

POLICY 3200

SCHOOL PLANNING COUNCILS

January 2003

Revised December 2006

PREAMBLE

The Board of School Trustees of School District No. 50 (Haida Gwaii/Queen Charlotte) will ensure the establishment of School Planning Councils for the purposes set out in the *School Act*, S.8.1.

The School Board recognizes its responsibility to ensure that School Planning Councils function effectively and in accordance with ethical standards and the *School Act* to represent the school community in the process of school planning.

The School Board shall consult with the School Planning Council as required by the *School Act*.

Where a school is able to supply volunteer representatives as contemplated by the *Act*, the School Board will establish School Planning Council for the school. Where no teacher or parent representatives are put forward within a reasonable period, the School Board shall consider whether it will make appointments to School Planning Council for that school.

PROCEDURE

A. Purpose and Role of School Planning Councils

1. The Role of School Planning Council is

- (a) Preparation of a proposed school plan.
- (b) Consultation on matters referred to it by the School Board, the Superintendent or the Superintendent's designate.
- (c) Consultation on matters referred to it by the Principal.
- (d) Consultation on matters referred to it by the Parent Advisory Council.

The following are not within the mandate of the School Planning Council:

- (a) Personal and confidential information on students, parents, teachers and other employees.
- (b) Performance or conduct of individual employees, students and parents.
- (c) Terms and conditions of individual employment contracts.
- (d) Activities beyond the advisory and consultative roles set out in the *School Act* and this policy.

B. Support

1. The Superintendent or designate shall act as District Liaison for School Planning Councils. This District Liaison Officer will have the right to attend any meeting of School Planning Council or a School Planning Council sub-committee, and may designate another Board Officer or Employee to attend in his or her place.

C. Establishment

1. If no School Planning Council is in place in a school, the Principal shall proceed as in (D) below to obtain named representatives and shall report to the Board when all representatives have been named. The Board shall then establish School Planning Council for that school.

D. Membership

The following shall comprise the decision-making membership of the School Planning Council:

- (a) The Principal of the school
- (b) One (1) teacher elected annually by secret ballot by the teachers who teach at the school
- (c) Three (3) representatives of the Parents' Advisory Council, who are to be elected annually, who are not employees of a School District, and who are parents of students in the school. Of these three PAC representatives
 - i. one (1) must be an elected officer of the PAC
 - ii. two (2) shall be representative of the broader parent population in the school
- (d) one student from Grade 10, 11 or 12, where applicable, appointed annually by the school principal after consultation with the students enrolled in those grades at the school.

With the exception of the Principal, membership in the School Planning Council shall be voluntary.

The Principal shall consult with the Parent Advisory Council on its bylaws for the election of representatives to the School Planning Council to ensure that the bylaws safeguard the rights of parents to participate in this decision.

By October 1 of each year the principal of each school shall advise the Parent Advisory Council, if one exists, and the teachers in the school, of the need to elect representatives and the required process.

If there is no Parent Advisory Council in the school, the principal shall notify parents and shall consider whether he or she is prepared to make any recommendations to the School Board for appointments of parent representatives, and shall report to the School Board by November 1 of each year.

If the Parent Advisory Council elects an insufficient number of parent representatives by November 1 of each year, the principal shall notify parents and shall consider whether he or she is prepared to make any recommendations to the School Board for appointments, and shall report by November 1 of each year.

The Principal shall seek written certification from the Staff Union Representative that the election for the teacher representative has been carried out by secret ballot and in accordance with the School Act.

If no teacher representative is elected by November 1 of each year, the principal shall notify teachers and the Union. The principal shall request the Union to name a teacher representative for appointment to the SPC. If no teacher is named within 10 working days, the principal shall consider whether he or she is prepared to make any recommendations to the School Board for appointments, and shall report to the School Board by November 1 of each year.

Teachers and Parent Advisory Councils may elect alternate representatives.

The Principal may designate a Vice-Principal to act as his or her alternate for one or more meetings.

E. Inaugural meeting

1. When the representatives have been named, the Principal shall call the inaugural meeting of the School Planning Council. The inaugural meeting shall decide a schedule of future meetings and may outline future agendas.

F. Chair

The Principal of the school shall be the Chair of the inaugural meeting of the School Planning Council. Where the Principal has delegated a Vice-Principal to attend a meeting in his or her stead, the Vice-Principal shall perform the functions of Chair for that meeting. A chairperson shall be elected at the inaugural meeting and shall preside over all meetings of the School Planning Council. In the absence of an elected chair, the Principal or Vice-Principal alternate shall be the chair for that meeting.

G. Meetings

School Planning Councils may invite others to attend and/or participate in their meetings but no such guest shall have decision-making authority.

Meetings shall be open to members of the School Planning Council, alternates, invited guests and others who have permission from the Council.

The Chair may require anyone to leave, other than a member, if he or she is disrupting the functioning of the council.

Alternates, when they are present but not functioning as the designated representatives, are observers.

School Planning Council shall meet at least three (3) times per school year, as decided at the inaugural meeting.

Quorum shall be the Principal (or Vice-Principal alternate) and two other members or their alternates.

The School Planning Council may meet by telephone or electronically, so long as all members can communicate with each other, and other participants can observe or audit proceedings.

Additional meetings may be convened at the call of the Chair, with the agreement of all the decision-making members of the School Planning Council.

Any member may place an item on the proposed agenda of the next meeting by request to the Chair. Agendas for regular meetings shall be provided at least one week in advance, but this shall not prevent members from adding matters to the agenda for discussion without prior notice.

The Chair shall ensure that a record is kept in the custody of the school of meetings held and subject discussed (in general terms) and decisions made.

Except for recording attendance or formal motion, or by request of the member, names shall not be recorded in the record of the meeting.

H. Decision-making

School Planning Councils shall operate by consensus. Votes are not taken except on the approval of a proposed School Plan. On matters other than the School Plan referred to the Council in accordance with A. 1, if the members of the Council cannot agree on a response, the Council will so report. Members may submit individual reports.

A vote shall be held to approve the proposed School Plan before presentation to the School Board as required by the *School Act*. Each member shall have one vote. The Chair shall vote at the same time as other members. Alternates may vote if they are the designated representatives for the meeting.

School Planning Council may create ad-hoc sub-committees to consider matters within the Council's jurisdiction and may invite additional participants to join the sub-committees.

I. Financial

Meeting expenses are the responsibility of the school.

No member of School Council shall receive any remuneration for acting as a member of the Council.

School Planning Council has no power to raise or expend money.

J. Annual School Plan

The Council is responsible for the preparation of a proposed annual school plan, to be submitted to the Superintendent by May 1 of each year for subsequent presentation to the School Board by June 1 of each year.

School Planning Council must consult with the school's Parent Advisory Council during preparation of the school plan. Consultation shall be at a minimum a presentation at a Parent Advisory Council meeting, of which notice has been given to parents in accordance with Parent Advisory Council bylaws. The School Planning Council shall provide the Parent Advisory Council with a reasonable opportunity for input into the school plan and consider such input when deciding on the school plan.

School Planning Council shall consult with other members of the school community regarding preparation of the school plan. Such consultation shall at minimum provide notice of the draft proposed school plan to employees in the school. The School Planning Council shall provide employees with a reasonable opportunity for input into the school plan and consider such input when deciding on the school plan. The School Planning Council shall consider what other groups and individuals who are important to the life of the school should be included in the consultation and how to communicate with them.

K. Conduct

Parent representatives shall function as representatives of all school families and represent the entire community of interest, not the interests of any particular subgroup.

Members shall be collaborative and respectful in the conduct of Council business and to abide by the rulings of the chair.

Any member of a School Planning Council may request the District Liaison Officer appointed under procedure B. 1 to assist the School Planning Council in resolving internal disputes or problem-solving or improving its processes.

Any complaint about the functioning of the School Planning Council should be made to the Council through its Chair. If the complaint is not resolved, then the complainant may address the complaint to the District Liaison Officer.

