Appendix B
School Community Council Responsibilities

1.0   Understanding the Community

1.1 Example of a School Community Profile

The following is an example of a "School Community Profile". It includes contributions the Principal of the school may provide (School Profile) and contributions the School Community Council may provide.

The School Principal may provide:

School Profile

Midwest School is located in southern Saskatchewan in a small city setting. Midwest school is a public school that enrolls 256 children aged 4-14.

Curriculum and Options

Midwest School follows the provincial curriculum. The school is technologically advanced making e-learning available to students. An extensive extra curricular environmental education program is also offered.

Staff

Midwest School has 16 professional staff and 5 support personnel.

Facilities

Midwest School has a gymnasium, and outdoor sports grounds, access to a skating and curling rink, a full library, and two computer labs. We are located close to several areas that allow us to maintain a challenging outdoor education program including, hiking, canoeing and camping.

School Year and School Day

The School year runs from August 28th to June 30th with holidays for Christmas and Easter. The school day is from 9:00AM to 3:30PM.

Educational Philosophy

The educational philosophy of Midwest School is to provide students with a quality education that focuses upon using available resources to advance learning. Our aim it to provide students with opportunities to learn in academic, social and physical settings.

Possible School-Community Council contributions to the School Community Profile:

Community Social, Economic and Health Conditions

- Midwest School is…information related to economic conditions.
  Type of neighborhood.
  Statistics related to employment
  Statistics related to housing
  Other areas of interest

- Midwest School is…information related to social conditions.
  Description of:
  Languages spoken at home, programs available for New Canadians
  Clubs, organizations in the area of the school
  Recreation facilities, libraries, arts centres, etc.
  Businesses
  Other areas of interest

- Midwest School is…information related to health conditions and services. Description of:
  Health status and health concerns of school community members
  Preventative/restorative health services available in the area
  Other areas of interest

Needs and Aspirations of School Community Members

Midwest School is…information related to the school community's desires and expectations related to the learning success and well-being of children and youth.

Description of Expected Outcomes

- Expected achievement in curricular and extra-curricular activities;
- Expectations related to post-secondary education and/or employment upon school completion – where applicable;
- Values related to social and, where applicable, work behavior of students;
- Expectations related to general health and wellness; and,
- Other areas of interest

Resources

Midwest School has…information related to resources available within the school community or accessible to the school community. Examples of opportunities that may be provided by:

- Volunteer organizations;
- Libraries, cultural facilities such and theatres, museums etc.;
- Businesses that offer learning opportunities;
- Health and recreation facilities; and,
- Other areas of interest

1.2 Consulting with Parents and Community Members

Many aspects of creating the School Community Profile will require public consultation. The following description of consultation methods are taken from *Building Communities of Hope, Implementation Manual, 1997* and have been adapted for School Community Council use.

Method	Advantages	Disadvantages
Mailed Questionnaires Survey questionnaires are constructed and mailed to participants	Can be sent directly to those the Council wishes to consult. Flexible to cover a wide range of topics. Can reach a large number of people. Sense of privacy may encourage more frank responses.	May be a low rate of return. Questions may be misunderstood. For statistically reliable results, trained personnel to design Postage and handling costs. Requires a certain print literacy level.
E-mail Questionnaires Survey questionnaires are constructed and e-mailed to participants.	Can be sent directly to those the Council wishes to consult. Flexible to cover a wide range of topics. Can reach a large number of people.	May be a low rate of return. Questions may be misunderstood. For statistically reliable results requires trained personnel to design.

Method	Advantages	Disadvantages
	Least expensive/ time consuming of all survey methods.	Requires a certain print literacy level. Does not reach those without e-mail access.
Face-to-Face Interviews/ Questionnaires	Provides more detailed, richer information. Provides opportunity to clarify questions and responses and to probe for further information. More questions can be asked. Higher response rate than other questionnaires. New issues can be uncovered through conversation. Avoids problems with illiteracy.	Most time consuming method. May be difficult to arrange interviews with people.
Public Meeting/ Workshop Bring together a group of interested parents and community members and use a workshop format to consult of various issues.	Relatively easy to arrange an inexpensive. Generates interest amongst parents and community members. Chance to profile the role and purpose of Council.	Those attending may not be representative of the community. Some voices may overpower others. Some people may not feel comfortable speaking in a large group. May raise expectations that cannot be met.

