



2022-2023

ENHANCING STUDENT LEARNING REPORT

School District 6 Rocky Mountain is located on the traditional unceded shared territory of the Ktunaxa and Secwépemc peoples and the chosen home of the Métis.



MESSAGE FROM THE BOARD OF EDUCATION

Rocky Mountain School District No. 6 is proud to serve students in the Columbia Valley from Golden to Kimberley, and grateful to reside on traditional territory of the Ktunaxa and Secwépemc peoples and the chosen home of the Métis. School plays an integral role within the community and the partnership among families, educators and community is a strength that supports the growth and development of the children we serve.

The District is committed to true and lasting reconciliation with Indigenous peoples. Our Indigenous partnerships are essential to the success of this plan and together we will journey toward a better future that acknowledges the past and paves the way for better outcomes for all students.

The Framework for Enhancing Student Learning (FESL), legislated in 2020, brings a formalized approach to the planning and reporting expectations for schools with a focus on continuous improvement and enhancing student learning and success. It combines public assurance with evidence-informed decision making and system-wide continuous improvement to support equity of outcomes for all students in the provincial K-12 public system. The Framework also reflects a public commitment, by Indigenous peoples, Indigenous rightsholders, education partners and communities, to work together to improve student learning and enhance the intellectual, social and career development of all learners.

The Board of Education engaged in the development of a strategic plan, building the vision, mission, values and priorities that set the stage for the 2020-2023 years. The three priorities of the Board of Education: 1) Equity and Inclusion, 2) Success for Each Learner and 3) Excellence in Teaching and Leadership lay a solid foundation for continuous improvement. Engaging with our community partners (including District Parent Advisory Council, Indigenous Education Council, Unions, Principals, Staff and Students), the annual plan combines community ideas with data determined targets into a consolidated plan to improve outcomes for all students and to close the gap between Indigenous and non-Indigenous learners.

This report was prepared under the direction of the Board of Education in accordance with the responsibilities under the Framework for Student Learning. The Board of Education is committed to using the results in this report to ensure that all students can acquire the knowledge, skills and competencies they need to be successful.

MISSION

We collaborate in the pursuit of each student's success as caring, resilient members of a global community.

VISION

Opportunity, equity, and success for ALL learners.

VALUES

RESPECT

We foster respectful relationships that build trust, safety and well-being.

EQUITY

We strive to build learning environments that are equitable, honour diversity and inclusion, are safe, caring and healthy places to work and learn.

INTEGRITY

We nurture a sense of self-awareness, responsibility and truthfulness in ALL students so that they will become environmental stewards and morally upright global citizens.

ACCOUNTABILITY

We are accountable for ourselves, our students and our communities for professionalism, transparency and quality results.

INNOVATION

We create learning opportunities that are high quality, place-based, creative, and that encourage students to reach their full potential.

OUR CONTEXT

School District No. 6 (Rocky Mountain) serves all communities from Golden to Kimberley. There are 18 schools including three alternate schools and one online school in three zones: 1) Golden, including the community of Nicholson, 2) Windermere, including Edgewater, Invermere, and Canal Flats, and (3) Kimberley, including Marysville.

The District serves approximately 3500 students, employs approximately 700 staff, and has an operating budget of approximately \$48 million dollars. Nine Trustees make up the Board of Education, three from each zone. Its mission, vision, and values guide all decisions, made by the Board of Education.

The District welcomes approximately 90 international students each year. These students from around the world enroll in our schools to study and experience the unique environment that we have to offer in the Columbia Valley.



Strategic Planning Cycle

The District utilizes a four-year strategic planning cycle, represented in the figure 1. Year one the Board of Education reviews its mission, vision and values and sets priorities for the four-year plan. Schools use a variety of data sources to build goals and strategies under the three board priorities using an inquiry approach. Once the school success plans are drafted, the District then operationalizes the plan, strategically aligning human resources, technology, transportation, facilities, and finances. At many steps along the way, the District engages education partners and community to gather input on the plan. The [Operational plan](#) and the [School Success Plans](#) are updated annually during the four-year cycle



Figure 1

Engagement

Engaging partners and community is an important component of the development of both the District operational plan and school success plans. Following the Framework for Enhancing Student Learning (FESL) [Engagement plan](#), the engagement process with our partners is cyclical and occurs at several points during the development of the plan. Partner groups include: Indigenous partners, District Parent Advisory Council, District Student Advisory Council, CUPE and Rocky Mountain Teachers' Association. Community engagement opportunities occur in each of our three main communities where students, families, staff and community members have an opportunity to provide feedback on both the District and school plans. This year an online engagement opportunity was offered, providing access to those who were not able to attend the face-to-face events. All feedback collected was collected in a "What We Heard" document and shared online.

