

MINUTES

SCHOOL DISTRICT NO. 60 (Peace River North)

REGULAR MEETING

MONDAY, SEPTEMBER 18, 2023

5:30 p.m.

Present: Helen Gilbert, Chair – Board of Education (Area 5)
Madeleine Lehmann, Vice-Chair (Area 1)
Ida Campbell, Trustee (Area 4)
Nicole Gilliss, Trustee (Area 3)
David Scott-Moncrieff, Trustee (Area 2)
Bill Snow, Trustee (Area 5)
Tom Whitton, Trustee (Area 5)

Stephen Petrucci, Superintendent of Schools
Angela Telford, Secretary-Treasurer
Leah Reimer, Recording Secretary

(Guests/Media)

Michele Wiebe, PRNTA President
Philip Peachey
Deborah Johnson
Tania Finch, The Broken Typewriter/Finch Ink Media Services



This Regular Board Meeting will be recorded and uploaded to our district website

Disclaimer: The definitive documentation and decisions are recorded in the approved meeting minutes

Call to Order

Chair Gilbert called the meeting to order at 5:32 p.m.

Acknowledgement that today's Board Meeting is being held within the traditional territory of the Dane Zaa and Treaty 8.

Presentations/Delegations

2022-2023 Financial Statements – Auditor Presentation

Corey Naphtali, Auditor - *KPMG Auditors*

- The auditor reviewed the new Ministry requirements for Asset Retirement Obligation
 - Restatement of 2021/22 year - \$6.2 million liability reflecting an estimate of the requirement to remediate any sites that have asbestos, etc.; this was implemented by Ministry across all school districts in the province
 - Reviewed the Notes 2, 14 & 18 in reference to the Asset Retirement Obligation

Motion #97-23

Lehmann/Campbell
THAT the Board of Education adopt the 2022-2023 Financial Statements and Auditors Report as presented.

CARRIED.

Agenda

Approval of the Agenda

Motion #98-23

Snow/Whitton
THAT the agenda be accepted as presented.

CARRIED.

Trustee Engagement/Celebrations

At this time, opportunity was given for Trustees to report on activities undertaken and/or information of interest:

Trustee Campbell

- Have been in contact with liaison schools; waiting until after September start up to attend open houses in October

Trustee Gilliss

- Attended the Hudson's Hope School welcome back BBQ
- Attended a meeting with Early Learning District Principal in regards to the childcare crisis in Hudson's Hope (ie. there are now no daycare programs being provided in the community)

Vice-Chair Lehmann

- Attended the Board's Strategic Planning Pro-D
- Meeting with Urban Matters regarding Strategic Planning
- Clearview School – interesting startup and a lot of ongoing communication

Trustee Scott-Moncrieff

- Not present

Trustee Snow

- Attended NPSS Grad and helped with the evening celebrations
- Attended the Board Strategic Planning Pro-D
- Now a part of the BCSTA Inclusion Committee for the province
- Visited liaison schools after the first week

Trustee Whitton

- Attended Ecole Central breakfast
- Will be attending open houses
- Attended Block Party
- Attended RCMP Station Grand Opening

Chair Gilbert

- Attended NPSS & Hudson's Hope grads. Was impressed the number of NPSS grads who had chosen to wear their Metis sash or First Nations grad cap tassle
- Attended three Good Neighbour meetings

- ACTION:** Will bring a report back to a future Committee of the Whole Meeting
- Attended the Board Strategic Plan Pro-D
- Assisting with the planning of the BCSTA Northern Interior & North West Branch meeting
- Chairing the Rural & Remote Working group with BCSTA – have had two meetings to date. It is a networking group with a three-year commitment.
- ACTION:** Will bring the Terms of Reference to the Board once they are drafted by the working group and finalized by BCSTA Directors
- Thank you to Bill for attending and covering for me at the New Teacher Orientation
- Met with the Superintendent regarding the Annual Work Plan.
- ACTION:** Will bring the draft back to a future Committee of the Whole Meeting
- Touched based with liaison schools
- Attended breakfast at Ecole Central

Minutes of the Regular Board Meeting

Approval of the Minutes

Motion #99-23

Snow/Lehmann

THAT the Regular Meeting Minutes of June 19, 2023 be adopted.
CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

None

Approval of Excerpts

Motion #100-23

Snow/Whitton

THAT the excerpts from the May 23, 2023 In Camera Meeting Minutes be approved and appended to these Regular Meeting Minutes.
CARRIED.

Trustee Scott-Moncrieff joined the meeting at 6:01 p.m.

