

School Community Council Operations Manual

Good Spirit School Division

July 2025

To provide suggestions, ask questions or request more information,
contact the Good Spirit School Division at 306-786-5500 or info@gssd.ca.



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Preface

School Community Councils are advisory bodies charged with the responsibility of supporting student achievement, opportunities and well-being at the school and community level. SCC activities are aligned with the Provincial Education Plan (PEP), the Good Spirit School Division Strategic Plan and School Level Plans.

School Community Councils receive their authority through *The Education Act*, *The Education Regulations* and Board policy. These foundational documents empower parents and communities with meaningful ways to become engaged in matters related to public education.

School Community Councils are an integral, purposeful and valued component of School Division governance. In their advisory capacity, they accept a shared responsibility for the learning success and well-being of all children and youth, while encouraging and facilitating parent and community engagement.

The Education Regulations, require that Boards of Education designate a senior administrative employee to be responsible for School Community Councils. The designated position in the Good Spirit School Division is assigned to the Director of Education/CEO and can be reached by phoning the Good Spirit Education Complex at 306-786-5500 or emailing info@gssd.ca.

Chapter 1

Establishment of School Community Councils

1.1 – Legal Provisions

1. School Community Councils exist by virtue of *The Education Act*, 1995, Sec 140.1 through 140.5 and *The Education Regulations* Part V.
2. In addition, School Community Councils work in accordance with Administrative Procedure 110 School Community Councils. See key references at the end of this manual for details.
3. Sections of this manual that are required in provincial legislation (either *The Education Act* or *The Education Regulations*) are noted with (legislation) after the applicable section.

1.2 – Ongoing Provisions and Conditions

1. Councils in the School Division will work in accordance with parameters outlined in this manual.
2. Good Spirit School Division will establish a School Community Council (“council”) at each school. (legislation)
3. When a council has been established in a school it will replace all other groups that had, up to the point of establishment, served the Board in a school-based advisory capacity.
4. Should more than one school and council be situated in a community and should those councils wish to merge, they must make application to the Board. The merged council shall include the principal and one teacher from each school as permanent members. The Board may then recommend to the Minister that these councils merge. (legislation)
5. Schools may strike committees to support specific activities such as graduation or the band program. However, council acts as the single advisory board at the school level and will serve to coordinate other committees that may operate in support of the school and its programs.

Chapter 2

Operating Principles for School Community Councils

2.1 – General Principles and Practices

1. Councils shall meet at least five times a year in addition to the Annual Meeting.¹ (legislation) Plan your schedule of meetings at the first meeting of each school year.
2. Councils shall post membership and meeting information on the SCC page of the school website.
3. Councils will keep meeting minutes and post all meeting minutes to the SCC page of the school website within five days of approval.
4. Councils shall convene an Annual Meeting by November 15,² (legislation) where they will:
 - i. Elect new members.
 - ii. Provide an Annual Report on the activities of the most recent year.
 - iii. Conduct other business determined by council.
 - iv. Provide a forum for dialogue with parents and the community.
5. Councils shall administer and publicly account for funds (legislation) using procedures outlined in Chapter 6: Administration of School Community Council Funds and prepare and submit an Annual Financial Report by the second Friday in September. Councils shall post the Annual Financial Report on the SCC page of the school website.
6. Councils shall prepare and submit an Annual Activity Report by the end of June. Councils shall post the Annual Activities Report on the SCC page of the school website.
7. A Board/School Community Council Meeting will be convened annually for the purpose of sharing information related to School Division goals and priorities.

¹ Councils usually prefer to meet once a month throughout the school year.

² The Initial Annual Meeting will be scheduled at a time that is most suitable for the school, the community and election officers appointed by the School Division.

2.1.1 Appendix

Template - School Community Council Annual Meeting Agenda

[Name of School] School Community Council Annual Meeting Agenda
[Date] [Time]
[Location]

1. Call to Order
2. Elections
3. Annual Report for the Previous Year³
 - 3.1 Activity Report
 - 3.2 Financial Report
 - 3.3 Other (as defined by the SCC, such as committee reports)
4. Selection of Officers⁴
 - 4.1 Chair
 - 4.2 Vice-Chair
 - 4.3 Secretary
 - 4.4 Treasurer
 - 4.5 Other
5. Other Business
(as established by the School Community Council, including meeting dates for the year)
6. Open Discussion
7. Adjournment

³ Note that SCCs may use (and are encouraged to use) the Annual Activity Report and Annual Financial Report for this purpose. There is no need to prepare separate or different reports.

⁴ The selection of officers may occur at the next regular council meeting following the Annual Meeting. Officers are selected from parent representatives, elected community members, student representative or appointed First Nation representatives.

2.1.2 Appendix

Template - School Community Council Annual Meeting Minutes

[Name] School Community Council Annual Meeting Minutes
[Date] [Time]
[Location]

Present

Absent

--	--

1. **Call to Order** –
2. **Elections** –
3. **Annual Report for the Previous Year** –
4. **Selection of Officers** –
 - 4.1 Chair
 - 4.2 Vice Chair
 - 4.3 Secretary
 - 4.4 Treasurer
 - 4.5 Other
5. **Other Business** –
6. **Open Discussion** –
7. **Adjourned** – at [time]

[name]
SCC Chair

[name]
SCC Secretary

2.1.3 Appendix

Template - School Community Council Meeting Agenda

[Name] School Community Council Meeting Agenda
[Date] [Time]
[Location]

1. **Call to Order**
 2. **Welcome and Introductions**
 3. **Approval of the Agenda**
 4. **Approval of the Minutes**
 5. **Follow Up Items From Last Meeting**
 - 5.1
 - 5.2
 6. **New Business**
 - 6.1
 - 6.2
 - 6.3 **Motion: That the SCC**
Moved by [name]. CARRIED.
 7. **Reports**
 - 7.1 Student Representative Report
 - 7.2 Chairperson's Report
 - 7.3 Principal's Report (see Appendix 2.1.4 for template)
 - 7.4 Treasurer's Report
 - 7.5 GSSD Trustee's Report
 - 7.6 Communications Report
 - 7.7 Community Member Report
 - 7.8 Committee Reports
 8. **Next Meeting**
 9. **Adjournment**
-

2.1.4 Appendix

Template - School Community Council Meeting – Principal’s Report

[Name] School Community Council Meeting
Principal’s Report for [meeting date]

Standing Items

1. Progress Report on School Level Plans
2. Upcoming School Events and Important Dates
3. Communications from Good Spirit School Division
(In Focus & From the Board)
4. School Fundraising Update
5. Celebration Items

Other Items (specific to each meeting, e.g., extra-curricular plans, enrolment updates/projections, etc.)

6. Item
 7. Item
 8. Item
-

2.1.5 Appendix

Example - School Community Council Meeting Minutes

[Name] School Community Council Meeting Minutes
[Date] [Time]
[Location]

Present

S. Smith, Chair	ABC, Member
T. Black, Treasurer	ABC, Member
A. Jones, Secretary	ABC, Member
G. Wilson, Principal	ABC, Member
W. White, Member	W. White, Teacher

Absent

ABC, Member	
-------------	--

Board Member B. Simpson was also in attendance along with guest S. Smart.

1. **Call to Order** – The regular meeting was called to order by S. Smith at 7:03 pm and a quorum was present.
2. **Welcome and Introductions** – S. Smith, Chair, welcomed everyone to the meeting. Introductions were made and a special welcome was given to guest Ms. S. Smart.
3. **Approval of the Agenda** – The agenda was approved as presented (or amended to add Item X or delete Item Y).
4. **Approval of the Minutes** – The minutes of the meeting held on October 30, 2015 were approved as presented (or, if necessary, indicate the minutes were approved with corrections).
5. **Follow up Items from Last Meeting**
 - 5.1 Following up on the request to provide the school office with contact information for school council members, to date there are some members who have not provided this information. Members are asked to do so by December 5, 2015.
 - 5.2 The date for the upcoming Grade 6 to 8 concert as previously discussed is now confirmed for October 10, 2015.

6. New Business

- 6.1 Fundraising – The principal presented the school’s proposed fundraising plan for the year. The key event will be selling magazine subscriptions through ABC Company, with proceeds to go to purchasing additional levelled literacy books for the Resource Center as recommended by the Teacher Librarian. For each subscription sold the school will receive \$X. The SCC supported the plan but suggested delaying it by one month, so as not to interfere with community fundraising efforts. The SCC also suggested communicating the fundraising plan to local businesses and service groups. The principal concurred with these suggestions.
- 6.2 Staff Appreciation Week activities – G. Gray volunteered to head the Staff Appreciation committee. It was decided that a continental breakfast for school staff would be provided instead of a lunch.
- 6.3 **Motion: That the SCC authorize up to \$500 for the Staff Appreciation breakfast to be held on February 10, 2016.**
Moved by W. White. CARRIED.

7. Reports

- 7.1 Student Representative Report Highlights – (names of students) reported on the SRC activities for the month, including a school spirit day on December 10 and reporting on upcoming activities highlighted by promoting participation in and understanding the WE Day on March 2, 2016 in Saskatoon.
- 7.2 Chairperson’s Report Highlights – A. Smith reported that all SCC members are invited to the Good Spirit School Division Annual Meeting on January 19, 2016 at 7:30 pm at Yorkdale Central School and to a SCC Appreciation Supper hosted by the Board of Education starting at 6:00 pm. Please RVSP to by December 31, 2015.
- 7.3 Principal’s Report Highlights – J. Jones reported that the school has welcomed 650 students this year as well as five new teachers. Upcoming events for the next month include reading pre-assessment for students in Grades 1 to 9, parent/teacher interviews and a special presentation to students by the RCMP on safe highway driving.
- 7.4 Treasurer’s Report Highlights – T. Black provided copies of the October 31, 2015 Financial Report along with a copy of the October bank statement. In October, the SCC received the Board grant of \$2,000 and gross sales of \$125 from a student lunch and spent \$115 on supplies for the student lunch and \$550 to subsidize WE Day travel costs. The SCC has a balance of \$1,250 as of October 31, 2015. The October 31 bank statement is attached to the Financial Report. We expect fundraising proceeds of \$1,800 in late January from magazine subscription sales and expenses of \$1,800 for levelled literacy books in February.
-

7.5 Good Spirit Board Member's Report – B. Simpson reviewed the Board Notes from the October 14, 2015 Board Meeting, noting the article on the annual Treaty Four gathering and suggesting this as a potential initiative that the SCC could support next year and commenting on the scholarships earned by Good Spirit School Division students last year.