PRIORITY 1 EQUITY & INCLUSION

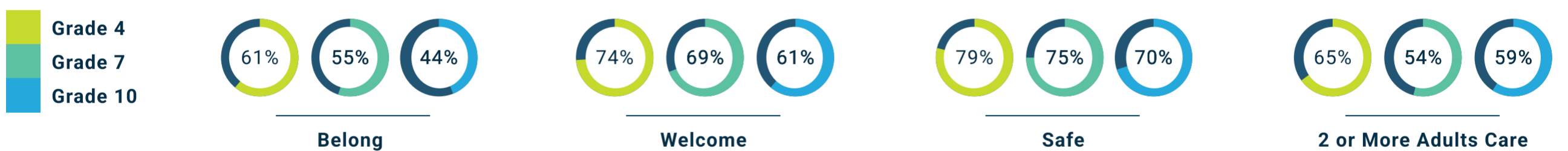
Students and staff in SD 6 experienced growth in this priority area last year. Previously there were unorganized efforts at increasing student connectedness to school. Over the last year, all schools have developed ways to involve all staff in working united toward this objective. Many schools have routine circle practice, have implemented "door-way greetings", or have expanded opportunities for student passion pursuits. Additionally, where School Based Teams were inconsistently part of school support structures for inclusion, the District has established routine School Based Teams in all schools and will continue to improve their effectiveness.

Inclusion

Students who feel well connected to their schools are likely to attend school and are more prepared to focus to learning. A sense of belonging and connection to school are aspects that measure a student's preparedness for learning. As the data illustrate, the District has some work to do to ensure everyone feels included at school. Students report a growing sense of connectedness on provincial measures such as the Student Learning Survey. Students report similar feelings on school-created surveys of the same type. However, there are still gains to be made until all students can feel connectedness to school. The data indicate students of Indigenous ancestry report lower rates of school connectedness than other students. Inclusion remains a priority for all students in the District in the year ahead. The District relies on local data to measure the success of Indigenous students as part of our growth towards equity and positive outcomes for these learners. However, given the population size of this group of students, our District data is masked according to Ministry of Education and Child Care policy. Throughout this report, the District has reported provincial numbers for Indigenous learners. The differences between all students and Indigenous learners is very similar to the differences the District sees in District and school data. The District includes these data to illustrate the consistent need to address inequity for marginalized learners.

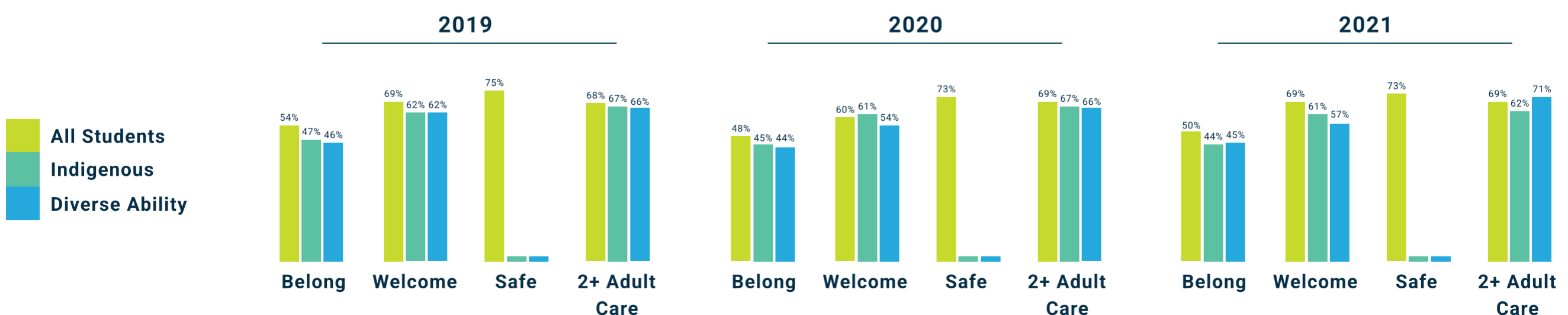
2021 PROVINCIAL STUDENT LEARNING SURVEY

Figure 2



Three Year Trend

Figure 3



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.

