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## Guide to Effective Strategic Planning and Reporting for Continuous Improvement



**The planning and reporting processes** that school districts use are integral to improving educational outcomes, creating public assurance, and demonstrating accountability. This guide is intended to share sector-proven practices to support boards of education as they:

- Develop district strategic plans
- Align district operational plans
- Create an Enhancing Student Learning report

Additional resources are available on the [Framework website](#).

***As part of a continuous improvement review cycle, the Ministry will update this document annually to include promising practices and adapted strategies collected from the sector.***

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## Section A: Background

### Policy Vision

British Columbia's education system continues to evolve by using evidence-based practices to improve - and build public trust in - the quality of public education. Over the past several years, the Ministry of Education and Child Care has been working with Indigenous rightsholders, Indigenous peoples, and provincial education partners within the context of system improvement, and through this work our approach to continuous improvement has broadened. This broader approach, reflected in the [Framework Policy](#), focuses on aligning system-wide efforts based on common values and the following shared commitments:

- **a shared commitment to improve student success**
- **a shared commitment to improve equity of student outcomes, with a particular focus on Indigenous students, children and youth in care, and students with disabilities or diverse abilities**

The Framework for Enhancing Student Learning (The Framework), which was developed collaboratively with Indigenous rightsholders, Indigenous peoples, and provincial education partners, provides the structure necessary to ensure that the BC education system continues to improve. Using multi-year district and school plans, this structure provides an opportunity to build on and enhance existing planning and reporting practices, and to make improvements based on sector experiences, promising practices and Indigenous ways of knowing.

The Framework is a collective approach that recognizes and fosters diversity, acknowledges and respects Indigenous ways of knowing, relies on evidence-informed decision making, and responds to the various needs of students while honoring student, family, and community agency and respecting local autonomy to deliver educational programs.

The Framework itself will also evolve and continuously improve through the ongoing commitment of school districts, the Ministry of Education and Child Care, Indigenous rightsholders, Indigenous peoples, and provincial education partners.

## Framework Guiding Principles

The Framework for Enhancing Student Learning:

1. creates a system-wide focus on individual student learning to ensure all students in BC achieve their full potential
2. continues to build public trust and confidence in BC's education system by ensuring that all students are provided a high-quality learning experience
3. provides a structure to ensure that what is measured and reported is consistent with the focus on student success and in keeping with the goals of education in the province of British Columbia
4. ensures the capacity building and a system-wide commitment to continuous improvement and lifelong learning
5. recognizes that all education partners and Indigenous rightsholders and Indigenous peoples, each with unique contributions, share responsibility for student learning
6. recognizes the individual learning needs of students and fosters equitable and inclusive learning environments
7. focuses on intellectual, career, human and social development, including exploration of one's identity
8. facilitates communication and ongoing authentic engagement of Indigenous peoples and Indigenous rightsholders in respectful collaborative action
9. facilitates communication and ongoing authentic engagement of education partners in respectful collaborative action
10. reflects local contexts, enabling innovative and flexible responses in classrooms, schools, and districts with necessary support from the government
11. supports growth and achievement among particular groups of students, most notably Indigenous students, children and youth in care, and students with disabilities and diverse abilities
12. consistently uses evidence from a variety of sources to ensure a responsive and transparent decision-making process
13. commits to demonstrating fiscal responsibility and effective stewardship of resources in supporting both system and student outcomes.

## Section B: Building System-wide Coherence through Alignment with Legislation

The Framework policy was developed under the authority of the [School Act](#) and draws from and aligns with the following pre-existing legislation:

- [BC Tripartite Education Agreement \(BCTEA\)](#)
- [Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples](#)
- [Truth and Reconciliation Commission Calls to Action](#)
- [United Nations Declaration on the Rights of Indigenous Peoples \(UNDRIP\)](#)
- [BC's Declaration on the Rights of Indigenous Peoples Act \(DRIPA\)](#)
- [Statement of Education Policy Order \(Mandate for Public Education\)](#)
- [Policy for Student Success](#)

Similarly, provincial, district and school educational plans and outcomes should align with pre-existing legislation, policy, declarations, agreements, and reports.

To ensure system-wide coherence and alignment, district planning and reporting processes should also reflect the Policy for Student Success, as well as the Educated Citizen and Goals of Education outlined in the Statement of Education Policy order (mandate for public education). School plans should then align with district plans.