Announcements & Reminders

September 20	Provincial Council Motion Deadline		
September 20	Elementary Cross Country		MMMCS
September 22	NID (School Planning)		
September 26	SUP-PAC Meetings (<i>Gilbert/Lehmann</i>)	12:00 p.m.	Board Room
September 27	Elementary Cross Country		Upper Pine
October 2	Truth & Reconciliation Day		
October 3 (<i>Tues</i>)	COTW Meetings	12:30 p.m.	Board Room
October 4	Elementary Cross Country		Taylor
October 7	Elementary Soccer Tournament		Alwin Holland
October 9	Thanksgiving Day		

October 13/14	NIB/NWD Joint Meeting		Prince George
October 16	Board Meetings	5:30 p.m.	Board Room
October 19	BCSTA Advocacy Day		Victoria
October 20	NID Day (Pro-D Provincial)		
October 20/21	BCSTA Provincial Council		Vancouver
October 24	SUP-PAC Meetings	12:00 p.m.	Board Room
November 2/3	BCPSEA Symposium		Vancouver
November 6	COTW Meetings	12:30 p.m.	Board Room
November 6	NPAA Meeting	5:00 p.m.	Dr. Kearney
November 13	Remembrance Day		
November 20	Board Meetings	5:30 p.m.	Board Room
November 20/21	Elementary Volleyball Tournament		ARYES
November 22/23	Early Dismissal		
November 23-25	BCSTA Trustee Academy		Vancouver
November 24	NID (Parent-Teacher Interviews)		

Minor Capital Plan 2024-2025

- The plan was reviewed and questions from Trustees answered
- Trustee Gilliss – where are the controls for the heating in the building located (ie. on-site or at Facilities or both)?

ACTION: Angela to investigate the details of the Hudson's Hope School HVAC system and temperature controls for the school and follow up with the Board

Motion #101-23

Snow/Scott-Moncrieff

THAT the 2024-2025 Minor Capital Plan be adopted as presented.
CARRIED.

Senior Staff Reports

Superintendent's Report

A written and electronic report was presented. Topics discussed and reported included:

Human Resources Summary for Teachers & AO's

- TTOC's – 50 certified and 50 non-certified. HR staff is in the process of confirming their availability. Still need a lot more to provide adequate coverage, especially for professional development
- Letters of Permission – 28 last year, including part-time. This year, we are at 14 so far. LOP's last year were spread across geography of district and grades
ACTION: Superintendent will look into where the 14 LOP's are located this year and follow up with the Board
- We are still in need but less desperate than last year. Incentives have helped as well as partnering with "Indeed" and having meetings with them specifically in regards to the school district. Also, we have been following up with past fair contacts, etc. which has had some success

Recruitment & Retention Update

- Tier 1 and Tier 2 Incentives – it is a distinction between \$10,000 and \$5,000 and dependent on individual applications

- This year, there were applications from 27 school districts; 19 school districts approved for 66 incentives
- Will have more time this year to come up with more specific parameters around incentives
- Each application considers rural schools, toughest situations, chronic staffing issues in the schools, minor populations involved, risk of school closures and underserved populations
- Also, they have to be “new hire” and a certified teacher

Superintendent’s Report

- For information purposes

District Framework for Enhancing Student Learning

- *See motion below*
- Discussion followed

Early Learning Environment Scan

- For information purposes

Ministry Update re: Education Mandate

- For information purposes

Leadership Advance Planning

- For information purposes

Leadership Academy

- For information purposes

Out of District Field Trips (*Attachment*)

- *New field trip added*
- *See motion below*

2023-2024 Community Coaches (*Attachment*)

- *New Community Coach added*
- *See motion below*

2023-2024 Posts of Responsibility

- *See motion below*

Motion #102-23

Scott-Moncrieff/Whitton
 THAT the Board of Education adopt the 2023-2024 Framework for Enhancing Student Learning.

CARRIED

Motion #103-23

Gilliss/Campbell
 THAT the Board of Education accept the Superintendent’s Report with the exception of the following: District Framework for Enhancing Student Learning, Out of District Field Trips, 2023-2024 Community Coaches and 2023-2024 Posts of Responsibility

CARRIED.

Motion #104-23

Gilliss/Whitton
 THAT the Board of Education adopt the Out of District Field Trips as presented.

CARRIED.

Motion #105-23

Gilliss/Scott-Moncrieff

THAT the Board of Education adopt the 2023-2024 Community Coaches as presented.

CARRIED.

- It was noted that any non-staff community coaches need to have a teacher/administrator on site as well as be in attendance at out of school sports events
- Trustee Gilliss – could a trustee be considered a staff member in this case? There is a concern around the parameters in needing a staff member in the school as this poses an issue with smaller schools (eg. Hudson's Hope) that have smaller staff and potential shortages.
- Trustee Campbell – as trustees we are not employees of the school district. In the past, they have coached but fall under the same parameters as community coaches

ACTION: Place on the October 3, 2023 COTW Regular Agenda for further discussion in regards to Community Coach parameters

Motion #106-23

Campbell/Whitton

THAT the Board of Education adopt the 2023-2024 Posts of Responsibility as presented.

CARRIED.