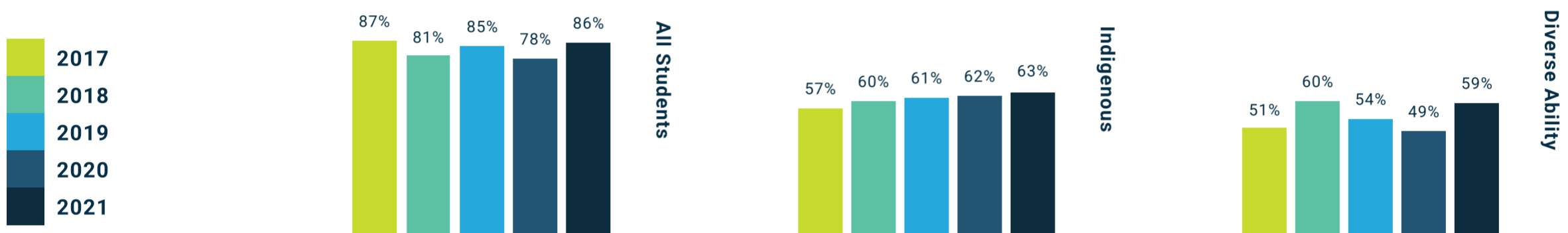
Indigenous Learner and Diverse Student Achievement Gap

To become an equitable organization, the District will monitor to ensure all students have the supports they need. However, students with diverse ability and Indigenous learners are two populations for whom an achievement gap exists between them and the rest of the student population. Additionally, smaller numbers of students who are in care or who have diverse abilities also experience lower completion and proficiency rates on District and provincial measures. The District will pay specific attention to these populations.

The data show the extent of this gap in achievement and provide the District with key success markers as it strives to enhance equity for all. There is a statistically significant gap between the achievement of Indigenous learners and non-Indigenous learners in all areas of learning based on evidence at all levels of data collection in the District.

Dogwood Completion Rates

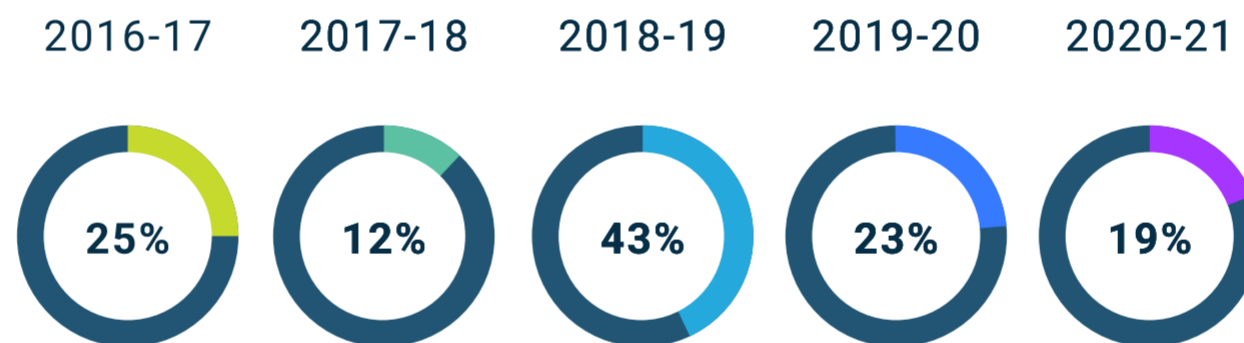
Figure 4



Dogwood Completion Rates Gap - Diverse Abilities

Figure 5

Gap in percent between students with Diverse Needs and non-Diverse Needs



GOAL #1

Commitment to Truth and Reconciliation

Strategy 1: [Implement organization-wide Truth and Reconciliation learning program | *The Four Seasons of Truth and Reconciliation*](#)

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

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

Strategy 2: [Finalize an Equity in Action Plan](#)

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

Strategy 3: [Implement an Indigenous student management system to track supports and services provided to Indigenous learners and related progress.](#)

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

Strategy 4: [Develop and implement an anti-racism plan.](#)

Outcome: A plan is developed and shared.