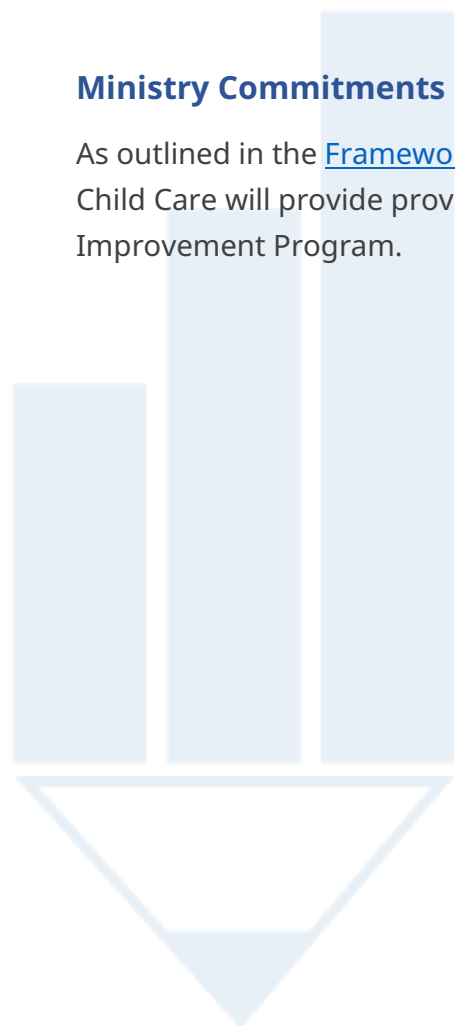
## Section C: Commitment to Continuous Improvement

Continuous improvement in the education system occurs through a collective approach, which includes the following community members in addition to the Ministry and boards of education:

- Students
- Parents and guardians
- Indigenous rightsholders and Indigenous peoples
- Education partners

### Ministry Commitments

As outlined in the [Framework Policy](#) and depicted below, the Ministry of Education and Child Care will provide provincial oversight through the Framework Continuous Improvement Program.



# Framework Continuous Improvement Program

## COLLABORATE

**With Indigenous Peoples and key stakeholders throughout the process**

Framework for enhancing student learning roundtable.

## PUBLISH RESULTS

**Outcomes and measures for each district, each year**

Focus on Indigenous students, children and youth in care, and students with disabilities of diverse abilities.

## BUILD CAPACITY

**Communicate**  
(All Districts)

**Facilitate**  
(Districts that opt in)

**Cooperate**  
(4 year cycle)

**Direct**  
(As required)

INCREASED LEVEL OF SUPPORT

## REVIEW

**Conduct a review program to ensure boards of education continuously improve educational outcomes**

A process for the ongoing annual review of district strategic planning and results reporting.

The Framework reflects a public commitment by Indigenous Peoples, Rightsholders, education Partners and communities to work together to continuously improve student learning in relation to intellectual, human and social, and career development.

The Ministry provides provincial oversight of the Framework through the Enhancing Student Learning Policy and Ministerial Order.



The Ministry of Education and Child Care will also work with boards of education to build capacity along a continuum of supports using provincial and local information as shown below:

 **COMMUNICATE  
(ALL DISTRICTS)**

To provide leadership, share promising practices and lessons learned, and offer support for achieving provincial goals, district and school goals and objectives as identified by provincial and local information.

- **Feedback from review approach**
- **Pod networking**
- **Learning series**
- **Resources and tools**

 **FACILITATE  
(DISTRICTS THAT OPT IN)**

Teams will be formed based on the areas of focus as identified by provincial and local information to achieve district and school goals and objectives.

- **Communities of Practice**
- **Mentorship/coaching**

 **DIRECT  
(AS REQUIRED)**

The minister may issue administrative directives if a board is not meeting its obligations under the school act or if it is in the public interest to do so.

- **Special Advisors**
- **Ministry initiatives**



 **COOPERATE  
(4-YEAR CYCLE OF  
ALL DISTRICTS)**

To assist and support school districts in addressing challenges arising from a continuous improvement review program or other means and may involve completing in-depth reviews, action planning, providing training and professional learning opportunities, etc.

- **Comprehensive approach for a dedicated cohort**

## Board of Education Commitments

As outlined in the [Framework Policy](#), boards of education will:

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

## Shared Commitments

Along with boards of education and the Ministry of Education and Child Care, community members are encouraged to:

- provide guidance for continuous improvement
- Provide guidance on accountability, implementation, and capacity building in the education sector
- continue to approach issues collaboratively with an objective, open and collegial intent to problem-solving, advising, and decision making
- support opportunities to enhance student learning through greater equity
- recognize different perspectives and experiences

## Section D: Planning for Improvement

School districts and public schools are expected to develop multi-year strategic plans for student learning which reflect the Framework's guiding principles and to update these plans annually at a time determined by each school district.

School districts are also expected to align all operational plans to successfully implement their strategic plan, and to engage in a continuous improvement cycle to ensure the efficacy of operations and strategies.

### Effective Strategic Planning

#### *Working Toward Equity*

Educational outcomes for Indigenous students, children and youth in care, and students with disabilities or diverse abilities vary significantly, and numerous factors contribute to the level of educational success they experience. Additional efforts are necessary to improve educational outcomes for these students, and these efforts should be reflected in the district and school strategic plans.

