



REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
Virtual Meeting (ZOOM) / Teleconference
2021 10 13 at 1:00 p.m.

A G E N D A

1. **ADOPTION OF AGENDA**

2. **APPROVAL OF MINUTES**

- (a) Minutes of the Regular Meeting, Public Session held 2021 09 15 (attachment)

3. **IN-CAMERA SUMMARY**

- (a) Summary of In-Camera meeting held 2021 09 15 (attachment)

4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

6. **DELEGATIONS**

7. **CHAIRPERSON'S REPORT**

- (a) Strategic Plan Renewal – staff report (attachment)

- (b) Three-Year Calendar Consultation Schedule (attachment)

Notice of Motion: *The Board of Education adopt a local three-year school calendar for the 2022/23 to 2024/25 school years.*

The motion will be presented at the regular Public Board meeting on February 9, 2022.

The Notice of Motion will be added to the website along and an online comments form for public input.

- (c) Board Meetings Format

8. **CHIEF EXECUTIVE OFFICER'S REPORT**

- (a) Enrolment - 1701

- (b) Staffing

- (c) Communications Planning

- (d) COVID-19 Response

9. **CORPORATE FINANCIAL OFFICER'S REPORT**

- (a) Monthly Financial Report

10. **COMMITTEE REPORTS**

- (a) Committee of the Whole (attachment)

- (b) HR Committee

11. **TRUSTEE'S SCHOOL REPORTS**

What can we do at a district and school level to promote employee wellness? (Objective 2.2

– Build and sustain a vibrant employee community.)

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

14. **NEXT MEETING DATES**

(a) Committee Day – October 27, 2021

(b) Regular Board Meeting – November 10, 2021

15. **ADJOURNMENT**



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
Board of Education, School District No. 64 (Gulf Islands)
ZOOM Virtual Meeting
2021 09 15

Present:

Tisha Boulter
Chaya Katrensky
Stefanie Denz
Janelle Lawson
Shelley Lawson
Greg Lucas
Rob Pingle

Chairperson
Vice Chairperson
Trustee
Trustee
Trustee
Trustee
Trustee

Scott Benwell
Jesse Guy
D'Arcy Deacon
Boe Beardsmore
Lori Deacon
Jodie Miller

Superintendent of Schools
Secretary Treasurer
Director of Instruction, Human Resources
Director of Instruction, Learning Services
Executive Assistant
Director of Facilities and Transportation

Ian Mitchell
Angela Thomas
Janice Shields
Marie Mullen
Shelly Johnson
Adria Kray
Marcia Jansen

GITA President
CUPE President
CUPE Vice-President
GIPVPA Representative
GIPVPA Representative
DPAC Representative
Driftwood Representative

Regrets:

The meeting was called to order at 1:01 p.m. by Chair Boulter. Shelley Lawson acknowledged, with honour and respect, that this meeting is taking place on the traditional territories of the Coast Salish peoples. She acknowledged the lasting and devastating impact of residential school, the growing numbers of found unmarked graves at residential school sites, and the responsibility of the education system towards truth and reconciliation - Huy tseep q'u.

1. ADOPTION OF AGENDA

Additions:
Strategic Planning 10(a)i

Moved and seconded that the agenda for the Regular Board Meeting, Public Session held 2021 09 15 be adopted as amended.

CARRIED 75/21

2. APPROVAL OF MINUTES

Moved and seconded that the minutes of the Regular Board Meeting, Public Session held 2021 06 09 be approved as presented.

CARRIED 76/21

3. IN-CAMERA SUMMARY

Moved and seconded that the Board of Education adopt the Regular In-Camera Summary of 2021 06 09 as presented.

CARRIED 77/21



4. **BUSINESS ARISING**

5. **CORRESPONDENCE**

6. **DELEGATIONS**

7. **CHAIRPERSON'S REPORT**

(a) **Welcome Back**

Chair Boulter welcomed everyone back to the first public meeting of the new school year.

(b) **Amended 2021/2022 School Calendar – National Day for Truth and Reconciliation**

The 2021/2022 school calendar was amended to include the new National Day for Truth and Reconciliation on September 30th. School regulations were adjusted for the 2021/22 school year to allow five less instructional hours to accommodate this additional statutory day.

8. **SUPERINTENDENT'S REPORT**

(a) **School Plan Approvals**

Scott Benwell reported on school plans and their alignment with our Framework for Enhancing Student Learning and Strategic Plan.

Moved and seconded that Board receives the 2021/2022 school plans as part of its Framework for Enhancing Student Learning.

CARRIED 78/21

(b) **Framework for Enhancing Student Learning**

Scott Benwell presented the draft Enhancing Student Learning Report for the Board's consideration. The report centres on the Ministry's Educated Citizen model (intellectual development, human and social development, and career development) and demonstrates the district's systemic approach to planning, review, and adjustment for continuous improvement.

Moved and seconded that the Board approves the September 2021 Enhancing Student Learning Report to be submitted to the Minister of Education no later than September 30th.

CARRIED 79/21

(c) **Staffing and Enrolment**

D'Arcy Deacon reported relatively stable enrolment in anticipation of the September 30th 1701 data collection. Staffing levels at individual schools will be assessed as needed and in accordance with collective language.

Mr. Deacon reported on the district's pro-active approach to recruiting and retention of Educational Assistants. The district has entered into an agreement with CDI College allowing placement of EA practicum students within the district.

(d) **COVID-19 Response**

Boe Beardsmore reported on updated BC CDC guidelines and recommendations and the transition from COVID-19 Safety Plans to Communicable Disease Safety Plans.



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
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Ms. Beardsmore clarified that Public Health is responsible for determining risk of exposure and transmission and informing individuals and schools as needed. Public Health will be holding a vaccination clinic at GISS on September 21. Information packages will be sent home to students.

(e) GITA Collaboration

Scott Benwell acknowledged ongoing collaborative work with GITA. District staff will be meeting with teachers to discuss professional practice around student assessment and reporting as well as Indigenous employment equity (LOU 4).

(f) 2020/2021 FSA Results

Dr. Benwell shared recently released FSA results for the 2020/2021 school year. The district has continued to demonstrate high participation rates and an improved achievement trend for students on track and extending above the provincial average in all areas. Specifically:

Grade 4 reading: increased to 95.7%

Grade 4 numeracy: stable at 81.5%

Grade 7 reading: stable at 86.8%

Grade 7 numeracy: increased to 75.2%

(g) 2021/2022 Framework Day

Framework Day takes place September 24th and will focus on Indigenous Education and anti-racism. Monique Gray-Smith will deliver the keynote address via ZOOM in the morning and school will hold school planning sessions in the afternoon.

A brief recess was called at 2:35 p.m. The meeting resumed at 2:45 p.m.

9. SECRETARY TREASURER'S REPORT

(a) Facilities – Summer Work

Jodie Miller reported on summer and upcoming work projects. Projects include heating upgrades at Fernwood, heat pump installation Saturna, the installation of a fire sprinkler system at Galiano, GISS roof replacement, and the many projects at Pender in preparation of the new school year.

(b) Seamless Day Pilot Program

Jesse Guy updated the Board on the Seamless Day pilot program. Funding for successful districts will be announced by the Ministry later this month.

(c) 2021/2022 Learning Recovery and COVID Expenditure Plans

Jesse Guy shared an expenditure plan for Learning Recovery Grant, Restart Funding for COVID Health and Safety, and Funding Protection funds. Expenditures include additional sanitization positions and equipment, school EPIC Grants for teaching supports and materials, and increased water taxi needs.

(d) Islands Trust Policy Review

Ms. Guy shared a staff report on the Islands Trust proposed draft policy TC-183 and request for feedback.

Moved and seconded that the Board considers the district's interest unaffected by the Islands Trust new draft policy TC-183.

CARRIED 80/21
(two trustees abstained)



10. **COMMITTEE REPORTS**

(a) **Committee of the Whole**

Chair Boulter reported on the Committee of the Whole meeting that day, which included a presentation of the draft Enhancing Student Learning Report as well as discussion regarding strategic plan renewal.

i. *Strategic Planning*

The Board's current strategic plan is set to expire this year and must an extension or renewal must be considered.

Moved and seconded that Board directs staff to prepare a report regarding options for renewal of the Board's Strategic Plan, for consideration at the October meeting.

CARRIED 81/21

(b) **Finance, Audit, and Facilities Committee**

The FAF pre-audit meeting summary 2021 07 07 was received.

i. *Summary of Audit Results*

Shelley Lawson reported that the district underwent a clean audit and that KPMG auditors found no issues of concern.

ii. *2020/2021 Financial Statements*

Jesse Guy shared the draft financial statements for the year ending June 30, 2021.

Moved and seconded that the Board approves the 2020/2021 School District 64 Audited Financial Statements for the year ending June 30, 2021.

CARRIED 82/21

11. **TRUSTEES' SCHOOL REPORTS**

No school reports.

12. **OTHER BUSINESS**

13. **QUESTION PERIOD**

Chair Boulter received questions from the public.

14. **NEXT MEETING DATES**

(a) Regular Board Meeting: September 15, 2021

(b) Committee Day: October 27, 2021



MINUTES OF THE REGULAR BOARD MEETING, PUBLIC SESSION
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15. ADJOURNMENT

Moved that the meeting be adjourned at 4:13 p.m.