Secretary-Treasurer's Report

A written report was presented. Topics discussed and reported included:

Finance Update to August 31, 2023

- For information purposes
- Enrolment was based on 6,010 FTE for brick and mortar schools and we're seeing those numbers materialize

Food Security Grant – Allotment of Funds Update

- Received \$806,000 that can be used towards a manager (Food Coordinator), staffing to prepare food, purchases of small equipment to upgrade kitchens in schools as well as the food purchases
- We have allotted \$50 per student out to schools and still have additional funds. We are working on the staffing piece
- Funds will cover the in-school staff portion as well as the coordination of the food (eg. allotting more time to applicable staff already within the school)
- Superintendent - our District feels we have enough funding towards food at this time, so would like to re-direct excess funding to other important school initiatives (ie. Band, Camp Cameron, etc.)
- It was noted that, where possible, to consider local food sources when purchasing
- The Affordability Funding provided by Ministry last year went to fees, supplies, boots, medical apparatus as well as food to support families in an extended way
- The Food Security fund is for students "in school"; Ministry has committed to a three-year term, but have also indicated it's ongoing

Wonowon School Upgrade Announcement

- A partial replacement of Wonowon School (ie. everything but the gym)

Upper Halfway Update

- Trustees were shown construction photos
- Completion date is now expected to be the end of October 2023

ACTION: Secretary-Treasurer to connect with Ministry to see if there is going to be an expected “dedication” of the Upper Halfway School

Human Resources Summary Report

- For information purposes
- Schools are finding out their “needs” and allocating their funds so there are a lot of new postings
- Trustee Gilliss – is there a Hudson’s Hope BASC meeting update?
Secretary-Treasurer is having a meeting tomorrow in regards to that and childcare overall in Hudson’s Hope

Motion #107-23

Gilliss/Whitton

THAT the Board accept the Secretary-Treasurer’s Report.
CARRIED.

Reports of Regular Committee of the Whole Meeting

Approval of the Minutes – June 5, 2023

Motion #108-23

Snow/Lehmann

THAT the Board accept the Regular Committee of the Whole minutes of June 5, 2023 and its recommendations

CARRIED.

Business Arising from the Minutes

The following business arose from the above noted Minutes:

Upper Halfway Gymnasium

- Delayed opening due to wildfires as well as issues with contractors

Ecole Central Fencing

Trustee Whitton –fencing at Ecole Central looks great. There is a safety concern with the only entrance being into the parking lot. Perhaps a walkway would be a good idea

ACTION: Secretary-Treasurer will look into a possible walkway

Policy Committee

Policy 4024 Teachers – Early Retirement Incentive Payout

Motion #109-23

Whitton/Snow

That Policy 4024 Teacher – Early Retirement Incentive Payout be adopted.
CARRIED.

Policy 1002 Communications and Community Engagement

Motion #110-23

Scott-Moncrieff/Gilliss

That Policy 1002 Communication and Community Engagement be adopted.
CARRIED.

Motion #111-23

Policy 4027 Teacher Leaves

Lehmann/Whitton

That Policy 4027 Teacher Leaves be adopted.

CARRIED

Other Reports

BCSTA

Provincial Council Emergent Motions Deadline

- No motions to be put forward from our Board at this time

Climate Change Working Group Report

- There was a delay, in part, because the Terms of Reference were so large it was difficult for them to come up with what they wanted
- The report will be followed up in more detail at the Trustee Academy
- The report suggests we don't have an environmental policy but we do, albeit it may need some "updating"
- A starting point for discussion

Virtual Sessions

- For information purposes
- Past sessions are available on the BCSTA Hub or the new portal

BCPSEA

- Trustees Snow and Whitton will be attending the Symposium and bringing a report back to the Board

Board Pro-D Committee

- Going forward in 2022-2023, Pro-D will be mostly revolving around Strategic Planning

Correspondence

City of Fort St. John – Zoning Amendment Bylaw No. 2579 Institutional Zone Permitted Use

- For information purposes...the district did not provide feedback

Unfinished Business

The following unfinished business arose from the previous meeting minutes:

Advocacy Update

- For information purposes

School Trustee Codes of Conduct Criteria – MECC

- Will need to review our policies, as we are missing pieces of the criteria

Strategic Plan Update (*Attachment*)

- Strategic Planning Committee has met with Urban Matters and are working at getting brochures out to schools
- Urban Matters are in the process of producing an "engagement kit" that Trustees can use as they go out into the community
- We are looking at also including Grade 6 students along with the Grade 7 – 12 in student engagement to generate interest going forward
- Next planning meeting is September 27

New Business

None

PRNTA Update – Michele Wiebe, President

- New Vice-President – Josie Gauthier, Teacher @ Robert Ogilvie School
- Early Retirement Incentive policy – the timeline has been struck which will result in the letter that Sharon sends out every year being struck? How will teachers know about it?
 - Secretary-Treasurer – timeline was struck because we weren't following it
 - Superintendent - we're still sending out the information but having broader timelines...the process will continue. The removal goes along with the change in our policies to have "procedures" separate from our "guidelines/principles"
- My son works for a researching company in Malaysia and wrote an article relating to AI education...would like to send a link out to the Trustees.

CUPE Local #4653 Update – Jennie Copeland, President

Not Present

District Parent Advisory Council (DPAC) Report – President

Not Present

Questions from Press/Public

At this time, opportunity was given for questions from the press related to agenda items:

Deborah Johnson - Are you aware of the 1 Million March 4 Kids taking place on Wednesday across the country and in our community? Chair Gilbert – yes we are aware

Deborah Johnson - Are you also aware of the counter-protesting happening in Ontario? Chair Gilbert – was not aware of that

Suspension & Move into In-Camera Meeting

Motion #112-23

Snow/Scott-Moncrieff

THAT the Board suspend the Regular Meeting and resume the In-Camera Meeting.

CARRIED.