For example, a district plan that ensures consistent and relevant support for Indigenous students would:

- reflect commitments in existing agreements with local First Nations, Métis Chartered communities, and Indigenous communities, including Aboriginal Education Enhancement Agreements, Equity Action Plans and Local Education Agreements.
- show that educational strategies focused on Indigenous students have been jointly determined between the board of education and Indigenous Education Councils

#### **Dive Deeper with Sector Talk Videos:**

- [\*\*\*Improving Outcomes for Indigenous Students\*\*\*](#) with Jo Chrona
- [\*\*\*Advocating for Children and Youth in Care\*\*\*](#) with Carolynn Schmor and Jody Shaw
- [\*\*\*Inclusive Education Best Practices\*\*\*](#) with Shaune Gowe



## Establishing a Clear Focus on Student Outcomes

The strategic plan should lead to stronger outcomes for students, with an emphasis on students with learning support needs.

To ensure a clear focus on student outcomes, district strategic plans should:

- build on the goals in the [Policy for Student Success](#) by aiming to support students in the following areas:
  - ✓ Intellectual development
  - ✓ Human and social development
  - ✓ Career development (including skills development and transitions to post-secondary education)
- focus on achieving student success and educational outcomes for all students regardless of residence in the province
- focus on achieving equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities
- expand focus on achieving equity for students regardless of diverse abilities, medical diagnosis, race, colour, ancestry, place of origin, religion, physical or mental disability, academic ability, family status, sex, sexual orientation, gender identity or expression
- consider evidence-informed information that will enhance learning and success for each student



### Dive Deeper with Sector Talk Videos:

- [Adapting Systems for All Student Outcomes](#) with Lisa McCullough
- [Learning and Teaching in an Indigenous World](#) With Lorna Wanosts'a7 Williams

## Engaging with Indigenous Peoples, Rightsholders, and Education Partners

Setting district priorities incorporates engagement with Indigenous peoples and Indigenous rightsholders and input based on authentic engagement with education partners at various points throughout the development process to ensure commitment and relevance.



### Relevant Descriptive Statements:

- ✓ *Develop and Activate Engagement Strategy*
- ✓ *Develop Communication Plan*

District strategic plans should:

- be developed in collaboration with Indigenous rightsholders and Indigenous peoples through Indigenous Education Councils, First Nation Education Councils, Métis Chartered communities, and other existing committee structures
- reflect existing Local Education Agreements, Equity Action Plans, or Aboriginal Education Enhancement Agreements to ensure consistent and meaningful support of Indigenous students
- be developed with education stakeholders, such as District Education Committees, District Parent Advisory Councils, community forums, and other existing committee structures
- proactively attend to unique local contexts
- be developed with careful consideration of provincial goals and the local context. Care should be taken to communicate this information in meaningful and effective ways, enabling members of the local community to understand the value of this information and how it is being used to enhance student learning.

**Boards should also publicly communicate their process for strategically engaging Indigenous peoples, Indigenous rightsholders and local education partners, including Indigenous Education Councils and District Parent Advisory Councils.**



### Dive Deeper with Sector Talk Videos:

- [\*Engagement in an Urban Setting\*](#) with Val Windsor

## Aligning with BC's Vision for Education

District priorities will demonstrate clear alignment with the [Educated Citizen](#).

District strategic plans should:

- provide a system-wide focus for enhancing student learning, helping to facilitate increased coherence to province-wide educational planning and continuous improvement efforts at the provincial, district, school and student levels
- align with school plans and with the broader provincial priorities
- reflect other key commitments in place to establish coherence, such as Aboriginal Education Enhancement Agreements, Equity in Action Plans, and Local Education Agreements.

## Using Evidence to Inform Planning

Boards are expected to use evidence to define the current state, determine desired state, and identify relevant priorities, objectives, strategies, and success measures.



### Relevant [Descriptive Statements](#):

- ✓ *Scan Multiple Sources of Evidence*

Strategic plans should:

- use meaningful evidence to inform district and school objectives and strategies with respect to students' intellectual, human and social, and career development. This includes but is not limited to:
  - ✓ results for Indigenous students both on and off reserve
  - ✓ a comparative review of graduation quality data, including:
    - Dogwood Certificates, Adult Dogwood Certificates, and Evergreen Certificates
    - Students requiring skill and course upgrading for post-secondary institution admissions
- include a comparative review of disaggregated data for diverse cohorts of students, including data sets on Indigenous students, children and youth in care, and students with disabilities or diverse abilities
- mask information and data according to the Ministry's [Protection of Personal Information when Reporting on Small Populations](#) policy
- draw from provided district data in conjunction with locally collected evidence to inform local planning efforts and decision-making (district data is available using the Reporting SharePoint for School Districts site, see [Q&A Document](#))