CARRIED 83/21

Date: _____

Chairperson

Certified Correct:

Secretary Treasurer

DRAFT

BOARD OF EDUCATION, SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

Reference Section 72 (3) of the *School Act*

**Record of Proceedings of the Regular In-Camera meeting held via
ZOOM Virtual Conference
2021 09 15**

Present:	Tisha Boulter	Board Chair
	Chaya Katrensky	Vice-Chair
	Stefanie Denz	Trustee
	Janelle Lawson	Trustee
	Shelley Lawson	Trustee
	Gregory Lucas	Trustee
	Rob Pingle	Trustee
	Scott Benwell	Superintendent of Schools
	Jesse Guy	Secretary Treasurer
	D'Arcy Deacon	Director of Instruction, Human Resources
	Boe Beardsmore	Director of Instruction, Learning Services
Lori Deacon	Executive Assistant	
Guests	Lenora Lee	KPMG Auditor
	Sarah Burden	KPMG Auditor

The meeting was called to order at 9:02 a.m.

The agenda for the Regular Board meeting, In-Camera session held 2021 09 15 was adopted as presented.

The minutes of the Regular Board meeting, In-Camera session held 2021 06 09 were approved as presented.

Items:

1. KPMG 2020/2021 External Financial Audit
2. Succession/Retention Planning Approach
3. Human Resources Update
4. Water Taxi Ridership Policy Review
5. Drake Road Property

The meeting adjourned at 10.51 a.m.



SCHOOL DISTRICT NO. 64 (GULF ISLANDS)

112 Rainbow Road, Salt Spring Island, B.C. V8K 2K3

T: (250) 537-5548 F: (250) 537-4200 W: sd64.bc.ca

Staff Report to the Board of Education School District 64 Gulf Islands

Title: Option for Strategic Plan Renewal

Date: October 13, 2021

From: Scott Benwell, Superintendent

Audience: Public

Subject: School District 64 (Gulf Islands) Strategic Plan Renewal

Issue: Identify options available to the Board of Education for Strategic Plan Renewal

Background: The Board of Education for School District 64 (Gulf Islands) extended the current Strategic Plan coverage date to 2021. The original plan was created in 2016 and was intended to be in effect until 2019. The Board of Education extended the date to enable a district focus on configuration and Covid response. With the extension date set to expire at the end of December, the Board of Education will need to identify the direction it wants to take.

References: Strategic Plan

Alternatives: Available Actions / Possible Motions

Option 1: Extend life of current strategic plan.

Motion A: That the Board of Education extend its current strategic plan until 202X.

Option 2: Create a new Strategic Plan during the 2021/2022 School Year.

Motion B: That the Board of Education undertake consultation and development of a new Strategic Plan for implementation this school year (2021/2022).

Option 3: Create a work plan and process for developing a new Strategic Plan beginning September 2022.

Motion C: That the Board of Education creates a work plan, beginning September 2022, for the consultation and development processes of a new Strategic Plan to be implemented in 2023.

Implications: It is good practice for Boards of Education to identify system priorities through a current strategic plan that is developed through broad and extensive consultation with students, partner groups, and the public. Strategic Planning for school districts is now guided by Ministry Policy (Framework for Enhancing Student Learning). The new requirements and guidance will inform both the process and content of future strategic planning. All districts across the province were required to submit their first Framework for Enhancing Student Learning Report on



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September 30, 2021 and will be engaging in communication with the Ministry of Education's peer review process to inform next steps and any required adjustments. Strategic planning will be informed by this first year of Framework Reporting and response to the Ministry Framework for Enhancing Student Learning Policy. Reviewing lessons learned and feedback through the peer review process for FESL could prove invaluable in moving toward a new and updated plan.

School District 64 is currently operationalizing the reconfiguration direction set by the Board in 2020/2021. All aspects of reconfiguration and budget adjustments are set to be in place for the 2022/2023 school year.

Boards of Education approach Strategic Planning differently across the province according to staff resources, scope of planning required/desired, and timelines.

Conclusion: The Board of Education for School District 64 (Gulf Islands) should signal its intent to renew and process for developing a new strategic plan. Staff resources are limited especially during the transition year for configuration.

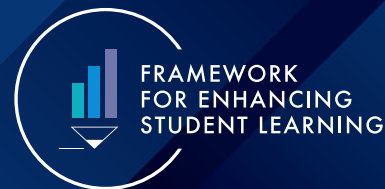
Recommendation: That the Board of Education move option 1 with an extension of current plan until June 2023 and option 3 with the goal of a new strategic plan for SD64 in the Spring 2023.

Attachments: No Yes If yes, list here:

- Confirmation for Adherence to Policy Requirements for District Strategic Plan
 - Workbook, BCSTA Leadership Series
-

FRAMEWORK FOR ENHANCING STUDENT LEARNING

A shared commitment to improve student success and equity of learning outcomes for every student in British Columbia



SECTION G: APPENDICES



APPENDIX A | CONFIRMATION OF ADHERENCE TO POLICY REQUIREMENTS FOR DISTRICT STRATEGIC PLAN

The purpose of this document is to support school districts with ensuring their strategic plan meets all the requirements set out in the [Framework for Enhancing Student Learning Policy](#).



A| PUBLIC ASSURANCE (*CONTENT*)

District strategic plan:

- is available on the district's website home page;
- displays the length of the district's planning cycle;
- is embedded as a link in the annual Enhancing Student Learning Report and provided to the Ministry between June 30th and September 30th annually (EDUC.Framework@gov.bc.ca);
- is embedded as a link in all Enhancing Student Learning Reports for the timeframe of the current strategic plan; and
- is board approved (board chair signature and/or approved motion from public board meeting).



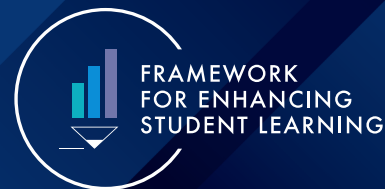
B| COHERENCE AND ALIGNMENT (*CONTENT*)

District strategic plan goals:

- align to the current [Ministry Service Plan](#);
- align with school growth plans;
- are resourced through district financial and operational plans; and
- reflect Local Education Agreements and Aboriginal Educational Enhancement Agreements.

FRAMEWORK FOR ENHANCING STUDENT LEARNING

A shared commitment to improve student success and equity of learning outcomes for every student in British Columbia



C| STRATEGIC ENGAGEMENT (*PROCESS*)

Plan includes a description of the district's engagement process for setting goals.

District strategic plan goals:

- are developed in consultation with Indigenous peoples and key stakeholders; and
- respond to unique local contexts.



D| FOCUS (*CONTENT*)

District strategic plan goals and objectives:

- emphasize student success and educational outcomes for all students; and
- address inequities for Indigenous students, children and youth in care and students with disabilities or diverse abilities.



E| EVIDENCE INFORMED (*PROCESS*)

Plan includes a description of the district's process for using evidence to identify strategic goals.

District strategic plan:

- shows the analysis and interpretation of trends over time using:
 - provincial educational measures;
 - multiple sources of evidence, including relevant locally developed measures; and
 - quantitative and qualitative evidence.



F| IMPLEMENTATION (*PROCESS*)

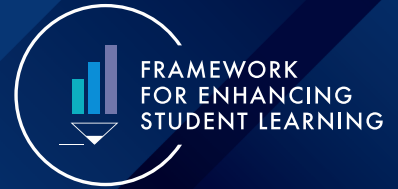
Plan includes a description of the district's process to implement the strategies.

District strategic plan:

- includes the approach to use high-yield research-based strategies to achieve goals and objectives;
- shows the allocation of adequate resourcing to implement strategies; and
- shows the alignment of operational plans with strategic goals.

FRAMEWORK FOR ENHANCING STUDENT LEARNING

A shared commitment to improve student success and equity of learning outcomes for every student in British Columbia



G| CYCLE OF IMPROVEMENT (*PROCESS*)

Plan includes a description of the district's annual review process.

District strategic plan:

- includes the process for the district to implement the strategic plan, monitor and evaluate strategy effectiveness and align school plans with district strategic plan; and
- includes the process for on-going communication, consultation and collaboration.

Strategic Planning *for* Student Success

BCSTA

British Columbia
School Trustees
Association





BC SCHOOL TRUSTEES ASSOCIATION
LEADERSHIP SERIES

This workbook is part of
the BC School Trustees Association's
2020 Leadership Series.

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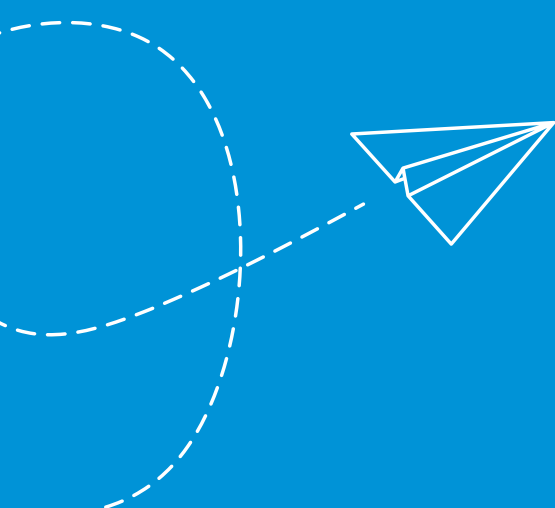
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President's Message

On behalf of your executive, I am pleased to provide this learning resource as an accompaniment to the 2020 Leadership Series. The focus of this year's series is *Strategic Planning for Student Success*.

Building on the success of last year's Leadership Series, this workbook and the regional workshop series are further evidence of our commitment to supporting our member boards in their quest to improve the learning success of our students. Effective governance is foundational to student success and creating strategic direction is one of the fundamental responsibilities of fulfilling a school board's governance function.

