



World Class Learning in a Rural Environment

**November 19, 2019**  
**Superintendent/Secretary Treasurer Report**  
*Presented at the Education Partnership Committee,  
 and Regular Meeting of the Board of Education*

**1. November Enrollment notes**

- Slight changes from October's enrollment – down two students overall
- Indigenous Learners – 87 students or 19.1% of our student population
- Students with diverse learning needs – 55 students or 12.1% of our student population

➤ Below is the monthly enrollment chart by school and grade:

My Education BC: Student Enrollment Numbers																
As of:	Nov 15															
Grade:	Gr.K	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	TOTALS	Oct	Dif
ALDL	1	0	1	4	0	3	3	3	3	4	1	1	11	35	34	1
BES	1	5	4	4	3									17	17	0
EES	2	3	1	0	2	1	0	7						16	16	0
LESS	5	7	9	5	5	8	7	10	10	8	4	6	5	89	91	-2
NES	27	24	11	18	24	22	24	24						174	175	-1
NSS									28	20	32	26	16	122	122	0
<b>TOTAL</b>	36	39	26	31	34	34	34	44	41	32	37	33	32			
<b>District Total</b>														453	455	-2

**1. Minister of Child and Family Development, Katrine Conroy, officially announces a new Child Care Centre for New Denver and Area children and families**

➤ Minister Katrine Conroy visited Lucerne School on Friday, November 15<sup>th</sup> to officially announce that the school district has been successful in its application for a new child care centre



*Minister Katrine Conroy Announces New Goat Mountain Child Care Centre Funding*

➤ Goat Mountain Kids Child Care Centre, will be co-located at Lucerne Elementary Secondary School in two unused classrooms, and an unused hallway on the lower level of the school building

➤ We are honoured that Minister Conroy, who has a long history of supporting Early Childhood Education,

was in attendance along with local mayors, school trustees, representatives of the Goat Mountain School Society (our non-profit society partner), members of the local Child Care Committee, and parents and their young children

➤ The school district has received a total of \$742,000 for the project: \$492,000 from the MCFD New Spaces Child Care fund and \$250,000 from the Columbia Basin Trust Child Care Capital fund to support construction of a new child care facility, accessibility ramps and dedicated outdoor play area



*Board Vice-Chair Lora Lee Brekke*

learning and seamless transitions to K-12 (Strategic Plan Goal 1) and also strengthens connection with community (Strategic Plan Goal 2)

- Sixteen new 0-5 year old child care spaces and thirty before and after school child care spaces will be created through construction of the new centre, providing much needed child care to the families and children – there is currently no full time licensed child care in the New Denver area
- Next steps include posting Requests For Proposals for project management and construction, beginning architectural drawings, and meeting with Goat Mountain School Society to begin framing the partnership and project parameters
- Creating this child care centre both fosters early

## **2. NSS Climbing and Bouldering Wall Project Update**

- Equipment and materials have now been ordered for the climbing and bouldering walls to be constructed at the NSS Gym and an inventory of donated building materials completed
- The bouldering wall will be built in the current weight room just off the main gymnasium, and is scheduled to begin construction in December with expertise from our two district carpenters
- Climbing wall construction by Madden Construction is scheduled to begin the week of December 16<sup>th</sup> with some assistance from district carpenters
- Manager of Operations, Art Olson, is working with our local Fire Chief to ensure that fire safety is not compromised as a result of the climbing wall installation
- We all look forward to bringing the dream of this project to reality as was visioned by the NSS senior outdoor education class over two years ago
- When completed, the project will support physical literacy and student learning during the school day as well as provide community use in evening or weekend times strengthening both Goal 1: Enhance Teaching and Learning and Goal 2: Cultivate Community Connections and Relationships

## **3. New CUPE casual Bus Drivers and new School Bus**

- Relief is finally in store, as we have recently hired three new bus drivers to assist with the Fauquier bus route and provide casual bus drivers for our other bus routes
- Since early September, the district has been facing a shortage of qualified drivers which has involved significant challenges for students and schools
- A special thanks to our Manager of Operations and Transportation and Executive Assistant/HR Manager who have gone the extra mile (pun intended) to deal with many very difficult challenges, yet managed to keep bus routes and field studies happening despite the barriers
- A new replacement school bus has also been delivered, further assisting our student transportation needs. This helps for two reasons: older busses require additional servicing and the Board added an additional bus route to serve Burton Elementary School this school year

