

Draft 2 2022-23 Operational Plan

Priorities Goals Strategies Outcomes

Priority 1 Equity and Inclusion

Data Story

Goal 1 Commitment to Truth and Reconciliation

Strategies, Actions, Outcomes and Measures

Strategy 1: Implement organization wide Truth and Reconciliation learning program (The Four Seasons of Truth and Reconciliation).

Action: All staff complete *4 Seasons of Reconciliation* learning modules.

Outcome: All staff demonstrate an awareness of the important national priority of Truth and Reconciliation.

Measure: Number of staff completed.

Action: License *4 Seasons of Reconciliation* for inclusion in onboarding package.

Outcome: New staff have increased awareness, commitment in alignment with District vision for Truth and Reconciliation.

Measure: Completion Certificate is submitted as part of onboarding package prior to beginning work.

Strategy 2: Finalize an Equity in Action plan

Action: Share and publish the Equity in Action Plan

Outcome: Equity in Action plan is posted on the district and school websites and shared with Indigenous partners.

Measure: Equity in Action plan is supported by Indigenous partners and shared publicly.

Action: Design an Equity in Action implementation plan with school leaders.

Outcome: Equity in Action goals and strategies are in place throughout the district.

Measure: School Success plans include an equity goal from the action plan. Implementation evidence is collected during monthly school visits.

Strategy 3: Implement an Indigenous student management system to track supports and services provided to Indigenous learners.

Action: Work with Principals and Indigenous Support Workers to implement and document supports and services provided to Indigenous students.

Outcome: All Indigenous students receive the supports and services needed to be successful.

Measure: Monthly reports from Indigenous student information system reflect students are receiving necessary supports and services they need to be successful.

Strategy 4: Develop and implement an Anti-racism plan.

Action: Develop an anti-racism plan in collaboration with students, staff and partners

Outcome: A plan is developed and shared

Measure: Students and staff feel confident in their ability to implement strategies from the anti-racism plan as measured by a district survey.

Goal 2 – Remove barriers to learning

Strategy 1: Establish an Indigenous Resource Review Team to identify appropriate Indigenous learning resources.

Action: Review existing resources for appropriate and local Indigenous content.

Outcome: Greater number of resources available to teachers to include local Indigenous content and perspectives

Measure: Increased number of Indigenous resources that reflect local context are utilized in learning opportunities with students.

Action: Work with Elders and Knowledge keepers to develop local learning resources for classroom use.

Outcome: A collaborative partnership with local Indigenous Elders and Knowledge Keepers is established to develop and share resources that reflect local context.

Measure: A repository of local Indigenous resources is created.

Strategy 2: Design and implement effective grade to grade transitions activities.

Action: Review existing transition activities at all grade levels and implement new transition strategies where none exist.

Outcome: Grade to grade transition activities are effective and support students through to completion.

Measure: Students and staff report success at transition points on the annual student learning survey, Early Years Development Indicator (EDI) and Middle Years Development Indicator (MDI) and student achievement markers – report cards, attendance, district assessments - indicate increased academic success at periods of transition.

Strategy 3: Design and implement a coordinated approach to support social emotional learning

Action: The District Vice Principal will deliver social emotional program training to all learning services teachers

Outcome: Social emotional learning strategies are delivered in classrooms across the district. Learning services teachers equipped to support the leadership of social emotional programming at all schools

Measures: Number of sessions that Learning services teachers lead in each school. Evidence of program delivery in all schools?

Strategy 4: Implement a Planning Alternative Tomorrows with Hope (PATH) program in all communities to support of Indigenous and vulnerable students.

Action: Train a PATH team in each community.

Outcome: A PATH program is implemented in each community to serve Indigenous and vulnerable students.

Measure: Number of and success rate of students participating in PATH.

Goal 3 – All learning environments and opportunities are inclusive

Strategy 1: Each school has a School Based Team that supports student success

Action: Principals establish school-based teams as defined in District Practice 8560

Outcome: School based teams have well defined process for supporting student needs making students more successful in their learning.

Measure: All schools report the existence of an effective and functioning school-based team using the criteria outlined in District Practice 8560.

Strategy 2: Teachers differentiate learning to support student learning needs within inclusive learning environments.