If it appears to the School Board, following investigation, that a member of a School Planning Council has been guilty of misconduct, including but not limited to breach of confidentiality, the School Board may discharge the member and request that a new member be elected, or may appoint a new member if elections are not feasible. Before making such a decision, the School Board shall ensure that the member has had the opportunity to respond to the allegations. The School Board will not be required to provide an oral hearing, but shall take into account any written representations.

L. School Board Consultation with School Planning Councils

The School Board must consult with the School Planning Council in respect of (a) allocation of staff and resources in the school: (b) matters contained in the School Board's accountability contract relating to the school: (c) educational services and educational programs in the school.

School Planning Council may provide the School Board with input on any of these matters at any time.

By Preliminary Budget the School Board shall provide the School Planning Council with draft proposals for the educational services and educational programs in the school and the allocation of staff and resources in the school for the upcoming year and the matters contained in the board's accountability contract relating to the school; the School Planning Council will have until May 1 of each year to respond. The Superintendent may adjust these dates if necessary to integrate with the school district planning cycle, and may set different dates for different components of the consultation process.

M. Acceptance, Rejection, Modification of School Plans

1. In order for the proposed school plan to be adopted by the School Board, it must be consistent with the educational objectives, strategic direction and policies of the School Board, meet legal requirements, be considerate of available resources, and be reasonably likely to achieve its goals.

2. If the School Board rejects or modifies a proposed school plan, it shall provide reasons to the School Planning Council.

N. Timeframe for Planning

SEPTEMBER staff meeting Principal ensures election of teacher representative.

By OCTOBER 1 Principal advises Parent Advisory Council of election.

By NOVEMBER 1 Principal submits representatives names to Superintendent.

By NOVEMBER 1 Principal decides if Board requires notification of vacancies.

INAUGURAL meeting Principal establishes minimum of 3 meeting dates for the School Planning Council.

By MAY 1 School Planning Council submits proposed annual school plan to the Superintendent for subsequent presentation to the School Board by JUNE 1.

SCHOOL DISTRICT NO. 50 (HAIDA GWAIL/QUEEN CHARLOTTE)

School Planning Council Resource Guide

What is a School Planning Council?

(BC Ministry of Education, 2002)

The School Planning Council formally acknowledges the importance of parental involvement in the improvement of student achievement. The School Planning Council is an advisory body. The major responsibility of the School Planning Council is to consult with the school community in developing, monitoring and reviewing school plans. The Council then presents the school plan to the School Board.

School Planning Council Membership

Members of the School Planning Council include:

- The Principal of the school;
- one teacher representative of the school elected by secret ballot by the Teachers of the school; and
- three parent representatives elected annually by the Parent Advisory Council. One of the parents must be an elected officer of the Parent Advisory Council.

The Board may appoint a person to fill a vacancy on the School Planning Council if:

- there is no Planning Council for that school;
- the Parent Advisory Council does not elect 3 representatives to the School Planning Council; and
- the Teachers do not elect a representative to the School Planning Council.

Membership on the School Planning Council is for one year although a member may be elected for consecutive years to the Council. A member is elected only for one year at a time and must be elected again the following year to participate in subsequent years. No employee of any School District can be elected or appointed to a School Planning Council.

Adapted from: School Planning Handbook, School District No. 48 (2002).

The School Planning Council must:

- prepare and submit, by June 1, to the Board a plan for the school in respect to improving student achievement and other matters contained in the Board's' accountability contract relating to their school;
- consult with the Parents' Advisory Council during the preparation of the school plan.

The School Planning Council provides advice to the School Board with respect to:

- allocation of staff and resources in the school;
- matters contained in the Board's accountability contract; and
- educational services and programs in the school.

The School Planning Council must not engage in discussion or provide advice regarding:

- personal and/or confidential information on students, teachers, parents, or other employees;
- complaints about individuals; or
- personnel matters.

School Planning Council Operations

Items for discussion at meetings of the School Planning Council may include:

- duties of the different members of the Council;
- review of the mandate of the Council;
- discussion of the overall representation of the school population;
- discussion of how to involve community members who are not represented on the Council;
- establishment of at minimum 3 future meeting dates;
- establishment of internal conflict resolution procedures for conflicts that may arise amongst School Planning Council members, between the School Planning Council and the school community at large, and between the School Planning Council and the school staff;
- discussion of the responsibilities of the School Planning Council, School Board, Parent Advisory Council, Principal and Teachers;
- preparation and custody of minutes of meetings of the School Planning Council timelines for preparation of the school plan;
- review of the school budget;
- review of the district accountability contract;

- review of the policy on School Planning Councils;
- discussion on student achievement results from the Foundation Skills Assessment (FSA) for the school, Grade 12 examination results for secondary schools, satisfaction survey results for the school and pertinent school information.

What is meant by the Term “Consult”?

Consultation here is defined as the process where the School Board seeks advice from the School Planning Council, the Board considers the advice and accepts, modifies or rejects the advice given the best information available.

What Kind of Advice Would the School Planning Council Provide the Principal and Ultimately the School Board?

*Advice on Collection and Interpretation of Student Performance Data
(BC Ministry of Education)*

- Discuss who is and who is not represented in the student performance data.
- Determine what additional information might be needed to bring meaning to the data.
- Determine if the data has the same meaning for parents as it does for staff.
- Advise the school on programs and services that rank highly with Parents.
- Determine how to consult with the aboriginal community where aboriginal students are enrolled in the school.
- Examine evidence that the students, parents, staff are satisfied with school performance.
- Examine how to determine if the educational needs of all students are being met.
- Examine data that shows trends over time for the school and provide feedback.

Advice on Reviewing and Reporting of Areas for Improvement

- Review the school budget and determine how the presentation might be made more user friendly.
- Examine staffing and resource allocations for other schools in the District of a similar size to see how your school compares in school spending and make suggestions.
- Examine levels of staffing to determine if adequate provision has been made for enrolling, non-enrolling and support staffing.
- Review methods of reporting student achievement results to parents and the community at large.
- Review means of promoting the school with the public.

- Review means of reporting to the School Board the school plan for improved student achievement.
- Review programs offered in the school.
- Review extra curricular offerings in the school.
- Review standards of student conduct.

Advice on Developing the School Plan

- Review the school growth plans for appropriate number of goals.
- Examine the school growth plans for a comprehensive action plan to achieve the goals.
- Assess if the school growth plans focus primarily on student achievement.
- Review the school growth plans for appropriate means of monitoring progress toward the goal attainment.
- Review the school budget to ensure adequate funds are allocated for school operations.

Advice on Implementing, Monitoring and Reporting on the School Plan

- Review methods of implementing the school plan.
- Examine the school plan for the vision of improved student success.
- Examine the school plan for appropriate student and staff Development.
- Review the school plan for incentives for student and staff success.
- Review the school plan to ensure adequate resources have been allocated toward school growth plan goals.
- Establish methods for sharing the presentation of the school plan to the School Board.

School Board Responsibilities

(BC Ministry of Education, 2002)

The School Board has a duty to fulfill a number of responsibilities in relation to School Planning Councils:

- Ensure that a School Planning Council is in place for each school.
- Determine district timelines for the implementation of School planning Councils.
- Ensure that the plan developed by the School Planning Council is the result of consultation with the entire school community including parents, staff and students where appropriate.
- Consult with School Planning Councils.

- The School Board has authority over the governance of the entire school district. Ultimately the decision to accept, modify or reject the school plan rests with the School Board.

Parent Advisory Council Responsibilities

(BC Ministry of Education, 2002)

The Parent Advisory Council has an obligation to fulfill four responsibilities in relation to School Planning Councils:

- Elect, by secret ballot, three representatives to the School Planning Council.
- Establish or modify Parent Advisory Council bylaws to establish a School Planning Council.
- Establish mechanisms, in collaboration with the Principal, to promote effective two-way communication between the school community and the School Planning Council.
- Assist the School Planning Council as requested.

