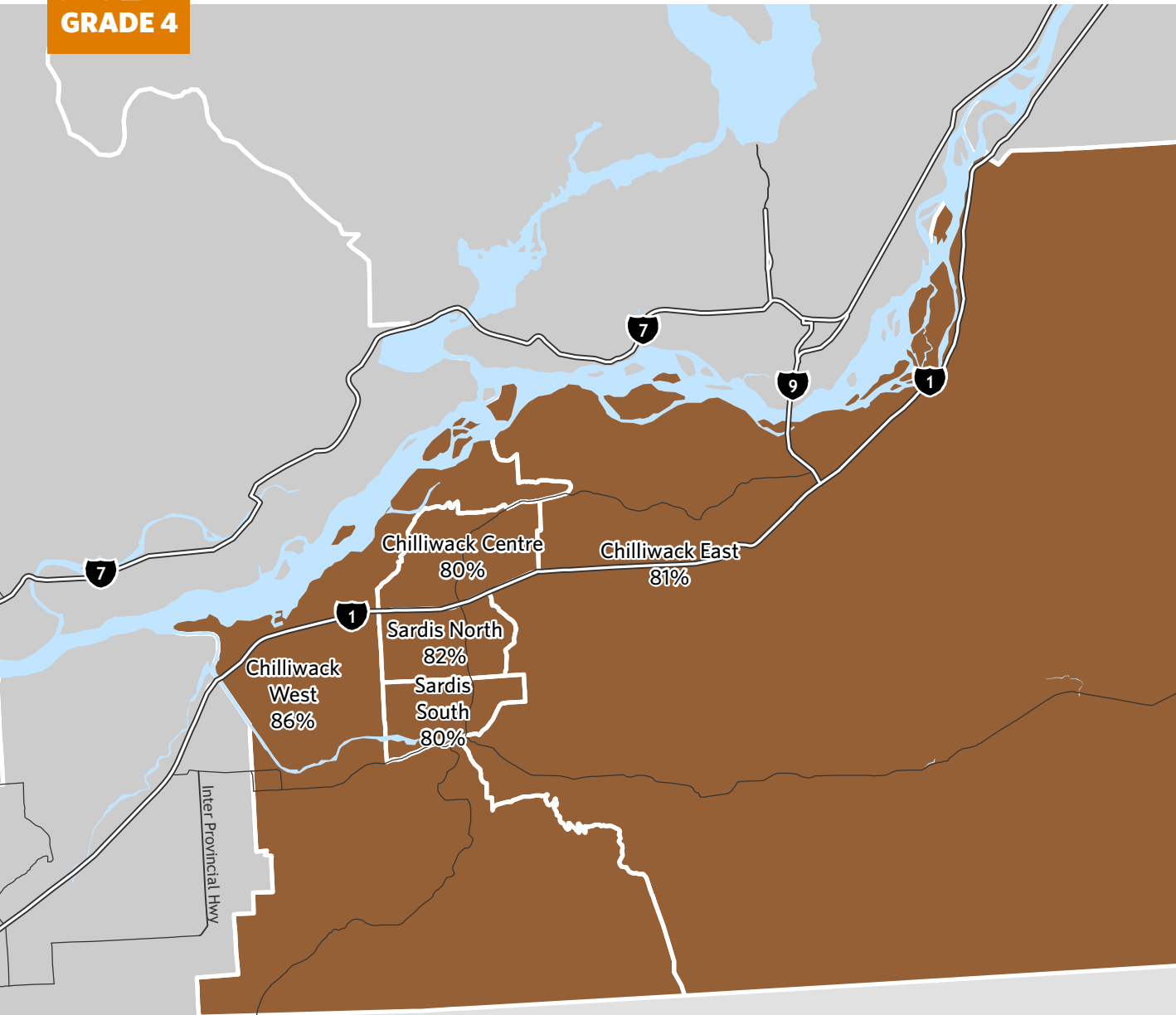
SD 33
33%

All Participating
Districts*
36%

Data Suppressed
(<35 students)

*See page 7 for a list of participating school districts in 2021/22.

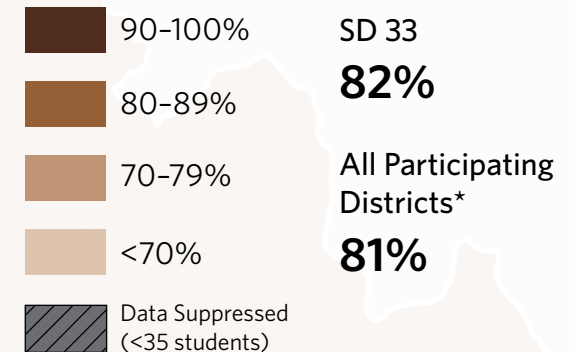
Note: Data are mapped using home postal codes, not by where children attend school.



ADULT RELATIONSHIPS

Children's health and well-being are directly related to the presence of adult relationships at home, at school and in their neighbourhood or community.

Percentage of children reporting the presence of the adult relationship asset

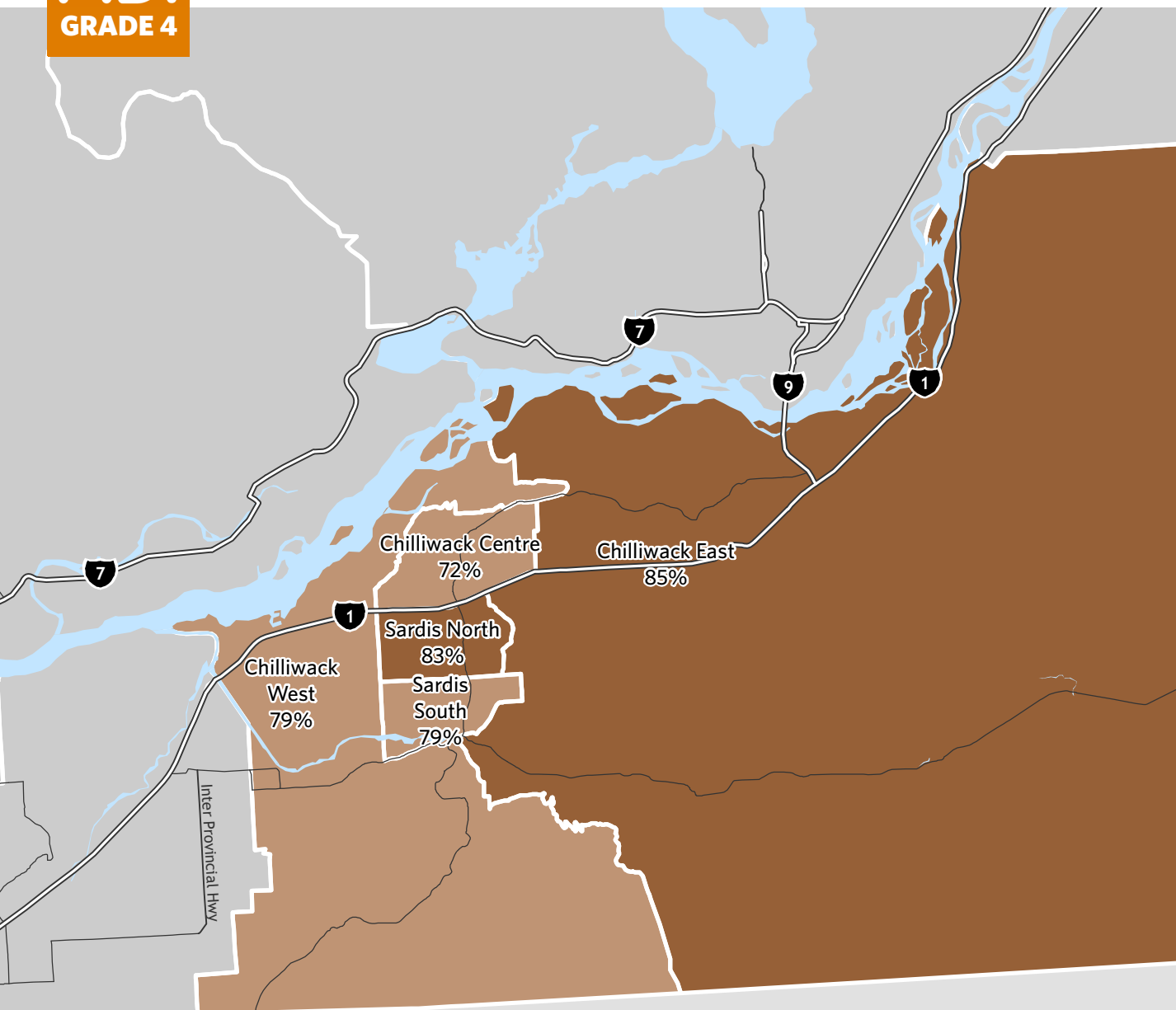


*See page 7 for a list of participating school districts in 2021/22.

Note: Data are mapped using home postal codes, not by where children attend school.

**HUMAN
EARLY LEARNING
PARTNERSHIP**

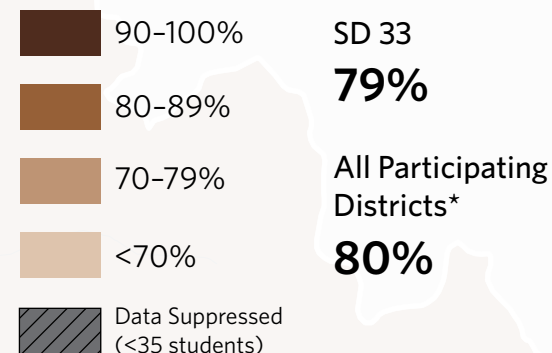




PEER RELATIONSHIPS

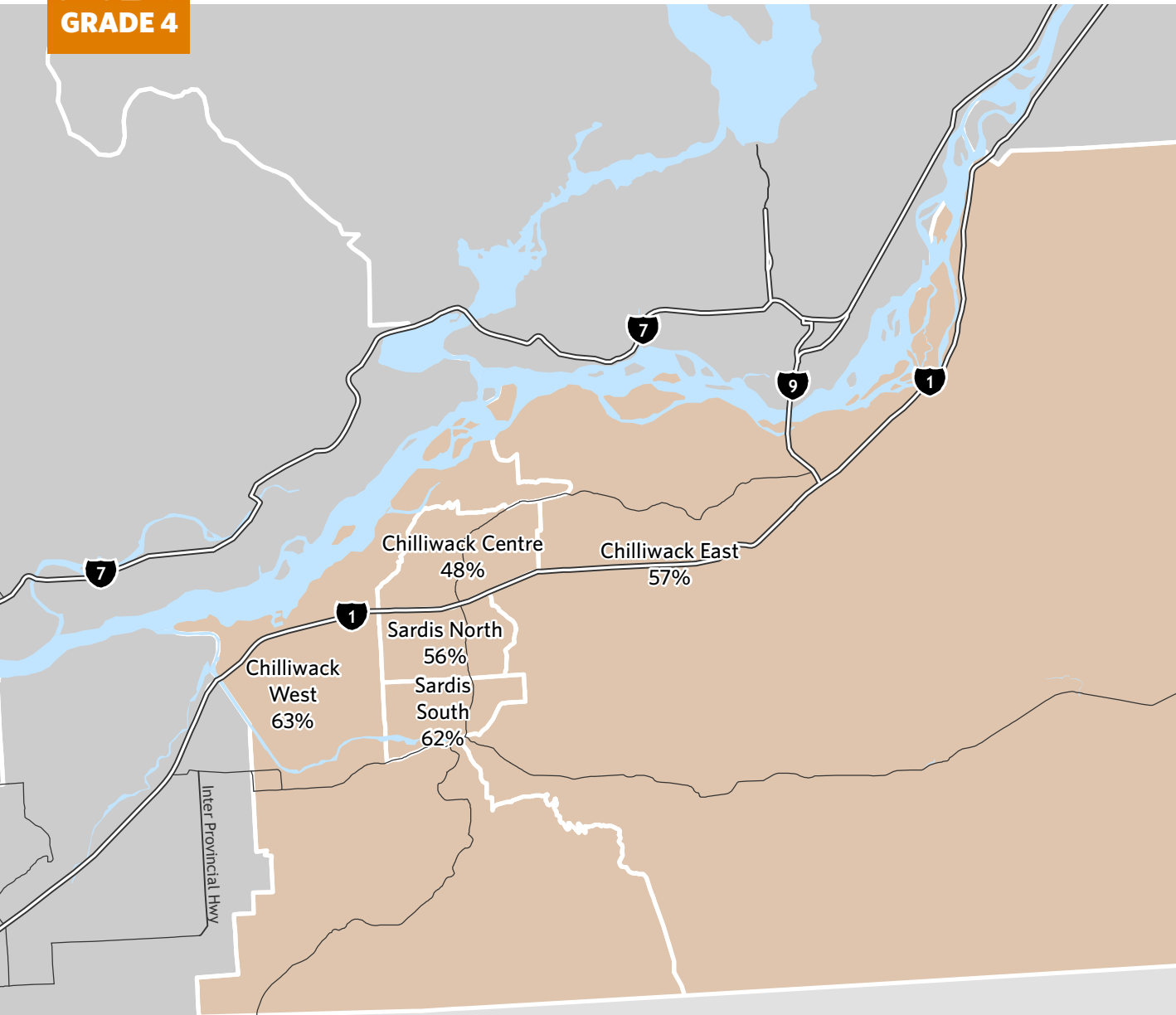
Children's health and well-being are directly related to feeling a sense of belonging with their peers and having close or intimate friendships.

Percentage of children reporting the presence of the peer relationship asset



*See page 7 for a list of participating school districts in 2021/22.

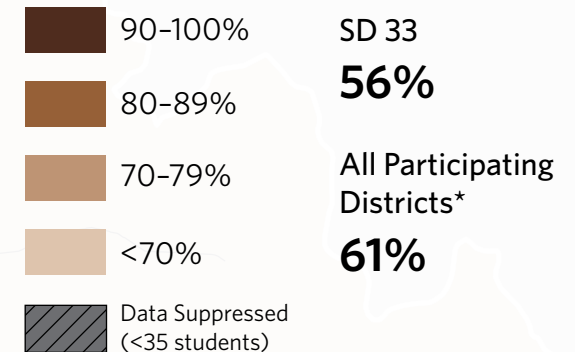
Note: Data are mapped using home postal codes, not by where children attend school.



NUTRITION & SLEEP

Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of the nutrition and sleep asset

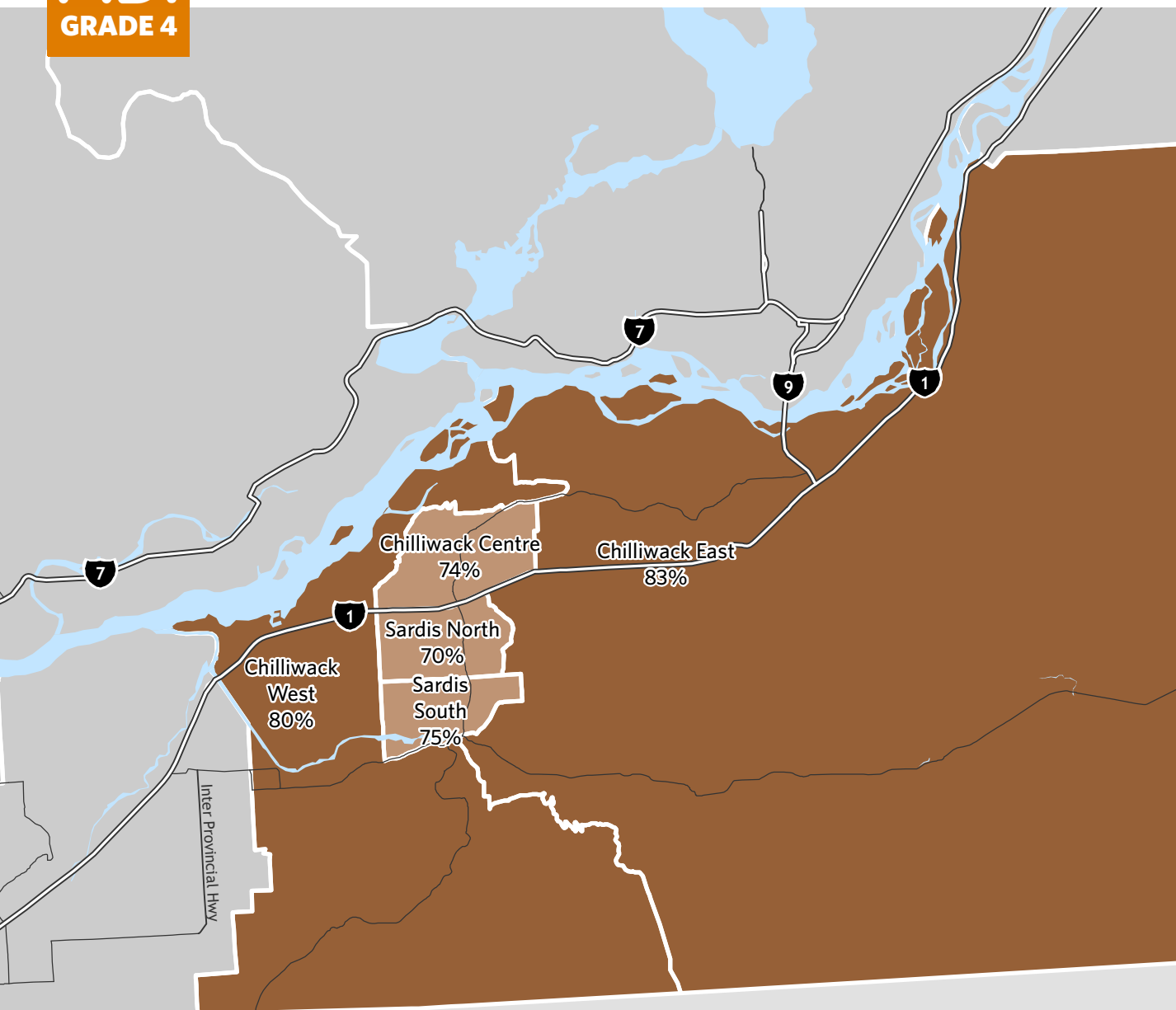


*See page 7 for a list of participating school districts in 2021/22.

Note: Data are mapped using home postal codes, not by where children attend school.

**HUMAN
EARLY LEARNING
PARTNERSHIP**

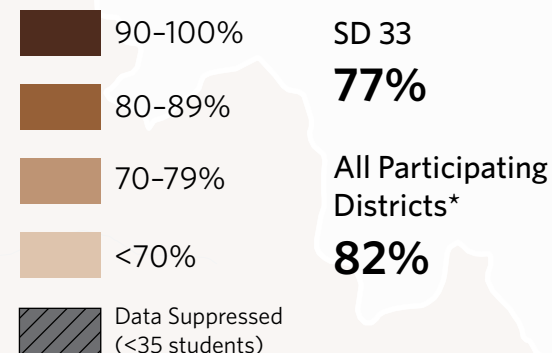




AFTER-SCHOOL ACTIVITIES

Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6 pm.

Percentage of children reporting the presence of the after-school activity asset



*See page 7 for a list of participating school districts in 2021/22.

Note: Data are mapped using home postal codes, not by where children attend school.

NEIGHBOURHOOD DATA TABLE

WELL-BEING INDEX

Percentage of children experiencing:



Medium to High
Well-being

Low Well-being

ASSETS INDEX

Percentage of children reporting the presence of these assets in their lives:



Adult
Relationship

Peer
Relationship

Nutrition &
Sleep

After-school
Activities

| Neighbourhood | Number of Children | Thriving | Medium to High Well-being | Low Well-being | Adult Relationship | Peer Relationship | Nutrition & Sleep | After-school Activities |
|------------------------------------|--------------------|------------|---------------------------|----------------|--------------------|-------------------|-------------------|-------------------------|
| Chilliwack Centre | 198 | 23% | 27% | 51% | 80% | 72% | 48% | 74% |
| Chilliwack East | 222 | 32% | 32% | 35% | 81% | 85% | 57% | 83% |
| Chilliwack West | 180 | 35% | 27% | 38% | 86% | 79% | 63% | 80% |
| Sardis North | 112 | 39% | 30% | 31% | 82% | 83% | 56% | 70% |
| Sardis South | 140 | 40% | 21% | 39% | 80% | 79% | 62% | 75% |
| Chilliwack (33) | 866 | 33% | 28% | 40% | 82% | 79% | 56% | 77% |
| All Participating Districts | 4305 | 36% | 28% | 36% | 81% | 80% | 61% | 82% |

Note: Neighbourhood data are reported based on children's home postal codes and include all children who live within the school district boundaries. Therefore, the number of children in all neighbourhoods may not equal the total school district count. MDI results are suppressed where there are fewer than 35 children.



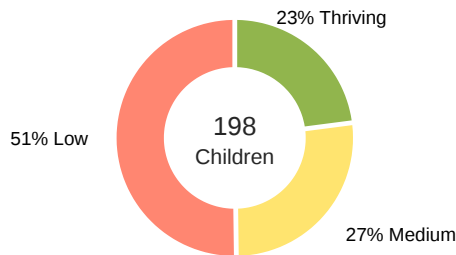
CHILLIWACK CENTRE

CHILLIWACK

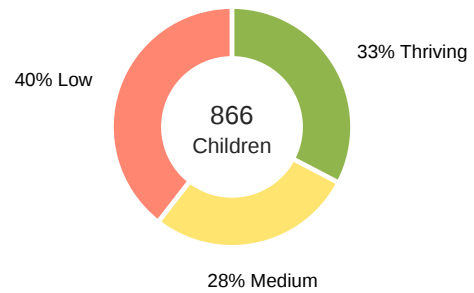
NUMBER OF CHILDREN: 198

WELL-BEING INDEX

CHILLIWACK CENTRE



CHILLIWACK

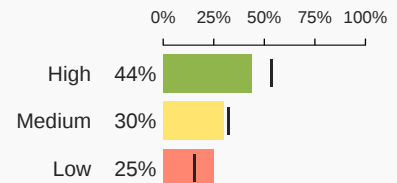


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

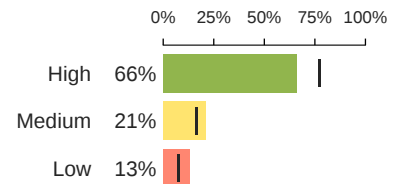
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



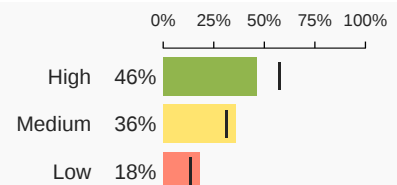
SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



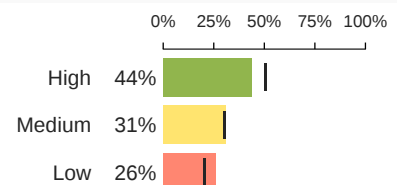
HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



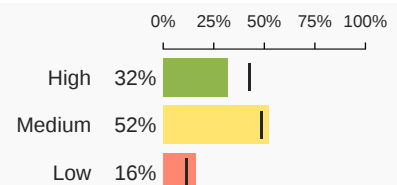
ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."



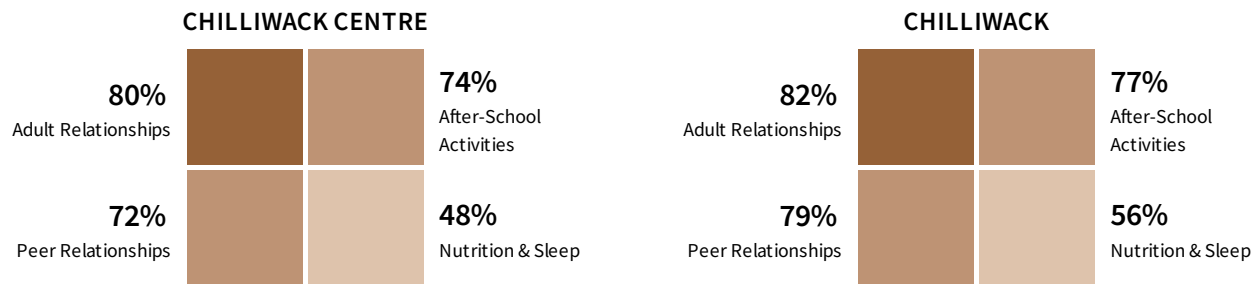
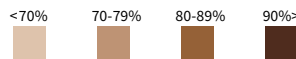
GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



ASSETS INDEX

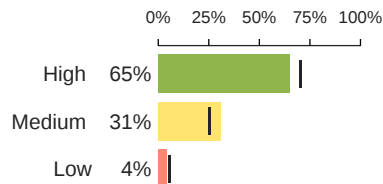
Percentage of children reporting the presence of an asset



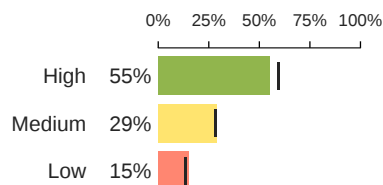
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

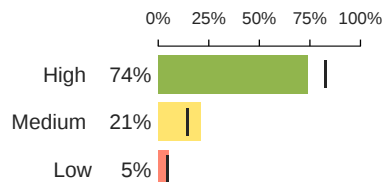
Adults at School



Adults in the Neighbourhood/Community

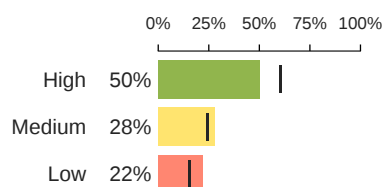


Adults at Home

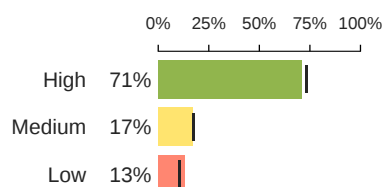


PEER RELATIONSHIPS

Peer Belonging

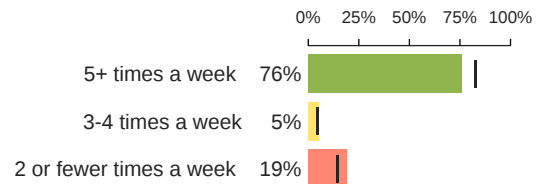


Friendship Intimacy

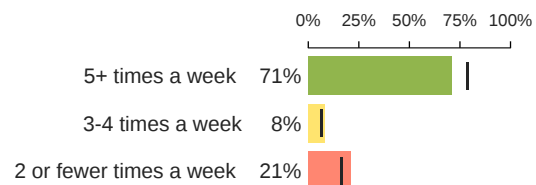


NUTRITION AND SLEEP

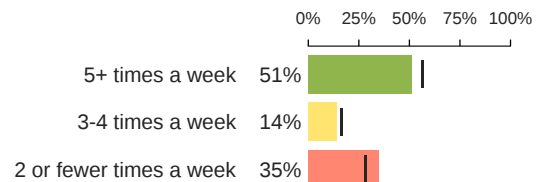
Eating Breakfast



Meals with Adults in Your Family

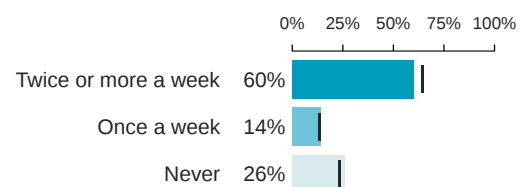


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| School District Average

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING



Children were asked what they want to be doing during the after-school hours of 3pm-6pm:

I am already doing the activities I want to be doing

76%

I wish I could do additional activities

33%

I am doing some of the activities I want, but I wish I could do more

9%

TOP WISHES

(Number of students)

| | |
|------------------------------------|----|
| Physical and/or outdoor activities | 54 |
| Music and fine arts | 22 |
| Computer/Video Games/TV | 18 |

TOP BARRIERS

(Number of students)

| | |
|--|----|
| I have to go straight home after school | 73 |
| Other | 30 |
| I need to take care of siblings or do things at home | 27 |

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

| | Not at all | 1x /week | 2x +/week |
|--|------------|----------|-----------|
| Educational lessons or activities | 61% | 14% | 25% |
| Art or music lessons | 62% | 18% | 21% |
| Youth organizations | 78% | 9% | 12% |
| Individual sports with a coach or instructor | 65% | 16% | 19% |
| Team sports with a coach or instructor | 69% | 11% | 20% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

47%

Yes

13%

No

41%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")



38%

Really care about me.



36%

Believe that I will be a success.



39%

Listen to me when I have something to say.