Action: Professional development on Universal Design for Learning is provided to all Learning Services staff to support teachers in building inclusive learning opportunities for all students.

Outcome: All Learning Services teachers are able to deliver support to classroom teachers in the implementation of Universal Design.

Measure: Number of teachers and students using Universal Designs for Learning strategies.

Strategy 3: Teachers identify and utilize assistive technologies where appropriate.

Action: Learning services teachers, in collaboration with classroom teachers and the technology department identify assistive technologies to support student learning.

Outcome: Broad array of choices of assistive technology available to all teachers

Measure: Survey teachers before and after implementation to determine level of growth of assistive technology use with students.

Priority 2 Success for Each Student

Data Story

Goal 1 – Student success is supported throughout each learner’s journey from early learning to high school completion and beyond.

Strategy 3: Implement the Early Learning Framework from Kindergarten through grade 3.

Action: Work with principals and primary teachers to develop strategies for implementation.

Outcome: Early learning framework strategies are evident in all primary classrooms.

Measure: Principals report classrooms across the district that have implemented the framework as a foundation for teaching and learning.

Goal 2: Improve literacy achievement

Strategy 1: Develop and pilot a grade 4-9 Literacy Assessment across the district.

Action: Work with the assessment design team to finalize the development of a grade 4-9 Literacy Assessment.

Outcome: A grade 4-9 Literacy Assessment is developed and piloted across the district.

Measure: Data from the Grade 4 - 9 Literacy Assessment is collected and provides baseline assessment information for use in planning for learning.

Strategy 2: Targeted literacy supports are implemented at the intermediate and secondary levels.

Action: Analyze baseline data from grade 4-9 Literacy assessment and Provincial gr 10 literacy assessment to identify literacy targets and interventions

Outcome: Intermediate and secondary schools use effective literacy supports

Measure: Grade 4-9 Literacy assessment and provincial gr 10 literacy exam

Goal 3 – Improve numeracy achievement

Strategy 1: Implement the grade 8-9 numeracy assessment across the district.

Action: Provide training for school-based teachers and leaders to implement the grade 8-9 numeracy assessment as part of the fall assessment cycle.

Outcome: Baseline numeracy assessment data is utilized by grade 8-9 teachers in learning design.

Measure: Data from the Grade 8/9 Assessment is collected and provides baseline assessment information for use in planning for learning.

Strategy 2: Create a community of practice in numeracy.

Action: Identify a numeracy lead teacher in each school.

Outcome: A community of practice in numeracy is established and transfer of learning at school level occurs.

Measure: Teachers report increase access to strategies and methods for diversifying numeracy instruction

Priority 3: Teaching and Leadership Excellence:

Goal 1 - Continue to implement instructional rounds in all schools.

Strategy 1: Build capacity of school-based leaders to lead instructional rounds to create a culture of learning.

Action: School leaders design and deliver a monthly instructional round with teachers.

Outcome: A culture of learning is established between School leaders and teachers.

Measure: School leaders' journals of instructional rounds experiences.

Goal 2 - Close the achievement gap between Indigenous and non-Indigenous students.

Strategy 1: Design a process for analyzing multiple sources of Indigenous student achievement data to identify learning gaps.

Action: Engage principals in a thorough analysis of Indigenous student achievement data at all levels.

Outcome: Principals have increased capacity to lead a data analysis process with staff and partners to plan targeted intervention for Indigenous students.

Measure: Data analysis activities lead to targeted interventions resulting in increased student achievement.

Goal 3 – Improved assessment literacy

Strategy 1: Develop the use of the DRAFT proficiency benchmarks in routine assessment practice.

Action: Develop and action research team to explore the use of the proficiency benchmarks in classroom assessment

Outcome: Action research team grows a community of practice.

Measure: journals and reflections of the action research team guide next steps.

Strategy 2: Teachers utilize technology in teaching and learning.

Action: Utilize the technology leaders' network to identify and share effective practices for using technology in learning. Technology Leaders continue to collaborate with school-based staff to build system-wide capacity.

Outcome: Students have increased opportunities to use technology in learning.

Measure: Students and staff report increases in their integration of technologies and digital tools across the curriculum.

