

Report to the Board of Education (Richmond)
PUBLIC

DATE: 25 January 2023

FROM: Debbie Tablotney, Chair, Policy Committee

SUBJECT: Policy 101 - *Goals and Objectives*

RECOMMENDATION:

THAT the Policy Committee recommends to the Board of Education (Richmond) that the revised initial draft of Policy 101 and proposed new Regulation 101-R, currently referred to as Goals and Objectives, be referred to the stakeholder input process for the period of January 26 to March 6, 2023.

BACKGROUND:

At the December 12, 2022 public meeting of the Policy Committee, an initial draft of the revised Policy 101 and the proposed new Regulation were shared with members of the committee and stakeholder representatives. Feedback was shared and considered for incorporation into the next draft of the Policy and Regulation.

SUMMARY OF RECENT REVISIONS:

- Move the foundational statement above the legislative requirement section in the Policy statement
- Include a brief summary statement regarding alignment of planning in the revised Policy then move the substantive statement on alignment to the proposed Regulation
- Move the Strategic Alignment image to the proposed Regulation
- Move section on Provincial, District and School level planning to the Regulation

TIMELINE:

June 2022	In-camera Policy Committee meeting	Initial discussion by members of Policy Committee including feedback on proposed timeline and potential scope of revisions.
October 2022	Public Policy Committee meeting	Initial public report outlining rationale for policy revision and timeline. Opportunity for preliminary feedback from trustee and stakeholder representatives.
December 2022	Public Policy Committee meeting	Draft revised policy to be shared for preliminary feedback from trustee and stakeholder representatives.
January 2023	Public Policy Committee meeting	Revised policy reflecting preliminary feedback shared with committee. Possible referral to Board for entry into stakeholder review process.

January 2023	Public Board meeting	Potential Board approval for entry into stakeholder review process
February-March 2023	Stakeholder Review Process	
April 2023	Public Policy Committee	Final revisions based on stakeholder review process. Possible notice of motion to April Board meeting for final approval at May board meeting.
April 2023	Public Board meeting	Possible notice of motion for approval at May board meeting.
May 2023	Public Board meeting	Possible final approval of revised policy.

CONCLUSION:

Policy 101 currently reflects an outdated Board planning process and requires significant revision in order to accurately reflect the Board's new strategic planning process. The process and timeline described in this report are intended to provide the necessary opportunities for trustee members of the committee and stakeholder representatives to fully engage in the revision process.

Respectfully submitted,

*Debbie Tablotney
Chair, Policy Committee*

*Attachments:
Policy 101- District Philosophy- proposed revisions
Policy 101R- District Philosophy-proposed new regulation*

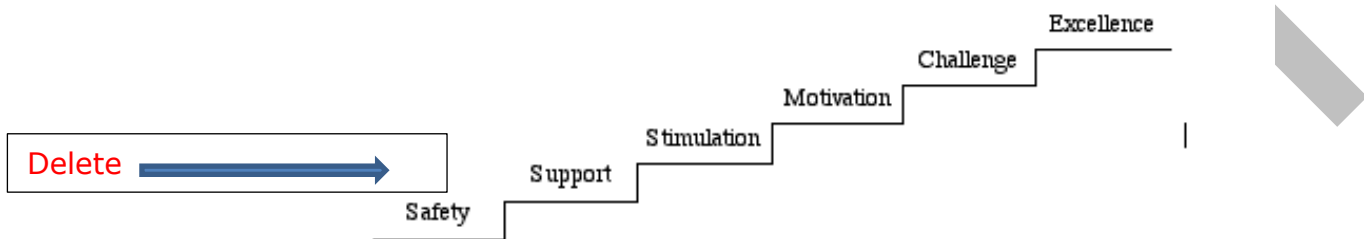
DISTRICT PHILOSOPHY

Policy 101

Goals and Objectives Strategic Planning

Overall Educational Goal

Schools will provide a safe, supportive environment for all students; and schools will provide a stimulating environment which motivates and challenges all students to intellectual, physical, emotional, social and vocational development in order that each student develops towards the ideal of the educated person, achieving at a level of personal excellence and formulating attitudes towards self, society and the world which will provide sound preparation for a productive and satisfying life.



Ideal of the Educated Person

The educated person is:

- thoughtful, able to learn and to think critically, and can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and able to adapt to change;
- confident and capable of making independent decisions;
- skilled and can contribute to society generally, including the world of work;
- productive, gains satisfaction through achievement and strives for physical well-being;
- cooperative and respectful of others regardless of differences;
- principled and behaves ethically;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada and the world.

