2022-2023

Annual Operational Plan

School District No. 6 (Rocky Mountain) is located on the unceded lands of the **Secwépemc** and **Ktunaxa** People, and the chosen home of the **Métis** People of B.C.

OPERATIONAL PLAN

Operationalizing the District Strategic Plan is done through consultation with our partners in education.

Our partners include:

• *District Parent Advisory Council*
• *Indigenous Education Council*
• *District Student Advisory Council*
• *Principal, Vice Principal Association*
• *Unions: CUPE and Rocky Mountain Teachers' Association*

Feedback from our partners and the goals and strategies from Principals and Vice Principals through each of the School Success Plans have influenced the goals and strategies outlined in the Operational Plan .

EQUITY AND INCLUSION

Inclusion

Students who are well connected to their schools are likely to want to attend school and are more prepared to devote concentration and focus to learning. These aspects measure a student's preparedness for learning.

Inclusive learning environments, where all students have equal opportunity for success, address the individual learning needs of students. Using Universal Design for Learning (UDL) strategies in planning for learning provides all students an opportunity to learn and participate in all classroom activities.

Equity

Equity refers to the objective that all students have the supports and resources each of them needs to be successful. Since all students are unique, sometimes equity means that students' needs are not the same. There are two ways to achieve greater equity: one is to ensure all students have the learning supports they need to be successful and the other is to examine barriers to learning with the goal of removing or reducing them.

Indigenous Learner and Diverse Student Achievement Gap

To become an equitable organization, the District will monitor to ensure all students have the supports they need. Students with diverse ability and Indigenous learners are two populations of students for whom an achievement gap exists between them and the rest of the student population.

EQUITY AND INCLUSION

Goal 1 | Commitment to Truth and Reconciliation

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 Ed Support Workers to implement and document supports and services provided to Indigenous learners and related progress.
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 and their related successes are noted.

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.

EQUITY AND INCLUSION

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 and students 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 needed.
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). Student achievement markers such as report cards, attendance, and 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 of Learning Support Services 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 implementation in all schools.

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

EQUITY AND INCLUSION

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

SUCCESS FOR EACH STUDENT

This priority targets student achievement in literacy and numeracy which both span the curriculum. Literacy refers to students' ability to understand various forms of information, process that information, and create meaningful personal responses in a variety of different forms. Being literate involves solving problems, interpreting real life situations, and making meaning from the world around us.

To be numerate, means to not only have a solid understanding of numbers and their inter-relationships but also the disposition to utilize them to make sense of the world around us. A numerate individual has the capacity to understand and use numbers to make sense of important social, scientific issues, both current and historical, local, and global, and therefore enact change within their own community and broader contexts.

Learning in the early years is critical for developing solid foundations for a student's learning journey. The Early Learning Framework applies to all learning environments, including StrongStart BC programs and primary classrooms to childcare settings, preschools and other early childhood development and child health programs. As the district begins to implement early learning and childcare programming the implementation of the Early Learning Framework strategies is a goal for the district to ensure that all students are successful in their learning journey from the onset.

SUCCESS FOR EACH STUDENT

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

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Strategy 1: 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.

Strategy 2: Develop and implement consistent assessment practices across the district to align with the new Reporting Order.

Action: Work with teachers and principals to design a consistent reporting structure for reporting student achievement that aligns with the new Reporting Order.
Outcome: Reporting student achievement is consistent across the district and is in alignment with the new reporting order.
Measure: All schools are prepared to report student achievement in a consistent manner for the 2023-24 school year.

SUCCESS FOR EACH STUDENT

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 are collected and provide 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 grade 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 grade 10 literacy exam.

SUCCESS FOR EACH STUDENT

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.

TEACHING AND LEADERSHIP EXCELLENCE

To build a culture of learning, and to encourage professional dialogue among colleagues, the District is using research based on collaborative learning as well as allocating resources to support teachers and leaders learning from one another. The model is based on Instructional Rounds in Education by Dr Elizabeth A City (Author), Richard F Elmore , where time is strategically allocated to watch, explore, refine, and test all types of hypothesizes about learning. Through a non-judgmental collaborative model that puts the lens on the learning. Participants focus the debrief conversation on the learning they observe, the task, and the learning space.

