



World Class Learning in a Rural Environment

April 21, 2020

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

1. April Enrollment notes

- Given the COVID-19 pandemic, we report the same enrolment as last month
- Indigenous Learners – January enrollment - 22% of our student population
- Students with diverse learning needs – 12.1% of our student population

My Education BC: Student Enrollment Numbers																
As of:	Mar 2															
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	Feb	Dif
ALDL	2	1	1	4	1	3	3	3	3	4	1	1	12	39	39	0
BES	1	5	5	4	3									18	17	1
EES	2	3	0	0	1	1	0	7						14	16	-2
LESS	4	7	8	4	5	7	7	10	10	8	3	6	5	84	85	-1
NES	27	24	11	18	23	22	23	24						172	171	1
NSS									29	21	33	27	16	126	125	1
TOTAL		36	40	25	30	33	33	33	44	42	33	37	34	33		
District Total														453	453	0

1. \$876,271 in 2020-21 Capital Projects Approved

- SD 10 has again been very successful in garnering a number of key capital projects to be funded by the Ministry of Education

- We are very grateful to the Ministry for this support which will allow us to increase energy

Facility Name	Program Project Description	Amount Funded by Ministry
Edgewood Elementary	CNCP - Solar - Add a solar (photovoltaic system) and charging station	\$100,000
Nakusp Secondary	CNCP - Solar - Add a solar (photovoltaic system) and charging station	\$168,271
Nakusp Elementary	SEP - Building Enclosure Upgrades - Building Exterior upgrades	\$150,000
Nakusp Secondary	SEP - Building Enclosure Upgrades - Window upgrades	\$188,000
Lucerne Elem-Secondary	SEP - Flooring Upgrades - Flooring upgrades	\$120,000
Lucerne Elem-Secondary	SEP - Washroom Upgrades - Washroom upgrades	\$150,000

efficiency at NES with building envelope insulation, window upgrades at NSS, and solar panels and charging stations at both Edgewood School and Nakusp Secondary

- New flooring and washroom upgrades at Lucerne are also very welcome enhancements to the function and maintenance of our school building

➤ The capital projects support *Goal 1: Enhance Teaching and Learning* as the quality of our school environments inside and out enhances learning for students; senior secondary students will gain work experience and skills helping install solar panels

➤ Our success in receiving this capital funding is aligned with Goal 3: Build Advocacy for SD 10 as we advocate for capital needs. We have strong practices in preparing for capital plan submissions, identify valuable projects, and work collaboratively with the Ministry of Education to make a difference through value-added capital projects

2. Goat Mountain Child Care Centre Update



Lucerne School classrooms are now ready to be transformed into the new Goat Mountain Child Care

- Progress on the Goat Mountain Child Care Centre in New Denver continues
 - Our district maintenance staff have done an excellent job of demolition and site preparation in order that construction proceeds on schedule
 - The project has been tendered on BC Bid with the tender closed today (April 21st) at noon
 - On April 8th, 15 interested contractors toured the site with the architect and district staff
 - On April 23rd the construction contract will be awarded, with work beginning week of May 4th
 - Planned opening of Goat Mountain Kids Child Care Centre remains September 8th, 2020


3. NSS Climbing and Bouldering Wall Opening Ceremony Postponed

- Although the climbing wall construction is now complete, our opening ceremony has been delayed due to the pandemic and the need for physical distancing
- Please stay tuned for a new date once we are able to truly celebrate this school and community project
- In the meantime, check out the climbing wall fitted out with handholds and ropes and teacher and Climbing Wall Society member, Sheena Delong on the lower hand holds



4. Annual Budget Consultation Comes to a Close – Budget TBD by Board April 29th

- The Board and District continue to progress on completing the annual budget as originally scheduled
- At Finance Committee #2 held on April 7th, two scenarios were shared with all partner groups and the Board
- *Scenario 1* is a status quo budget based on the 2020 amended budget: all the current year's staffing and expenses were carried forward with known increases such as CUPE and BCTF salary increases of 2% added
 - This budget scenario projects that the district would use \$141,417 of its reserves in order to balance the budget
- *Scenario 2* incorporates feedback from staff and parent budget consultation meetings, considers projected increased enrolment at BES to 21 students next year (additional .5 FTE teacher) and potential increased support needed for diverse learners (2 FTE EAs)
 - Scenario 2 projects using \$313,562 of the Board's surplus reserves in order to balance the budget
- At the final Finance Committee held on April 21st, *Scenario 3* was presented which forecasts using \$474, 265 of the available surplus held in reserve.
 - In addition to the increases in Scenarios 1 and 2, this third scenario increases counselling support throughout the district given increased mental health needs identified at all schools and voiced at all consultation meetings (1.0 FTE teacher counsellor)
- The Board will consider input from parents and staff in February meetings at each school, and from partner groups on the Finance Committee at its three meetings held in March and April. The Board will therefore use all the information gathered from the annual budget consultation process, assess its budget options, and make a final decision on the 2020-21 annual budget on April 29th