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

73%

Yes

8%

No

18%

Don't know



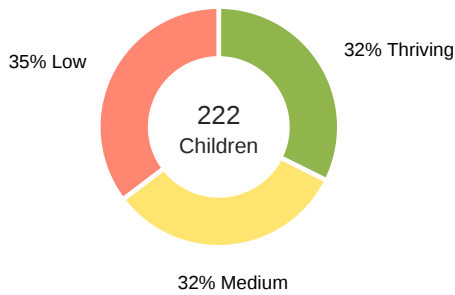
CHILLIWACK EAST

CHILLIWACK

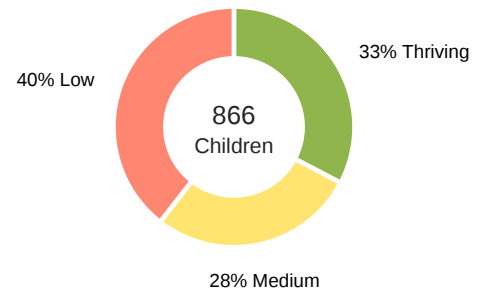
NUMBER OF CHILDREN: 222

WELL-BEING INDEX

CHILLIWACK EAST



CHILLIWACK

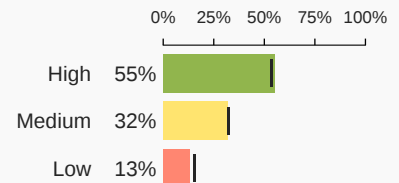


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

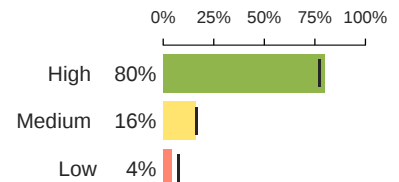
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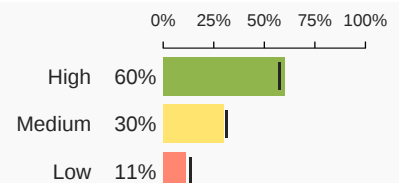
SELF-ESTEEM

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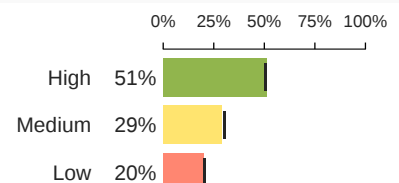
HAPPINESS

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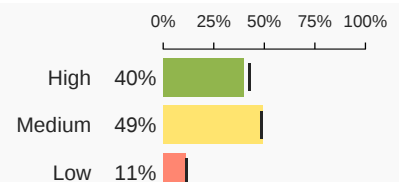
ABSENCE OF SADNESS

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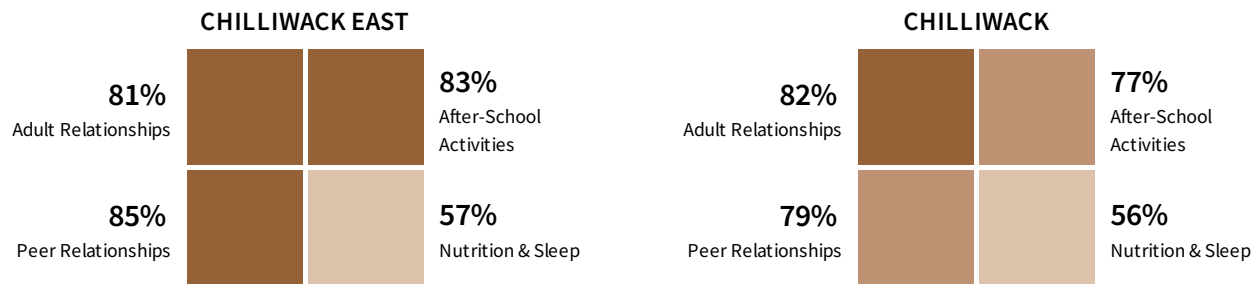
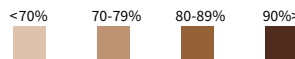
GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



ASSETS INDEX

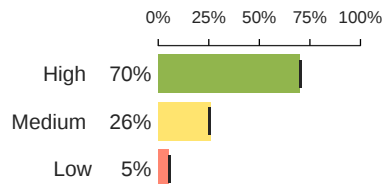
Percentage of children reporting the presence of an asset



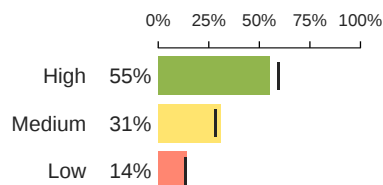
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

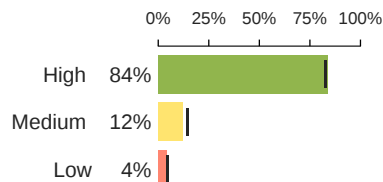
Adults at School



Adults in the Neighbourhood/Community

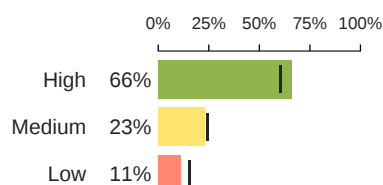


Adults at Home

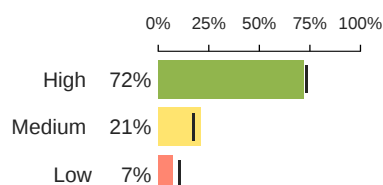


PEER RELATIONSHIPS

Peer Belonging

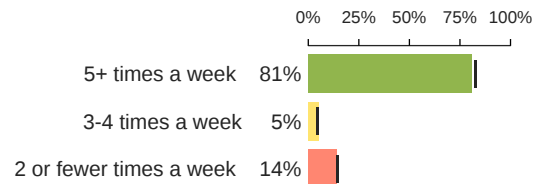


Friendship Intimacy

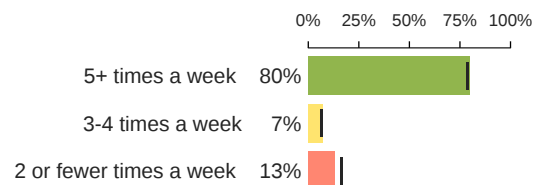


NUTRITION AND SLEEP

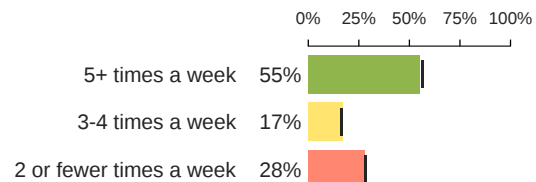
Eating Breakfast



Meals with Adults in Your Family

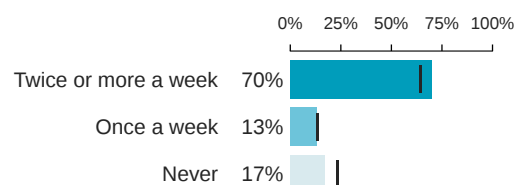


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| School District Average

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING



Children were asked what they want to be doing during the after-school hours of 3pm-6pm:

I am already doing the activities I want to be doing

70%

I wish I could do additional activities

36%

I am doing some of the activities I want, but I wish I could do more

6%

TOP WISHES

(Number of students)

| | |
|------------------------------------|----|
| Physical and/or outdoor activities | 78 |
| Music and fine arts | 18 |
| Friends and playing | 10 |

TOP BARRIERS

(Number of students)

| | |
|---|----|
| I have to go straight home after school | 75 |
| I am too busy | 41 |
| Other | 41 |

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

| | Not at all | 1x /week | 2x +/week |
|--|------------|----------|-----------|
| Educational lessons or activities | 66% | 15% | 19% |
| Art or music lessons | 57% | 27% | 17% |
| Youth organizations | 78% | 12% | 10% |
| Individual sports with a coach or instructor | 57% | 16% | 27% |
| Team sports with a coach or instructor | 61% | 14% | 26% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

50%

Yes

14%

No

35%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")



40%

Really care about me.



39%

Believe that I will be a success.



38%

Listen to me when I have something to say.



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

77%

Yes

10%

No

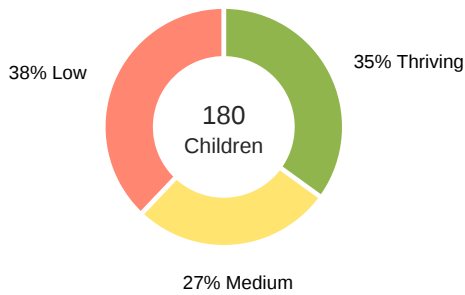
13%

Don't know

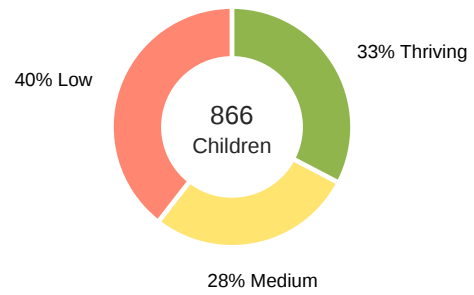


WELL-BEING INDEX

CHILLIWACK WEST



CHILLIWACK

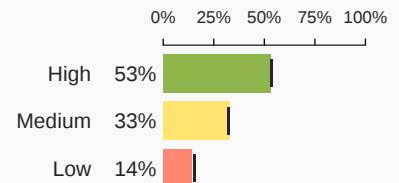


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

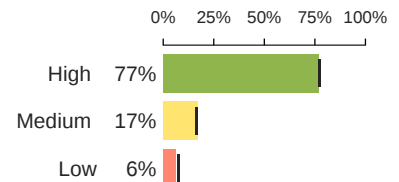
OPTIMISM

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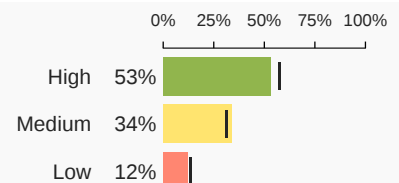
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Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



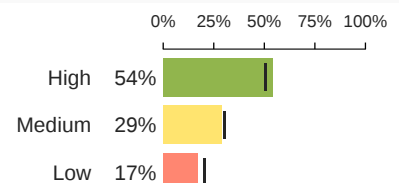
HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



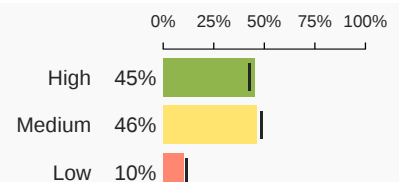
ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."



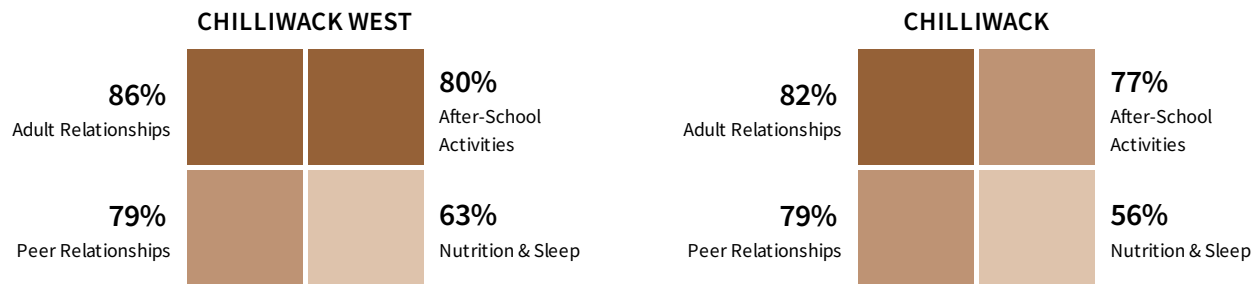
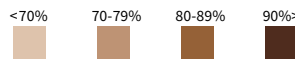
GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



ASSETS INDEX

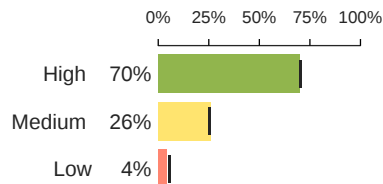
Percentage of children reporting the presence of an asset



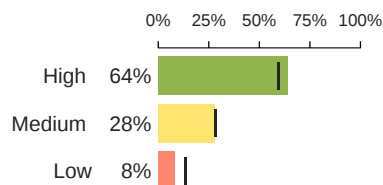
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

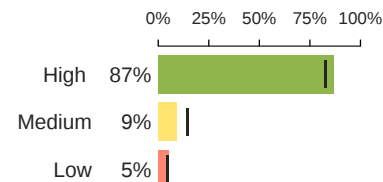
Adults at School



Adults in the Neighbourhood/Community

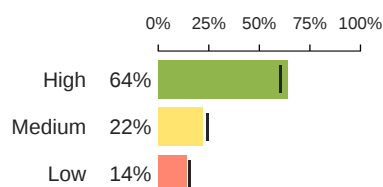


Adults at Home

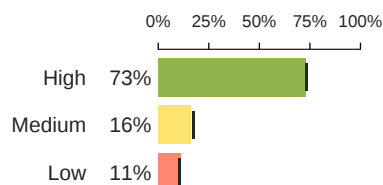


PEER RELATIONSHIPS

Peer Belonging

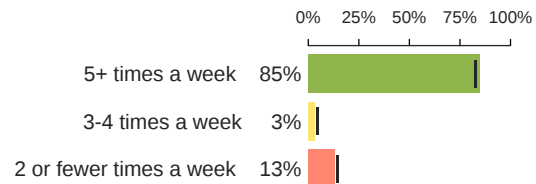


Friendship Intimacy

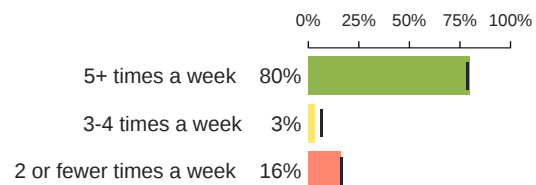


NUTRITION AND SLEEP

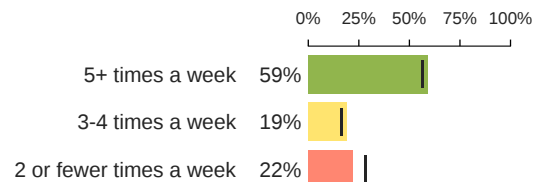
Eating Breakfast



Meals with Adults in Your Family

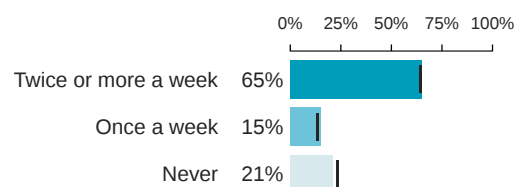


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| School District Average

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING



Children were asked what they want to be doing during the after-school hours of 3pm-6pm:

I am already doing the activities I want to be doing

78%

I wish I could do additional activities

28%

I am doing some of the activities I want, but I wish I could do more

5%

TOP WISHES

(Number of students)

| | |
|------------------------------------|----|
| Physical and/or outdoor activities | 36 |
| Music and fine arts | 14 |
| Friends and playing | 12 |

TOP BARRIERS

(Number of students)

| | |
|---|----|
| I have to go straight home after school | 56 |
| I am too busy | 31 |
| Other | 18 |

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

| | Not at all | 1x /week | 2x +/week |
|--|------------|----------|-----------|
| Educational lessons or activities | 67% | 10% | 23% |
| Art or music lessons | 64% | 21% | 14% |
| Youth organizations | 77% | 14% | 9% |
| Individual sports with a coach or instructor | 61% | 17% | 21% |
| Team sports with a coach or instructor | 63% | 15% | 22% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

51%

Yes

10%

No

39%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")



50%

Really care about me.



47%

Believe that I will be a success.



43%

Listen to me when I have something to say.



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

81%

Yes

6%

No

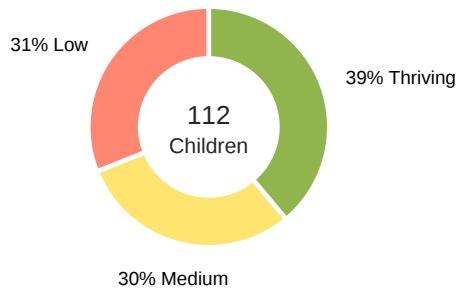
13%

Don't know

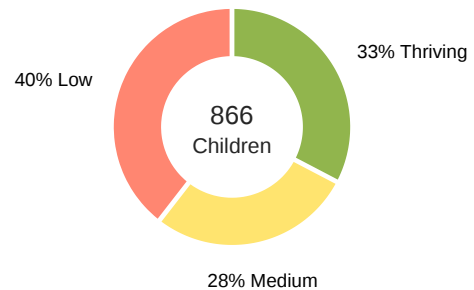


WELL-BEING INDEX

SARDIS NORTH



CHILLIWACK

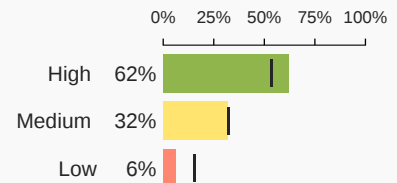


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

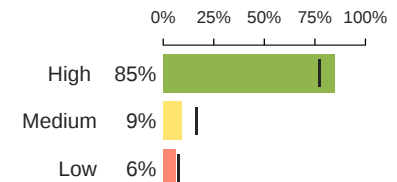
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



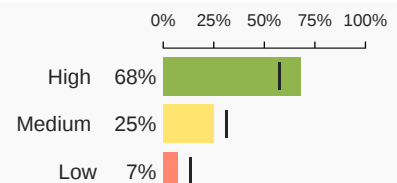
SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



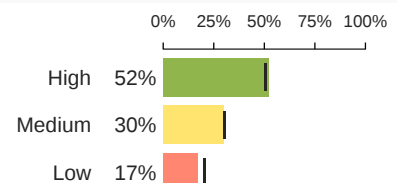
HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



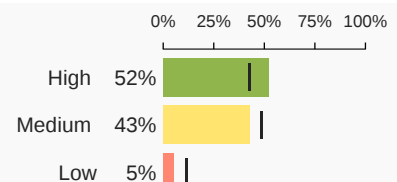
ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."



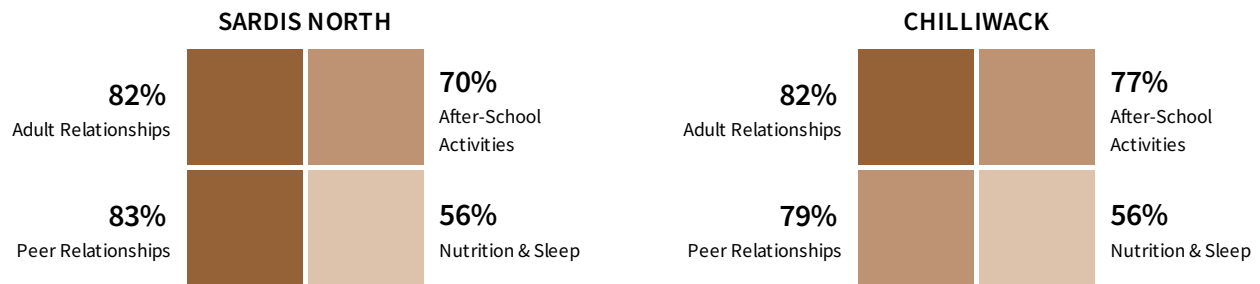
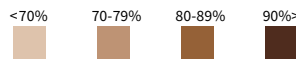
GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



ASSETS INDEX

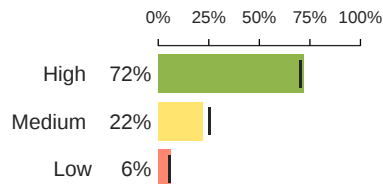
Percentage of children reporting the presence of an asset



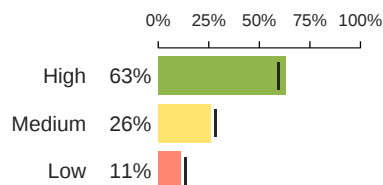
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

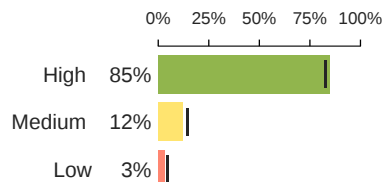
Adults at School



Adults in the Neighbourhood/Community

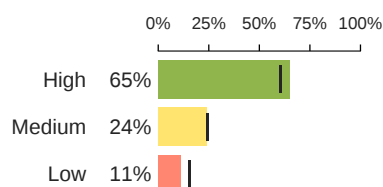


Adults at Home

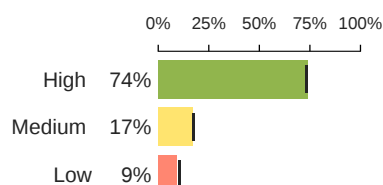


PEER RELATIONSHIPS

Peer Belonging

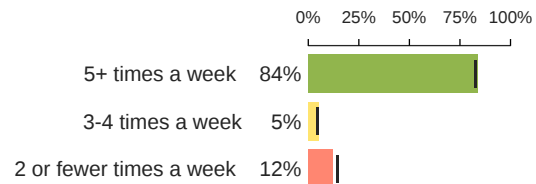


Friendship Intimacy

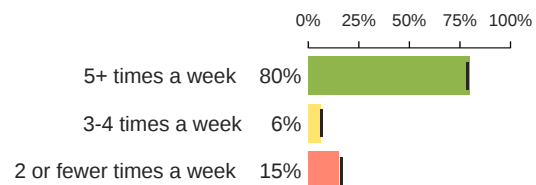


NUTRITION AND SLEEP

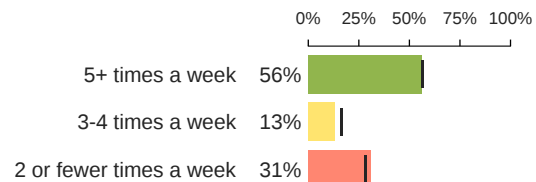
Eating Breakfast



Meals with Adults in Your Family

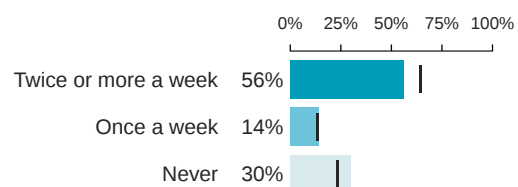


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| School District Average

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING



Children were asked what they want to be doing during the after-school hours of 3pm-6pm:

I am already doing the activities I want to be doing

75%

I wish I could do additional activities

28%

I am doing some of the activities I want, but I wish I could do more

3%

TOP WISHES

(Number of students)

| | |
|------------------------------------|----|
| Physical and/or outdoor activities | 16 |
| Friends and playing | 10 |
| Music and fine arts | 4 |

TOP BARRIERS

(Number of students)

| | |
|---|----|
| I have to go straight home after school | 44 |
| I am too busy | 22 |
| My parents do not approve | 14 |

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

| | Not at all | 1x /week | 2x +/week |
|--|------------|----------|-----------|
| Educational lessons or activities | 72% | 10% | 18% |
| Art or music lessons | 71% | 15% | 14% |
| Youth organizations | 87% | 6% | 8% |
| Individual sports with a coach or instructor | 59% | 21% | 19% |
| Team sports with a coach or instructor | 64% | 18% | 18% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

54%

Yes

12%

No

34%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")



43%

Really care about me.



37%

Believe that I will be a success.



36%

Listen to me when I have something to say.



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

83%

Yes

5%

No

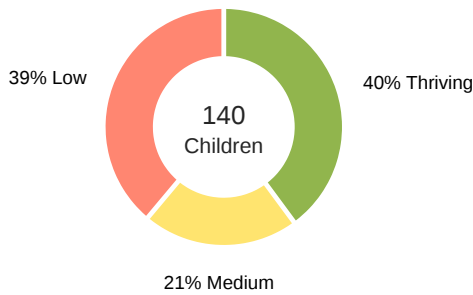
12%

Don't know

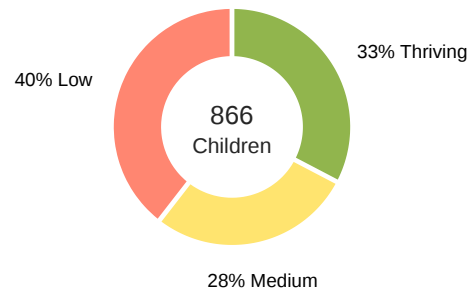


WELL-BEING INDEX

SARDIS SOUTH



CHILLIWACK

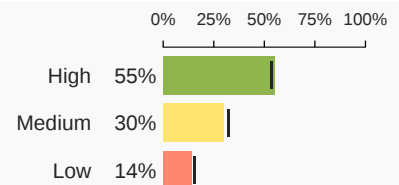


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

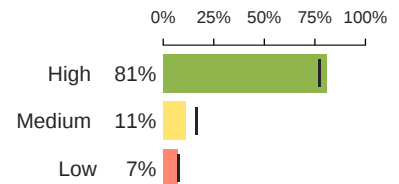
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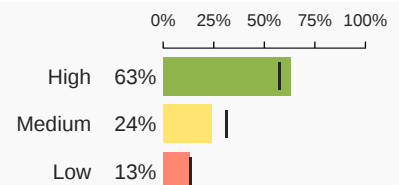
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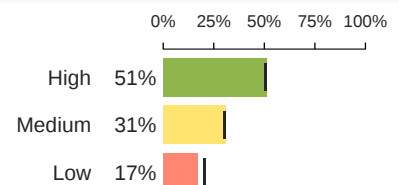
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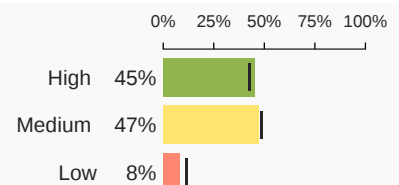
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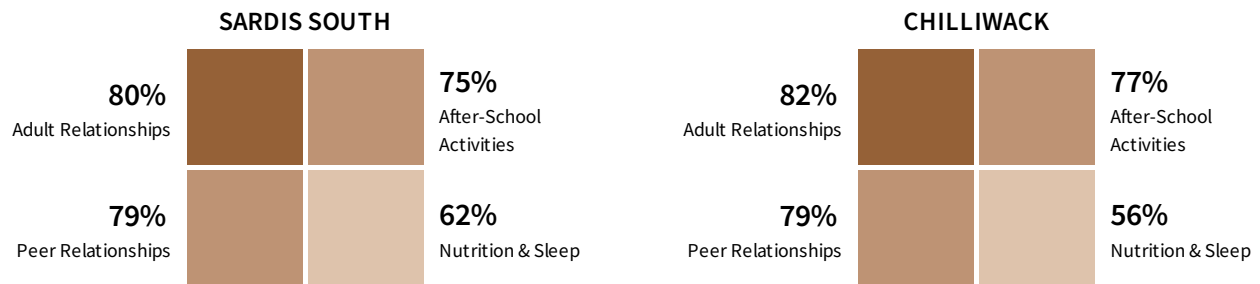
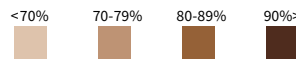
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ASSETS INDEX

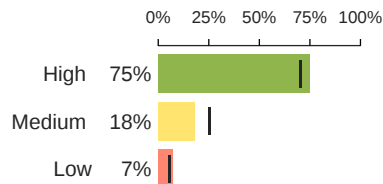
Percentage of children reporting the presence of an asset



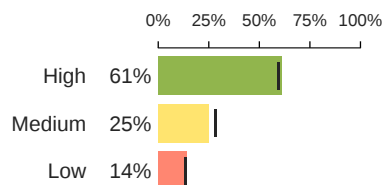
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

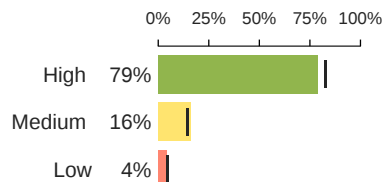
Adults at School



Adults in the Neighbourhood/Community

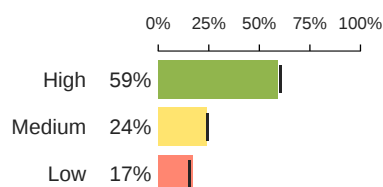


Adults at Home

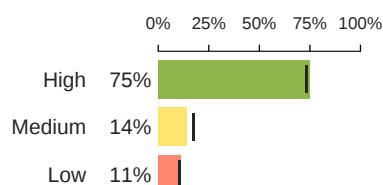


PEER RELATIONSHIPS

Peer Belonging

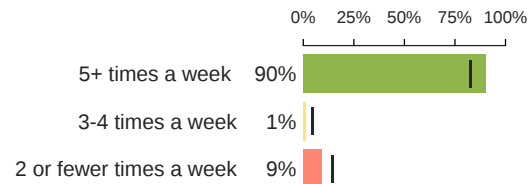


Friendship Intimacy

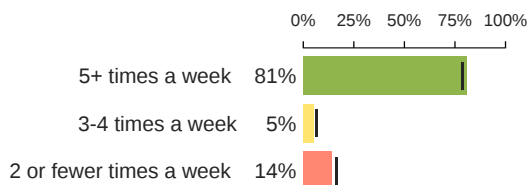


NUTRITION AND SLEEP

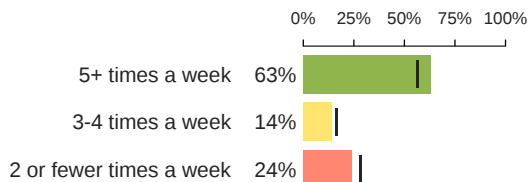
Eating Breakfast



Meals with Adults in Your Family

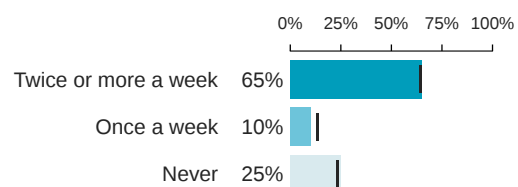


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| School District Average

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING



Children were asked what they want to be doing during the after-school hours of 3pm-6pm:

I am already doing the activities I want to be doing

81%

I wish I could do additional activities

26%

I am doing some of the activities I want, but I wish I could do more

6%

TOP WISHES

(Number of students)

| | |
|------------------------------------|----|
| Physical and/or outdoor activities | 22 |
| Learning new things | 8 |
| Friends and playing | 6 |

TOP BARRIERS

(Number of students)

| | |
|--|----|
| I have to go straight home after school | 45 |
| I am too busy | 24 |
| The schedule does not fit the times I can attend | 23 |

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

| | Not at all | 1x /week | 2x +/week |
|--|------------|----------|-----------|
| Educational lessons or activities | 61% | 14% | 25% |
| Art or music lessons | 55% | 29% | 16% |
| Youth organizations | 84% | 8% | 8% |
| Individual sports with a coach or instructor | 52% | 21% | 27% |
| Team sports with a coach or instructor | 65% | 15% | 20% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

54%

Yes

10%

No

37%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")



43%

Really care about me.



38%

Believe that I will be a success.



36%

Listen to me when I have something to say.



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

82%

Yes

5%

No

13%

Don't know

MOVING TO ACTION WITH DISCOVERMDI.CA

MDI data can support planning, foster collaboration and inform action across schools, organizations and communities. There are many opportunities for working with your MDI results and there are examples of successful initiatives from across the province to learn from.

We encourage you to take time to visit **Discover MDI: A Field Guide to Well-being in Middle Childhood** at [discovermdi.ca](https://www.discovermdi.ca), an online resource where you can access information and research on the many aspects of well-being in middle childhood, resources and tools for understanding and sharing MDI data and to connect with MDI Champions who are working on similar issues in their schools and communities. Here are some key resources and tools to get you started:

UNDERSTAND YOUR MDI DATA

MDI reports provide information with both detail and depth into the social and emotional lives of children. Approach the results with a lens of curiosity, inquiry and appreciation. The Discover MDI Field Guide can walk you through [how to read and interpret your MDI data](https://www.discovermdi.ca/exploring-mdi-data/) (<https://www.discovermdi.ca/exploring-mdi-data/>). It also provides background research to support further understanding of the MDI data.

