



School District 10 (Arrow Lakes)

Planning Future Direction for Education and Learning

Building our 2023-2028 Strategic Plan



SD10 SCHOOL
DISTRICT 10
ARROW LAKES

World Class Learning in a Rural Environment

A teal background with a photograph of children in winter gear pulling a rope in the snow. The children are wearing various winter clothing like jackets, hats, and gloves. One child in a pink jacket is smiling at the camera. The rope they are pulling is attached to a point off-camera, possibly a sled or a large object in the snow.

Purpose

The School Board is establishing a new five – year Strategic Plan for the District so that the core purpose of educating and inspiring our students is happening and continues to grow.



Future Planning is Vital

Planning allows us to reflect on the past, examine the present and anticipate future trends, in order to set a future course.

- We learned many positive and negative things about education and schooling during and post COVID
- There are multiple choices for how education is being taught and experienced
- The massive changes in technology is challenging students, families and teachers in how learning will evolve in the future
- School population is expanding with more families moving to the community

People

The Board wants to listen and learn from parents, students, staff, and community members about what is being experienced in our changing world of education, technology, communities and the environment.




- They want meaningful dialogue with all the schools and communities in the District *before* their plan is developed.
- They want to know how we are doing today and what reflections and thoughts people have about the future?
- They want to know what the key areas we should focus on in the future.





Process

The Board is engaging in four phases to establish their Strategic Plan.

Phase 1: March – April

-  Listening to all communities about what you are experiencing in SD10
-  Exploring potential futures and their impacts on Students and Education
-  Identifying what is working well and areas for attention

Phase 2: May

-  Identifying the Key Strategic Areas that need to be addressed over the next five years
-  Identifying Proposed Goals and Actions in the Key Strategic Areas

Phase 3: June - July

-  Development of a Draft Plan

Phase 4: Fall 2023

-  Consultation on Draft Plan
-  Finalize Plan
-  Begin Implementation



Consultation Principles

The Board decided on the following principles to guide the Consultation:

- Focus on children and families
- Be future oriented; inspiring and proactive
- Engage many; especially people who do not usually have a voice
- Build upon District and Community's Assets
- Commit to a resourced implementation plan and regular reporting on progress

Consultation

- In-person consultation sessions in each community
- On-line option for feedback
- Open feedback to the Board via email boardofeducation@sd10.bc.ca
- Student and staff forums (April)
- Consultation with Indigenous Education Advisory Council (April)





Process

The School Board is using a method called “Scenario Planning” as a way of stimulating dialogue, reflection and engagement during the first phase.

Scenario planning is about exploring what the future may be; and how the School District needs to change overtime in light of that future.

Scenario planning is about identifying a set of different realities about what might happen in the future.

- *For example, farmers use scenarios every year to predict whether the harvest will be good or bad, depending on the weather. It helps them forecast their products, sales and future investments.*

A scenario planning process begins by scanning the current reality (what is happening in the School District); projecting different shifts that may happen in the schools, communities as well as families, technology, environment and society.



Data Used

- Childhood Experiences Questionnaire - children's experience prior to school – filled out by parents of incoming kindergarten students.
- Middle Years Development Instrument & Ministry's Student Learning Survey – student experiences in grades 4 - 7, 10,12
- Ministry of Education and School District data on student achievement – Framework for Enhancing Student Learning document (posted on the district website)
- School surveys; student forums; teacher observations and qualitative data collection

What is my role???

- You are an important part of the strategic planning process – your voice matters!
- We want you to think about the future and provide feedback (questions, ideas, suggestions, etc.) to help us develop a plan
- Our children are our greatest resource:
 - What type of world do we hope to create
 - What skills and attitudes do students need to thrive in this world?
 - How can we help students get there?
- Our communities are another amazing resource
 - How can we maximize our assets?
 - How can we all work together to support students, the district, and our communities?



What am I expected to do?