2020-21 Budget Consultation Process
 Consultation: February to April 2020

Budget Consultation Components	Dates	Who's Involved
Consultation Component 1: Leadership Team Consultations with Board of Education	Tuesday, February 18th, 2020 3:30 pm - 4:45 pm	Principals and Vice-Principals, Trustees, Assistant Sec- Treasurer, Director of Learning, Superintendent
Consultation Component 2: Finance Committee Meetings - Consultations and Working Group - Budget Scenarios developed and discussed	#1 - Tuesday, March 10th 3:30 - 4:45 pm # 2 - Tuesday, April 7th 3:30 - 4:45 pm #3 - Tuesday, April 21st 3:30 - 4:45 pm	2 DPAC parents 2 ALTA teachers 2 CUPE members 2 P/VPs All trustees Director, AST and Superintendent
Consultation Component 3: Meetings with staff and with parents - One date at each school - Feedback shared at March 7 th Finance Committee meeting	Mon Feb 10 - EES 12 pm - 1 pm (staff); 1-2 pm (parents) Mon Feb 10 - BES 3:30-4:15 pm (staff); 4:30-5:30 pm (parents) Tues Feb 11 - NES 3:30 - 4:30 pm (staff) 5 - 6 pm (parents) Wed Feb 12 - Lucerne 3:30 - 4:30 pm (staff) ; 5 - 6 pm (parents) Wed Feb 19 - NSS 3:30 - 4:30 pm (staff); 5 - 6 pm (parents)	Trustee from each zone Principals and Vice-Principals Superintendent Director of Learning
Board of Education - Consultation Review	Wednesday, April 22nd 3:30 - 5 pm	Board of Education AST, Director, Superintendent/ST
Budget By-law Discussed Final Approval by Board of Education	Tuesday, April 29th - 3:30 pm - 4:30 pm Special Regular Board Meeting	Board of Education AST, Director, Superintendent/ST Interested public

5. Proposed NES Child Care Centre Needs Assessment Survey Results Show Strong Need

- A presentation on the proposed NES Child Care Centre was shared at the April 21st Regular meeting
- Some key highlights include:
Needs assessment update:
 - So far 85 parents have responded to the needs assessment survey
 - Overall there are very strong needs for childcare have been expressed by Nakusp parents
 - The biggest unmet need is infant toddler care with over 55% of families indicating this as a priority
 - Over 45% of families indicate that 3-5 year old child care is a big need
 - 30% want to ensure pre-school programming or early learning as a focus, not just child care
 - About 50% of families have told us that before and after school care is a big need for them
 - 65% indicate that their child care needs are full time, 5 days per week
 - Almost 80% of parents do not think that the current child care supply in Nakusp is adequate
- Proposed plans include**
 - All 0-5 year old early childhood educators would be certified and licenced – high quality professional care by trained ECEs fluent in early learning using Reggio-inspired curriculum and play-based learning
 - Four licenced multi-age spaces each accommodating and licenced for 8 children – a total of 32 total spaces, OR,
 - Three licenced spaces for multi-age (24 spaces) plus one Infant Toddler licence (12 spaces) for a total of 36 early learning spaces

- One of the licenced spaces would be shared between Strong Start (at 15 hours per week, which maintains the current hours of operation for this parent and child early learning program) and the remaining time available for multi-age child care 0-5 or infant toddler spaces
- Full time early learning and school age learning provided during school holidays (summer, spring break and winter break) as this is a significant gap in the community
- Before and after school care for 5 – 12 year olds to be activity and learning focused: fine arts classes (music, drama, dance, visual art) and physical activities such as yoga and various sports; out of school care with learning and play activities that extend options and choice
- Rather than just “child care” the vision is of a high calibre early learning program which integrates indigenous learning and culture, is 100% accessible for people with mobility or other diverse needs, and meets the needs of vulnerable families and children
- Seamless transitions and connections with NES, the K-7 school in which the Child Care Centre HUB is co-located for children, parents and staff

Enhanced opportunities for NES K-7 students and families

- A brand-new kitchen and breakfast and lunch seating area to be built for NES – this is a long-needed asset for NES and will create a positive environment in which to prepare healthy food and allow kids to eat breakfast and lunch together
- Affordable high quality childcare will help build sustainable elementary school enrollment as families will have childcare support to stay in the community and work or go to school, or be able to move to the community knowing this critical resource exists
- Opportunities for high value care for NES children aged 5-12 through creation of 24 - 30 before and after school childcare spaces offering fine arts classes such as music, drama, dance, visual art and physical activities such as yoga, soccer, basketball, track and field and outdoor activities to augment learning during the school day
- Opportunities for K-7 school-age children to work with the little ones as buddies through connections with early learning program
- Improved functionality and design of some existing NES classrooms with input from NES staff and parents
- Dedicated early learning parking area, and the current parking lot reconfigured for safe student drop off and pick up and adequate space