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

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

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

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

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

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

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.

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

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

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

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

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

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

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

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



PRORITY 2 Success for Each Student

Growth in 2021-2022

Students have experienced success over the last two years in numeracy and literacy. The fact that student success on the Grade 10 numeracy assessment continues to improve, is a sign that the District is adjusting learning to provincial expectations in the correct way for students. Additionally, SD 6 students continue to be excellent writers. This success is a testament to the ongoing efforts of all staff in the area of writing assessment and instruction. Lastly, it is important to highlight the improvement in Dogwood Completion Rates for Spring 2022. The District looks forward to ongoing student growth in this measure.

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.

Data Story

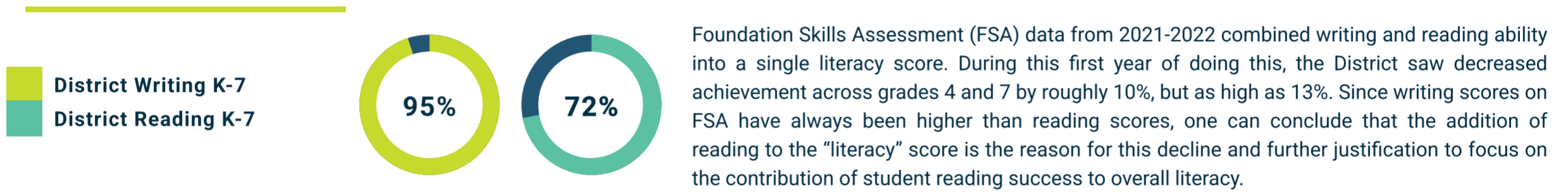
For several years, Rocky Mountain SD6 has separated assessment into different areas of learning, specifically, reading and writing. With the curriculum re-design, the Ministry of Education and Child Care has adopted a provincial assessment that measures literacy development as a combination of all literacy skills: reading, writing, listening and communication, used by a person to make meaning from the world. To match the shift provincially, the school District will develop literacy assessments that measure literacy. The data presented from the previous year continue to measure reading and writing separately. The data show that reading is the aspect of literacy with the greatest opportunity for growth. They also illustrate that, when compared with overall literacy performance, numeracy achievement represents a high priority for strategic focus.

Reading

Continued focus is required on teaching developmentally appropriate reading skills across the grade levels. District and provincial data sources demonstrate there is a significant opportunity for growth in reading K-12 and that this growth would result in overall improved literacy achievement. When separated, students perform better on isolated writing measures than on reading measures. This points the District in the direction of enhanced supports for reading instruction. District Writing Assessment and District Reading Assessment. This data illustrates the difference in achievement in reading vs. writing by comparing the number of students on track for learning in each area as measured by District assessments.

% Of Students on Track | Writing vs. Reading 2021-2022

Figure 6



GOAL #1

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

Strategy 1: Implement the Early Learning Framework from Kindergarten through grade 3.

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

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

Outcome: Reporting student achievement is consistent across the District and is in alignment with the new reporting order.

GOAL #2

Improve Literacy Achievement

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

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

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

Outcome: Intermediate and secondary schools use effective literacy supports.