7.6 Committee Reports

7.6.1 Communications Committee – W. White reported that the school newsletter will include information on every issue about the SCC. In addition the local weekly newspaper has agreed to include a regular section on upcoming SCC meetings and events. Thanks to W. White for initiating this.

8. **Next Meeting** – The next meeting will be held on February 5, 2023 in the resource center at ABC School. The remaining meetings for the year are scheduled for:

- April 5, 2023 Annual General Meeting
- June 5, 2023 Regular Meeting

9. **Adjourned** – at 8:15 pm

S. Smith
SCC Chair

A. Jones
SCC Secretary

2.1.6 Appendix

Template - School Community Council Membership Information Sheet

Good Spirit School Division School Community Council Member Information Sheet

School Community Council Name: _____

Member Name	Position	E-mail Address
	Chair	
	Vice-Chair	
	Secretary	
	Treasurer	
	First Nations Representative	
	Student Representative	
	Student Representative	
	Other (specify)	
	Other (specify)	
	Other (specify)	
	Other (specify)	
	Other (specify)	
	Other (specify)	

Annual Meeting Date and Time: _____

Regular Meeting Dates and Times

Date	Time		Date	Time
September			February	
October			March	
November			April	
December			May	
January			June	

Meeting Locations: _____

Please complete and return to info@gssd.ca & scc@gssd.ca by November 15, following the Annual General Meeting.

Please post this information on the SCC page of the school website by November 15, following the Annual General Meeting.

2.1.7 Appendix

Template - School Community Council Activity Report

[Name] School Community Council
[20xx-20xx] Activity Report

Prepared by:	
Date of SCC Annual Meeting:	
Total Number of Meetings in 20xx-20xx:	

Please comment on each of the following:

1. Please explain how your SCC assisted in the development of the School Level Plan.

Additional Comments:

2. What activities did your SCC plan and participate in during the 20__-20__ school year to support the School Level Plan?

Additional Comments:

3. What activities did your SCC plan and participate in that supported or promoted students' well-being?
-

Additional Comments:

4. What successes or challenges can you identify specific to your SCC this past year?

Additional Comments:

2.2 – Expectations for School Community Councils (legislation)

1. Councils shall serve as a forum to promote dialogue on matters of general interest to parents and member of the public.
2. A School Community Council shall not discuss or be given access to personal or confidential information about or complaints about any pupil, family member or guardian of any pupil, teacher, administrator or other employee or member of the Board of Education.
3. Councils shall develop and maintain a constitution that identifies objectives, procedures for conducting business, and relationships with the school.
4. Councils shall be open to all electors residing in the school attendance area.⁵
5. Council programs shall reflect membership interests and school needs.

⁵ For a detailed description of school attendance areas please visit the [School Locator Tool](#) or Transportation [Bus Route Maps](#)

2.2.1 Appendix

School Community Council Code of Conduct

The following points provide a sample “Code of Conduct”. Actual codes may vary to reflect local concerns and considerations.

1. The School Community Council is not a forum for the discussion of individual school personnel, students, parents or other individual members of the school community.
 2. A council member who is approached by a parent with a concern relating to an individual is in a privileged position and must treat such a discussion with discretion, protecting the confidentiality of the people involved.
 3. A person who accepts a position as a member of the School Community Council shall:
 - Honour the role of the School Community Council.
 - Be guided by the overall vision and purpose of the School Community Council.
 - Perform duties with honest and integrity.
 - Endeavour to be familiar with the vision, mission and shared values of the School Division and perform their duties accordingly.
 - Endeavour to become familiar with Administrative Procedures of Good Spirit School Division.
 - Work to ensure that well-being of students is of primary focus in all decisions.
 - Respect the rights of all individuals.
 - Encourage a positive atmosphere where individual contributions are valued.
 - Contribute to consensus building.
 - Encourage and support parents and students with individual concerns to act on their own behalf and provide information on processes for processing concerns.
 - Work to ensure that issues are resolved through due process.
 - Strive to be informed and only share information that is reliable and correct.
 - Respect all confidential information.
 - Declare any conflict of interest.
 - Support public education.
 4. Intervention for an Initial or Minor Infraction of the Code of Conduct – where potential Code of Conduct infractions are raised, the Council Chair shall:
 - a. Seek understanding regarding the nature of the allegation or concern.
 - b. Discuss and resolve the concern with the member in confidence.
 5. Intervention of Repeated or Major Infractions of the Code of Conduct – where infractions of this nature are clearly evident, council shall provide a written statement signed by the Council
-

Chair, addressing the concern and indicating that the actions that brought about a violation of the Code of Conduct on the part of the member must cease.

6. Further Progressive Intervention for Repeated Infractions of the Code of Conduct.
 - a. In continued incidents involving a violation of Code of Conduct, council shall consider imposing sanctions on the member in question.
 - b. In further continued incidents involving a violation of Code of Conduct, council shall consider seeking the resignation of the member in question.
-

2.2.2 Appendix

Processes for Conflict Resolution

The following points provide an outline for a conflict resolution process that councils may wish to adopt.

1. Build a Collaborative Climate – the council establishes a collaborative climate so that differences of opinion can be dealt with in an open manner. All members should agree to:
 - Respect the perspective of others.
 - Listen to what others have to say.
 - Prepare to problem solve.
 2. Be Prepared – if differences of opinion cannot be worked out, have a procedure in place. Conflict resolution may include the use of the following:
 - The appointment of a mediator to develop a solution that will be satisfactory to both sides.
 - Establishment of a jointly agreed-upon panel to make a recommendation or a binding.
 - Development of a plan to refer a dispute to school administrators or the Board.
 3. Identify the Problem – by clearly defining the problem, a group can begin to resolve the underlying issues. Defining the problem involves clearly stating views, listening to others, trying to understand their views, and asking questions to clarify general understandings. At this stage, participants should avoid giving advice or judgments. Disputes usually occur because of disagreements on:
 - Facts
 - Resources
 - Perceptions
 - Values and beliefs
 - Styles
 4. Brainstorm and Evaluate Options and Solutions – by working together to find solutions, individuals and groups are more likely to create an optimal situation going forward.
 5. Create an Action Plan – the plan should identify timelines and responsibilities for actions.
-

2.3 – Roles and Responsibilities of School Community Councils (legislation)

1. Councils have several general roles and responsibilities in their capacity as a representative body. As such, councils shall endeavour to:
 - a. Understand school and community economic, social and health conditions in relationship to student learning and well-being.
 - b. Become knowledgeable about resources and supports for the school, parents, and community.
 - c. Stimulate participation by parents and the community.
 - d. Provide consultation and feedback to the Board in developing the School Division Strategic Plan.
 - e. Develop an annual SCC activity plan that aligns SCC activities with the Division's Strategic Plan and the school's School Level Plan.⁶
 - f. Recommend to the Director of Education/CEO proposals that may be considered for the improvement of the educational standards and opportunities in the School Division.
 - g. Communicate annually to the parents and community on its plans, initiatives and outcomes through an Annual Activities Report and an Annual Financial Report.
 - h. Communicate to the parents and community regarding the ongoing expenditure of council funds at each regular meeting and the Annual Meeting.
 - i. Participate in the orientation, training, development and networking opportunities provided by the Board and other provincial organizations.
2. Councils may provide:
 - a. Advice to the Board on policies, programs and educational service delivery.
 - b. Advice to the schools staff respecting school programs.
 - c. Advice to the other organizations, agencies and levels of government on student needs related to learning and well-being.

⁶ For example, if a school focuses on improving student literacy, council will consider ways parents and community can assist in improving student literacy.

2.3.1 Appendix

Supporting School Level Plans

Formation of School Level Plans

Every academic year, schools within GSSD develop a School Level Plan (SLP) that aligns with the GSSD's Strategic Plan and the Provincial Education Plan.

School Level Plans are developed collaboratively between school-based administrators, teachers and other staff, with input from School Community Councils.

Prior to the beginning of the year, the school sets goals based on the data they receive from reading assessments, school and division math achievement, school behavioural data and student voice from the OurSchool survey.

Draft SLPs are to be shared with SCCs in September, prior to being finalized. This provides the SCC an opportunity to provide input, ask questions and learn more about the school's current performance levels. The School Division values parental input and support through the efforts of the SCCs.

SCC Support of the School Level Plan

School-based administrators provide updates on the SLPs at regular SCC meetings. Through two-way communication, the school and parents are able to focus on a collaborative effort to achieve the School Level Plan goals.

SCCs are encouraged to support the school through a variety of means. Parents are an effective resource for improving achievement; furthermore, parent involvement has a positive effect on students, teachers and schools (Banda, Coleman and Matuszny 2007).

Although not exhaustive, the following are examples in which SCCs can support the SLP:

- Financially support such items as curricular field trips, additional learning resources, equipment or technology that supplement School Division standards, and guest speakers.
- Recruit volunteers for a variety of school activities.
- Sponsor student academic achievement awards.
- Host student/parent engagement evenings, such as reading nights or math nights.
- Host parent workshops such as anti-bullying, internet safety and parenting skills.
- Support school nutrition programs such as "Breakfast for Learning".
- Support school assemblies to celebrate school successes.