Motion #113-23

Whitton/Snow

THAT the Board resume the Regular Meeting and those Motions made In Camera be brought forward for implementation.

CARRIED.

Adjournment

Motion #114-23

Campbell/Gilliss
THAT the meeting be adjourned. (8:49 p.m.)

HELEN GILBERT, CHAIR,
BOARD OF EDUCATION

ANGELA TELFORD,
SECRETARY-TREASURER



SCHOOL DISTRICT NO. 60 (PEACE RIVER NORTH)

OUT-OF-DISTRICT SPORTS / FIELD TRIPS

SEPTEMBER TO DECEMBER 2023 ONLY

FOR BOARD APPROVAL

SCHOOL: BERT BOWES MIDDLE SCHOOL

Sports/Activity & Grade/Team:	Dates of Travel	Destination	Transportation	Description of Activities: (names of chaperones, dates & description of activities) Description of Sports: (name of coach, chaperones & locations)
Grade 9 boys and Girls volleyball Teams	September 22/23 2023	Grande Prairie	School Bus	Howler Cup at GPRC, Chance White and Cassidy Harris, staying at the Pomeroy Hotel and Suites
Grade 8 & 9 Boys and Girls Volleyball Teams	October 27/28 2023	Chetwynd	School Bus	Chance White, Cassidy Harris, Tyson Collier and TBD staying at Super 8
Grade 9 Volleyball Teams	November 10/11 2023	Prince George	School Bus	Chance White, Cassidy Harris, Zone Volleyball tournament staying at TBD

[illegible]



Sharon Schell <sschell@prn.bc.ca>

Community Coaches~BBMS

1 message

J Gill <jasongill@prn.bc.ca>

Fri, Sep 15, 2023 at 4:37 PM

To: Sharon Schell <sschell@prn.bc.ca>

Hi Sharon/Stephen.

Bert Bowes only has one community coach and they won't be starting until Nov/Dec (Basketball)~Kristy Erikson is her name (she coached for us last year as well).

Thank you,

Jason

Vision, Planning, Improvement & Reporting

for Boards of Education

Updated July 2023

BCSTA

British Columbia
School Trustees
Association

Acknowledgment

BCSTA'S Learning Guides were first created in 2017. Updates are shared with the recognition that BCSTA'S office is located on the unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səllwətaʔ (Tsleil-Waututh) who have lived here since time immemorial and are rights-holders and stewards of these lands and waters. We are grateful to live, work and be in relation with people from across many traditional and unceded territories, covering all regions of British Columbia. We are honoured to live on this land and, with this acknowledgment, are committed to acts of reconciliation, decolonization and building relationships in our communities and schools. One of these acts is recognizing our role in leading for equity.

The redesign of these guides comes from our commitment to leading for equity, which requires us to reassess structures and processes to determine if they are responsive to the communities we serve. To center equity in our actions and decision-making we will seek and invite the voices and experiences of equity-deserving communities as we continue to co-design these resources. We commit to sharing ongoing updates that show the interconnectedness between our strategic plan, equity statement and resources. We welcome input at any time during the process as we move forward in this work together.



Inside

This guide includes:

- Context
- Vision, Mission and Values
- Strategic planning
- Working towards equity
- Continuous improvement
- Reporting



Context

Boards of education are responsible for establishing a vision and strategic plan for their school district and, through their governance, to provide oversight of the progress being made toward the established plan. The *School Act Statement of Education Policy Order* describes how boards have a responsibility to ensure that schools provide students with opportunities for a quality education and set policies that reflect the aspirations of the community, consistent with overall provincial guidelines.

To this end, the Ministry of Education and Child Care recently created new guidelines for boards through the *Framework for Enhancing Student Learning Policy* which requires boards:

- develop and implement a multi-year district strategic plan and individual school plans, published annually, on or before September 30
- use the district strategic plan and individual school plans to align district annual operational plans, including but not limited to financial, human resources, information technology, engagement and communications, and long-range facilities plans, with the educational objectives from the district strategic plan
- participate in a continuous improvement review program, including:
 - reviewing the alignment of the school district strategic plan and the results of the educational outcomes for the school district to address student outcome deficiencies and inequities
 - acting on findings coming out of the continuous improvement review
 - collaborating with Indigenous peoples and key education stakeholders throughout the process
- submit an annual report to the minister in accordance with the requirements of the *Enhancing Student Learning Reporting Order*.



Engagement

Boards are also responsible for ongoing, inclusive engagement with all community and education partners, and in particular with First Nations, Métis and Inuit communities. Boards undertake the work to collect and collate the values and beliefs of constituents to ensure they are moving in the right direction and staying aligned with the community. When determining the engagement process to be undertaken, boards often consider three key questions as they co-create their engagement strategy with their partners:

WHO WILL WE ENGAGE?

The educational community includes both those inside the system and those in the community around it, including but not limited to:

- District leaders, principals, and vice principals
- Teachers and support staff
- Employee associations and union leadership
- Parents, including formal groups like parent advisory councils (PACS)
- Students (formal representative groups, all students, and in particular, children of First Nation and Indigenous ancestry, students with special needs, and children in care)
- First Nations, Métis and Inuit communities
- Representatives from local culture based community groups
- Community members and organizations, agencies, and leaders (e.g., businesses, municipal governments, regional district governments, professionals, post-secondary institutions, service clubs, etc.)
- Recent graduates and those who left school without graduating
- Media

HOW WILL WE ENGAGE THEM?