BCSTA shares with the Ministry of Education, and our other partners at the BC School Superintendents Association (BCSSA), the BC Association of School Business Officials (BCASBO), and at the First Nations Education Steering Committee (FNESC), an ongoing, unwavering commitment to the continuous improvement of educational outcomes for all our students. It is hoped that by embracing the Framework for Enhancing Learning, creating effective strategic plans, and monitoring progress towards our strategic goals, that those students who have not yet found success in our school system will be supported in doing so. Students with diverse learning needs, our Indigenous students,

and children in care will be the focal point of our sustained collective efforts to ensure all British Columbia public school students achieve their personal potential.

The Leadership Series is part of BCSTA's mission to support and advocate for public boards of education in British Columbia. It also aligns with the association's own strategic plan, in the area of leadership, and fulfills the commitment made to focus on supporting boards with their governance and oversight functions, as well as with their strategic visioning and planning.

I hope you find it helpful.

Stephanie Higginson
President,
BC School Trustees
Association



Introduction

Elected school boards, as part of their governance function, have always had responsibility for creating strategic direction. Boards of education in British Columbia have always embraced and fulfilled this role, with or without a published strategic plan.

A formal strategic plan is a tool to ensure continuous improvement and managed change for an entire organization, even if it is already high performing. The strategic planning process provides a means to quantify the gap between current state of an organization and its desired future, and to plan how that gap might be addressed. In school districts, where the core business is student learning, the gap between current state and desired future is typically defined by the aspiration to have all students experience more learning success.

British Columbia's anticipated new policy requirement, for boards to create and publish create a multi-year strategic plan, has its roots in a May 2016 Auditor General report which recommended "that every school district develop a strategic plan that shows how the process for identifying priorities and setting goals informs operational strategies and budget decisions, and then communicates that plan to all stakeholders." That same report acknowledges that the Ministry of Education's role also involves co-governing the K-12 education system with the school boards. The report further states on p. 8 that "under the co-governance model, the ministry, the school boards, and key stakeholders together determine the strategic direction of the school districts."

Strategic planning, then, is also a means to achieve the shared mandate of the Ministry of Education and local school boards to create the educated citizen, by focusing on intellectual development, social and emotional development, and career development. The goal is that all students in British Columbia will master the core competencies, become literate and

numerate, and graduate. School systems, at both the district and the school level, must embrace diversity, be fully inclusive, and committed to creating equity of educational outcomes for all students. Achieving success for all British Columbia learners will require a deliberate and sustained focus on the needs of children in care, Indigenous students and those with special learning needs, because these students are still not achieving the same level of success as most of their counterparts.

Local boards of education are uniquely positioned to understand the challenges and opportunities of delivering service to and creating success for the students and families in their communities, which is why they are being encouraged to incorporate local priorities into their strategic plans.

This learning resource, as well as our regional workshop series, has been developed by the BCSTA to assist its member boards in revising existing strategic plans or creating new ones that incorporate these features. It is reflective of the association's ongoing commitment to supporting governance practices across the province that will making an already high-performing public education system even better.

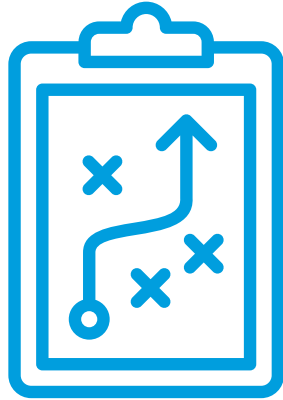


1

What's a Strategic Plan and Why do we Need One?

What is a Strategic Plan?

A strategic plan is a plan to identify, describe, and ultimately achieve the desired future of an organization. A strategic plan is grounded in the organization's purpose (mission), and the gap that exists between its current state and the future state (vision) it aspires to achieve. In a school district, that purpose is student learning and ensuring eventual personal and life success. The desired future state for the school district is usually one in which ALL students are able to graduate with the skills and competencies they need to pursue their personal path to success, both before and after graduation from the school system.



Why is a Strategic Plan Helpful?

A school district's strategic plan is grounded in local context, is inclusive of students, employees, and community during its development, builds on existing strengths and opportunities, and relies on evidence for both its starting point and for measurement of progress. Further, it provides accountability in the form of performance indicators or measures that have been identified in advance, to be reported on at agreed upon intervals, to both the board and the broader community.

A well-crafted strategic plan assists the board in keeping the focus on student learning, filtering policy and funding decisions through the lens of impact on student outcomes, as well as fulfilling its statutory accountability and oversight functions.

The strategic planning process also creates a mechanism by which unsuccessful strategies can be adjusted or abandoned, if equitable outcomes are not being achieved for all students. Seen in this light, the requirements and attributes of the strategic planning process are congruent not only with the board's governance mandate, but also with the other components of the Framework for Enhancing Learning and the Ministry of Education's Policy on Student Success (found in Appendix 1).

Strategic Plan Components

Strategic planning frameworks are plentiful, especially in the business world, where they are typically viewed as a tool to ensure the corporation remains both viable and competitive in the marketplace. Because there is variation in the starting points for planning, in the local planning context, and in the needs of students from district to district, there are also variations among planning frameworks and approaches in use in educational organizations. Generally, a school district strategic plan will incorporate these components:

- A mission statement
- A vision statement
- A statement of core values
- A brief description of the district, its location, demographics, and current program and service offerings
- A brief description of its current state and future challenges
- An articulation of 3 or 4 strategic goals
- A broad description of the strategies to be used to achieve the goals
- A description of the indicators to be used to monitor progress
- Assignment of responsibilities for execution or implementation
- A description of internal and external reporting mechanisms

Some strategic plans also incorporate a budget for any new initiatives or projects to be undertaken. Since school districts, unlike private sector organizations, have largely fixed costs and few opportunities for revenue generation, the usual approach for school boards is to reallocate existing operating funds to align with the goals of the strategic plan, rather than relying on new sources of funding.

The key consideration for boards is the alignment of expenditure decisions with strategic goals to the greatest extent possible, thus ensuring coherence between strategic direction, (governance), allocation of assets (management) and the efforts of employees (implementation).

Roles and Responsibilities

The roles of board members and senior management personnel in developing a strategic plan, in many respects, mirror their roles around other aspects of school district administration such as the development and approval of the school district budget. The responsibilities of both elected officials and senior staff flow from their legislated duties under the *School Act* and are enacted in keeping with both the legislation and local policy and practice.

In terms of the strategic plan (and the budget that supports its operationalization), the superintendent and the secretary-treasurer provide the board with information and advice, identify options, and make recommendations. The corporate board makes decisions on priorities and approves the allocation of available resources. Once the board has set the direction by approving the strategic plan, the superintendent and the executive team assumes responsibility for leading and managing the implementation through the normal educational and business processes in the district. The board fulfills its oversight function by monitoring both executive performance and the organization's progress towards strategic outcomes. The latter involves requiring regular reports from management staff and, in turn, the board providing regular updates to the public.

The strategic planning process fulfills the board's governance responsibility for setting strategic direction. It also guides the board in fulfilling its responsibilities for allocating resources, providing oversight, and for creating both internal and external accountability.

Typically, the creation of a strategic plan also helps surface areas where more advocacy efforts, community engagement, or more policy work may be needed. A comprehensive strategic plan serves to both focus and to frame the board's governance activities, as well as driving the educational and operational activities of the district.



A top-down view of a white wooden surface with various colorful wooden blocks scattered around. A hand is visible in the lower right, holding a red block. The blocks include red, yellow, blue, and natural wood colors, in various shapes like rectangles, triangles, and a curved piece.

2

The Strategic Planning Process: An Overview

Four Phases

The strategic planning process can be daunting; it requires both a system level focus and an eye for detail. It also requires a clear understanding of the roles and responsibilities of the key players; in particular, those of the board of education and its management team. Providing opportunities for employee and community engagement so that multiple perspectives can be gained on needed improvements and priorities, can make the process more complex, and sometimes time-consuming.

Ultimately, though, most strategic planning models incorporate four distinct phases; getting ready to plan, gathering information, establishing goals and strategies, and monitoring and reporting on progress. Some guiding questions to be answered in each of those four phases are noted below.



1. Planning to Plan

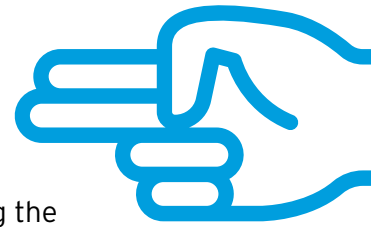
This phase involves getting organized and making some logistical and practical decisions. It should establish:

- What's the timeline for completion?
- Who is assuming the leadership responsibility?
- What structures or committees are required? What roles will they play?
- Is there sufficient capacity to manage the process internally or is external help needed?
- How much and what type of community and employee engagement is needed?

2. Information Gathering

This phase involves understanding and quantifying the current status of the school district. It should establish:

- What data is available and relevant to the task?
- What other forms of evidence need to be considered?
- How do we access the information? How do we analyze it?
- What are the salient features of our environment that will impact our planning?
- How much capacity do we have to make necessary change?



3. Creating a Plan

This phase involves identifying emerging themes and establishing strategic priorities. It should establish:

- What are our three or four most important goals for the district?
- What do we want to accomplish in the short, mid, and long term?
- How will we work to accomplish our goals? What strategies will we use?
- What resources are needed? Which budget decisions are required?
- What indicators will we use to track our progress?