SCC Annual Activity and Financial Plan

SCCs should develop an Annual Activity Plan that supports the SLP. This can be a simple document that lists the SLP goals the SCC has chosen to support, followed by a list of planned activities and an estimate of costs, if applicable, e.g.:

SLP Goal	SCC Activities	Financial Plan
80% of students will be at or above grade level expectations in math	Host two math nights for students and parents	\$500 for refreshments \$200 for child care

A blank template is provided below.

Revised: January 2025

2.3.2 Appendix

Template – SCC Activity and Financial Plan in Support of the SLP

[Name] School Community Council

[20xx-20xx] Activity and Financial Plan in Support of the School Level Plan

The SCC has prioritized X outcomes within the School Level Plan and has developed a series of planned actions to support achievement of those outcomes. The SCC's activity plan and related financial implications are as follows:

SCC Activity Plan in Support of SLP		
Priority Area (from SLP)	Activities	Estimated Cost
		\$
		\$
		\$
		\$
Total Estimated Activity Costs		\$
SCC Fundraising Plan		

2.3.3 Appendix

Template – SCC Annual Activities and Financial Report

[Name] School Community Council

[20xx-20xx] Annual Activities and Financial Report

In addition to activities that support the School Level Plan, SCCs also undertake various general operational, communications, public relations and professional development activities funded through the annual operating grant provided by the Board of Education. The SCC's operational plan for the year is as follows:

SCC Operation Plan (funding to come from Board of Education)	
Activities	Estimated Cost
	\$
	\$
	\$
	\$
	\$
Total Estimated Activity Costs	\$

School Community Councils may use a portion of the annual operating grant from the Board of Education for:

- ii. Vehicle expense allowance for events and meetings.
 - iii. Communication and public relations.
 - iv. Conference attendance and professional development.
 - v. Incidental expenses such as postage and printing.
-

2.4 – School Community Council Communications

Communication with the Board

1. The Director and Board Chair will develop procedures for two-way communications with councils on an annual basis.
2. In order to facilitate communication with the Board:
 - a. Board member names and Board meeting dates will be made available to every council in the School Division.
 - b. Board members may attend SCC meetings to foster communication.
3. The delegation process at Board meetings provides opportunities for individuals or groups to address the Board and for the Board to receive items of interest from its constituents. For more information see Board Policy 7.10 Delegations to Board Meetings.

Communication with the School

1. Principals will encourage staff to be receptive to parents who exercise appropriate avenues and opportunities to offer advice at the school level.
2. Principals will initiate activities at the school level designed to promote communication between the school, home and community.
3. Some methods the principal may use to promote communication are:
 - a. Adult volunteers
 - b. Bulletins and newsletters
 - c. Parent-Teacher conferences
 - d. School visits
 - e. School displays
 - f. School handbooks
 - g. School website
 - h. Social media
4. The principal will present the annual School Level Plan (SLP) to council at the first SCC meeting of the year. Principals will seek SCC discussion and involvement in the development of the SLP. SCC Chairs will be asked to sign the SLP in the space provided to indicate SCC support for the plan.

Communication with Senior Administration

1. The Director of Education/CEO or designate will develop procedures to facilitate the Board/Council meetings.
-

2. The Director of Education/CEO or designate will establish procedures to implement a systematic plan of in-service and professional development to assist councils as requested.
3. The Director of Education/CEO or designate will provide a means of communication with senior administrative staff and may attend council meetings to share or gather information related to the school, School Division, or progress relating to the School Division Strategic Plan or other initiatives.
4. If an individual council wishes to meet with the Superintendent of Education, the principal will invite that individual to attend a meeting.

Communication with the Community

1. Council will initiate activities to promote communication between the school, home and broader community.
2. Some methods that might be used to promote communication are:
 - a. Adult volunteers
 - b. Bulletins and newsletters
 - c. Parent-Teacher conferences
 - d. School visits
 - e. School displays
 - f. School handbooks
 - g. School website

2.5 – Complaints or Grievances Brought to Council or Council Members

1. As a representative body, councils may receive complaints or grievances about their operations or broader operations of the school.
 2. Any matter concerning a student or staff member should be immediately directed to the principal.
 3. Informal Complaints/Grievances
 - a. Where complaints or grievances about council operations are raised with a council member, that member should immediately refer the individual to the Council Chair and inform the Council Chair of the concern or grievance.
 - b. If the individual is not satisfied with the response from the Council Chair, the concern or grievance should be brought to the attention of the council in a more formal manner.
 4. Formal Complaints/Grievance
 - a. Formal concerns or complaints can be brought to the attention of council by:
-

- i. Addressing the concern in writing to the Council Chair, or
 - ii. Requesting that the Council Chair provide the individual with an opportunity to meet with council to discuss the concern.
 - b. In cases where a formal complaint or grievance has been raised, council will provide a written response regarding how the matter will be addressed.
5. Councils must include procedures for handling complaints or grievances in their constitution. (legislation) See Chapter 5: School Community Council Constitutions.

2.6 – Financial Support

1. The Board will provide an annual operating grant to each council.
 2. Funds received through this annual grant must be accounted for in accordance with Chapter 6: Administration of School Community Council Funds and other Board policies and Administrative Procedures.
-

Chapter 3

School Community Council Membership

3.1 – Representative Members (legislation)

1. The following persons are eligible to seek election as Representative Members:
 - a. Parents of students enrolled in the school.⁷
 - b. Electors residing within the school attendance area.⁸
2. The number of members range from five to nine persons, where the majority must be parents of students enrolled in the school. The exact number of members eligible for a seat on council will be defined in the constitution of each council.

3.2 – Secondary Student Representative Members (legislation)

1. Councils will, through their constitution, determine the number of secondary student representative members (one or two), and the method of their selection for schools offering a secondary program.
2. Additional student representation from students who do not fall into Grade 10, 11 or 12 levels may be facilitated by council appointment after elections have occurred.

3.3 – First Nations Representative Members (legislation)

1. Notwithstanding Section 3.3 (2), each council will, through their constitution, outline processes for electing First Nation Representative Members.
2. Each First Nation with a significant percentage of students who live on reserve who are attending a school within the School Division will be requested to select a Representative Member to council. (legislation)

3.4 – Permanent Members

1. Legislation requires that the following Permanent Members are appointed to council:
 - a. The school principal.
 - b. A teacher in the school.⁹

⁷ This includes parents living outside of the school attendance area who have children enrolled in the school.

⁸ Legislative provisions do not limit or restrict election or voting privileges for parents of students who may be employed by the School Division and work in the particular school.

⁹ The constitution for each council will describe the selection procedure for teacher members.

3.5 – Other Representative Members

1. The constitution shall outline criteria for Other Representative Members as suggested by council and approved by the Board.
2. Other Representative Members may include groups of students or community members not otherwise represented among elected members of council.
3. Other Representative Members may include, but will not be restricted to:
 - a. A Chamber of Commerce representative.
 - b. A local business person.
 - c. Aboriginal representation (in addition to First Nation representation).
 - d. A member of a visible minority.
 - e. A community organization representative.
 - f. A representative from the Town or RM Council.
 - g. A member of the clergy.
 - h. A senior citizens' representative.
 - i. A representative from a Recreation Board.
 - j. A community advocate who is not a parent.
 - k. Service providers.¹⁰
4. If, following the initial election of a council, the Board notices some councils are not representative of the student population and council is unable to address representation from various groups, the Board may appoint Other Representative Members to that council for a two-year term.

3.6 – Selection of Officers (legislation)

1. The Council Chair, Vice-Chair and Secretary shall be selected from among the following groups:
 - a. Elected Parent Representatives
 - b. Elected Community Members.
 - c. Student Representatives.
 - d. First Nation Representatives.
2. Permanent members are not eligible to hold an officer position.

¹⁰ Examples of service providers include persons from health regions, social services agencies or police agencies.

3.7 – Roles and Responsibilities of Council Members

Council Chair

The Council Chair will:

- Oversee council operations.
- Conduct council meetings.
- Ensure that all members have input into discussion and decisions.
- Act as spokesperson for council.
- Prepare council meeting agendas in consultation with the principal and other designated council members.
- May be elected for a two-year term

Council Vice-Chair

The Council Vice-Chair will:

- Support the Council Chair.
- Perform responsibilities assigned by the Council Chair.
- Maintain the intention of standing for election as Council Chair when that term expires.
- Conduct council meetings in the absence of the Council Chair.

Council Secretary

The Council Secretary will:

- Record and prepare council meeting minutes.
- Receive and send correspondence on behalf of council.
- Take charge of official records of council.
- Ensure that appropriate notice is given for all council meetings.

Council Treasurer

The Council Treasurer will:

- Manage council finances using procedures outlined in Chapter 6: Administration of School Community Council Funds, Board policy and Administrative Procedures.

3.8 – Disqualification of Council Members (legislation)

As per section 140.4 of *The Education Act*:

1. A School Community Council member shall vacate his or her office as a member of the School Community Council if the member:
 - a. Is convicted of an indictable offence
 - b. Is absent from three or more consecutive meetings of the School Community Council without authorization of the School Community Council, or
 - c. Ceases to be eligible for election as a member pursuant to the regulations or the policies of the School Community Council's Board of Education.
-

Chapter 4

School Community Council Elections

4.1 – General Considerations for Council Elections

1. To ensure consistency and coherence of operation, legislation calls for annual council elections of two-year term positions. This system creates staggered terms of office, with one-half of the representative members being elected one year, and the other half the next year. (legislation)
2. For the first year that elections are held, the half of the representative members receiving the largest number of votes serves for two years and the remaining half, receiving the lesser number of votes, serves for one year. This creates staggered term positions. (legislation)
3. The Board of Education must appoint an employee of the School Division, other than any member of the SCC, as Returning Officer for SCC elections. (legislation) The Board delegates this responsibility to the principal.
4. The employee selected by the principal as Returning Officer may not be a member of the Council (permanent, elected or appointed).
5. If, following the nomination process, there are vacant positions on a council, the Board may allow for a reduction in membership. If there are fewer than five members, the Board may appoint members to fill vacant positions.

