



## OPERATIONAL PLAN 2023-24

# MESSAGE FROM THE BOARD OF EDUCATION

Our District's strategic plan identifies four areas of priority and sets a continuous improvement path forward for the entire District for the next four years.

This plan aligns with the B.C. Ministry of Education's Framework for Enhancing Student Learning, and outlines the steps the District is taking to fulfill its mission, To Support, Nurture and Empower Each Student. The District's values reflect a focus on relationships, learning and engagement, and highlights equity with a firm commitment to racial equity, inclusion, and reconciliation.

Our hope is that our school communities see themselves represented in the operational plan, and that our priority areas and guiding values resonate with District staff, students, and families. This plan is an extension of the ongoing work and reflects the District's focus and the priorities that have been established over the past few years.

At the centre of this plan is the District's commitment to students and staff. The plan outlines how our District will continue to work to provide equitable access to quality education for all learners and prepare them to think creatively and critically, communicate skillfully, and demonstrate care for themselves and others.

All learners benefit from purposeful, engaging instruction that seamlessly integrates the District's priority practices and nurtures students' intellectual, personal, and social and emotional proficiencies. Development of these core competencies is central to the work of Rocky Mountain educators.

Professional learning opportunities provided by the District aim to help teachers become more intentional and strategic in developing students' core competencies, as well as designing learning environments that embed the priority practices and reflect the First Peoples Principles of Learning. Engaging students in learning experiences that use thinking, collaboration, and communication to solve problems, address issues, and make decisions is an integral part of the learning in all curriculum areas.

As we enter the realm of early learning, the district aims to maximize the benefits that early learning opportunities hold for learners. Having the opportunity to get to know and nurture the gifts and talents of the District's youngest learners before kindergarten will ultimately set them on a successful journey through to graduation.

The Board of Education looks forward to continuing our work towards these priorities with our partners and community.

# VISION

Limitless Potential



# MISSION

To support, nurture and empower each student.

# VALUES

## Relationships

Connections with the land, self, and others develops compassion, safety, and well-being.

## Equity

Support and opportunity to reach potential.

## Integrity

Honesty and responsibility in respect and care for others.

## Innovation

Courageously pursue continuous growth.

## Curiosity

Seek to understand.





# PRIORITY 1

## Equity, Diversity and Inclusion

Priority 1 reflects the Rocky Mountain commitment to safe learning environments that respect diversity in all communities. Students who see themselves reflected in classrooms and schools across the district are more likely to engage in learning and participate meaningfully in designing their future. All students are unique. Priority 1 ensures, regardless of the gifts and talents each student brings to school each day, that students can expect that their needs will be supported in ways that allow them to grow and develop their strengths. Pursuing equity, diversity, and inclusion in the school district will ensure pre-requisites to learning such as safety, comfort, and wellbeing remain at the foundation of practice.

### Goals

# 1

Improved program access for families.

#### STRATEGY

Increase the awareness for families and school staff regarding programs, services, and supports available prior to Kindergarten and within each community.

- **Action:** Increase community connections and access to preschool programs and services.
- **Outcome:** Increase the number of families who access early learning programming.
- **Measure:** Attendance records and CHEQ results.

# 2

Implement a district wide racial equity plan.

#### STRATEGY

Build capacity of Principals and Vice Principals (PVP) to become aware of, and address issues of racial equity.

- **Action:** Work with the District Leadership Team (DLT) to implement guidance from the external consultant.
- **Outcome:** Racial Equity Plan is developed and PVP are confident in leading this work within their schools and communities.
- **Measure:** Racial equity actions are evident across the district.

# 3

Strengthened relationships.

#### STRATEGY

Strengthen relationships with interagency partners in the interests of student in care.

- **Action:** Establish bi-annual meetings with Ministry of Child and Family Development and Ktunaxa Kinbasket Child and Family Services to co-create learning plans for students in care.
- **Outcome:** Learners in care will receive consistent and continuous support in achieving their learning outcomes.
- **Measure:** Co-create supportive learning plans for all children and youth in care, as well as evaluation of individual achievement information.