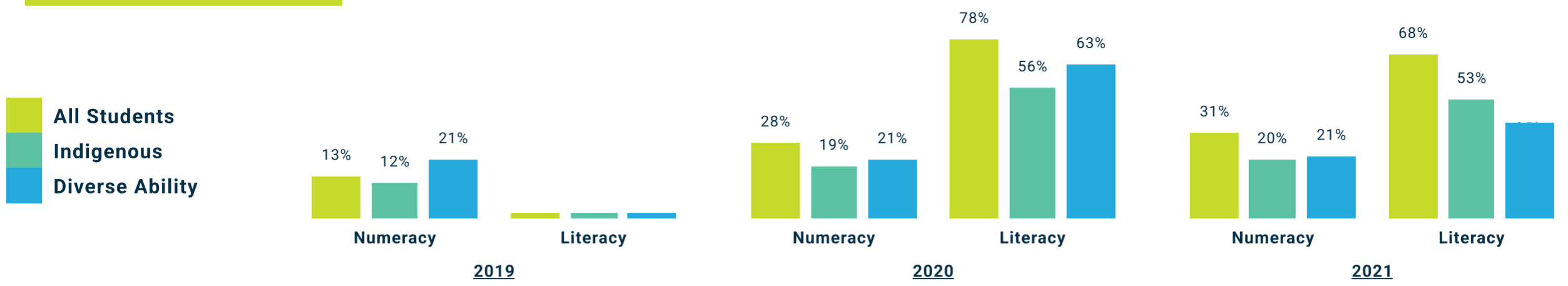


Improve numeracy achievement

The District has a history of several years focusing on literacy objectives. A focused approach to numeracy objectives has not been a long standing trend in the school District. The District is learning about the importance of a school by school focus on numeracy through evidence of student learning. Several sources of District and provincial data show that an equitable focus on numeracy should result in similar gains as students have seen in literacy. The following data illustrate the current differences in achievement and justify a continued focus on numeracy.

Grade 10 Literacy and Numeracy Assessments

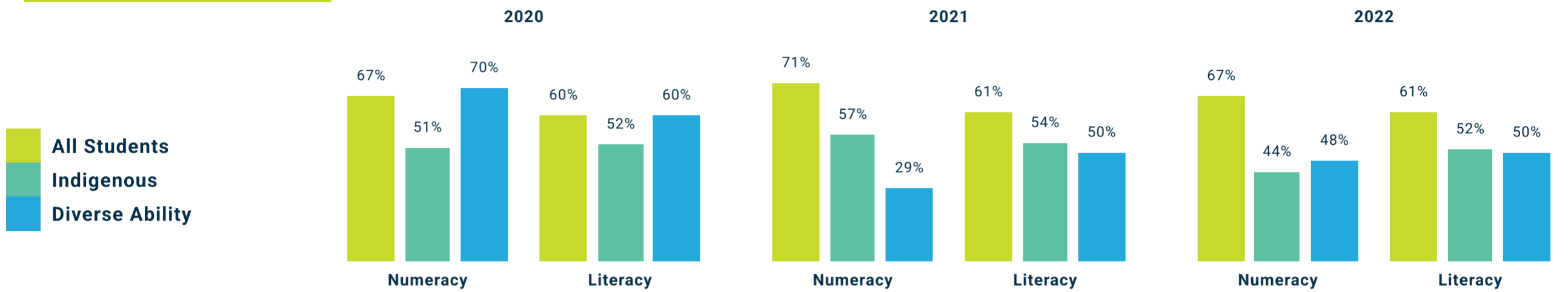
These assessments, taken in Grade 10, are provincial measures for where students are expected to be with their literacy and numeracy skills at the beginning of their graduation program. The difference between literacy and numeracy highlights the need to focus on how the organization instructs numeracy and plans strategies being taught to students. As well, the data below further highlight the inequities the District is attempting to address in the areas of equity and inclusion in Priority 1.



Foundation Skills Assessment data illustrate that the divergence between numeracy and literacy achievement begins sometime after Grade 7. Scores between literacy and numeracy on the FSA are similar in Grade 4 and 7.

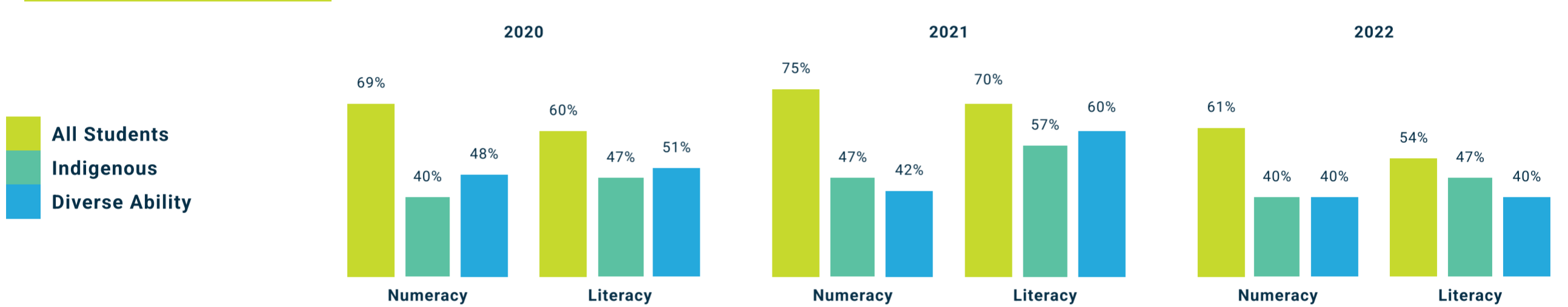
Grade 4 Foundation Skills Assessment - On track or Extending

