

**School Community Councils
Procedures
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PROCEDURES

A. Establishment of Councils

1. Elections

a) Preparation

i) Appointment of a Returning Officer

The board of education names one employee per school, other than the Principal, as a Returning Officer for the purpose of election of the School Community Council. In most cases, this would be the school secretary. The Returning Officer will work directly with the Superintendent of School Community Councils and together they will be responsible for:

- receiving and safe storage of the nomination forms
- receiving ballots
- making arrangements for the public meeting
- arranging for ballot distribution and counting
- ensuring the destruction of the ballots after a period of 48 hours.

ii) Public Meetings

The first annual meeting will be held in the period from January 1, 2007 to April 30, 2007. This first meeting will be chaired by the Superintendent of School Community Councils or his or her designate. Subsequent annual meetings will be held annually in the period from April 1 to June 30. Communities should try to have a consistent time period for their meetings.

iii) Notice of Public Meeting

Public notice is given at least four weeks in advance. The meeting is held to elect members of the School Community Council and to report to the community. Notice could include but is not limited to items in the school newsletter or community newspaper, signs in the school and community and advertisements. Samples of parent and public communication bulletins and public meeting notices and related materials will be available through the Superintendent of School Community Councils.

iv) Nomination Forms

Nomination forms will be available from the returning officer from the time of the public notice of the meeting up to and including the annual meeting itself.

b) Election Procedures

i) Nomination Procedures

The Returning Officer will call for and receive written nominations. These may be received from the time the meeting is announced (four weeks prior) up to and including the meeting. The nomination form should include the name of the nominee, address, whether they are a parent or not, representing a particular group if any and the signature of at least one other person other than the Returning Officer who would verify the information.

ii) Representative Membership

School Community Councils are comprised of a minimum of five and a maximum of nine representative parent and community members. The majority of this membership must be parents. Schools that receive students from more than one feeder school should try to ensure representation from each of the feeder areas. Those schools affected would be Frontier School, Gull Lake School, Maple Creek Composite High School, O.M. Irwin Middle School, Shaunavon High School and Swift Current Comprehensive High School. Fairview Middle School, Oman School and Swift Current Comprehensive High School may also need to ensure representation from parents of French Immersion students.

iii) Election Process

The election will take place at the annual meeting. The Superintendent of School Community Councils or his or her designate will be the chairperson for the meeting. Parents, guardians and community members are elected by secret ballot at a public meeting. To seek a position as a parent representative, an individual must be the parent or legal guardian of a student enrolled in the school although he or she does not have to reside in the school's attendance area. To seek a position as a community representative an individual must be an elector in the school's attendance area. Employees of the Chinook School Division who follow the eligibility criteria are eligible to vote and to be elected as members of the council. All elections will be elections-at-large where all voters elect all members of the council. Since parents must make up the majority of representative members, the first five parents with the greatest number of votes will be elected. The remaining four positions will be filled by representatives with the next highest vote count. A tie will be broken by the flip of a coin. Ballots will be destroyed by the Superintendent of School Community Councils 48 hours after the meeting. Any appeals must be submitted to the Superintendent of School Community Councils in writing within 48 hours. Where there is not a surplus of candidates, those members nominated would be acclaimed.

iv) Procedures for Selecting Principals, Teachers and Students

The principal of the school will be the administrative member of the council. He or she will be a non-voting member of the council. The staff of the school will select one teacher representative who is to bring the "classroom perspective" to Council planning. Communication and consultation with the staff will remain with the principal. The teacher on Council will provide a voice that will assist the other members to understand the classroom context, the roles and responsibilities of teachers in the council and how council advice or decisions might impact on the classroom and teachers. He or she will be a non-voting member of the council. Schools that offer high school courses, can select one or two high school students to provide the student perspective. It is suggested that the selection of these two students be done during SRC elections but that the students may not necessarily be a member of the SRC. Students will be appointed for a one year term. Consideration could be given to appoint one of the students in grade 11 and then again the following year to ensure some continuity on the council.

v) Procedures for Naming other Permanent Members

The Board of Education may appoint permanent members to a Council on the advice of the Council. These members will be appointed for a one year term or less. They may be to provide particular advice to a school initiative, balance

demographic representation, fill an empty position or to represent a community group that works directly with the Council.