- consider research-based, high yield/impact strategies to achieve priorities and objectives
- consider results from high-quality formative and summative assessment practices
- consider diverse research that describes characteristics of highly effective school districts and schools
- include an analysis of triangulated evidence with multiple sources, both provincial and local, as well as trends over time
- include the review and analysis of a variety of examples of local evidence, such as:
  - ✓ disaggregated attendance data
  - ✓ enhanced student, parent, teacher, and community surveys
  - ✓ competency-based student assessment tools
  - ✓ school portfolios that communicate evidence in a variety of ways and can be readily updated as new information becomes available
  - ✓ locally developed assessments.



#### **Dive Deeper with Sector Talk Videos:**

- [\*\*\*Authentic Voice as Evidence\*\*\*](#) with Leona Price
- [\*\*\*Alignment Across the System \(Data Triangulation\)\*\*\*](#) with Sandra Herbst
- [\*\*\*Applying Research to Identify High-Yield Strategies\*\*\*](#) with Stephen Petrucci
- [\*\*\*Research Foundations\*\*\*](#) with Linda Kaser

### **Setting Aspirational Priorities and Measurable Objectives**

Districts are expected to build their strategic plan to include identified priorities, clear and attainable objectives using effective strategies. Priorities should guide the district's direction for the cycle of the strategic plan and act as high standards to strive towards, while objectives should be more specific steps or milestones that will enable districts to achieve these priorities. Objectives may evolve year to year based on a district's continuous improvement cycle.



#### **Relevant [Descriptive Statements](#):**

- ✓ [\*\*\*Set Learning Priorities and Objectives\*\*\*](#)

Priorities should:

- align with the [Educated Citizen](#) and [Policy for Student Success](#)
- align with the [First Peoples Principles of Learning](#)
- aim to create momentum and a future planning mindset
- be evidence-informed using a cycle of improvement

Objectives should:

- be specific, attainable, and measurable
- be designed to achieve the district priorities set out in the strategic plan
- include measures pertaining to student success at district and school levels



**Dive Deeper with Sector Talk Videos:**

- [Setting Meaningful Goals](#) With Lisa Carson

### *Developing and Implementing Effective Strategies*

To meet the objectives listed in the strategic plan, districts must identify effective strategies to be implemented and monitored for the cycle of the strategic plan.



**Relevant [Descriptive Statements](#):**

- ✓ *Establish Strategies and Measures*

School districts should select strategies that:

- are research-based and demonstrate effectiveness in improving student outcomes
- address biases through an equity lens (e.g., [Gender-Based Analysis Plus](#))
- target specific students to ensure equitable opportunities for success (e.g., [Indigenous Education Targeted Funding Policy](#), [Special Education Targeted Funding Policy](#))
- are jointly determined with Indigenous rightsholders and Indigenous Education Councils specifically for Indigenous students
- target existing and/or emerging areas of need as determined through evidence-informed planning
- are annually reviewed and adapted using an evidence-informed approach to improve learning and the quality and effectiveness of educational programs in the district



- develop capacity building at district and school levels using existing and newly developed networks, cross-district teams, and professional learning opportunities and practices
- are shared annually with the public and the Ministry as part of the Enhancing Student Learning Report



#### Dive Deeper with Sector Talk Videos:

- [Strategic Planning Cycles](#) with Korleen Carreas

### Using Resources Strategically

Objectives and strategies should be practical in terms of what resources are available to achieve success.



#### Relevant [Descriptive Statements](#):

- ✓ *Establish Robust Implementation Plan*

The District Strategic Plan should:

- identify appropriate resources to implement strategies to meet district objectives
- adhere to existing Ministry and district policies
- include evidence of financial and other operational planning to support resourcing of strategies
- leverage existing resources which may require re-allocation
- target specific students to ensure equitable opportunities for success (e.g., [Indigenous Education Targeted Funding Policy](#), [Special Education Target Funding Policy](#))

### Establishing Timelines

Timelines should be reasonable and in line with the scope of the district's overall planning and reporting cycle.

Districts are required to establish timelines for:

- the multi-year [strategic plan](#) (priorities, objectives, and strategies) with the Board of Education

- the district’s annual results review process as part of a [continuous improvement cycle](#)

### **Writing and Publishing for Accessibility**

Strategic plans are public documents, and each school year every board of education in British Columbia will publish their district and school strategic plans. **These plans should be made easily accessible to all local communities.**

Language should be respectful, consider local context, and clearly describe what the district has prioritized for the cycle of the plan.