## **4. November 8<sup>th</sup> Pro-D day Report**

- High quality professional learning is a cornerstone of Goal 1 in our Strategic Plan: Enhance Teaching and Learning
- On our most recent Pro-D day, we offered powerful learning opportunities for teachers, education assistants, bus drivers, custodians and school secretaries
- Our learning staff (teachers, EAs, PVPs and district staff) engaged in a day of professional learning focussed on assessment
- From examining Ministry Proficiency Scales corresponding with the K-9 Reporting Order Pilot, to delving into district and provincial assessment data and learning ways to improve literacy and numeracy, our educators engaged in deeper learning about assessment practices proven to move learning forward

- Custodians and school secretaries were busy learning ergonomic practices that they can use each day in their work to ensure better physical well-being and safe work practices with Occupational Therapist, Martha Clark from Nelson
- Bus drivers had a great day working on another Module of the Canadian School Bus Driver Training Module 2: Part A: Attitude and Part B: Defensive Driving Principles and Practices
- Many thanks to ALELA for providing the lunch for teachers, EAs, custodians and school secretaries!

## 5. Teacher Professional Learning Continues

- In recent weeks, a couple of new learning teams have launched
- Goal 1 of the [District Strategic Plan](#) is to Enhance Teaching and Learning, and the Board has identified improving literacy achievement and enhancing student success for indigenous learners as priorities for 2019-20
- Adrienne Gear, a BC literacy consultant and author of *Reading Power*, met virtually on October 30<sup>th</sup> with a team of twenty-eight teachers and four Education Assistants for an after-school learning session on improving students' writing skills
- On November 12<sup>th</sup>, eighteen teachers met to discuss their Network of Inquiry and Indigenous Education inquiry projects in an after-school session with Peter Dubinsky, Director of Learning

## 6. Kootenay HUB article features SD 10 and two other West Kootenay districts (attached)

- Linked to Strategic Plan Goal 3: Building Advocacy for SD 10 and Goal 1, Superintendent Taylor penned an article for the Fall 2019 issue of the BC School Superintendents Association print and online magazine, [InspirEd](#)
- The article features the East/West Kootenay HUB gathering in April 2019. The HUB held classroom visits in three school districts in the West Kootenays including SD 10, SD 20 and SD 8 in the morning, and spent the afternoon at UBC WKTEP
- Chelsea Lada's K/1 class and Richelle Johnston's Humanities 7/8 class were featured
- Celebrating the community connections and partnerships between our local West Kootenay Teacher Education program and post secondary researchers from UBC, UVic, UBC-O, UNBC, and UFV, the HUB brought together teachers, principals, vice-principals and district staff to learn from one another all around the theme of assessment and communicating student learning
- The Kootenay HUB meets again next April in Cranbrook, deepening the focus on assessment

## 7. Funding Model Updates

- Though specific details around changes to the funding model are not yet available, upon government approval, the plan remains to implement a new funding model for the 2020-21 school year based on the recommendations of the 2018 Independent Review Panel and the 2017 Rural Engagement strategy
- There will be overviews provided to school districts in January 2020 and final funding allocations will be released to districts on March 13<sup>th</sup>, 2019 as per the usual funding allocation timelines
- Recommendations of the Independent Review Panel primarily focus on ensuring greater equity across the province, better recognizing the actual costs for rural school districts as a result of geographic and remote factors, and ensuring inclusion and equity for learners across the province
- Meetings with the Ministry at BCASBO (BC Association of School Business Officials) and Rural Education Advisory have been helpful this fall, communicating to the Ministry, the complexities that districts face as they consider ways to plan for and mitigate funding formula changes
- Though there will be changes in the way in which funding is allocated, for the most part, this is likely to have a positive or neutral impact on SD 10
  - Increase Funding for Geographic Factors
    - The model proposes greater attention to geographic factors which impact learning: student transportation, district travel, and other challenges and increased costs that face rural and remote schools and districts
    - Criteria and calculations for geographic factors have not been updated for decades so equity has been eroding over the years

