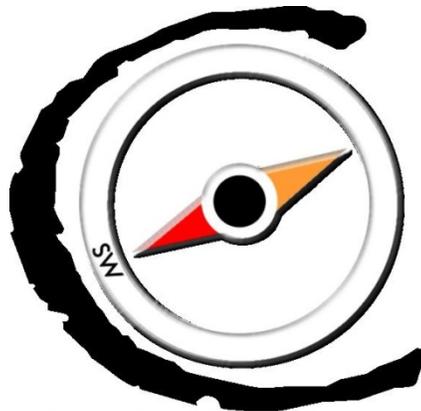


CHINOOK SCHOOL DIVISION

SCHOOL COMMUNITY COUNCILS

HANDBOOK

(Updated October 1, 2013)



Chinook School Division



CHINOOK SCHOOL DIVISION SCHOOL COMMUNITY COUNCILS

INDEX

- 1. CHINOOK SCC MANUAL INTRODUCTION***
- 2. CHINOOK SCHOOL COMMUNITY COUNCIL (SCC) BASICS***
- 3. EDUCATION ACT
BOARD GOVERNANCE POLICY 2.8 (BOARD LINKAGE)
BOARD OPERATIONAL POLICIES AND PROCEDURES
No. 201, 202 AND 203 (SCHOOL COMMUNITY COUNCILS)***
- 4. SCHOOL COMMUNITY COUNCIL'S GUIDELINES***

Chinook SCC Manual Introduction

November 2010

In May of 2010 the Chinook Board of Education dedicated their Spring Planning Session to the development of a mutual understanding on the role of School Community Councils (SCC's) and the creation of accompanying documents that would assist in activating the potential of these critical structures within the Chinook Board's Governance Model.

The following is intended to create a sense or spirit of the agreements that were reached:

1. The primary intent of School Community Councils is to support the learning and wellbeing of students in the school. The Board believes that the achievement of this objective is enhanced when the Board provides structure and direction with regard to Council duties and operation. To achieve this outcome, the Board will develop a *School Community Council Handbook* for distribution to stakeholders.
2. Councils are an integral, purposeful, and valued component of Chinook School Division governance. School Community Councils are ADVISORY to the Board and are guided by provincial legislation, Board policy, and procedures.
3. The Board supports the development of School Community Councils that provide for the meaningful engagement of parents, students, staff, and other stakeholders in the school community in decision-making for school improvement from a lay Perspective.
4. An effective School Community Council responds to the needs and aspirations of the school community it represents. Effective Councils develop and maintain a positive relationship with the Board, the school, and the community, and support school programming consistent with community values and needs.
5. To be effective, the work of the School Community Councils should result in recommendations to the Board that are consistent with the Chinook School Division policy, be accountable, affordable, and sustainable. To facilitate this outcome, the Board will place a premium on open, candid, two-way communication; provide division wide forums in support of Council networking, and in-service opportunities for Council members.
6. The active involvement of the school principal and staff is viewed as critical to the success of Community School Councils. While it is not the intention that the principal assume the leadership and management of School Community Council, collaboration in identifying issues and providing information in a positive and supportive manner will demonstrate principal support of Councils.
7. The Board anticipates and recognizes the benefit of School Community Councils identification of different initiatives. Different schools have different needs. However, Board capacity to support recommended Council initiatives is finite.

- a. As a general rule, the Board will be receptive to Council proposals that identify strategies that support the achievement of an aspect of the division annual strategic plan and/or school learning plan. Other initiatives related to student codes of conduct, activity programs, and programming needs have merit. The foregoing Board guidelines for Council work are not intended to eliminate the possibility that a Council could make a recommendation to the Board related to an initiative that is different from these guidelines. However, when making such recommendations, the Council should anticipate the need to provide indications of Council capacity to support, assess, and sustain the initiative. In every situation involving a Council recommendation to the Board, the Board reserves the right to establish decision conditions as part of the approval process.
- b. Furthermore when requests are brought forward the Board will use the following criteria to judge whether or not to approve the request:
 - i. Impact on Student Learning
 - Students directly impacted
 - Other students Benefit
 - to students Program
 - diversification
 - ii. Aligned and Consistent with Regulations
 - Provincial Regulation
 - Board Policy
 - Division Plans
 - iii. Legal Implications
 - iv. Cost to the Board
 - Start-up
 - Ongoing
 - v. Impact on the division as a whole
 - Precedent setting
 - Impact on other parts of the system
 - vi. Community Historical Context
 - Tradition is a significant force
 - vii. Consistent with Community Values
 - Data re: Stakeholder Opinion
 - viii. Level of support
 - Parents
 - Community
 - Principal
 - Staff
 - ix. Plans to Monitor On-going and Final outcomes
 - x. Profit Motive

The resulting compilation of materials is provided to give support to School Community Councils as we all work towards the improvement of the student experience within Chinook School Division.