2.0 *Needs Assessment*

2.1 Needs Identification

Based on your jointly developed vision, your School Division priorities and provincial priorities the Council, principal and staff will need to consider more carefully what needs they wish to address in the School Growth Plan. Once needs are identified more information may be required. It is likely that Councils will be able to contribute some of this information. Councils and others may wish to ask themselves:

- What kind of information would be helpful to us?
- Who in our community might have that information?
- What might be the best way of gathering that information?

Possible methods for gathering this information have been described above (see Understanding the Community: Methods for Gathering Information)

2.2 Assigning Priority to Needs

Having identified the needs that will be focused on in the School Growth Plan the working group will want to determine which needs have the highest priority. You may begin by developing some criteria that will help you decide which needs are the most important or which you believe should be addressed first. Examples of criteria include:

- Address the key provincial and School Division priorities
- Are widely and strongly felt by most of the group
- Are something most feel committed to.

The following chart is an example of how the group might go about organizing and assigning priority to needs. Targeted Provincial Learner Outcomes have been used as priorities in this example.

Needs	Priority
Improved Learner Outcomes in reading, writing, mathematics and science • • • Improved outcomes of First Nations and Metis students • • • Enhance pro-social skills • • • Improved student transitions within Pre-K – 12 and to post-secondary education and/ or employment • • •	

2.3 Identification of Services, Resources and Strengths

The next step in completing a needs assessment is to identify the services, resources and strengths in your school, School Division and community. It may be helpful to review the School Profile (if available) and your School Community Profile to see if there are existing resources that may meet your identified needs. A next step is to brainstorm a list of organizations, agencies or individuals that might provide the time, skills, services, supports, money and knowledge you school can draw upon. Once you have a list members of the group can commit to contacting each organization/person to collect information on the services they might offer, resources of strengths.

3.0 Advice

3.1 **Making Decisions Regarding Advice**

In many ways in fulfilling their responsibility related to providing advice Councils will become collaborative partners in decision-making. Bruce Wellman and Laura Lipton (2004) have developed a method to help groups who wish to engage in collaborative decision-making on behalf of children and youth. Their method, which they call "Collaborative Inquiry", may help Councils as they are asked to provide advice on various matters.

Wellman and Lipton suggest groups follow three processes as they seek to explore an issue. These three processes, known as, "Here's What", "So What" and "Now What", have been adapted to fit the needs of School Community Councils:

Here's What

Wellman and Lipton (2004) suggest groups begin by talking about their expectations and experiences regarding an issue.

Action:

For any given issue a Council has been asked to given advice on group members share with each other:

- the assumptions they hold about the issue or situation
- predictions they might make about the issue or situation
- the kinds of questions they have about the issue or situation
- the possibilities for learning that the issue or situation presents

So What?

Wellman and Lipton (2004) suggest the next step is to explore the data or information they have on hand to discover what it might reveal.

Action:

For any given issue a Council has been asked to give advice on, they are encouraged to consider:

- what points appear to "pop out" when they view information or understandings they have come to
- what patterns or categories or trends appear to be forming
- what is surprising or unexpected
- what are some things that need to be further explored

Now What?

The final step in Wellman and Lipton's (2004) process is to consider what interpretations or explanations/conclusions can be made related to the issue.

Action:

For any given issue Members ask themselves:

- what explanations/conclusions might we come to?
- what additional information do we need to verify our explanations/conclusions?
- what kind of advice might we provide based on our explanations/conclusions?

4.0 Approval of Fundraising

Check on the policies your School Division has on fundraising activities.

Fundraising

Definitions

1. Fundraising Activities
For the purpose of this policy, "fundraising activities" shall refer to school-based fundraising and parent association fundraising, in accordance with definitions below.

2. School-Based Fundraising
For the purpose of this policy, "school-based fundraising" refers to all fundraising activities initiated and conducted by school staff or sanctioned pupil groups, under the approval and supervision of the principal. School-based fundraising includes activities conducted by student representative councils and booster clubs.

3. Parent Association Fundraising
For the purpose of this policy, "parent association fundraising" refers to all fundraising activities initiated and conducted by parent associations, under the approval and supervision of the principal.

4. Charity or Charitable Agency
For the purpose of this policy a "charity" or "charitable agency" is any organization or institution engaged in non-profit assistance to the poor, distressed, or persons in need, or such institutions set up for the care of such individuals or groups.

5. Community Project
For the purpose of this policy, a "community project" is an activity that promotes the educational, philanthropic, or other work for the betterment of the local, regional, national, or international community.

Policy

The Board recognizes its responsibility in providing funds for basic educational programming. The Board acknowledges that from time to time, a school, school-based group, or parent association may wish to conduct fundraising activities to complement and/or supplement the basic educational program, support approved charities or community projects, or fund co-curricular and/or extra-curricular activities.