Principal Responsibilities

(BC Ministry of Education, 2002)

The Principal as educational leader at the school has a responsibility to ensure the completion of a school plan focused on student success. In so doing, the Principal is responsible to:

- Provide leadership in the collaborative work of the School Planning Council.
- Notify the school community that a School Planning Council will be formed.
- Communicate purpose and timelines to school community.
- Inform parents, teachers, other staff and students about the work of the School Planning Council.
- Assemble existing information related to student achievement at the school and the school district accountability contract. This information includes but is not limited to:
 - graduation rates
 - grade to grade transitions (grade K to 12)
 - Foundation Skills Assessment information (Grades 4, 7, 10)
 - parent, student and staff satisfaction survey results
 - other information about student performance
- Collaborate with the Parent Advisory Council and school staff to establish mechanisms to promote effective two-way communication between the school community and the School Planning Council.

- Ensure that the plan developed by the School Planning Council is the result of consultation with the entire school community including parents, teaching and non-teaching staff and students.
- Chair the School Planning Council.

Teacher Responsibilities

(BC Ministry of Education, 2002)

The teaching staff of the school has a duty to ensure each student experiences success. In so doing, the teachers have a responsibility to:

- Elect, by secret ballot, one representative to the School Planning Council.
- Establish a process for the representative to:
 - receive input and direction from the school's teachers;
 - inform the school's teachers about the School Planning Council; and
 - work.

Training for School Planning Councils

School District No. 50 (Haida Gwaii/Queen Charlotte) considers training for this responsibility to be crucial to the success of School Planning Councils. Training sessions will be available for representatives on the School Planning Councils.

Establishment of a School Planning Council

The Principal must adhere to Board policy and Regulation in the establishment of a School Planning Council each year. In so doing, the Principal must:

- Consult with the Parent Advisory Council to elect 3 parent representatives.
- Advise the Parent Advisory Council and the Teachers in the school of the need to elect representatives by secret ballot by October 1 of each year.
- If there is no Parent Advisory Council in the school, notify parents of the school of a meeting to elect representatives to the School Planning Council. The Principal will determine:
 - when and where the meeting will take place;
 - what information the notice needs to contain around the establishment meeting;
 - how the notice will be distributed to the school community;
 - who will chair the meeting;
 - who will act as secretary at the meeting;
 - what voting procedures will be used;

- If an insufficient number of parents are elected at the establishment meeting or at the Parent Advisory Council meeting, notify parents whether he or she is prepared to make a recommendation to the School Board for appointment of representatives.
- Co-ordinate the election for the teacher representative at a staff meeting.
- If no teacher representative is elected, notify teachers whether he or she is prepared to make a recommendation to the School Board for appointment of a representative by November 1 of each year.
- Advise Teachers and Parent Advisory Council that alternative representatives may be elected.
- Designate the Vice-Principal (if there is one in the school) to act as his or her alternate for School Planning Council meetings.

Models of Conducting Business for School Planning Councils

School Planning Councils may choose from several models for conducting business. The School Planning Council may establish bylaws for operation and determine how other members of the school community may be involved in the establishment of a school plan. Whether the meeting is run formally or less so, a record of the meeting shall be kept in writing.

The School Planning Council must decide how to conduct business:

- What rules will be used to run the meetings?
- How will items be discussed?
- How will guests participate in the meeting?
- How will committees be organized?
- Who will serve on committees?
- Who will lead committees?
- How will committees report back to the Council?

Decision-making

School Planning Councils shall operate on consensus. Votes are not taken except on the approval of a proposed school plan. A vote shall be held to approve the proposed school plan before presentation to the School Board. Consensus takes more time than voting, but decisions that everyone accepts are easier to implement than decisions made by a majority.

Consensus

Consensus means reaching an agreement that all members can accept and support. Everyone considers the decision workable. The consensus is that the decision is in the best interest of the Council and the school. Consensus sometimes means that all members are not in substantial agreement but recognize the decision is in the best interest of student success. Members need to agree that they will not work against the decision and

they will not block actions taken to accomplish the decision. All members agree to support the decision to the degree possible. The leader may ask if the council approves. If there is no comment or objection, the consensus is that everyone agrees.

There are many advantages to consensus:

- It provides a win-win atmosphere.
- It values the thoughts and feelings of each member.
- It equalizes power.
- It promotes trust.
- It values opinions.
- It promotes creative problem solving.

Activities that help achieve consensus:

- Everyone has an opportunity to speak.
- List strengths and weaknesses of actions rather than arguing points of view.
- Identify all points of view on an issue.
- Paraphrase all points made around an issue.
- Identify differences and similarities around an issue.
- Recess if discussion becomes too heated.
- Reduce the number of actions until everyone can agree.

Records of Meetings

The School Planning Council must maintain a record of meetings in the school office. An appointed secretary will take minutes of the actions of the School Planning Council.

Decisions need to be made around:

- Who will keep the minutes?
- How will the minutes be made public?
- Will the minutes be distributed prior to approval at the next meeting or after approval at the meeting?
- How will the minutes be distributed to the general school community?

Lessons Learned from Other Provinces

Newfoundland Department of Education (1994)

- Adhere to clearly defined responsibilities.
- Avoid making policies that violate School Board policy.
- Taking on the role of the Teacher, Principal or School Board since each has professional and legal responsibilities within the school system.
- Overstepping the limits of their assignments or their expertise.

Manitoba Education and Training (1995):

- Maintain a friendly school environment.

- Ensure administrative commitment and support.
- Have a well-defined communication structure.
- Logistical problems addressed (such as time constraints, scheduling and childcare).

SUGGESTED CODE OF ETHICS for School Planning Councils

A member shall:

- Be guided by the vision and aims of the school district.
- Endeavor to be familiar with school policies and operating practices and act in accordance with them.
- Practice the highest standards of honesty, accuracy, integrity and truth.
- Recognize and respect the personal integrity of each member of the school community.
- Encourage a positive atmosphere where individual contributions are valued.
- Apply democratic principles.
- Consider the best interests of all students.
- Respect the confidential nature of some school business and respect limitations this may place on the operation of the School Planning Council.
- Not disclose confidential information.
- Limit discussions at School Planning Council meetings to matters of concern to the school community as a whole.
- Use the appropriate communication channels when questions or concerns arise.
- Promote high standards of ethical practice within the school community.
- Accept accountability for decisions.
- Declare any conflict of interest.
- Accept no payment for School Planning Council activities.

Parent rights and responsibilities

Rights

- Be involved in meaningful decisions related to their child's education.
- Be informed on matters affecting the education of their child, such as the school environment, program content, teaching methods, school policies.
- Contribute to decisions about the school's environment, programs and practices.
- Communicate with the School Planning Council, Parent Advisory Council, teachers, principal and the School Board in an atmosphere of mutual respect.

- Hold the teachers, school administration and the education system accountable for the quality of education in the school.
- Expect that all children will receive the best possible education in a safe and friendly environment.

Responsibilities

Parents have the responsibility to:

- Support the principal, teachers and support staff.
- Work for change where needed and to help the school provide a safe and friendly environment for their child's education.
- Keep informed about and responds to education issues at the school level, board level and provincial level.
- Participate in an informed and democratic way in school decisions.
- Act in a socially responsible manner.
- Accept accountability for their child as a learner and their role in their child's learning.

Building Consensus

What is consensus?

Consensus is finding the highest level of agreement without dividing participants into factions. It is an important tool, but may not be needed for all decisions.

Why build consensus?

- The process involves everyone and incorporates all ideas.
- It generates commitment to action and to each other.
- It helps teams work together in a positive way to develop mutual trust and understanding.
- It helps identify areas of agreement.
- It facilitates discussion.
- It provides an opportunity to explore how each person feels about an issue—important information when designing an eventual action plan.

Consensus process

- State the problem clearly.
- Brainstorm.
- Discuss each item. Clarify. Don't jump to solutions.
- Categorize, narrow the focus, eliminate items, and modify.
- Select final statements. Use consensus voting.

Rules of Consensus Seeking

- NO averaging
- NO majority rule
- NO excluding anyone
- NO GIVING UP

Consensus Voting

- How many are all for it-believe in it so much, they could be leaders on the issue?
- How many are all for it-will lend support?
- How many need to talk about the issue further?
- How many are not sure, but trust the opinion of the group?