Figure 8



Grade 7 Foundation Skills Assessment - On track or Extending

Figure 9



Career Success and Transition

Part of the vision of students crossing the stage with dignity and options is measured by how many students transition to a post-secondary institution following secondary school graduation. The readiness to make this transition can be predicted by the number of students who successfully transition between grades during their time in secondary school. It is also important to consider the geographical and workforce context in Rocky Mountain SD6. The District is a fair distance away from many post-secondary institutions. Also, the local workforce is based largely in tourism and industry. Many students transition to programs outside of post-secondary or enter the workforce directly after graduation. The District considers these transitions to be successful as well as transition to post-secondary.

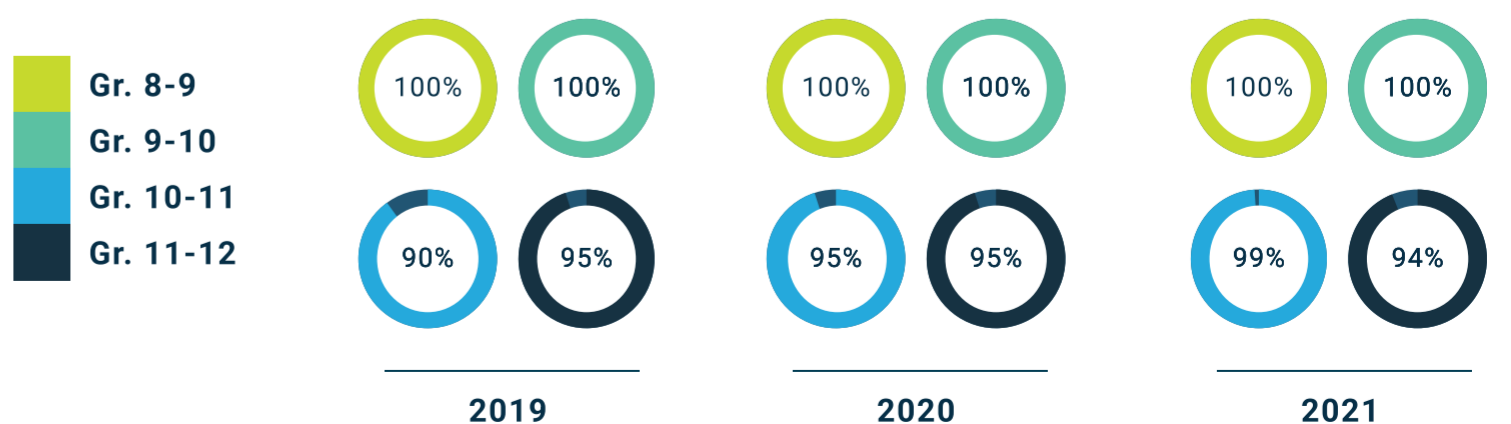
Transition to Post Secondary

Figure 11



Secondary Grade Transition - Three Year Trend

Figure 10



Grade 8/9 Numeracy Assessment

The Grade 10 Graduation Numeracy Assessment is a provincial measure and a standard to which all students in BC are expected to rise. In order to be able to understand which instruction will best prepare students to be successfully numerate, the District needs a better understanding of how students are learning prior to grade ten. For this reason, the District has developed a matching numeracy assessment for grades 8 and 9. Using this assessment, schools will be able to determine which numeracy concepts are most important for the unique group of students in each grade.