CHOOSING A FOCUS: THINK BIG, START SMALL

It may be overwhelming to consider the many opportunities for change presented in the MDI data. Where will your focus be? What results do you have some influence over? How will you make change? For example, if you are interested in the area of social and emotional development, the Discover MDI Field Guide provides in-depth information on the [MDI and its dimensions and measures](https://www.discovermdi.ca/intro-to-mdi-dimensions-and-indices/) (<https://www.discovermdi.ca/intro-to-mdi-dimensions-and-indices/>), including the [measures of social and emotional development](https://www.discovermdi.ca/social-emotional-development/) (<https://www.discovermdi.ca/social-emotional-development/>).

ENGAGING OTHERS

Increasing local dialogue on the importance of child well-being in the middle years is an excellent way to start improving outcomes for children. Once you are ready, review your MDI report with multiple audiences: children, parents and elders, caregivers and teachers, school administrators, after-school programmers, local early/middle childhood committees, local government and other community stakeholders. Visit the Discover MDI Field Guide for tips and tools to [widen the conversation and to think critically about the data together](https://www.discovermdi.ca/sharing-mdi-data/) (<https://www.discovermdi.ca/sharing-mdi-data/>).

MAKING CHANGE

The MDI provides opportunities to weave together data and local knowledge to create a change process that reflects the unique context of your school, district or community. The Discover MDI Field Guide's 'Making Change Workshops' support school and community change-makers through the process of facilitating exploration of MDI data, creating action teams and turning ideas into concrete plans. There are full facilitation guides for each workshop, paired with worksheets and companion slide decks. Explore [workshop resources](https://www.discovermdi.ca/workshops/) (<https://www.discovermdi.ca/workshops/>).

SHARING DATA WITH CHILDREN

Do the results surprise you or raise further questions? Conversations with children will help explore and clarify results in these areas. Sharing data with children will provide them with an opportunity to share their perspectives and ideas on how to create environments and interactions that help them thrive. If you are wondering how to involve children of all ages and their families in exploring these results, [explore MDI essential resources](https://www.discovermdi.ca/category/md-essentials/) (<https://www.discovermdi.ca/category/md-essentials/>).

BE INSPIRED AND CONNECT WITH OTHERS

Innovation happens when people build on ideas, rather than simply duplicating them. The Discover MDI Field Guide provides opportunities to learn from seasoned MDI Champions – [check out their stories and learn from their approaches](https://www.discovermdi.ca/making-change-with-the-mdi/), (<https://www.discovermdi.ca/making-change-with-the-mdi/>), explore the collection of [downloadable tools](https://www.discovermdi.ca/category/md-essentials/) (<https://www.discovermdi.ca/category/md-essentials/>) and [find upcoming training and learning opportunities](https://www.discovermdi.ca/category/news-and-events/) (<https://www.discovermdi.ca/category/news-and-events/>). Be inspired, edit, adapt or create new!

If you have any additional questions about the MDI project, please visit our website at earlylearning.ubc.ca/md-essentials/ or contact the MDI team at mdi@help.ubc.ca.

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For all publications on the MDI including ones on reliability and validity visit, the [Discover MDI Field Guide](https://www.discovermdi.ca/references/) (<https://www.discovermdi.ca/references/>).



SCHOOL DISTRICT 33 **CHILLIWACK**

SCHOOL DISTRICT & COMMUNITY REPORT

2021/2022



ACKNOWLEDGEMENTS

We express our deep gratitude to the xʷməθkʷəy̓əm (Musqueam) Nation for the privilege of working on their traditional, ancestral and unceded territory at the Point Grey Campus of the University of British Columbia.

The Middle Years Development Instrument (MDI) project is made possible with funding from BC school districts and school boards across the country. We would like to thank and acknowledge all participating school districts for their support of and collaboration towards this project.

We are grateful to the teachers, education staff and school administrators who work directly with us to gather data and use our reports. This includes a commitment to training and completing questionnaires, engaging with students, parents and caregivers and using HELP's data and research in schools, districts and communities. We also extend our warmest appreciation to the students who take the time to share their experiences with us. Thank you.

HELP would like to acknowledge the exceptional support we have received since 2001 from the Ministries of Children and Family Development, Education and Health. This investment has enabled the expansion of HELP's unique child development monitoring system that supports high quality, evidence-informed decisions on behalf of children and their families.

MDI RESEARCH LEADS

HELP's Middle Years research is led by Dr. Kimberly Schonert-Reichl and Dr. Eva Oberle. HELP acknowledges Drs. Schonert-Reichl and Oberle for their leadership and expertise in social and emotional development research, their dedication to exploring children's experiences in the middle years and for raising the profile of children's voices, locally and internationally.

ABOUT THE HUMAN EARLY LEARNING PARTNERSHIP

The Human Early Learning Partnership (HELP) is an interdisciplinary research institute based at the School of Population and Public Health, Faculty of Medicine, at the University of British Columbia. HELP's unique partnership brings together researchers and practitioners from across BC, Canada and internationally to address complex child development issues. HELP's research projects explore how different environments and experiences contribute to health and social inequities in children's development over their life course.

The institute was founded by Drs. Clyde Hertzman and Hillel Goelman in 1999. Clyde's vision for HELP was to advance knowledge about child development and importantly, to apply this knowledge in communities. This report, and the work of HELP over two decades, would not have been possible without his vision and passion.

To learn more please visit our website at earlylearning.ubc.ca (<http://earlylearning.ubc.ca/>).

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INTRODUCTION TO THE MDI

WHY THE MIDDLE YEARS MATTER

Experiences in the middle years, especially between the ages of 10 to 13, have critical and long lasting effects. They are powerful predictors of adolescent adjustment and future success. During this time, children are experiencing significant cognitive, social and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop and maintain friendships and make thoughtful decisions.

During the late middle childhood years (also referred to as early adolescence), children have an increased awareness of themselves and others. During middle childhood they are developing ideas about how they may or may not "fit in" to their social and academic environments (Rubin et al., 2006). These ideas have the power to either promote health and academic achievement or lead to negative outcomes such as depression and anxiety in adulthood (Jacobs et al., 2008). Although middle childhood is a time of risk, it is also a time of opportunity. There is mounting evidence to suggest that positive relationships to adults and peers during this critical time act to increase a child's resiliency and school and life success.

WHAT IS THE MIDDLE YEARS DEVELOPMENT INSTRUMENT?

The Middle Years Development Instrument (MDI) is a self-report questionnaire that asks children in Grade 4 to Grade 8 about their thoughts, feelings and experiences in school and in the community. It is a unique and comprehensive questionnaire that helps us gain a deeper understanding of how children are doing at this stage in their lives. Researchers working at the Human Early Learning Partnership (HELP) are using results to learn more about children's social-emotional health and well-being. In addition, the MDI is being used across sectors to support collaboration and inform policy and practice.

The MDI uses a strengths-based approach to assess five areas of development that are strongly linked to well-being, health and academic achievement. In addition, the MDI focuses on highlighting the promotive and protective factors and assets that are known to support and optimize development in middle childhood. These areas are: *Social and Emotional Development*, *Physical Health and Well-being*, *Connectedness*, *Use of After-School Time* and *School Experiences*. Each of these dimensions is made up of several measures. Each measure is made up of one or more individual questions.

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices: The Well-being Index and the Assets Index.

The following illustrates the relationship between MDI dimensions and measures, and highlights which measures contribute to the Well-being and Assets Indices.

- A measure in the Well-being Index
- A measure in the Assets Index
- * A measure in the Grade 6, 7 and 8 MDI only



SOCIAL & EMOTIONAL DEVELOPMENT

Measures

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> ◦ Optimism Empathy Prosocial Behaviour ◦ Self-Esteem ◦ Happiness | <ul style="list-style-type: none"> ◦ Absence of Sadness Absence of Worries Self-Regulation (Short-Term) Self-Regulation (Long-Term) * Responsible Decision-Making | <ul style="list-style-type: none"> * Self-Awareness * Perseverance * Assertiveness * Citizenship/Social Responsibility |
|---|--|--|



PHYSICAL HEALTH AND WELL-BEING

Measures

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> ◦ General Health ■ Eating Breakfast ■ Meals with Adults in Your Family | <ul style="list-style-type: none"> Food ■ Frequency of Good Sleep | <ul style="list-style-type: none"> Help-Seeking for Emotional Well-being Transportation To and From School |
|---|--|--|



CONNECTEDNESS

Measures

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> ■ Adults at School ■ Adults in the Neighbourhood | <ul style="list-style-type: none"> ■ Adults at Home ■ Peer Belonging ■ Friendship Intimacy | <ul style="list-style-type: none"> Important Adults |
|---|--|--|



USE OF AFTER-SCHOOL TIME

Measures

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> ■ Organized Activities <ul style="list-style-type: none"> ◦ Educational Lessons or Activities | <ul style="list-style-type: none"> ◦ Youth Organizations ◦ Sports ◦ Music or Arts | <ul style="list-style-type: none"> How Children Spend their Time After-school People/Places Children's Wishes and Barriers |
|--|--|---|



SCHOOL EXPERIENCES

Measures

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> Academic Self-Concept School Climate | <ul style="list-style-type: none"> School Belonging Motivation | <ul style="list-style-type: none"> Future Goals Victimization and Bullying |
|---|--|--|

For more information on all of the measures, including questions, response options and scoring for the MDI results found in this report, please refer to the [MDI Companion Guide](https://www.discovermdi.ca/resources/mdi-companion-guide/) (<https://www.discovermdi.ca/resources/mdi-companion-guide/>). For additional resources visit, the [Discover MDI Field Guide](https://www.discovermdi.ca/category/mdi-essentials/) (<https://www.discovermdi.ca/category/mdi-essentials/>).

CONNECTING THE MDI WITH THE PERSONAL AND SOCIAL COMPETENCIES OF THE BC CURRICULUM

Your MDI data provide a unique approach to understanding children's social and emotional development and well-being in relation to the [BC Ministry of Education's Personal and Social Competencies \(https://curriculum.gov.bc.ca/competencies\)](https://curriculum.gov.bc.ca/competencies).

Areas measured by the MDI reflect facets of the "Personal and Social Competency" domain of BC's Curriculum, providing valuable information for understanding children's growth and progress within this core competency. The MDI questions provide an opportunity for students to self-assess and reflect on their social and personal competency, including reflecting on MDI concepts, questions and results.



PERSONAL & SOCIAL COMPETENCIES

Positive Personal & Cultural Identity

Related MDI Measures:

- Connectedness to Adults at Home, School and Community
- Peer Belonging
- Friendship Intimacy
- Empathy
- School Belonging
- School Climate
- Self-Esteem
- Academic Self-Concept
- Importance of Grades
- Friends & Learning
- Self-Awareness
- Perseverance
- Responsible Decision-Making

Personal Awareness & Responsibility

Related MDI Measures:

- Academic Self-Concept
- Self-Esteem
- Self-Regulation
- General Health
- Optimism
- Self-Awareness
- Perseverance
- Responsible Decision-Making
- Assertiveness
- Use of After-School Time

Social Responsibility

Related MDI Measures:

- Citizenship and Social Responsibility
- Prosocial Behaviour
- Empathy
- School Climate
- Connectedness to Adults at School
- Connectedness to Peers
- Self-Regulation
- Assertiveness

ABOUT THIS REPORT

HOW THE RESULTS ARE REPORTED

School district data in this report includes all children who participated within the public school district in 2021/2022. Administration of the MDI took place between the months of January to mid-March 2022.

School district data is compared to the **average for all districts**, which includes children from all participating public school districts. Districts with large populations contribute more in computing the **average for all districts** than districts with smaller populations. Results for large districts tend to be closer to the average for all districts. Please see the table below for a list of participating districts, and note that the average is based on participating districts and **does not** represent all school districts in the entire province.

Where school districts or neighbourhoods contain fewer than 35 children, the results are suppressed. The data in this report have been rounded. Many questions on the MDI allow children to provide multiple responses. Totals for some measures and questions may not equal 100%.

| # | School District | # of Children | Participation Rate |
|----|--------------------------|---------------|--------------------|
| 10 | Arrow Lakes | 25 | 64% |
| 33 | Chilliwack | 707 | 61% |
| 37 | Delta | 809 | 68% |
| 39 | Vancouver | 2,806 | 76% |
| 42 | Maple Ridge-Pitt Meadows | 1,052 | 88% |
| 50 | Haida Gwaii | 25 | 71% |
| 51 | Boundary | 72 | 79% |
| 60 | Peace River North | 391 | 80% |
| 70 | Pacific Rim | 235 | 81% |
| | Total | 6,122 | |

UNDERSTANDING MDI DATA

The **MDI Companion Guide** provides information on all of the measures, including questions, response options and scoring, for the MDI results found in this report. The guide is available to [download here \(https://www.discovermdi.ca/resources/mdi-companion-guide/\)](https://www.discovermdi.ca/resources/mdi-companion-guide/).

For more information on the MDI, including answers to common questions such as, what is the MDI; why use the MDI and how to use the MDI, visit the [Discover MDI Field Guide \(https://www.discovermdi.ca/\)](https://www.discovermdi.ca/).



2021/2022 RESULTS FOR CHILLIWACK

DEMOGRAPHICS

| Population | | Gender Identity | |
|-----------------------------------|------|------------------|-----|
| Total Sample | 707 | Boys | 56% |
| Participation Rate | 61% | Girls | 41% |
| Children completing MDI at school | 100% | In Another Way | 7% |
| Children completing MDI at home | 0% | | |
| Languages Spoken at Home | | | |
| First Nations, Métis or Inuit | 0% | Mandarin | 1% |
| Cantonese | 0% | Punjabi | 2% |
| English | 96% | Spanish | 2% |
| French | 4% | Filipino/Tagalog | 1% |
| Hindi | 1% | Vietnamese | 1% |
| Japanese | 1% | Other | 7% |
| Korean | 0% | | |

Total Sample: Refers to the total number (#) of children represented in this report. Children are included in the sample if they complete a question and the data are reported.

Participation Rate: Refers to the percentage of the Grade 7 population that participated in the MDI survey this year. In 2021/22, due to the global pandemic and in response to requests from school districts, boards and/or associations, the MDI was administered to a small percentage of children at home or in remote settings.

Gender Identity: Children are asked to describe their gender as "Boy," "Girl" or "In another way." Children may choose not to answer the question at all. Children are able to select more than one response and therefore, in some cases, percentages may not add to 100%. Data are suppressed where fewer than 5 children selected the response.

Languages Spoken at Home: Children are able to select more than one language spoken at home.

First Nations, Métis or Inuit Languages: If a child selects "First Nations, Métis or Inuit" as a language spoken in the home, they are then asked to identify, if possible, the specific language. First Nations, Métis or Inuit language data are not publicly available.

Other: A limited selection of languages is offered on the MDI questionnaire. The "Other" category gives children an opportunity to enter their own response(s).

WELL-BEING & ASSETS INDICES

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices. This section of the report focuses on results for the Well-being Index and the Assets Index. Learn more about the important relationship between individual measures, the Well-being Index and the Assets Index in the [Discover MDI Field Guide \(https://www.discovermdi.ca/intro-to-mdi-dimensions-and-indices/\)](https://www.discovermdi.ca/intro-to-mdi-dimensions-and-indices/).

WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health



High Well-being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-being

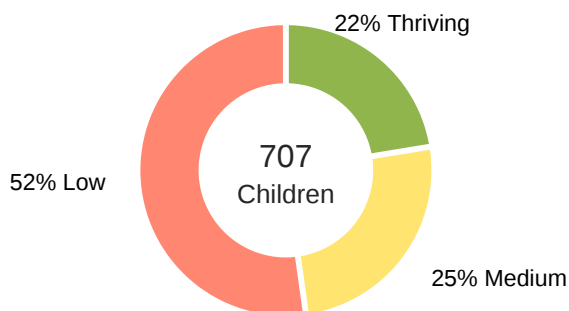
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



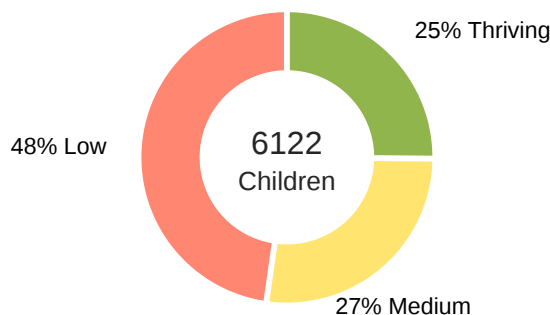
Low Well-being

Children who score in the low range on at least 1 of the 5 measures of well-being.

CHILLIWACK



ALL PARTICIPATING DISTRICTS



ASSETS INDEX

The Assets Index combines MDI measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.

Note: School Experiences are also considered to be an asset that contribute to children's well-being; however, this asset is not reported as part of the Assets Index to prevent the ranking of individual schools or sites. Please refer to the School Climate and Bullying and Victimization measures for data related to this asset.



ADULT RELATIONSHIPS

Adults at School

Adults in the Neighbourhood

Adults at Home



PEER RELATIONSHIPS

Peer Belonging

Friendship Intimacy



NUTRITION & SLEEP

Eating Breakfast

Meals with Adults in Your

Family

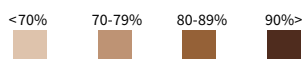
Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Organized Activities

Percentage of children reporting the presence of an asset

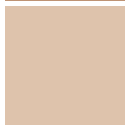


CHILLIWACK

65%
Adult Relationships



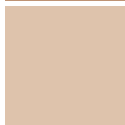
70%
After-School
Activities



73%
Peer Relationships



50%
Nutrition & Sleep



ALL PARTICIPATING DISTRICTS

67%
Adult Relationships



78%
After-School
Activities



77%
Peer Relationships



57%
Nutrition & Sleep





SOCIAL & EMOTIONAL DEVELOPMENT

Social and emotional competence is integral to children's social and emotional development and includes the ability to understand and manage emotions, develop caring and empathy for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively (Weissberg et al., 2015). Promoting children's social and emotional competence is critical for their successful development across the lifespan (Jones et al., 2015). For example, social and emotional competence is associated with greater motivation and success in school (Mahoney et al., 2020), as well as positive outcomes later in life, such as earning a college degree, finding stable employment, engaging in a healthy lifestyle, and psychological well-being (Domitrovich et al., 2017). Social and emotional competencies can be best promoted when children experience supportive environments across multiple contexts - at school with teachers and peers, in the home with elders, family, or caregivers, and in after-school programs with peers and community members.

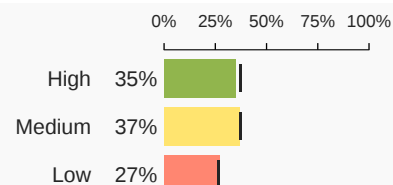
Detailed information on the MDI survey questions and response scales for Social and Emotional Development are available in the [Discover MDI Field Guide \(https://www.discovermdi.ca/social-emotional-development/\)](https://www.discovermdi.ca/social-emotional-development/).

RESULTS FOR CHILLIWACK

| Average for all Districts

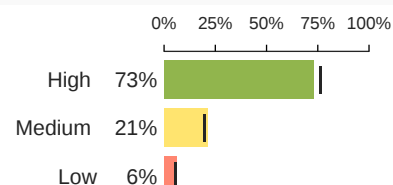
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



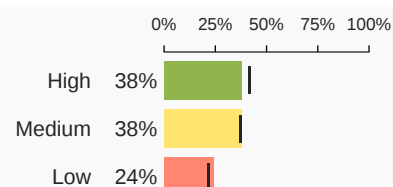
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."



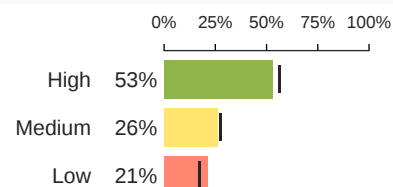
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."



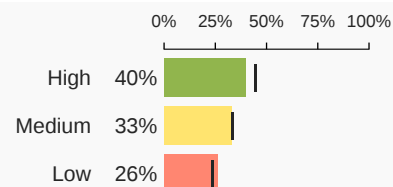
SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



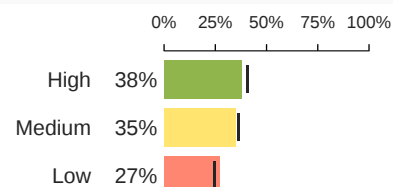
HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



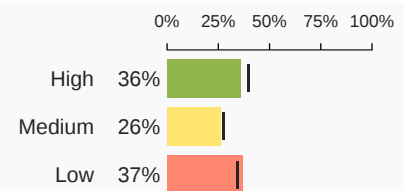
ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."



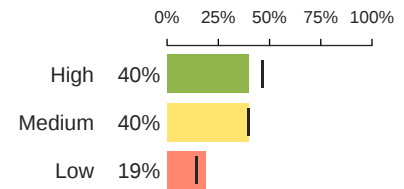
ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g., "I worry a lot that other people might not like me."



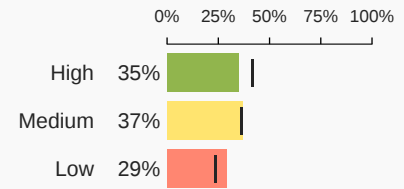
SELF-REGULATION (LONG-TERM)

Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g., "If something isn't going according to my plans, I change my actions to try and reach my goal."



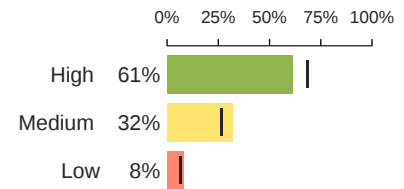
SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



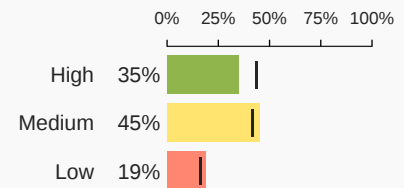
RESPONSIBLE DECISION-MAKING

Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g., "When I make a decision, I think about what might happen afterward."



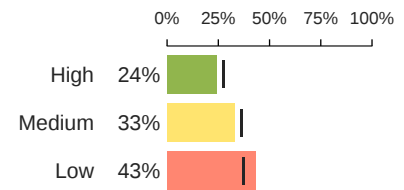
SELF-AWARENESS

Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g., "When I'm upset, I notice how I am feeling before I take action."



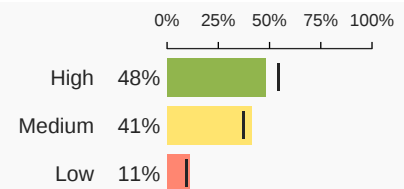
PERSEVERANCE

Perseverance refers to determination. It means putting in persistent effort to achieve goals, even in the face of setbacks. e.g., "Once I make a plan to get something done, I stick to it."



ASSERTIVENESS

Assertiveness means communicating a personal point of view. It includes the ability to stand up for oneself. e.g., "If I disagree with a friend, I tell them."



CITIZENSHIP AND SOCIAL RESPONSIBILITY

| I believe I can make a difference in the world | | I try to make the world a better place | |
|--|-----|--|-----|
| Disagree a lot | 15% | Disagree a lot | 6% |
| Disagree a little | 13% | Disagree a little | 7% |
| Don't agree or disagree | 27% | Don't agree or disagree | 27% |
| Agree a little | 26% | Agree a little | 37% |
| Agree a lot | 19% | Agree a lot | 23% |



RESEARCH HIGHLIGHTS

SOCIAL AND EMOTIONAL DEVELOPMENT

Social and emotional competencies include children's ability to recognize, understand, and effectively respond to emotions, manage stress and be optimistic. They also include showing concern for others, sustaining healthy relationships and making effective personal and social decisions (Weissberg, Durlak, Domitrovitch, & Gullota, 2015).

Middle childhood is an important time for promoting self-regulation and problem-solving strategies to help children persevere in the face of obstacles and setbacks. Related skills and strategies learned during middle childhood tend to stick with children throughout the rest of their lives (Skinner et al., 2016).

A Vancouver-based study asked Grade 10 children to volunteer 1-1.5 hours per week with elementary school children. After 10 weeks researchers found participants had significantly decreased their risk for cardiovascular disease. The greatest health benefits were seen in adolescents who displayed the highest self-report measures of empathy (Schreier, Schonert-Reichl, & Chen, 2013).



PHYSICAL HEALTH & WELL-BEING

Promoting children's physical health and well-being in the middle years lays the foundation for a healthy lifestyle. Physical health outcomes are not uniquely controlled by genetics. They can also be influenced by external factors such as family relationships, connections with peers, and larger economic and social conditions (Hertzman, C., & Boyce, T., 2010). Children who feel healthy are more likely to be engaged in school, feel a connection to their teachers, perform better academically, and are less likely to be bullied or bully others (Forrest et al., 2013). Being physically active also promotes children's mental health (Moeijes et al., 2018). Children benefit from guidance and opportunities that support the development of healthy habits - such as regular physical activity, quality sleep and healthy meals - that they can carry forward into adolescence and adulthood.

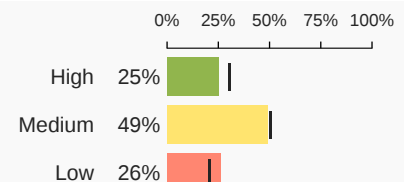
Detailed information on the MDI survey questions and response scales for Physical Health and Well-being are available in the [Discover MDI Field Guide \(https://www.discovermdi.ca/physical-health-well-being/\)](https://www.discovermdi.ca/physical-health-well-being/).

RESULTS FOR CHILLIWACK

| Average for all Districts

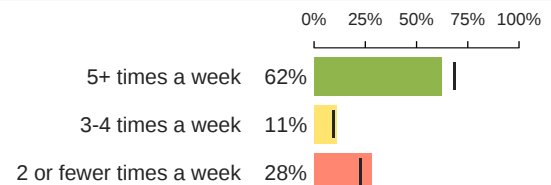
GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



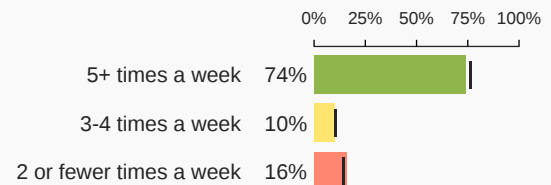
EATING BREAKFAST

Children are asked, "How often do you eat breakfast?"



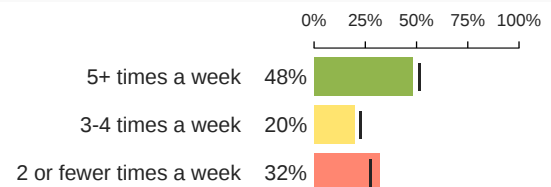
MEALS WITH ADULTS IN YOUR FAMILY

Children are asked, "How often do your parents or other adult family members eat meals with you?"

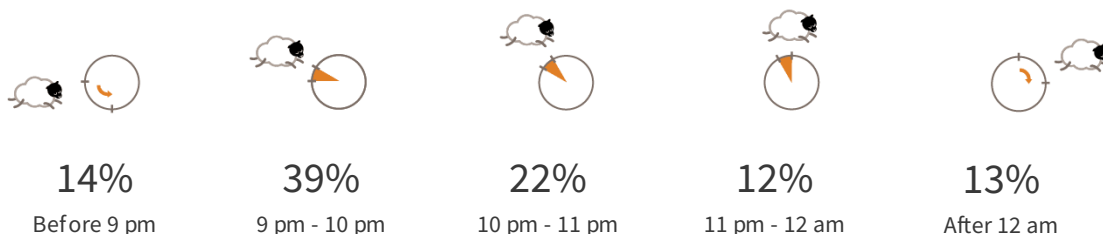


FREQUENCY OF GOOD SLEEP

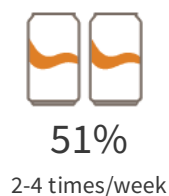
Children are asked, "How often do you get a good night's sleep?"



WHAT TIME DO YOU USUALLY GO TO BED DURING THE WEEKDAYS?



HOW OFTEN DO YOU EAT FOOD LIKE POP, CANDY, POTATO CHIPS, OR SOMETHING ELSE?



HELP-SEEKING FOR EMOTIONAL WELL-BEING

WHO WOULD YOU TALK TO IF YOU WERE FEELING SAD, STRESSED, OR WORRIED?

Examples provided include a teacher, school counselor, parent, grandparent, older sibling or cousin, elder, after-school program staff, doctor, nurse etc. (Children can select all of the options that apply; therefore, percentages may not total 100%.)

| | |
|---|-----|
| An adult at school | 18% |
| A family member | 66% |
| An adult in my community | 6% |
| A health professional | 16% |
| My friend(s) | 59% |
| Don't know who to talk to | 11% |
| Prefer to handle it on my own | 34% |
| Talk to someone else (someone not on this list) | 6% |

TRANSPORTATION TO AND FROM SCHOOL

Children are asked, “How do you usually get to school?”; “How do you usually get home from school?” and “If you could choose, how would you wish to get to and from school?”

| | To School | From School | Wish |
|--|-----------|-------------|------|
| Car | 47% | 33% | 51% |
| School bus | 27% | 32% | 13% |
| Public transportation (public bus, train or ferry) | 2% | 2% | 2% |
| Walk | 20% | 28% | 18% |
| Cycle, skateboard, scooter or rollerblade | 5% | 4% | 12% |
| Something else | 0% | 0% | 5% |



RESEARCH HIGHLIGHTS

PHYSICAL HEALTH & WELL-BEING

Eating meals together as a family often is related to increased self-esteem and school success, and decreased chance of eating disorders, substance abuse, violent behaviour and symptoms of depression (Harrison et al., 2015).

Seeking help for emotional support from appropriate and effective resources, such as school adults, parents and family members, health professional, and counsellors, can help promote positive mental health and resilience, and serve as a protective factor for mental illness (Rickwood et al., 2005; Xu et al., 2018).