The board must consider what stance they plan to take with each group through the various stages of the process (e.g. informing, consulting, involving, collaborating, deferring to).

WHEN WILL WE ENGAGE?

Representatives should be engaged, to differing degrees, throughout the various stages of each process.

Planning Stage

Boards co-plan by considering what research, data, local agreements, provincial direction, questions the community wants considered, and by seeking input on how each group wishes to be engaged.

Activating Stage

Focus groups, surveys, interviews and other forms of information gathering provide the board with vital information about the perspectives, priorities, impressions and beliefs of the community.

Acquiring Stage

Participants may be invited to be part of broadly-based working sessions with the board where the information is reviewed to collectively establish the direction.

Applying Stage

Boards share their plan in draft form for community feedback before passing it into board policy.

Vision, Mission and Values

A successful strategic plan generally requires that a board defines their vision, mission and values. These foundations of a district's culture affect everyone in the district.

Vision

A vision statement is generally considered a vivid and engaging description of an idealized future state of where the board is going. Establishing a vision involves defining a district's preferred future in order to motivate and sustain the actions necessary to realize that vision through pride and purpose. A vision offers a forward-looking, idealized image of the district and provides a sense of how things can be done along with a sense that it is possible. When creating a vision, boards should consider how things can be even better. The [vision](#) helps create a desire for change by making a possible future more attractive than the realities of the present.

Some examples of how boards approach describing their vision include the following:

STUDENT LEARNING

Picture graduation day for students. As they walk full of energy and promise across the stage, what lasting benefits will their experience in the district's schools have provided them? What will they have achieved and what attributes and competencies will they have acquired? What knowledge, skills and attitudes will they have developed? How will students be prepared for citizenship and for life?

LEARNING ENVIRONMENTS

Consider the district's learning environments. What do they look like? What are the students doing? What is happening in and around the schools? What is the atmosphere like? How do people treat each other? What will the students remember about their experience in the district?

GOVERNANCE

Envision the kind of board trustees would like to work with. How do they interact with each other, staff and community? What issues are being discussed? How are decisions being made? What do accountability and transparency look like? How are board members fulfilling their role as community representatives? How are resources being allocated?

LEARNING COMMUNITY

Imagine the learning community that would best serve students. What does community involvement look like? Who is involved? How are they contributing? How are they being recognized? How are people supporting each other? How is the ongoing growth and development of staff being supported?

STUDENT SUPPORT

Focus on the schools and classrooms. What kinds of services are offered to students? Where, how and by whom are they offered? How do service providers from outside the school interact with school and district members? What kinds of relationships exist between staff, students and families? How are issues such as equity and accessibility being addressed?

PROGRAMS

What kinds of programs are available? Where are they offered? How are they offered and by whom? How are new programs developed?

A vision statement will be most effective when it has a broad base of understanding and ownership throughout the district and the community. The best vision statements are clear, concise, easily understandable, memorable and exciting. In response to the changing needs of the community, and evolving provincial priorities for education, a board's vision statement will likely change more frequently than its mission and values statements.

Mission

A mission statement defines the essential purpose of a district, answering questions like “What are we about?” or “Why do we exist?” The statement is descriptive of what the organization is, what it is meant to accomplish and the primary means of doing so. It is important to recognize that districts operate within the larger context of the public education system in British Columbia. As such, alignment with the provincial mission statement may be considered as part of the process of developing a district’s mission.

Many boards have either inherited or previously established mission statements. However, since a mission statement captures and projects the essence of a changing district, the board will need to return to it and potentially revise it over time.

Good mission statements share four characteristics:

CONCISE

A mission statement captures the essence of the district, what it believes in and why it exists.

POWERFUL

To have the power to motivate, the statement uses compelling language to communicate a district’s priorities.

UNDERSTANDABLE

To be useful, statements are written in relatable, plain language.

DURABLE

While the board will continue to review, renew, or revise the mission statement, a mission statement that is fundamental enough won’t constantly be changing. It can be enduring.

Values

Another critical piece of the planning process for boards is to establish a set of shared values. Once established, these can also be used to evaluate and inform subsequent decisions and actions made by the district. Establishing shared values is one of the most important things a board can do, but it can also be one of the most difficult.

Education is a value-laden enterprise. What is taught, how it is taught and how it is supported require making choices that can be traced back to values.

Everyone has personal values. Some of these are very strongly and deeply held. Many personal values will influence what people believe about public education. The potential for divergent values, and for disagreements based on them, is very real. As individual trustees come to their roles with varied backgrounds and personal beliefs, there are frequent differences in their perspectives when they think about topics such as roles, responsibilities, accountability and transparency. Equally as challenging can be the differences that trustees have when they think of the relationships they wish to have with employees, senior staff, and members of the community.

The following elements are key resources for making the process work.

AGREEMENT ON HOW PEOPLE WILL WORK TOGETHER

Before a session begins, agree on a set of “norms” for it. These are a set of ground rules for how people will behave during the discussion. Seek norms that will promote openness, trust, safety, and respect. Record, post, and refer to the norms as necessary.