GOAL #3

Improve Numeracy Achievement

Strategy 1: [Implement the grade 8-9 Numeracy Assessment across the District.](#)

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

Strategy 2: [Create a community of practice in numeracy.](#)

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



PRORITY 3 TEACHING & LEADERSHIP EXCELLENCE

Growth in 2021-2022

Moving into year three of the current strategic plan, the District is experiencing growth among all employees. With respect to assessment literacy and improving instruction, the District has made significant growth to be in a position to implement a district wide numeracy assessment to determine how best to adjust instruction for students in secondary schools. This implementation represents growth in the capacity of teachers in the design and implementation phase, as well as in the capacity of our District Leadership Team to coordinate this effort. Also, the District is in a position to fully implement instructional rounds in the last year of the strategic plan. This implementation represents an increase in capacity in leadership and teaching. Much professional learning, modeling, and reflection was required to prepare to lead implementation of this objective.

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. These efforts build capacity of teachers and leaders and 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.

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.](#)

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

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.](#)

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

GOAL #3

Improved assessment literacy

Strategy 1: [Develop the use of the draft Provincial Proficiency Benchmarks in routine assessment practice.](#)

Outcome: Action research team grows a community of practice.

Strategy 2: [Teachers utilize technology in teaching and learning.](#)

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



Strategic Human Resources

The Human Resource Department supports the work and well-being of over 700 district employees. 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 Department supports staff who support the community in Rocky Mountain SD 6. In support of priority one, Equity and Inclusion, the Human Resources strives to staff schools in an authentic way, representative of the diversity of the community in order to increase students' sense of belonging and connection to adults in the building. The Human Resources Department seeks to provide opportunity and enhance equity for marginalized groups in our community through SD6 hiring practices.

Priority #1

Equity and Inclusion

Strategy 1: District workforce will become more representative of community diversity.

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

In support of priority 2, success for all learners, supporting district leaders with recruiting and hiring is one of the most important roles of the HR team. The HR team supports all recruitment activities in the district in support of district objectives. Additionally, the HR team supports schools and departments to hire specifically to the needs in their work environments. Not only does the district hire the best staff but hiring practices ensure that areas of need are staffed appropriately.

Priority #2

Success for Each Learner

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

Outcome: Teachers are qualified in areas they teach.

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

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

In support of priority 3, the HR team supports succession planning and ongoing professional growth opportunities throughout the district. Through creative casual and replacement staff programming, the HR team supports teachers to be able to leave their classes to skilled Teachers Teaching on Call. Through offering leadership development opportunities, the work of the HR team allows for professional growth within the employee community in SD6.

Priority #3

Excellence in Teaching and Leadership

Strategy 1: Support teaching and leadership professional learning opportunities.

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

Strategy 2: Support succession to leadership roles within the District.

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

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, RMPVPA, DPAC, and District Administration Staff.

The Committee met several times during the 2020-2021 school year to review information from all education partners across the District. They also reviewed information from an IBM IT Optimization Report received in December, 2020. After synthesizing the information, the Committee discussed technology priorities for the District and worked through multiple iterations of a plan. The final version of the plan is intended to support the District Strategic Plan and is reviewed annually by the District Technology Advisory Committee.



Priority #1

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 #2

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 healthy 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 increased the student-to-device ratios, making these digital tools more readily accessible for all students.