4.2 – Initial Election Procedures for School Community Councils

Annual Meeting and Elections

1. Once a council is established, the Annual Meeting shall be held before November 15.
 2. The Annual Meeting of council serves as a focal point for reviewing activities of the past year and preparing for the coming year. As such, the Annual Meeting shall include:
 - a. An Annual Report that addresses council activities and finances for the past year.
 - b. Elections for non-appointed representative members.
 3. Should a representative member position become vacant during the year, that position may be filled by Board appointment in consultation with the council.
 4. The Annual Meeting agenda shall follow an outline closely resembling Appendix 2.1.1 School Community Council Annual Meeting Agenda.
-

5. The council shall post on the SCC page of the school website a list of council members, officers, meeting dates and meeting times by September 30.

Public Notice (legislation)

1. The Returning Officer shall provide public notice of the meeting to elect SCC members at least four weeks in advance.
2. The notice shall set out the attendance area, time, place and purpose of the meeting.
3. The notice must be reasonably expected to reach parents, guardians and community members.

Nominations

1. The Returning Officer shall issue a Public Call for Nominations, at least four weeks ahead of the Annual Meeting. A template for this call is included in Forms and Templates: Form E – Call for Nominations to a School Community Council.
2. The Public Call for Nominations shall be posted:
 - a. In a school bulletin or newsletter.
 - b. On the school website.
 - c. In five prominent locations within the community.
 - d. In the local newspaper. (optional)
3. Nomination forms will be available in the school office and must be submitted during office hours by 3:30 pm, at least two days before the Annual Meeting.
4. Nominations may also be accepted from the floor of the Annual Meeting.
5. Individuals may be nominated by another person or volunteer to stand for election.
6. All nominees must identify if they are standing for election as a parent or community member.
7. If an election is necessary, the Annual Meeting Chair will call upon the Returning Officer to conduct the election.

Eligibility to Vote (legislation)

1. The following persons are eligible to vote:
 - a. Parents of students enrolled in the school.¹¹
 - b. Electors that reside within the school attendance area.¹²

¹¹ This includes parents who do not reside within the school attendance area.

¹² The provisions do not limit or restrict the election or participating in voting of parents of students who may be employed by the School Division and work in a particular school.

2. In order to recognize their right to vote, eligible parents and resident electors must sign a declaration of eligibility to vote *before* the meeting begins. A template for this declaration is included in Forms and Templates: Form D – Declaration of Eligibility to Vote.
 3. Parents with students enrolled in more than one school are eligible to vote in elections for each council where their children attend school.
 4. Electors residing within a school attendance area are eligible to vote in the election of only one council.
-

4.2.1 SCC Operations Manual Appendix

Eligibility to Vote & Run in the SCC Election

Eligibility to Vote and Run in the School Community Council Election

A. PARENT/GUARDIAN:

Are you a parent/guardian of a student in this school?

YES ☐ NO ☐

If YES, you are eligible to vote or run for an elected seat.

If NO, move to section B below.

B. COMMUNITY MEMBER:

YES NO

1. Are you a Canadian citizen on the day of the election?

☐ ☐

2. Are you 18 years of age on the day of the election?

☐ ☐

3. Have you resided in Saskatchewan for at least six months?

☐ ☐

4. Have you resided on land in the school division for at least three months?

☐ ☐

5. Do you live within the attendance or geographic area as outlined by the
Good Spirit School Division for this school's School Community Council?

☐ ☐

6. Is this the only School Community Council election that you are voting in
as a 'community member'?

☐ ☐

If YES to all six questions above, you are eligible to vote or run for an elected seat as a
'community member'.

4.3 – Duties of the Returning Officer

1. The Returning Officer shall:
 - a. Announce who is eligible to vote.
 - b. Announce that eligible parents and resident electors must sign a declaration of eligibility before meeting begins in order to exercise their right to vote.
 - c. Announce that parents of students enrolled in more than one school (*including parents who do not reside within the attendance area of the school*) are eligible to vote in each of the elections for each council where their child attends school.
 - d. Announce that electors who reside within the school attendance area are eligible to vote in the election of only one council in their community of residence.
 - e. As individuals are nominated or volunteer, display names so that they are clearly visible to all in attendance. This display must also indicate if nominees are standing as a parent or community members.
 - f. Distribute and collect ballots.
 - g. Arrange for ballots to be counted in the presence of the Council Chair.
 - h. If there is a tie between nominees to fill the last available position, the Returning Officer will break the tie by lot.
 - i. Ensure the majority of members elected are parents of students enrolled in the school.
 - j. Announce election outcomes.

4.4 – Duties of the Council Chair Elect

1. The Returning Officer will facilitate the selection of Council Chair.
 2. Once elected, the Council Chair will review the nominations that have come forward in response to the Public Call for Nominations.
 3. The Council Chair will call for further nominations for representative members.
 4. If an election is necessary, the Council Chair will call upon the Returning Officer to manage the voting process by secret ballot.
 5. If the outcome of the election is not contested, the Council Chair will ask for a motion to have the Returning Officer destroy the ballots.
-

4.5 – First Nations Representation

1. The Returning Officer, with the principal's assistance, will invite each First Nation with a significant percentage of students living on the reserve and attending the school to select an individual to be appointed as a representative member for a two-year term. Refer to Forms and Templates: Form C – Sample Letter to Invite First Nations Participation in Council.
2. Officials from the First Nation will be asked to advise the Returning Officer or school principal regarding the appointed membership before the date of the Annual Meeting.
3. The Superintendent of Education may fill any vacant positions should a First Nations member not be appointed before the date of the Annual Meeting.

4.6 – Contested Election

1. The outcome of an election may be contested within four school days of the Annual Meeting.
 2. If the outcome of an election is disputed, the ballots will be held in safe keeping by the Returning Officer while the matter is referred to the Superintendent of Education.
 3. Within seven days of the Annual Meeting the Superintendent of Education will investigate the election and recommend a course of action to the Director of Education/CEO.
 4. Following receipt of the report from the Superintendent of Education, the Director of Education/CEO will make a final determination and inform the Board, the council, the principal and the candidates of the decision.
-

Chapter 5

School Community Council Constitutions

5.1 – General Guidelines

1. Each council shall develop and adopt a constitution within six months of their initial Annual Meeting and forward a copy to the Board for final approval. (legislation)
2. A working outline for developing a constitution is found in Section 5.2: A Guide for Creating a School Community Council Constitution.
3. A constitution outline is found in Appendix 5.2.1: Outline for a School Community Council Constitution.
4. A constitution may be amended by council motion and submission to the Good Spirit Education Complex office.
5. Constitutional amendments become effective after receiving Board or designate approval.

5.2 – A Guide for Creating a School Community Council Constitution

This section details a comprehensive guide for creating a School Community Council constitution. It is recommended that councils consult this guide from time to time, even in situations where the constitution is well established and particularly when undertaking a review of council operations.

1. Mission Statement

An organization's mission helps members and others understand its "reason for being". Organizations regularly review and adapt their mission statements to reflect current circumstances. In developing their mission statement, councils may wish to ask:

- Why do we have a School Community Council at our school?
- What does our School Community Council expect to achieve in the foreseeable future?
- How can our School Community Council contribute to the educational well-being of students?
- How can our School Community Council contribute to educational matters on a large scale, beyond the local school?
- How might the Mission Statement developed by this council align with the school and School Division mission statement?

2. Guiding Principles

Guiding principles align with the mission statement and serve as a compass for how council

should operate. Examples of guiding principles are outlined below.

- a. School Community Councils as a Representative Body – Councils are an integral component of School Division governance. Through their membership and actions, they strive to be representative of all students attending the school.
- b. School Community Councils are Inclusive – Councils recognize that all members of the school community can make a difference in the learning success and well-being of children and youth. In their activities, councils engage in processes to ensure all voices in the school community are heard and all perspectives are taken into account.
- c. School Community Councils Operate in a Respectful Manner – Councils understand school communities are complex environments. Councils recognize the importance of both community and professional perspectives and strive to appreciate all viewpoints.
- d. School Community Councils Operate in a Trustworthy Manner – Councils conduct their affairs in an open and transparent manner. Councils honour the right to privacy of individuals and treat all information they receive with appropriate discretion and sensitivity.
- e. School Community Councils are Responsive – Councils make every effort to respond to the needs and aspirations of the school community they represent. They regularly consult with students, parents, community members, the Board, the school principal, school staff and others. In addition, councils respond to request for guidance and direction, by the Board, school principal and other community agencies and organizations that support children and youth.
- f. School Community Councils are Effective – Councils focus their attention and efforts on key matters that make a difference in student learning and well-being. Keeping in mind their own unique school communities, councils align their work with provincial and School Division goals and initiatives related to student learning and well-being.
- g. School Community Councils are Committed – Councils are committed to fulfilling their role as a vital link in school level governance. Councils evaluate their performance regularly, take advantage of opportunities to build their capacity and account for their progress to the Board and public they represent.

3. Membership

- a. Representative Members – Council must elect five to nine Representative Members. (legislation) Representative Members are elected at the Annual Meeting, held before November 15.
 - b. Student Representative Members – Council is to have one or two Student Representative Members from the secondary level where practical. (legislation) Options for choosing student members are noted below:
 - i. **Option 1** – Students are selected from among those selected to the executive of the
-

school Student Leadership Council (SLC), or its equivalent, where they have been elected to the SLC for the expressed intent of serving on council.