Teachers and leaders have significant impact on the learning journey of students and impact their success in a variety of ways. Efforts build capacity of teachers and leaders continues to be a primary focus for the district.

As a district we are committed to reducing the achievement gap between the Indigenous and non-Indigenous students. This requires both teachers and leaders to use data as a foundation for practice. The District is committed to building the capacity of teachers and leaders to use a variety of data sources to understand the needs of students and to use an inquiry approach to explore strategies for improvement.

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 rounds 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 learners

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

Action: Engage school leaders in a thorough analysis of Indigenous student achievement data at all levels.
Outcome: School leaders 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.

TEACHING AND LEADERSHIP EXCELLENCE

Goal 3 | Improved Assessment Literacy

Strategy 1: Develop the use of the draft Provincial Proficiency Benchmarks in routine assessment practice.

Action: Develop an 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

To facilitate a system focused on continuous improvement, the District must ensure that the right people are in the right place at the right time to support student learning.

The Human Resources (HR) Department supports the strategic plan in the following ways:
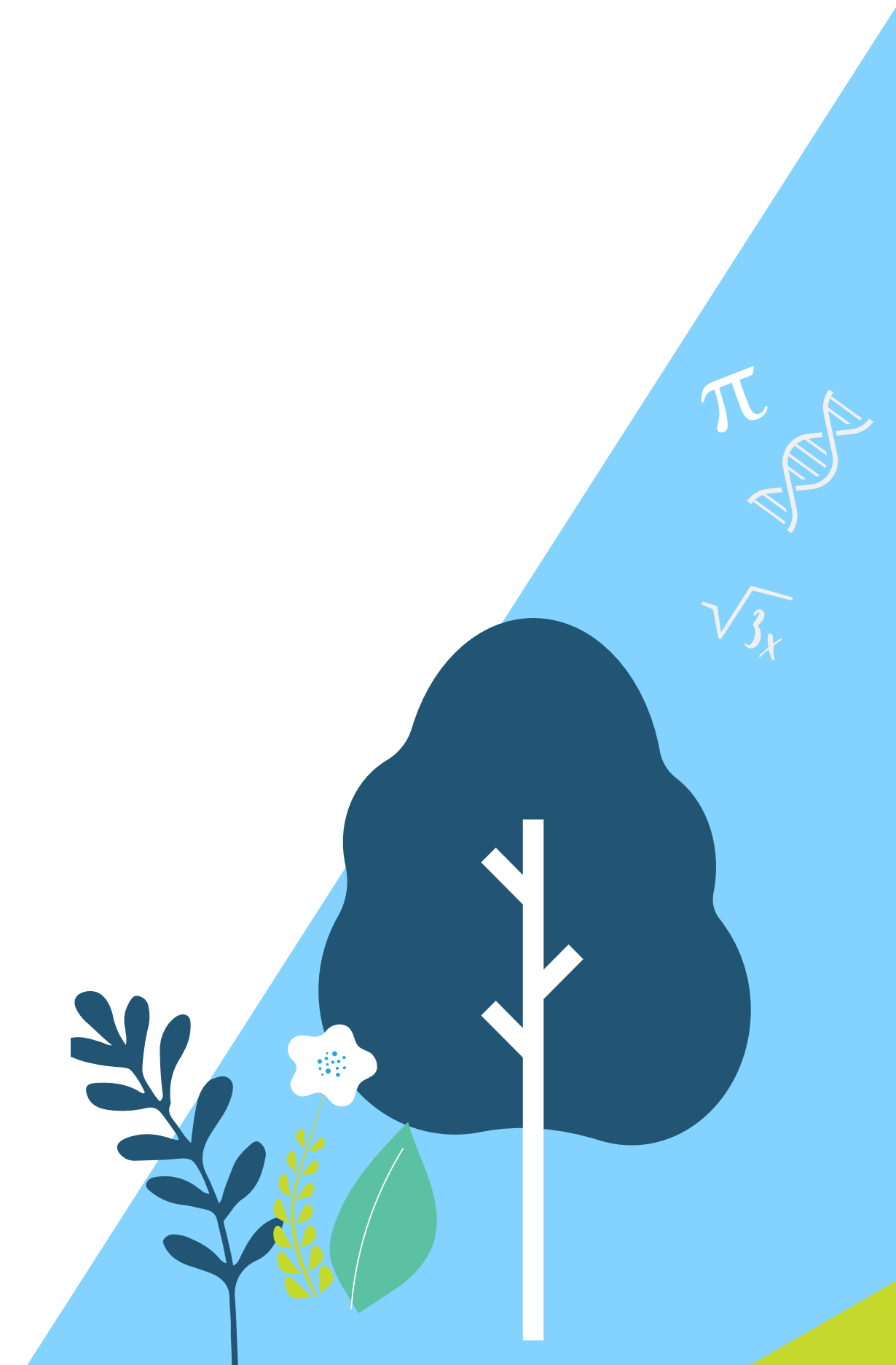
Priority One | Equity and Inclusion