4. Monitoring and Communicating Progress

Once goals and strategies have been identified, approved, and communicated widely by the board, the fourth and final phase involves making decisions about accountability, reporting, adjusting strategy and celebrating success.

The fourth phase of planning should establish:

- What measures or indicators will be tracked?
By whom?
- What reports on results or outcomes will be made TO the board? By whom? How often?
- What reports on results or outcomes will be made BY the board? To whom? How often?
- Who has the authority to adjust strategy?
Whose approval is required?
- How often will the plan be reviewed and refreshed?

The material which follows is intended to assist boards with assessing their current strategic plan to determine whether it needs to be refreshed and/or guiding them through the development of a new strategic plan, if there isn't one. It is not meant to be prescriptive; rather, it is best viewed as a tool that is deliberately designed to be tailored to the unique context of the school district, by the people who know it best.

A close-up, low-angle shot of a child's legs in motion. The child is wearing blue shorts and grey sneakers with white soles. They are running on a dark asphalt surface. In the foreground, there are several chalk drawings: a large white square with a smaller white square inside, and several blue circles and lines. The child's right leg is lifted and bent, while the left leg is planted on the ground. A white decorative badge with a scalloped edge and a thin blue border contains the number '3'. Two thin white horizontal lines extend from the sides of the badge.

3

Creating Your Strategic Plan

Creating and Connecting Mission, Vision and Values

Many school districts that do not have a current strategic plan will already have a mission statement and a vision statement. They may have also identified their corporate values. If these elements are in place they should be reviewed before the information-gathering phase of the strategic planning process; if they haven't been articulated previously, they should be created as they are fundamental to the strategic planning process. Together these three elements create the district's identity and describe its culture; clarity of purpose and principles must precede planning for the future.

Creating a Mission Statement

A mission statement is a short statement of why your school district exists and what its purpose is. It briefly states what you are striving to accomplish. It provides direction and purpose for employees, communicates that purpose to the public, and ideally, is a succinct description of what you are trying to achieve for the students.

Once a mission statement is established it does not typically change with each renewal of the strategic plan. Rather it endures to guide the decisions and activities of the school district over the longer term.

That said, if your mission statement is more than 10 years old, reviewing it periodically to determine that it still reflects your current understanding of and commitment to students is a worthwhile investment of the board's time.

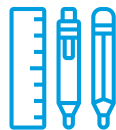


Questions for Reflection

What is your school district's purpose?

Is it clearly and concisely stated?

Is the language current and easily understood by diverse audiences?



Tips and Tools

A new or existing mission statement should answer four basic questions:

Does it clearly describe what we do?

Does it clearly describe in very broad terms how we will do it?

Does it state clearly who we are serving?

Does it clearly show why our purpose has value to others?

Notes

Creating a Vision Statement

Vision without action is a daydream.
Action without vision is a nightmare!

Japanese Proverb

A vision statement differs from a mission statement in that it is aspirational and future oriented. It describes the desired future state for the school district. It is grounded in the difference between where the school district, as an organization, is now and where it desires or aspires to be in the future.

A good vision statement is inspiring, positive and 'high level.' It should provide focus, explicitly invite change and innovation, and broadly define or at least describe success.

The difference between a mission statement and a vision statement can be illustrated by looking at the ones used by Google.

Their mission statement is "To organize the world's information and make it universally available and useful." It describes the purpose of their company.

Their vision statement is "To provide access to the world's information in one click!" It describes what they want to achieve in positive, specific, and ambitious terms.



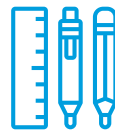
Questions for Reflection

What does your school district aspire to be for your communities?

How do your current mission and vision statements align with or complement each other?

How do they differ from or contradict each other?

Do they both meet the criteria noted here?



Tips and Tools

The best vision statements are:

- Collaboratively developed
- Simply stated and concise
- Descriptive and positive
- Future-oriented and inspiring
- Big and bold

Notes

Articulating Values

Values are sometimes called core values because they are intended to be embedded in every aspect of your school district's operations and culture. They are usually collaboratively developed, which can sometimes (but not always) be time-consuming.

Values are to an organization what character is to an individual.

They are attributes and often intangibles (like respect, honesty, and integrity). They characterize those qualities and ways of operating and being that are intended to be part of the organization's identity, and its means or processes for achieving its goals. They capture 'how we do things around here' and serve as useful filters for both dialogue and decision-making.

Values often provoke strong reactions when they are perceived to be violated. The recent issues with the Boeing Max 8 airliner is a powerful example. All airlines value safety and the travelling public trusts both manufacturers and service providers to make safety a priority.

There have been both economic and reputational costs to the company because a publicly espoused corporate value was not upheld, in this case with tragic consequences.



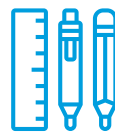
Questions for Reflection

What are the attributes of your district culture that are so fundamental as to be bedrock or non-negotiable?

How do you want your employees, students, and communities or treat each other as they work towards achieving your vision?

Are your values inclusive and 'universal'?

Can you define EACH of your values in a simple declarative sentence?



Tips and Tools

To IDENTIFY values, brainstorm and use affinity grouping or word clouds.

To TEST them use focus groups.

To PROMOTE them, model and reward them.

To REINFORCE them, identify and address policies and practices that contradict or are seen to violate them.

For information on affinity grouping see Appendix 4.

Notes

Information Gathering

1. Evidence or data review

Most districts have lots of data that can be used to demonstrate the system's past performance and document its current status. By examining this information, boards and senior staff can identify areas where success has been achieved, and where improvement is still needed. The latter will inform both the goal-setting for the strategic plan, and the budget decisions needed to support achieving them.

School boards typically rely on three main sources of data to inform their planning; their management staff, the Ministry of Education, and their local municipalities. Other useful information is available from other community agencies and government departments, but generally that would make its way to the board through one of the three channels noted above. For example, many districts found the Human Early Learning Partnership's Early Development Instrument and its Middle Years Development Index to be useful in strategic planning. These typically are brought to the board by district staff.

A list of the information products and services provided by the Ministry of Education is included in Appendix 2. The resources found there can be helpful in the information gathering phase of strategic planning to help identify strategic goals. They will also be useful to the board in monitoring progress towards those goals once the strategic plan has been operationalized by management.



Questions for Reflection

What does your district staff know already about:

STUDENTS

academic performance, health, well-being, attendance, satisfaction, demographics and enrolment distribution.

WORKFORCE

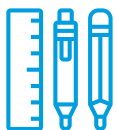
recruitment, retention, job satisfaction, health and safety, performance management, compensation, labour relations, demographics.

CAPITAL ASSETS

Buildings, equipment, technology condition, capacity, age, planned maintenance, refresh cycles.

COMMUNITY

Demographic shifts?
Development Plans?
Migration Patterns?



Tips and Tools

Identification of Outliers

Are there data points that appear to be extremes or anomalies?

Trends over time

Are the results improving consistently over time? Declining? Consistent or flat? Random or inconsistent?

Cohort data

How are the same group of learners performing year over year?

Disaggregation of results

How are specific populations performing relative to overall results? i.e. Indigenous students, children in care, students with special needs, males vs females.

Root Cause Analysis

What can you learn from the data about causation? What factors can be influenced to get a different result?

Notes

Information Gathering

2. Environmental Scan

It is useful to think of an environmental scan as an opportunity to inventory both the internal and external conditions, both positive and negative, that will impact both the board's strategic planning process and its eventual success in attaining strategic goals. An environmental scan allows the board to identify existing strengths and weaknesses inside the organization, any opportunities or challenges in the external environment in which the district operates, and any political, social or community issues that need to be considered in developing the strategic plan.

A brief environmental scan exercise, as part of a community engagement activity in connection with the strategic plan, often surfaces information and perceptions of which the board had been previously unaware.



Questions for Reflection

What unique assets does our district have in terms of its ability to enhance student learning?

What unique challenges does it face?

Are there other agencies or entities that share similar mandates or challenges? Or that can lend assistance?



Tips and Tools

SWOT/SWOC Analysis

What are our district's strengths, weaknesses, opportunities and threats/challenges?

SOAR Analysis

What are our strengths, opportunities, aspirations, results?

PMI Technique

What are the pluses, minuses, and interesting features of our situation or issue?

Templates for completing these scans are found in Appendix 3.

Notes

Information Gathering

3. Engagement, participation, and ownership

While the primary responsibility for strategic planning rests with the board and the superintendent, the involvement of those served by the school district must also be sought if a strategic plan is to be supported and its goals achieved.

Most boards already have engagement mechanisms and practices in place. Among the variables that determine them are: past practice, district culture, community expectations, organizational capacity, and both internal and external professional relationships. Boards should therefore make their own informed decisions about the nature, timing, and extent of stakeholder participation in the strategic planning process.

Consideration should be given to creating new practices, particularly if those previously used were not fully inclusive or did not yield the desired quality or quantity of input or response.

Also notable is the affirmative obligation on boards to engage and consult with local First Nations communities under the British Columbia Tripartite Education Agreement on matters relating to the education of Indigenous students.

The First Nations Education Steering Committee can be a valuable resource in meeting commitments made under the agreement.

Deciding where in the strategic planning process the broader engagement will add the most value is also an important consideration for boards.

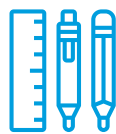


Questions for Reflection

What do we really want to know? From whom?

What existing structures can we use to gather input ie committees, advisory committees, staff meetings, liaison meetings?

Who might be marginalized or excluded by our usual approaches to consultation? How can we reach them?