Enhanced opportunities for NSS students for dual credit or work experience

- Through a partnership with Selkirk College, senior secondary students will be able to earn credit both for their secondary graduation and also their ECE credentials while still in high school
- Students can complete their college studies while enrolled in high school and also have supervised Early Learning practicums in the Nakusp and New Denver childcare centres.
- Work experience options and peer tutoring options will also be available for secondary students interested in careers in early learning or teaching

6. Indigenous Education Equity Scan Update

- Indigenous parents, students and Elders participated in an Indigenous Education Equity Scan on March 12th at Lucerne and after spring break at NSS
- Important feedback was heard about the educational success for our indigenous learners and their families, the positive feeling and culture in the school, and the support in their education
- Parents and Elders talked about the significant improvements that they see in their children’s education at Lucerne compared to their own experiences in schools
- Students and parents also identified that they would like to see more indigenous art and culture not only on the walls of the school library but in other areas of the school to “see themselves” and their cultures represented and acknowledged
- 22% of our learners in SD 10 have indigenous ancestry – higher than average in BC or in Canada
- SD 10’s indigenous learner graduation rates and their performance on FSA provincial assessments shows some decline in recent years; the equity scans are one avenue to strengthening our understanding of the needs of these students by listening to them

7. COVID-19 Update

- On March 17th, the Provincial Health Officer, Dr. Bonnie Henry ordered that in-class instruction be suspended in response to the COVID-19 pandemic
- In the three weeks since spring break ended, many measures have been put in place to enhance health and safety in our schools, and much thoughtful planning has been done to ensure the high calibre continuity of learning for all students, well-planned support for vulnerable students, and safe school care for the children of essential service workers
- In total, we have provided over 230 ChromeBook laptops for students who needed devices.
- We are working with Telus to provide Internet for as many families as we can. About 30% of our families don't currently have Internet access, making remote learning very challenging
- For students with no wireless service or cell service, in-person support will be offered at their community school in Burton, Edgewood and New Denver
- Meal programs and food are regularly being delivered to families by our staff in every community in the school district from Edgewood to Burton and Fauquier to Nakusp and New Denver, supporting local families and our local businesses
- Last week 30 vulnerable children were in schools across the district getting much-needed help with their school work from their teachers, EAs and Strong Start Coordinators
- The number of children receiving in-person support in schools across BC will grow in the coming weeks as the Ministry of Education has directed school districts to ramp up our efforts to serve vulnerable children and ESW children in-person; school closures disproportionately disadvantage our most vulnerable kids, which includes those learners living in rural and remote communities
- In-person support of children in schools is governed by [Public Health Guidelines for K-12 settings](#) and [Public Health Guidance for Childcare Settings](#) using physical distancing, hand hygiene, enhanced cleaning and following all public health guidelines
- [Enhanced Cleaning for Public Settings and infection control protocols](#) are followed to ensure the health and safety of both children and employees
- The Ministry has published an updated [COVID-19 FAQ document for parents](#) on April 17th
- Dr. Bonnie Henry signaled in her press conference held on April 17th that in mid-May, if the data continues to show we are flattening the curve, there will likely be a lifting of restrictions for schools. Though schools will not look the same as before the pandemic, we are committed to doing all that we can to ensure safe and healthy learning and working environments in accordance with all public health orders.

Kudos to our amazing teachers and Education Assistants, who under the terrific leadership of their school principals and vice-principals, have prepared and are teaching and supporting rich remote learning experiences for all learners - transitioning from one paradigm to another in no time flat, and done well! Such amazing innovation and deep learning all focussed on the needs of our kids!

Kudos to our educators – teachers and EAs - for reaching out regularly to every parent and student to offer help and assistance in learning – parents tell us that they are so very appreciative of this outreach...

Kudos to our Strong Start Coordinators and EAs for providing child care to our essential service workers in order that they serve on the front lines for all of us – your work makes a difference for all of us!

Kudos to our school secretaries and Executive Assistant for steady and calm organization, details, communication and generally holding the ship afloat.

Kudos to our fantastic custodians, bus drivers, and transportation and maintenance staff for your hard work in keeping us all safe and your flexibility in adjusting to new jobs, new hours, and new responsibilities.

Kudos to our hard working district staff coordinating and leading maintenance, technology, learning, finances, payroll, communication - you are the often unseen backbone who support us all.

Kudos to our Board of Education, focused on all that can be done to get us through this crisis and through to the other side with good governance, strong support, and caring leadership.

Thank you. all! We are truly in this together and the phenomenal strength of our entire SD 10 team is