

# PROVINCIAL SYMPOSIUM ON SCHOOL PLANNING COUNCILS

## SUMMARY OF EVALUATIONS

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### 1. **Three things you enjoyed most about the symposium**

- Meeting many people from diverse groups and from all over the Province to dialogue on student achievement and the visibility of SPCs
- Connecting with a variety of education partners from a variety of locations
- Opportunity to hear and share common challenges and opportunities
- Talking with other groups from around the province
- Assigned seating in the morning session
  - Good networking opportunity
  - Good to hear other perspectives (regionally)
- Group discussion opportunities
- Speakers kept to strict time limit
- Sharing with other school districts e.g. Awareness of issues in common
- Opportunity to group plan
- Panel was informative
- The receipt of shared information from participants from other districts
- That a student participated
- The willingness to collaborate
- Conversation
- Diversity of opinion
- Meeting with members of different interest groups
- Team of one...
- Collaborative attitude
- Positive approach to a new direction
- We are not alone in the dark
- Knowing we are not the only team confused about SPCs!
- Sharing issues/opportunities/challenges with various representatives from each group to be involved in SPCs
- Meeting people from other districts
- Lots of variety in the day
- Very well organized
- Opportunity for those with very different views to share these face to face
- Sharing and gathering information
- Sharing of information
- Working in our district group
- Working and listening with other districts
- Having a coherent lens through which to view SPCs
- Time to process some of the issues within cross-representative groups
- Better common understanding
- An actual beginning of a plan
- I found the afternoon more stimulating and useful than the morning
- Meeting parents from other districts
- Time to reflect as a “team”
- Framework presented in the morning
- Being grouped with people from other districts
- The break out sessions

- Working with other members of my district
- Safe environment to get all issues on table
- Very well organized – focus on opportunities/challenges from the various perspectives
- Being able to share/hear from different districts, partners
- Mix of people
- Collaborate
- Meeting people from other districts and discussing how things work in their district
- Brainstorming of ideas on issues
- Lunch
- Finding out what other districts have done/are doing to form SPCs
- Hearing from other districts
- Bouncing off my ideas and concerns with others and getting valuable feedback
- The collaborating with district team
- Wide range of people/organizations
- Opportunity to talk/network
- Networking throughout the province
- Risk free environment
- The number of participants
- The enthusiasm
- The ‘knowledge’ I gleaned from listening to others
- Sharing between districts
- Information from panel
- Organization of the event
- The panel discussion was very good
- Talking with other districts about where they are in the whole process
- Hearing which groups were represented today by the different districts (e.g. some sent trustees/some didn’t etc.)
- Presentation by speakers from partner groups
- Facilitators kept sessions moving and on task
- Structure of note sheet for partner group speakers
- Joining of partner groups in mixed discussion
- Panel statements – opportunities/issue/challenge
- Opportunity for district groups to meet

2. **Two things about which you would like to know more**

- How will these function without targeted funds?
- What role are the five person SPCs to play in the collection of data, collation, interpreting?
- How to “broaden” indicators of achievement
- Exactly what results will come to the SPC and what is expected as a final outcome going to the district
- Where is the funding coming from?
- Code of Conduct/Ethics for SPC
- Could we get the FSA results by September 1<sup>st</sup>?
- Policy development
- Student input
- Election process for SPC – notice etc.
- Extent board policy may be allowed to deal with items of highly unique districts i.e.: legal/moral impact of LEA/Aboriginal Education councils/improvement agreements on districts with 60% Aboriginal population
- Extent to which district can vary the regulations or gain flexibility to ensure aboriginal concerns and small school concerns are met
- Source of external funding to pay costs

- Including stakeholder groups
- Training of parents in regard to analyzing data
- Timeline
- Funding for training for SPC implementation
- What will happen in other districts?
- Why did the Minister of Education bother coming?
- The “mechanics” of how SPCs will be formed if participation is inadequate
- Sharing of draft policy and terms of reference
- Draft policy sharing
- Draft terms of reference
- Timelines for elections
- Timelines
- Logistics of board approval of SLP’s
- Linkage SLP’s and district accountability contracts
- What other districts are doing in regards to timelines
- How to choose, implement data and goals
- How to find the time to do the work necessary to make the process meaningful
- How to develop SPCs for electronic distance learning schools that service the province
- Constitution and bylaw changes direction from BCCPAC
- How to ensure parents represent PAC and not special agenda
- Policy/guidelines for SPCs
- What support will the ministry give financially to ensure SPC success?
- Specifics – data, constitution language
- How to keep the SPCs apolitical
- Timeline
- Why are teacher assistants not included?
- The whole process if a plan is rejected by the school board
- Assessment
- Accountability of SPC representatives
- Data management tools
- What other districts are doing for guidelines/policies

3. **One thing that will support School Planning Councils in your School/District**

- Only with adequate resources for the process and for the resulting initiatives
- Funding to implement new initiatives. Where have accreditation funds gone?
- More information on what is expected from each group to get the results expected
- Clear district policy
- Resource booklet for SPCs
- Partnership of representative groups
- Discussion and training
- Flexibility from ministry of education on composition regulations
- Money to support release time/time-in-lieu/childcare etc. for all participants
- Money and flexibility
- Communication
- Open communication both way flow of information concerning SPCs
- DPAC, PAC’s, we all work together already, admin teachers and CUPE
- We have set a date, October 21, for a parent/teacher information session
- In servicing of parents and teachers regarding the benefits of SPCs for school improvement
- In-service on interpreting data and role of parents
- Great brochure! More clear guidelines like this (the ministry one)
- Acknowledgement that time must be given to this work...

- Clear policy and guidelines
- The history of parental involvement already established in our district
- We have well established communication and collaboration protocols
  
- Time
- In-service on interpretation/gathering of relevant data
- Strategy to involve aboriginal bands 5 at 1 school, train 2 representatives from each chosen by boards then have the 10 representatives choose one person from among them. This will avoid the feelings that always plague us around our band represents all the others and the others feeling uninvolved or backing off further.
- Involved parents, co-operative and consultative nature of school district
- Some funding from the ministry of education is needed
- “Time” for SPC members to do their job
- Provincial bulletin board to share ideas throughout the province and district
- Paid time to attend meetings
- Network between schools – district training team
- Looking at samples of goals from other districts
- Clearinghouse for SPCs online
- Backgrounder for members
- Resource booklet for SPCs – possible models, FAQ pages

#### 4. **One thing that should be part of follow-up sessions**

- Sharing of how districts/schools will go about this process
- Information on what each district has adopted for policies and procedures
- Shared best practices opportunities
- Information network e.g. Website
- SPC website
- Continue the dialogue – does consensus work?
- Models for small/medium/large districts
- Share any positive success
- Success, struggles
- Problems that arose and solutions
- Examples of successful SPC operating and suggestions for SPCs that are stalled/bogged down in mistrust...
- More sharing
- Provide further in-service on role of parents, assessment
- Get and stay involved
- Collate templates, performance indicators, guidelines
- There should be follow-ups
- Success stories
- Sharing of guidelines as they are developed by various districts
- How to
- Specifics
- Swapping of ideas, what works, what does not
- Sharing success (and failures)
- Develop a plan over next 3 months for
  - District partner training session
  - Parent information session
  - Elections of SPC
  - Training of elected SPC members
- Networking (again) to see what other districts are doing
- Examples of 3 different SPC processes
- Opportunity to talk to other districts/teachers to see where things are going
- Inclusion of support workers and more teachers

— Communication network