**THE FIRST PERSON TO SAY NO TO THE PROPOSAL
MUST GIVE AN ALTERNATIVE.**

Combining Vision with Action through Strategic Planning

Strategic planning is an effective and systematic way to determine the expectations of the school community and to find ways to meet them. It is a continuous process in which missions and visions are formulated, guiding principles are identified, objectives are written, action plans are developed and progress is evaluated.

Strategic planning takes both time and commitment, but results in clear benefits.

- Effort and resources are effectively focused on desired results.
- A framework for decision making is established.
- Decisions move consistently toward goals.
- Today's decisions can be viewed in light of future consequences.
- Teamwork and unity of effort are strengthened.
- A framework is provided for initiative, improvement and innovation.
- Leadership, thinking, communication and action skills are developed.
- Time spent on crisis management is minimized.

Three factors are key to the success of any plan:

All School Planning Council members should support the strategic planning process, but it is especially important that key figures, like the principal, be seen to fully back the process and its results. If key members of the school council lack this commitment, any plan formulated has little chance of being carried out.

Second, the plan must have credibility within the school community. Individual members of the school community need to be consulted on what the plan should include; should have the opportunity to review each component of the plan as it is developed; and should review and approve the final strategic plan before it is implemented.

Finally, the plan must remain current. The strategic plan should be reviewed quarterly to monitor progress, and during this review, any necessary adjustments to the plan should be made. The plan should be updated annually so it continues to meet the expectations of the school community. This annual update:

- Represents a commitment to strategic planning
- Validate priorities
- Strengthens the credibility of the process
- Narrows the focus allowing concentrated effort on objectives
- Enables the school to budget to its plan, not plan to its budget

Essentially, strategic planning is an information gathering and generating process where the principal and the School Planning Council, or a subcommittee of the School Planning Council, review past, present and future information; envisage the school's future; and develop an overall guiding plan to achieve that future. Strategic planning and evaluating is not an event; it is a way of life in a successful school.

The Strategic Planning Process

A. Environmental Scan

- What do we know about current conditions, existing plans, clients or visions?
- What do we know about future trends?
- What are the perceptions and expectations of our school community?
- What kind of future would we like to see?

B. Information Analysis

- Using our leadership, intuition and judgment, what does the information tell us?
- Do we need more information?

C. Strategic Planning

- What do we want to keep doing?
- What do we want to do differently?

D. Tactical Planning

- When will we get it done?
- Who will do what, when?

E. Implementation

- Doing the work-forming teams, setting timelines and monitoring progress.

F. Renewing the Cycle

- Evaluating projects, revising plans, celebrating success.

The Goals

Try to keep goals simple and, if possible, identify the goal as achievable, within one, two or three years. All goals should be steps toward achieving your ultimate VISION.

Developing Strategies

For each goal, brainstorm to develop a number of ways it can be achieved. Settle on the most promising strategies for which time, talent and resources are available. Finally, complete the Action Planning sheets. Be sure to include the time for reaching the goal, persons responsible for carrying out the strategies and a method of evaluating success.

Action Plan for _____

WHO WHAT WHEN WHERE HOW

GOAL ONE:

GOAL TWO:

GOAL THREE:

Planning and Conducting Effective Meetings

Before the meeting – notify, inform and involve. The effort expended in notifying members of the school community of the meeting will result in a stronger group whose decisions are more valid in the eyes of the community.

Saturate the school community with notices, reminders and incentives to attend.

- Advertise in school and community newsletters
- Circulate the year's meeting dates at the beginning of the school year
- Provide incentives to students to get the notice home
- Use a lawn sign
- Telephone—consider a phone fan-out system
- Use community event services
- Advertise any particularly pertinent or special agenda items
- Inform people of the start and finish time of the meetings
- Offer baby-sitting if appropriate

Planning an agenda

A carefully planned and organized agenda is the foundation of a successful meeting. A good agenda briefly outlines what you intend to discuss and in what order. Items on the agenda should reflect the concerns and interests of your school community. The chair develops the agenda and asks if anyone has items to add at the beginning of the meeting. The chair:

- tailors the agenda to the time available, ensuring each item is allotted sufficient time for discussion;
- reviews previous minutes and includes items that need revisiting on the agenda;
- includes time for business arising from the minutes;
- limits meetings to a maximum of two hours;
- distributes the agenda to members seven days before the meeting; and
- ensures the whole school community is aware of meeting dates and agenda items.

Consent Agenda

A consent agenda is a good way to get some business done quickly. The chair presents a list of items primarily for information and asks that the consent agenda be approved before moving on to the meeting agenda. Items on the consent agenda may include:

- A list of correspondence and how it was handled.
- Updates of projects and committee work not being discussed at the meeting.
- Notices and announcements.

Anyone wishing to discuss an item on the consent agenda may ask to have it moved to the meeting agenda.

Enhancing Parent Participation

Parental involvement contributes so much to student success. School Planning Councils need to break down any barriers between the home and school and make the school a warm, receptive place for parents. School Planning Council members should welcome new parents to meetings and inform them of the variety of ways in which they can be involved. Every parent has something to contribute. When parents feel their input matters, most are eager to participate. Making School Planning Council meetings punctual, productive and efficient will encourage parents to remain involved. The use of committees can help parents contribute in areas that meet their interests and/or expertise. Offering parents a chance to learn something new, along with a business part of a meeting, helps ensure business items are addressed quickly; that meetings are more interesting; and that a broad group of parents participate. Provide information sessions using guest speakers, discussions or debates, videos or films.

Keep in mind that parents themselves are a great resource for information.

- Invite a parent who is marketing professional to talk to your School Planning Council about ways to tell the community of the school's successes.
- Invite a parent who is a counselor to speak on communication skills.
- Invite a parent who is a builder to provide advice on cost-effective ways to build a new playground.
- Invite a parent who is a lawyer to help develop the School Planning Council bylaws.
- Invite a parent who is a nurse to speak on the nutritional needs of children.
- Invite a parent who is a musician to speak on practice techniques that work for students.

Every year more parent and community volunteers are contributing their time and expertise to BC schools. School Planning Councils have a responsibility to encourage, nurture and reward this type of involvement—to say thanks.

Effective Meeting Strategies

Stimulating discussion

In its advisory role, a School Planning Council should have ample opportunity to develop a full range of ideas surrounding an issue. The chair is responsible for facilitating this process. Listed below are a number of techniques that can be used to assist participants in expressing their views.

Chair Initiation

- The chair invites a wide range of people to speak.
- All who wish to speak are given the opportunity.
- If necessary, time limits can be put on each speaker.

Pairing

- People are randomly paired off to discuss an issue and report back to the Group.

Table go round

- The chair invites each person to speak to an issue (if they choose).
- A time limit is placed on speakers.

Absolute quiet

- Participants have time to think, read or make notes relating to the issue being discussed.

Brainstorming A few ground rules help brainstorming effectiveness

- Ensure everyone is clear on the issue.
- Allow no criticism.
- List every idea.
- Encourage quantity, not quality: the more the better.
- Modify and combine ideas.
- Use visual aids.
- Allow participants to choose priorities.

Round table

This process is similar to brainstorming, however, the group is subdivided into small groups of four to six people.

- Use flip charts to record all ideas.
- Give each group a time limit.
- Record all ideas and report back to the main group.

Brain writing - this is similar to the round table, with more individuals participation.

- Each member has index cards and writes down one idea on each card.
- Cards are exchanged and new ideas or comments are added.
- A facilitator records ideas.

- Pro/con analysis - in this process participants focus only on the pros and cons of an issue.

Valuing or Decision Making (the process of setting priorities)

Voting

- After all items have been listed, each member votes on what he or she considers the three or four best ideas.
- Colored stickers or differently colored felt markers can be used to rank ideas in order of importance.
- The recorder records or tallies priority items.

Value voting

This method is useful to get feedback when time is limited.

- The chairperson asks people to take a position on the issue (strongly agree through strongly disagree).

