

School Planning Councils

The Board of Education supports the establishment of School Planning Councils in order to acknowledge formally the importance of parental involvement in improving student achievement.

General Guidelines

School Planning Councils will be established in accordance with the *School Act*.

The Board of Education may make appointments to the School Planning Council at schools where no teacher or parent representatives have been appointed.

School Planning Councils are advisory bodies.

The major responsibility of School Planning Councils is to consult with the school community in developing, monitoring and reviewing school plans for improving student achievement. School Planning Councils will also consult on matters referred to it by the Board of Education, Superintendent of Schools, School Principal and School Parent Advisory Council.

- 'Consultation' is defined as the process where a Council seeks advice from those who may be affected by a decision, considers the advice and then makes its decision given the best information available.
- 'School Community' consists of all parents, students, administrators, teachers and support staff.
- 'School Plans' should reflect the characteristics, values and needs of the school community.

Issues that are not within the mandate of School Planning Councils include:

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

School Planning Councils will develop a [Constitution and Bylaws](#) to govern their operations. A copy of the constitution and bylaws is to be provided to the Board of Education and School Parent Advisory Council.

School Plans

School Plans are to focus on specific areas of student achievement.

Student Achievement includes intellectual, human and social development, and career development. The primary focus of the school is on intellectual development

School Plans should reflect the context of the school and the full range of students served.

Multiple sources of relevant data should be used in the planning.

School planning councils should consider the performance of significant groups depending on the population of the school (i.e. Aboriginal, ESL, Special Needs, etc).

Goals should be Specific, Measurable, Achievable, Relevant, Timely.

School plans should include:

- Clearly stated goals.
- Analysis and rationale for the selection of these goals.
- An indication of the specific performance targets for improving student achievement.
- A description of the data that the school uses to track its progress.

The Planning Process

School Plans will be used to form the district accountability contract.

- Phase One – Collect and Interpret Student Performance Data.
- Phase Two – Review to identify areas of strength and areas that require improvement. Share findings with the school community and solicit feedback.
- Phase Three – Develop the Plan using the information from Phase One and Two. After consultation with the PAC and the school community the completed school plan is submitted to the Board of Education for review.
The Board may accept the School Plan, return the plan to the School Planning Council for modification, or reject the plan and direct the principal to develop an alternate plan.
- Phase Four – School Plans are implemented. The School Planning Council monitors progress and provides updates to the school community.

Date Adopted: November 2002

*Cross Reference: [Concerns and Complaints Policy #14](#)
[District Parent Advisory Council Administrative Procedure #305](#)
[Employee Conflict of Interest Administrative Procedure #400](#)
[School Parent Advisory Council Administrative Procedure #312](#)*