Funds raised should be used to benefit pupils and enhance the quality of Catholic education. Fundraising activities shall be compatible with the best interests of pupils, staff, and community and not detract from curricular activities. Fundraising in Regina Catholic Schools shall operate in harmony with the School Division mission, belief statements, religious and educational mandate, and Board policy.

Regulations

1. General Fundraising Principles
All school-based and parent association fundraising shall operate under the same guiding principles.

   a. All fundraising shall:
- i. Operate under the approval and supervision of the principal.
- ii. Operate keeping with regulations of the City of Regina and applicable laws of the Province of Saskatchewan.
- iii. Be accounted for in accordance with procedures established by the Business and Finance Department.
- iv. Consider poverty sensitive principles and the support capacity of the community involved.
- v. Operate with respect for the preservation of instructional time.
- vi. Operate on a voluntary basis for pupils and families.
- vii. Operate with consideration for the safety and security of pupils.

   b. Funds raised should complement and not replace public funding for education.

   c. Fundraising shall not be conducted for providing instruction, basic education items, or any items required for course completion.

   d. Pupils shall not be excluded from an event or program based on lack of involvement in fundraising initiatives.

   e. Fundraising objectives shall be developed in advance of the fundraising activity.

f. Fundraising activities shall not require pupils to listen to or read commercial advertisements.

2. Purposes of Fundraising

School-based or parent association fundraising may be designated for:

a. Approved pupil excursions, field trips, or other out-of-school educational programs.

b. Special events or activities conducted at the school or by school-based groups.

c. Purchase of non-essential print or non-print learning resources.

d. Equipment and supplies for extra-curricular activities.

e. Improvements to school sites or playgrounds.

f. School-based partnerships.

g. Community projects.

h. Charitable agencies.

3. Fundraising Fiscal Management

a. Fundraising activities in the School Division shall operate in accordance with fiscal management requirements established by the Superintendent of Business and Finance.

b. The principal is responsible for establishing proper procedures for safekeeping, accounting, and management of all monies collected.

c. The purchase of goods and services with funds derived from school-based fundraising shall follow management requirements established by the Superintendent of Business and Finance.

d. An annual financial summary of all school-based fundraising activities conducted during the school year shall be prepared and made available to superintendents, staff, recognized parent associations, or individual parents upon request.

Board of Education of the Regina Roman Catholic Separate School Division

5.0 Engaging Parents and Community Members

5.1 **Stages of Development of Parent and Community Involvement**

The Epstein Framework

The Epstein Framework below outlines six types of cooperation between families, schools and communit

Type 1: Parenting
Families provide a healthy and safe environment at home that promotes learning and good behavior at school.

Type 2: Communicating
Families need information about school programs and student programs in a format that meets their individual needs.

Type 3: Volunteering
Families contribute to the school.

Type 4: Learning at Home
Families assist and supervise learning at home with the support of teachers.

Type 5: Decision-making
Families play meaningful roles in the school decision-making process.

Type 6: Collaboration with the Community
Families gain access to support services from other community agencies and support other community groups in efforts to improve community life.

5.2 **Other Frameworks**

Keeping the vision of School Community Councils in mind, the stages described below are adapted from those described by Gordon Kerr, Executive Director of the Ontario School Council Support Centre.

• *Stage 1*

Some parents and community members are interested and feel most comfortable in becoming involved in the school in what might be called a "traditional" manner. Individuals who become involved in schools at this level support children and youth through activities such as fundraising, volunteering in the classroom or at school

events, or by attending school events. At this level parents and community members may also attend School Community Council meetings and participate in Council sponsored activities. This type of involvement can have a positive impact on student learning and sense of well-being

- *Stage 2*

Other parents and community members may be interested in learning more about the school and the school community. At this level of involvement individuals are often interested using their knowledge to help support student learning and well-being by providing informed advice to the school, the Board and others. Parents and community members involved at this level may sit on Council committees, advise Council on certain issues or act as valued information sources regarding Council's questions. This type of involvement can have a positive impact on the students and the school as a whole. It can also build capacity within the school community to serve the learning and well-being needs of children and youth.

- *Stage 3*

Still other parents and community members may wish to become involved in school-level governance and become Council members themselves. Such individuals are often quite comfortable with providing informed advice to the school, the Board and others. They are often interested in an advanced level of partnership dedicated to improved student learning and well-being. Involvement of parents and community members at this level can have a synergistic effect on the school community resulting in improved learning success and well-being for children and youth.