Multi voting

This is a variation of brainstorming, which allows the group to narrow down the number of ideas presented.

- After brainstorming, the numbering and combining of items is done as necessary.
- Each member selects one quarter of the items they want to discuss.
- Those ideas that have the least interest are eliminated and the remaining ideas are kept for further discussion.

Communication Skills

Collaboration is hard work. Improved communication is an important function of a School Planning Council. Unfortunately, ineffective communication is the most frequently unresolved issue. As communication is a major challenge in all human relationships, it comes as no surprise that well-honed communication skills are essential to an effective School Planning Council. Conflict is also a natural part of human existence, but it is not always negative. A continually like-minded group can become stagnant and resistant to new ideas. Conflict can encourage people to find creative solutions.

Opening the channels of communication

First, it's important to remember who needs to be included in the educational conversation. Information must flow between members of the School Planning Council and the community, and between members of the School Planning Council and the Parent Advisory Council and the other major educational stakeholders.

Individual communication skills

- Stop talking--to others and to yourself--and learn to still the voice within: listening is an equal partner in communication, but it can not be done while you are talking.
- Carefully examine the other person's viewpoint. See if you can effectively summarize the points. You may find more to agree with than you imagine.
- Look, act and be interested.
- Observe non-verbal behaviour such as body language to grasp meanings beyond what is being said.
- Do not interrupt. Sit still past your tolerance level. Listen between the lines for implicit meanings as well as explicit ones.
- If you must interrupt, speak only affirmatively. Resist the temptation to jump in with an evaluative, critical or disparaging comment while someone is expressing his or her point of view.
- To ensure understanding, at key points in the conversation, rephrase what the other person has said.
- When you speak, speak clearly and only to the issue being discussed. If you have several points to make, jot them down ahead of time to help keep you focused.

When you are communicating well, but you still do not agree, you are in conflict (and that can be a good thing).

Conflict is a natural part of human existence. While conflict can be devastating if left uncontrolled, in a structured environment, where mutual trust and respect prevail, it can be a positive force. CONFLICT has a good side. It can:

- clarify an issue;
- open new issues;
- increase involvement of members;
- encourage growth;
- create more spontaneous communication; and
- strengthen relationships when it is successfully resolved.

But, CONFLICT also has an ugly side. Left uncontrolled, it can:

- divert energy from the task at hand and decrease productivity;
- destroy morale;

- polarize individuals and groups;
- deepen differences;
- obstruct co-operative action;
- produce irresponsible behaviour; and
- create suspicion and distrust.

Taming the monster: Resolving Conflict

A. Identify the source of the conflict. Understanding conflict helps tame it. Groups can begin to seek solutions to conflict only after they have clearly identified the source. Conflict usually occurs because of disagreement on:

- facts;
- goals;
- methods;
- values, beliefs and ethics.

B. Identify contributing problem. In seeking solutions to conflicts in any of these four areas, it is important to be aware of the common stumbling blocks:

1. COMMUNICATION

Does the discussion involve:

- Misinformation or a lack of information?
- Ill-defined expectations?
- Hidden agendas?
- A lack of candor and an absence of trust?

2. ORGANIZATIONAL STRUCTURE

Can the defined decision-making process be more effective?

3. RESOURCES

Do limited resources such as time or finances prevent seeking a solution to the conflict?

4. HUMAN FACTORS

Human personality traits such as authoritarianism, rigid viewpoints and low self-esteem can be difficult sources of conflict. They are often impossible to change and can be managed only with diplomacy and tact.

RESOLVE THE CONFLICT

Clear, effective decision-making guidelines are important tools in resolving conflict.

Conflict Resolution Process

Step 1 Plan Ahead

- Take time for individual planning and reflection.
- Clarify specific concerns, interests and positions.
- Identify underlying concerns.
- Be aware of personal needs.
- Establish a meeting time and place.

Step 2 Set the Stage

- Set a positive tone.
- Adopt a problem-solving mode.
- Acknowledge the other person.
- Agree to some ground rules.

Step 3 Talk it out

- Define the problem.
- Understand issues from different perspectives.
- Deal with emotions.
- Identify needs and interests.
- Discuss assumptions and values.

Step 4 Create Solutions

- Identify a range of options.
- Determine advantages and disadvantages.
- Choose solutions(s) that are mutually satisfactory.

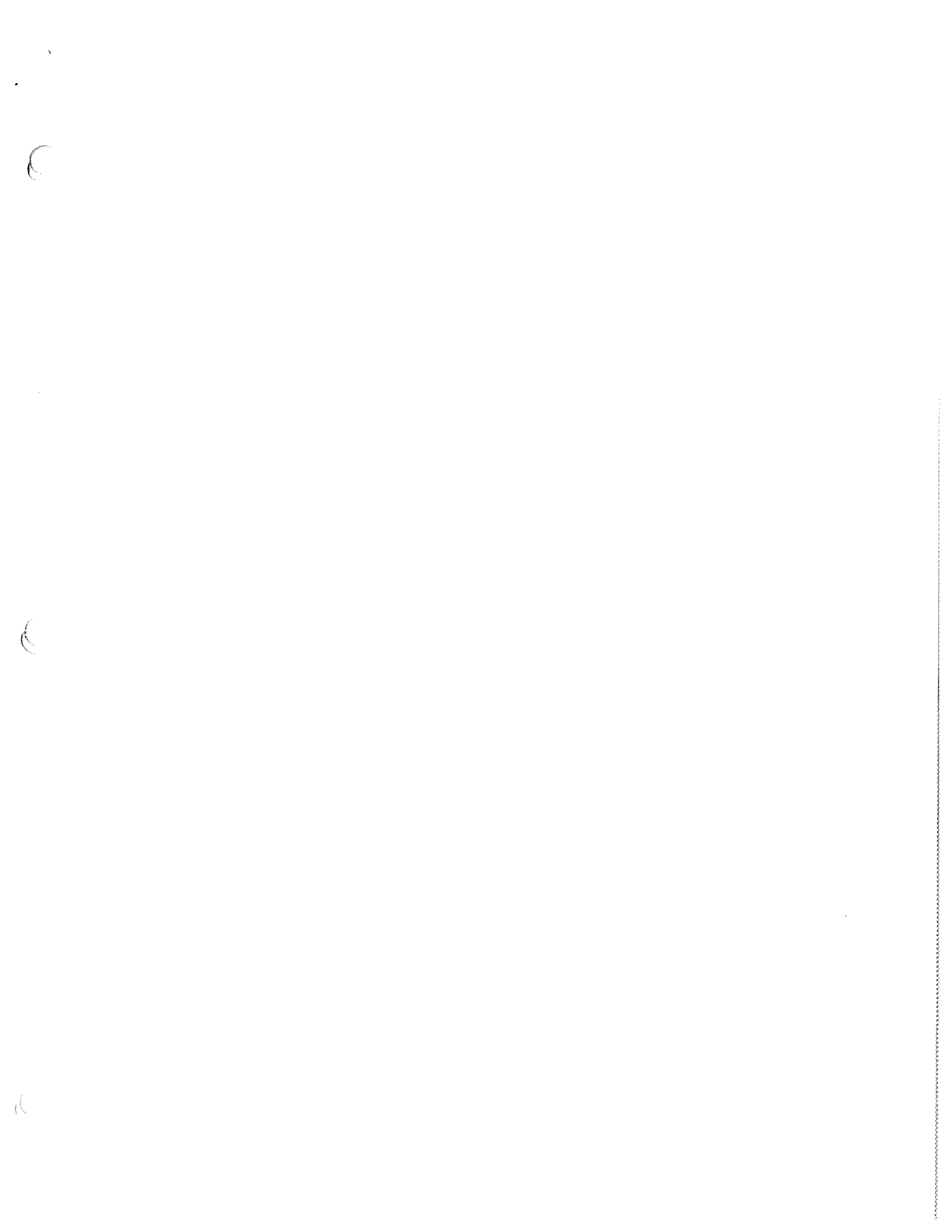
Step 5 Plan for follow-up

- Agree to a future meeting.
- Be hard on the problem, easy on the person.