A SENSE OF CLARITY AND COMFORT AROUND THE PROCESS

At the start, ensure everyone is clear about what the session is meant to accomplish. Find out about individual expectations and goals for the session, and invite everyone to be a part of helping each other achieve personal and group goals. Periodically check progress toward the goals.

A SENSE THAT THE TEAM MEMBERS CAN BE COMFORTABLE WITH EACH OTHER

Build opportunities into each session for participants to get to know each other and to learn about each other's values, perspectives, and experiences.

When developing statements of shared values, it is helpful to start from personal values and build progressively towards values that are shared by an increasingly broader base of participants. At each stage of this process, build understanding for the values that are being articulated before seeking common themes on which to build. While any one value may not ultimately become one that the group as a whole can support, working to understand it is still a worthwhile endeavour and a demonstration of respect for the person who holds it.

Putting Them into Action

Once there is clarity, boards can activate the vision, mission, and values by:

COMMUNICATING IT

Feature the vision, mission and value statements in all district communications.

CAPTURING IT

Create a visual image that captures the district's vision, mission and values and can be used as part of the district's logo.

USING IT

Use the vision statement as a filter for decisions. Build it into district goal-setting and review processes. Ask schools to use it. Invite schools to build the district vision into their goal-setting processes by asking them to talk about how their goals contribute to the achievement of the district's vision.

Monitoring Them

The board can monitor its vision, mission and values by:

COMPARING WORDS WITH ACTIONS

Review the degree to which decisions, actions, plans, etc., are compatible with, support, or otherwise further the district's vision.

CHECKING PERCEPTIONS

Find out the degree to which employees and community members think that the district's vision effectively captures the aspirations of the district and community.

COMPARING INTENTIONS WITH IMPRESSIONS

Seek community input on the degree to which they see the vision, mission and values reflected in the board's decisions and actions.

REVIEWING AND RENEWING COMMITMENT

Periodically check the vision statement for ongoing relevance and motivational power, and for how it matches up with where the district wants to go. Where the vision retains its value, work to renew commitment.



Strategic Planning

A board of education is responsible for improving student achievement in its district (*School Act* [RSBC 1996] Chapter 412 Section 65 (1.1)). The *Enhancing Student Learning Reporting Order* and the *Framework for Enhancing Student Learning policy* outline the board's mandate to develop a comprehensive strategic plan to achieve this.



The board's strategic plan is to be aligned with the province's mission to have students graduate as [Educated Citizens](#) through consideration of the intellectual, human and social, and career development of its students. The alignment should also exist in the organization's own purpose (mission) and future state (vision) it aspires to achieve in order to enhance student learning. Within their strategic plan, boards must, first and foremost, address the persistent equity gaps which exist across the province for children of First Nation and Indigenous ancestry, children and youth in care, and children with diverse abilities.

While the *School Act* outlines the requirements for boards with respect to strategic planning and reporting, there are a variety of approaches boards may take to accomplish them. There are a wide range of products and communication strategies to depict them. Leading researchers Michael Fullan and Ken Leithwood say boards that govern well begin by setting the conditions for districts to be high-performing organizations:

*"Effective boards develop an inspiring mission and vision for their district and establish a small number of core priorities for the system, usually 3 or 4 that focus on the improvement of student achievement and well-being. These priorities form the foundation of a multi-year strategic plan that provides a roadmap for the system for 3 to 5 years."*¹

Research consistently affirms that an effective strategic plan is created collaboratively with those the plan serves and provides:

- a robust engagement strategy, including a prioritization on collaborating with those most marginalized by the current state of the system in order to most accurately identify student learning related gaps and appropriate next steps
- a vision and mission statement along with core values and/or beliefs
- a brief description of the district context (e.g. territorial acknowledgement, location, demographics, current programs)
- an analysis of data and evidence to determine current state and future opportunities
- an articulation of strategic priorities and/or goals
- a broad description of the strategies to be used to achieve the priorities and/or goals

- a description of measures to monitor progress
- an implementation plan which includes alignment of resources and assignment of responsibilities
- a description of internal and external reporting mechanisms.

When establishing a strategic plan, boards take responsibility for a high-level governance role by establishing the district's vision and strategic plan priorities, approving the allocation of relevant resources for fiscal responsibility and alignment, monitoring executive performance and the organization's progress toward the strategic outcomes and communicating to the public. The superintendent, secretary-treasurer and their executive team provide the board with information, advice, options and recommendations toward building the vision and strategic plan. They then assume responsibility for leading and managing the operationalization of them through localized educational and business processes. This includes staff providing regular updates to the board and also to the public. Staff also support the board with the submission of the annual report required through the [Framework for Enhancing Student Learning policy](#) and [Enhancing Student Learning Reporting Order](#).

¹ Ontario Education Services Corporation - *Good Governance for School boards, An Introduction to the Trustee Professional Development Program*, Michael Fullan and Ken Leithwood, 2016

The Framework for Enhancing Student Learning and Strategic Plans

Boards may wish to explore the information provided by the Framework for Enhancing Student Learning department of the Ministry of Education and Child Care. This includes their [Guide to Effective Strategic Planning and Reporting for Continuous Improvement](#).