Tips and Tools

Surveys

Requests for submissions

Targeted correspondence

Focus groups
or response panels

Town hall meetings

World cafes

Customized
engagement software

Social media

Information on world
cafes and appreciative
inquiry are available at
www.theworldcafe.com

Notes

Prioritization and Goal-Setting

Setting priorities once the information gathering phase is complete can be challenging. In general, themes and patterns will emerge from the data, from the scan and from the engagement activities. Paying attention to issues and concerns that are raised more than once, or from more than once source can be a useful starting point. Having staff triangulate data, identify and investigate outliers, and clustering similar or recurring themes can assist boards in identifying areas that should be considered a strategic priority.

The most important consideration in designating a matter as a strategic priority is whether it will have a positive impact for student learning, particularly for those that are not yet experiencing success.

A second important consideration is whether the issues identified are within both the board's legislated mandate, and its capacity to influence positively. A third is whether it is aligned with the mandate of the BC school system and Ministry of Education's Policy on Student Success.

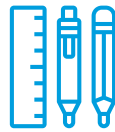
Some planning models suggest that goals developed to support the achievement of a particular strategy should be SMART: specific, measurable, achievable, relevant, and timed. Most importantly, the goals must be actionable; it should be immediately apparent to everyone in the school district that they have a role and a responsibility to put their best efforts into achieving them.



Questions for Reflection

How much can you realistically accomplish?

Are these goals within your legislative mandate?



Tips and Tools

Keep the number of strategic priorities manageable; no more than 3 or 4.

"As a board you can do ANYTHING you want; you just can't do EVERYTHING you want." Piet Langstraat



Winners focus! Losers spray!

Notes

Developing Strategies

“Strategy is a high-level plan to achieve one or more goals under uncertain conditions.”

Unknown

Strategies are broad courses of action that encompass the entire organization and focus on achievable outcomes. Strategies are typically the purview of the board, superintendent, and senior executive team. Operations are the responsibility of other district management staff, and school planning is the responsibility of school-based personnel.

The district’s strategic plan should be regarded as the umbrella document for all other planning documents and processes in the district.

It should be easy to see the connection between the work-plans of the board, senior staff, departments, and schools to the district’s strategic goals.

The key to executing strategy successfully is ensuring that the goals, activities, and outputs of operational and tactical* (school or classroom level plans) are aligned with strategic direction. The responsibility for ensuring that is the case rests with the superintendent and their senior staff.

The process of aligning all levels of planning is often interchangeably referred to as operationalizing or implementing the strategic plan. It is the work of management not the board. The British Columbia Association of School Business Officials has provided further information about the type of planning that is typically needed to ensure strategic alignment within the school district. It is found in Appendix 4.



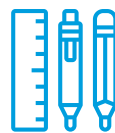
Questions for Reflection

What governance activities flow out of the strategic plan? What does the board need to do in terms of:

- Policy review and development
- Advocacy
- Resource allocation
- Community Engagement

What new learning will be required? By whom?

How will our staff sequence and organize the work to achieve the board’s goals?



Tips and Tools

Strategies answer the question “How?”

They are broad statements about intended approaches to achieving the strategic priorities.

**Tactical in this context is intended to convey the flexibility school staff must have to ensure their instructional approaches and decisions meet student needs. In meeting the needs of vulnerable students with diverse learning needs, educators must be able to adjust their tactics as needed, on a daily, sometimes hourly, basis. Creating success for these students is highly personalized and the approaches used to meet their needs must be as well.*

Notes

Monitoring Progress

Monitoring the progress towards goals identified in the strategic plan should be a regular activity.

The superintendent and senior staff should identify progress or performance indicators for each strategic goal.

Boards should make provision for the monitoring of results as part of their regular annual work plan and agenda planning processes.

Determining the frequency and format of reports is a matter to be determined by the board and the superintendent.

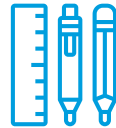
Key considerations are the timing of data becoming available from external sources and avoiding repetition in reporting. If you see information on its way to the ministry, there's no need to review it again in another form when it comes back.



Questions for Reflection

Who has the authority to adjust strategy?

What processes will be used to communicate those changes?



Tips and Tools

Identify up front which system level measures will be reported.

Keeping the reporting high-level and focused on outcomes not activities

Be mindful of the impact on staff workloads, and wherever possible, build reports that meet the needs of more than one audience

Notes

Accountability and Reporting

The fundamental premise of trusteeship is that it is an implement for creating, earning, and safeguarding the public trust.

Boards of education in British Columbia have a dual accountability function; one to their local electorate and the other to the minister of education.

With each of these comes a duty to report and to provide assurance that the interests of students, the public, and the taxpayer are paramount in the board's decision-making.

Reporting to the minister (through the ministry) is a matter of compliance with legislation or the policies through which provincial government direction is being enacted.

Reporting to the community is a matter of commitment; it demonstrates to parents, community, and the general public that their trust in the board is well-placed.

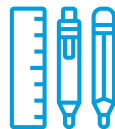


Questions for Reflection

What mechanisms for reporting to your community are working well?
How do you know?

When was the last time your board did a thorough analysis of how information reaches each of your audiences?

What impact are external reporting requirements having on staff workloads?



Tips and Tools

Use visuals and graphics wherever possible.

Keep language accessible and jargon free.

Provide translation where feasible.

Celebrate everything, not just milestones!

Remember: "Progress is success in a continuous improvement mindset!"

Notes

Conclusion

The Framework for Enhancing Student Learning, as originally conceived, was designed to create more flexibility for boards and districts to focus more on the achievement of the most meaningful and relevant outcomes. Because a strategic plan is grounded in local context, is co-constructed with local participants, using locally developed strategies and goals, and is reported on to the local community, it can help meet that objective! The strategic planning process is an important means to enhance a system-wide focus on student learning, both at the district level and across the province.

Further as the Auditor General noted in the May 2016 report *Improving the Expenditure Management in the Public Education System*, **“The foundation for good budgeting decisions is a sound process for identifying priorities, developing goals, and setting these out in well-designed, well-informed strategic and operational plans. A budget that is linked with strategies to achieve goals improves the chances of realizing the desired outcomes.”**

The students who rely on school boards for their advocacy efforts, their allocation decisions, and ultimately their assurance that they will each attain their preferred future, deserve nothing less.



4

Appendices

Appendix 1

Policy *for* Student Success

British Columbia's *Policy for Student Success* is reproduced on the following pages.

The original file can be accessed at https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/understanding_the_bc_policy_for_student_success.pdf

Policy for Student Success

Educated citizens who thrive in a rapidly changing world

British Columbia has a great education system, and we have the opportunity to make it even better. We have a renewed and clear mandate: to enable every learner to maximize their potential, which fuels our passion and vision that B.C. has educated citizens who thrive in a rapidly changing world.

Guided by evidence-driven and innovative practices, advancements in technology, evolutions within the labour market – both locally and globally – B.C. is dedicated to maintaining its position as a global leader in education by pioneering systemic changes that prepare students for an exciting new world. This preparation is critical to building a strong, sustainable, and prosperous economy for all British Columbians.

Education furthers government's objectives

The Ministry of Education is guided by the provincial government's core mandate, to make life more affordable, deliver the services people count on, and to build a strong, sustainable, innovative economy that works for everyone. In addition, the education system operates within a fiscal framework that ensures consistency and fairness across the province, while enabling local flexibility for school districts.

British Columbia schools must do everything possible to prepare all students for their future. While B.C. student success has been good, it is inconsistent. Significant differences in student outcomes exist among Indigenous and vulnerable learners, and other significant differences exist between schools across the province. To address these gaps we will be guided by the international evidence on best practice and adopt an approach of continuous improvement and capacity building with educational leaders.

This policy aims to align our education system's vision, our legislated mandate, and the work of all boards of education and independent school authorities to further student success.