Setting A Positive Climate

To resolve conflict you need:

- A co-operative attitude
- High stakes
- A positive working relationship
- The ability to engage in joint problem-solving



Notes About Teamwork*

What has been discovered is that: first, people will not voluntarily share knowledge unless they feel some moral commitment to do so; second, people will not share knowledge unless the dynamics of change favor exchange; and third, data without relationships merely cause more information glut. Put another way, turning information into knowledge is a social process, and for that you need good relationships.

Michael Fullan

*adapted from Bruce Wellman and Laura Lipton

Group Development and Teamwork

- Attention to Task
- Attention to Process
- Attention to Relationships

Productive groups and teams pay attention to experience and learn by setting significant goals, monitoring performance, and reflecting on practice. Even in the short time your SPC spends in meetings, it is recommended to attend to relationships and the team process itself.

Attention to Task

The Team Task requires each team to be time and energy efficient. It is important to establish and maintain clear goals and criteria for success, keep on task, and use data to make decisions. Each group will decide how to operate and how to share and synthesize useful information that is relevant to your discussions.

Attention to Process

Sometimes, slower is faster. Keep in mind how the team is functioning. Process dimensions include: developing an agenda for each meeting and following agreed upon protocols and ground rules; assigning roles and functions; pausing, paraphrasing, inquiring; listening deeply and checking assumptions and; balancing advocacy and inquiry. See also: "The 30-minute Vision, Values and Ground Rules" for help with developing ground rules and process guidelines.

Attention to Relationships

Relationships grow when people feel safe and participation and contribution are balanced. Effective groups recognize and honor the need for diversity and anticipate that productive disagreement is part of striving for excellence.

Team wisdom arises from a "small number of people with complementary skills who are committed to a common purpose, performance goals, and an approach for which they hold themselves mutually accountable." (Katzenbach, 1993). Although there is no clear consensus about the difference between teams and groups, teamwork seems to require three conditions:

- common purpose
- commitment to the goal
- shared accountability

Roles and Expectations

Group members may wish to decide how best to focus their efforts towards completing the work. Here are sample guidelines about team roles that may be helpful. Your group may alternate, combine or add roles as appropriate.

- Facilitator - chairs, keeps the agenda focused, seeks contribution, balances task and process, and summarizes key points
- Recorder/Reporter - keeps notes and records, organizes chart work and records key decisions
- Observer - observes and monitors team process and reflects impressions back to the group
- Timekeeper - watches the time allotted to agenda items and alerts the team to transition points
- Resourcer(s) - identifies useful outside resources and liaises with other groups
- Team Members - stay fully present, adhere to ground rules, and are accountable to the team for positive contributions

Suggestions and Tips

1. Start with an opportunity for people to check in; end with a wrap up or closure, allowing for individual comments.
2. Establish roles and a clear agenda for each team meeting.
3. Set realistic benchmarks for each meeting.
4. Decide how you will attend to team process (eg., comments from an observer, allotted time at the end of the meeting, time-out signal to refocus or attend to process).
5. Regularly adjust the schedule and timelines based on the demands of the task and the needs of the team.

Building Consensus

Consensus decisions are useful for School Planning Councils because all members of the team agree to support the group's decision, even if the selected options is not their first preference.

Why build consensus?

- The process involves everyone and incorporates all ideas
- It generates commitment to action and to each other
- It helps teams work together in a positive way to develop mutual trust and understanding
- It helps identify areas of agreement
- It facilitates discussion
- It provides an opportunity to explore how each person felt about an issue – important information when designing an eventual action plan

Coming to consensus is usually dependent upon everyone in the group being satisfied that their concerns have been expressed and considered. Everyone has had "their say". More time may be required for discussion, idea exploration, and consideration of all the options, however, decisions that are made will be supported by all members. The implementation of change (if applicable) will be much smoother than if members of the group oppose the solution/decision.

Consensus Building Activity

Each person needs a pen and an index card.

Topic statement:

Research states that family and community involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement. *Invernizzi, Rosemary, Richards & Richards (1997), Dryfoos (2000), Clark (2002)*

Think

On your own, think about the topic statement and about ways to increase family and community involvement that is linked to student learning in your school. Write down your ideas.

Pair

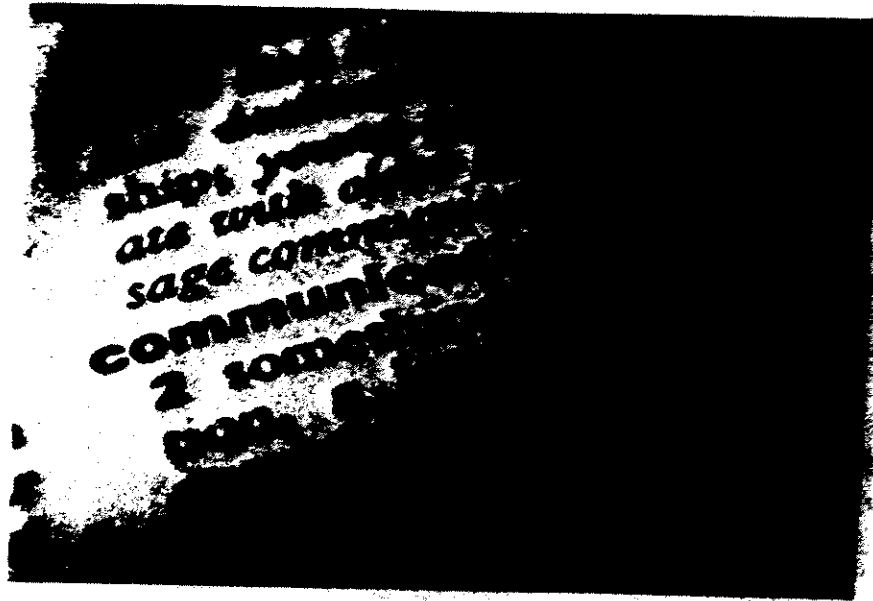
Find a partner to share your ideas with and allow time for each partner to share. Discuss these ideas. Each pair comes to an agreement on one statement that satisfies each partner.

Pair again

Continue pairing up until there is one group and one agreed upon statement for the entire group.

You may wish to use this process when you are trying to reach consensus about an issue facing your SPC. Practice experience using a pre-selected topic such as the one above will assist your group in handling more challenging situations when they arise.

Data Definitions



The real methodology for system change begins and ends with ongoing, authentic conversations about important questions.

Wagner, 2004

* Wellman, B. & Lipton, L. (2004). *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*. pg. xi.

Data Definitions

Accountability

Accountability refers to the monitoring and reporting of results and progress to education partners and the community via reporting mechanisms such as school plans, accountability contracts, district reviews the ministry service plan and the annual report.

Assessment

The gathering and integrating of data for the purpose of making an educational evaluation.

Baseline

A measure that is identified as a starting point against which future results can be compared.

Benchmark

A standard used for comparison.

Community

People and organizations within a local geographic area who are interested in the performance of the school district and or school.

Confidence Interval

Confidence interval gives an estimate of the amount of error involved in the data. It tells us about the precision of the statistical estimates computed.

Criterion-referenced

Criterion-referenced tests measure how well individual students do relative to pre-determined performance levels (i.e. Performance Standards). Criterion-referenced tests are used to determine how well each student has learned specific knowledge or skills. Students are not competing with each other and a student's grade is not influenced by the caliber of the class.

Data

Factual information used for discussion and analysis to improve performance.

Data Disaggregation

Data disaggregation sorts data by subgroups such as race, ethnicity, geographic location or age. The ability to disaggregate data can help target high risk/need subsets that may require different strategies to achieve equitable success rates.

Education Partners

Education partners refer to organizations representing parents, students, education staff and trustees but may also include business, labour and other groups.

Equity Groups

Students with diverse learning needs who require additional support to achieve learning outcomes. The four equity groups are:

- Aboriginal students
- ESL students (English as a Second Language)
- Gender, and
- Special Education (children with special needs)

Goal

Broad statements of intent that describe a school/district's direction and its intentions to address areas in need of improvement, based on evidence of student performance. Clear goals help to focus district priorities for improving student learning.