# 4

Improved Communication.

#### STRATEGY

Create a district-wide communication strategy to improve communication between parents, partners, and the school district.

- **Action:** Develop and implement a communication strategy.
- **Outcome:** A communication strategy is developed and implemented.
- **Measure:** Parents and partners express satisfaction with overall communications.



**STRATEGY**

Increase district-wide capacity to implement administrative fairness.

- **Outcome:** District policy and practices reflect fairness strategies.
- **Measure:** Number of policy/practice updates completed, training provided and implemented across the district.



**STRATEGY**

Learn about the needs of staff required to be well at work.

- **Action:** Conduct a staff survey to identify wellness needs.
- **Outcome:** Survey results provide the district with an understanding of staff wellness needs.
- **Measure:** A report, that identifies needs and proposed supports, is developed, and shared.

# PRIORITY 2

## Success For Each Learner

Priority 2 reflects the Board of Education’s commitment to learning. As reflected in the Educated Citizen, the role of the school system is to develop the ability of students to analyze critically, reason and think independently, acquire basic learning skills and Priority 2 reflects the Board of Education’s commitment to learning. As reflected in the Educated Citizen, the role of the school system is to develop the ability of students to analyze critically, reason and think independently, acquire basic learning skills and bodies of knowledge, to and develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

The District is committed to learning that extends beyond the four walls of the classroom that and develops a strong sense of connection and relationship between students, staff, and the land, supported by community. Priority 2 demonstrates the District’s commitment to a core moral purpose of providing the highest quality learning opportunities for students and the highest quality professional support for educators and support staff.

### Goals



**STRATEGY**

Provide an effective transition to kindergarten.

- **Action:** Formalize a screening program for students transitioning to kindergarten.
- **Outcome:** Student learning needs are identified and supports provided early in kindergarten.
- **Measure:** Parents report a successful transition to kindergarten.



**2** Staff support the physical, mental, emotional, and spiritual dimensions of learners.

## PHYSICAL DIMENSION

### STRATEGY

Increase outdoor learning opportunities for students and staff.

- **Action:** Educators integrate outdoor learning activities, at all grade levels, that integrate Indigenous perspectives across the curriculum.
- **Outcome:** Teachers embrace learning on the land and include Indigenous perspectives.
- **Measure:** increased number of learning opportunities taking place outdoors as reported by teachers and students on the annual learning surveys.

## MENTAL DIMENSION

### STRATEGY

Increase student success in literacy and numeracy.

- **Action:** Educators deliver literacy and numeracy instruction using the guidance and resources supported by the BC Learning Pathways.
- **Outcome:** Students develop learning skills in literacy and numeracy in all learning areas.
- **Measure:** District, classroom, and provincial assessments. Student feedback.

## EMOTIONAL DIMENSION

### STRATEGY

Introduce the Rocky Mountain Mental Health in School Strategy to all staff.

- **Action:** Staff learn about SELF and provide skill development strategies to students.
- **Outcome:** Learners develop a positive sense of self and well-being.
- **Measure:** Students report increased well-being on annual student learning surveys.

## SPIRITUAL DIMENSION

### STRATEGY

Create a positive school climate in each school.

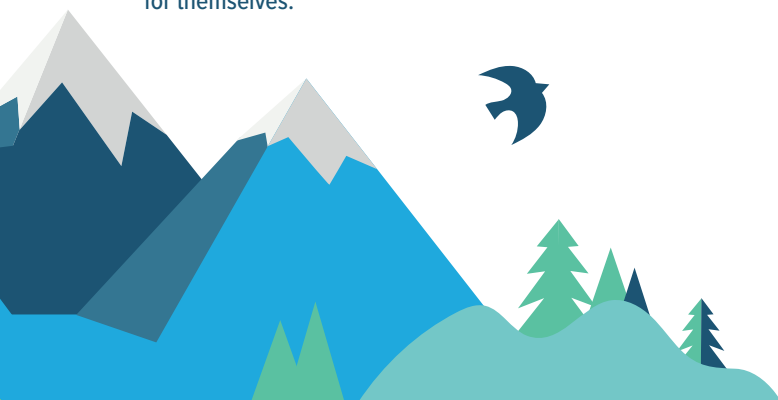
- **Action:** Principals work with staff and students to develop a positive school climate plan.
- **Outcome:** Students and staff develop a strong sense of identity, safety, and engagement.
- **Measure:** Students and staff report strong feelings of belonging, safety, identity on student learning surveys.

