

DISTRICT PHILOSOPHY

Policy 101-R

Strategic Planning

Strategic Plan Development

The Board of Education will, on a five-year cycle, develop and support the implementation of 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 planning process, the Superintendent will develop and implement a communications strategy advertising the strategic plan with members of the school district and the community. Part of that strategy will 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 will periodically consult with partner groups 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 will engage in a comprehensive review and consultation process with students, partner groups, and the community. Results of this process will form the basis of the next strategic plan.

Definition of “partner group”:

In the Richmond School District, the term partner groups include Indigenous rights holders, and all officially recognized education partner representatives for Canadian Union of Public Employees (CUPE) 716, Richmond Association of School Administrators (RASA), Richmond District Parents Association (RDPA), Richmond Management and Professional Staff (RMAPS) and the Richmond Teachers’ Association (RTA). Official representatives from partner groups participate on behalf of their members in committee meetings, engagements, and other activities to provide valuable input, feedback, and advice to the district. The Richmond School District values input from partner groups and voice from all members of the school community including students, parents/guardians, and employees. Where appropriate, the Richmond School District will provide opportunities for public engagement to ensure all individuals can provide input to the district.

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

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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 will 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

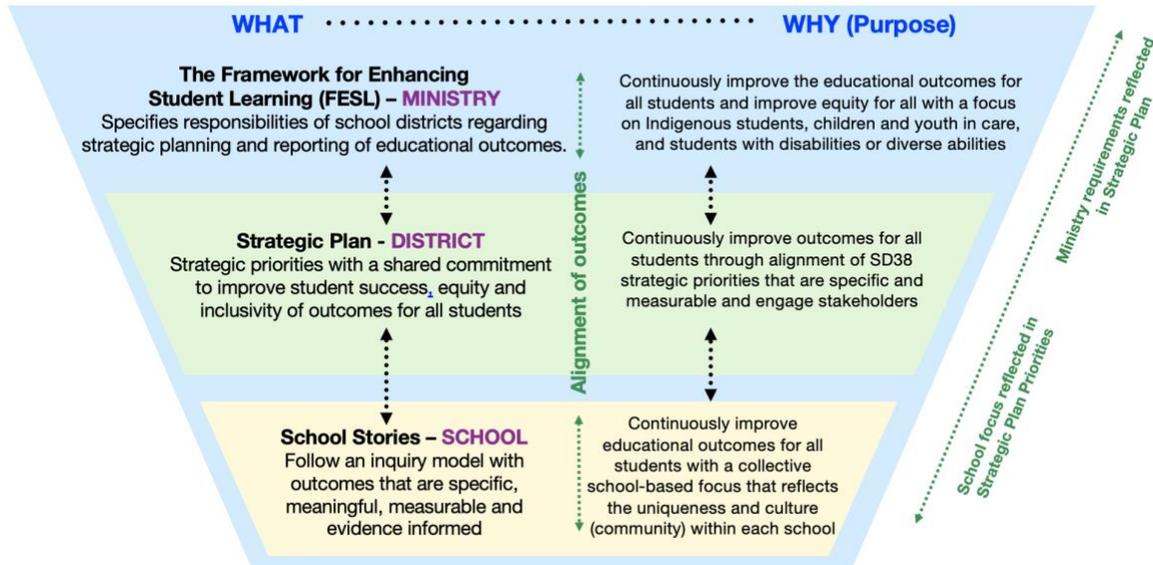
The Board of Education will, on a five-year cycle, develop and support the implementation of a strategic plan that identifies the higher-level strategic priorities of the district as well as more specific goals and objectives that support each strategic priority. The plan will be based on feedback obtained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

School Level Planning

Under the direction of the Superintendent or designate, school principals will, on an annual basis, update the school story for their school. The school story will follow an inquiry 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 partner groups 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, partner groups.

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

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 and Child Care 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 partner groups will have the opportunity to engage in discussion about the contents of the report at a public meeting of the Education Committee.