Supportive Goals

- Teaching and administration will be of high quality.
- Curriculum will be current and relevant to student needs
- There will be ongoing adaptation and enhancement of instruction.
- Programs will provide for the educational needs of the full range of students.
- Resources will be allocated equitably and utilized in a cost-effective manner.
- Management will be efficient, effective and responsive.
- The district will encourage and support the involvement of parents and the community as partners in the school system.

Developmental Objectives

~~The Board of Education (Richmond) will, at least annually, adopt by resolution a set of developmental objectives that complement the Overall Educational Goal and Supportive Goals by providing a focus for developmental work at the district and school level. The Superintendent will assign district resources as necessary to accomplish these developmental objectives and report to the board on progress towards them at least annually.~~

Supportive Documents

~~Developmental Objectives~~

~~Order in Council 1280/89: Statement of Education Policy Order (Mandate for the School System)~~

~~District Position Paper: Learning Services Framework~~

~~District Discussion Paper: Inclusion: What Constitutes Support?~~

~~District Discussion Paper: Supporting Diversity~~

~~District Discussion Paper: Role of the Educational Assistant~~

~~Parent Handbook: Learning Matters~~

Foundational Statement

The Board of Education is committed to supporting the educational journey of every student in the Richmond School District. We recognize that the world is in a state of continual change, and we must therefore adapt our learning environments to ensure that every student can thrive and be successful.

Equity and inclusion are foundational to learning and leading, and are critical to success, well-being, and fulfillment. It is our mission to ensure that all our students, families, and staff feel welcomed, are treated respectfully, and have a sense of belonging. We acknowledge our responsibility to support all learners so they may successfully complete their education with a sense of dignity, purpose, and options.

The Board also recognizes the critical importance of taking a central and active role in Truth and Reconciliation and is fully committed to ensuring that Indigenous Peoples' history, perspectives, and learning approaches are embedded within district planning and practices.

Through thoughtful planning and deliberate action, we believe that we can inspire and support everyone in our educational community to be lifelong learners who understand their role as global citizens. Every aspect of the strategic planning process is designed to support these foundational principles. The Board of Education believes that alignment amongst provincial, district and school level planning is crucial in order to ensure the continuous improvement of educational outcomes for all students.

Legislative Requirement

In accordance with the British Columbia Framework for Enhancing Student Learning (FESL) [Policy](#), Boards of Education are required to set, create and maintain a strategic plan, annually reporting on student outcomes. The strategic planning process provides the Board of Education and the District with a clear and evidence-based path forward that sets a plan in place to support student achievement. Effective planning ensures public resources entrusted to the Board of Education are used for optimal results in terms of student achievement.

DISTRICT PHILOSOPHY**Policy 101-R****Strategic Planning:****Strategic Plan Development:**

The Board of Education shall, on a five-year cycle, develop and implement a strategic plan that identifies the higher-level strategic priorities of the district as well as more specific goals and objectives that support each strategic priority.

Communication:

Upon completion of the strategic plan, the Superintendent shall develop and implement a communications strategy advertising the strategic plan with members of the school district and the community. Part of that strategy shall include making provisions for the distribution of the strategic plan and its placement on the District website.

Consultation and Review

During the term of the strategic plan, the Board shall periodically consult with stakeholders to seek their input into adjustments to the plan that may need to be considered for the following school year. In the final year of the existing strategic plan, the Board shall engage in a comprehensive review and consultation process with students, stakeholders and community partners. Results of this process shall form the basis of the next strategic plan.

Operational Plans

Under the direction of the Superintendent, staff will create operational plans that reflect the five-year term of the strategic plan. Operational plans for each objective will include:

- a clear indication of the senior staff person responsible
- key actions to be taken to achieve each objective
- clear timelines for the achievement of each objective
- success indicators

Operational plans will reflect the fact that the objectives contained in the strategic plan are intended to be achieved over the five-year cycle of the plan.

Alignment of Planning

District level strategic planning will incorporate and be aligned with the Provincial Framework for Enhancing Student Learning (FESL) Policy and school level planning.

The District shall have an annual planning cycle that links the FESL to the District Strategic Plan. The Strategic Plan is then linked to school stories. Areas of focus contained in school stories will be considered as part of the evidence gathered to inform the development and monitoring of the District Plan. District operational plans and the distribution of resources (human, financial and technological) will be aligned with the outcomes set out in the Strategic Plan.