# PRIORITY 3

## Growing the Capacity of Self and Others

As a learning organization, learning and continuous growth are at the heart of everything the District does. Rocky Mountain's strength as an organization is grounded in each member's pursuit of ongoing personal and/or professional growth: whether student, employee, or education partner.

Priority 3 ensures the District provides meaningful opportunities for growth within which professionals continue to pursue and enhance ways to support student learning. It ensures that everyone in the organization supports students to realize agency to reach goals they set for themselves.



## Goals

# 1

Grow leadership capacity.

### STRATEGY

Explore variety of decision-making models, ethics, and leadership styles.

- **Action:** Use the DLT meetings to create time for learning about leadership styles and practices.
- **Outcome:** Improved efficacy of members of the DLT.
- **Measure:** District leaders articulate learning throughout the professional growth cycle.

# 2

Meaningful learning opportunities.

### STRATEGY

Grow capacity for mental health literacy for all adult learners.

- **Action:** Provide school counsellors with structured professional learning and facilitation materials to support staff participation in UBC Mental Health Literacy.
- **Outcome:** Staff will report increased understanding of mental health.
- **Measure:** Staff survey reports increased awareness and understanding of mental health.

# 3

Develop instructional capacity.

### STRATEGY

Coordinated learning opportunities for education staff about the BC Learning Pathways and the BC Curriculum.

- **Action:** Focused learning sessions for teachers occur in each community throughout the year.
- **Outcome:** BC Learning Pathways outcomes embedded in teacher practice and planning.
- **Measure:** Participant feedback and student work samples.

### STRATEGY

Improve assessment literacy among staff.

- **Action:** Provide professional learning with a focus on how assessment data inform instruction.
- **Outcome:** Teacher planning and practice reflect data-driven decision making that increases student achievement.
- **Measure:** PVP report observable changes in instructional practice and increased student achievement on provincial, district, and classroom assessment.

# 4

Professional collaboration.

### STRATEGY

Provide educators with opportunities to network about learning.

- **Action:** PVP will facilitate opportunities for all teachers to observe, and discuss, learning around the school and between sites.
- **Outcome:** Increase in the frequency and quality of collaboration activities.
- **Measure:** Rubric of effective teacher collaboration.



# PRIORITY 4

## Stewardship for the Future

Education is future-focused; it seeks to change the state of the world in the present but also to equip students with the attitudes and skills to bring about a more positive future society. Priority 4, Stewardship for the Future, ensures the District supports a forward-looking vision to support objectives important to the well-being of future generations.

### Goals

# 1

Moving forward together in truth and reconciliation.

#### STRATEGY

Implement strategies to move forward in using learning from the *4 Seasons of Truth and Reconciliation* learning series.

- **Action:** District leaders work with staff to develop departmental and site-based strategies to advance reconciliation.
- **Outcome:** Purposeful action towards reconciliation evident across the district.
- **Measure:** Anecdotal accountability from supervisors and leaders.

#### STRATEGY

Review services provided by the Indigenous Education Targeted Funding model.

- **Action:** Collaborate with Indigenous partners, school and district leadership teams, and current Indigenous Education staff to assess current funding structures and resource allocations.
- **Outcome:** Targeted supports and services are well-aligned to the needs of Indigenous students.
- **Measure:** CLINK tracking of food offerings in each school community and Student Learning Survey (SLS) data, Middle-Years Development Instrument (MDI), Youth Development Instrument (YDI) data.

# 2

Global sustainability and reduction of carbon footprint.