#### **Relevant Descriptive Statements:**

- ✓ **Develop Communication Plan**

The published strategic plan should:

- acknowledge the traditional territories on which the district and schools operate
- provide for accessibility and sharing using a variety of platforms
- consider incorporating elements such as white space, graphics, bullet points, etc. for ease of readability
- be provided in the languages common in the community
- consider literacy levels of community members
- demonstrate coherence in the district by aligning all key documents to the strategic plan
- outline an engagement plan that clearly articulates the monitoring and communication process, including further engagement opportunities with Indigenous rightsholders, education stakeholders, and distinct Indigenous peoples and communities

## **Effective Operational Planning and Alignment**

### **Planning for the Future**

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

School districts should consider creating the following long-term plans together with the strategic plan:

- Strategic Facilities Plan (Long Term Facilities Plan or Long-Range Facilities Plan)
- Information Technology Plan (IT Plan)

- Human Capital Plan

### *Aligning Strategic and Operational Plans*



#### **Relevant Descriptive Statements:**

- ✓ *Establish Robust Implementation Plan*

District Operational plans should:

- reflect and support the implementation of priorities, objectives, and strategies of the strategic plan
- support principles of equity and inclusivity supporting individual students' needs, cultures, and experiences
- be reviewed as part of the annual Framework for Enhancing Student Learning reporting process for continuous improvement
- be evaluated annually for relevance, effectiveness, impact, and sustainability
- show a priority-focussed budgeting process, including
  - ✓ the evaluation of the effectiveness of targeted funding allocations (e.g., Indigenous Education Targeted Funding Policy, Special Education Target Funding Policy);
  - ✓ joint sign off with Indigenous Education Councils on targeted funding for Indigenous students
  - ✓ a focus on improving education outcomes for Indigenous students, children and youth in care, and students with disabilities or diverse abilities
- leverage existing resources in the most efficient and effective manner to support the success of the strategic plan
- be recalibrated annually
- demonstrate innovative and creative solutions in the re-allocation of resources
- be realistic in terms of what resources are available to achieve success.

## Utilizing Continuous Improvement Cycles

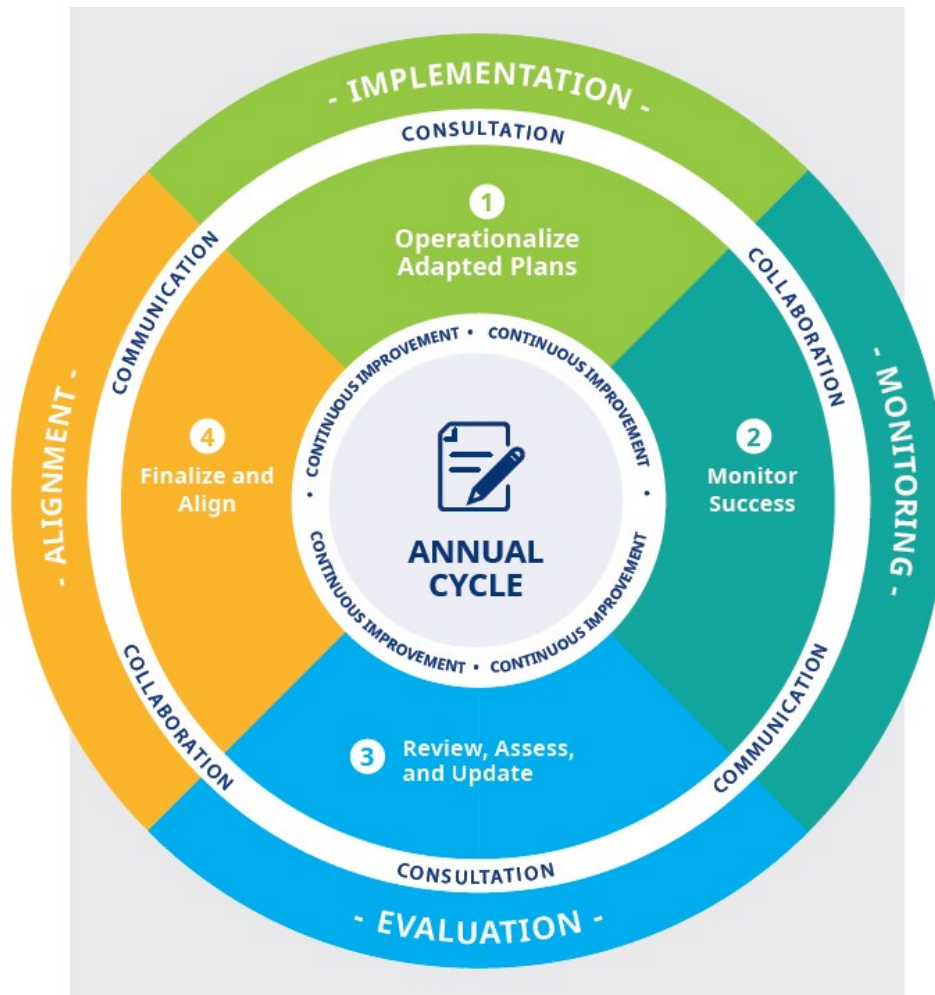
Districts' participation in a [continuous improvement cycle](#) is a critical part of the ongoing commitment to raising system performance and will ensure that each district is focused on the educational success of all students and that school district operations are effective and efficient.