- ii. **Option 2** – Students elected by the student body who are enrolled in Grade 10, 11 or 12 to represent student view on council.
 - iii. **Option 3** – Students elected in a specific manner as defined in the constitution of council.
- c. First Nations Representative Members (legislation) – Council shall request representation from First Nations groups in the vicinity of the local school. See Forms and Templates Form C – Sample Letter to Invite First Nations Participation in Council.
- d. Permanent Members (legislation) – Council must appoint the school principal and a teacher representative as Permanent Members. The constitution may address the means by which teacher permanent members are selected.
- e. Other Representative Members – A constitution may address Other Representative Members. Examples of such memberships are as follows:
- i. A member of the Chamber of Commerce or business person.
 - ii. Aboriginal representation in addition to First Nations representation.
 - iii. A member of a visible minority or advocate for a specific group of students.
 - iv. Representation from an organization, or organizations, in a community.
 - v. A representative from the Town or RM Council.
 - vi. A member of the clergy.
 - vii. A senior citizen's representative.
 - viii. Representations from service providers such as:
 - Health
 - Community Organizations
 - Justice/Police
4. Officers (legislation)

The constitution must define council officers to be selected annually from among the Representative Members (parent, community, student and First Nations members).

- a. Chairperson (required).
- b. Vice Chairperson (required).
- c. Secretary (required).
- d. Treasurer (optional).
- e. Committee Chairs (optional).

Note: Councils may wish to include role definitions for each of the above positions in their constitution.

5. Committees

Depending on local circumstances and initiatives, council may choose to designate committees (legislation) and appoint Representative Members as committee chairs. Council may wish to

include these committees into their constitution, particularly where they wish to promote stable ongoing operations.

6. Meetings

The constitution must address council meetings in terms of their general purpose and operation. Some considerations are noted below.

- a. Annual Meeting – The Annual Meeting is held once each year (legislation) with the central purpose being to hold council elections for the coming or current school year. This meeting must be held before November 15. During the Annual Meeting council will typically:
 - i. Elect members
 - ii. Select officers
 - iii. Provide an annual report¹³
 - iv. Include any other business determined by council
 - v. Provide a forum for dialogue with parents and the community
- b. Regular Meetings – Regular meetings allow council an opportunity to conduct business throughout the school year. The constitution should address how often council meets during the school year. Councils must meet at least five times in addition to the Annual Meeting. (legislation) It is recommended that council meets once a month during the school year.
- c. Meeting Governance – The constitution should address a governance model upon which meetings will operate. Two examples of meeting governance models are outlined below:
 - i. Representative Governance Model – in this model, council represents the wider school community. Meetings are open to the public, but only members of the elected council may decide upon matters at hand. In addition to having all meetings open to the public, council reports to the community using a communications strategy.
 - ii. Town Hall Model – in this model members are elected to council but its meetings are always open to the community at large and allows anyone at the meeting may participate in the discussion and play a role in the decision making process.
- d. Decision Making Models – In addition to a governance model, council may want their constitution to address decision making models.¹⁴ Two commonly used decision making models are outlined on the next page. Depending on other positions council has adopted, it may use one or both of these models.

¹³ The Annual Report is a summation of the council activity from the past school year, along with a financial report.

¹⁴ Providing a description of a council's preferred decision making model will help guide members.

- i. Majority Vote Model – in the majority vote model, an issue is discussed and a vote is taken. A majority vote determines the outcome. This system has the following advantages and disadvantages:

Advantages

- there is opportunity for modification of ideas during discussion
- a clear decision is made
- decisions can be made relatively quickly and efficiently

Disadvantages

- this system requires that council members (and the Chair in particular) understand proper rules of order¹⁵ for voting.
- this system can negatively affect team building
- this system can create a “win-lose” scenario and leave some participants dissatisfied

- ii. Consensus Building Model – in a consensus building model, all members listen to all opinions and try to find solutions to differences.¹⁶ Consensus will almost always involve compromise and can release a group to move beyond individual wants to be determining and pursuing shared needs. This system has the following advantages and disadvantages:

Advantages

- ensures all council members have an effective voice
- builds on differing perspectives and values
- allows for flexibility in arriving at solutions
- can build respect for differing values and viewpoints
- can lead to better informed decisions
- ensures the final decision has the support of the entire council
- if unsuccessful, it allows for decision-making by vote

Note: if both models above are used, councils may wish to outline within their constitution under what circumstances each of the models is employed. Only Representative Members may vote on matters requiring a formal vote. Where a formal vote is required, a quorum is defined as a majority of the Representative members present.

Disadvantages

- requires time, a clear process, skill on the part of the facilitator of discussion and full participation of all members
- if council is operating by pure consensus, the status quo will continue whenever there is a stalemate

7. Code of Conduct (legislation) – The constitution must include a code of conduct that provides council members with clear direction on how they are expected to fulfill their responsibilities. An example is included in Appendix 2.2.1: School Community Council Code of Conduct.
8. Methods for Communication and Consultation (legislation) – Council may choose to include information in their constitution regarding how they will communicate and consult with various affiliates ranging from the Board to members of the public. Suggestions for communication and consultation are found in Section 2.4: School Community Council Communications.

¹⁵ An example of such rules or order would be “Robert’s Rules of Order” for small organizations.

¹⁶ Consensus does not mean that all parties agree, rather it means that all parties “can live with” a decision so that the group can move forward.

9. Conflict of Interest – It is recommended that council consider a clause in their constitution that addresses conflict of interest. A council member may occasionally be in a conflict of interest position in terms of an issue being considered by council. When this happens, the member(s) should declare a conflict of interest, leave the room for that portion of the meeting, and not vote on the issue.
10. Dealing with Complaints or Grievances (legislation) – Councils must include a section that addresses how council, as a working body and as individual members, will deal with complaints or grievances. More information on this topic is included in Chapter 2: Section 2.5 – Complaints or Grievances Brought to Council.
11. Assessment of Council Operations – Council may want to evaluate how effectively they operate. In such cases, it is recommended that their constitution outline effective and ethical methods for conducting an evaluation or appraisal. Further guiding points for considering the inclusion of this topic in a constitution are as follows:
 - a. Council will evaluate their initiatives and operations focusing on procedures and outcomes.
 - b. Council may wish to use the following general roles as a guide for self-assessment and inclusion:
 - i. Understanding the school and community
 - ii. Developing and recommending an SCC activity plan that supports the school's SLP ~~LP~~
 - iii. Providing advance and approval
 - iv. Taking action
 - v. Communicating and reporting
 - vi. Developing capacity
 - c. Samples included in Forms and Templates.
 - i. Form A – School Community Council Evaluation
 - ii. Form B – Council Member Self-Assessment
12. Conflict Resolution (legislation) – Council must include a conflict resolution process¹⁷ in their constitution. These processes will address conflicts that may occur among council members and external conflict that may arise between council and individuals or community groups. A sample conflict resolution process is found in Appendix 2.2.2: Processes for Conflict Resolution.
13. Amending the Constitution – Any constitution is subject to change as local conditions evolve. It is important that clear procedures are in place for making amendments to the constitution. The following points must be recognized within a constitutional statement dealing with this topic:

¹⁷ If the topics of conflict resolution and code of conduct are included in a council's constitution, council must ensure that these areas work together.

- a. Constitutions and constitutional amendments are approved at two levels:
 - i. Council level
 - ii. Board level. Note that the Board's authority to approve SCC constitutions is delegated to the Director of Education/CEO as per Board Policy 3.1: Delegation of Authority.
 - b. Council may amend its constitution by first approving changes as a council and then receiving Board or designate approval for those changes.
 - c. Constitutional amendments are not official until they receive Board or designate approval.
-

5.2.1 Appendix

Outline for a School Community Council Constitution

The information below provides a general outline and for recommended components of a typical School Community Council constitution. See Chapter 5 – Section 5.2 for a more detailed guide.

1. **Mission Statement**
Insert mission statement here ...
 2. **Guiding Principles**
Listing guiding principles here ...
 3. **Membership**
Define or list the number of representative members (five to nine), and all other representative members on council.
 4. **Officers**
List officers and consider noting key roles or responsibilities.
 5. **Committees**
List any standing committees and council wishes to establish.
 6. **Meetings**
Annual Meeting – note stipulations council wishes to follow for the timing and conduct of annual meetings, staying within legislative and Board parameters.

Regular Meetings – note when and how often council will hold regular meetings.

Governance/Decision Making – note how decisions will be made in council meetings and what system of meeting management will be used.
 7. **General Operations**
Code of Conduct – address how council members conduct themselves in relation to their role on council on internal and external levels.

Consultation – describe the means by which council will communicate with the school, school community and School Division.

Conflict of Interest – highlight the need for council members to declare a conflict of interest when certain matters come before council and opt out of discussion and decision making.

Complaints or Grievances – describe how council (as individual members and as a whole) will deal
-

with complaints or grievances toward council.

8. Assessment of Operations – council may wish to build formal assessment of operations into their annual routine. If so, it is recommended that this be part of their constitution. Supporting documents for assessment of operations are found in Chapter 7 of this manual.
 9. Amending the Constitution – describe when and how amendments can be made to the constitution.
-

Chapter 6

Administration of School Community Council Funds

6.1 – Accounting Guidelines

General Information (legislation)

1. The Board is responsible for all revenues and expenses related to the operation of the School Division.
2. Councils are accountable to the Board and the public for ensuring that their funds (self-generated or received through grants) are managed in accordance with Board Policy, Administrative Procedures and recognized accounting practices.