Referenced within this guide are quality descriptive statements that were co-developed by sector partners to describe effective [strategic planning](#) and [continuous improvement](#) cycles. These statements are intended to be used as a formative guide for each board's ongoing reflection, the ministry's review program and for ongoing board planning to enhance student learning.

The Ministry of Education and Child Care has shared that they plan to continue adjusting the descriptive statements over time as the sector reflects and learns more about effective strategic planning and continuous improvement together. The [Guide to Effective Strategic Planning and Reporting for Continuous Improvement](#) outlines and describes the importance of the following elements:

- Working toward equity
- Establishing a clear focus on student outcomes
- Engaging with indigenous peoples, rightsholders and education partners
- Aligning with bc's vision for education
- Using evidence to inform planning
- Setting aspirational learning priorities and measurable objectives
- Developing and implementing effective strategies
- Using resources strategically
- Establishing timelines
- Writing and publishing for accessibility
- Planning for the future
- Aligning strategic and operational plans

In conjunction with the ministry's guide, it is important to recognize that organizations are more purposeful about where they focus their efforts and channel their resources when they make decisions that are grounded in the best available evidence.

It is recommended that a great deal of information be gathered and considered before setting the strategic direction for the strategic plan. Gathering information tends to be time and resource-intensive, but careful planning with purpose will facilitate the most efficient use of resources. The information gathered needs to be current and relevant, and new sources of information may also be needed.

To move beyond the general direction provided by a mission, vision and values, a district needs to describe, in global and specific terms, what it is trying to achieve. A district's learning priorities grow out of the gap between its vision and its reality as told by the evidence collected, compiled and analyzed.

When organizations make decisions that are grounded in the best available evidence, they are more purposeful about where they focus their efforts and channel their resources. For this reason it is recommended that a great deal of information be gathered and considered before setting the direction for the strategic plan. Gathering information tends to be time and resource-intensive, but careful planning with purpose will facilitate the most efficient use of resources. The information gathered needs to be current and relevant, and new sources of information may also be needed.

Collaborating with First Nations, Métis and Inuit Communities

The [Framework for Enhancing Student Learning](#) affirms that the province is committed to true, lasting reconciliation with Indigenous peoples. The commitment is aligned with the [Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples](#), the [Calls to Action of the Truth and Reconciliation Commission](#), the [United Nations Declaration on the Rights of Indigenous Peoples](#), the [BC Declaration of the Rights of Indigenous Peoples Act](#), and the most recent [BC Declaration on the Rights of Indigenous Peoples Action Plan](#). When developing educational goals, objectives, strategies and measures for strategic planning, the ministry will collaborate with Indigenous peoples and key education stakeholders in the process, including partners, parents, students, teachers, support staff, and representatives for Indigenous students, children and youth in care, and students with disabilities or diverse abilities. It further states that boards should take a similar approach to collaboration with First Nations and Indigenous peoples to identify specific actions to support equitable outcomes and opportunities for Indigenous students.

There is a critical need for boards to take steps toward building and maintaining respectful, collaborative relationships with local First Nation, Métis and Inuit communities and to do so through a distinctions-based approach. Effective boards continue their learning about the shared history of the country and the local place, and the intergenerational effects resulting from residential school history.

Effective boards understand that, "in many cases, a distinctions-based approach may require that [the] relationship and engagement with First Nations, Métis and Inuit Peoples include different approaches or actions and result in different outcomes." (Declaration on The Rights Of Indigenous Peoples Act Action Plan, 2022).

Engaging with Indigenous Peoples, Rightsholders and Education Partners

Setting district priorities incorporates engagement with First Nations, Métis chartered communities, and Inuit community organizations and other education partners at various points throughout the development process to ensure commitment and relevance. District strategic plans should:

- be developed with Indigenous Education Councils, First Nation Education Councils, Métis chartered communities, local Inuit organizations, and other existing committee structures;
- reflect existing Local Education Agreements, Equity Action Plans, or Aboriginal Education Enhancement Agreements;
- be developed with education stakeholders, such as district Education Committees, district Parent Advisory Councils, community forums, and other existing committee structures.
- be proactively attentive to unique local contexts;
- be developed with careful consideration of provincial goals and the local context. Care should be taken to communicate this information in meaningful and effective ways, enabling members of the local community to understand the value of this information and how it is being used to enhance student learning;
- publicly communicate the process used to engage and the way the plan has been influenced by that engagement.

Adapted from the [Ministry of Education and Child Care](#).

Continuous Improvement

Research confirms that districts, like other complex organizations, need to look at their long-range planning through different lenses, often referred to as planning horizons. While there is no definitive approach to doing this, it is worth boards taking the time to consider at least three phases when monitoring, adjusting and evaluating their progress toward the aspirational learning priorities and objectives of their strategic plan. It is this planning that creates the pathway to the desired future articulated in a district vision.

Implementing, Monitoring, Evaluating, and Aligning for Continuous Improvement

PLANNING HORIZON 1 ACTION PLANNING

The first planning horizon of one to two years is a time for reviewing the strategic plan and setting priorities for the next year or two. Program planning continues and an annual operational work plan is established during this time. The process involves continuous adjustment to the overall plan, as well as to the immediate priorities, as new knowledge and changes impact the district.