#### STRATEGY

Design and implement universal food programs.

- **Action:** Broaden responsibilities for Community Link (CLINK) staff to include healthy food promotion and scaling up current food programs throughout the District.
- **Outcome:** Students receive the nutrition required to fully engage in learning.
- **Measure:** Cost reduction and Paper Cut usage metrics.

#### STRATEGY

Reduce paper and the impact of printing volume.

- **Action:** Digitize the start-up forms and registration processes for all schools.
- **Outcome:** Reduced printing and increased efficiency.
- **Measure:** Data pertaining to Indigenous students' academic performance, attendance, and sense of belonging.

#### STRATEGY

Review the District's transportation plan.

- **Action:** Transition to electric vehicles for white fleet.
- **Outcome:** Lower CO2 emissions and cost savings.
- **Measure:** Number of electric vehicles added to the fleet and cost/fuel savings.





## 3

Career  
Education**STRATEGY**

Increase program options for students considering skills and trades programs upon graduation.

- **Action:** Establish a skills and trades team to explore expanded program offerings for work experience and dual credit.
- **Outcome:** Increased number of options for student programming and dual credit.
- **Measure:** Number of students accessing the programs in Skills and Trades BC and dual credit options.

## HUMAN RESOURCES ALIGNMENT

### Growing Capacity for Self and Others

**STRATEGY:**

Support teacher collaboration.

- **Action:** Continue to hire two teachers in each zone to the Unassigned Teacher position.
- **Outcome:** Two teachers in each community are hired to temporary contract to support collaboration practices.
- **Measure:** Survey of school principals reveals increased opportunities for collaboration.

### Success for Each Learner

**STRATEGY**

Hire the best possible people for all vacancies in the organization.

- **Action:** Update and review, with PVP, interviewing and assessment process to ensure that all hires are the best fit candidate for the position.
- **Outcome:** PVP use a consistent interviewing and assessment process when hiring staff.
- **Measure:** Candidates hired are well suited for the position.
- **Action:** Establish a partnership with East Kootenay Teacher Education Program.
- **Outcome:** Rocky Mountain is an employer of choice for new teacher grads.
- **Measure:** Number of undergraduate students that participate in the partnership agreement.

**STRATEGY**

Expand curriculum for aspiring leaders.

- **Action:** Involve senior staff in the development and delivery of programming.
- **Outcome:** Aspiring leader candidates are well prepared for leadership opportunities.
- **Measure:** Number of leadership roles are filled by existing employees.
- **Action:** Update teacher evaluation process by expanding the evaluation model.
- **Outcome:** Teachers are prepared to compete for postings.
- **Measure:** Number of internal candidates that are hired to positions.

**STRATEGY**

Attract specialist teachers to Rocky Mountain.

- **Action:** Implement the incentive program to seek out teacher graduates in French.
- **Outcome:** Increase in French teachers competing for available postings.
- **Measure:** Number of qualified French teachers hired.





# Stewardship For the Future

## STRATEGY

Ensure a strong recruitment posture for the future of the organization.

- **Action:** Create a district-wide recruitment and retention committee with partners.
- **Outcome:** Shared partnership in the role of recruiting employees to Rocky Mountain.
- **Measure:** A roadmap for recruitment planning with shared roles and responsibilities.
  
- **Action:** Implement HR module in SparkRock ERP.
- **Outcome:** SparkRock HR module is implemented
- **Measure:** Staff satisfaction with new HR functionality.