- This change will benefit rural and remote districts and result in greater funding equity between urban and rural districts
- Funding by Head Count vs by FTE – the Ministry currently funds Grade 10-12 students based on FTE with each course counting for .125 FTE; the recommended change is to move to headcount funding in keeping with how Grades K-9 are funded
  - Average Grade 10-12 FTE courses currently claimed across BC is 8.1
  - One of our secondary schools registers students in more than 8 courses as some courses are outside of the timetable, which results in about a 2 FTE addition through current course-based funding; moving to a headcount system would therefore not be onerous for the district budget
  - This also means that students who would benefit from taking fewer than 8 courses would still be counted as one FTE which better supports student learning; students can continue to take more than 8 courses too
  - Flexibility to more intentionally align secondary school structures for learning with the redesigned curriculum is enhanced.
- DL funding
  - At this point, the thinking is to transition towards the panel's DL recommendations - likely over the next three years
  - In SD 10, this may impact our DL school
  - This funding change intersects with the proposed changes to headcount funding
  - It may be that we incorporate our DL students into other district schools and still provide a home based or blended learning format – yet to be determined
- Changes to Inclusive Education Funding from a designation to a population model
  - Part 1 - Complex needs – Level 1 is currently, Deaf, Blind and Physically dependent students (about 500 students province-wide)
  - Recommendation to expand Level 1 to also include complex needs that require costly support (very small number provincially) with up to \$80,000 per student per year
  - SD 10 has rarely had Level 1 students and at this point, we have no students who would fit the proposed new Complex needs category
  - Part 2 - Population data used to calculate funding for students with diverse needs
    - 3<sup>rd</sup> party data to be used: Student health records matched with PEN numbers for health conditions that impact learning
    - Combined with socio-economic community data from Vital Statistics, StatsCan and MCFD to identify children in care, mental health supports, low birthweight, low income and language acquisition/development
    - Districts will need to continue to ensure that processes are in place to identify students' learning needs and provide appropriate supports
    - This new approach would mean current Special Ed audit criteria and compliance would not be required except for Complex Needs category, allowing greater support for the classroom, as Learning Support Teachers, Principals, Vice principals and Director of Learning efforts can be more focussed on students rather than paperwork
    - Assessments and IEPs would still be done to support students, but their purpose would be student-centred, not to meet audit criteria
- Advocating for our rural and remote district at the provincial table is an important part of the Superintendent/Secretary-Treasurer's and the Board's role; the context of our district and needs are considered by the Ministry and also help educate larger districts who don't face the same rurality barriers

## 8. Grade 6 Quebec Exchange

- NES teacher, Anita Vibe's Grade 6 class, has been accepted to participate in the Encounters Canada exchange program with a class from Victoriaville, Quebec

- Aligned with both Goal 1 and Goal 2 of the Strategic Plan, this fantastic French language and culture exchange takes place in May when the Grade 6 class will journey to Quebec to partner with their exchange class, learn about Quebec language and culture, and journey to Quebec City
- In June, the Victoriaville students come to SD 10 to experience the culture of Nakusp and the Arrow Lakes area
- The district has contributed funds from our budget and the school will also fundraise to support costs of sharing learning experiences and field studies in SD 10 with the Victoriaville guests, while all other travel and accommodation costs are covered

## 9. Rural Recruitment

- Recruiting teachers and school and district leaders is more complicated in recent years – especially for rural and remote districts and our experience this past year in SD 10 back this up
- The Ministry of Education presented on recruitment and retention issues and gathered feedback from sixteen rural districts at the recent Rural Education Advisory Committee
- Rural Education Advisory has continued to raise the recruitment challenges rural districts face with the Ministry and is helping advise the Ministry on this area of concern
- Linda Beddouche has been appointed as the new Recruitment Director. She shared initial strategies as well as asked for input from district leaders at the Nov 6<sup>th</sup> REA meeting
- Superintendent Taylor shared the challenges that SD 10 has faced, and the rural advisory group brainstormed a number of ways that the recruitment challenges may be addressed
- A half day focus session on this important issue will be held with the Ministry and REA in the spring

## 10. Community Career Connections video – Evidence of Career Development Learning

- Completed last year, this great little film is now showcased both on our [Plan for Learning](#) website and also on the [district video gallery](#) at our SD 10 website
- The film demonstrates how our senior secondary students working alongside local carpenters and builders made a difference for Nakusp Elementary School in building the new outdoor classroom and also learned important trades skills alongside local carpenters
- Evidence of learning in the Career Development pillar of the Educated Citizen can be seen both through quantitative data such as the transition rate to post-secondary and Grade 10 and 12 student responses to questions on the annual Ministry Student Learning Survey, and also in qualitative evidence
- The engaged scenes of hands-on career learning evident in this short film as well as the other films on the Plan for Learning website share evidence of students gaining skills for career development and the world of work