1

Read over the following scenarios

2

Fill out the online survey. Answer 3 question for each scenario

- What are my observations
- What do I like about this scenario
- What are some of the challenges with this scenario

*Note that you are not asked to pick one scenario over another, but to look at elements in each scenario

3

Answer 2 overarching questions

- What are we doing well that needs to continue
- What are some key strategic areas the district should focus on moving forward

Phase One: Four Scenarios

Staying on the Same Path

Community Schools

It's a Wonderful Life

Dark and Stormy Night

Staying on the same path...current realities and trends

Students

- Student enrollment is currently at a 10 year high and projected to hold
- Consistent graduation rate over time
- Achievement data shows student performance is at or above provincial average (literacy/numeracy)
- Indigenous and outdoor learning are being woven into the curriculum
- Placing focus on post-secondary learning options
- Ministry and school data show an overall decline in student well being
- School data reports an increase in substance abuse with youth
- School data indicates an increase in student absenteeism

Staff

- District has a diverse staff providing various learning opportunities
- District has committed staff with strong community connections
- Staff burnout is seen as increasing
- Just enough staffing to fill teacher vacancies, educational assistant, office support staff, custodial, and bus drivers
- Shortage of qualified Early Learning Educators

Schools

- Increasing requests for community usage of schools and more connection with schools
- New Child Care Centre in Nakusp brings new opportunities
- Quality Strong Start and outreach programs for early learning
- Schools are kept up to date and well-maintained
- Space and storage issues at Burton and Nakusp Elementary
- Commitment to green environment – electric busses, solar panels, recycling, greenhouses, gardens
- Concern if Edgewood closes

Staying on the same path ...current realities and trends

Community

- Each community is unique
- Schools can act as HUB's for their community
- New Childcare Centre in Nakusp
- Commitment to after school programs through partnerships
- Long-standing partnerships exist in each community
- Increasing requests for school access in the evenings and weekends by community

Technology

- Increased technology options offers alternative ways of accessing information
- Students are learning about digital citizenship
- Increasing challenge with appropriate tech usage
- Increasing understanding of technology as a learning tool
- Accessing more learning opportunities – training, post-secondary, online learning
- Increasing screen time is a concern
- Technology allows for greater communication opportunities with families and communities