# SUPPORTING OPERATIONS

## Financial Operations

The District operates on a budget of approximately \$52 million dollars annually with projected enrolment of 3,468 for 2023-24 (2022-23 – 3,511). The majority of the revenue is received from the Ministry, revenue is broken down as follows:

Figure A - FUNDING BY SOURCE

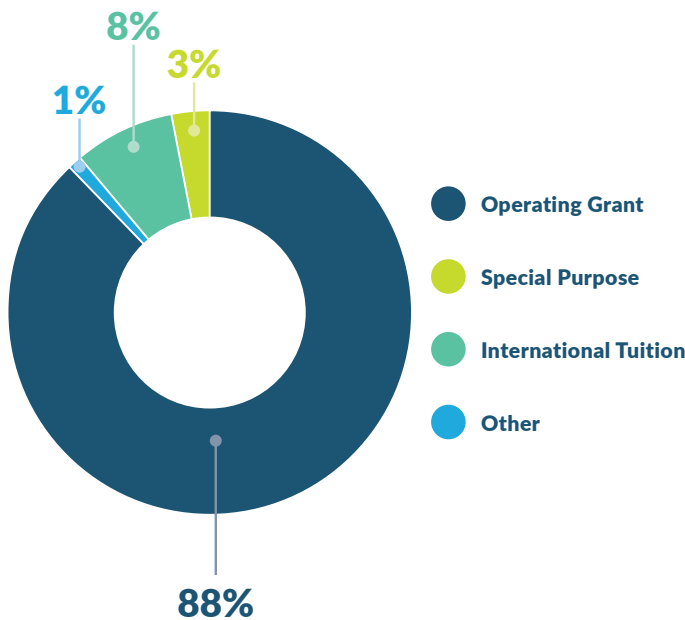
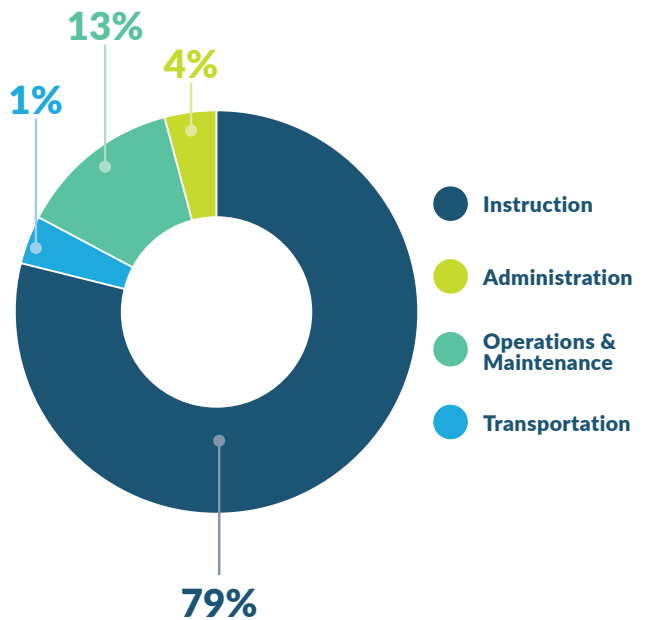


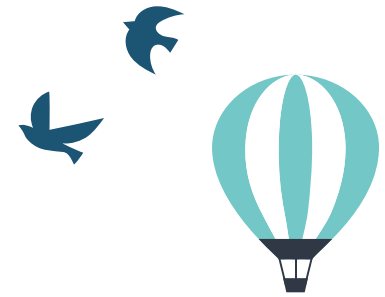
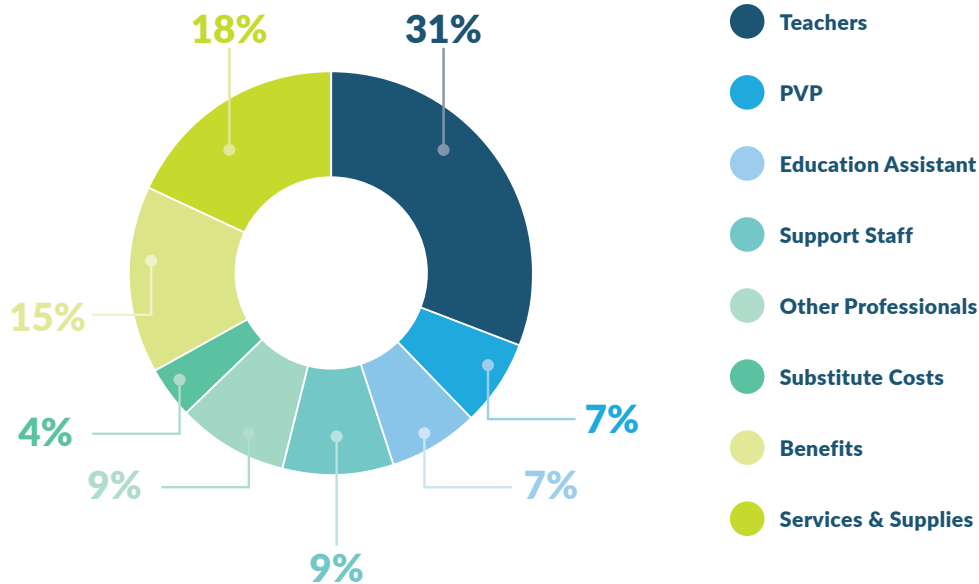
Figure B - EXPENDITURES BY DEPARTMENT