Our Mandate – the Educated Citizen

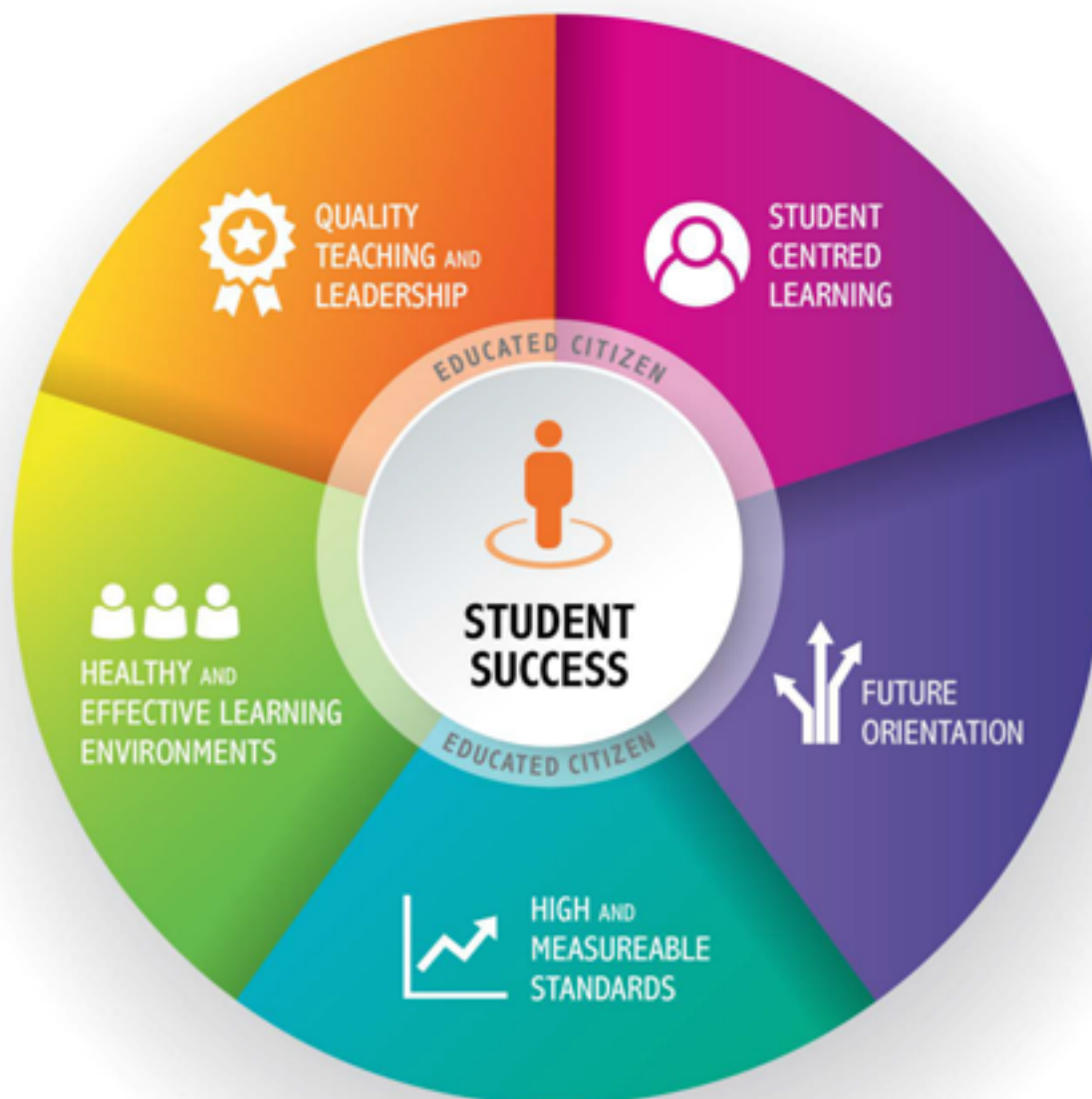
As specified in the Statement of Education Policy Order, the purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

To achieve this purpose, we have a collective mandate to develop the "educated citizen", which is defined as having:

- *Intellectual Development* – to develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.
- *Human and Social Development* – to develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.
- *Career Development* – to prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

British Columbia's Policy for Student Success

Focus all talents, efforts, and resources on improving student success. Our success will not just be measured by the amount of investment, legislative changes, the number of programs, or the amount of new construction, but rather on how well all students are succeeding in life, regardless of their background or where they live in B.C. – this is our foundation for a prosperous, shared, and sustainable economy. This commitment depends on using evidence to make decisions, having the courage to adjust and improve programs and policies that are not optimal for students, enabling equity of access to quality education for every student, aligning investments that clearly demonstrate better outcomes, and leading through innovative approaches.



Continuous improvement on student success will be guided by the following principles:

- 1. Quality teaching and leadership** – Great teachers and educational leaders have always been the key to student success. The critically important role of teachers in a student’s life will be constantly evolving to adapt to the rapidly changing context in children’s lives. Teachers will act as guides and coaches for learning for all students, including those with diverse learning needs. School leaders and teachers will focus on practices proven to achieve results, including experiential learning and technology in their classrooms, personal learning opportunities for every student, robust assessments, and time allocated for collaboration with other educators and professional development.
- 2. Student-centred learning** – Students benefit from more flexibility and choice of how, when, and where their learning takes place. This requires maintaining provincial-level consistency in policy design and funding allocation, while enabling the most flexibility as possible to organize and deliver programs within schools. This will become increasingly important as B.C. takes a more inclusive approach to education, ensuring all students – regardless of ability or background – benefit from a learning environment tailored to maximize their potential. It also means offering a greater variety of pathways to graduation and more opportunities for hands-on learning.
- 3. Future orientation** – Because the pace of social, economic, and environmental change is increasing, there is a greater need to enable all students to have essential skills, adaptability, global competencies and citizenship, and ultimately successful transition to employment. Our education system will enhance our efforts to prepare all students for lifelong learning, encourage the use of technology, and be prepared for graduation with practical expectations informed by employers and post-secondary institutions.
- 4. High and measurable standards** – Having a modern and well-developed curriculum that reflects our values and expectations for skills, knowledge, and competencies will be effective for students only if it is complemented by rigorous and consistent learning standards and province-wide assessments. Evidence and international best practice conclude that using information on learning outcomes, especially feedback to learners from assessments, is critical to student success. British Columbia will endeavour to maintain our already high standards on learning outcomes, with a focus on literacy and numeracy, which evidence indicates offers all learners, regardless of background, the best opportunity to succeed in life and contribute to prosperous economy.
- 5. Healthy and effective learning environments** – We will foster inclusive learning environments where all students feel that they are safe and belong – physically and emotionally –and where all students are inspired to explore their personal strengths and interests. To offer healthy learning environments where students, families, and educators can focus on supporting students achieve their learning outcomes, we will continue to enhance the construction of modern learning environments, enable flexible and virtual learning delivery, and enhance our efforts on physical literacy and best practices on nutrition.

Appendix 2

Data for Supporting Planning

Ministry of Education Governance and Analytics Division

The Ministry of Education collects individual student and educator data to fund, plan, evaluate and develop policy for the K-12 education system.

A strategic plan can utilize data related to the goals in the plan and the measurement of progress in objectives / projects.

An example of a strategic plan goal is improving the academic achievement of a student sub-population in the district such as diverse needs students and Indigenous students.

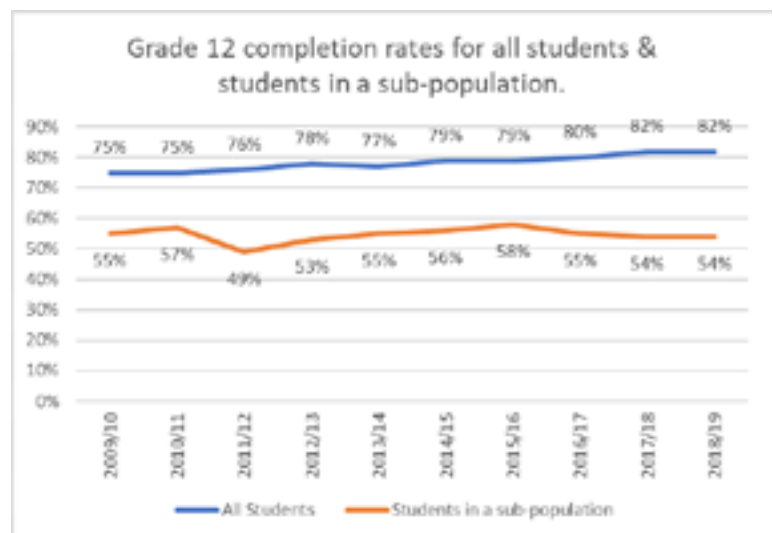
Applying data enables a school board to identify a gap, how big the gap is and whether the gap has narrowed or grown over time.

The graph opposite shows a fictional example of completion rate trend data that can be examined to determine whether to pursue a goal of improving academic achievement for a sub-population of students. Implementing actions to improve academic achievement could be measured by measuring changes in completion rates (among other measures such as grades).

Examples of other data that support a strategic plan include: grade level achievement, participation rates, employee retention, measures of engagement, budget balance, belonging and preparation for post-secondary.

The Ministry of Education offers information products and services that include:

- STUDENT SUCCESS**
studentsuccess.gov.bc.ca
 Featuring provincial, district reporting on enrolment, completion rates, Foundational Skills Assessment, grade-to-grade transitions and transition to post-secondary. School level information is also available for some indicators.
- Comprehensive, easy-to-use school district information dashboards that include student information such as:
 - Enrolment
 - Achievement
 - Student Learning Survey
 - Equity Scan
 - Mental health
- Where information is available, the dashboards can be filtered to show results for gender, grade, Indigenous / non-Indigenous, English language learners (ELL) and special / diverse needs students.



- **BC OPEN DATA CATALOGUE**

<https://catalogue.data.gov.bc.ca/dataset?sector=Education>

Examples of the several dozen available include:

- Student headcount by grade range, home language and school calendar type
 - Class size by grade and composition
 - Completion rates
 - Grade-to-grade transition
- “Data room” sessions in which data are a tactile tool for discussing questions. School district and senior ministry staff discuss key indicators and address questions with real time queries.

- **ABORIGINAL REPORT**

“HOW ARE WE DOING?”

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/reporting-on-k-12/>
Information on Indigenous students for the province and districts.

- **CHILDREN & YOUTH IN CARE REPORT**

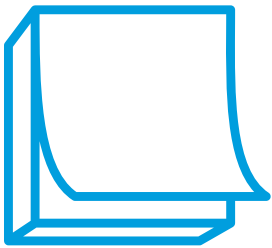
“HOW ARE WE DOING?”

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/reporting-on-k-12/children-and-youth-in-government-care>
Report for the province.

Appendix 3

Tools *and* Templates

The following tools and templates may be helpful in your strategic planning.



Affinity Grouping

Affinity Grouping is a strategy to find and categorize common characteristics or similar ideas when groups of people are brainstorming or generating ideas.

The only materials needed are sticky notes (or index cards) and a large space such as a wall (or a tabletop) on which the they can all be displayed.