A comprehensive approach to a continuous improvement cycle includes:

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

### Examples of Continuous Improvement Cycles:

Please note that most of the following examples were gathered from district Enhancing Student Learning Reports.

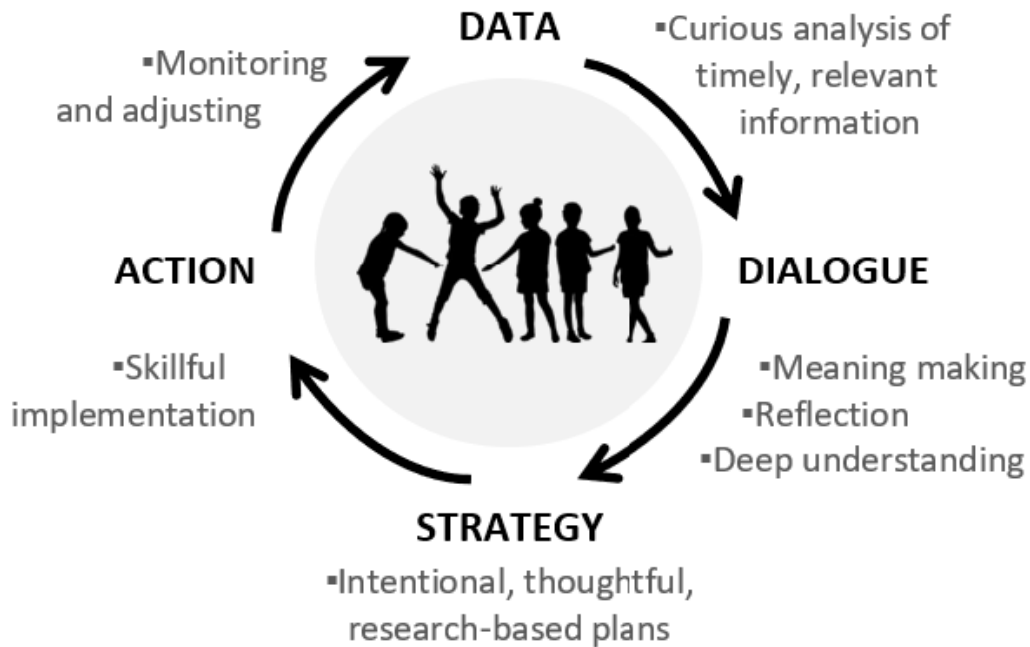


## Continuous Improvement Cycle

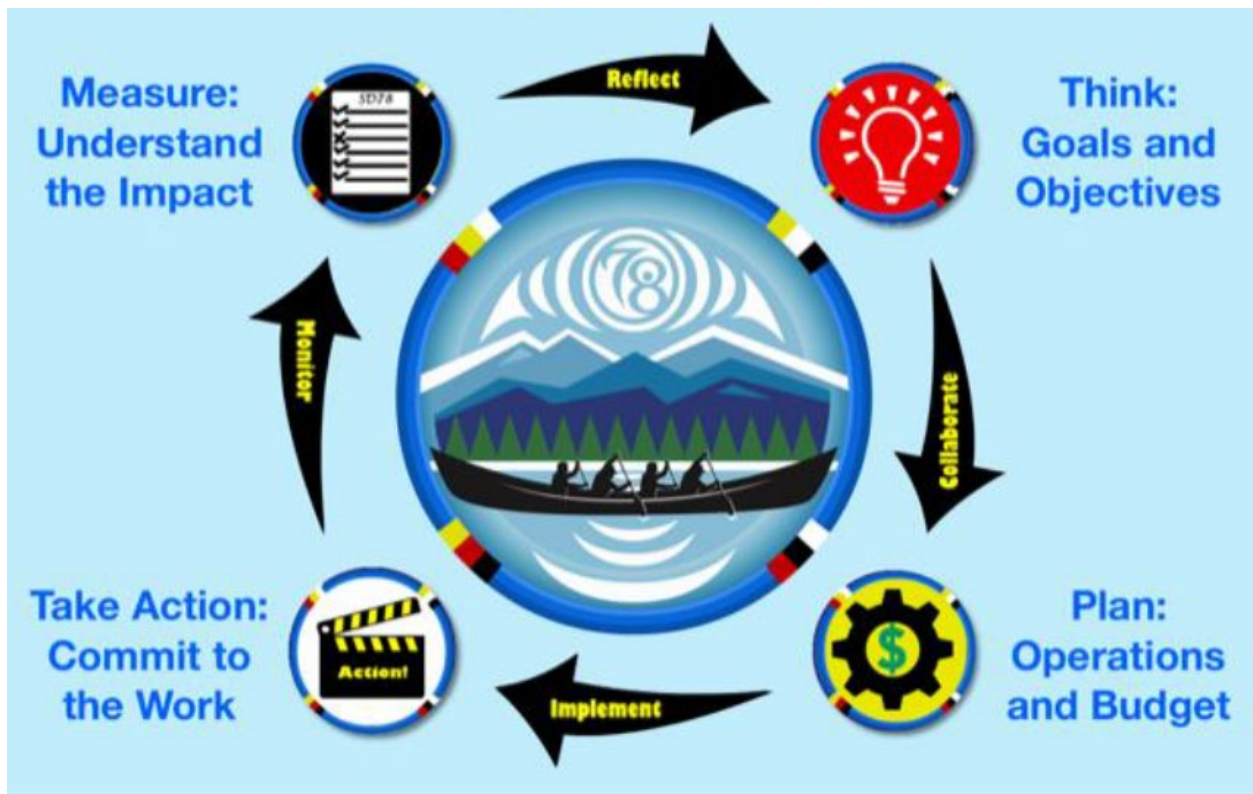
- a system-wide focus
- multi-year district and school plans
- meaningful and effective evidence
- system-wide capacity building
- student, family, and community agency