Environment

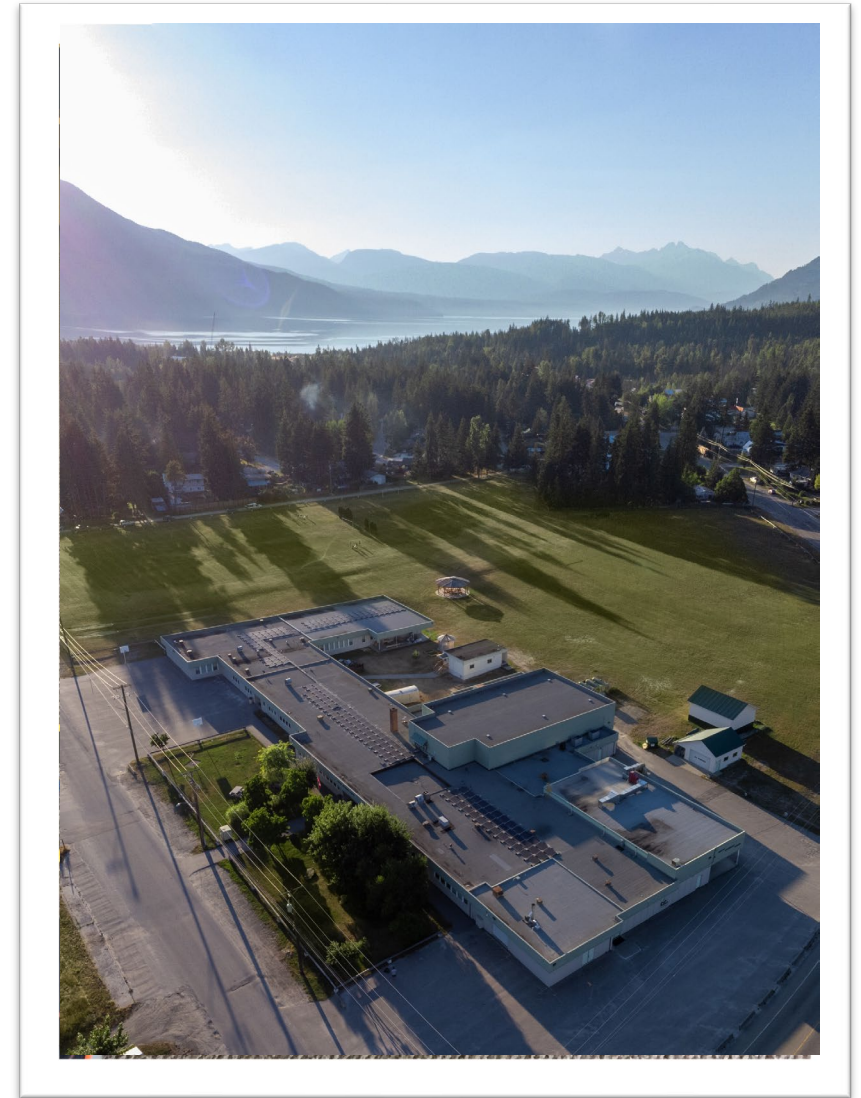
- Greater emphasis on climate and “green” initiatives
- Increased awareness and advocacy to protect our environment
- More families are moving into our communities because of the local environments
- Increased community awareness about food security; environmental technology; alternative energy innovation

Questions to explore:

What are your observations?

What do you like?

What are the challenges?



Community school model

Students

- Elementary students are accessing programs after school
- Youth are more engaged in after school programs
- Some students are not able to participate in after school programs due to bussing back to their homes
- Greater adult participation in recreation and literacy programs for students
- More opportunities for students to connect with community
- More opportunities for community to connect with students
- Opportunities for outdoor and Indigenous Education

Staff

- Staff are engaged and have choice to volunteer and/or facilitate after school programs
- Schools can act as the Hub of the community and are supported by staff
- Increased choice and opportunity in ways staff can connect with community
- Reciprocal connection between staff and community
- Need for understanding how community schools can increase learning for students

Schools

- Schools presently operate many aspects of a community school
- Schools want to partner with community and be more accessible to community groups
- Schools are a point of contact with many community organizations
- Schools are looking for contribution by community groups to support student learning
- Increase cost of operating schools in the evenings and weekends
- More requests for programs in the evenings and on weekends

Community school model cont...

Community

- A clear definition of what a Community School is required to provide understanding
- Community groups and organizations are requesting more access to the school
- Lack of funds for community groups is a growing barrier to access space in schools
- Buildings are equipped for community usage (space)
- School District has long-standing partnerships in each school for community usage

Technology

- Increased community access to technology
- Increased opportunities for adults and seniors learning in schools
- Opportunity for new ways of sharing and learning about technology
- Increase use of technology to share knowledge and increase connections in community and across communities in the district

Environment

- Creative environmental practices would occur
- Increased use of local resources in the District
- Increased local food production via school gardens & small farms
- Exploring diversified funding sources for outside users
- Schools are sites to engage in “green” initiatives

Elements of Community Schools in British Columbia

Community School Threads

Community Development

Community development is a process where community members come together to resolve community issues, develop capacity and mobilize community resources. Through a more collaborative method of planning and decision-making, the community is strengthened and community well-being is developed. Community schools help communities obtain, strengthen, and maintain the ability to set and achieve their own collective objectives.

Lifelong Learning

Lifelong learning is all learning that is pursued throughout life with the aim of improving knowledge, skills and competences. It is flexible, diverse and available at different times and in different places. Community schools create opportunities and remove barriers to learning, moving beyond the boundaries of traditional schooling.