Provincial Level Planning

The provincial Framework for Enhancing Student Learning (FESL) combines accountability with evidence-based decision making to support a system wide program of continuous improvement. It brings a formalized approach to the planning and reporting expectations for all school districts with a focus on improving student learning and enhancing the intellectual,

social and career development of all students in the K-12 public system.

District Level Planning

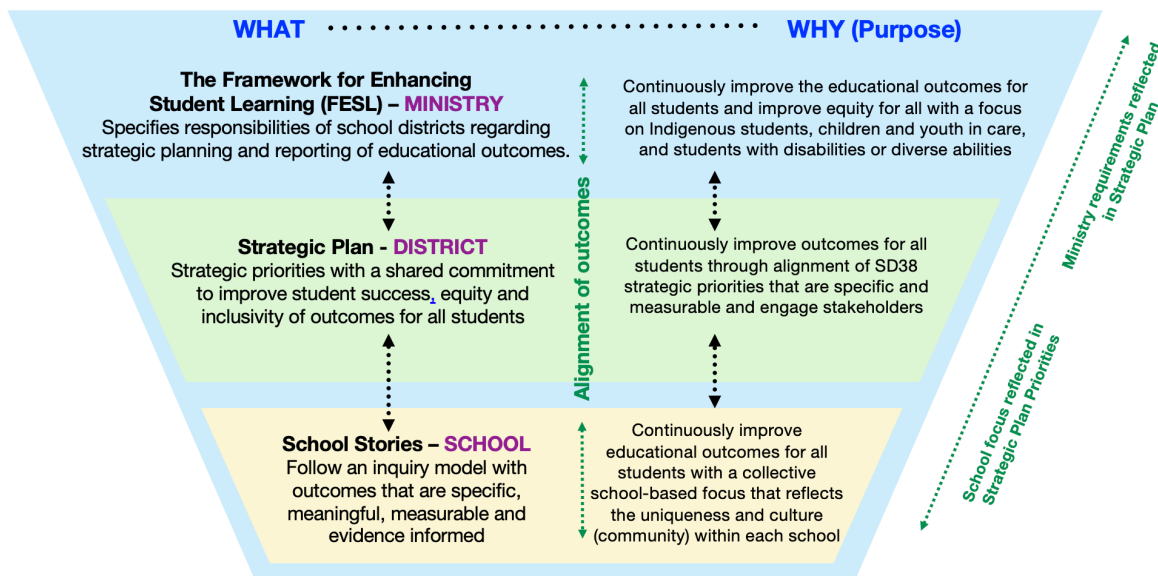
The Board of Education shall, on a five-year cycle, develop and implement a strategic plan that identifies the higher-level strategic priorities of the district as well as more specific goals and objectives that support each strategic priority. The plan will be based on feedback obtained from students, stakeholders, and community partners.

School Level Planning

Under the direction of the Superintendent or delegate, school principals shall, on an annual basis, update the school story for their school. The school story will follow an enquiry model with outcomes that are specific, meaningful, measurable, and evidence informed. Throughout the year, each school will engage in a process to continuously monitor and revise its school story to demonstrate how the school community is working on improving learning outcomes for students by setting a focus to improve student achievement based on a continual cycle of inquiry.

Strategic Alignment - Connecting the Dots

How are we working to put systems in place that continuously improve the educational outcomes for all students?



Annual Reporting Cycle

Staff will report to the Board and stakeholders using a variety of methods over the course of each school year:

Annual Report to the Board:

Each September, staff will provide the Board with an annual report that includes two components:

1. Progress made on items scheduled for focus *in the previous 12 months.*
 - a. This will contain specific reference to the actions, outputs and success indicators relating to objectives scheduled to be focused on during the previous year:
2. Areas of focus *for the upcoming year:*

- a. This will contain upcoming areas of focus identified by the Board within the existing Strategic Priorities and goals.

Quarterly Reports:

In addition to the Annual Report to the Board in September, staff will provide progress updates to the Board three times each year. Each strategic priority will be reported on once during each school year. These reports will be provided in public.

Standing Committee Updates:

As part of the usual workflow of standing committees, staff will provide reports and updates on a variety of topics. This will provide a venue for discussion and input amongst trustees, and where appropriate, stakeholders.

Annual Framework for Enhancing Student Learning (FESL) Report to the Minister of Education:

In accordance with requirements contained in the Enhancing Student Learning Reporting Order, districts are required to submit an annual report to the Minister of Education which outlines progress made in relation to a number of predetermined student outcomes. This report must be submitted by September 30th of each year. The report will be shared with the Board prior to submission, and trustees and stakeholders will have the opportunity to engage in discussion about the contents of the report at a public meeting of the Education Committee.

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