2. Terms of Office

a) Two Year Terms

The term of office for representative members is two years with no limit on the number of consecutive terms that may be served. Approximately one half of the representative members of the council will be elected each year.

b) Filling of Vacancies

Vacancies among representative members will be filled by Board of Education appointment in consultation with the School Community Councils. This might include an instance where the position needs to be filled for a period of time before a regular election will be held.

c) Special Startup Considerations

In the first year, approximately one half of the members will be elected to a term that will end in June of 2008 and the other half of the members will be elected to a term that will end in June of 2009. The half of the representatives with the largest number of votes will serve the longer terms. In the event representatives are acclaimed, the half that serve the longer terms will be chosen at the organizational meeting by consensus or if necessary by lots. Students appointed in the first year should be in grade 10 or 11 so that they continue until June of 2008.

d) Disqualification of Council Members

A School Community Council Member shall vacate his or her office as a member of the Council if the member a) is convicted of an indictable offence b) is absent from three or more consecutive meetings of the council without the authorization of the council and c) ceases to be eligible for election as a member pursuant to the regulations or policies of the Board of Education in regarding School Community Councils.

3. Officers

The School Community Council selects its officers from among its representative members. Officers must include a chairperson, a vice-chairperson and a secretary. Other officers like a Treasurer may be named within the constitution of the council. The term for each officer is one year and they will be selected at the organizational meeting. The organizational meeting will follow the annual meeting each year.

4. Merging of Two or More Councils

Each school within the Chinook School Division shall have a School community Council. Two or more School Community councils may petition the Board of Education to recommend to the minister that those School Community Councils be amalgamated to form one Council.

5. Annual Meetings

a) Selection of a Time Frame

Meetings will be held annually in the period from April 1 to June 30. Communities should try to have a consistent time period for their meetings. A member's term will end on June 30. The new council will assume its duties in the fall of the year. The Superintendent of School Community Councils or his or her designate will act as chairperson for the meeting.

b) Report of the Council

The Council will prepare a formal annual report. The Council should report on those matters that are their responsibility. The report could include information on their contribution to the Learning Improvement Plan and their plans to impact community involvement, school fees, fundraising initiatives, etc.

c) Election of new Members

Approximately half of the members will be elected at each annual meeting. See Section 1 for details.

B. Work of the Councils

1. Purpose and Vision

School Community Councils will help to strengthen the capacity of schools to improve children's learning or well-being. By helping families to support their children's learning and by gathering the resources of the community to ensure student well-being, Councils will make a valued contribution to the learning success of Saskatchewan students. School Community Councils are established within the authority of Boards of Education. Their purpose is to develop shared responsibility for the learning success and well-being of children and to encourage and facilitate parent and community involvement in school planning and improvement processes.

There are six vision statements that guide their formation, initiatives and evaluation.

- 1) The School Community Council is an **integral, purposeful and valued** component of school division governance.
- 2) The School Community Council is **inclusive** of the community and representative of the students in the school.
- 3) The roles of the School Community Council are **clear and well understood**.
- 4) Their responsibilities address **key matters that make a difference** in student learning and well-being.
- 5) The School Community Council **aligns its work** with provincial and division goals and initiatives.
- 6) The School Community Council is **accountable, transparent and responsive** in its relationship with parents and the school community.

2. Guiding Principles

There are seven guiding principles that should help the work of the Council.

(1) Representative – They strive through their membership and their actions to be representative of all students attending the school.

- (2) Inclusive** – They should engage in processes to ensure all voices in the school community are heard and all perspectives are taken into account.
- (3) Respectful** – Councils recognize the importance of both lay and professional perspectives and strive to appreciate all viewpoints.
- (4) Trustworthy** – They conduct their affairs in an open and transparent manner.
- (5) Responsible** – They make every effort to respond to the needs and aspirations of the school community they represent.
- (6) Effective** – They will need to focus their attention and efforts on key matters that make a difference in student learning and well-being.
- (7) Committed** – The School Community Councils are committed to fulfilling their role as a vital link in school level governance.