Social & Emotional Learning

Social and emotional learning is the process through which individuals develop the skills, attitudes and values necessary to recognize and manage one's own emotions and to recognize emotions in others. It includes working well with others and forming positive relationships, identifying and solving problems, being able to feel sympathy and empathy for others, and help-seeking and help-giving behaviours. Community schools develop and nurture social and emotional capacity in their students, families and community members.

Health & Wellness

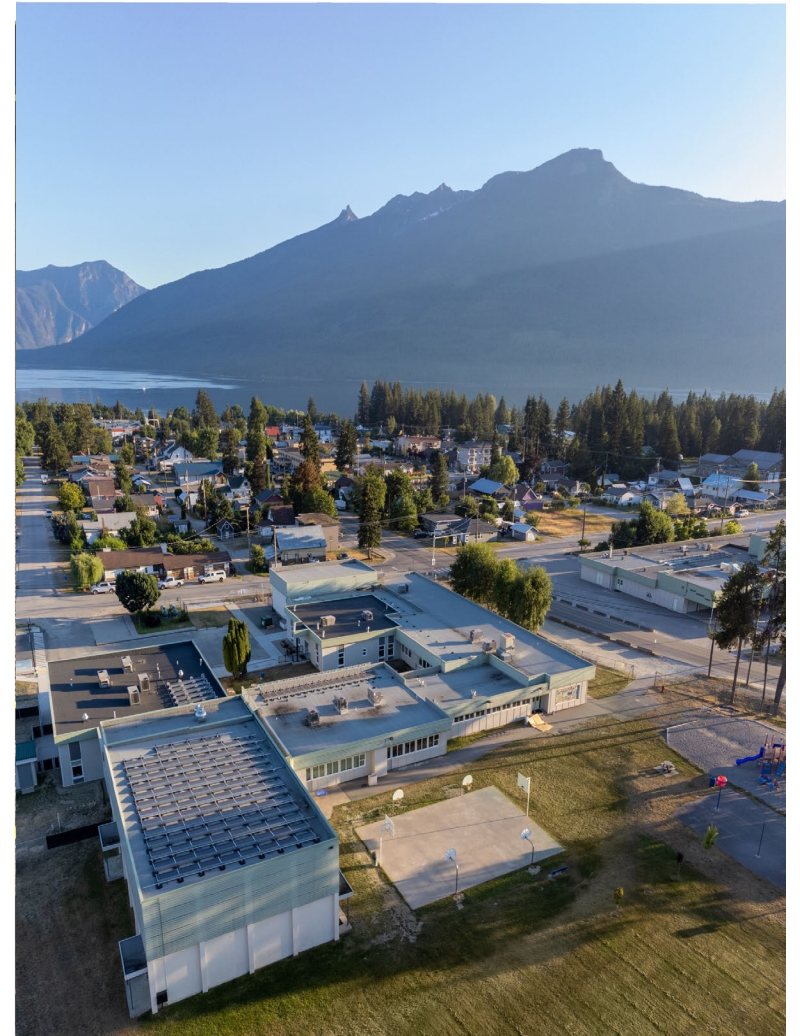
Health is a state of physical, emotional, mental and social well-being. Wellness is a conscious, lifelong process of becoming aware of choices and making decisions towards a more balanced, healthy and fulfilling life. Community schools empower students, families and community members to pursue both their own health and the collective well-being.

Questions to explore:

What are your observations?

What do you like?

What are the challenges?