Norm-referenced

In norm-referenced systems, students are evaluated in relationship to one another. One objection to norm-referenced systems is that an individual's grade is determined not only by his/her achievements, but also by the achievements of others.

Objective

Statements that focus district goals into more specific areas of attention.

Performance Assessment

Unlike a multiple-choice or true-false test in which a student is asked to choose one of the responses provided, a performance assessment requires a student to perform a task or generate his or her own response. For example, a performance assessment in writing would require a student to actually write something, rather than simply answering some multiple-choice questions on grammar or punctuation.

Performance Indicator

Gauges used to show school and student performance. i.e., year-end report card results.

Performance Management

Performance management is a systematic, data-oriented approach to improve performance. Performance management is used across the world by the private sector, governments and non-profit organizations.

Performance Target

Clearly articulated expectations for short-term (one to two years) and long-term (three to five years) results. Performance targets are directly linked to established goals and objectives, expressing both the desired level of student performance to be attained and the anticipated timeframe for achievement.

Rationale

The reason why something is being done. Providing a rationale demonstrates that student performance information, community context and values have been considered when identifying goals and determining objectives. The rationale connects the analysis of student performance (classroom, school, district and provincial data) and other pertinent information with goal decisions. A clearly understood rationale builds commitment to the goal and objectives.

Reliability

Reliability refers to the "trustworthiness" of a measurement and is the degree to which the results of an assessment are dependable and consistently measure particular student knowledge and skills. A measurement that yields consistent results over time is said to be reliable.

Validity

Validity refers to the accuracy or truthfulness of a measurement. Are we measuring what we think we are? Validity is the extent to which a procedure/instrument measures what is supposed to measure.

Special Education

Students who have a disability of an intellectual, physical, sensory, emotional or behavioural nature or have a learning disability, or have exceptional gifts or talents.

The range of students with special needs includes:

- Level 1: Multiples Disabilities (Dependent)
- Level 2 categories: students who have sensory disabilities, physical disabilities, chronic illness, intellectual disabilities, and those with diagnosed autism.
- Level 3 designations: students who require intensive behavior interventions or those with serious mental illnesses

Standardized Assessment

Standardized assessment tests are mass-produced and mass administered (i.e., Foundational Skills Assessment). They are developed to measure student progress on national or provincial standards. They broadly sample a student's knowledge in a subject and/or skill level and are used to provide data for comparisons between students, schools and districts. The main goal of standardization is to ensure that all students are assessed under uniform conditions so that interpretation of their performance is comparable and not influenced by differing conditions. The results of standardized assessment provide a broad picture of how groups of students are performing compared to other districts, or within a population, and how disaggregated subgroups of students are doing relative to other subgroups.

Strategies

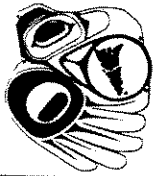
Strategies are activities, approaches, or processes that outline how objectives or goals will be achieved. Clearly articulated strategies connect district efforts and activities with desired student results. Strategies selected to achieve the goals and objectives are drawn from research, best practice, and innovative thinking.

Structures

Structures underpin strategies. Structures reflect the way the district has organized resources, time, personnel and organizational planning to support the achievement of goals and objectives. This includes allocating resources in the areas of highest need for improvement. Structural changes made in the district to support improved student learning are clearly linked to achieving district goals and objectives.

Triangulation

Triangulation refers to the use of multiple lines of evidence and several different performance measures to determine progress and results.



BOARD OF SCHOOL TRUSTEES
SCHOOL DISTRICT NO. 50
(HAIDA GWAII/QUEEN CHARLOTTE)

School Plans

Overview

School plans are focused on specific areas of student achievement and reflect the context of the school and the full range of students served. School plans are integral to the development of our districts' accountability contract. In the development of school plans, School Planning Councils will consider their previous School Plans in conjunction with the District's Accountability Contract, District Review and Enhancement Agreement.

For school plans to be accepted by the Board of Trustees there must be sufficient evidence that:

- 1) Schools used a range of data sources in their planning and considered the performance of a range of equity groups depending on the population of the school, e.g. gender, Aboriginal, ESL, and Special Needs. Data sources may include classroom level data (e.g. performance standards information, report card data, and teacher observation), school level data (e.g. attendance data, behavioural information, and school-wide assessment information), district assessment information and data provided by the Ministry.
 - 2) School plans include:
 - Clearly stated goals for improving student achievement;
 - Analysis/rationale for the selection of these goals;
 - The data sources used in the analysis;
 - An indication of the specific performance targets for improving student achievement;
 - Equity groups specified for focused attention;
 - A description of the data that the school will use to monitor its progress;
 - Recommendations regarding allocation of staff and resources in the school, matters contained in the School Board's accountability contract relating to the school and educational services and educational programs.
 - 3) School plans are consistent with the educational objectives, strategic direction and policies of the school Board and meet legal requirements, are considerate of available resources, and are reasonably likely to achieve its goals.
 - 4) School Plans demonstrate a commitment to partnerships between district, school and parents.
 - 5) School Plans are communicated publicly to stakeholders with clear statements of improvement goals and progress being made.
-



BOARD OF SCHOOL TRUSTEES
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- 6) If the School Board rejects or modifies a proposed school plan, it shall provide reasons to the School Planning Council.
 - 7) Goals identified by schools follow the "SMART" theory:
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Timely
 - 8) The following data sources should be reviewed:
 - FSA;
 - Scholarships;
 - Grade to grade transitions;
 - Student performance on provincial exams;
 - School completion rates;
 - Attendance rates;
 - Success of ESL students;
 - Success of Haida learners;
 - Success of Special Needs students;
 - Performance standards;
 - Suspension rates;
 - Retention rates;
 - Satisfaction surveys;
 - Other classroom/school/district data.
 - 9) Schools are encouraged to use the attached template including the one page School Plan overview.
-



BOARD OF SCHOOL TRUSTEES
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(HAIDA GWAI/QUEEN CHARLOTTE)

SCHOOL PLAN

(Year)

(School Name)



BOARD OF SCHOOL TRUSTEES
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(HAIDA GWAI/QUEEN CHARLOTTE)

School Context

Descriptors of unique characteristics of school

May include:

Number of students _____ Headcount
_____ FTE (including adults)

Students of Haida Ancestry _____ (including adults)
_____ %

Number of Teachers _____ FTE

Support Staff _____ FTE

Principals/Vice Principals _____ FTE

Capital Planning/Upgrades

Goals

With the assistance of all stakeholders, (School) has arrived at the following goals in our commitment to continuous improvement and student achievement:

Goal 1 - _____

Goal 2 - _____

Goal 3 - _____



BOARD OF SCHOOL TRUSTEES
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Goal I - _____

- Objective I
- Objective II
- Objective III

Rationale

Thorough and connected set of reasons based on evidence.

Data

At least three (3) sources of evidence considered including classroom, school, district and provincial data. Analysis of this data determines the school goals.

Target

Clear and measurable targets. Trend targets are encouraged.

Summary of Achievements

Analysis - meeting targets: why or why not?

Strategies and Structures

Well organized strategies focused on improvement through best practice and best thinking. Structures should be aligned to goals such as resources, time and school organization. Areas of highest need for improvement require the effective differentiation of resources.



BOARD OF SCHOOL TRUSTEES
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Goal 2 - _____

- Objective I
- Objective II
- Objective III

Rationale

Thorough and connected set of reasons based on evidence.

Data

At least three (3) sources of evidence considered including classroom, school, district and provincial data. Analysis of this data determines the school goals.

Target

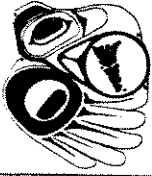
Clear and measurable targets. Trend targets are encouraged.

Summary of Achievements

Analysis – meeting targets: why or why not?

Strategies and Structures

Well organized strategies focused on improvement through best practice and best thinking. Structures should be aligned to goals such as resources, time and school organization. Areas of highest need for improvement require the effective differentiation of resources.



