

# SD62 Operational Plan 2022-23

## Strategic Priorities

In addition to leading the daily operation of schools, in the 2022-23 school year and support of the organization, work is underway on several strategic priority (Learning, Engagement, Growth) objectives. These objectives will be undertaken along with a special overall focus to: (1) Review and, where possible, implement, the recommendations from the 2021-22 Program Review; (2) Enhance, post-pandemic, district culture and relationships within the organization.

## Learning

- + Support the collaborative work of Inclusive Education Services (IES) with all District Principals (L1);
- + Develop a Curriculum Operations Plan with a focus on: (1) K-12 Literacy. Including a focus on building and strengthening the relationship with literacy development across all levels K-12 (L1, L2).
- + Develop recommendations for digital integration through an agreed upon oversight process (governance) (L1, L2, E3, G1, G3).
- + Begin the implementation of the Middle School Beliefs adopted by the Board, including the development of consistent timetable principles across all middle schools (L1, L2, L3, L4);
- + Continue to build and expand ways to improve and measure students' creative, critical and social thinking (L2)

- + Develop and begin implementing an overall district approach to early learning and child care, supported by a newly created leadership position. (L2)
- + Develop a learner profile tool for students with Indigenous ancestry, with the potential to expand to all students to support their academic success as identified in through the Equity Scan work (L2, E2).
- + Lead the consultation and expenditure of the Student and Family Affordability Fund.(L3)
- + Undertake a system scan of IES services, to ensure effective allocation of resources to support students. (L3);
- + Support our schools to be safe places by deepening system practices and processes in aid of the increased complexity of student needs and connecting schools to processes including CIRT and VTRA. (L3);
- + As part of the online/blended learning review recommendations stemming from Program Review: Explore ways to provide blended learning at the elementary and middle school levels that provides for student choice and connection to secondary online learning opportunities (L3 and L4);
- + Implement online learning hubs at secondary schools to enhance blended learning options (L4).
- + Develop a program vision for implementation at the Westshore Post-Secondary that compliments the direction of the facility (L4);
- + As part of the Alternate Education portfolio Explore a revised vision for the Milnes Landing Alternative programming (L4);

## Engagement

- + Enhance, post-pandemic, district culture and relationships within the organization.
- + Distribute the process of school staffing to create shared accountability amongst the Associate Superintendents (E1);
- + Develop and provide protocols and training for system leaders on how to receive and support claims of sexual assault and sexual harassment.
- + Develop training for the Leadership Team that includes labour relations, collective agreements, conflict management (L2);
- + Begin the Implementation of the revised Na'tsa'maht Agreement (E1) and undertake to report to the Board of Education biannually on progress with the Na'tsa'maht agreement (E2);
- + Support the Curriculum Transformation Department in the implementation of the Indigenous graduation credit.
- + Continued Development of SD62 Strategic Communications: (1) Finalized Strategic Communications Plan; (2) Yearly outline of communications targets and key events; (3) Clear delegation of communication responsibilities. (4) Brand and Style Guide
- + Explore, revise and implement the Healthy Schools Healthy People framework (E4).
- + Develop and implement a learning series for leadership on cultivating resilience (Onward) (E4).
- + Strengthen district leadership connections and relationship through ongoing and consistent presence in schools (E4).
- + Develop a program document that outlines a system of attendance support and disability management, backed by evidence, to enhance the wellness and attendance of employees (E4);

## Growth

- + Use the Employment Equity Survey results to develop an action plan connected to developing equity hiring practices and other human resources processes (G1).
- + Use the 2022 Design Guidelines for minor and major capital construction to develop universal district standards that will be systematically applied to all building design and construction (G2);
- + Update the Long-Range Facilities Plan (LRFP) including enrolment forecasts (G2);
- + Develop policy related to Business Continuity Planning and Digital Governance (G2).
- + Review and, where possible, implement, the recommendations from the 2021-22 Program Review
- + Implement the approved Program Review recommendations specific to finance, facilities, and transportation (G3);
- + Build a financial framework that reduces the inflationary impacts to the district's operating budget (G3);
- + K-12 Assessment, evaluation, and a reporting policy (G3).
- + Establish a Cyber Risk and Security policy and begin implementation; (G3).
- + Develop a clear vision (including a clear rationale) for digital solutions in the district, which would be supported by rebranding the Information Technology (I.T.) Department to Digital Transformation Services (G3).
- + Extend and implement work on a recruitment and onboarding model, supported by digital processes and resources, and plan to implement training modules for recruitment that can be undertaken by the Leadership Team (G3);
- + Explore the focus of I.T. as it relates to digital literacy across educational departments (learning);

- + Develop a process to explore and act upon issues of diversity, equity, inclusion and anti-racism (G4)
- + Implement, as part of transportation safety, enhanced safety recommendations as identified in the 2019 Transportation Safety Committee Report (G4, L3)