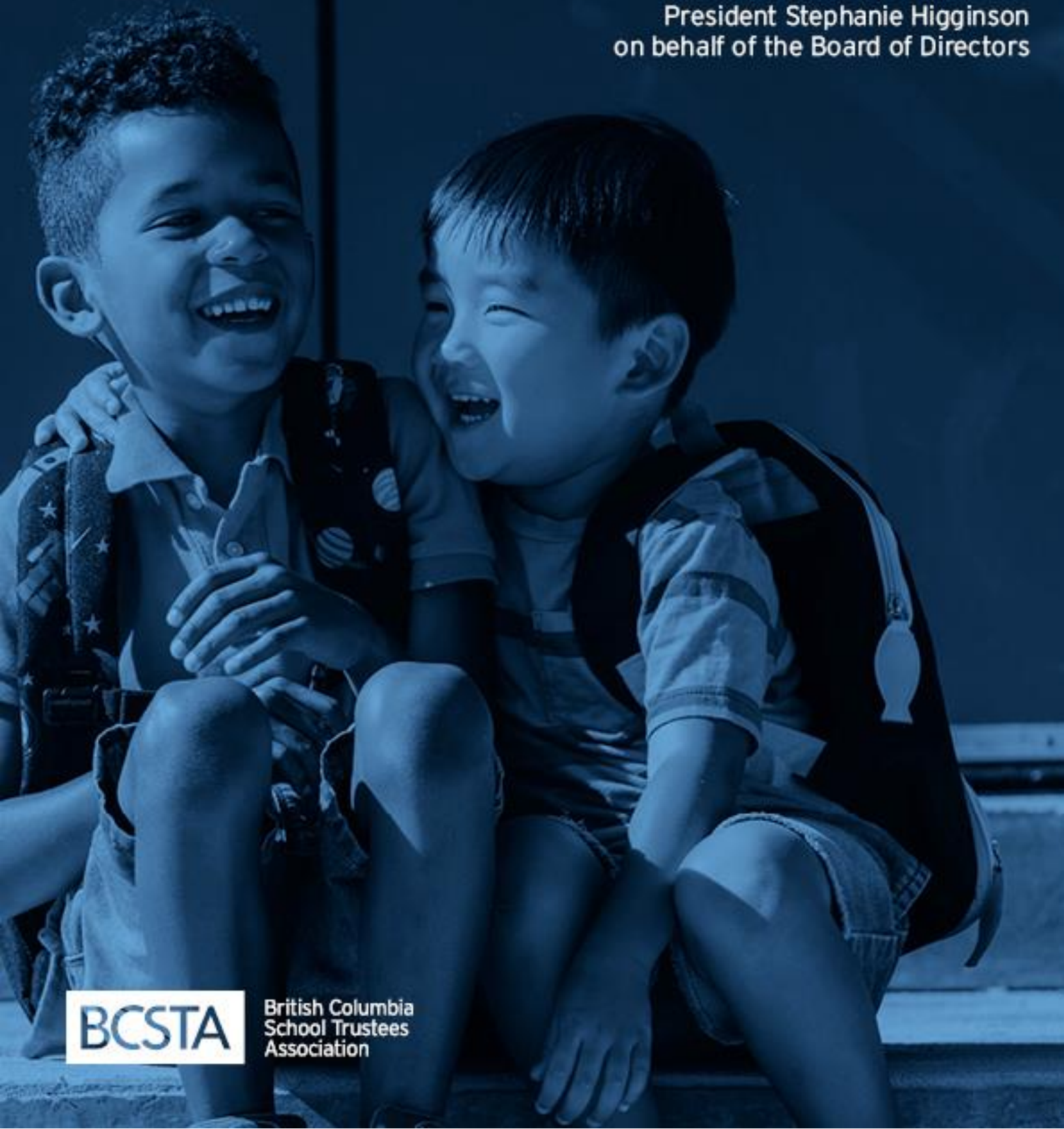


2020-2023 STRATEGIC PLAN

President Stephanie Higginson
on behalf of the Board of Directors



BCSTA

British Columbia
School Trustees
Association



British Columbia
School Trustees
Association

June 28, 2021

Dear members,

Your board of directors is pleased to present you with BCSTA's updated strategic plan for 2021-2022. We are simultaneously relieved and excited to introduce a strategy that concentrates on COVID-19 recovery rather than response, focusing on advocacy, leadership and relationships.