It's a wonderful life

Students

- Have positive physical and mental health and a strong sense of belonging at school
- Are competent, confident, and kind
- Are engaged responsible citizens
- Students and parents/caregivers feel valued and supported
- Parents/caregivers are partners in learning for students
- Students are thriving academically and inspired in their learning
- All students are provided with access and supports for their learning
- Elementary students are performing well and provide alternatives for their learning
- Secondary students are performing well and prepared for the future
- Indigenous and outdoor education are fully integrated into the curriculum

Staff

- Staff are happy, healthy, inspired and engaged
- Teachers are confident and competent in supporting diverse programming for all students
- Staff retention is high and it is easy to recruit
- Staff are connected with community
- Staff are proud to work in the district
- Staff feel supported and valued and have the resources to do an excellent job
- Staff are able to afford housing and living costs

Schools

- Schools have a positive workplace culture
- Schools are running a multitude of programs during and after school
- Schools are welcoming to all
- Libraries act as a modern learning centre for students
- Schools have increased and balanced enrollment
- Schools are well-maintained and accessible to the community
- Nakusp child care centre is thriving and full
- District's learning programs provide blended learning opportunities

It's a wonderful life cont...

Community

- Cost of living is under control
- There are meaningful gathering places in schools
- Indigenous Elders and seniors are engaged with students and community
- We share our wisdom and learnings together
- We value and actively support community engagement
- We are reaching outward and partnering with many in our communities

Technology

- We are a creative place – using technology, design and trades to provide future skills for students and community
- We have an environment that creates innovation and locally based economic development
- We have electric cars and transportation fleet
- Our students are competent digital citizens
- Community has access to technology in the schools

Environment

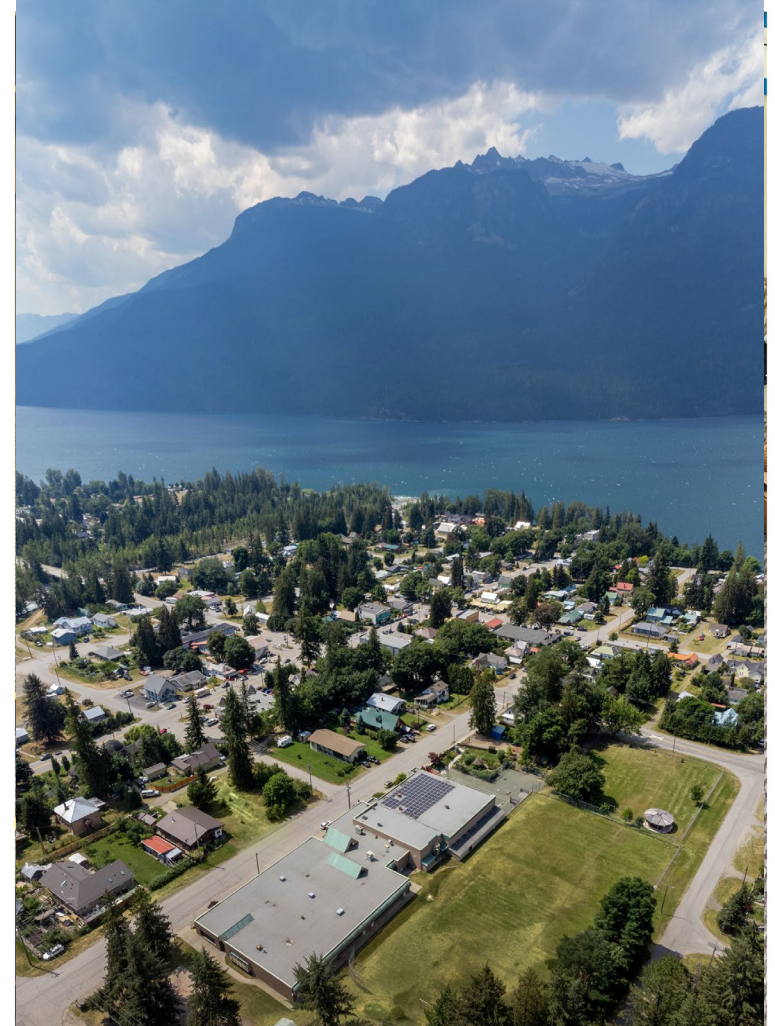
- We have moved learning more into the outdoors
- We have multiple charging stations for e-vehicles
- We are moving towards "Net Zero" in our District
- School lunches and food are produced locally
- We have our own greenhouses and gardens and producing healthy food
- We are actively participating in climate actions within all our communities

Questions to explore:

What are your observations?