PLANNING HORIZON 2 SHORT-RANGE PRIORITIES

A second planning horizon of four years identifies the goals that boards hope to achieve within their term in office. The achievement of each goal will move the organization toward the realization of its vision.

PLANNING HORIZON 3 LONG-RANGE PLANNING

In a third planning horizon of five or more years, boards build foresight about the future and constantly recalibrate their view as to how the community and students are changing and evolving. At the same time, changes in demographics and demand for educational programs or delivery models may suggest adjustments that need to be planned for many years in advance. This may involve planning to hire specialty staff or engaging in professional development for existing employees. Facility needs over this period of time may change significantly, warranting such actions as property sales or acquisitions.

In order to provide direction to the staff in the district, boards have a responsibility to continually review their planning documents and assumptions as districts evolve and change over time. They also have a responsibility to facilitate the development of an annual continuous improvement cycle to ensure operational plans are responsive and are effectively making progress towards learning priorities.

Participation in a [continuous improvement cycle](#) is a critical part of the ongoing commitment to raising system performance and will ensure that each district is focused on the educational success of all students and that school district operations are effective and efficient.

A comprehensive approach to a continuous improvement cycle includes:

- analyzing a district's alignment of strategic plan priorities and objectives given the results of both the district's provincially and locally identified educational outcomes intended to address inequities in student learning;
- acting on findings coming out of a continuous improvement cycle.

The conceptual model provided by the ministry is an example of an iterative and responsive annual continuous improvement process that further elaborates on the first two planning horizons of action and short-term planning.

Action planning requires operationalizing short-term plans each year, monitoring their success, reviewing, assessing and updating the short-term plan in a responsive manner, aligning all operational plans and resources accordingly, and consistently communicating, consulting and collaborating to ensure active engagement occurs throughout the district's continuous improvement cycle.

Operationalizing Short-Term Plans and Action Plans

Operational plans provide the necessary details to focus the work of staff during the coming year. An operational plan clearly articulates the deliverables and/or the specific outcomes that result during this period of time. The operational plan identifies who is to be involved, what strategies will be employed and what the indicators of success will be. Typically, these plans also outline how and when progress will be reviewed, mechanisms for oversight, how the community can provide input, and how these results will be reported to stakeholders.

Reporting

Boards need to ensure that they are sharing information effectively regarding both their plans and their progress. These efforts address both internal audiences such as staff, students and parents, as well as external audiences such as prospective parents, media, post-secondary partners, local governments and the broader community. Along with communicating progress towards district goals and the widely-held vision of the district, boards can provide regular updates as verifiable data or other forms of authenticated evidence become available. Local First Nations and Indigenous communities must also be informed on the progress of Indigenous youth.

There are many reasons for engaging in this form of communication. Internally, sharing positive updates about progress towards goals increases pride, builds positive morale and can potentially increase the efforts of employees toward reaching the targets that have been set. Externally, this can help to build public confidence, increase support and involvement in district initiatives and maximize enrolment.



How boards choose to communicate with their various audiences can vary greatly. However, having established structures and protocols in place for doing this is important. Many boards choose to make a point of celebrating successes and recognizing staff, students and others at every public meeting. Others publish promotional materials and reserve space on their website to share their plans and the progress they are making toward their learning priorities or goals. Several have also established relationships with local media outlets to share information on a regular basis. More information on communications is located in the Communications, Engagement and Community Relations section of our *Learning Guide*.

In addition to reporting to the public, there are also requirements of boards to report on planning and progress to the Ministry of Education and Child Care. Under the *School Act*, the [Enhancing Student Learning Reporting order](#) requires boards to approve and submit an enhancing student learning report to the Ministry of Education and Child Care each year between June 30th and September 30th as an attachment and/or district website link.

The enhancing student learning report fits into district strategic planning and continuous improvement cycles, and provides an opportunity for districts to:

- reflect on, adjust, and adapt strategies to improve educational outcomes for students, with a specific focus on improving outcomes for First Nation, Métis, and Inuit children and youth in care, and students with disabilities or diverse abilities; and,
- deliver public assurance through the annual reporting of strategic planning priorities, achievements, and updated plans.

If the district's strategic plan is viewed metaphorically as a map, the ongoing continuous improvement process is the compass, and the enhancing student learning report is like a travel log; it is a way for districts to track and tell the story of their progress.

To support evidence-informed planning and reporting, the Ministry of Education and Child Care publicly posts provincially collected data for each school district, and the province, on the [Student Success](#) website. Data is shared throughout the year on the ministry's reporting sharepoint for school districts site. BCSTA has created a [guide](#) to support boards in using provincial data.

Further guidance has been provided with the publication of the [Enhancing Student Learning Reporting Guidelines for 2022/23](#). The guidelines were created to provide further support and clarity to districts regarding enhancing student learning reports.

The ministry acknowledges that each district has its own unique characteristics, context and reporting needs, and as such, the guidelines are not meant to be prescriptive. District leaders can decide how best to use their document, and can select the content that best suits their district's needs, provided the data and analysis required by the order are also included.