Children ages 5 to 13 need 9–11 hours of uninterrupted sleep a night (Hirshkowitz et al., 2015). When children do not get enough sleep they are more likely to have troubles at school, be involved in family disagreements and display symptoms of depression (Smaldone, Honig, & Byrne, 2007).

Because of changes in the brain that take place around the time of puberty, children are more strongly attracted to junk foods that contain high amounts of fat and sugar than adults (Reichelt, 2016).

Belonging is a fundamental need for everyone. Feeling a sense of connectedness to family, peers, school, and community is one of the most important assets for a child's well-being, health, and success in life (Masten, 2018; Thomson et al., 2018). Research shows that children with positive peer relationships feel better about themselves, experience greater mental health, are more prosocial, and perform better academically (Wentzel, 1998). A single caring adult, be it a family member, coach, teacher, an elder, or a neighbour, can positively influence a child's life and promote resilience (Werner, 2004). Children's life satisfaction is related to their sense of belonging with peers and their supportive relationships with adults even more so than family income or personal health (Gadermann et al., 2015; Oberle et al., 2014). This is true across cultures (Emerson et al., 2018). For children, connectedness to land, language, and culture also can play an important role in encouraging a strong and healthy sense of identity (First Nations Information Governance Centre, 2016).

Detailed information on the MDI survey questions and response scales for Connectedness is available in the [Discover MDI Field Guide \(https://www.discovermdi.ca/connectedness/\)](https://www.discovermdi.ca/connectedness/).

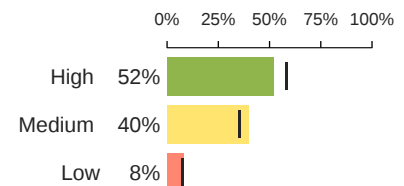
RESULTS FOR CHILLIWACK

| Average for all Districts

CONNECTEDNESS WITH ADULTS

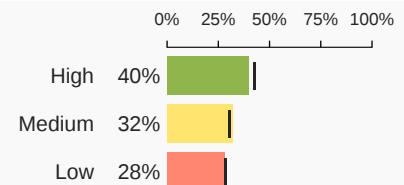
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



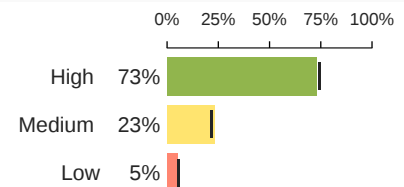
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."



NUMBER OF IMPORTANT ADULTS AT SCHOOL



WHAT MAKES AN ADULT IMPORTANT TO YOU?

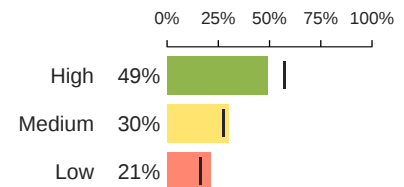
(Children can select all the options that apply)

| | At School | At Home |
|---|-----------|---------|
| This person teaches me how to do things that I don't know. | 69% | 68% |
| I can share personal things and private feelings with this person. | 30% | 72% |
| This person likes me the way I am. | 49% | 82% |
| This person encourages me to pursue my goals and future plans. | 50% | 75% |
| I get to do a lot of fun things with this person or because of this person. | 39% | 74% |
| The person is like who I want to be when I am an adult. | 18% | 44% |
| The person is always fair to me and others. | 49% | 58% |
| The person stands up for me and others when we need it. | 29% | 61% |
| The person lets me make decisions for myself. | 43% | 68% |

CONNECTEDNESS WITH PEERS

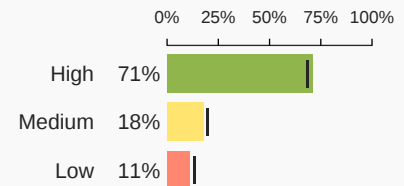
PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."



FRIENDSHIP INTIMACY

Assesses the quality of relationships children have with their peers. e.g., "I have a friend I can tell everything to."



RESEARCH HIGHLIGHTS CONNECTEDNESS

Children who do not feel part of a group or feel cast out by their own group are at risk of anxiety and depression. They are also at higher risk of low school attendance and future school drop-out (Veiga et al., 2014).

Social competencies and friendship-building skills can buffer children against bullying, anxiety and depression (Guhn et al., 2013).

Strong social connections in adolescence are a better predictor of well-being in adulthood than their academic achievement (Olsson, 2013).

For younger students during elementary and middle school years, a nurturing and caring relationship with a classroom teacher is vital. Connections with warm and accepting teachers enhance emotional well-being, increase motivation, engagement and success in school for children in early adolescence. They are also buffers for children who are experiencing mental health problems (Oberle, 2018).

USE OF AFTER-SCHOOL TIME

Children's involvement in activities outside of school hours exposes them to important social environments. After-school activities, such as art and music classes, sports leagues, and community groups provide distinct experiences that help children to build relationship and social and emotional skills (Vandell et al., 2020). Children who participate in structured extracurricular activities experience school success and are less likely to drop out of school (Thouin et al., 2020). Data from the MDI helps to fill a gap in the research on children's participation in activities during the "critical hours" (from 3 pm to 6 pm) when children are most often left unsupervised (Schonert-Reichl et al., 2013).

Detailed information on the MDI survey questions and response scales for Use of After-School Time is available in the [Discover MDI Field Guide](https://www.discovermdi.ca/use-of-after-school-time/) (<https://www.discovermdi.ca/use-of-after-school-time/>).

RESULTS FOR CHILLIWACK

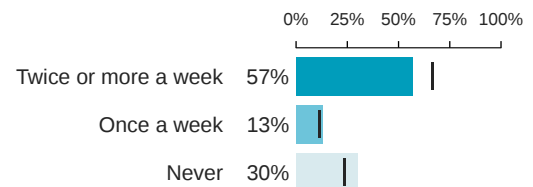
| Average for all Districts

AFTER-SCHOOL ACTIVITIES

Children were asked, "During the last week after school (from 3 pm - 6 pm), how many days did you participate in?":

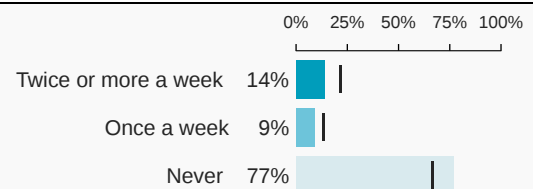
ANY ORGANIZED ACTIVITY

Children who participated in any after-school activity that was structured and supervised by an adult (e.g., educational lessons, youth organizations, music or art lessons and sports practice).



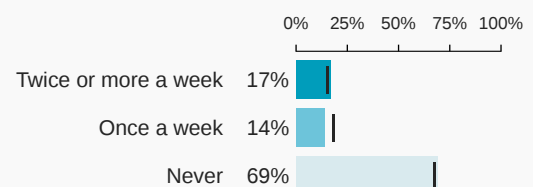
EDUCATIONAL LESSONS OR ACTIVITIES

For example: Tutoring, attending a math school, foreign language lessons, or some other academic related activity.



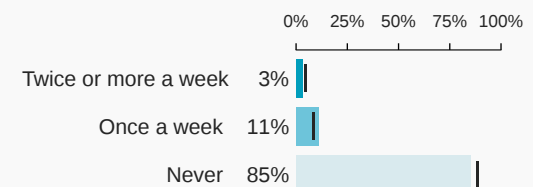
MUSIC OR ART LESSONS

For example: Drawing or painting classes, musical instrument lessons or some other activity related to music or art.



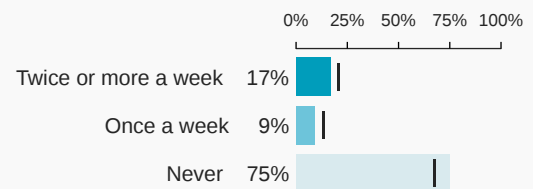
YOUTH ORGANIZATIONS

For example: Scouts, Girl Guides, Boys and Girls Clubs, or some other group organization.



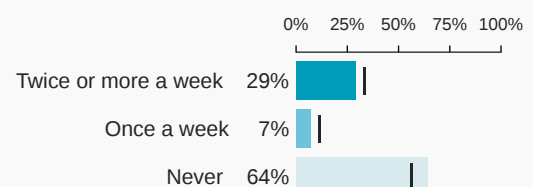
INDIVIDUAL SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Swimming, dance, gymnastics, ice skating, tennis or another individual sport.



TEAM SPORTS (WITH A COACH OR INSTRUCTOR)

For example: Basketball, hockey, soccer, football, or another team sport.



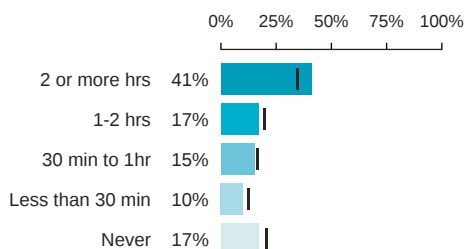
HOW CHILDREN SPEND THEIR TIME

Children were asked how they spend their time during the after-school hours of 3 pm - 6 pm:

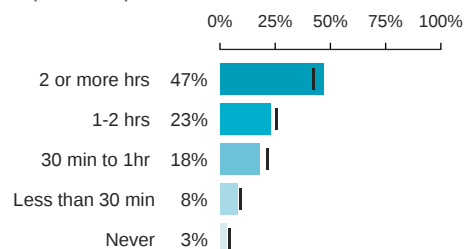
Percentage of children who reported:

COMPUTER USE & TV

VIDEO OR COMPUTER GAMES

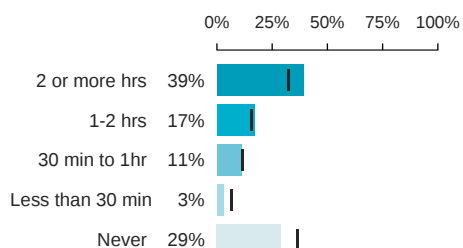


WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE

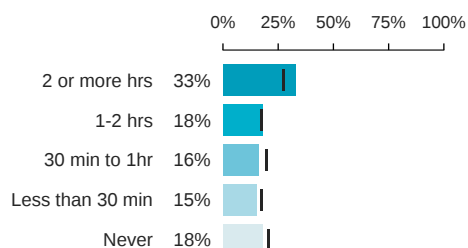


SOCIALIZING WITH FRIENDS

HANG OUT WITH FRIENDS IN PERSON

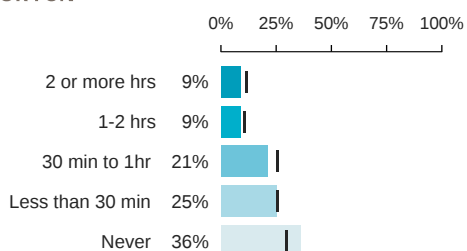


USE A PHONE OR INTERNET TO TEXT OR CHAT WITH FRIENDS

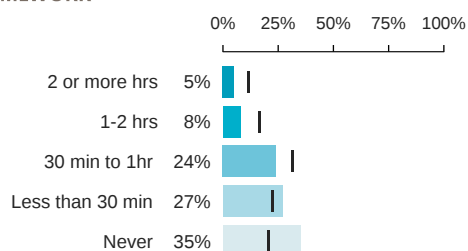


READING & HOMEWORK

READ FOR FUN

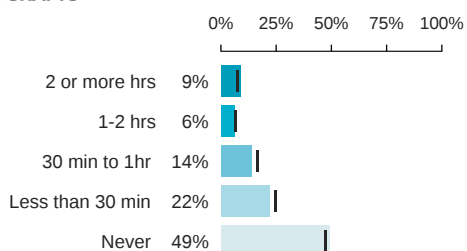


DO HOMEWORK

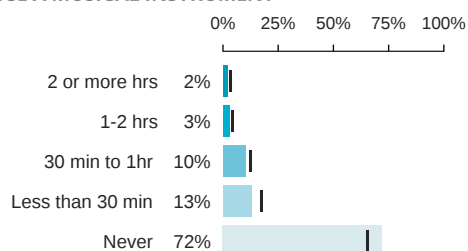


ARTS & MUSIC

ARTS & CRAFTS

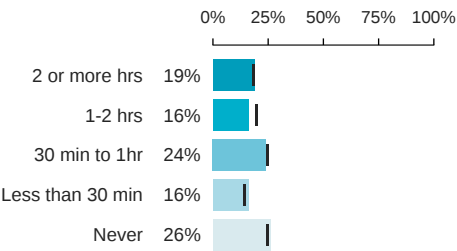


PRACTICE A MUSICAL INSTRUMENT



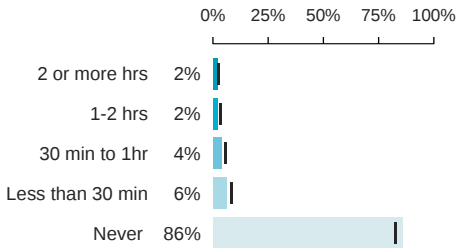
SPORTS

PLAY SPORTS OR EXERCISE FOR FUN

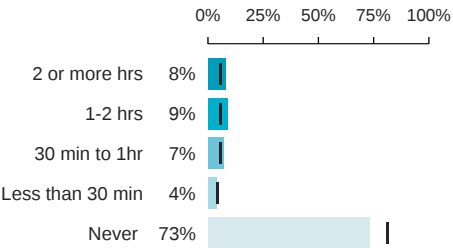


WORKING & VOLUNTEERING

VOLUNTEER



WORK AT A JOB



WHAT CHILDREN WISH TO BE DOING



Children were asked what they want to be doing during the after-school hours of 3 pm - 6 pm:

I am already doing the activities I want to be doing

75%

I wish I could do additional activities

29%

I am doing some of the activities I want, but I wish I could do more

5%

Children who answered that they wish to be doing additional activities were asked to identify one activity they wish they could do and where they would like to do it. Note: responses are grouped into categories for reporting purposes.

WISHES

(Number of Children)

| | |
|--------------------------------------|-----|
| Physical and/or outdoor activities | 170 |
| Friends and playing | 70 |
| Music and fine arts | 34 |
| Work related activities/volunteering | 22 |
| Other | 14 |
| Learning new things | 12 |
| Computer/Video Games/TV | 10 |
| Free time/relaxing | 6 |
| Time with family at home | 6 |

WHERE WOULD YOU LIKE THIS ACTIVITY TO BE?

(Number of Children)

| | |
|--------------------|----|
| Other | 92 |
| Home | 43 |
| School | 43 |
| Park or Playground | 41 |
| Community Centre | 37 |

PERCEIVED BARRIERS TO PARTICIPATING IN DESIRED AFTER-SCHOOL ACTIVITIES



Children were asked what prevents them from doing the activities they wish to be doing after school (3 pm - 6 pm):

(Number of Children)

| | |
|--|-----|
| I have no barriers | 292 |
| I have to go straight home after school | 169 |
| The schedule does not fit the times I can attend | 116 |
| I am too busy | 109 |
| I am afraid I will not be good enough in that activity | 105 |
| Other | 101 |
| None of my friends are interested or want to go | 99 |
| The activity that I want is not offered | 80 |
| I don't know what's available | 71 |
| It is too difficult to get there | 66 |
| I need to take care of siblings or do things at home | 55 |
| It costs too much | 47 |
| My parents do not approve | 43 |
| I have too much homework to do | 43 |
| It is not safe for me to go | 18 |

AFTER-SCHOOL PEOPLE AND PLACES

WHERE DO YOU GO AFTER SCHOOL? (FROM 3 PM - 6 PM)

| | Never | 1x /week | 2x +/week |
|------------------------------------|-------|----------|-----------|
| Home | 1% | 2% | 98% |
| Stay at school for an activity | 67% | 12% | 20% |
| After-school program or child care | 89% | 4% | 7% |
| Friend's house | 42% | 33% | 25% |
| Park/playground/community centre | 54% | 23% | 23% |
| The mall or stores | 66% | 24% | 10% |
| Someplace else | 52% | 30% | 19% |

WHO ARE YOU WITH AFTER SCHOOL? (FROM 3 PM - 6 PM)

(Children can select all of the options that apply)

| | |
|--|-----|
| By myself | 57% |
| Friends about my age | 52% |
| Younger brothers/sisters | 39% |
| Older brothers/sisters | 31% |
| Mother (or stepmother/foster mother) | 59% |
| Father (or stepfather/foster father) | 49% |
| Other adult (for example, elder, aunt or uncle, coach, babysitter) | 7% |
| Grandparent(s) | 9% |
| Other | 11% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

76%

Yes

9%

No

15%

Don't know

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

56%

Yes

13%

No

31%

Don't know



RESEARCH HIGHLIGHTS

USE OF AFTER-SCHOOL TIME

Participation in after-school programs can result in greater connectedness to school and success in school as well as decreased negative behaviours (Durlak et al., 2010).

Quiet reflection time and daydreaming is just as essential to brain health and development as active and focused activities (Immordino-Yang, 2012).

Children who demonstrate a lack of self-control and problem solving skills may experience the greatest benefit from activities such as music, arts and sports that help to develop these skills (Diamond, 2014).

A study examining the experiences of children in Grades 1–5 who participated in after-school programs found that children who participated in high-quality, structured after-school programs had increased social-emotional skills, in addition to fewer conduct problems and higher social self-control and assertion (Wade, 2015).

Challenging and enjoyable after-school activities can improve youth's ability to reason and problem solve, exercise choice and discipline and be creative and flexible, which are strong predictors of academic, career, and life success (Diamond, 2014).



SCHOOL EXPERIENCES

Children's sense of safety and belonging at school has been shown to foster their school success in many ways. When children have positive experiences at school, they are more likely to feel they belong within their school, feel more motivated and engaged, and have higher academic achievement (Wang & Degol, 2016). Children who feel a sense of connection and belonging to school are also less likely to engage in high-risk behaviours (Eccles & Roeser, 2011). Understanding children's school experiences improves the ability to both create and cultivate school environments that are safe, caring, and supportive.

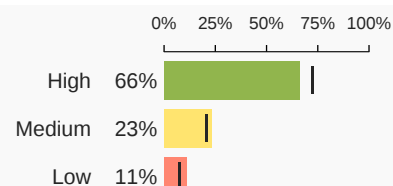
Detailed information on the MDI survey questions and response scales for School Experiences are available in the [Discover MDI Field Guide \(https://www.discovermdi.ca/school-experiences/\)](https://www.discovermdi.ca/school-experiences/).

RESULTS FOR CHILLIWACK

| Average for all Districts

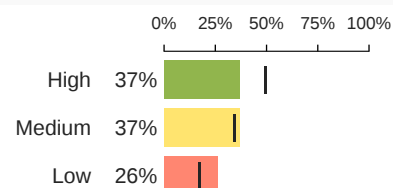
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



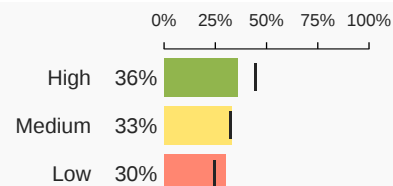
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Percentage of children who feel it is **very important** to:



49%
make friends



61%
get good grades



49%
learn new things



I plan to graduate from high school.
98% **2%**

Yes

No

I plan to graduate from college,
university, or some other training after
high school.

88%

12%

Yes

No

Percentage of children who **agree a little** or **agree a lot** that:

When I grow up, I have
goals and plans for the
future.

75%



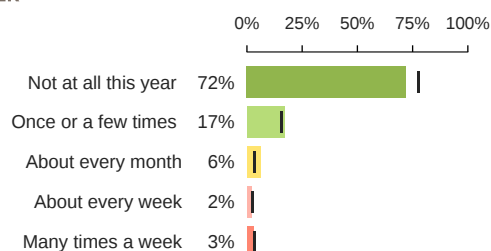
I feel I have important
things to do in the future.

72%

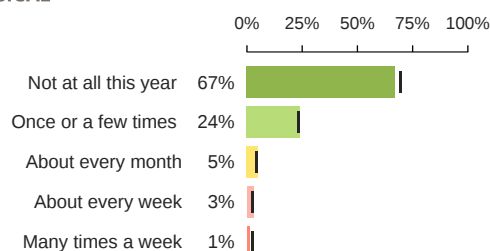
VICTIMIZATION AND BULLYING AT SCHOOL

Children are asked: "During this school year, how often have you been bullied by other students in the following ways?":

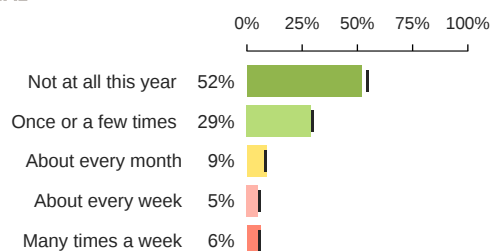
CYBER



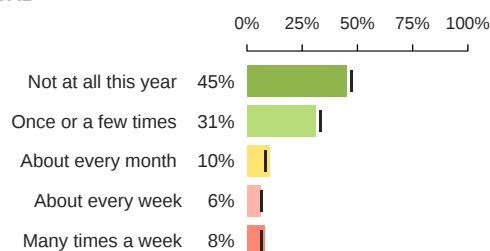
PHYSICAL



SOCIAL



VERBAL



RESEARCH HIGHLIGHTS SCHOOL EXPERIENCES

Children's perception of kindness within a school is a consistent indicator of a positive school climate. Students who see kind behaviours in students, teachers and staff also describe their school environments as being safe and encouraging places to learn. As children transition from Grade 4 to Grade 8, perceptions of kindness in schools decrease (Binfet, Gadermann & Schonert-Reichl, 2016).

Feelings of belonging are associated with lower emotional distress, the reduction of negative behaviours (such as bullying and mental health issues) and are associated to rates of higher resilience later in life (van Harmelen et al., 2016).

Children and youth who demonstrate empathy are less likely to bully others and are more likely to defend against bullying. Research shows that specific empathy skills differ between those who bully, are victimized, defend or are bystanders. Focusing on developing children's understanding of what others feel results both in less bullying and more defending behaviours (van Noorden et al, 2015).

NEIGHBOURHOOD RESULTS



Neighbourhoods have unique characteristics that provide important context for interpreting MDI results. Understanding neighbourhood-level differences within a school district or community is essential when considering actions to support children’s well-being. The neighbourhood results section includes:

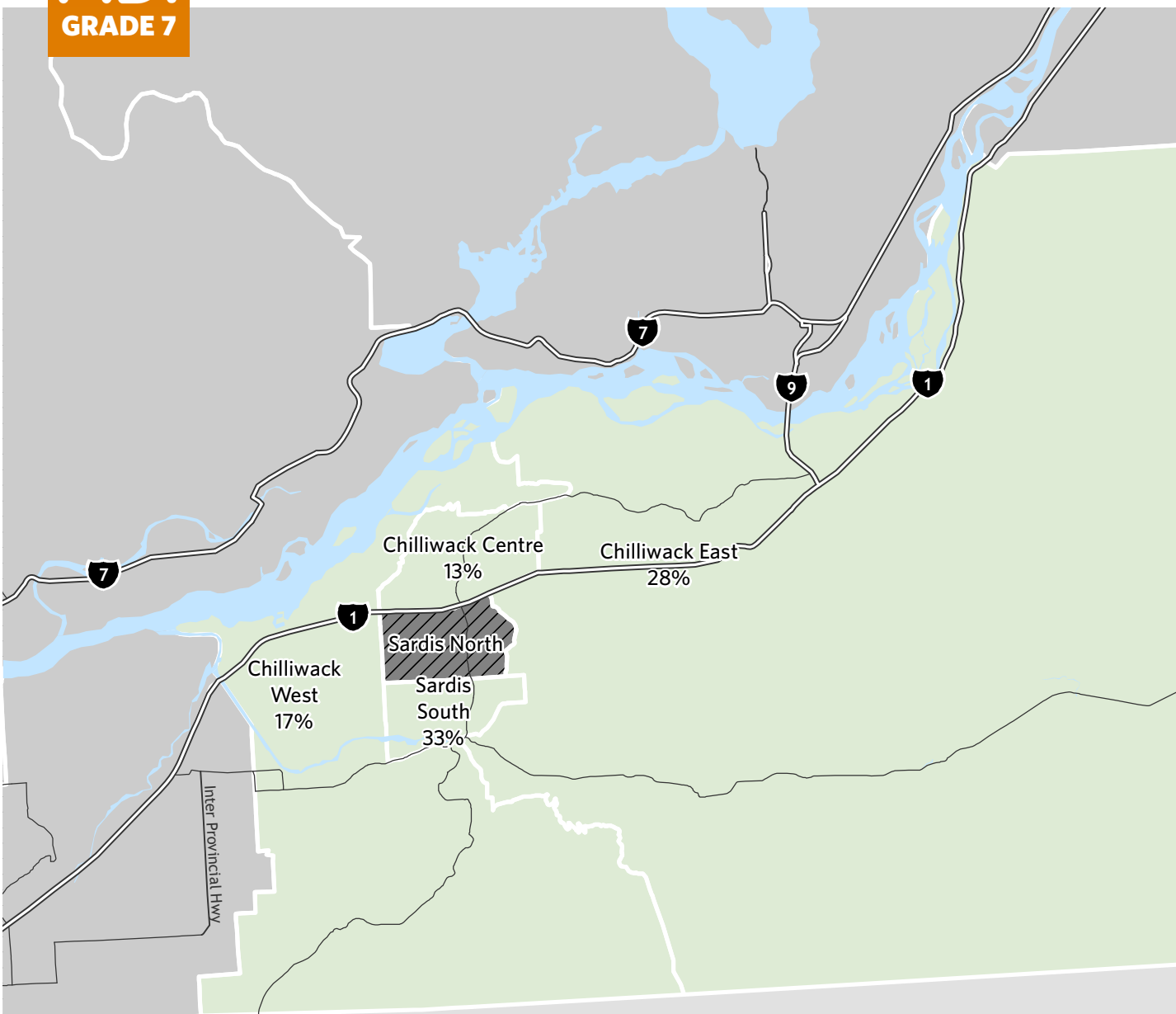
Neighbourhood Maps

- Well-Being Index Map: representing the percentage of children who are “thriving.”
- Assets Index Maps: representing the percentage of children reporting the presence of each of the four assets of the Assets Index: Adult Relationships, Peer Relationships, Nutrition and Sleep, and After-School Activities.

Neighbourhood Data Table – A summary table of the Well-Being Index and Assets Index data.

Neighbourhood Profiles – A summary of MDI data based on the neighbourhoods in which children live, including children from all participating public schools. Results are provided for the Well-Being Index, the Assets Index and a selection of questions related to after-school time and community belonging and safety.

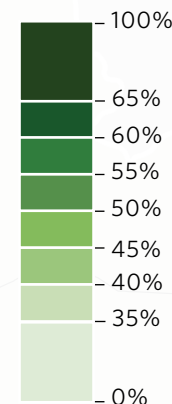
Please note that neighbourhood data are reported based on children’s home postal codes and include all children who live within the school district boundaries. Where neighbourhoods contain fewer than 35 children, the results are suppressed.



WELL-BEING INDEX

The MDI Well-Being Index is a composite score of 5 measures that are of critical importance during the middle years. Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores are considered to be “thriving.”

Percentage of Children Thriving



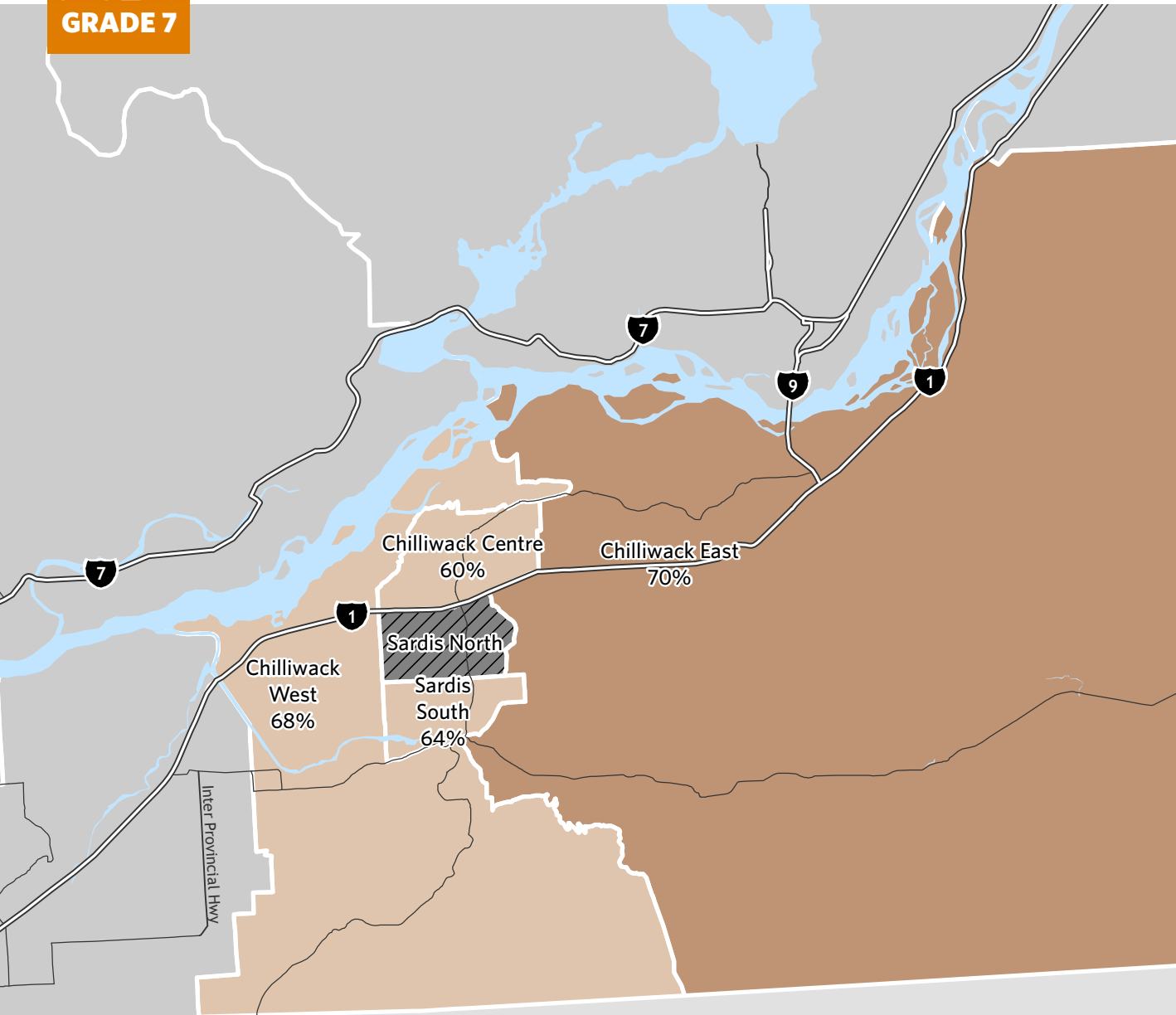
SD 33
22%

All Participating
Districts*
25%

Data Suppressed
(<35 students)

*See page 7 for a list of participating school districts in 2021/22.