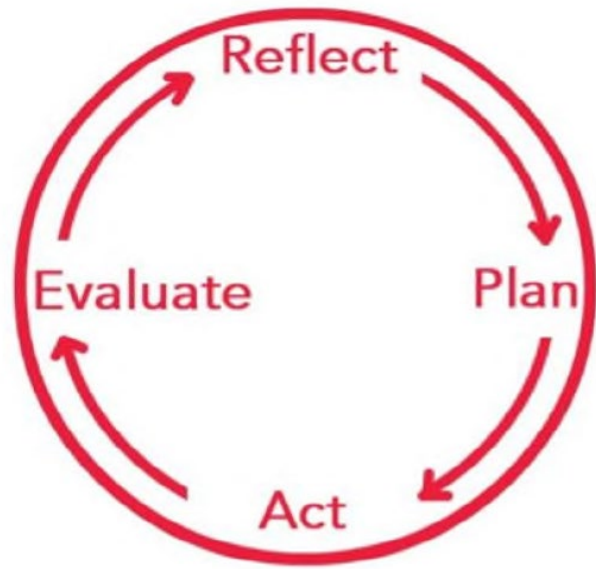
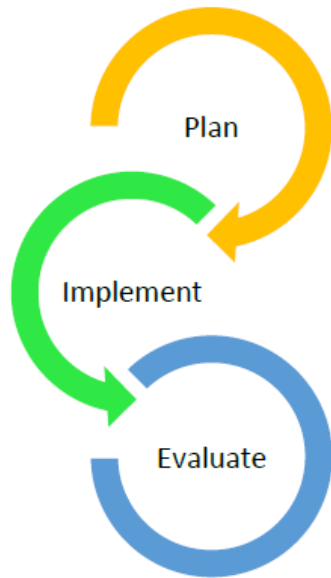


## PLANNING CYCLE









**Dive Deeper with Sector Talk Videos:**

- [\*The Spiral of Inquiry\*](#) with Judy Halbert

## Section E: Reporting for Public Assurance and Accountability

To keep communities informed and engaged, districts will publish and submit an annual report to the Minister between June 30<sup>th</sup> and September 30<sup>th</sup>. Additional information on the report and its requirements can be found in the [Reporting Guidelines](#).

## Section F: Glossary

The following definitions are for the purpose of implementing the [Framework for Enhancing Student Learning Policy](#) and the [Enhancing Student Learning Reporting Order](#).

### Accountability

Processes, mechanisms and/or instruments that support institutions (but also individuals and groups within institutions) in meeting their obligations and being responsive to the public (Verger & Parcerisa, 2017).

### Assurance

Collaboratively nurturing and sustaining a professional culture of continuous improvement and collective responsibility through transparency and engagement, demonstrating to the public that the education system is meeting the needs of students and societal expectations.

### Board of Education

Definition in [School Act](#): "board" or "board of education" means a board of school trustees constituted under this *Act* or a former *Act*.

### Collaborate

Working directly with the public throughout the process to ensure goals and concerns are understood and considered. Public promise is to seek advice and innovative solutions and will attempt to incorporate public advice and recommendations to the maximum extent possible (Developed by the International Association for Public Participation – IAP2).

### Community

Community members who have an interest in education and the school, including Métis Chartered communities, First Nations and other members of the public.