3. Responsibilities

- a) Understand the Community** - Councils will need to understand the economic, social and health conditions of the parents, students and general public in their community. They will need to find out about child and youth learning needs and aspirations and to become knowledgeable about the resources and supports for the school, parents and community. Councils will need to be knowledgeable about their community if they can be effective advocates.
- b) Developing and Recommending the Learning Improvement Plan** – The Council will work collaboratively with the school principal and staff of the staff on developing, recommending and achieving the Learning Improvement Plan for the school. The plan will be aligned with the school division goals which will align with the four broad initiatives from the Ministry of Education. The Council will focus on engaging the parents and the community in achieving the Learning Improvement Plan. The Council will also work with the school on the development and annual review of the school's mission and vision.
- c) Providing Advice** – Councils will represent the community to:
 - i) Boards of Education on policies, programs and educational service delivery decision, including grade discontinuance, school closure, religious observances and language of instruction.
 - ii) School principal on its curricular, co-curricular and extra-curricular programs and operations, fundraising activities and school fees and student code of conduct. The Council will be involved in any planning around development and beautification of school facilities and grounds.
 - iii) Other organizations, agencies and governments on the learning and well-being needs of the children and youth of their community.
- d) Taking Action** – Councils will need to fulfill initiatives assigned to it within the Learning Improvement Plan by engaging parents and the community.
- e) Report to Parents and Community** –The Council will have to report at least annually on the its plans, initiatives and outcomes and on the expenditure of funds related to the operation of the School Community Councils
- f) Participate** – There will be professional development and networking opportunities designed to increase the capacity of the Council. It should try to take advantage of those as much as possible.

4. Constitution

a) Structure and Officers

There will be 5 to 9 representative members that will be elected at an annual meeting. Approximately half of those members will be elected each year for a two year term. Schools offering high school courses can have 1 or 2 students on the Council. The student representatives will be appointed by the Board of Education but the Council, in consultation with the school, should decide how they will be selected. The Council should also indicate whether the student representatives will sit on council for two, one year terms or will be selected and appointed each year for a one year term.

The Board of Education will also appoint two permanent members for two year terms. Those will be the principal and the teacher. The Council should address how the teacher shall be selected for appointment.

The Council will select annually its Officers from the Representative Members. This can be done at the first meeting of the school year in September or directly following the annual meeting. They must select a chairperson, a vice-chairperson and a secretary. The Council can determine whether the position of a treasurer should be a stand alone position or whether it should be combined with the secretarial duties to create a secretary-treasurer position. Other positions could be added to the Council as well. The roles and responsibilities of each position will need to be created.

b) Schedule of Meetings

The School Community Council will have an annual meeting held in the spring of each year. The Council should determine if possible a month when their annual meeting will occur each year. The annual meeting will be used to elect new members, present its annual report to the community outlining information on school activities, their contribution to the Learning Improvement Plan, financial matters and their plans to impact community involvement.

In addition, the Council must meet a minimum of five times during the school year. They could meet as much as monthly during the school year. Consideration should be given to meeting on a regular date each time so that this information could be shared with the community and advance planning could be easier. A procedure will need to be established to determine how a special meeting could be called.

Council should consider who can attend regular meetings. Alternatives could include open to all parents, community members and staff, putting some limits on attendance or attendance by delegation only. Some councils may choose a Town Hall model of governance where any member of the school community can participate in the meeting and be involved in the decision making process of matters brought before the School Community Council.

c) Public Consultation and Communication

School Community Councils will need to determine the methods they will use to consult with and inform the public regarding their initiatives. Information can be presented through posters, web sites, public notices, e-mail or newsletters. Presentations could be used for more complex ideas and could be incorporated within regular meetings.

d) Code of Conduct

The Council will need to develop a Code of Conduct for their affairs that will foster positive, cooperative, student focused and forward looking relationships among parents, the school and the community. The code should discuss communication, atmosphere, student centered decision making, honesty, respect, confidentiality, etc. The council is not a forum for the discussion of individual school personnel, students, parents, or other individual members of the school community. Council could establish its own code of conduct through a process at a regular meeting. The Council could read examples of codes of conduct, brainstorm its own list, translate those ideas into a draft document which should be circulated, edited and then approved by the Council. A statement on conflict of interest should be included. It should describe a procedure the Council member should follow in the unlikely event there is a conflict of interest. A conflict of interest could be actual, perceived or potential.