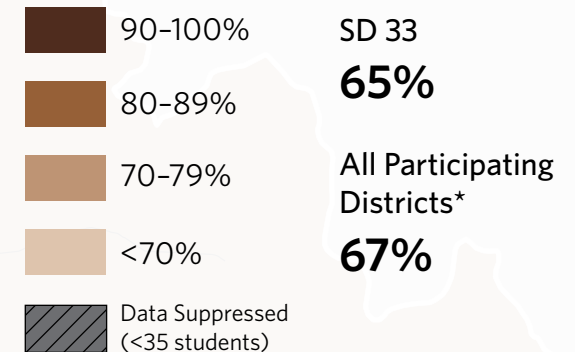
Note: Data are mapped using home postal codes, not by where children attend school.



ADULT RELATIONSHIPS

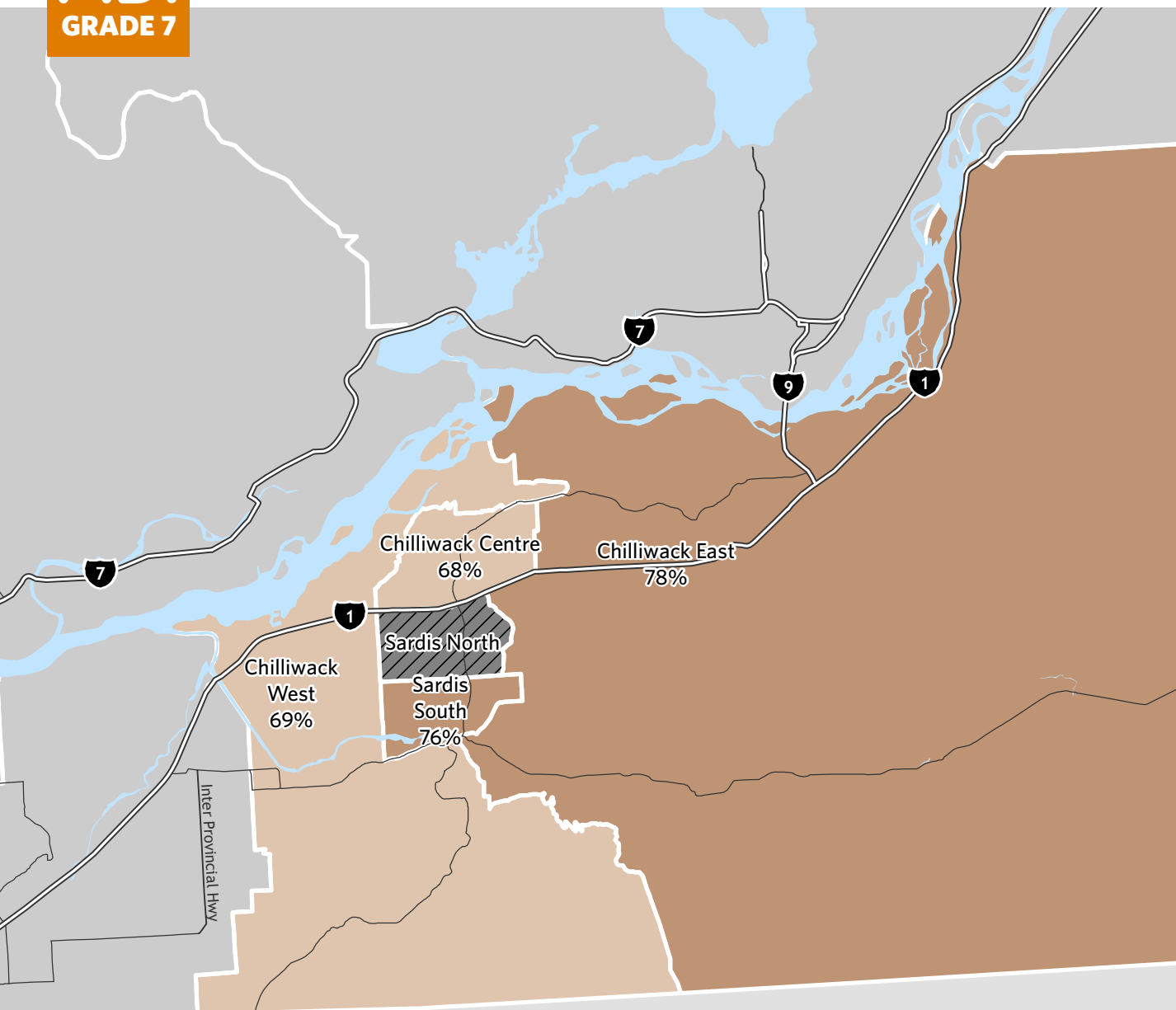
Children's health and well-being are directly related to the presence of adult relationships at home, at school and in their neighbourhood or community.

Percentage of children reporting the presence of the adult relationship asset



*See page 7 for a list of participating school districts in 2021/22.

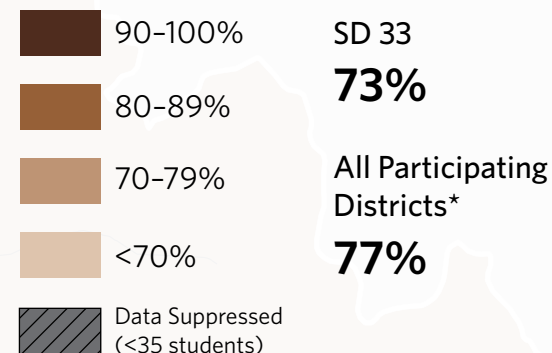
Note: Data are mapped using home postal codes, not by where children attend school.



PEER RELATIONSHIPS

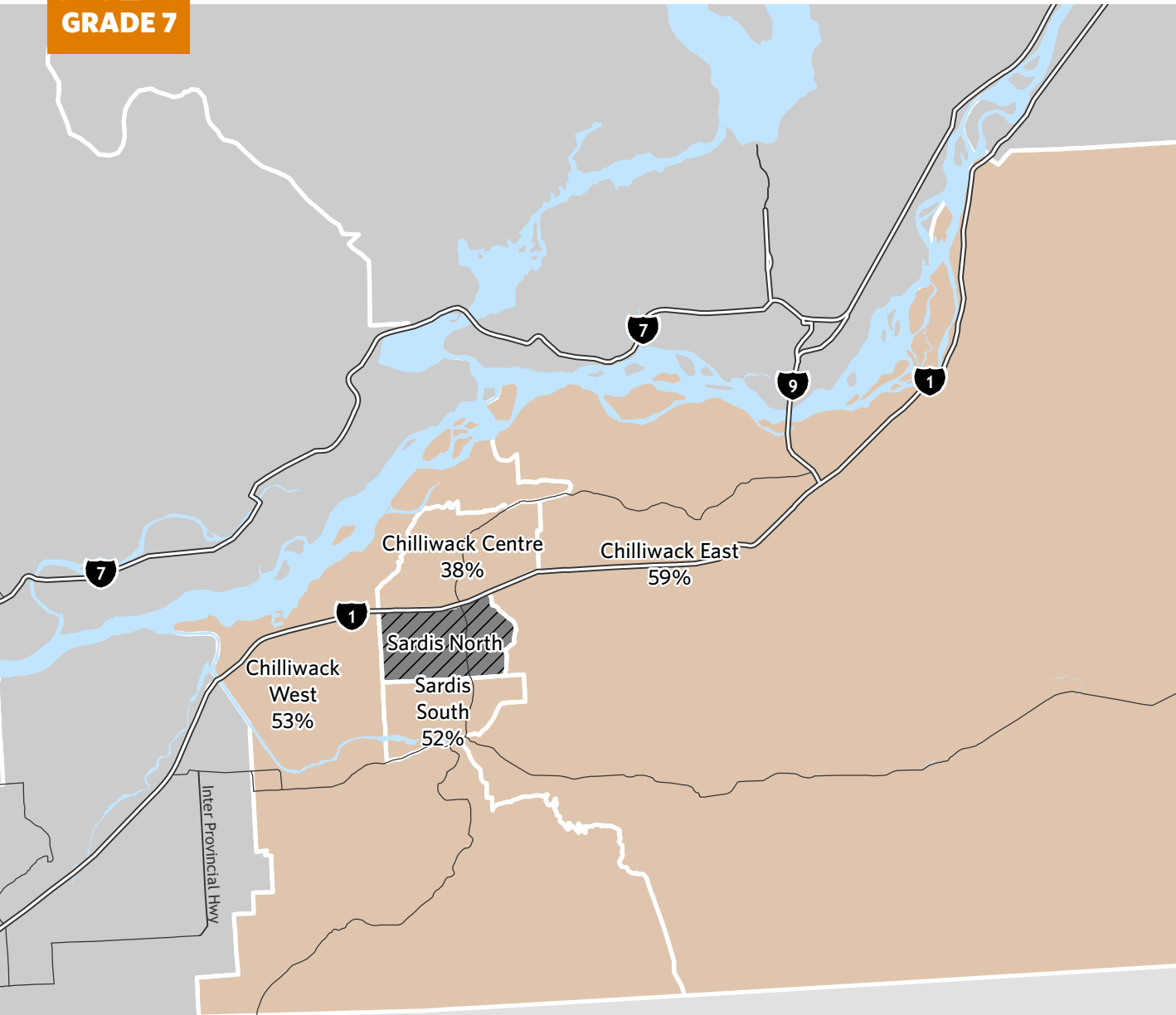
Children's health and well-being are directly related to feeling a sense of belonging with their peers and having close or intimate friendships.

Percentage of children reporting the presence of the peer relationship asset



*See page 7 for a list of participating school districts in 2021/22.

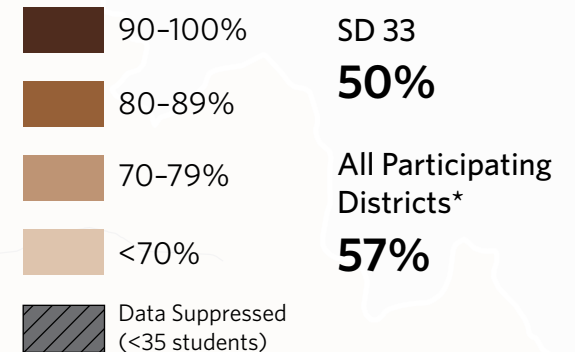
Note: Data are mapped using home postal codes, not by where children attend school.



NUTRITION & SLEEP

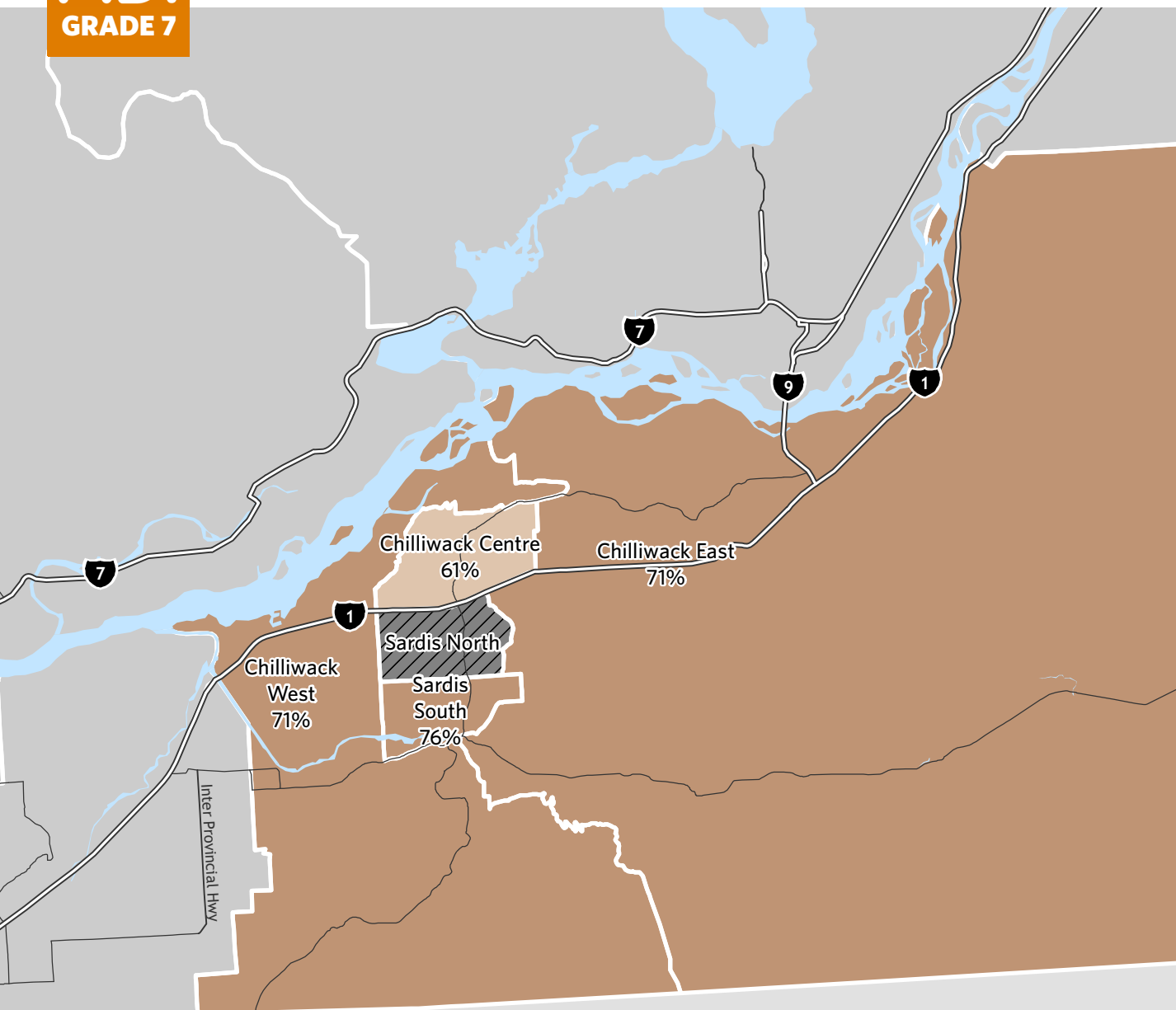
Children's health and well-being are directly related to their nutrition and sleeping habits.

Percentage of children reporting the presence of the nutrition and sleep asset



*See page 7 for a list of participating school districts in 2021/22.

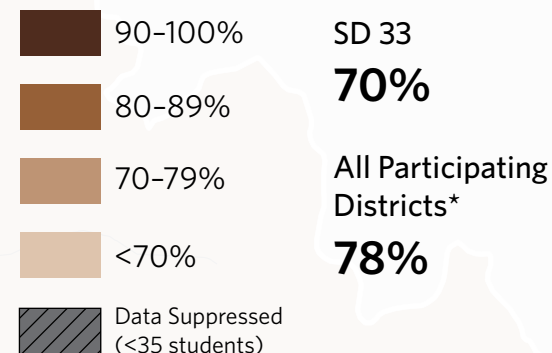
Note: Data are mapped using home postal codes, not by where children attend school.



AFTER-SCHOOL ACTIVITIES

Children's health and well-being are directly related to the positive activities they participate in during the after-school hours of 3-6 pm.

Percentage of children reporting the presence of the after-school activity asset



*See page 7 for a list of participating school districts in 2021/22.

Note: Data are mapped using home postal codes, not by where children attend school.

NEIGHBOURHOOD DATA TABLE

WELL-BEING INDEX

Percentage of children experiencing:



Thriving Medium to High Well-being Low Well-being

ASSETS INDEX

Percentage of children reporting the presence of these assets in their lives:



Adult Relationship Peer Relationship Nutrition & Sleep After-school Activities

| Neighbourhood | Number of Children | Thriving | Medium to High Well-being | Low Well-being | Adult Relationship | Peer Relationship | Nutrition & Sleep | After-school Activities |
|------------------------------------|--------------------|-------------------|---------------------------|----------------|--------------------|-------------------|-------------------|-------------------------|
| Chilliwack Centre | 184 | 13% | 23% | 64% | 60% | 68% | 38% | 61% |
| Chilliwack East | 231 | 28% | 31% | 41% | 70% | 78% | 59% | 71% |
| Chilliwack West | 115 | 17% | 30% | 54% | 68% | 69% | 53% | 71% |
| Sardis North | 9 | <i>Suppressed</i> | | | <i>Suppressed</i> | | | |
| Sardis South | 149 | 33% | 16% | 51% | 64% | 76% | 52% | 76% |
| Chilliwack (33) | 707 | 22% | 25% | 52% | 65% | 73% | 50% | 70% |
| All Participating Districts | 6122 | 25% | 27% | 48% | 67% | 77% | 57% | 78% |

Note: Neighbourhood data are reported based on children's home postal codes and include all children who live within the school district boundaries. Therefore, the number of children in all neighbourhoods may not equal the total school district count. MDI results are suppressed where there are fewer than 35 children.

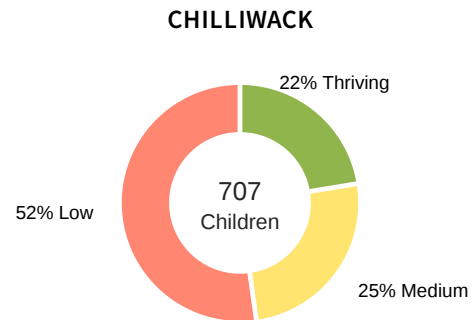
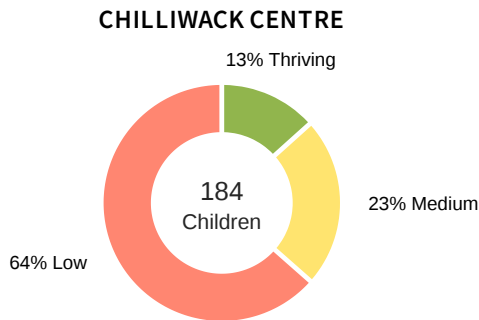


CHILLIWACK CENTRE

CHILLIWACK

NUMBER OF CHILDREN: 184

WELL-BEING INDEX

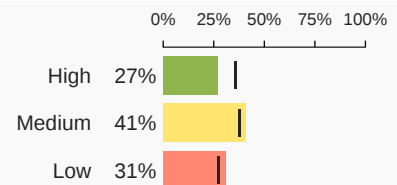


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

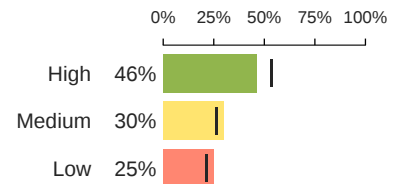
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



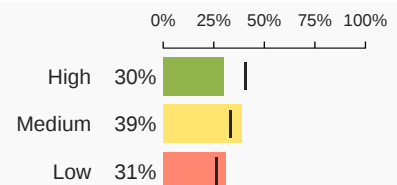
SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



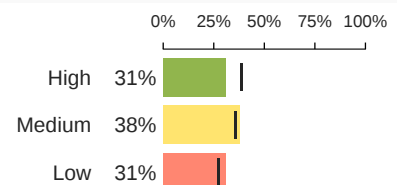
HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



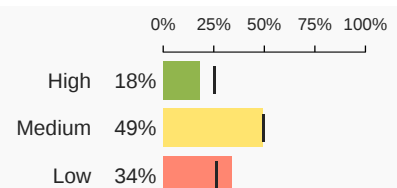
ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."



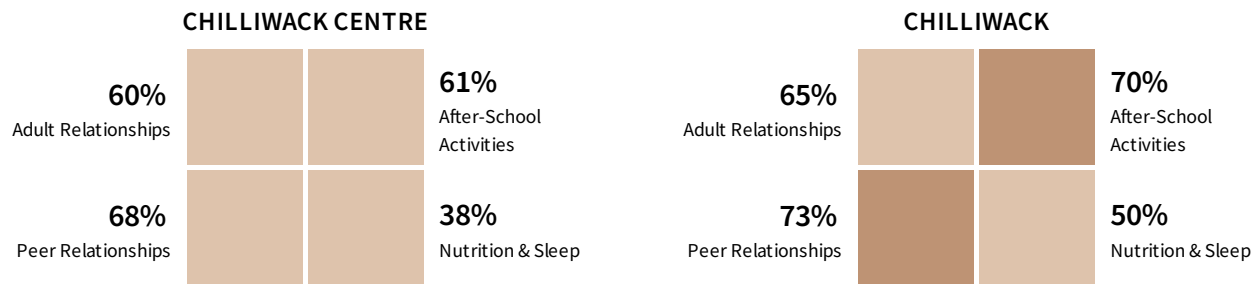
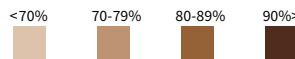
GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



ASSETS INDEX

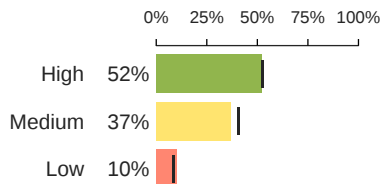
Percentage of children reporting the presence of an asset



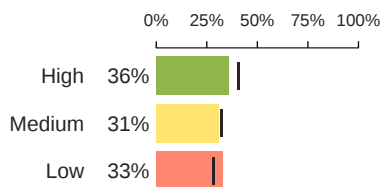
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

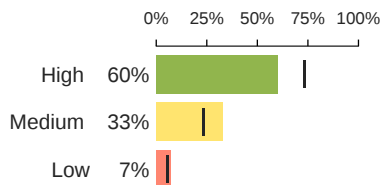
Adults at School



Adults in the Neighbourhood/Community

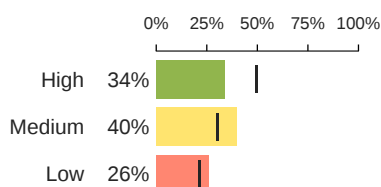


Adults at Home

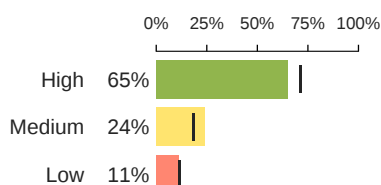


PEER RELATIONSHIPS

Peer Belonging

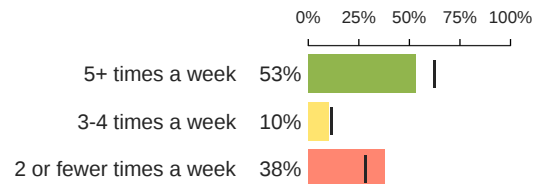


Friendship Intimacy

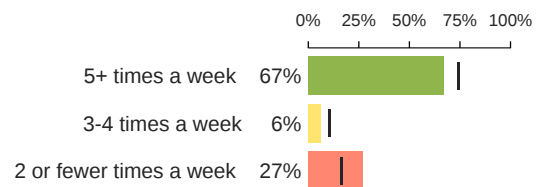


NUTRITION AND SLEEP

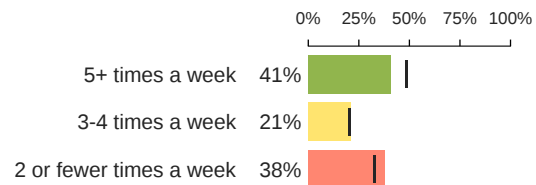
Eating Breakfast



Meals with Adults in Your Family

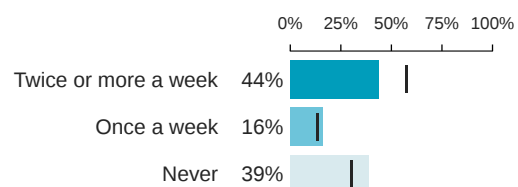


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| School District Average

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING



Children were asked what they want to be doing during the after-school hours of 3pm-6pm:

I am already doing the activities I want to be doing

73%

I wish I could do additional activities

33%

I am doing some of the activities I want, but I wish I could do more

6%

TOP WISHES

(Number of students)

| | |
|--------------------------------------|----|
| Physical and/or outdoor activities | 40 |
| Friends and playing | 22 |
| Work related activities/volunteering | 8 |

TOP BARRIERS

(Number of students)

| | |
|---|----|
| I have to go straight home after school | 48 |
| None of my friends are interested or want to go | 31 |
| I am too busy | 30 |

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

| | Not at all | 1x /week | 2x +/week |
|--|------------|----------|-----------|
| Educational lessons or activities | 77% | 9% | 14% |
| Art or music lessons | 71% | 14% | 15% |
| Youth organizations | 86% | 13% | 1% |
| Individual sports with a coach or instructor | 82% | 7% | 11% |
| Team sports with a coach or instructor | 75% | 7% | 18% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

51%

Yes

15%

No

34%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")



23%

Really care about me.



20%

Believe that I will be a success.



19%

Listen to me when I have something to say.



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

72%

Yes

11%

No

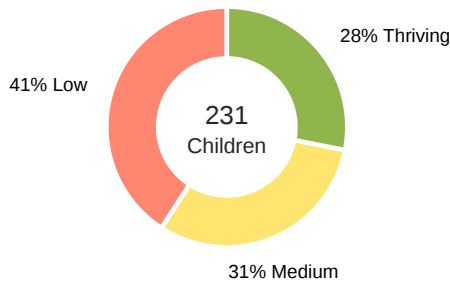
17%

Don't know

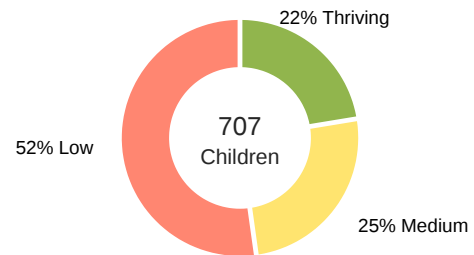


WELL-BEING INDEX

CHILLIWACK EAST



CHILLIWACK

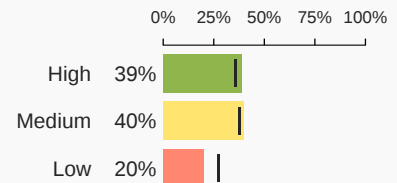


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

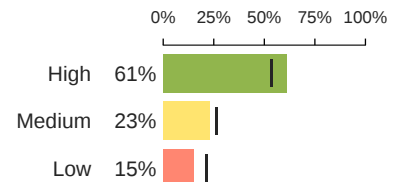
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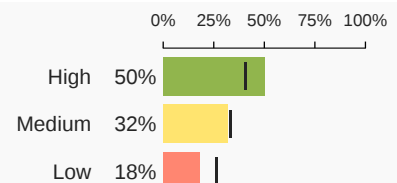
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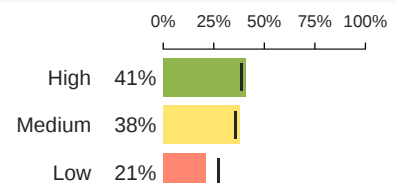
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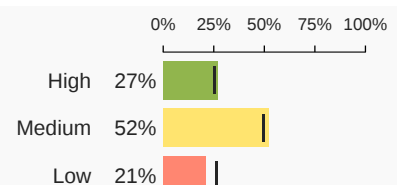
ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."