The budget breaks down into four main areas: Instruction, Operations and Maintenance, Transportation and Administration as shown in Figure B.

Staffing costs are determined mainly on student configuration within the schools. Employee expenses make up the majority of the budget expenditures and are broken down as shown in Figure C.

Figure C - EXPENDITURES BY FUNCTION



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 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. 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 over 30 additional classroom teachers. This aligns with **Priority 2** – Success for All Learners. A new special purpose fund for 2023-24 is Feeding Futures. These funds will be utilized to ensure all learners receive the nourishment required to allow them to excel in their learning. This aligns with **Priority 4** – Stewardship for the Future.

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 2023-27 Strategic Plan. The allocation of these aligns with **Priority 1** – Equity, Diversity and Inclusion by removing barriers to equity, providing learning environments and inclusive opportunities while engaging Indigenous, parent and other partners.

The 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. The District's goal is to effectively support our school communities by providing a safe, healthy and financially sustainable learning environment.

- Ensure through multi-year financial planning, budget reviews and the annual budget process the allocation of resources (people, time, and money) is completed in a fiscally responsible manner and supports the achievement of the Board's strategic plan.
- Continuously review and improve business processes and business systems to create value.
- Support our community of learners through effective communication which enables efficient decision making.
- Ensure business continuity through effective risk management, succession planning, strategic recruitment, retention, and professional development.
- Effectively support the governance function of the Board of Education.
- Continue to effectively represent the district perspective to provincial government on business related initiatives.

The above items support all 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.

- Ensure district assets are safeguarded and that the District's financial position is stable through the design and implementation of adequate internal controls and financial processes. This supports and models leadership excellence as identified in **Priority 3 – Growing the Capacity of Self and Others**.
- Ensure that the finance department has the organizational capacity (people and expertise) to manage all current and planned initiatives and projects, while delivering regular operations. This supports **Priority 2 – Success for Each Learner** by ensuring the departments have the resources required for literacy and numeracy and the students are ready to learn.

Our goal for 2023-24 is to successfully implement a new Enterprise Resource Planning software, called SparkRock. This change will have an impact on many aspects of the organization which includes time entry, payroll, finance, human resource functions, and reporting. One of the key aspects of SparkRock is the ability to move towards a paperless system. This aligns with **Priority 4 – Stewardship for the Future** and supports our efforts to reduce our carbon footprint.

## Technology Operations

In the coming year, the Technology Department will explore ways to further integrate technology across the curriculum. The Tech Leaders Network will continue to collaborate throughout the coming year and both school and district learning opportunities will be provided.

Additional initiatives to improve security of all Information Technology (IT) systems and digital resources will be implemented. These will include administrative measures and further educational initiatives for both students and staff.

Wired and wireless refreshes will be completed for remaining schools, and other District sites, and consequently we will see increased and equitable access to digital tools for students across our District. This refresh will support robust connectivity for our devices and provide students and staff with reliable access to on-line resources. A staff device refresh will support staff with on-going access to required educational resources. Copier and printer refresh planning will be finalized with new devices to be deployed within the next 12-18 months. Telephone systems will be evaluated with the intention of updating both hardware and infrastructure configuration within the next 12-24 months.