Accounting Considerations

1. In order to exercise effective control over funds, SCCs must maintain and make available complete and accurate accounting records. Financial management shall be based on generally accepted accounting practices that include:
 - Receipting and recording of all revenues
 - Safeguarding/control of cash
 - Authorization and recording of all expenditures
 - Documentation to substantiate expenditures
 - Monthly bank reconciliation
 - Preparation of a year-end Financial Report
 - Audits by Good Spirit School Division staff or an external auditor
2. The fiscal year for councils operates from September 1 to August 31.

6.2 – Bank Accounts and Investments

Current Bank Account

1. Each council may have a single bank account. This account should:
 - Provide bank statements dated at month-end
 - Provide interest earned each month on account balances
 - Provide for all cheques to be signed by two people
 - Have a minimal monthly service charge Cheques
 1. Use pre-numbered cheques that bear the school and council name.
-

2. Voided cheques must be retained and filed in numerical order.
3. Unused cheques must be kept in a safe place where they are accessible only to members with signing authority.
4. Dual signatures shall be required on each cheque. It is recommended that the council, by motion, approve three people to have signing authority.

Deposits

1. Funds collected are to be deposited intact (in their entirety).

Investments

1. Surplus funds may be invested for short periods of time in terms deposits or guaranteed investment certificates with financial institutions covered by the Canada Deposit Insurance Corporation.

6.3 – Disbursement of Funds

1. All disbursements must be supported by an original invoice or receipt that shows the amount and purpose of payment.
2. Upon authorization by council, the disbursement of funds will be made by cheque.
3. Blank cheques must not be signed.

6.4 – Year End Financial Reports

1. A year-end financial report will be submitted to the Good Spirit Education Complex office by the second Friday in September.
-

6.4.1 Appendix

Example - School Community Council Year End Financial Summary

Good Spirit School Division School Community Council Year End Financial Summary For the Year Ending August 31, 20XX		
Name of SCC: (enter below)		
	Activity to Aug. 31/XX	
Opening bank balance September 1, 20XX	0.00	A
Revenues (Deposits)		
Commercial Sales (clothing, vending machines, etc)		
Fundraising Revenue (proceeds from fundrasining activities)		
Grants & partnerships (grants from PVSD, Municipality, other agencies)		
Donations (cash donations from Individuals, business, etc.)		
Other (please list)		
Total Revenues	0.00	B
Expenses (Disbursements)		
Administrative Supplies and Services		
Academic Supplies purchased for schools		
Academic Furniture and Equipment purchased for school use		
Cost of Goods Sold		
Fundraising Expenses (cost of fundraising goods and supplies)		
Playgrounds and Grounds (playstructures, grounds maintenace etc.)		
Travel (SCC memebers)		
Professional Development (SCC members)		
Other (please list)		
Total Expenses	0.00	C
Net Surplus (Deficit) for the year	0.00	B - C
Financial Position as at August 31, 20XX	0.00	A+B-C
Prepared by: _____ <div style="text-align: center; font-size: small;">(SCC Secretary Treasurer)</div>		
Verified by: _____ <div style="text-align: center; font-size: small;">(School Administrator)</div>		

6.4.2 Appendix

Example - School Community Council Bank Reconciliation Worksheet

Good Spirit School Division School Community Council Bank Reconciliation Worksheet August 31, 20XX			
Name of SCC: (enter below)			
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>			
Bank Statement Date:		<div style="border: 1px solid black; padding: 2px 10px;">August 31, 20XX</div>	
Ending Balance from Bank Statement, August 31, 20XX			<div style="border: 1px solid black; padding: 2px 10px; text-align: right;">\$0.00</div> <div style="text-align: right; font-weight: bold;">A</div>
Add Deposits in Transit:			
<u>Deposit Date</u>	<u>Amount</u>	<u>Deposit Date</u>	<u>Amount</u>
	\$0.00		\$0.00
	\$0.00		\$0.00
	\$0.00		\$0.00
	\$0.00		\$0.00
	\$0.00		\$0.00
Total Deposits in Transit			<div style="border: 1px solid black; padding: 2px 10px; text-align: right;">\$0.00</div> <div style="text-align: right; font-weight: bold;">B</div>
Subtotal			<div style="border: 1px solid black; padding: 2px 10px; text-align: right;">\$0.00</div> <div style="text-align: right; font-weight: bold;">A + B</div>
Subtract Outstanding Cheques:			
<u>Cheque Number</u>	<u>Amount</u>	<u>Cheque Number</u>	<u>Amount</u>
	\$0.00		\$0.00
	\$0.00		\$0.00
	\$0.00		\$0.00
	\$0.00		\$0.00
	\$0.00		\$0.00
	\$0.00		\$0.00
	\$0.00		\$0.00
	\$0.00		\$0.00
	\$0.00		\$0.00
	\$0.00		\$0.00
	\$0.00		\$0.00
	\$0.00		\$0.00
	\$0.00		\$0.00
Total Outstanding Cheques			<div style="border: 1px solid black; padding: 2px 10px; text-align: right;">\$0.00</div> <div style="text-align: right; font-weight: bold;">C</div>
Reconciled Bank Balance			<div style="border: 1px solid black; padding: 2px 10px; text-align: right;">\$0.00</div> <div style="text-align: right; font-weight: bold;">A+B-C</div>
Financial Position at August 31, 20XX			<div style="border: 1px solid black; padding: 2px 10px; text-align: right;">\$0.00</div>
Difference (must be zero)			<div style="border: 1px solid black; padding: 2px 10px; text-align: right;">\$0.00</div>

Chapter 7

School Community Councils – Assessment/Appraisal

7.1 – General Considerations

Monitoring progress and effectiveness holds great potential for realizing improvement in the work of a School Community Council. Knowing how well your council is performing will improve its contribution to student well-being and learned success, and demonstrates public accountability.

Conducting a self-assessment will support School Community Councils by both:

- serving as an *orientation and learning opportunity* for councils to clarify and strengthen their understanding of their role and responsibilities, and
- providing an opportunity to gather and *interpret information about the effectiveness of their work* enabling them to strengthen their contribution and continuously improve.

It will assist your council to determine promising practices, understand current strengths and weaknesses, and identify realistic directions for improvement. The information gathered will also assist Boards of Education in understanding the challenges and successes being experienced by School Community Councils and what supports are needed.

7.2 – Types of Assessments

There are many types of assessments that a council can use to help to determine their level of effectiveness. The type of assessment selected will be determined based up on what the Council's area of focus is and who will be providing the feedback. For example, it is common for councils to desire to perform a general self-assessment in all areas of its operations. There are multiple methods that can be used to generate this general feedback.

1. School Community Council Effectiveness Rubric and Planning Template

One method of assessment designed for review of overall council effectiveness is The School Community Council Effectiveness Rubric. The rubric allows the council to compare their current level of functioning to exemplars based upon criteria of performance that councils may strive to achieve. The rubric provides five key areas in the role and practices of School Community Councils as follows:

1. Council Development
2. School Level Plan
3. Community Development and Partnerships
4. Communications
5. Monitoring Results and Planning to Improve

To use the rubric, council members identify the statements in the rubric which most closely reflect the council's current performance levels in each of the five areas. Council members may wish to engage in this individually or as a collective group. The comparison process will allow the council to

determine the overall council effectiveness.

Complementing the rubric is a Planning Template that allows council members to further flesh out the strengths and areas for improvement for the council. In addition, the council members are provided with a template that allows the council to plan specific goals and actions for continual improvement.

The School Community Council Effectiveness Rubric and Planning Template are provided in Appendix 7.2.1.

2. SCC Self-Appraisal Specific Area of Interest Self-Assessments

School Community Councils may wish to perform other types of self-assessment directed at specific areas of council performance. Councils may create or use assessment tools that provide feedback specific to the performance area. Appendix 7.2.3 provides samples of questionnaires for councils and council members to assess council meeting effectiveness and individual council member self-appraisal. Council members should be asked to complete the questionnaires and submit to the SCC Chair. The SCC Chair should compile the responses and use the results as a basis for discussion to strengthen council operations in future.

The assessment methods listed above are not exhaustive and councils and school administration are encouraged to collaborate to develop assessment tools to suit their specific needs. Division staff are available to assist with the creation of assessment tools as required by councils.

7.2.1 Appendix

School Community Council Effectiveness Rubric and Planning Template

School Community Council Effectiveness Rubric: UNDERSTANDING EFFECTIVENESS – *How do we define and measure our success?*


The following continuum describes criteria of effectiveness related to three stages of Council development in their key responsibility areas:


Stage 1: The council is at the *initial developmental stage* and is primarily functioning to “inform its public.

Stage 2: The council is *progressing* in its development and is “involving” key representatives, as well as involved in the development of the School Level Plan and other key responsibilities.

Stage 3: The council is working at a proficient and effective level, “engaging” other meaningfully and engaged successfully in the critical work of enhancing student wellbeing and learning success.

For each column, select the level of development that best describes your current practices and operations. Feel free to add other indicators of effectiveness in the “other” line to describe your specific and unique situation.

Level of Development		Council Development	School Level Plan	Community Engagement & Partnerships	Communications	Monitoring Results & Planning to Improve
<u>Stage 3</u> <i>Proficient & Effective (Engaging)</i>		<ul style="list-style-type: none"> ▪ Independent executive with interdependent leadership between principal and chair ▪ Principal advises, chair leads or co-leadership ▪ Inclusive and open ▪ Representative membership ▪ All members understand roles and relationships ▪ Understands community issues, needs, aspirations and resources ▪ Works well as team ▪ Student and minority voice ▪ Productive meetings 	<ul style="list-style-type: none"> ▪ Focused on supporting student learning and well-being ▪ School community involved in implementing the School Level Plan (SLP) ▪ SLP actions and results monitored for continuous improvement ▪ SCC responsibilities address key matters linked to the Division priorities and provincial CIF 	<ul style="list-style-type: none"> ▪ Council is knowledgeable of the social, health and economic conditions of the community and the needs, aspirations and abilities of the students ▪ Council engages broad and diverse representatives from the school community to strengthen the learning program and provide supports for students’ diverse needs ▪ Council provides advice to community agencies on the 	<ul style="list-style-type: none"> ▪ Communication tools in place to inform parents and community members ▪ Regular scheduled meetings between principal and chair ▪ Constructive relationship with community, staff and board ▪ Informative and timely communications (Communication Plan) ▪ Two-way communications, open and inclusive ▪ Good and bad news shared ▪ Student achievement data and key priorities shared 	<ul style="list-style-type: none"> ▪ Annual report prepared on activities, plans and results ▪ Focused on measuring outcomes/results ▪ Outcome data is analyzed and used effectively and guides planning and reports ▪ Education, information available on the use of data ▪ Engages school community in celebrating successes ▪ OTHER?