### **Completion Rate**

Portion of students who graduate with a Dogwood or Adult Dogwood within a certain number of years from the first time they enroll in grade 8, adjusted for outmigration.

### **Consult**

Obtaining public feedback on analysis, alternatives and/or decisions. Public promise is to inform, listen and acknowledge public goals and concerns and provide feedback on how input influenced the decision (Developed by the International Association for Public Participation – IAP2).

### **Desired State**

A specific, measurable and achievable outcome that, if demonstrated consistently, will provide assurance.

### **District Parent Advisory Councils / Parent Advisory Councils**

The [School Act](#) recognizes parent voice at the school district level, representing the collective views of school Parent Advisory Councils in a school district.

### **Diversity**

Variability of people and ideas within an organization according to legally protected differences such as race, age, disability, sexual orientation and gender identify and expression as well as ‘nonvisible’ qualities such as differences in thought, perspectives, education, socio-economic status and life experiences.

### **Education Partners**

Organizations and associations recognized by the Ministry as actively working together in the interests of the education system to ensure student learning needs are met in the K-12 education.

### **Education Rightsholders**

Individuals or organizations with the legal rights to act and be accountable for education initiatives – e.g.: representatives of Indigenous peoples (Article 14 of [UNDRIP](#) and [DRIPA](#)), minority language (Section 23 of *Canadian Charter of Rights and Freedoms*) and children ([School Act](#), Article 28 and 29 of [OHCHR](#) and Article 24 of [UNCRC](#)).

### **Evidence-Informed**

Refers to the practices and processes associated with collecting and interpreting information to provide insight into performance, to summarize performance for information purposes and for informing appropriate decisions.

### **Governor**

An elected official, part of a group of representatives, whose role is to provide oversight for the leadership of a public institution.

### **Graduation Quality**

Portion of resident students

- 18 years of age or younger who received Adult Dogwood; and/or
- with no diverse need designation who received Evergreen Certificate; and/or
- who received Evergreen Certificate and subsequently received Adult Dogwood of Dogwood

### **Inclusion**

Creation of welcoming, respectful and engaging environments where diverse experiences, skills and talents are leveraged and individual ideas, backgrounds and perspectives are encouraged.

### **Indigenous Education Councils**

The Ministry will work with FNEESC, MNBC and BCSTA as co-governors of the public K-12 education system to co-develop an agreement on the process and guidelines for Indigenous Education Councils.

### **Indigenous Peoples**

Has the same meaning as “aboriginal peoples of Canada”, as defined in section 35 of the *Constitution Act, 1982*. The Province recognizes First Nations, The Métis Nation and Inuit as the Indigenous peoples of Canada, consisting of distinct, rights-bearing communities with their own histories, including with the Crown.

### **Indigenous Students**

Individuals who self-identify as a member of a First Nation, the Métis Nation, the Inuit and is of school age and meets the definition of student under section 1 of the [School Act](#).

### **Inform**

Providing balanced and objective information to the public to aid them with understanding the problem, alternatives and/or solutions. Public promise is to keep the public informed. (Developed by the International Association for Public Participation – IAP2).

### **Involve**

Working directly with the public throughout the process to ensure that their goals and concerns are consistently understood and considered. Public promise is to ensure that public input is directly reflected in the process and show how input has influenced the decision (Developed by the International Association for Public Participation – IAP2).

### **Parent**

As identified in the [School Act](#): "parent" means, in respect of a student or of a child registered under section 13,

- (a) a parent or other person who has guardianship or custody of the student or child, other than a parent or person who, under an agreement or order made

under the [Family Law Act](#) that allocates parental responsibilities, does not have parental responsibilities in relation to the student's or child's education, or

(b) a person who usually has the care and control of the student or child.

### **Post-Secondary Institution (PSI) Transition Rate**

Portion of resident students in a completion cohort who have transitioned to a BC public PSI program within a certain number of years after graduation.

### **Professional Standards**

Describes the conduct and competence requirements for an individual to be issued and to maintain a BC teaching certificate of qualification.

### **Public**

Stakeholders whose roles are not central to decision-making processes and who want assurance about the quality of the education system.

### **Reconciliation**

The process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing inter-cultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties.

### **Reserve**

A reserve as defined in the [Indian Act](#), R.S.C. 1985, c. I-5

### **School District**

An area created or constituted as a school district under the [School Act](#) or a former Act.

### **School Community**

Students, teachers and other school staff members, families and school council members.

### **Staff**

Individuals employed by the board, including certificate holders and others, who provide educational and support services to students.

### **Student**

A person enrolled in an educational program provided by a board or Provincial school.

### **Teacher**

The term teacher is defined as a person holding a certificate of qualification who is employed by a board to provide an educational program to students in a school.