Priority #3

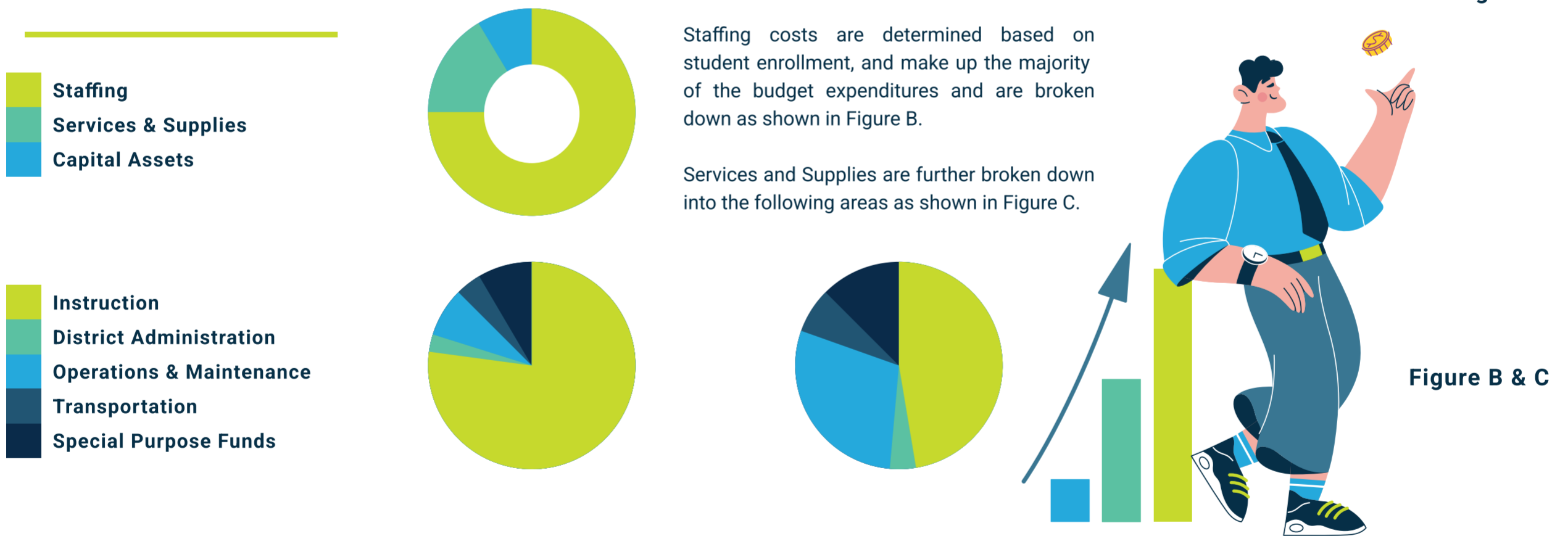
Excellence in Teaching and Leadership

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.

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.

2023 ANNUAL BUDGET

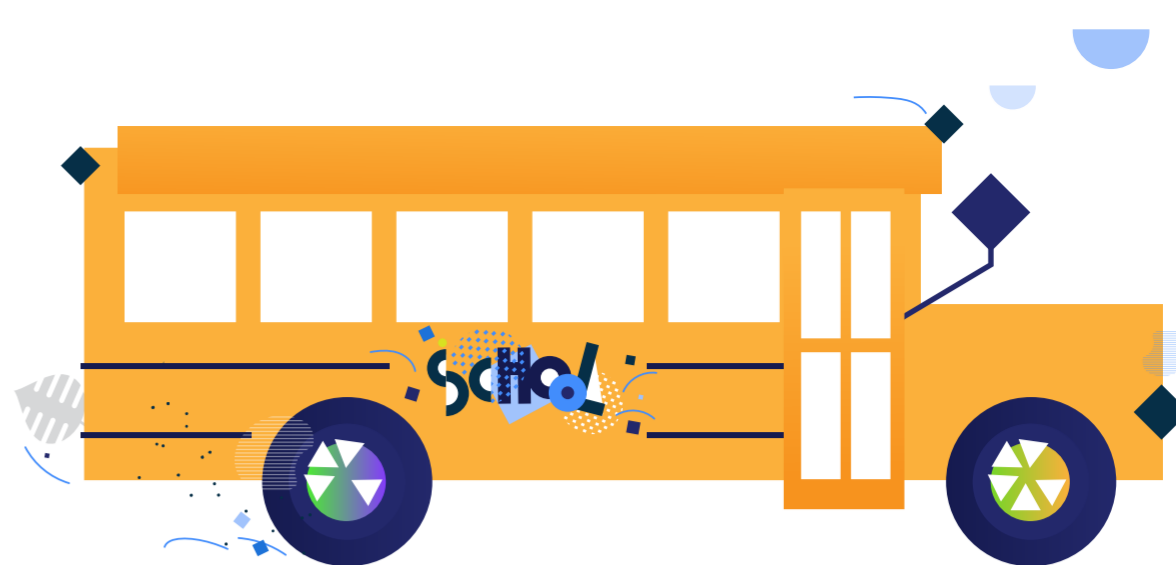


Instruction services and supplies are funds allocated to support student success. District administration, operations, maintenance and transportation allocations are required to support the overall operations of the school District. Special purpose funds are grants provided by the Ministry which are 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.

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 provide 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 nine fire departments and reside in two different regional Districts. We operate three maintenance centres 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 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 early 2000; however, in the past few years, student population has stabilized, and we are starting to experience growth. 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 on 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 the COVID pandemic to ensure a healthy environment is maintained.