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: Annual workforce diversity analysis.

STRATEGIC HUMAN RESOURCES

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 are qualified in areas they teach.
Measure: All new hires are evaluated during their first assignment and present qualifications and credentials prior to being hired.

Strategy 2: Hire 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.

STRATEGIC HUMAN RESOURCES

Priority Three | Excellence in Teaching and Leadership

Strategy 1: 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 three 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 2: 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 busing 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 20022-23 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.
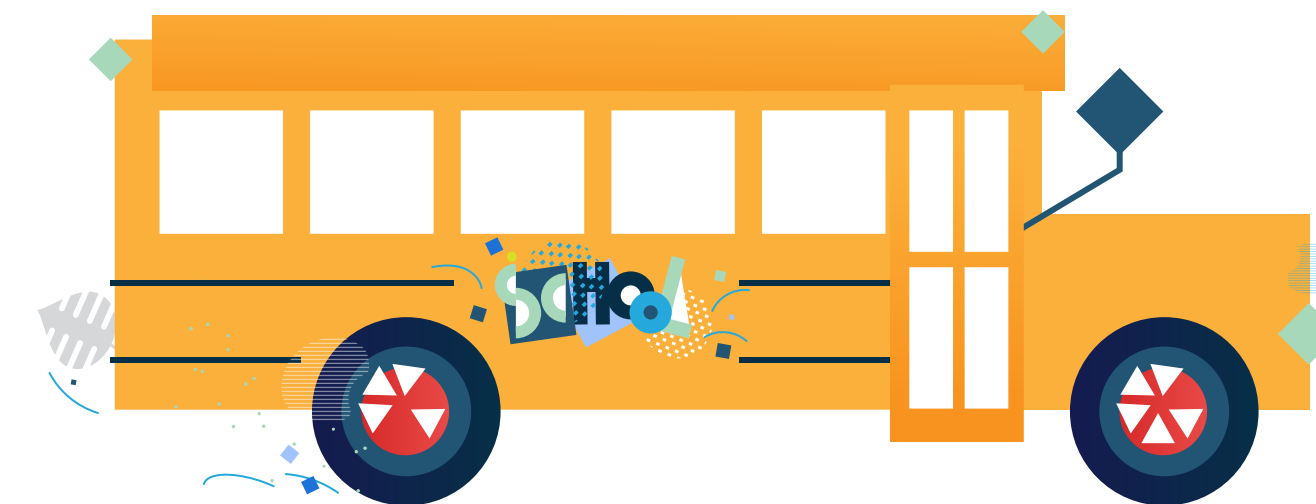
FACILITIES

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.

FACILITIES

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 $48 million dollars annually.
The budget breaks down into three main areas, staffing, services and supplies, and capital as shown in Figure A.