BOARD OF SCHOOL TRUSTEES
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Goal 3 - _____

- Objective I
- Objective II
- Objective III

Rationale

Thorough and connected set of reasons based on evidence.

Data

At least three (3) sources of evidence considered including classroom, school, district and provincial data. Analysis of this data determines the school goals.

Target

Clear and measurable targets. Trend targets are encouraged.

Summary of Achievements

Analysis – meeting targets: why or why not?

Strategies and Structures

Well organized strategies focused on improvement through best practice and best thinking. Structures should be aligned to goals such as resources, time and school organization. Areas of highest need for improvement require the effective differentiation of resources.

Conclusion



BOARD OF SCHOOL TRUSTEES
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(HAIDA GWAI/QUEEN CHARLOTTE)

It is anticipated that this document will continue to be modified and improved and additional data is gathered and stakeholders continue to contribute to the setting of goals, performance targets and strategies for improvement.

School Planning Council

_____ Student Name	_____ Signature	_____ Date
_____ Parent Name	_____ Signature	_____ Date
_____ Parent Name	_____ Signature	_____ Date
_____ Parent Name	_____ Signature	_____ Date
_____ Teacher Name	_____ Signature	_____ Date
_____ Principal Name	_____ Signature	_____ Date
_____ Superintendent Name	_____ Signature	_____ Date
_____ Haida Ed. Director Name	_____ Signature	_____ Date
_____ Board of Trustees Chairperson	_____ Signature	_____ Date



BOARD OF SCHOOL TRUSTEES
SCHOOL DISTRICT NO. 50
(HAIDA GWAI/QUEEN CHARLOTTE)

School Name
School Plan (year)

GOALS	STRATEGIES & STRUCTURES	RESULTS
1. <i>Rationale:</i>	•	•
2. <i>Rationale:</i>	•	•
3. <i>Rationale:</i>	•	•
4. <i>Rationale:</i>	•	•

Full length versions of the School Plan are available at the school office on request.



**SCHOOL DISTRICT NO. 50
(HAIDA GWAI/QUEEN CHARLOTTE)**

Submission of Annual School Plan

The School Planning Council is responsible for the preparation of a proposed annual school plan, to be submitted to the Superintendent by May 1 of each year for subsequent presentation to the School Board by June 1 of each year.

Acceptance, Rejection, Modification of School Plans

In order for the proposed school plan to be adopted by the School Board, it must be consistent with the educational objectives, strategic direction and policies of the School Board, meet legal requirements, are considerate of available resources, and are reasonably likely to achieve its goals.

If the School Board rejects or modifies a proposed school plan, it shall provide reasons to the School Planning Council.

Timeframe for Planning

SEPTEMBER staff meeting Principal ensures election of teacher representative.

By OCTOBER 1 Principal advises Parent Advisory Council of election.

By NOVEMBER 1 Principal submits member's names to Superintendent.

By NOVEMBER 1 Principal decides if Board requires notification of vacancies.

INAUGURAL meeting Principal establishes minimum of 3 meeting dates for the School Planning Council.

By MAY 1 School Planning Council submits proposed annual school plan to the Superintendent for subsequent presentation to the School Board by JUNE 1.



SCHOOL DISTRICT NO. 50
(HAIDA GWAI/QUEEN CHARLOTTE)

Checklist for Acceptance, Rejection or Modification of School Plans by the Board of Trustees (to be completed by the Superintendent or Designate prior to Board Meeting)

SCHOOL: _____ DATE: _____

Principal: _____

A) KEY EDUCATIONAL GROWTH

YES NO

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The school has met, or is making acceptable progress in meeting the goals of education. |
| <input type="checkbox"/> | <input type="checkbox"/> | The school has met, or is making acceptable progress in student attainment of the prescribed curriculum. |
| <input type="checkbox"/> | <input type="checkbox"/> | The school has met, or is making acceptable progress in meeting the educational needs of all students. |
| <input type="checkbox"/> | <input type="checkbox"/> | The school is using, or is making acceptable use of the principles of learning to guide educational practice in the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | The school has met, or is making acceptable progress in meeting expectations that the school is a welcoming and caring place where communications are effective, and where members of the school community feel safe and have opportunities for involvement and leadership. |
| <input type="checkbox"/> | <input type="checkbox"/> | The school has implemented, or is making acceptable progress toward district initiatives. |

Comments: _____

B) SCHOOL PLANNING COUNCIL MANDATES

YES NO

- Principal, one teacher, three parents or their alternatives have been actively involved.
- The Aboriginal community has been consulted and actively involved in the review of evidence related to the aboriginal learners and the plans for intervention.
- Data has been examined from a variety of data to make informed decisions
- Data showing trends over time have been examined wherever possible.
- Performance data for specific groups including aboriginal students has been examined and presented separately for specific academic success rate.

Comments:

C) CONSULTATION

YES NO

- The School Planning Council has presented the school plan to staff.
- The School Planning Council has presented the school plan to the Parent Advisory Council.
- The School Planning Council has considered the input from staff and the Parent Advisory Council.

Comments:

D) EDUCATIONAL SERVICES AND PROGRAMS

YES NO

- There are library services provided for the school.
- There are special education services provided for the school.

- There are counselling services provided for the school.
- There is computer technician support provided for the school.
- There is supervision provided in the school.
- There is administrator time.

Comments:

E) SCHOOL GROWTH PLANS

YES NO

- Principal, staff, parents and secondary students have been actively involved in the process of determining school growth plans.
- A comprehensive action plan is in place for the achievement of the growth plans.
- A rationale has been provided that clearly links the growth plans with an analysis of the data examined to determine success.
- The school growth plan includes a manageable number of goals
- The school growth plan clearly outlines how goals are to be achieved.
- School plans focus directly on student achievement.
- Performance standards specify measurable student achievement targets for meeting objectives.
- A plan has been presented for annual monitoring of progress towards meeting the goals and making adjustments where appropriate.
- The school demonstrates a satisfactory level of commitment and capacity for implementing the strategies of the school growth plan.

Comments:

Principal

Superintendent of Schools

School Planning Councils: Strategies for Communicating

To include the entire school community in the work of SPCs, members of the School Planning Council (SPC) may wish to develop a communications plan. This plan will keep the school community informed during the development of the plan, after the adoption of the plan and during the implementation and monitoring stages.

Some ideas to consider:

- PAC meetings include information or an activity about the school plan.

Example: PAC Meeting

At the meeting, a member of the SPC shows PAC members the provincial website on performance standards. Examples of how these standards are being used in the school (if applicable) are provided with an opportunity for discussion.

- School newsletters include information about the school plan.

Example: Newsletter Information

A newsletter item might read as follows: "In working on our writing goal and assessing where students are at, a school-wide write was held. Teachers met together to mark the writing using performance standards and developed anchor papers for our school. These are now posted on the school bulletin board. We encourage everyone to see more information on Performance Standards: http://www.bced.gov.bc.ca/perf_stands/"

- Staff meetings include information or an activity related to the school plan.

Example: Agenda item - School plan progress to date

After a school-wide write was held, the school staff/SPC members noted that the majority of students needed work on descriptive words and descriptive sentences. Together, they decided to invite an expert to visit their next staff meeting with a writing workshop called 'From Bland to Grand'.

- Share your school goals with throughout the community

Example: Posters

Post a one page easy to read summary of your school goals on bulletin boards the community where parents are likely to gather (eg. ice rink, play school). Be sure to include contact information for anyone who has questions.

- During development of the plan, the SPC works with the PAC and staff to collect input from the whole school community.

Example: Phone Survey

Parent representatives develop key questions for a phone survey. Depending on the school size, this could be surveying all grade 10 parents, or all parents in the school.

Example: School Planning Day

The school has a planning day that involves all teachers, all support staff (inclusive of all school staff and support workers/aides), all parents, some students and the administration. The community works together to set priorities for the following school year.

Consultation and Information Sharing Model

School District 50 continues to develop an effective model for stakeholder consultation and information exchange. During the 2002/3 school year this model developed.