		<ul style="list-style-type: none"> ▪ SCC is an integral, purposeful and valued component of school division governance, integrated into Board of Education decision-making processes 	<ul style="list-style-type: none"> ▪ The SCC uses evaluation and assessment information and data appropriately to inform and strengthen its planning and contributions ▪ OTHER? 	<ul style="list-style-type: none"> learning and wellbeing of students ▪ OTHER? 	<ul style="list-style-type: none"> ▪ The SCC seeks out student perspective and those not traditionally heard ▪ Provides advice to the Board respecting student code of conduct, school closure, religious and cultural instruction, etc. ▪ OTHER? 	
<u>Stage 2</u> <i>Progressing (Involving)</i>		<ul style="list-style-type: none"> ▪ Growing leadership from the executive ▪ Constitution developed ▪ Focused on key matters that make a difference in student learning and well-being ▪ Growing understanding of roles and responsibilities ▪ Development, training and networking opportunities ▪ OTHER? 	<ul style="list-style-type: none"> ▪ Involved with principal, staff, parents, students, etc. in development of SLP and submitted it to Board ▪ Limited knowledge of the use of data "Assessment Literacy" ▪ OTHER? 	<ul style="list-style-type: none"> ▪ Inventory of community resources and assets in place ▪ Partnerships being established to support students' diverse needs ▪ Work underway to seek out hard to reach parents ▪ Advisory positions being filled by community representatives ▪ Council experiencing successes in involving family and community members ▪ OTHER? 	<ul style="list-style-type: none"> ▪ Newsletter/communications with parents begun ▪ Council building climate of open and honest communication ▪ SCC providing advice to principal and staff regarding school programs ▪ Experiencing successes in involving family and community members ▪ Some opportunities to network with school board and administrative staff ▪ OTHER? 	<ul style="list-style-type: none"> ▪ Developing capacity in "assessment literacy" – knowledge of measurement, evaluation and the use and interpretation of data ▪ Growing confidence in development of annual report ▪ OTHER?
<u>Stage 1</u> <i>Beginning Development (Informing)</i>		<ul style="list-style-type: none"> ▪ Reliant on principal leadership ▪ Learning about roles and responsibilities ▪ Constitution under development ▪ First Schol Level Plan developed ▪ Learning to work as team ▪ Establishing relationships with principal and staff ▪ OTHER? 	<ul style="list-style-type: none"> ▪ The council has begun to work on the SLP ▪ Limited knowledge of community issues and needs ▪ OTHER? 	<ul style="list-style-type: none"> ▪ Limited knowledge of school board and provincial goals and priorities ▪ Limited success in involving hard to reach parents ▪ OTHER? 	<ul style="list-style-type: none"> ▪ Communication tools under development ▪ OTHER? 	<ul style="list-style-type: none"> ▪ Limited knowledge of measurement, evaluation methods and use and interpretation of data ▪ Reports to parents of an informational nature on plan development; not progress ▪ OTHER?

Planning Template: FINDING ACTIONS FOR IMPROVEMENT – *Identifying Next Steps and Intended Results*

Building on the information gained and discussions of the previous information, outline the actions your council is committed to for improving performance in each of its five key functions, including what you hope to achieve as results.

Areas of Council Effectiveness	Strengths	Areas for Improvement	Next Steps (Prioritized)	Intended Results/ Outcomes
1. Council Development				
2. School Level Plan				
3. Community Development and Partnerships				
4. Communications				
5. Monitoring Results and Planning to Improve				

7.2.2 Appendix

School Community Council Self-Monitoring and Improvement

Perspectives and Self-Reflection Tool

Description

Thank you for taking the time to complete this survey. This survey will be available until April 30. Your responses will be kept confidential. Your feedback will help you to reflect on your SCC operations. Your feedback will help to plan future events that will serve your needs. Upon completion you will receive a summary of the responses for your SCC and a comparison to the School Division averages.

Instructions

Council members are asked to complete the following survey individually. Five sections are provided, one for each of the key functions in the roles and responsibilities of effective School Community Councils: (I) Council Development; (II) School Level Plan; (III) Community Engagement and Partnerships; (IV) Communications; and (V) Monitoring Results and Planning to Improve. Based on your recent experience on the Council, rate each of the indicators of effectiveness below using a scale of Always, Sometimes, Usually, Never or Not Sure.

1. Name of School Community Council:

2. Council Position Held:

#	Item
3	Role: <input type="radio"/> Staff <input type="radio"/> Community Member <input type="radio"/> Both
4	School: <input type="radio"/> Canora Comp <input type="radio"/> Canora Junior (CJES) <input type="radio"/> Churchbridge Public <input type="radio"/> Columbia <input type="radio"/> Davison <input type="radio"/> Dr. Brass <input type="radio"/> Esterhazy High School <input type="radio"/> Grayson

	<input type="radio"/> Invermay <input type="radio"/> Kamsack Comprehensive <input type="radio"/> Langenburg Central <input type="radio"/> M.C. Knoll <input type="radio"/> Macdonald School <input type="radio"/> Melville Comp <input type="radio"/> Miller School <input type="radio"/> Norquay <input type="radio"/> P.J. Gillen <input type="radio"/> Preeceville <input type="radio"/> Saltcoats <input type="radio"/> Springside <input type="radio"/> Sturgis Comp <input type="radio"/> Victoria <input type="radio"/> Yorkdale Central <input type="radio"/> YRHS
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Council Development: Building a Representative and Effective Council. I my experience ...

#	Item
5	Our SCC reflects the community and students in the school. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure
6	I am clear about the roles and responsibilities of the SCC. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure
7	I believe the roles and responsibilities are understood by all members. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure
8	Our SCC develops an annual budget. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure

9	<p>Our SCC budget aligns with the School Level Plan.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p>
10	<p>Our SCC is respectful of confidentiality regarding information or complaints about any pupil, family member, guardian, teacher, administrator or other employee, or member of the Board of Education.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p>
11	<p>Our SCC has participated in orientation opportunities.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p>
12	<p>Our SCC has participated in networking opportunities to enhance our capacity to carry out responsibilities.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p>
13	<p>Our SCC has a positive working relationship with the school principal and staff.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p>
14	<p>Our SCC experiences success as we work together to achieve our goals.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p>
15	<p>I typically attend the SCC meeting.</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p> <p><input type="radio"/> Sometimes</p>

School Level Plan. In my experience ...

#	Item
16	Our SCC is engaged in the development of the School Level Plan. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure
17	Our SCC focuses its actions in support of student well-being and learning. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure
18	Our SCC activities are aligned to the School Level Plan. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure
19	Special projects of our SCC are included in the School Level Plan. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure

20. How do you see your role in the development and implementation of the School Level Plan?

--

Community Engagement and Partnerships. In my experience...

#	Item
21	<p>Our SCC provides supports to parents to become more directly involved in their child's learning and development (e.g., parenting programs, family literacy, etc.).</p> <p> <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure </p>

22	Our SCC engages people who are not on the SCC itself to assist with programs and supports. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure
23	Advisory positions on the SCC include community representatives to support partnerships with businesses, First Nations & Métis representatives, recreation, etc., to strengthen the capacity of school programming. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure

Communications: Relationship Building and Reporting. In my experience ...

#	Item
24	Our SCC has developed a climate of open and honest communication where everyone has an opportunity for input and feels their views are heard and respected. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure
25	Our SCC communicates with parents, community members, students, and school personnel through a newsletter. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure
26	Our SCC communicates with parents, community members, students, and school personnel through the school website. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure
27	Our SCC communicates with parents, community members, students, and school personnel through reports. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure

28	<p>Our SCC records minutes of SCC meetings and makes them available on the school website.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p>
29	<p>Our SCC develops meeting agendas.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p>
30	<p>Our SCC seeks feedback from the school community.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p>
31	<p>Our SCC actively seeks the perspectives of parents.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p>
32	<p>Our SCC actively seeks the perspectives of students.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p>
33	<p>Our SCC actively seeks the perspectives of people not traditionally involved or heard from.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p>

34	Our SCC is actively involved in providing advice and sharing our understanding of the school community to the School Division and Board of Education. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure
35	Our SCC takes advantage of opportunities to network and dialogue with the Board of Education and administrative staff. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure

Monitoring Results and Planning to Improve. In my experience ...

#	Item
36	Discussions at SCC meetings focus on how to strengthen student learning and well-being, as well as how to support the School Level Plan. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure
37	Our SCC members understand how the school plans to use achievement data for school improvement efforts. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure
38	Our SCC provides opportunities for parents, students, teachers, and community members to give us feedback on our work. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure
39	Our SCC engages the school community in celebrating successes. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure

The overall scores in each category will provide you with an indication of how well your council is doing. A report will be generated for your SCC by Division Office.