What do you like?

What are the challenges?



Dark and stormy night

Students	Teachers	Schools
<ul style="list-style-type: none">• Enrollment growth is continuing without appropriate funding and resources• Students missing school due to illness and/or truancy• More behavioural challenges and discipline issues arising• Students physical and mental well-being is declining (Increasing substance use and mental health issues)• Student academic achievement declining• Increasing gaps between students who are successful and those who are not• Increasing use of social media; screen time and online access hindering learning and socialization	<ul style="list-style-type: none">• Increased stress and greater staff burnout• Significant recruitment and retention challenges in all staffing areas• Staff morale is declining• Need for more education assistants• Lack of trained early childhood educators	<ul style="list-style-type: none">• Increase enrollment in schools creating challenging learning environments• Declining enrollment and potential school closure at Edgewood Elementary• Lack of connectedness and trust between parents and schools• Environmental disaster occurs in a school• Nakusp Childcare Centre closes due to limited enrollment and/or lack of staff

Dark and stormy night

Community

- Increased food costs and less food security
- Significant impact on health and community resources
- Uneven population (increase and decrease) without resources
- Increased mental health and lack of community connections
- Global trends and conflicts negatively impacting our communities
- Increased request for school usage without resources to assist

Technology

- Lack of digital citizenship skills, resulting in technology being more of a hindrance than a tool for learning
- Cost and use of new technology is prohibitive
- Lack of access to internet and technology infrastructure crisis
- Lack of technological skills being taught due to lack of specialists or programs

Environment

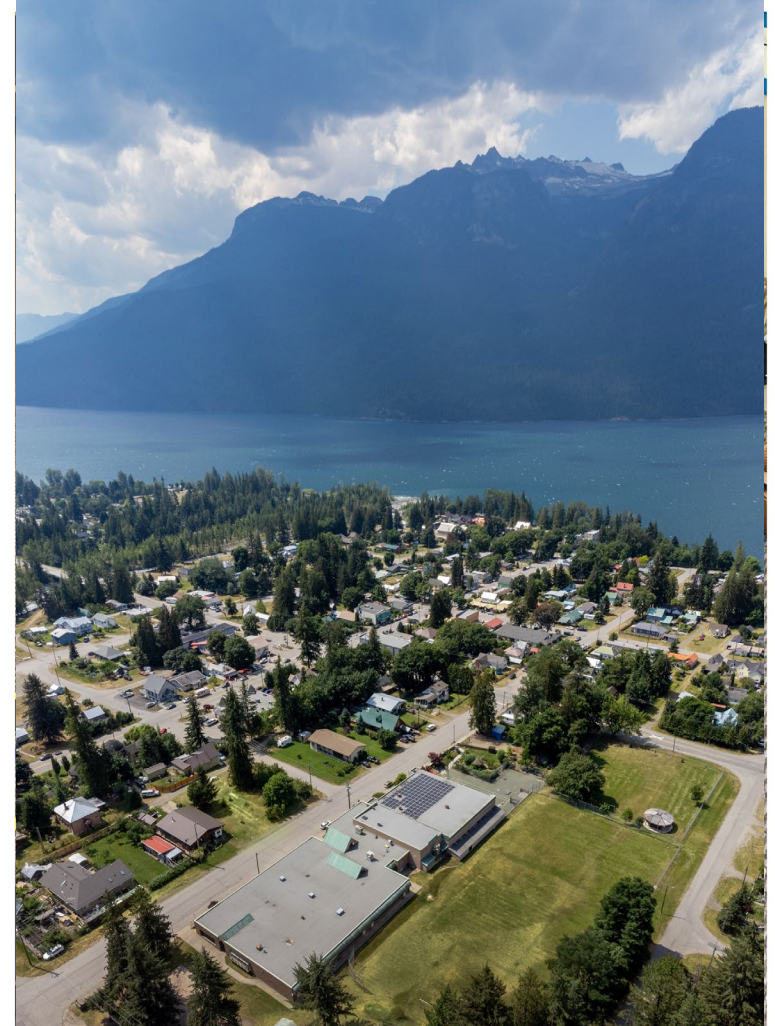
- Future environmental disaster that cuts off transportation access for residents – e.g. fires
- Increase pollution and greenhouse gases
- Increase use of non renewable resources
- Increase anxiety with climate change

