

SCHOOL DISTRICT NO. 48 (SEA TO SKY)

ADMINISTRATIVE PROCEDURES SERIES 1000 – SCHOOL-COMMUNITY RELATIONS

1005 SCHOOL-COMMUNITY RELATIONS
AP1005.1 School Planning Councils

School District No. 48 (Sea to Sky) Timeframe for Planning

SCHOOL PLANNING COUNCIL (SPC) TIMELINES	DISTRICT ACCOUNTABILITY / CONTRACT TIMELINES	BUDGETARY DEADLINES FROM MINISTRY OF EDUCATION
SEPT staff meeting Principal ensures election of teacher representative	By SEPT 15 Superintendent submits draft Accountability Contract to School Board	FEB 15 submit pupil populations to the Ministry of Education
By OCT 1 Principal advises PAC of election or representatives requirements.	BY OCT 15 Superintendent submits revised Accountability Contract to School Board	MAR 15 Ministry provides Operating Grant to the district
By OCT 1 Principal submits representatives names to Superintendent	OCT 31 Board submits Accountability Contract to the Ministry of Education	JUNE 30 budget bylaw adopted by the Board
By NOV 1 Principal decides if Board requires notification of vacancies	MAY 30 Board reviews data around Accountability Contract	
INAUGURAL meeting Principal establishes minimum of 3 meeting dates for the SPC	By JUNE 15 SPC submits approved school plan to the Superintendent	
MARCH – MAY School Growth Plan Meeting with staff and 3 School Planning Council parents.		
By JUNE 1 SPC submits proposed annual school plan to the School Board		
By JUNE 15 SPC must have school plan revised (if necessary) and approved by School Board.		

**SCHOOL PLAN REQUIREMENTS
FOR APPROVAL BY SCHOOL BOARD**
(to be completed by the Superintendent prior to Board Meeting)

Key Educational Growth

- The school has met, or is making acceptable progress in meeting the goals of education.**
- The school has met, or is making acceptable progress in student attainment of the prescribed curriculum.**
- The school has met, or is making acceptable progress in meeting the education needs of all students.**
- The school is using, or is making acceptable use of the principles of learning to guide educational practice in the school.**
- 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.**
- The school has demonstrated that appropriate data has been examined and applied to increasing student achievement**
- The school has implemented, or is making acceptable progress toward district initiatives.**
- The principal has held a School Growth Plan session that involved staff and 3 parent representatives from School Planning Council.**

School Planning Council Mandates

- Principal, one teacher, three parents or their alternatives have been actively involved.**
- Where Aboriginal students are enrolled in the school representatives of the aboriginal community have been consulted and actively involved in the review of evidence related to Aboriginal learners and the plans for intervention.**
- Data has been examined from Foundations Skills Assessment, Grade 12 provincial examinations, Satisfaction Surveys and pertinent school information to make informed decisions.**
- Data showing trends over time have been examined wherever possible.**
- Where 5 or more aboriginal students are enrolled in a grade, performance of these students has been examined and presented separately for specific academic success rate.**

Allocation of staff and resources in the school

- The enrolling staffing allocation is adequate.**
- The non-enrolling staffing allocation is adequate.**
- The support staffing allocation is adequate.**
- The operating budget for the school is adequate.**

Accountability

- 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.**

Educational Services and Programs

- There are adequate library services provided in the school.**
- There are adequate special education services provided in the school.**
- There are adequate counselling services provided in the school.**
- There is adequate computer technician support provided in the school.**
- There is adequate supervision provided in the school.**
- There is minimal administrator time allotted to special education services.**
- Targeted funds for Aboriginal Education have been spent in consultation with the Aboriginal community.**
- Administrator time is adequate.**

School Growth Plans

- Principal, staff, parents and secondary students have been actively involved in the process of determining school growth plans.**
- The selection of the goals for the upcoming year is part of a five-year plan for improvement.**
- 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.**

- Where there is a population of aboriginal students of 5 or more in any grade, the school has included a growth plan goal specific both to the needs of these students and to involvement of the aboriginal community.**
- The school growth plan includes a manageable number of goals with priorities established for a 2 to 3 year period.**
- The school growth plan clearly outlines how goals are to be achieved.**
- The majority of the 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.**

Balanced Budget

- The school has submitted a balanced budget.**