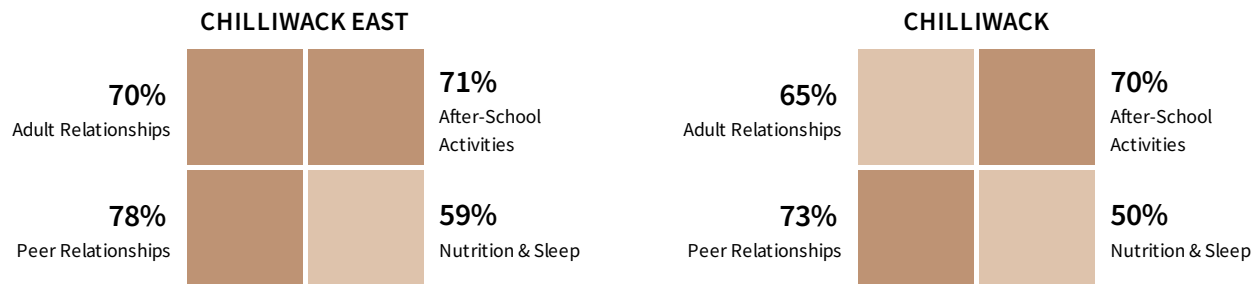
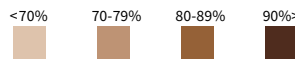
GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



ASSETS INDEX

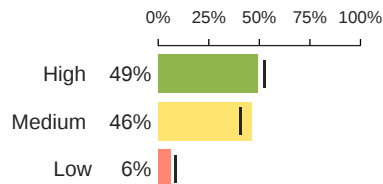
Percentage of children reporting the presence of an asset



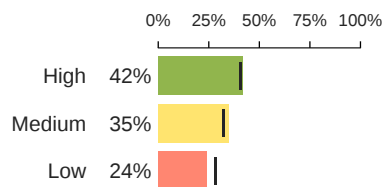
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

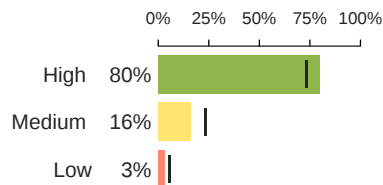
Adults at School



Adults in the Neighbourhood/Community

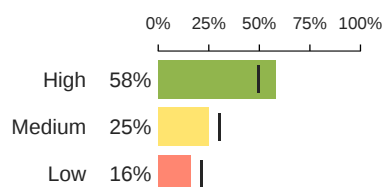


Adults at Home

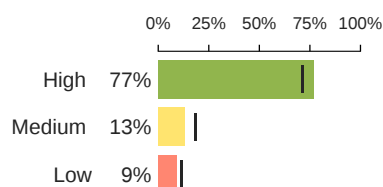


PEER RELATIONSHIPS

Peer Belonging

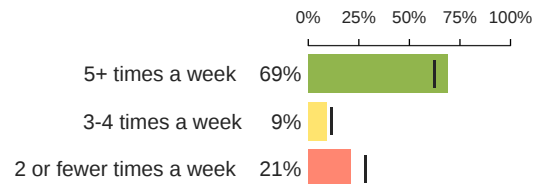


Friendship Intimacy

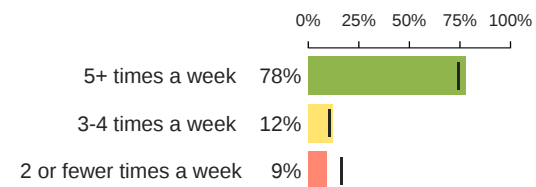


NUTRITION AND SLEEP

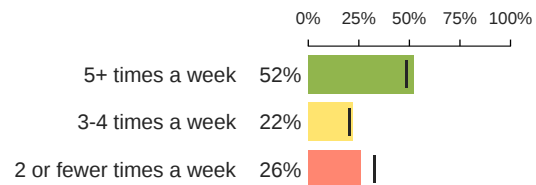
Eating Breakfast



Meals with Adults in Your Family

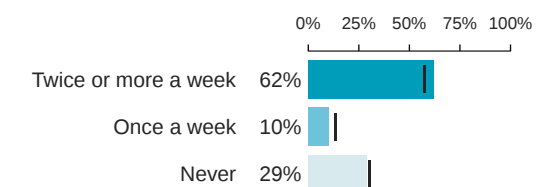


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| School District Average

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING



Children were asked what they want to be doing during the after-school hours of 3pm-6pm:

I am already doing the activities I want to be doing

79%

I wish I could do additional activities

23%

I am doing some of the activities I want, but I wish I could do more

2%

TOP WISHES

(Number of students)

| | |
|------------------------------------|----|
| Physical and/or outdoor activities | 46 |
| Friends and playing | 24 |
| Music and fine arts | 8 |

TOP BARRIERS

(Number of students)

| | |
|--|----|
| I have to go straight home after school | 59 |
| The schedule does not fit the times I can attend | 41 |
| Other | 34 |

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

| | Not at all | 1x /week | 2x +/week |
|--|------------|----------|-----------|
| Educational lessons or activities | 76% | 7% | 17% |
| Art or music lessons | 67% | 13% | 19% |
| Youth organizations | 86% | 9% | 4% |
| Individual sports with a coach or instructor | 75% | 8% | 18% |
| Team sports with a coach or instructor | 59% | 6% | 35% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

58%

Yes

15%

No

27%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")



21%

Really care about me.



22%

Believe that I will be a success.



21%

Listen to me when I have something to say.



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

83%

Yes

5%

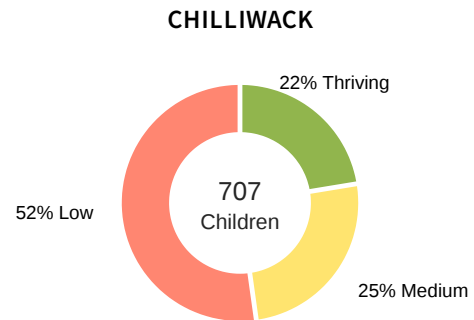
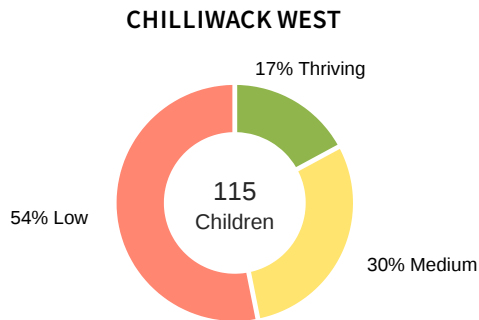
No

11%

Don't know



WELL-BEING INDEX

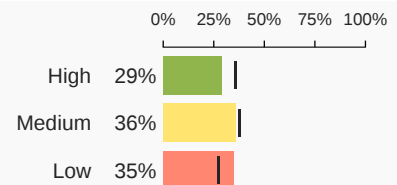


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

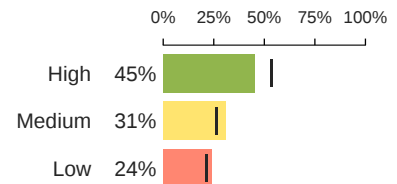
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



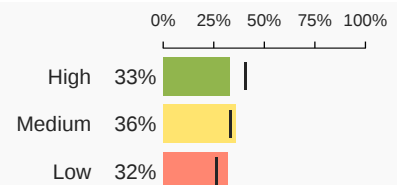
SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



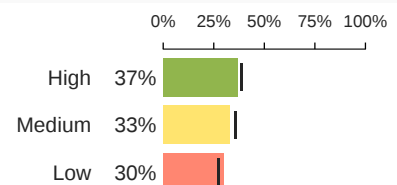
HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



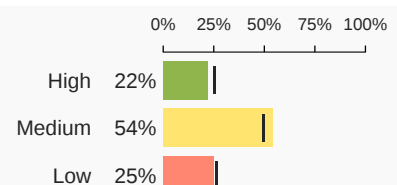
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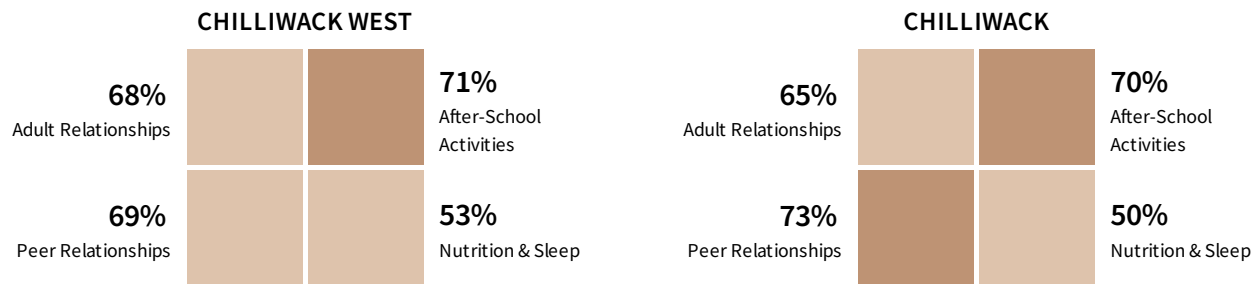
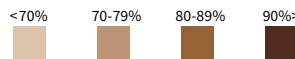
GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



ASSETS INDEX

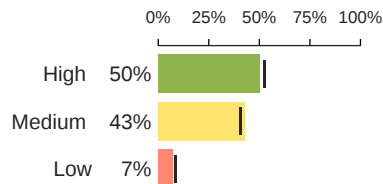
Percentage of children reporting the presence of an asset



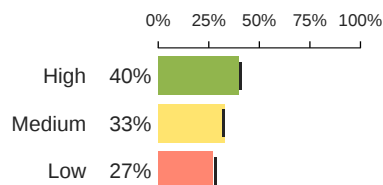
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

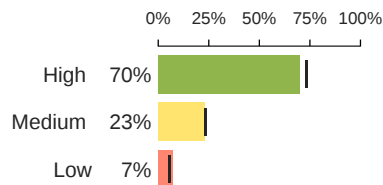
Adults at School



Adults in the Neighbourhood/Community

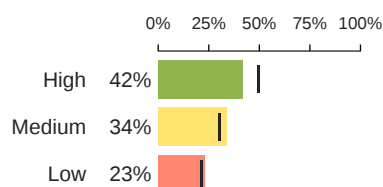


Adults at Home

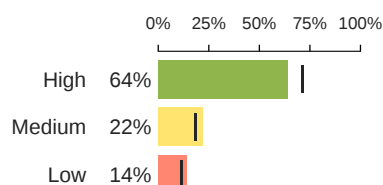


PEER RELATIONSHIPS

Peer Belonging

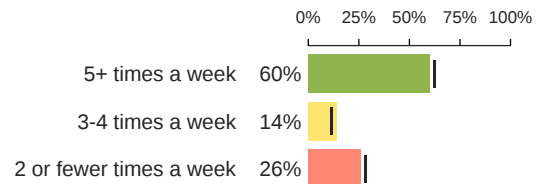


Friendship Intimacy

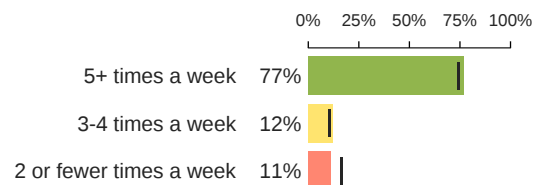


NUTRITION AND SLEEP

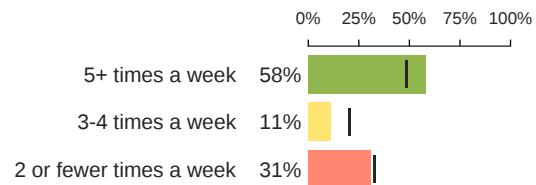
Eating Breakfast



Meals with Adults in Your Family

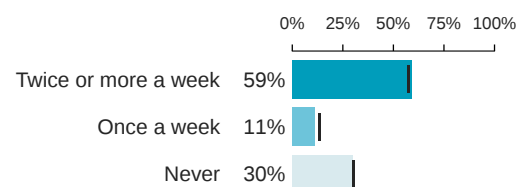


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| School District Average

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING



Children were asked what they want to be doing during the after-school hours of 3pm-6pm:

I am already doing the activities I want to be doing

76%

I wish I could do additional activities

28%

I am doing some of the activities I want, but I wish I could do more

4%

TOP WISHES

(Number of students)

| | |
|------------------------------------|----|
| Physical and/or outdoor activities | 32 |
| Friends and playing | 8 |
| Free time/relaxing | 4 |

TOP BARRIERS

(Number of students)

| | |
|--|----|
| I have to go straight home after school | 31 |
| The schedule does not fit the times I can attend | 22 |
| Other | 18 |

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

| | Not at all | 1x /week | 2x +/week |
|--|------------|----------|-----------|
| Educational lessons or activities | 78% | 11% | 11% |
| Art or music lessons | 70% | 14% | 16% |
| Youth organizations | 82% | 13% | 5% |
| Individual sports with a coach or instructor | 71% | 10% | 19% |
| Team sports with a coach or instructor | 61% | 13% | 26% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

56%

Yes

11%

No

33%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")



25%

Really care about me.



25%

Believe that I will be a success.



22%

Listen to me when I have something to say.



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

70%

Yes

13%

No

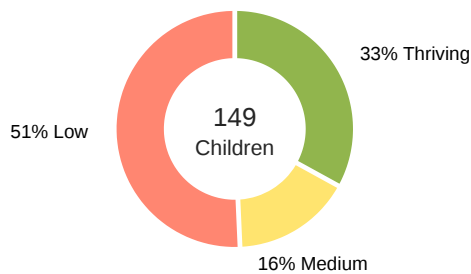
17%

Don't know

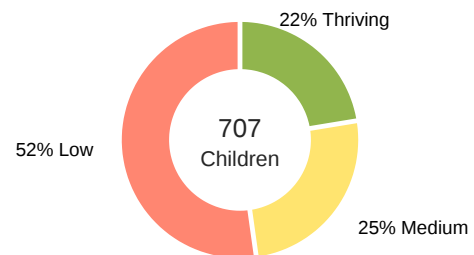


WELL-BEING INDEX

SARDIS SOUTH



CHILLIWACK

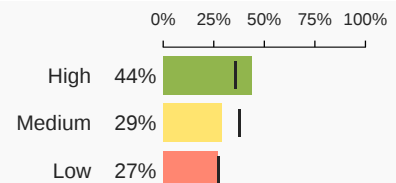


MEASURES COMPRISING THE WELL-BEING INDEX

| School District Average

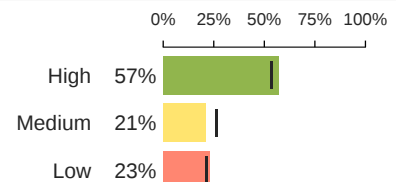
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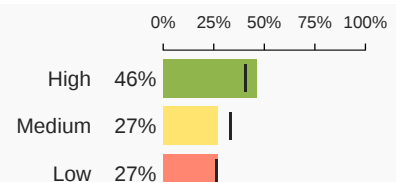
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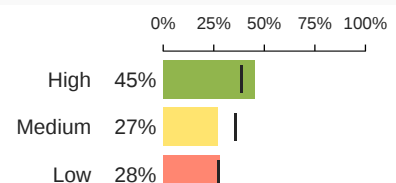
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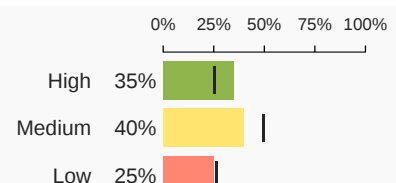
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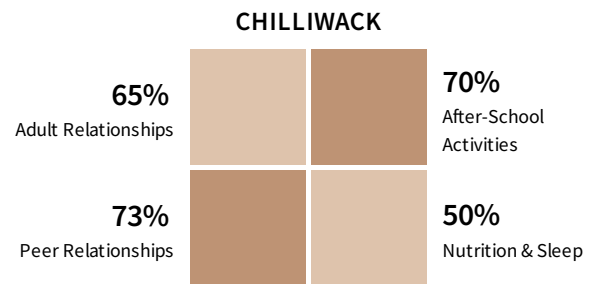
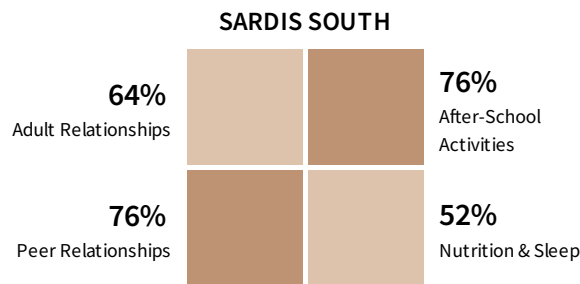
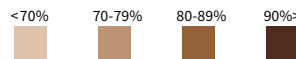
GENERAL HEALTH

Children are asked, "In general, how would you describe your health?"



ASSETS INDEX

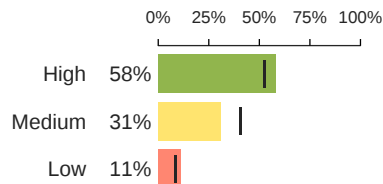
Percentage of children reporting the presence of an asset



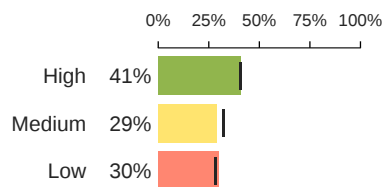
MEASURES COMPRISING THE ASSETS INDEX

ADULT RELATIONSHIPS

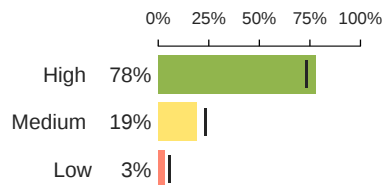
Adults at School



Adults in the Neighbourhood/Community

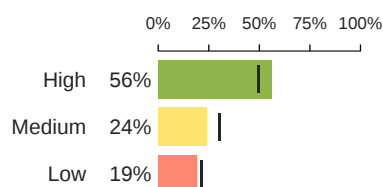


Adults at Home

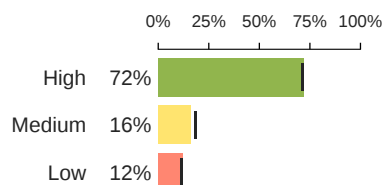


PEER RELATIONSHIPS

Peer Belonging

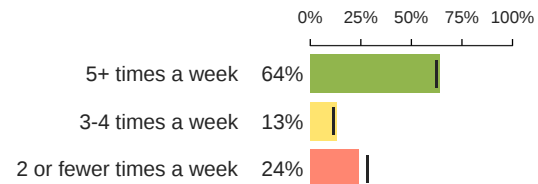


Friendship Intimacy

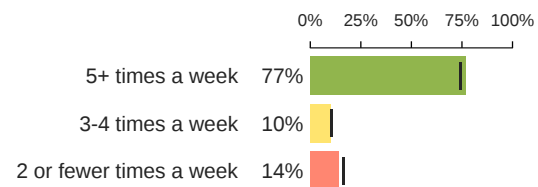


NUTRITION AND SLEEP

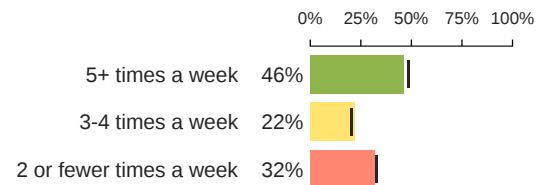
Eating Breakfast



Meals with Adults in Your Family

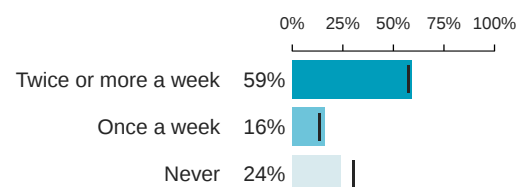


Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES

Any Organized Activity



| School District Average

USE OF AFTER-SCHOOL TIME

WHAT CHILDREN WISH TO BE DOING



Children were asked what they want to be doing during the after-school hours of 3pm-6pm:

I am already doing the activities I want to be doing

73%

I wish I could do additional activities

33%

I am doing some of the activities I want, but I wish I could do more

7%

TOP WISHES

(Number of students)

| | |
|------------------------------------|----|
| Physical and/or outdoor activities | 44 |
| Music and fine arts | 14 |
| Friends and playing | 12 |

TOP BARRIERS

(Number of students)

| | |
|--|----|
| I have to go straight home after school | 28 |
| I am too busy | 25 |
| The schedule does not fit the times I can attend | 25 |

AFTER-SCHOOL ACTIVITIES

Children were asked, "During last week AFTER SCHOOL (from 3 pm - 6 pm), how many days did you participate in":

| | Not at all | 1x /week | 2x +/week |
|--|------------|----------|-----------|
| Educational lessons or activities | 79% | 9% | 12% |
| Art or music lessons | 68% | 15% | 17% |
| Youth organizations | 86% | 10% | 3% |
| Individual sports with a coach or instructor | 72% | 10% | 18% |
| Team sports with a coach or instructor | 59% | 5% | 36% |



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE PLACES THAT PROVIDE PROGRAMS FOR KIDS YOUR AGE:

58%

Yes

13%

No

30%

Don't know

COMMUNITY BELONGING & SAFETY

IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE ADULTS WHO:

(Percentage of children who responded "very much true")



24%

Really care about me.



20%

Believe that I will be a success.



23%

Listen to me when I have something to say.



IN YOUR NEIGHBOURHOOD/COMMUNITY THERE ARE SAFE PLACES WHERE YOU FEEL COMFORTABLE HANGING OUT WITH FRIENDS:

74%

Yes

8%

No

18%

Don't know

MOVING TO ACTION WITH DISCOVERMDI.CA

MDI data can support planning, foster collaboration and inform action across schools, organizations and communities. There are many opportunities for working with your MDI results and there are examples of successful initiatives from across the province to learn from.

We encourage you to take time to visit **Discover MDI: A Field Guide to Well-being in Middle Childhood** at [discovermdi.ca](https://www.discovermdi.ca), an online resource where you can access information and research on the many aspects of well-being in middle childhood, resources and tools for understanding and sharing MDI data and to connect with MDI Champions who are working on similar issues in their schools and communities. Here are some key resources and tools to get you started:

UNDERSTAND YOUR MDI DATA

MDI reports provide information with both detail and depth into the social and emotional lives of children. Approach the results with a lens of curiosity, inquiry and appreciation. The Discover MDI Field Guide can walk you through [how to read and interpret your MDI data](https://www.discovermdi.ca/exploring-mdi-data/) (<https://www.discovermdi.ca/exploring-mdi-data/>). It also provides background research to support further understanding of the MDI data.

CHOOSING A FOCUS: THINK BIG, START SMALL

It may be overwhelming to consider the many opportunities for change presented in the MDI data. Where will your focus be? What results do you have some influence over? How will you make change? For example, if you are interested in the area of social and emotional development, the Discover MDI Field Guide provides in-depth information on the [MDI and its dimensions and measures](https://www.discovermdi.ca/intro-to-mdi-dimensions-and-indices/) (<https://www.discovermdi.ca/intro-to-mdi-dimensions-and-indices/>), including the [measures of social and emotional development](https://www.discovermdi.ca/social-emotional-development/) (<https://www.discovermdi.ca/social-emotional-development/>).

ENGAGING OTHERS

Increasing local dialogue on the importance of child well-being in the middle years is an excellent way to start improving outcomes for children. Once you are ready, review your MDI report with multiple audiences: children, parents and elders, caregivers and teachers, school administrators, after-school programmers, local early/middle childhood committees, local government and other community stakeholders. Visit the Discover MDI Field Guide for tips and tools to [widen the conversation and to think critically about the data together](https://www.discovermdi.ca/sharing-mdi-data/) (<https://www.discovermdi.ca/sharing-mdi-data/>).

MAKING CHANGE

The MDI provides opportunities to weave together data and local knowledge to create a change process that reflects the unique context of your school, district or community. The Discover MDI Field Guide's 'Making Change Workshops' support school and community change-makers through the process of facilitating exploration of MDI data, creating action teams and turning ideas into concrete plans. There are full facilitation guides for each workshop, paired with worksheets and companion slide decks. Explore [workshop resources](https://www.discovermdi.ca/workshops/) (<https://www.discovermdi.ca/workshops/>).

SHARING DATA WITH CHILDREN

Do the results surprise you or raise further questions? Conversations with children will help explore and clarify results in these areas. Sharing data with children will provide them with an opportunity to share their perspectives and ideas on how to create environments and interactions that help them thrive. If you are wondering how to involve children of all ages and their families in exploring these results, [explore MDI essential resources](https://www.discovermdi.ca/category/md-essentials/) (<https://www.discovermdi.ca/category/md-essentials/>).

BE INSPIRED AND CONNECT WITH OTHERS

Innovation happens when people build on ideas, rather than simply duplicating them. The Discover MDI Field Guide provides opportunities to learn from seasoned MDI Champions – [check out their stories and learn from their approaches](https://www.discovermdi.ca/making-change-with-the-mdi/), (<https://www.discovermdi.ca/making-change-with-the-mdi/>), explore the collection of [downloadable tools](https://www.discovermdi.ca/category/md-essentials/) (<https://www.discovermdi.ca/category/md-essentials/>) and [find upcoming training and learning opportunities](https://www.discovermdi.ca/category/news-and-events/) (<https://www.discovermdi.ca/category/news-and-events/>). Be inspired, edit, adapt or create new!

If you have any additional questions about the MDI project, please visit our website at earlylearning.ubc.ca/md-essentials/ or contact the MDI team at mdi@help.ubc.ca.

REFERENCES

INTRODUCTION TO THE MDI

Jacobs, R. H., Reinecke, M. A., Gollan, J. K., & Kane, P. (2008). Empirical evidence of cognitive vulnerability for depression among children and adolescents: A cognitive science and developmental perspective. *Clinical Psychology Review*, 28(5), 759–782. Science Direct.

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For all publications on the MDI including ones on reliability and validity visit, the [Discover MDI Field Guide](https://www.discovermdi.ca/references/) (<https://www.discovermdi.ca/references/>).



SCHOOL DISTRICT 33 | **Chilliwack**

SCHOOL DISTRICT REPORT

2021/2022 YDI PILOT PHASE 3



ACKNOWLEDGEMENTS

We gratefully acknowledge that we live and work on the unceded, ancestral, and traditional territories of the xʷməθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), Stó:lō, Səl̓ílwətał (Tsleil-Waututh), and kwikwəłəm (Kwkwetlem) Nations on the Burnaby Mountain Campus of Simon Fraser University.

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The YDI follows in the footsteps of the Middle Years Development Instrument (MDI) and other child development monitoring tools developed by the Human Early Learning Partnership (HELP) at the University of British Columbia. We thank HELP, and the HELP Aboriginal Steering Committee, for their support and guidance in building and implementing the YDI. We would also like to extend our sincere gratitude to YDI Co-Investigators Drs. Martin Guhn and Kimberly Schonert-Reichl for their ongoing collaboration and guidance, and to Drs. Naomi Dove, Kim Thomson, Michael Warren, Jessica Trach and Ms. Michelle Pang for their contributions to the project.

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YDI research is led by Principal Investigator Dr. Hasina Samji, Director of the Capturing Health and Resilience Trajectories (CHART) lab, Assistant Professor in the Faculty of Health Sciences at Simon Fraser University and Senior Scientist in Population Mental Well-being at the BC Centre for Disease Control.

The Youth Development Instrument was approved by the Behavioural Research Ethics Board, University of British Columbia, ID#: H20-02544.

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INTRODUCTION TO THE YDI

WHY DOES YOUTH MATTER?

Late adolescence is an important developmental period that defines future health, social, and well-being trajectories. During this time, youth experience remarkable physical, neurodevelopmental, and social changes. In turn, these changes impact how youth think, feel, and behave in the world (Dahl & Hariri, 2005; World Health Organization, 2021). For instance, youth's abilities to think abstractly, engage in more complex problem solving, and process information and stimuli in more nuanced ways are all a reflection of significant cognitive changes that occur during this developmental period (Zarrett & Eccles, 2006).

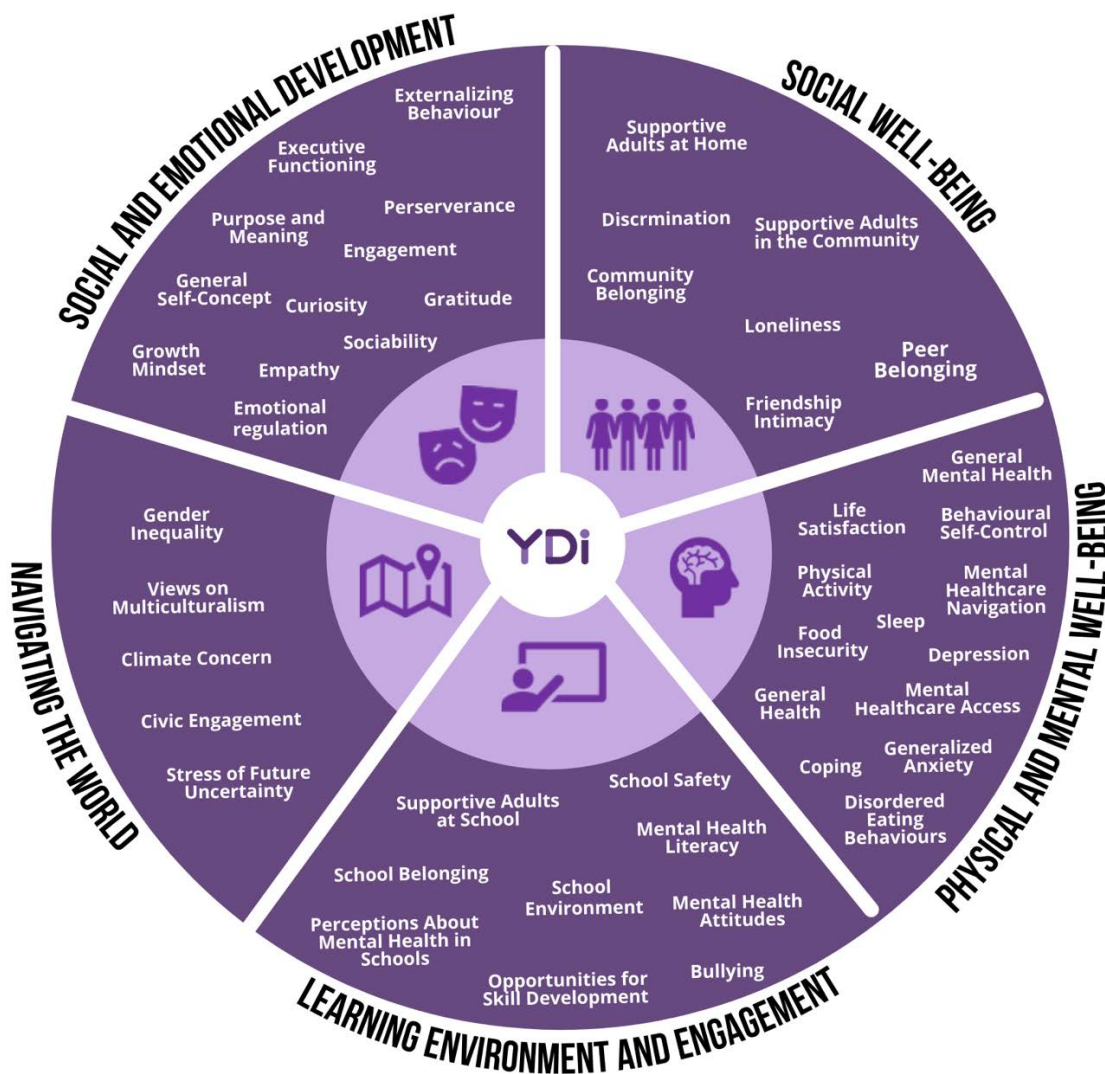
Youth also experience important changes in their social relationships, marked by growing autonomy from parents and caregivers to other influential relationships such as peers, romantic partners, and other adults in the community (Zarrett & Eccles, 2006). At the same time, new social roles and responsibilities are adopted (Scales et al., 2016). While these new roles may be challenging, early conditions that propel young people on positive trajectories can also help them navigate this challenging transition (Scales, 2016). As such, youth can achieve positive developmental outcomes when they are provided with opportunities, resources, and structures that enable them to establish healthy behaviours and build skills to overcome adversity.