7.2.3 Appendix

School Community Council Member Self-Appraisal

Do I conduct myself in a manner that:

	Consistently	Occasionally	Rarely
Supports the vision, mission and goals of the school			
Serves the overall best interests of the school rather than any particular constituency			
Brings credibility and good will to the school			
Respects principles of fair play and due process			
Demonstrates respect for individuals in all manifestations of their cultural and linguistic diversity and life circumstances			
Respects and gives fair consideration to diverse and opposing viewpoints			
Demonstrates due diligence and dedication in preparation for and attendance at meetings, special events and in all other activities on behalf of the school			
Demonstrates good faith, prudent judgment, honesty, transparency and openness in my activities on behalf of the council and school			
Ensures that the financial affairs of the council are managed in a responsible and transparent manner			
Avoids real or perceived conflicts of interest			
Conforms to the constitution approved by the council and in particular the Code of Conduct			
Publicly demonstrates acceptance, respect and support for decisions legitimately taken in transaction of council business			

7.2.3 Appendix

School Community Council Meeting Appraisal

Instructions: Please take the time to complete this survey. This is your opportunity to improve future meetings.

Evaluation Scale – “1” denotes “not at all” and “5” denotes “very much”

	1	2	3	4	5
Was the agenda of this meeting clear?					
Were you encouraged to contribute?					
Did the atmosphere allow for free discussion?					
Was there enough time for discussion?					
Are you clear on what, if any, decision(s) was reached?					
Are you clear on the next steps being taken?					
Are you clear about who is responsible for taking the next steps?					
Do you think the purpose of this meeting was fulfilled?					
What aspects of this meeting were most appealing? a. b.					
What aspects of this meeting were least appealing? a. b.					
How did the SCC Chair conduct the meeting?					
Do you have suggestions for improving future meetings?					
Name (optional)	Date				

Form A

School Community Council Meeting Evaluation

Instructions – please take the time to complete this survey. This is your opportunity to improve future meetings.

Evaluation Scale – “1” denotes “not at all” and “5” denotes “very much”

Was the agenda of this meeting clear?	1	2	3	4	5
Were you encouraged to contribute?					
Did the atmosphere allow for free discussion?					
Was there enough time for discussion?					
Are you clear on what, if any, decision(s) was reached?					
Are you clear on the next steps being taken?					
Are you clear about who is responsible for taking the next steps?					
Do you think the purpose of this meeting was fulfilled?					
What aspects of this meeting were most appealing?					
What aspects of this meeting were least appealing?					
How did the Council chair conduct the meeting?					
Do you have suggestions for improving future meeting?					

Name (optional)

Date (MM/DD/YY)

Form B

School Community Council Member Self-Assessment

Do I conduct myself in a manner that:

	Consistently	Occasionally	Rarely
Supports the vision, mission and goals of the school?			
Serve the overall best interests of the school rather than any particular constituency?			
Brings credibility and good will to the school?			
Respects principles of fair play and due process?			
Demonstrates respect for individuals in all manifestations of their cultural and linguistic diversity and life circumstances?			
Respects and gives fair consideration to diverse and opposing viewpoints?			
Demonstrates due diligence and dedication in preparation for and attendance at meetings, special events and in all other activities on behalf of the school?			
Demonstrates good faith, prudent judgment, honesty, transparency and openness in my activities on behalf of the council and school?			
Ensures that the financial affairs of the council are managed in a responsible and transparent manner?			
Avoids real or perceived conflicts of interest?			
Conforms to the constitution approved by the council and in particular the Code of Conduct?			
Publicly demonstrates acceptance, respect and support for decisions legitimately taken in transaction of council business?			

Form C

Sample Letter to Invite First Nations Participation in Council

School Letterhead

Date Dear:

On behalf of Good Spirit School Division and _____ School, I invite you to select a representative from the _____ First Nation to become a member of the _____ School Community Council.

Representative Parent and Community Members of the School Community Council will be selected at an Annual Meeting planned for _____. First Nations parents with a child or children enrolled in _____ School are welcome to attend and become members of the council. In addition, to further ensure First Nations representation, provision is also made for an appointed member of the School Community Council to come from each First Nation with students attending our school.

In considering this invitation, please note that:

- The representative from each First Nation with students living on the reserve and attending the school shall be declared as a representative member for a two-year term.
- Officials from the First Nation will be asked to advise the Returning Officer or principal regarding the appointed membership before the date of the Annual Meeting.
- Should a member not be appointed before the date of the Annual Meeting, the Superintendent of Education may nominate a person to fill the position.

The role that council plays in the school is detailed in the note attached to this letter. Please accept this letter as your invitation to select a representative. Once a representative is selected, please contact the school principal or Returning Officer to advise them of your selection.

Thank you for your assistance in this important initiative.

Sincerely,

Good Spirit School Division Designated Staff Member

Form D

Declaration of Eligibility to Vote

School Letterhead

I _____, declare that I am:

A parent of a student who is enrolled in _____ School, and/or an elector that resides within the _____ School attendance area, choosing to exercise my right to vote in the _____ School Community Council election.

Parent/Elector Signature

Date (MM/DD/YY)

Note:

1. These provisions do not limit or restrict the election or participation in voting of parents of students who may be employed by the School Division and work in the particular school.
 2. Parents of students who are enrolled in the school (including parents who do not reside within the attendance area of the school) are eligible to vote in the election for each School Community Council where their child attends school.
 3. Electors who reside within the school attendance area are eligible to vote in the election of one School Community Council in their community of residence.
-

Form E

Call for Nominations to a School Community Council

Public Call for Nomination For the _____ School Community Council Date

The _____ School Community Council hereby calls for Nominations for Representative Parent and Community Members.

The following statements define eligibility to run as a Representative Parent and Community Member:

- Parents of students who are enrolled in the school (including parents who do not reside within the attendance area of the school), and
- Electors who reside within the school attendance area.

Note:

These provisions do not limit or restrict the election or participation in voting of parents of students who are employed by the School Division and work in the particular school.

Nomination Forms are available at the _____ School office and must be returned to the school office by 3:30 pm on _____ (full date).

For more information, contact _____ at _____.

Form F

Sample Nomination Form

Nomination Form For the
_____ School Community Council Date

I hereby nominate:

Name	
Address	
Phone	Email (optional)

I nominate the above individual as a Representative Parent/Community Member for the
_____ School Community Council. The Nominee will stand as: A parent of a student who is
enrolled in _____ School.

An elector who resides within the _____ School attendance area.

I am aware of eligibility criteria for Representative Parent/Community Member, and declare that the
nominee is eligible as Representative Parent/Community Member for the _____ School
Community Council.

Nominator's Name	
Address	
Phone	Email (optional)

Signature

Date (MM/DD/YY)

Office only:

☐ Received Date: _____
By: _____

Form G

Sample Ballot

School Community Council Ballot Form

Please write the names of the nominees.¹⁸

	Nominee's Name	Parent Rep	Community Rep
1		<input type="radio"/>	<input type="radio"/>
2		<input type="radio"/>	<input type="radio"/>
3		<input type="radio"/>	<input type="radio"/>
4		<input type="radio"/>	<input type="radio"/>
5		<input type="radio"/>	<input type="radio"/>
6		<input type="radio"/>	<input type="radio"/>
7		<input type="radio"/>	<input type="radio"/>
8		<input type="radio"/>	<input type="radio"/>
9		<input type="radio"/>	<input type="radio"/>
10		<input type="radio"/>	<input type="radio"/>
11		<input type="radio"/>	<input type="radio"/>
12		<input type="radio"/>	<input type="radio"/>
13		<input type="radio"/>	<input type="radio"/>
14		<input type="radio"/>	<input type="radio"/>
15		<input type="radio"/>	<input type="radio"/>

¹⁸ The actual number of members will vary, depending on the school community council constitution in force.

Glossary of Terms

Annual Meeting – refers to the annual meeting of a School Community Council that shall be held before November 15 of any operating year.

The Board – refers to the Board of Education for the Good Spirit School Division.

Board Chair – refers to the Board Chair for the Good Spirit School Division.

Council – refers to the School Community Council established pursuant to *The Education Act, 1995*, Sec 140.1.

Community Member – refers to a person who resides within the attendance area for a school or in proximity to the school, where an attendance area has not been assigned by the Board.

Director – refers to the Director of Education/CEO for the Good Spirit School Division.

Good Spirit Education Complex – refers to the central office of the Good Spirit School Division.

Key References

The following references provide statutory or policy information regarding the operation of School Community Councils in the School Division.

The Education Act, 1995

- Sec 140.1 to 140.5 – School Community Councils
- Sec 369(1) – Preservation of Documents (Board Responsibility)

A Handbook for School Community Councils and Principals

- Sec 1 (2) – Membership on the SCC
- Sec 3 (1) – Responsibilities of School Community Councils
- Sec 3 (2) – Building a Constitution
- Sec 5 (2) – Elections

Board Policy

- BP-1: [Foundational Statements](#)
- BP-2: [Role of the Board](#)
- BP-7.10: [Delegations to Board Meetings](#)
- BP-9.3: [School Community Councils](#)
- BP-10: [Policy Making](#)
- BP-17: [School Review](#)

Administrative Procedures

- AP-100: [Strategic Plan](#)
 - AP-101: [Annual Reports](#)
 - AP-102: [School Level Planning and Reporting](#)
 - AP-103: [School Viability](#)
 - AP-110: [School Community Councils](#)
 - AP-121: [Review of Administrative Procedures](#)
 - AP-150: [Media Relations](#)
 - AP-180: [Local Authority Freedom of Information & Privacy](#)
 - AP-206: [Opening Exercises](#)
 - AP-305: [Attendance Areas](#)
 - AP-350: [Code of Conduct](#)
 - AP-505: [Student Fees: Non-Tuition](#)
 - AP-520: [Fundraising Projects in Schools](#)
 - AP-541: [Names of Schools and Division Buildings](#)
 - AP-542: [Names for Special Locations](#)
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