This year has been an extraordinary year for boards of education. Beyond the herculean effort of operating schools full-time through the pandemic, issues of human rights, equity and inclusion became central concerns within our lives and the school districts we govern.

The necessity for boards of education to demonstrate responsiveness and care to community needs has never been more critical, and your association is here to aid you in this work. With that in mind, we want to assure you that your BCSTA board of directors is acutely aware and deeply committed to learning and leading the way on these issues in collaboration with our K-12 education partner organizations.

As an association and as co-governors of British Columbia's public education system, we have stated that we recognize our role in supporting the anti-racism work necessary to excavate and address the systemic racism found in our schools. It must be our collective priority to rebuild public education in a way that reflects the students we serve. Over the summer, the Ministry of Education will release a draft of the province's anti-racism platform, and the association will begin to incorporate this work into our plan upon its release.

BCSTA is also committed to Canada's collective journey of truth and reconciliation, and we believe that trustees play a critical role in acknowledging past wrongs and how they have influenced the systems we govern today. Working together in creating a better future for our children's children must be a priority for us all. Only when we ensure that all our actions focus on helping our nation heal can we begin a path of true reconciliation with Indigenous communities.

Boards and trustees are a critical part of the healing process, and we must embed this work in everything we do. Your board of directors intends to commit every breath and step to walking this path over the next 12 months through the commitments laid out in this strategic plan. Supporting boards of education as we move into this critical era in our collective history is a key priority. Rather than creating stand-alone sections within our plan for these issues, we want to assure member boards that these critical issues will be woven throughout our entire strategy.



All of us are tasked with an incredible responsibility as local leaders to ensure that we provide students with the means they need to succeed. Plans and engagements that support this work, including continued improvements to the Framework for Enhancing Student Learning, the establishment of BCSTA's climate change working group and advocacy efforts aimed at capital infrastructure, are pivotal, and will be carried out with the overarching theme of commitment to a brighter tomorrow.

We believe that the following steps on this journey must be a collective effort and not a separate list of items on a work plan. You will find no boxes to check off on the following pages. Instead, we commit to you that each of these will be done with this critical lens of thoughtful intention.

Hy:cep que

Stephanie Higginson
President

Chen wanáxwstúmi

Carolyn Broady
Vice-President

Snachailya

Tim Bennett
Director

Limlmt / kwukwscémxw

John Chenoweth
Director

Kwas'hoy

Tracy Loffler
Director

Huy chexw a

Rick Price
Director

Hay čxw qə

Donna Sargent
Director

BCSTA's Mission

The mission of the BCSTA is to support and advocate for effective public boards of education in British Columbia.

Our mission is driven by the following beliefs:

- A high-quality public education system is the foundation of a democratic society.
- Improving student achievement is the key work of locally elected boards of education.
- The interests of B.C. students are best met through local decision-making with an engaged community.
- Providing a strong, representative voice for boards of education throughout the province is important.
- Helping to build effective boards of education by providing development, communications and support services continues to be a vital role.

We believe our strengths are based on:

- Full membership of all sixty (60) B.C. boards of education.
- Being a member driven organization.
- Providing leadership to the K-12 sector beyond boards of education.
- Supporting both K-12 public education and locally elected representation as part of a democratic society.
- Recognizing and valuing the unique role of our Indigenous Peoples within K-12 education.
- Providing resources and programming to support the effective work of boards.
- Being the united voice of boards of education in both advocacy and system improvement across our province.
- Being responsive, adaptable and resourceful in meeting the emerging needs of our member boards, including in times of emergencies and unexpected challenges.