WHAT IS THE YOUTH DEVELOPMENT INSTRUMENT?

Building on the work of the Early Development Instrument (EDI) and the MDI, the YDI is a self-report questionnaire that measures the health and well-being of Grade 11 students in British Columbia (BC). Data collected from the YDI offer insight into the health and well-being of young people through the survey's strengths-based approach and emphasis on developmental assets such as thriving, positive childhood experiences, and positive mental health. These assets, also known as 'cross-cutting domains', span the YDI's five dimensions: *Social and Emotional Development*, *Social Well-being*, *Learning Environment and Engagement*, *Physical and Mental Well-being*, and *Navigating the World*. Each of these dimensions is divided into several domains and subdomains that ask questions about myriad emotions, thoughts, perspectives, behaviours, and experiences.

These five dimensions strategically identify individual and contextual resources, opportunities, and practices that foster or hinder positive youth development. In addition, using data linkages, researchers can monitor how responses change over the life course and map out how current youth experiences effectively shape trajectories into emerging adulthood. In this way, the YDI provides a means to inform actionable policies and practices that support healthy trajectories across the lifespan.

YDI DIMENSIONS & SUBDOMAINS*



CROSS-CUTTING DOMAINS

Positive Childhood Experiences* | Positive Mental Health* | Impacts of COVID-19*

*selected subdomains included in the report

CONNECTING THE YDI TO THE BC CURRICULUM

The YDI illuminates both youth development and well-being, complementing BC's approach to learning.

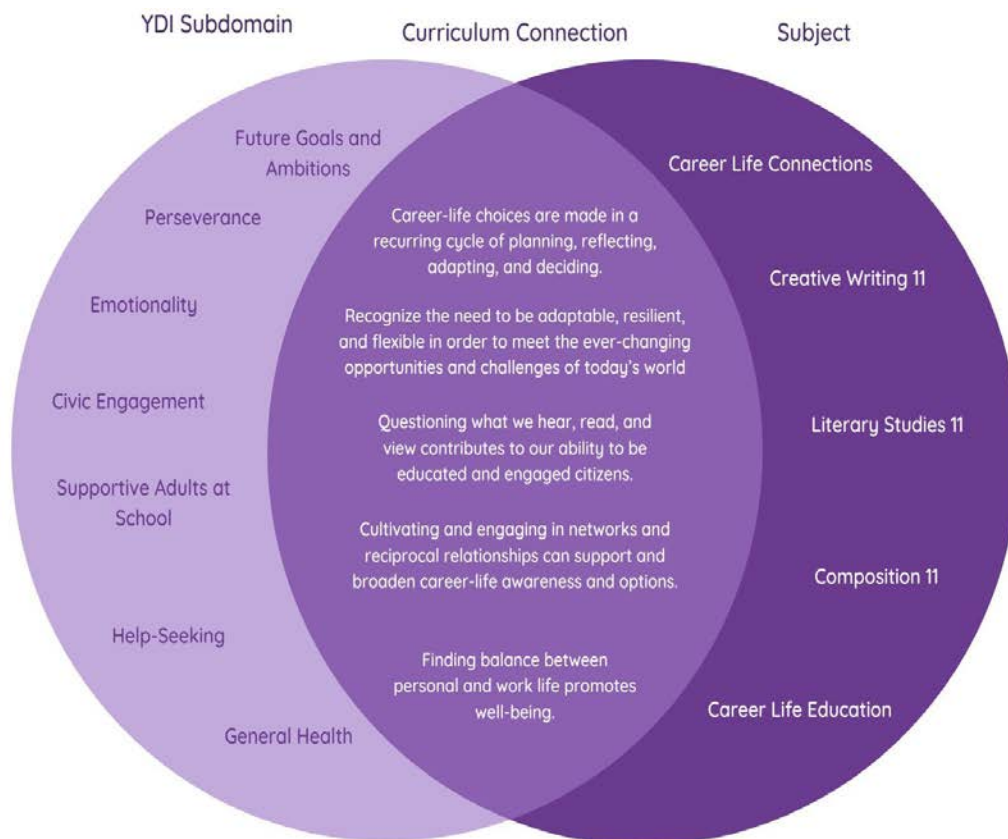


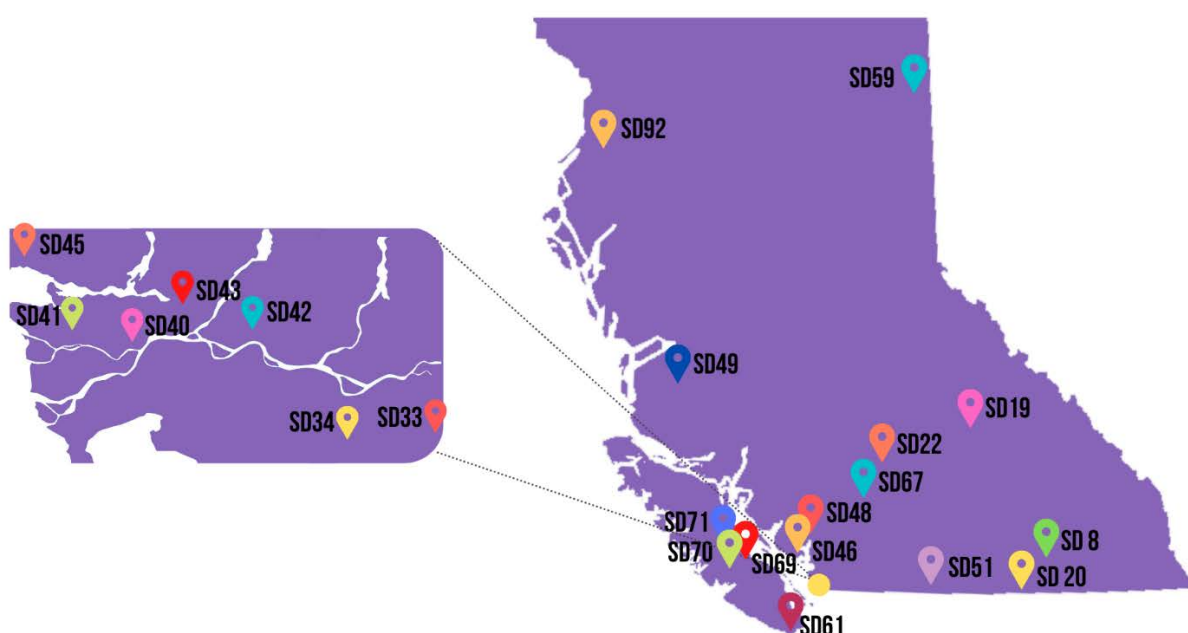
Figure 1. Examples of YDI construct connections to BC Curriculum

The YDI aligns with the BC Ministry of Education's [Mental Health in Schools Strategy](#). By sharing YDI findings on youth's development, health, and well-being through these school district reports, we believe YDI indicators can support schools in assessing student health and well-being, further working with students to implement health and well-being improvement strategies, and can be used to inform budgeting, planning, and allocating of resources for the next school year.

SCHOOL DISTRICT RESULTS

ABOUT THE DATA

This report contains data from Grade 11 students from 22 school districts and five independent schools that participated in the 2021/2022 YDI Pilot Phase 3. These participating districts are listed below. Please note that these data are from a select number of districts and are not representative of all BC students.



| | | |
|-----------------------------|--------------------------------------|-------------------------------|
| 8 Kootenay Lake | 42 Maple Ridge & Pitt Meadows | 61 Greater Victoria |
| 19 Revelstoke | 43 Coquitlam | 67 Okanagan-Skaha |
| 20 Kootenay-Columbia | 45 West Vancouver | 69 Qualicum |
| 22 Vernon | 46 Sunshine Coast | 70 Pacific Rim |
| 33 Chilliwack | 48 Sea to Sky | 71 Comox Valley |
| 34 Abbotsford | 49 Central Coast | 92 Nisga'a |
| 40 New Westminster | 51 Boundary | 99 Independent Schools |
| 41 Burnaby | 59 Peace River South | |

Many subdomains on the YDI are measured using a set of several questions called a "scale." Youth's responses within these subdomains are summarized by 1) converting their answers to each question into a numeric score and 2) adding these scores across the questions included in the scale. Each report includes subdomain results for youth in a particular district as well as youth in all participating districts.

Larger districts' results will be closer to overall results because their students represent a higher proportion of the total YDI sample. The results for each measure exclude data from students who did not respond to the specified item and/or indicated 'not applicable' as a response. To maintain student confidentiality, statistics calculated from the data of five or fewer students are not included in the report, and average statistics for all reported districts are displayed instead.

Selected subdomains chosen in collaboration with our school/district stakeholders are included in this report. Changes in YDI subdomains from the 2020/2021 YDI Phase 2 Pilot such as renaming some subdomains (e.g., general self-concept) and changes to survey items for certain subdomains (e.g., empathy) are flagged in the Technical Notes section. YDI subdomains that also appear on the MDI are marked with an asterisk (e.g., general self-concept*); a note is included for subdomains that also appear on the MDI, but are named slightly differently (e.g., school environment) or if the subdomain is similar but not the same (e.g., reduced number of items).

HOW THE RESULTS ARE SCORED

The YDI uses three primary categories of questions to measure subdomains: *Agreement Questions*, *Rating Questions*, and *Frequency Questions*. Subdomains containing unique question types are described in the results section.

Agreement Questions

For the majority of the questions on the YDI, youth indicated their level of agreement with a given statement. For example, students were presented with the following in the Loneliness subdomain:

Please indicate your agreement or disagreement with each of the following statements:

1. "I feel lonely"
2. "I often feel left out"
3. "There is no one I feel close to"

Rating Questions

Some subdomains contain questions that ask youth to provide a rating. For example, youth were asked the following in the General Health subdomain:

In general, how would you describe your health?

Frequency Questions

Other subdomains include questions that ask how frequently youth engage in certain activities or behaviours. These subdomains each contain their own frequency-specific scale that is reported accordingly. For example, youth answered the following in the Physical Activity subdomain:

Over a typical week, on how many days do you engage in moderate to vigorous physical activity for a total of at least 60 min?

AGREEMENT OPTIONS

- 5 = 'Agree a lot'
- 4 = 'Agree a little'
- 3 = 'Don't agree or disagree'
- 2 = 'Disagree a little'
- 1 = 'Disagree a lot'

RATING OPTIONS

- 5 = 'Excellent'
- 4 = 'Very good'
- 3 = 'Good'
- 2 = 'Fair'
- 1 = 'Poor'

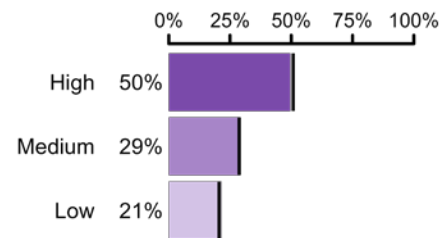
EXAMPLE FREQUENCY OPTIONS

- 0 days
- 1 day
- 2 days
- 3 days
- 4 days
- 5 days
- 6 days
- 7 days

HOW TO INTERPRET THE RESULTS

Students' subdomain scores are categorized as 'High', 'Medium' or 'Low'.

| SCORING | |
|------------------|--|
| ■ High: | Scores $\geq 80\%$ of the scale's max value (e.g. ≥ 12 out of 15) |
| ■ Medium: | $\geq 60\%$ and $< 80\%$ of max value (e.g. ≥ 9 to < 12 out of 15) |
| ■ Low: | Scores $< 60\%$ of max value (e.g. < 9 out of 15) |



e.g., self-esteem

Example interpretation:

50% of youth reported that they have high self-esteem. (Filled purple bars indicates school-specific results; black vertical line indicates average of reported districts). In the case that sample sizes are insufficient to report individual district results, a plot for the average of reported districts is displayed instead, in grayscale.

DEMOGRAPHICS

| POPULATION | | | |
|--|-----|------------------------|-----|
| Total Sample | | | 596 |
| GENDER IDENTITY | | | |
| Boy or man | 50% | Nonbinary | 5% |
| Girl or woman | 42% | In another way | 3% |
| SEXUAL ORIENTATION | | | |
| Straight or heterosexual | 73% | LGBTQIA | 27% |
| ETHNICITY | | | |
| Indigenous | 10% | East Asian | 5% |
| White | 78% | Southeast Asian | 4% |
| Black | 4% | South Asian | 4% |
| Latino | 2% | West Asian | 1% |
| Arab | 2% | Other | 4% |
| IMMIGRATION | | | |
| Born in Canada | 86% | Born outside of Canada | 14% |
| LANGUAGES | | | |
| English only | | | 81% |
| English and other language(s) | | | 8% |
| Other language(s) only | | | 11% |
| PARENT/GUARDIAN EDUCATION | | | |
| Graduate or Professional Degree (e.g., Masters, PhD) | | | 20% |
| University Degree (e.g., Bachelors) | | | 26% |
| College Program (e.g., diploma, certificate, apprenticeship) | | | 25% |
| High school or less | | | 16% |
| I don't know | | | 13% |
| FAMILY AFFLUENCE | | | |
| High | | | 39% |
| Medium | | | 42% |
| Low | | | 19% |

DEMOGRAPHICS DESCRIPTIONS

Population:

Total number of students whose data are included in this report.

Gender Identity:

Youth selected which best describes their current gender identity. If youth do not identify as “boy or man” or “girl or woman,” they may select “nonbinary” or “in another way” and then specify their gender identity.

Sexual Orientation:

Youth selected which best describes their sexual orientation and could select more than one category. LGBTQIA includes those who identified as gay or lesbian; bisexual, pansexual, or queer; asexual; questioning/unsure; and other.

Ethnicity:

Youth selected the ethnicity with which they self-identify. Youth of mixed descent can select more than one category. *Indigenous* includes those that identify as First Nations, Métis, or Inuit descent. *Arab* includes but is not exclusive to those that identify as Egyptian or Lebanese descent. *Black* includes but is not exclusive to those that identify as African, Afro-Caribbean, or African Canadian descent. *East Asian* includes but is not exclusive to those that identify as Chinese, Korean, Japanese, or Taiwanese descent. *Latino* includes but is not exclusive to those that identify as Latin American or Hispanic descent. *South Asian* includes but is not exclusive to those that identify as Indian, Pakistani, Punjabi, Bangladeshi, Sri Lankan, or Indo-Caribbean descent. *Southeast Asian* includes but is not exclusive to those that identify as Filipino, Vietnamese, Cambodian, Thai, or Indonesian descent. *West Asian* includes but is not exclusive to those that identify as Afghan, Iranian/Persian, or Turkish descent. *White* includes but is not exclusive to those that identify as European descent. *Other* represents those who identify with categories not listed above.

Immigration:

Youth indicated whether they were born in Canada or outside of Canada.

Languages:

Youth selected their first language(s) learnt at home from a variety of options. Responses were categorized into “English only,” “English and other language(s),” and “Other language(s) only.”

Parent/Guardian Education:

The highest level of education at least one parent has completed (e.g., if one parent has a master’s degree and another parent has a bachelor’s degree, parents are counted as part of the graduate level).

Family Affluence:

Family affluence was measured using a validated scale that contains youth-friendly indicators of socioeconomic status (e.g., owning a vehicle, number of family vacations

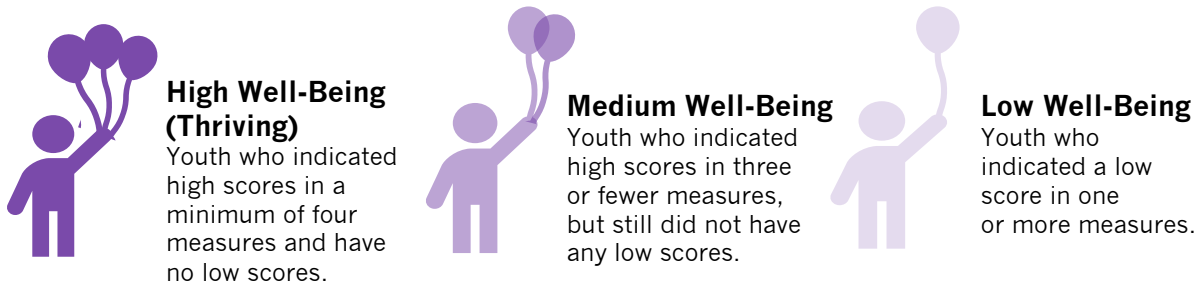
per year, etc.). Family affluence is categorized as low, medium, and high based on the sum score across all socioeconomic indicators.

WELL-BEING INDEX

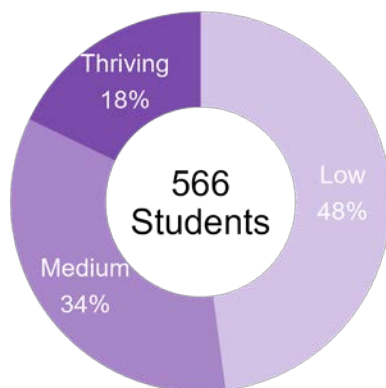
Adolescent well-being can be defined as “[having] the support, confidence, and resources to thrive in contexts of secure and healthy relationships, realizing their full potential and rights” (Ross et al., 2020). The YDI report includes a well-being index similar to the MDI to encourage trajectory mapping, but they are not directly comparable. Specific differences are listed in the Technical Notes section at the end of the report. Scores from these five measures are summed and categorized into three levels: High, Medium, and Low.



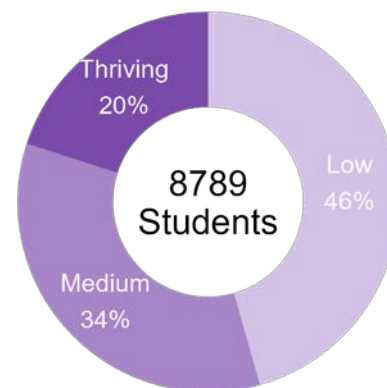
Please note that participants who had incomplete or invalid responses did not allow for their Well-Being Index to be computed and were therefore excluded. For example, while the total sample for all participating districts was 9,255 participants, 466 participants had incomplete or invalid responses which did not allow for their Well-Being Index to be computed.



Chilliwack



All Participating Districts



ASSETS INDEX

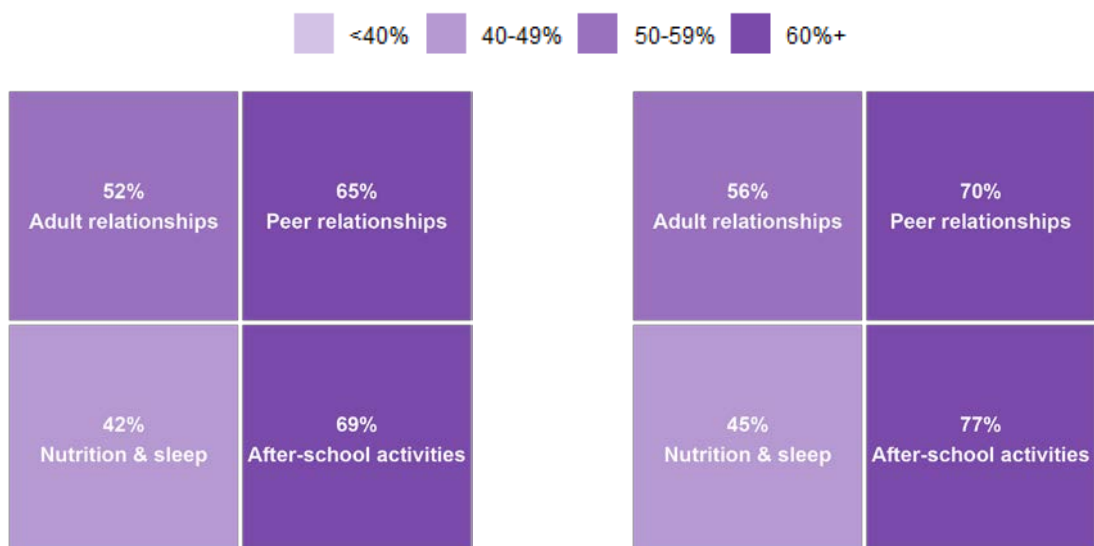
In contrast to the individual-level nature of the well-being index, assets are more contextual. They are considered experiences or relationships that contribute to healthy trajectories (HELP, 2021). What makes assets especially important is that they can be modified through changes in youth's environments (HELP, 2021). As such, schools have been identified as a key player in cultivating and enhancing students' assets.

This Assets Index is reproduced from the MDI and uses virtually the same indicators; specific differences are listed in the Technical Notes section at the end of the report, along with details of how the assets index is defined. The Assets Index is comprised of peer relationships, adult relationships, nutrition and sleep, and after-school activities. Subdomains within each asset are listed below.



Chilliwack

All Participating Districts



SOCIAL AND EMOTIONAL DEVELOPMENT

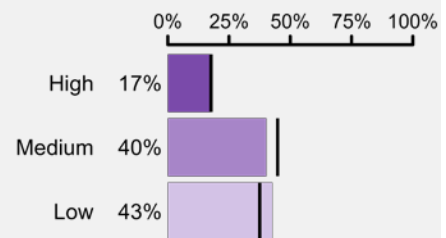


Social and emotional development encompasses the knowledge, attitudes, and skills involved in emotional management, positive goal setting, healthy relationship development, responsible decision-making, and effective problem-solving. These competencies are necessary for successfully navigating the social and emotional challenges that accompany the period of youth and emerging adulthood.

EMOTIONAL REGULATION

Youth's level of agreement with statements about how they regulate and express their emotions.

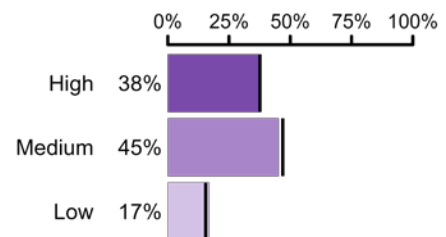
e.g., "When I want to feel more positive emotion, I change the way I'm thinking about the situation"



SOCIABILITY

Youth's level of agreement with statements about their social awareness, assertiveness, and emotional interactions with others.

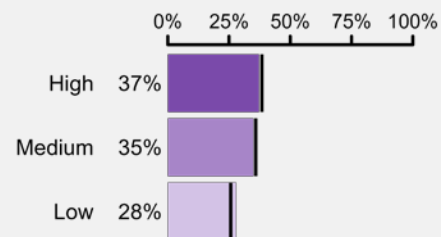
e.g., "I'm good at getting along with my classmates"



EMPATHY

Youth's level of agreement with statements about their ability to recognize and understand someone else's emotions and experiences.

e.g., "After being with a friend who is sad about something, I usually feel sad"

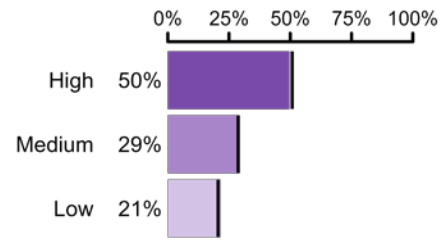


GENERAL SELF-CONCEPT*

Youth's level of agreement with statements about how they see and value themselves.

e.g., "A lot of things about me are good"

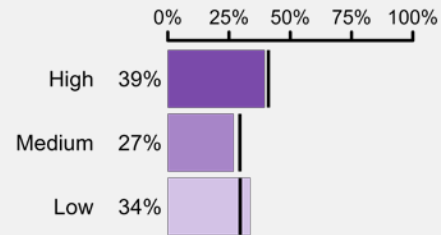
*called Self-Esteem on MDI



PURPOSE AND MEANING

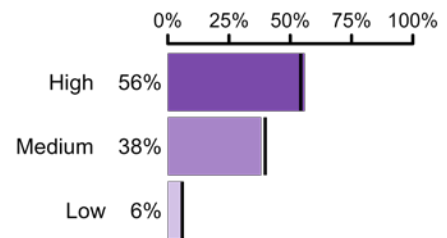
Youth's level of agreement with statements about having a meaningful life.

e.g., "My life has a clear sense of purpose"



GROWTH MINDSET

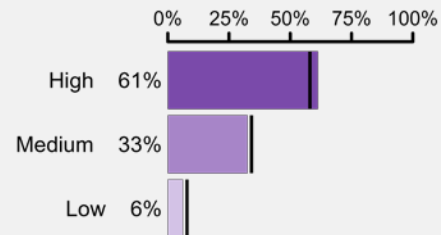
Youth's level of agreement with the statement "Your intelligence is something about you that you can't change very much"



PERSEVERANCE*

Youth's rating of their sense of self-discipline and work ethic.

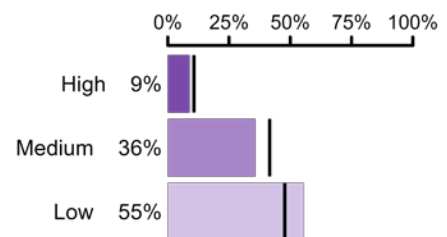
e.g., "I finish whatever I begin"



EXECUTIVE FUNCTIONING

Youth's level of agreement with statements about task-oriented skills such as planning, problem-solving, and self-monitoring.

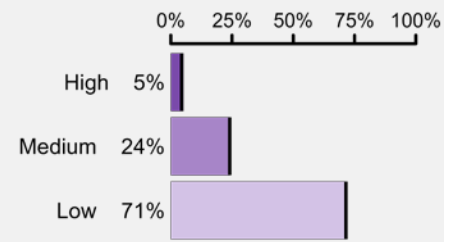
e.g., "It is easy for me to come up with a different solution if I get stuck when solving a problem"



EXTERNALIZING BEHAVIOUR

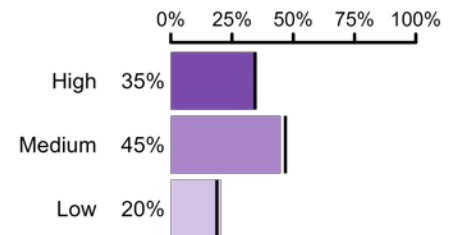
Youth's level of agreement with statements about exhibiting externalizing behaviour such as lack of rule-following and physical aggression.

e.g., "I break rules whenever I feel like it"



ENGAGEMENT

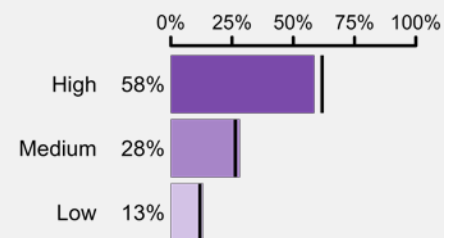
Youth's level of agreement with the statement "In most activities I do, I feel energized"



GRATITUDE

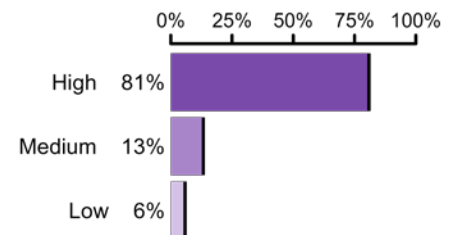
Youth's level of agreement with statements about feeling grateful about things in their lives.

e.g., "I feel thankful for everyday things"



CURIOSITY

Youth's level of agreement with the statement "I am curious, I want to know how things work"



RESEARCH HIGHLIGHTS

Social competence, including interpersonal skills and executive functioning, in early childhood is a significant predictor of positive outcomes in adult functioning. (Jones et al., 2015)

Empathy is positively associated with psychological well-being by being associated with perspective and bolstering positive self-identity. (Vinayak & Judge, 2018)

Social-emotional development is not separate from academic achievement; they are interrelated and necessary for children's development and success beyond the school context. (Aviles et al. 2006)

SOCIAL WELL-BEING

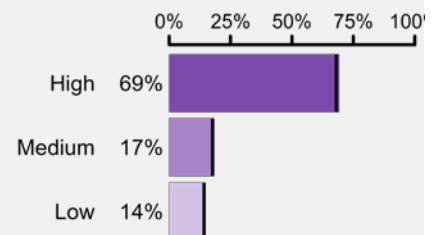


Social well-being assesses the quality of relationships with peers, family, and community members. Positive and healthy social relationships play an important role in promoting physical, mental, and emotional health during and beyond youth.

FRIENDSHIP INTIMACY*

Youth's level of agreement with statements about the closeness of their friendships.

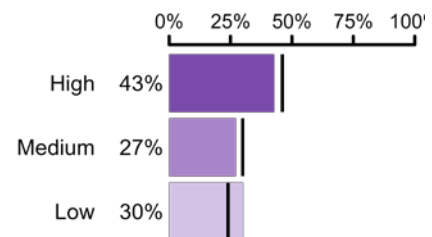
e.g., "I have at least one really good friend I can talk to when something is bothering me"



PEER BELONGING*

Youth's level of agreement with statements about their sense of belonging to a social group.

e.g., "I feel part of a group of friends that do things together"

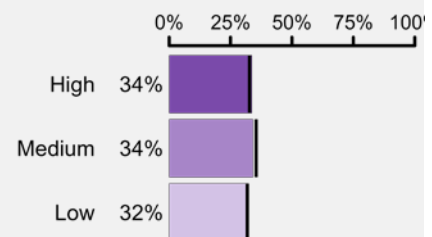


SUPPORTIVE ADULTS IN THE COMMUNITY*

Youth's level of agreement with statements about how supported they feel by the adults in their community.

e.g., "In my neighbourhood/community, there is an adult who really cares about me"

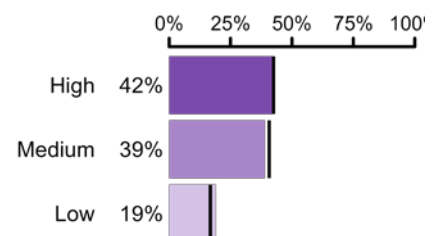
*called Supportive Adults in the Neighbourhood on the MDI



COMMUNITY BELONGING

Youth's rating of their sense of belonging to their community, including geographic community, cultural community, etc.