Strategic Human Resources

The Human Resources Department supports the strategic plan in the following ways:

Priority One - Equity and Inclusion

Strategy 1: District Workforce will become more representative of community diversity

Action: Complete the process of becoming an equal opportunity employer.

Outcome: Increased numbers of diverse population among teachers and other school district staff

Measure: yearly workforce diversity analysis

Priority Two - Success for Each Learner

Strategy 1: Employ candidates with the highest credentials and qualifications for each position.

Action: create strategically aligned job descriptions and postings for all vacancies

Outcome: Teachers in front of students are qualified in areas they teach.

Measure: All new hires are evaluated proficient during their first assignment and present qualifications and credentials prior to being hired.

Strategy 2: Staff to appropriate levels to meet identified learning needs.

Action: As part of the spring staffing process the HR department will complete a needs analysis with all schools to ensure non-enrolling staffing allocations are adequate to meet learning needs.

Outcome: All learning needs, above and beyond the required level are addressed through the staffing process.

Measure: All Principals begin the fall semester with appropriate supports as measured by the district staffing workbooks.

Priority 3 - Excellence in Teaching and Leadership

Strategy: Support teaching and leadership professional learning opportunities.

Action: explore and implement a strategy to hire teachers who are readily and reliably available to support teacher/leader release for learning in all 3 communities.

Outcome: Principals and other learning facilitators will be able to plan learning events supported by an available supply of on call teachers.

Measure: Track unfilled absences resulting from learning events in the district.

Strategy: Support succession to leadership roles within the District.

Action: Implement a 2-year Aspiring Leaders program for teacher leaders and Vice Principals.

Outcome: The District has a pool of qualified candidates ready to assume formal leadership roles in the school district.

Measure: Track number of leadership hires from employees who have participated in Aspiring Leaders program.

Transportation

Rocky Mountain School District No. 6 transports approximately 1,600 students on 21 bus routes in and around the three major communities in our school district, Golden, Invermere and Kimberley. The District spans over 270 km from one end to the other.

Supporting priority one, equity and inclusion, the transportation department provides financial transportation assistance to parents, whose children are eligible to receive transportation, where bussing is not available. The District strives to create inclusive learning environments and has purchased a wheelchair accessible bus to ensure that each student has access to school.

A transportation agreement has been developed in collaboration with our Indigenous partners to adjust our school bus routes to enhance the service level for our Indigenous students. Extracurricular transportation will be provided for the Indigenous students with the goal of increasing participation in after school and community activities. The transportation department is active in the creation of the transportation plan with respect to the BC Tripartite Education Agreement (BCTEA), providing extracurricular access to our on-reserve Indigenous students.

As part of our commitment to reducing our carbon footprint, the district has purchased two electric busses. Our goal is to purchase another one by the end of the 2022-23 school year so that we have one in each of the three major centres. The district is investigating further reductions with the replacement of white fleet upgrade. Four fossil fueled service vans are scheduled to be replaced with electric service vans by the end of 2022/23. These initiatives help model environmental stewardship and provides learning opportunities for students supporting priorities two and three.

The Director of Operations reporting structure was moved to the Secretary Treasurer to align business functions. The district also implemented Growth Plans for exempt employees within the Business Services departments where the employees align their personal growth with the priorities of the district. This alignment supports priority three teaching and leadership excellence.

Facilities

Our 18 schools are located in the 11 communities we serve throughout the school district. Nestled along the Rockies, in the Columbia Valley, we are protected by 9 fire departments and reside in 2 different regional districts. We operate 3 maintenance centers approximately 1.5 hours apart.

In an effort to support the priorities of the Board of Education, the school district operations department enhances the learning environment by maintaining our buildings, grounds and equipment in a safe, clean and in good working condition which results in provides healthy school facilities for our students and staff.

The maintenance teams provide customer service for our schools while maintaining building systems with a robust maintenance program. Annually, facility renewal projects are completed to ensure our facilities remain safe and in good condition.

Each year, our Board of Education submits a 5-year capital plan to the Ministry of Education that outlines the major capital projects the district has identified. Student population has declined significantly since the early 2000, however in the past few years, student population has stabilized, and we are starting to experience growth in student population. Kimberley and Windermere areas of the school district lead that growth and we expect our student population to increase gradually over the coming years.