BCSTA's 2020/2021 to 2022/2023 Strategic Direction

During the 2020/2021 operating year through to 2022/2023, the BCSTA board of directors will again focus the work of the association on three major areas of strategic importance:

Advocacy

In the area of advocacy, BCSTA will work to:

1. Identify and advance the key advocacy themes and priorities of BCSTA, with a focus on co-governance, student learning and capital infrastructure.
2. Ensure BCSTA and our member boards are 'central influencers' in all significant provincial discussions regarding K-12 public education.
3. Create or continue specific working groups in support of achieving our advocacy goals and addressing the major identified advocacy themes for 2021-2022.
4. Allocate association resources in support of our advocacy goals.
5. Support boards with provincially and locally aligned advocacy strategies.

Leadership

In the area of leadership, BCSTA will work to:

1. To be recognized as the leading voice of public education in B.C.
2. Support boards of education in a variety of identified areas of need.
3. Support effective leaders and leadership capacity within boards by addressing priority needs through the provision of a variety of opportunities.
4. Provide governance and leadership within our association, including the creation of specific working groups to assist the board of directors in addressing identified issues.

Relationships

In the area of relationships, BCSTA will build and/or improve positive and proactive strategic working relationships with identified organizations and partner groups, with the overall intent of improving student outcomes and achieving member identified advocacy goals/outcomes, by:

1. Strengthening the co-governance role of boards with the Ministry of Education.
2. Direct engagement with member boards and their trustees.
3. Collaboration with partner groups, local municipalities and First Nations governments.
4. Raising the profile of BCSTA as the 'go to' organization in the K-12 sector.

BCSTA's 2020/2021 to 2022/2023 Strategic Goals

The BCSTA board of directors has identified specific goals arising from each of our three identified areas of focus (advocacy, leadership and relationships) for our strategic direction. Our COVID-19 emergency response has now shifted to a focus on recovery as the need for urgent pandemic response measures fades. The goals arising from each of our identified areas of strategic focus are as follows:

Advocacy

While BCSTA acknowledges the importance of a wide variety of issues and objectives for the K-12 sector, it is critical that we prioritize our objectives to ensure those goals most important to us are realized. Our board of directors will continue to review the input of member motions as well as other factors which may influence our chosen direction, but for this year has identified the three following key broader goals on which to focus our work: co-governance, student learning and capital infrastructure.

To ensure attainment of progress in regard to these key goals, BCSTA commits to achieving the following strategic outcomes and actions over the year ahead.

1. Ensure BCSTA and our member boards (co-governors of the K-12 system with the Ministry of Education) continue to be 'at the table' during all significant provincial discussions regarding K-12 education.
2. Identify and advance the key advocacy themes and priorities of BCSTA based on member input obtained through motions, surveys and direct dialogue with our member boards, committees and working groups.
3. Allocate association resources in support of our advocacy goals, including:
 - Research and position papers as well as resource kits for boards.
 - Working groups and partner meetings, including the focus on capital allocations and system improvement.
 - Identification of emergent issues as well as key motion themes and goals.
 - Media and communications training and resources for board.
 - Ensure appropriate terms of reference are created for all working groups, committees and other group structures, and include formal reporting structures to the board of directors and member boards.
4. Support boards with provincially and locally aligned advocacy strategies, through the creation of specific resources and training opportunities for boards and individual trustees.