Figure A

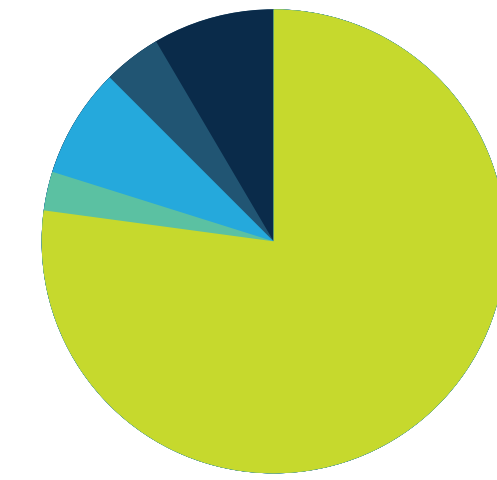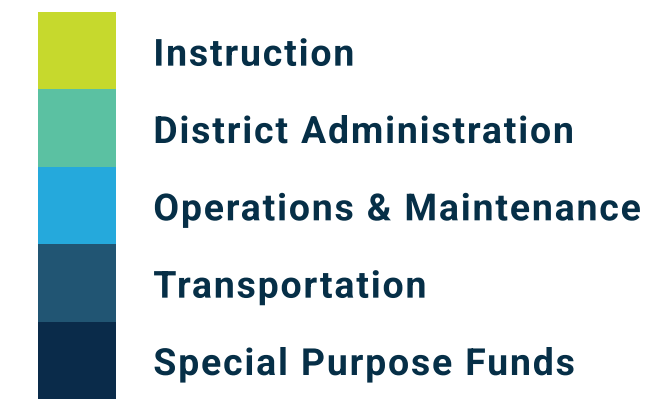- Staffing
- Services & Supplies
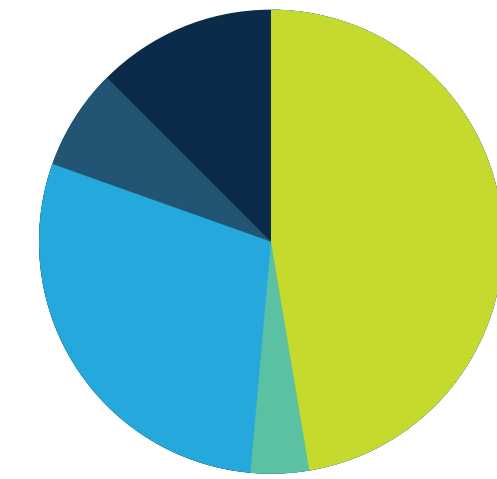- Capital Assets

2023 ANNUAL BUDGET

Staffing costs are determined based on student enrollment, and make up the majority of the budget expenditures and are broken down as shown in Figure B.

Services and Supplies are further broken down into the following areas as shown in Figure C.

Figure B & C

- Instruction
- District Administration
- Operations & Maintenance
- Transportation
- Special Purpose Funds

STAFFING

SERVICES & SUPPLIES

Instruction services and supplies are funds allocated to support learning. District administration, operations, maintenance and transportation allocations support the overall operations of the school district. Special purpose funds are grants provided by the province and are targeted funds that support ministry identified priorities. For example, this year the District received addition funds to support mental health. A plan for these funds will be made in partnership with schools and communities to further the equity and inclusion priorities of the District that target mental health of students and staff post pandemic. Other 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.

FINANCE

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.

TECHNOLOGY

The District Technology Plan was developed collaboratively by the District Technology Advisory Committee.

The Committee includes representation from the Board of Trustees, RMTA, CUPE 440, Rocky Mountain Principal Vice Principal Association, DPAC, and District Administration Staff.

Priority One | Equity and Inclusion

Supporting priority one, we host several learning sessions for staff to build capacity with utilizing cloud-based applications. These District supported applications are accessible on any devices and from anywhere that has Internet connectivity. Additionally, we offer learning opportunities that support classroom use of assistive technologies such as immersive reader, dictate functions, and several other specialized applications.

Priority Two | Success for Each Learner

Numerous digital resources are made available to students, staff, and parents and our websites are constantly being updated to support easy access to these resources for everyone. Students are provided with the tools and learning to empower them to become health Digital Citizens. Over the past year, we have refreshed student devices at all our secondary and alternate schools as well as several elementary schools. During this refresh process we have increased the student to device ratios, making these digital tools more readily accessible for all students.

Priority Three | Excellence in Teaching and Leadership

The District established a Tech Leaders Network which meets during the year to collaborate and learn. These leaders, and their principals, plan for school-based learning opportunities that support capacity building for all staff across the District. Additionally, the Technology Department has hosted many staff learning sessions focused on both the optimization of systems as well as access to curricular resources that support the integration of technology across the curriculum. The Technology Department continues to collaborate with each other, district staff, and external resources to continuously improve the team's collective capacity.