# 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. Our District spans over 270 km from one end to the other.

Supporting Priority 1 – Equity, Diversity and Inclusion, for families eligible for transportation, the Transportation Department provides financial transportation assistance for parents of those children where bussing is not available. The District strives to provide inclusive learning environments and has purchased a wheelchair accessible bus that provides students with diverse abilities access to school.

In an effort to minimize the time students spend on the busses, the District has acquired a software program called Bus Planner. The goal for 2023-24 is to successfully implement this software. The outcomes will result in more efficient bus stops and routes. In addition, it is anticipated that there will be a reduction in diesel use with more efficient bus routes.

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 BCTEA, providing extracurricular access to our on-reserve Indigenous students.

As part of our commitment to reducing our carbon footprint, the district has purchased the three electric busses. The district is investigating further action with the replacement of white fleet upgrade. We are also investigating a transition to electric options for our white fleet. These initiatives help model environmental stewardship and support Priority 4 – Stewardship for the Future.

Our goal for 2023-24 is to complete an assessment of the current carbon footprint within the District. This information will provide us with a roadmap on where we can focus our efforts to reduce the impact we have on the environment. The goal for 2024-25 would be to acquire 2 white fleet electric vehicles and upgrade the charging infrastructure for electric vehicles and busses. The goal for 2025-26 would be to double the electric bus fleet to 6 busses.

# FACILITIES

Our schools are located in the 11 communities we serve throughout our District. Nestled along the Rockies we are protected by 9 fire departments and reside in 2 different regional districts. We operate 3 maintenance centres approximately 1.5 hours apart.

In an effort to support the priorities of the Board of Education, the 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 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 and Child Care that outlines the major capital projects the District has identified. Student population has declined significantly since the early 2000's; 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 District lead that growth and we expect the student population to increase gradually over the coming years.

Priority 2, Success for each Learner is supported by the District as we begin to think about the new Ministry mandate for early learning and child care. There is a need to increase the offerings of the Facilities Department especially in the area of custodial services. This new programming impacts schools because these programs operate when schools are traditionally closed. The Facilities Department is committed to ensuring the needs of the students, families and all community partners are met.

In support of Priority 4, efforts to reduce the carbon footprint, the District continues to convert lighting systems to LED high efficient lighting. Currently, 70% of our facilities have been upgraded. We have two LED lighting upgrades scheduled for this summer at Nicholson Elementary School and McKim Middle School. We continue to seek climate change energy reduction funding incentives through BC Hydro, Fortis, and Clean BC. A thermal efficiency building envelope upgrade is scheduled for the Golden Zone Office. Six Rooftop Units have been scheduled for replacement, improving the HVAC systems at Marysville Elementary, Windermere Elementary and Edgewater Elementary. Additionally, two heat pumps are being replaced at David Thompson Secondary. Finally, we will be installing a solar panel inverter at Golden Secondary School.

## CHILD CARE FACILITIES

The District has committed to a Director of Early Learning and Child Care which is funded through a special purpose grant. Part of the focus is to oversee the development of New Spaces Funds for new childcare spaces. The District has been approved to build two new facilities in Kimberley and Invermere. The creation of childcare spaces aligns the priorities as follows:

Priority 1 – Equity, Diversity and Inclusion and Priority 2 – Success for Each Learner: offering the services of childcare on the same sites as K-3 schools will allow for collaboration and connection between childcare staff and school staff enabling us to identify and support students with diverse learning needs early. This will also allow for the appropriate funding and supports to proactively be in place as children enter kindergarten, ensuring a smoother transition for children, their families, and school staff.

Priority 4 – Stewardship for the Future: the District has been at the forefront of childcare implementation and has developed strong relationships with early years programs and services, including child care providers, to meaningfully connect the birth-to-5 system with the school system. This is creating a seamless journey for children and their families by providing consistency in communication, accessibility to programs/ services, and pedagogy as we work to move forward and solidify the new birth to graduation system.