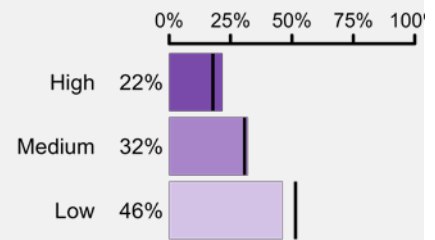
e.g., "How would you describe your sense of belonging to your local community?"



LONELINESS

Youth's level of agreement with statements about experiencing feelings of exclusion and social isolation.

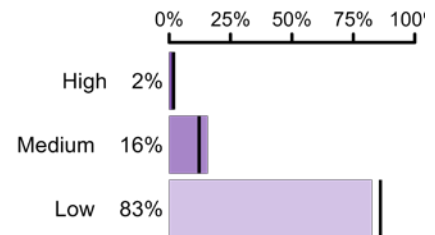
e.g., "I often feel left out"



DISCRIMINATION

How frequently youth reported experiencing discrimination.

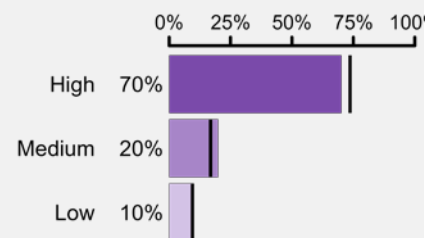
e.g., "In your day-to-day life, how often are you are treated with less courtesy or respect than other people?"



SUPPORTIVE ADULTS AT HOME*

Youth's level of agreement with statements about how supported they feel by the adults at home.

e.g., "In my home, there is a parent or another adult who really cares about me"



RESEARCH HIGHLIGHTS

Social relationships are important for children's health and life satisfaction. Positive relationships with adults at home, school, and in communities are associated with children's perceived health. (Gadermann et al, 2016)

Neighbourhood cohesion in adolescence can be protective for youth, especially for those who have experienced adversity. (Kingsbury et al., 2020)

Parenting practices have implications for academic achievement, psychosocial development, emotional stability, and successful transitions into adulthood. (Madden et al. 2015)

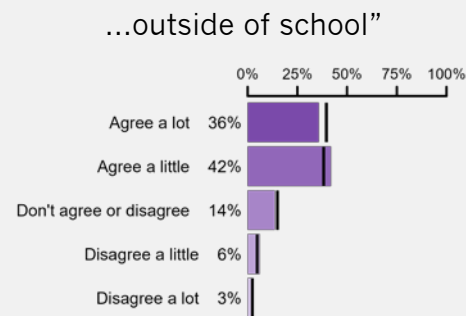
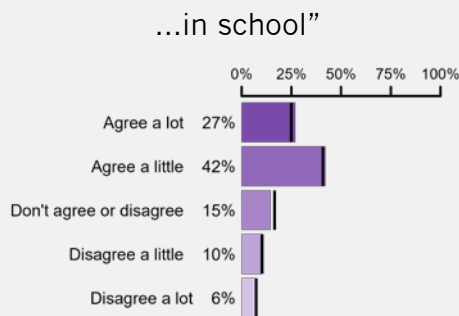
LEARNING ENVIRONMENT AND ENGAGEMENT



The learning environment and engagement dimension seeks to understand youth's experiences at school, including their feelings and experiences regarding their academic work, the school environment, and the broader school community.

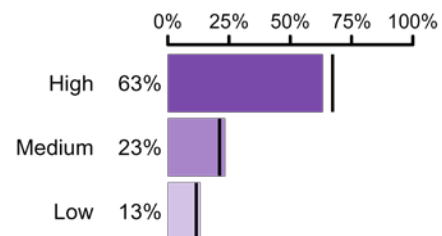
OPPORTUNITIES FOR SKILL DEVELOPMENT

Youth's level of agreement with the statement "I have opportunities to develop skills that will be useful later in life (like job skills and skills to care for others)..."



SCHOOL SAFETY

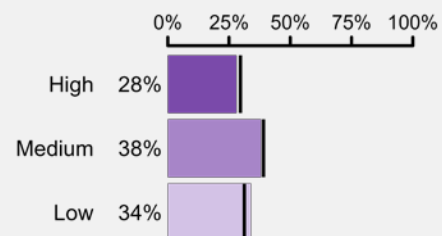
Youth's level of agreement with the statement "I feel safe at my school"



SCHOOL BELONGING*

Youth's level of agreement with statements about their sense of belonging at school.

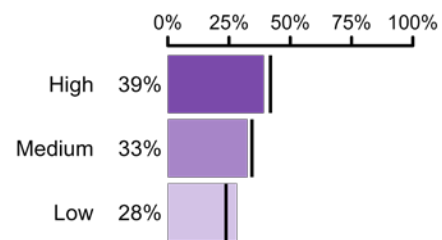
e.g., "I feel like I belong in this school"



SUPPORTIVE ADULTS AT SCHOOL*

Youth's level of agreement with statements about how supported they feel by the adults at their school.

e.g., "At my school, there is an adult who really cares about me"

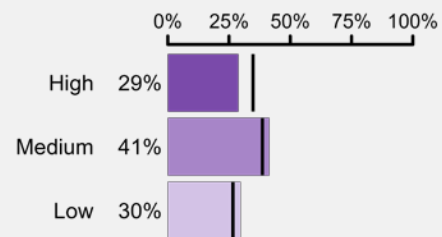


SCHOOL ENVIRONMENT*

Youth's level of agreement with statements about the social atmosphere of the school, including the relationships and interactions between and amongst students and staff.

e.g., "Teachers and students treat each other with respect in this school"

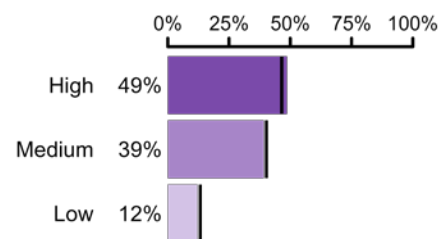
*called School Climate on the MDI



PERCEPTIONS ABOUT MENTAL HEALTH IN SCHOOLS

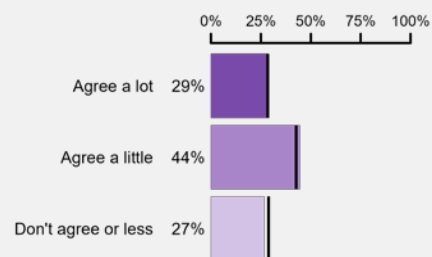
Youth's level of agreement with statements about their school's supportive climate surrounding mental health.

e.g., "People at my school talk openly about mental health"



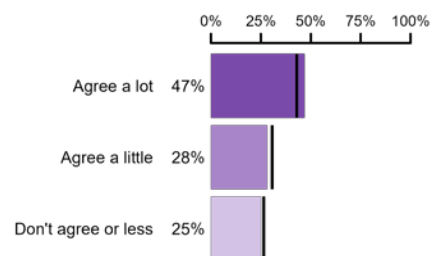
MENTAL HEALTH LITERACY

Youth's level of agreement with the statement "I would know how to help a friend who is constantly feeling worried, nervous, or down all the time."



MENTAL HEALTH ATTITUDES

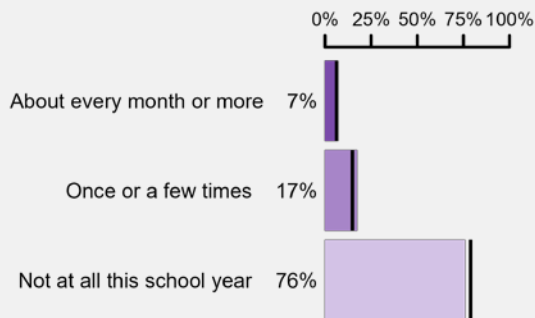
Youth's level of agreement with the statement "I would be happy to develop a close friendship with someone who has a mental health issue."



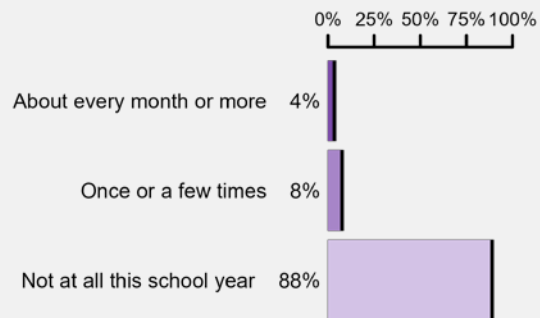
BULLYING*

How frequently youth reported experiencing bullying or harassment during the school year, including physical, social, verbal, and/or cyberbullying.

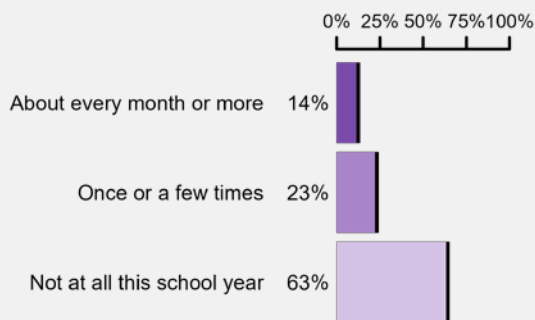
Cyberbullying (e.g., online messaging)



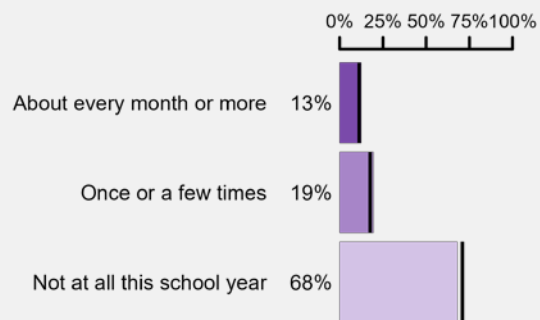
Physical Bullying (e.g., hit or kicked)



Social Bullying (e.g., exclusion, gossip)



Verbal Bullying (e.g., threatened, teased)



RESEARCH HIGHLIGHTS

School connectedness has been shown to be important for promoting academic achievement and averting negative behaviours. (CDC, 2009)

Social investments in student-teacher relationships may be beneficial for student academic motivation. (Scales et al, 2020)

A school climate characterized by supportive adults and anti-bullying attitudes can help prevent bullying. (Wang, Berry, & Swearer, 2013)

PHYSICAL AND MENTAL WELL-BEING

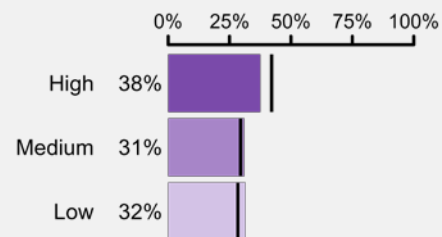


Physical and mental well-being provides a description of habits, behaviours, and exposures that shape both physical and mental well-being. It also asks about youth's experiences accessing and utilizing different healthcare services. This dimension of the YDI helps identify risk factors that may be important for averting poor health trajectories in emerging adulthood.

GENERAL HEALTH*

Youth's rating of their overall health.

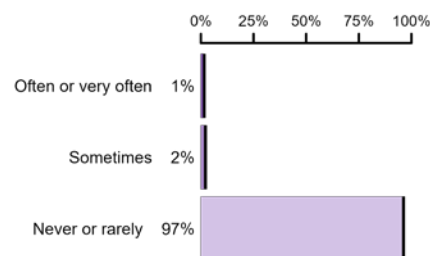
e.g., "In general, how would you describe your health?"



FOOD INSECURITY

How frequently youth reported experiencing food insecurity in the past 12 months.

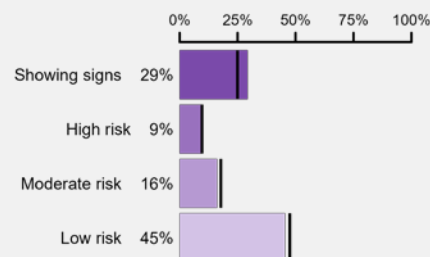
"In the past 12 months, did you [and other household members] worry that food would run out before your family got money to buy more?"



DISORDERED EATING BEHAVIOURS

Youth's level of risk of developing an eating disorder based on the *InsideOut Institute Screener* (2018). "Showing signs" indicates sub-threshold or threshold eating disorder.

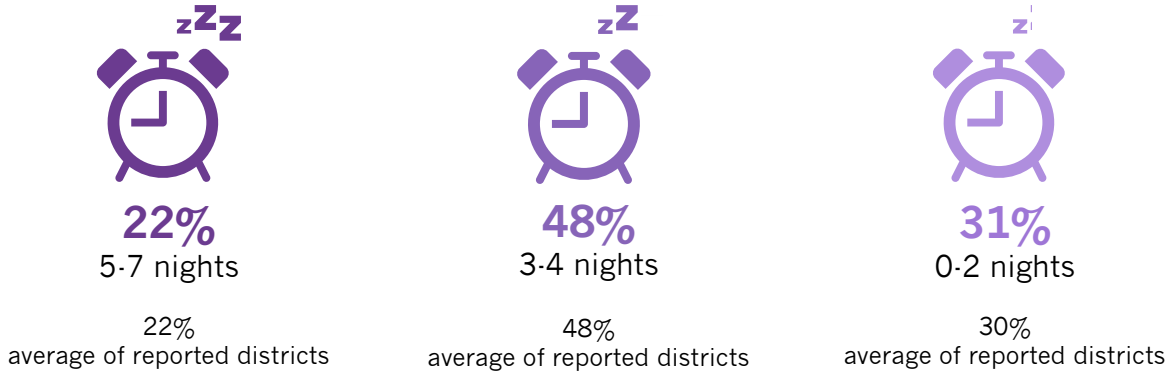
e.g., "Do you feel like food, weight, or your body shape dominates your life? For example, experiencing constant thoughts about food, weight or your body"



SLEEP*

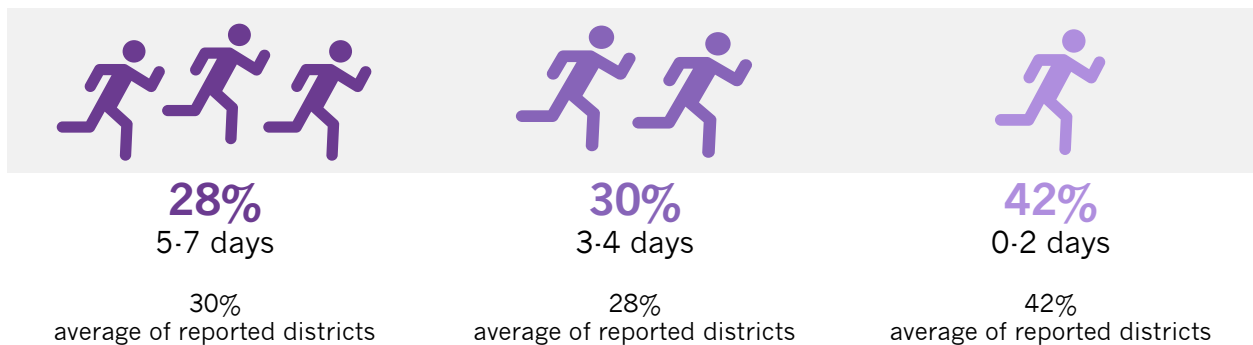
Number of nights per week youth reported having a good night's sleep.

e.g., "How often do you get a good night's sleep?"



PHYSICAL ACTIVITY

Number of days per week youth reported engaging in moderate to vigorous physical activity for at least an hour.

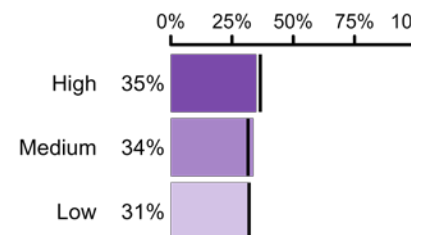


LIFE SATISFACTION*

Youth's level of agreement with statements about how content they are with their lives.

e.g., "I am happy with my life"

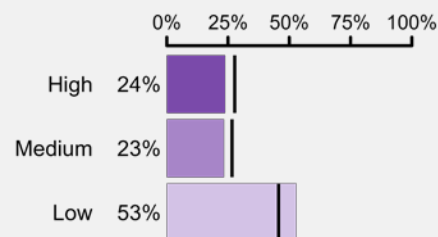
*called Satisfaction with Life (Happiness) on the MDI



GENERAL MENTAL HEALTH

Youth's rating of their overall mental health.

e.g., "In general, would you say your mental health is...?"



DEPRESSION

Depression was examined using a modified version of the Patient Health Questionnaire (PHQ-8). Please note that the PHQ-8 is used as a screening tool and is not designed to provide a diagnosis of depression. Youth with a sum score of ten or above are considered to have screened positive for depression.

e.g., "Over the last two weeks, how often have you been bothered by feeling down, depressed or hopeless?"

45%
screened positive
for depression
(scored ten or above)

40%
average of reported districts

GENERALIZED ANXIETY

Generalized anxiety was examined using the Generalized Anxiety Disorder 2-item scale (GAD-2). Please note that the GAD-2 is used as a screening tool and is not designed to provide a diagnosis of generalized anxiety. Youth with a sum score of three or above on the GAD-2 are generally considered to have screened positive for generalized anxiety.

e.g., "Over the last two weeks, how often have you been bothered by feeling nervous, anxious, or on edge?"

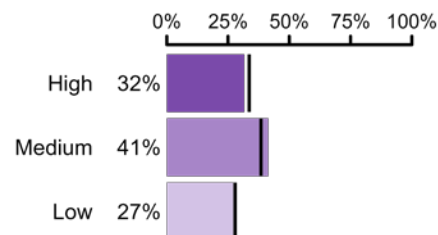
45%
screened positive on the
GAD-2 for generalized
anxiety
(scored three or above)

41%
average of reported districts

BEHAVIOURAL SELF-CONTROL

Youth's rating of their ability to handle unexpected and difficult problems.

e.g., "In general, how would you rate your ability to handle unexpected and difficult problems such as a family or personal crisis?"



MENTAL HEALTHCARE ACCESS

The percentage of youth who reported feeling the need for professional help for mental health concerns but did not seek help in the past six months.

42%
reported an unmet mental
healthcare need

38%
average of reported districts

MENTAL HEALTHCARE NAVIGATION

The percentage of youth who agreed that they would prefer to get help for a mental health, emotional, or substance use problem from each of the sources below.



65%
prefer to get
help in person

65%
average of
reported districts



19%
prefer to get
help over the
phone/helpline

22%
average of
reported districts



22%
prefer to get
help on the
Internet

23%
average of
reported
districts



23%
prefer to get to
talk over
videocall

25%
average of reported
districts



35%
probably
wouldn't
seek
professional
help

34%
average of
reported districts

COPING

The percentage of youth who reported engaging in the activities below to help them manage any distressing events, such as the COVID-19 pandemic.



79%

connect with family, friends, or romantic partners, or pets

82%

average for reporting districts



18%

seek external support in school or outside of school (e.g., teachers, counsellors, Elders, mental health websites/apps)

20%

average for reporting districts



59%

exercise or spend time outdoors

67%

average for reporting districts



75%

use technology or social media playing video games

78%

average for reporting districts



55%

turn to extracurricular activities, or spiritual or religious practice

58%

average for reporting districts



28%

use another coping mechanism (e.g., eating more than usual, using substances)

29%

average for reporting districts

RESEARCH HIGHLIGHTS

Longer sleep time has been linked to healthier emotional regulation, higher academic performance, and greater quality of life. (Chaput et al, 2016)

Schools are an opportunistic environment for integrating physical activity (e.g. physical education, extracurricular activities, etc.). (Beauchamp, Puterman, & Lubans, 2018)

Unmet mental health needs can place youth at greater risk for social and economic implications later in life. (Malla et al, 2018)

NAVIGATING THE WORLD

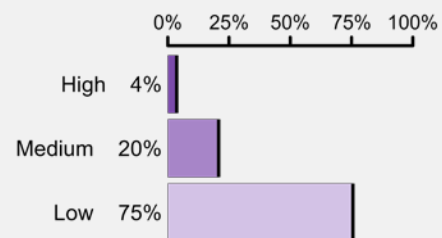


Navigating the world captures a variety of subdomains that ask youth to think about how they envision their future and encourages them to reflect on their local and global environment. As youth are preparing to enter early adulthood, understanding their long-term goals, values, concerns and how they fit in their larger setting is important.

GENDER INEQUALITY

Youth's level of agreement with statements about gender inequality.

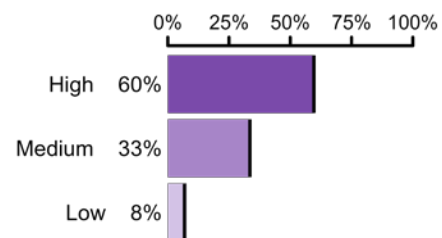
e.g., "On the whole, men make better political leaders than women do"



VIEWS ON MULTICULTURALISM

Youth's level of agreement with statements about the importance of cultural and ethnic diversity in Canada and within society.

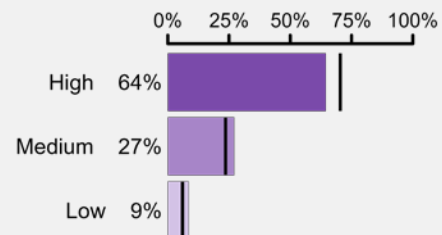
e.g., "We should recognize that cultural and racial diversity is a fundamental characteristic of Canadian society"



CLIMATE CONCERN

Youth's level of agreement with statements about the severity of climate change.

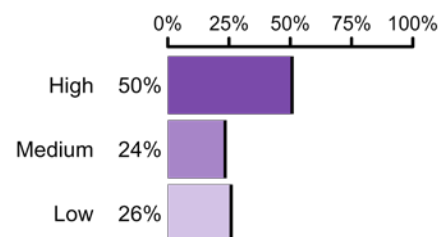
e.g., "Regarding climate change, I feel that the threat should be taken more seriously"



STRESS OF FUTURE UNCERTAINTY

Youth's rating of how stressed they feel about decisions regarding their future.

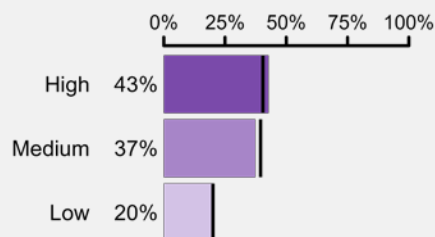
e.g., "e.g., "Please rate whether the following has been a source of stress for you: Having to make decisions about future work or education"



CIVIC ENGAGEMENT

Youth's level of agreement with statements about their engagement with politics, current events, philanthropy, and community-led problem-solving.

e.g., "How much would you agree that you have strong feelings about politics?"



RESEARCH HIGHLIGHTS

Being involved in the community improves society as a whole and improves the well-being of the helper.

(Thoits & Hewitt, 2001)

Emotional and sociocognitive competencies (e.g., empathy, prosociality, and future orientation) are bi-directionally linked to both organized and informal forms of civic engagement.

(Metzger et al., 2018)

High academic aspirations among youth have been linked to less mental health concerns among youth. Conversely, low aspirations predict the onset of mental health problems.

(Almroth et al., 2018)

CROSS-CUTTING DOMAINS

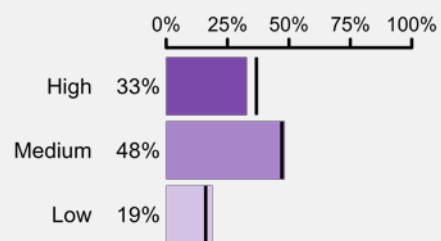
In addition to its five dimensions, the YDI measures other strengths-based indicators of positive youth development that transcend the dimensions. Known as cross-cutting domains, these indicators are broadly shaped by a combination of emotional, social, physical, mental competencies and experiences that act as both promoters towards positive trajectories and buffers against adverse youth outcomes.

POSITIVE CHILDHOOD EXPERIENCES (PCEs)

PCEs lead to increased resilience to adversity. They include:

- the ability to discuss feelings with family;
- having family support during difficult times;
- participating in community traditions;
- having a sense of belonging in school;
- feeling supported by friends;
- having two invested non-parental adults and;
- feeling safe at home.¹

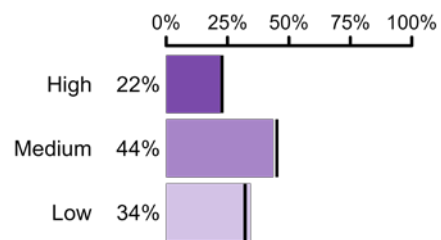
Results are based on the number of reported PCEs: High (7), Medium (3-6), and Low (0-2).



POSITIVE MENTAL HEALTH

Positive mental health was assessed using the Warwick-Edinburgh Mental Well-being Scale (WEMWBS).² The WEMWBS is a seven-item scale that asks how frequently youth have experienced clear and healthy thought patterns, positive self-perception, effective problem-solving abilities, autonomous decision-making, etc. in the last two weeks.

Results are based on the sum scores across the seven items in the scale. The maximum score is 35. High (28+), Medium (21-27), and Low (0-20).



¹ Bethell et al., 2019

² Tennant et al., 2007

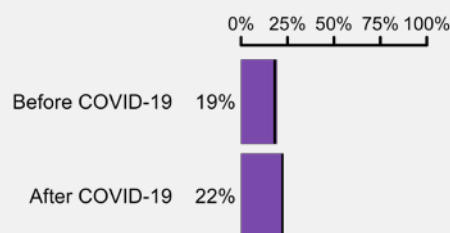


IMPACTS OF COVID-19

In light of the COVID-19 pandemic, the YDI included an extra section asking youth about the impact of the pandemic and associated public health measures on their physical and mental health, their relationships, and their quality of life. Giving youth the opportunity to identify areas where they are struggling during the pandemic enables us to take steps towards implementing the appropriate supports and resources. This section draws on questions from the BC Children's Personal Impacts of COVID-19 survey, co-led by Dr. Evelyn Stewart and Dr. Hasina Samji. For more information about the Personal Impacts of COVID-19 survey, visit <https://www.bcchr.ca/POP/our-research/pics>.

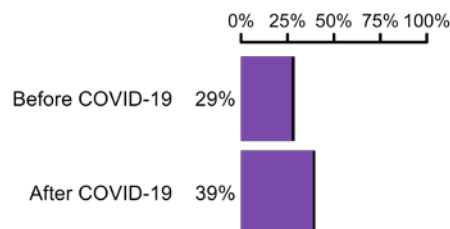
PHYSICAL HEALTH

The percentage of youth rating their physical health as 'poor' or 'fair' before COVID-19 compared to during COVID-19.



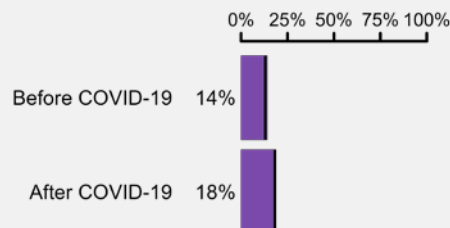
MENTAL/EMOTIONAL HEALTH

The percentage of youth rating their mental/emotional health as 'poor' or 'fair' before COVID-19 compared to during COVID-19.



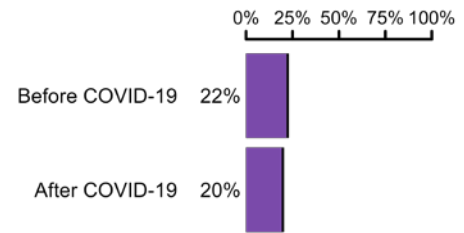
QUALITY OF LIFE

The percentage of youth rating their quality of life as 'poor' or 'fair' before COVID-19 compared to during COVID-19.



RELATIONSHIPS

The percentage of youth rating their relationships as 'poor' or 'fair' before COVID-19 compared to during COVID-19.



TECHNICAL NOTES

WELL-BEING INDEX

The YDI uses related but distinct well-being indicators compared to the MDI well-being index. Specific differences are as follows: optimism is measured on the MDI via items from the Resiliency Inventory Subscale (Noam and Goldstein, 1998) whereas it is measured on the YDI via the Warwick Edinburgh Mental Well-being Scale (Tennant et al., 2007); absence of sadness is measured on the MDI via items from the Seattle Personality Questionnaire (Kusche et al., 2008) whereas it is measured on the YDI via the eight-item Patient Health Questionnaire Depression Scale or PHQ-8 (Kroenke et al., 2009); and the happiness/life satisfaction indicator uses only three of the five items used on the MDI. These differences mean that the MDI and YDI well-being indices are not directly comparable.

ASSETS INDEX

The YDI assets index has certain differences to the MDI assets index, but the two indices are largely comparable. Specifically, within the nutrition and sleep asset, the 'Sleep' subdomain includes a question which varies from the MDI – while the MDI asks how often respondents get a good night's sleep, the YDI asks how many hours of sleep youth get on average per night. Within the same asset, the 'Eating with Adults,' subdomain asks how often youth's parents or other adult family members eat meals *or snacks* with them, rather than meals alone as it appears on the MDI. In the after-school activities asset, the 'Extracurricular Activities' subdomain varies from the MDI to contextualize the question to youth. For example, the MDI specifies these activities as after-school activities respondents participate in between about 3-6PM while the YDI specifies these as extra-curricular activities youth participate in anytime outside of school hours. As well, response options were changed from the MDI to target a youth audience.

With regards to how assets are defined in the index, peer and adult relationships assets were considered as 'present' if the relevant subdomains had a 'medium' or 'high' score. The nutrition and sleep asset was considered as 'present' if the relevant subdomains had a score of three or more times a week. The after-school activities asset was considered as 'present' if students participated in at least one extra-curricular activity per week.

SUBDOMAINS

Since the 2020/2021 YDI survey, changes have been made to the 2021/2022 YDI survey as a result of continued validation of the survey including psychometrics analysis, feedback received from stakeholders and respondents, and an effort to reduce the survey length. Thus, changes have been made to the 2021/2022 YDI school district reports

since the previous year's reports. These changes include revisions in how certain indicators are measured (i.e. scale changes), the removal of certain items within subdomains, and the inclusion of new subdomains based on feedback received from schools and districts as to which types of data are most valuable to them.

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