In the case of determining core values, the ideas generated would describe the fundamental attributes that are 'non-negotiables' about the culture of the organization and the behavioral norms for its members. To surface them, workshop or meeting participants are asked to:

- Individually record attributes or values that are important to them as an attribute or fundamental value of the school district.
- Use as many notes as needed, but there must be only one word or idea per note.
- Post the individual contributions where they can be seen by all.

With the help of the group leader or facilitator, begin grouping like ideas or synonyms together by moving the stickies / cards into smaller groups, using group consensus (and common sense) to determine that they share or describe a common trait.

Repeat the process of regrouping, if necessary, to reach a list of 4 to 6 values that encompass or describe the way the organization will conduct its business.

The main advantages of affinity grouping over more traditional brainstorming are: there is no competition for air time (or need for reluctance in sharing) at the outset, all contributions have equal merit, all are made visible so they can be considered by all present, and the decision-making that generates the final list is fully transparent.

Using a Swot Analysis to Conduct An Environmental Scan

A SWOT Analysis is a tool to identify the strengths, weaknesses, opportunities, and threats that may impact your planning process and/or your district's ability to achieve its strategic goals.

The SWOT technique allows an examination of those INTERNAL factors and characteristics of the district (i.e. existing strengths and weaknesses) that need to be considered in strategic planning. Similarly, it provides an opportunity to identify EXTERNAL conditions or events (i.e. opportunities and threats) that may impact it, as well. External factors are often community-based, but can be more broadly social, political, or economic in nature or origin.

In terms of strategic planning it is useful for boards to think about locus of control; generally, it is easier

to address internal concerns through policy and resource allocation, than it is to impact external matters through advocacy and engagement.

The strength of the SWOT technique is its versatility. It can be completed individually, by teams, by small and large groups. It can be completed as an individual pen and paper exercise, on a common recording sheet at a table group, or on sticky notes that are added to labelled chart paper for larger groups in a workshop.

The inputs from the process are then analyzed and themed by the facilitator or the strategic planning leader, and a synopsis written that then becomes part of the strategic planning process. All or part of the synopsis may appear in the final document.

Essentially the SWOT provides a snapshot, with information organized in a grid like the one below.

INTERNAL ANALYSIS

EXTERNAL ANALYSIS

STRENGTHS	OPPORTUNITIES
WEAKNESSES	THREATS

Using a SOAR Analysis

Some organizations prefer to use a SOAR analysis.

The process of gathering information is the same; but the instead of identifying weaknesses and threats as in SWOT, participants identify strengths, opportunities, aspirations, and results.

The SOAR framework is sometimes seen as more optimistic and future-oriented; a SWOT analysis is sometimes viewed as more realistic and grounded in current circumstances.

Boards and senior leaders should use the tool that best meets their local needs. It may even be beneficial to use them both in some situations.

STRENGTHS	OPPORTUNITIES
ASPIRATIONS	RESULTS

Using “Five Whys?” to Establish Root Cause

The “Five Whys” is a strategy or technique used in strategic planning to identify the root cause of a situation, problem, or issue. Once the matter is identified, asking why five times in succession can usually identify a variable or a practice that needs to change. Knowing what that variable or practice is can assist in developing strategies and solutions that are more effective in the long run than those that might be apparent by just considering the surface symptom.

NOTE: Sometimes it can take less than five whys, sometimes more; it’s the process of engaging in deeper thinking and learning that is important.

Example

The number of parental complaints about bus transportation from one catchment area has increased exponentially.



WHY? Parents are expressing frustration that the bus will not enter the cul-de-sac to pick up students, particularly the kindergarten students.

WHY? They have observed the bus from another school system picking up students right at the end of their driveway, instead of at the intersection of the cul-de-sac and the road. They want their students to be given the same level of service.

WHY are the school district’s school buses not entering the cul-de-sac? Because they are larger and have a bigger turning radius; backing up to turn around in a confined space, particularly in the winter, is a safety issue.

WHY don’t the parents know that? Because the explanation hasn’t been communicated. (In the absence of information, parents assume a policy decision has resulted in discriminatory access to a service.)

WHY? Because even though student safety is a non-negotiable value for the school district, and “top of mind” for the transportation department, the rationale for not entering the cul-de-sac with the larger buses is not known outside the department.

Using a Paired Comparison Analysis to Identify and Rank Preferences

A paired comparison uses a series of forced choices to compare a small number of options and identify preferences. The technique can be used by individuals or by small groups to identify and rank order preferred options. It is best used when the number of options under consideration has been narrowed to six or less.

NOTE: If individual results are going to be used to determine group results, it is critically important that everyone writes the same option beside the same letter, when completing the exercise.

The analysis process involves three steps:

- i. Comparing items or options in pairs,
- ii. Identifying the preferred of the two, and
- iii. Assigning a numerical value to the degree of preference.

1. Begin by assigning an alphabet letter to each option under consideration. For ease of understanding, our example will use flavour preferences for ice cream.

A is Chocolate B is Strawberry
C is Vanilla D is Pistachio

2. Then enter them in the same order as both a row header and column header in a table like the one below.

3. You will visit each box in the table twice: once to indicate your preference of flavour with a letter, and a second time to rate the strength of that preference on a three-point scale.

4. Working from the left column, compare each option in that column, in turn, to each of the options shown at the top of the chart

Comparing A (Chocolate) with A Chocolate is a null choice: the box will remain blank. It's been shaded, as have all the other options where the option is being compared to itself.

Let's assume, for illustration purposes that:

Comparing A (Chocolate) on the left with B (Strawberry) up above, that your preference is A, which you write in the top cell of the Strawberry column.

and that....

Comparing A (Chocolate) on the left with the next option C (Vanilla) up above, your preference is still A (Chocolate), which you will record in the top cell of the Vanilla column.

But that.....

Comparing A (Chocolate) with D (Pistachio), your preference is D (Pistachio), so you will write a D in the top cell under Pistachio.

5. Working row by row, in the same manner, fill in the rest of the chart, identifying your preference by its assigned letter.

6. Now go back to each pair and assign a point value to each of your letter choices to indicate the degree of preference for your chosen options. Your scale is:

1. Slight preference
2. Moderate preference
3. Strong preference

For example, if your preference for A (Chocolate) over B (Strawberry) is a strong one, then your A choice in that box is assigned a 3. (The 3 has been added beside the A in the table above).

If A (Chocolate) had been only a moderate preference it would be assigned a 2, and if only a slight preference, it would be assigned only a 1.

OPTIONS	A. Chocolate	B. Strawberry	C. Vanilla	D. Pistachio
A. Chocolate		A 3	A	A
B. Strawberry				
C. Vanilla				
D. Pistachio				
TOTAL				

7. When you have recorded a number beside each of your choices, you are ready to total the points (numbers) for each column.
8. The column totals reveal the degree of preference for each option! The higher the number of points, the higher the level of preference.
9. If there is a tie, talk it through to achieve consensus.

You can learn more about this technique at <https://www.mindtools.com>.

Appendix 4

Operational Planning *for* Strategic Alignment

Strategic alignment is the process of bringing the actions of all school district schools, departments and staff members into line with the school district's planned objectives. The ability of most school districts to achieve their strategic goals will benefit from achieving a comprehensive strategic alignment to help assure that its schools, departments and employees are jointly working toward the school district's stated goals.

Strategic alignment, as illustrated below, is an iterative process and broad engagement in the creation of the plans is essential.

Long Term Planning

Long term planning is an essential component to achieving and sustaining strategic alignment.

School districts should consider creating the following long-term plans together with the Strategic Plan:

- Long range facilities plan
or long term facilities plan
- Information technology plan (IT Plan)
- Human resources plan
or human capital plan

Long Range Facilities Plan

What is it?

The long range facilities plan identifies and rationalizes current and future capital requirements for school sites, new schools, and facility upgrades based on building condition, seismic vulnerability and ongoing maintenance/life cycle costs; as well as new education initiatives and their impact on school district facilities.

Why should you have one?

The long range facilities plan, which aligns with the board's strategic direction, provides the critical context for discussions with the Ministry of Education regarding high priority project requests, municipalities regarding eligible school sites, and the community regarding the board's vision and priorities surrounding school district facilities.

How do you create one?

Staff, under the direction of the secretary treasurer, prepare the long range facilities plan in consultation with stakeholders, educators, the community and the municipalities in which the school district operates.

Who implements it?

The long range facilities plan is approved by the board and implemented by staff under the direction of the superintendent and the secretary treasurer.

The annual capital plan submission to the Ministry of Education must reflect the priorities set-out in the long range facilities plan.

Information Technology Plan

What is it?

Technology strategic planning is required to manage and direct all IT resources in line with the school district strategic priorities. The IT plan improves key stakeholders' understanding of IT opportunities and limitations, assesses current performance, identifies capacity and human resource requirements, and clarifies the level of investment required.

Why should you have one?

An IT plan ensures that the board, management, stakeholders have a shared understanding of IT priorities and the required investment.

How do you create one?

The IT plan is created by:

- Engaging with educators, departmental staff, senior management and other stakeholders where appropriate.
- Aligning IT operational and department level planning with current and future school district needs.
- Understanding current IT capabilities and technology trends.
- Creating and implementing a prioritization scheme for technology initiatives.

Who implements it?

The IT plan is approved by the board and implemented by staff under the direction of the Superintendent and the Secretary Treasurer.

The IT plan is executed through the operational planning of the IT departments and it identifies which specific, concise objectives, action plans and tasks are understood and accepted by schools, departments and the IT department.