As the school district begins to think about the new Ministry mandate for early learning, we are engaging community partners to determine the needs of the community. The district has the opportunity to explore options for before and after school care as well as early learning opportunities for pre-school learners.

This new programming will have an impact school facilities and school configurations and the facilities team is committed to attending public engagement sessions to ensure the needs of the students, families and all community partners are met.

As part of the efforts to reduce the carbon footprint, the district continues to convert lighting systems to LED high efficient lighting. Currently 60% of our facilities have been upgraded. We continue to seek climate change energy reduction funding incentives through BC Hydro, Fortis and Clean BC. The district received a \$15,000 incentive grant from Fortis to upgrade boilers in a school. A thermal efficiency building envelope upgrade is scheduled for Invermere Open Doors, a two-story alternate school, and will also involve upgrades to the accessible access of the facility through a new wheelchair lift. A wheelchair lift is also being replaced at Selkirk Secondary, a three-story secondary school. Lastly, we will continue with best practices for HVAC maintenance that was learned during COVID pandemic to ensure a healthy environment is maintained.

The above strategies ensure we provide access to all learners in a safe and equitable environment. The voices of the stakeholders are heard and the engagement process is transparent which align with priority one and two.

The Director of Operations reporting structure was moved to the Secretary Treasurer to align business functions. The district also implemented Growth Plans for exempt employees within the Business Services departments where the employees align their personal growth with the priorities of the district. This alignment is part of priority three teaching and leadership excellence.

Finance

The school district operates on a budget of approximately \$54 million dollars annually. The budget breaks down into three main areas, staffing, services and supplies, and capital as shown in Figure A [Figure A]

Staffing costs are determined based on student configuration within the schools. Instruction expenses make up the majority of the budget expenditures and are broken down as shown in Figure B. [Figure B]

Services and Supplies make up the other components of the Budget and are further broken down into the following areas as shown in Figure C. [Figure C]

Instruction services and supplies are funds allocated to support student success. District administration, operations, maintenance and transportation allocations are required to support the overall operations of the school district. Special purpose funds are grants provided by the Ministry which are outside of the normal operating grant and are targeted funds that support Ministry identified priorities or projects. Special purpose funds and targeted funds add supports for Indigenous learners, English language learners, and learners with diverse abilities/disabilities, capacity building, early learning and French programming and have been allocated to support the Board of Education priorities articulated in the 2021-24 Strategic Plan. This allocation aligns with Priority 1 – Equity and Inclusion by removing barriers to equity, providing learning environments and inclusive opportunities while engaging Indigenous, parent and other partners.

The majority of the special purpose funds relate to *Classroom Enhancement Funds* which are provided to appropriately staff the schools for restored language to the Collective Agreements. These directly benefit instruction by providing approximately 31 additional classroom teachers. This aligns with Priority 2 – Success for All Learners.

In alignment with Priority 3 – Excellence in Teaching and Leadership, Business Services are focused on providing effective support services related to facilities management, financial and risk management, payroll and benefits administration, procurement, and policy development and implementation. Our goal is to effectively support the school district by providing a safe, healthy and financially sustainable learning environment by:

- ensuring through multi-year financial planning, budget reviews and the annual budget process the allocation of resources (people, time, and budget) is completed in a fiscally responsible manner and supports the achievement of the Board's strategic plan;
- continuously reviewing and improving business processes and business systems to create value;
- supporting our community of learners through effective communication which enables efficient decision making;
- ensuring business continuity through effective risk management, succession planning, strategic recruitment, retention, and professional development;
- effectively supporting the governance function of the Board of Education;

- continuing to effectively represent the district perspective to provincial government on business related initiatives.
- ensuring district assets are safeguarded and that the school district's financial position is stable through the design and implementation of adequate internal controls and financial processes; and
- ensuring departments have the organizational capacity (people and expertise) to manage all current and planned initiatives and projects, while delivering regular operations.

Business services support the three priorities identified in the strategic plan through the transparent allocation of resources for instruction, efficient and effective communication, and understanding that all employees of the district are responsible for the success of students.