Questions to explore:

What are your observations?

What do you like?

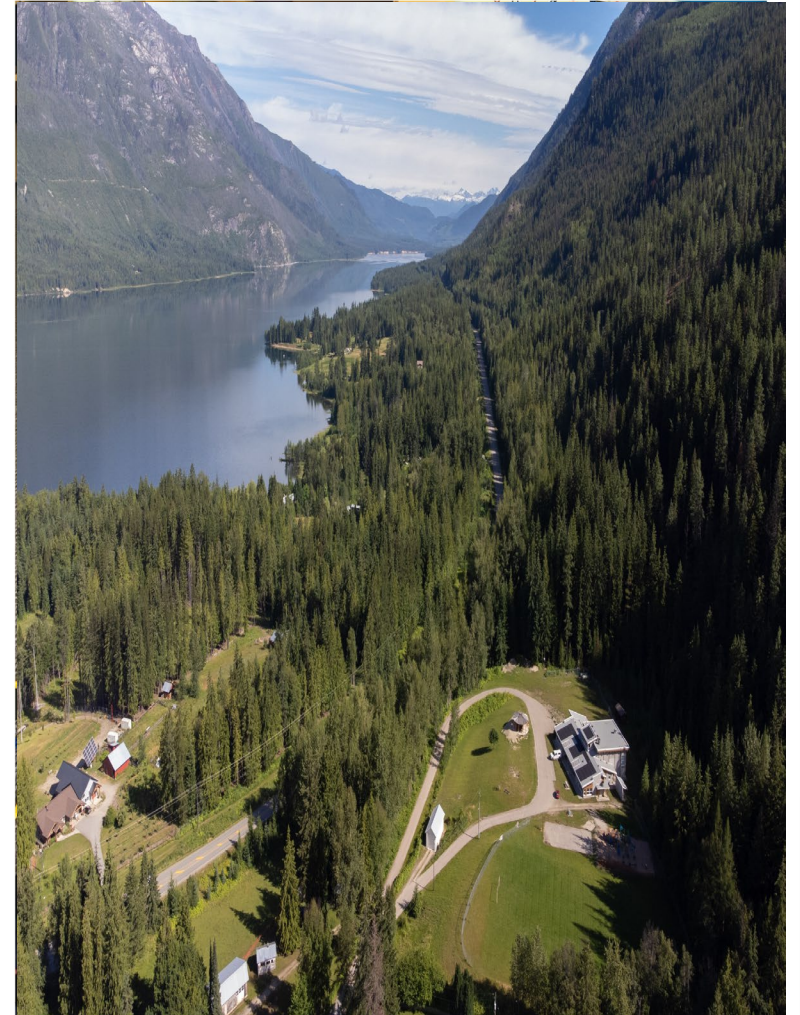
What are the challenges?



Reflections on Scenarios:

What is working well and needs to continue?

What key strategic areas should the District focus on over the next few years?



Next Steps

- Community Conversations in each community – March - April
- Online feedback through SD10 Website
- Student and Staff consultations March - April
- Feedback can be provided to boardofeducation@sd10.bc.ca
- Draft Plan will be shared in September
- New Plan implemented - Fall