Leadership

1. To be recognized as the leading voice of public education in B.C. including with each of the following (in priority order):
 - Government, and especially the Ministry of Education.
 - Media and social media.
 - Education partner groups.
 - Municipal and regional governments.
 - Indigenous governments and rights holders.
 - Parents, caregivers and students.
 - Key influencers outside of the K-12 sector.
 - The general public.
2. Support boards of education in the areas of:
 - Strategic planning and decision making, including FESL requirements.
 - General governance, oversight and evaluation strategies.
 - Professional learning, including through webinars and electronic resources, with a focus that includes anti-racism, improving student learning and student equity.
 - BCTEA implementation, including truth and reconciliation initiatives.
 - Advocacy support regarding local issues.
3. Support effective leaders and leadership capacity within boards through:
 - Professional learning opportunities and events, including virtual options.
 - Board chair, vice-chair and branch mentorship, learning and networking.
 - Support for district management team training (board with senior staff).
 - Regional in-service opportunities for branches and groups of districts, including support for virtual meetings.

4. Providing opportunities to build leadership capacity for all boards, board chairs and individual trustees in their distinct roles.
 - Provide governance and leadership within our association by:
 - Directing the internal work of the association, including:
 - The shaping of our vision, values and mandate.
 - Strategic planning through member input.
 - Creating specific working groups to assist the board of directors in addressing identified issues:
 - The creation of an anti-racism platform to guide BCSTA and support member boards.
 - Climate Change Working Group.
 - Monitoring the association's effectiveness through measurable outcomes.
 - Maintaining sustainable financial and operational conditions for the association.
 - Maintaining BCSTA resources with a continuous improvement mind-set.
 - Reviewing the association's current branch structure and member assignments.

Relationships

Build and/or improve positive and proactive strategic working relationships with identified organizations and partner groups, with the overall intent of improving student outcomes and achieving member identified advocacy goals and outcomes, through:

1. The Ministry of Education (as well as other government ministries or agencies).
 - Solidify a clear understanding and respect for the co-governance relationship of boards of education with the Ministry of Education.
 - Identify and address key issues regarding the operationalization of the current memorandum of understanding (MOU).
 - Ensure substantial meetings with the minister of education take place and address specific issues and themes identified by BCSTA.
 - Increasing the number and quality of meetings with government ministries and related agencies beyond the Ministry of Education, including BCPSEA, PSEC, MCFD, Health and others.
 - Improve BCSTA relationships with other government ministries, including Finance and Municipal Affairs.
2. Continue to facilitate both increased and improved meetings directly between ministry representatives and boards of education. Direct engagement with boards and trustees by:
 - Increasing structured opportunities for dialogue and feedback from and between members, including electronic townhalls, surveys, virtual meetings, branch meetings and other means of supplementing traditional face-to-face meetings.
 - Broadening the audience for our Zoom video calls and discussion sessions with members (beyond just board chairs).
 - Creating virtual learning opportunities for trustees, boards and branches.
 - Expand opportunities for board and trustee input to association direction and decision making, with a focus on electronic options.
 - Ensuring Ministry of Education representation at BCSTA's major events.

3. K-12 partner groups:
 - Identify areas of common interest or common objectives as well as opportunities for collaborative follow-up, including BCSTA's three advocacy goals for the year regarding co-governance, student learning and capital infrastructure.
 - Increase the number of collaboration opportunities at the provincial and regional levels (on behalf of branches and boards).
 - Ensure we are actively interacting with key identified partner groups including UBCM (and the municipalities it represents).
 - Take a leadership role in building alliances and strategic partnerships.
4. Continue to raise the influence and profile of BCSTA as the 'go to' organization in the K-12 sector:
 - Maintain association and member board participation on K-12 education committees, working groups or policy panels beyond traditional roles.
 - Identify the association as a key 'needed' partner in advancing strategic priorities within the K-12 sector, including with the provincial COVID-19 response plan, Indigenous education organizations and the UBCM.
 - Increase our profile and influence with non-K-12 organizations that have influence over government policy and direction.
 - Increase BCSTA's national influence and profile through CSBA as well as other national public education sector organizations.
 - Provide support to local boards of education who wish would raise their local profile and/or improve collaborative opportunities in similar areas of focus, including anti-racism, improving student learning and student equity.