Human Resources Plan

What is it?

The human resources plan allows school districts to assess, plan for, and respond proactively to their human capital challenges and needs.

Why should you have one?

Human capital challenges such as having capable leaders, staff professional development and in-service, as well as ensuring retention of top talent can be addressed through effective human resource planning.

How do you create one?

The human resources department under the direction of the superintendent creates the human resources plan for the school district.

Who implements it?

The human resources plan is implemented by staff under the direction of the superintendent.

Operational Plans and School Growth Plans

Most school districts are familiar with strategic plans, outlining strategy over a three to five year period and establishing a stable long-term vision. But these same organizations often lack operational plans.

What is it?

While your strategic plan shares your vision for the future, your school growth and operational plans lay out, at the school or departmental level, how you'll get there on a daily to weekly basis.

Operational plans are meant to define how human, financial, and physical resources will be allocated to achieve short-term goals that support your larger strategic objectives. On a day-to-day basis, your operational plans will answer questions like:

- Who should be working on what?
- How will we allocate resources on a given task?
- What risks do we face at present?
- How can we mitigate those risks?

Why should you have one?

The strategic directions established in the school district strategic plan and other long term plans are activated at the school and department level through operational plans and school growth plans.

How do you create one?

School growth plans are created by principals in consultation with school staff, reviewed by senior management and approved by the board.

Operational plans are created by department leaders in consultation with departmental staff, reviewed by senior management and approved by the board.

The board of education may create an operational plan that will guide the work of the board over their term in office.

Who implements it?

School growth plans are implemented by the principals and school staff. Operational plans are implemented by department leaders and staff.

Progress towards the goals established in the school growth and operational plans should be reported to the board on an annual basis.

Budget Plan

What is it?

Pursuant to section 156 of the *School Act* (accounting practices), boards of education are required to prepare and submit budgets to the minister, in the form, with the information, and at the time required by the minister. Pursuant to section 111 of the *School Act* (preparation of annual budget) a school district's annual budget must be in the form specified by the minister. For compliance with Ministry of Education budget instructions, the ministry's template must be used to prepare the annual budget.

Annual budget instructions are prepared and published every year by the Ministry of Education's Resource Management Division.

School districts are required to prepare their budget following public sector accounting (PSA) standards. The annual budget statements and schedules follow the same format used for financial statement reporting.

Boards are required to prepare a balanced budget where board revenues plus any appropriated surpluses fully fund the following:

- annual operating expenses,
- annual special purpose fund (SPF) expenses,
- annual capital fund expenses,
- tangible capital asset acquisitions (from operating, SPFs and local capital),
- planned reduction of unfunded liability for employee future benefits, and
- any planned reduction of prior years' deficits.

School districts often develop and use their own budget templates that provide the budget information in a format that is easily understood by staff, stakeholders and board members.

Why should you have one?

In accordance with Section 113(1) of the *School Act*, school districts in the province must approve a balanced budget and submit it to the Ministry of Education by June 30 every year.

How do you create one?

Staff, under the direction of the secretary treasurer, prepare the budget plan in consultation with stakeholders and following the budget instructions provided by the Ministry of Education. The budget plan is approved by the board on an annually.

Budget process

A budget process consists of activities that encompass the development, implementation and evaluation of a plan for the provision of services and capital assets.

The overall purpose of the budget process is to help decision makers make informed choices about the provision of services and capital assets and to promote stakeholder participation in the process.

A good budget process:

- Incorporates a long-term perspective
- Establishes linkages to broad organizational goals
- Focuses decisions on results and outcomes
- Involves and promotes effective communication with stakeholders

All budget decisions made by the board must be guided by its vision and core values and based on research and consultation. Similarly, the school district's initiatives and resources should all be aligned to support the strategic directions set by the board in the strategic plan.

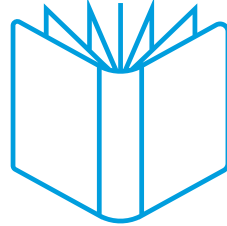
Budget plans should encompass all resources and funds managed by the school district: operating, capital, special purpose.

Who implements it?

The budget plan is approved by the board and implemented by staff under the direction of the superintendent and the secretary treasurer.

Appendix 5

Resources & Readings



**BCSTA Learning Guide
and Additional Resources**
<https://bcstahub.org/>

**The Four Disciplines of Execution:
Achieving Your Wildly Important Goals**
by Chris McChesney, Sean Covey, Jim Huling
ISBN 978-1-4516-2706-0, Free Press, 2012

The School Board Field Book: Leading with Vision
by Mark Van Clay and Perry Soldwedel
ISBN 978-1-934009-44-4
Solution Tree, 2009

**Start with Why; How Great Leaders Inspire
Everyone to Take Action by Simon Sinek**
ISBN 978-1-591846-44-4
Portfolio, Penguin Books 2009

**Multi Year Strategic Planning -
A Guide for School Board Trustees**
Ontario Ministry of Education
[http://www.edu.gov.on.ca/eng/policyfunding/
leadership/guide_school_board_trustees.pdf](http://www.edu.gov.on.ca/eng/policyfunding/leadership/guide_school_board_trustees.pdf)

**Good Governance for School Boards
Module 6: The Strategic Role
and Multi-year Strategic Planning**
[http://modules.ontarioschooltrustees.org/
Modules/06-Strategic-Role.aspx](http://modules.ontarioschooltrustees.org/Modules/06-Strategic-Role.aspx)

**Progress Audit: The Education of Aboriginal
Students in the BC Public School System**
Office of the Auditor General of British Columbia
[https://www.bcauditor.com/pubs/2019/progress-
audit-education-aboriginal-students-bc-public-
school-system](https://www.bcauditor.com/pubs/2019/progress-audit-education-aboriginal-students-bc-public-school-system)

**Improving Budgeting and Expenditure Management
in the Public Education System**
Office of the Auditor General of British Columbia
[https://www.bcauditor.com/pubs/2016/improving-
budgeting-and-expenditure-management-public-
education-system](https://www.bcauditor.com/pubs/2016/improving-budgeting-and-expenditure-management-public-education-system)

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BC School Trustees Association
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Vancouver, BC V6J 5K9

bcsta.org |  @bcsta_news |  @bcschooltrustees

Three Consecutive Year School Calendar (2022/23 to 2024/25)

SD 64 Consultation Schedule

(Approved:)

October 13, 2021 - Board Meeting (Board Office)
Notice of Motion

October 18, 2021 – January 7, 2022 – Board Meetings and District Website
Public Feedback on Three Year Calendar (4 day school week)

November 10, 2021 – Board Meeting
Draft Three-Year Calendar Received by Board

November 15, 2021 – District Website, Email
Draft Three-Year Calendar Circulated/Posted for Public Feedback

January 7, 2022 – Email Submissions
Final Deadline for Public Feedback on Draft Calendar

January 12, 2022 – Board Meeting
Public Feedback Considered for Changes to Draft Calendar

January 17, 2022 – District Website, Email
Final Draft of Calendar Posted

February 9, 2022 – Board Meeting
Notice of Motion lifted for consideration
Final Draft of Calendars Approved

March 31, 2022 – Deadline for calendar submission to the Ministry

Notice of Motion

Notice of Motion: *The Board of Education adopt a Local Three-Year School Calendar for the 2022/23 to 2024/25 school years.*

The motion will be presented at the regular Public Board meeting on February 9, 2022.

The Notice of Motion will be added to the website along with the draft calendars and an online comments form for public input.



Draft Summary Committee of the Whole – SD 64 (Gulf Islands)

In attendance

Committee: Tisha Boulter (board chair), Chaya Katrensky (vice chair), Shelley Lawson (trustee), Janelle Lawson (trustee), Stefanie Denz (trustee), Greg Lucas (trustee), Rob Pingle (trustee)

Staff: Scott Benwell (superintendent), Jesse Guy (secretary treasurer), D'Arcy Deacon (director of instruction), Boe Beardsmore (director of instruction), Lori Deacon (executive assistant)

Guests: Ian Mitchell (GITA), Shelly Johnson (GIPVPA), Angela Thomas (CUPE)

Regrets:

Called to order 11:02 a.m.

Tisha Boulter opened the meeting by acknowledging that this meeting is taking place on the traditional territories of the Coast Salish peoples – Huy tseep q'u.

1. Adoption of Agenda

Agenda adopted by consensus.

2. Approval of Summary

Summary of April 28, 2021 adopted by consensus.

3. Business Arising

a. Strategic Planning

The current strategic plan is set to expire this year. Discussion regarding timing and possible consultation and/or facilitation of the process. Either renewal or extension must be considered at this time.

Information gathered during consultation for configuration could be used to inform the process.

Action: Staff will bring a report regarding options for renewal of the strategic plan to the October meeting. The chair will bring a motion to the public meeting for the Board's consideration.

Partner groups expressed interest in participating in the process, recognizing that all parties will be busy with bargaining in the coming months.

b. Enhancing Student Learning Report

Scott Benwell shared the draft Enhancing Student Learning Report to be presented at the public meeting for approval as required by the Ministry of Education. The report focuses on Ministry and district developed educational outcomes, related student achievement, and strategies and actions associated with each. In accordance with provincial policy and mandates, boards must, in their reports, show signs for ongoing planning and review for continuous improvement. Once approved, the report and supporting documents will be made publicly available on the district website.



4. **New Business**

5. **Other Business**

6. **Next Meeting:** October 27, 2021

7. **Adjournment:** 12:01 p.m.

DRAFT