e) Decision Making Processes

Councils will have the choice of two types of decision making. They can choose a majority vote model where an issue is discussed and a vote is taken. The majority vote decides the issue. The other model is consensus building. This does not mean that all parties agree but that they can live with a decision so that the group can move forward. Councils can also choose a combination where the first attempt will always to try to reach consensus. If that is impossible and there are no other choices, the Council may then choose to vote to settle the issue. The council will also need to determine how many members will need to be present for a quorum.

f) Addressing Complaints / Concerns and Resolving Conflict

The School Community Council will on occasion hear concerns raised by parents. The Council will need to decide if the issue is within its mandate. If any matter concerns an individual student or staff member, it must be directed to the staff member or Principal. It is not the responsibility of the School Community Council to deal with concerns or complaints about individuals other than to direct the concern to the appropriate individual. If the matter concerns the initiatives or activities of the council, it can be dealt with in an informal or formal manner.

Informal Complaints or Concerns

Provided School Community Council Members are comfortable in their knowledge and feel at ease expressing themselves, concerns or questions about S.C.C. initiatives or activities expressed informally to members of the School Community

Council may be addressed immediately by the Member. If a Member is unsure of the appropriate response, s/he should say so but indicate that s/he will check and get back to the individual. If such a commitment is made the Member must follow through. After responding to the complaint or concern the Member should always ask if their response has been satisfactory. If the individual is not satisfied with the response, the Member should explain how the concern or complaint could be brought to the attention of the School Community Council in a more formal manner.

Formal Complaints or Concerns

Concerns or complaints can be brought to the attention of the School Community Council by addressing the concern in writing to the Chairperson or by requesting that the Chairperson provide the individual with an opportunity to meet with the School Community Council at an upcoming meeting. The School Community Council will provide a written response regarding how they have or will address the concern or complaint. Any conflicts should be resolved by using the following criteria: The solution puts the interest and welfare of children and youth above all other issues. It is structured to ensure that both parties have a fair opportunity to present their point of view. It is as simple and inexpensive to administer as possible.

g) Committees

Committees can be internal and composed of School Community Council members exclusively or they could be external and include other parents, community members or interested and knowledgeable individuals. They could be permanent committees for example for fund raising or they could deal with a particular situation or concern and then discontinue when their work is done. All committees are advisory to the Council. One member of a permanent committee should be a representative member of Council.

h) Effectiveness Criteria

Evaluation of the operations of the Council will help them focus on what is needed, what they are doing well and what they are now doing that needs to be improved. It could be done in a formal manner with evaluation forms or setting aside time to discuss Council operations. It can be accomplished in an informal manner but taking a few minutes at the end of a meeting to comment on positives and areas that may need attention and to listening to parents, school staff, students and community members. There is more information on assessing progress in section 5 on page 12 of this document.

i) Amending the Constitution

The School Community Council may amend its constitution by passing a motion at a regular meeting of the Council or at the annual meeting indicating that they would recommend to the Board of Education that a change be made. This proposal in writing would then be sent to the Board of Education through the Superintendent of School Community Councils for approval.

5. Assessing Progress

a) Focus on Outcomes

The ultimate goal of the School Community Council is to improve student learning and well-being. Ultimately the success of each depends on the students. Councils and the school will need to gather information on student learning and well-being and determine whether they would like to see improvements. The staff of the school with the cooperation of the parents will have the major responsibility in teaching the children and ensuring improvement. The Council will have an important responsibility in supporting student learning. The Council should ask questions about what it is achieving in their six areas of responsibility. What has it achieved in the areas of understanding the community, working collaboratively on the Learning Improvement Plan, providing advice, taking action on its initiatives, communicating and reporting to the community and developing capacity.

b) Focus on Council Procedures

Assessing progress on council procedures may be accomplished by asking the following questions:

Do I conduct myself in a manner that:

1. Supports the vision, beliefs and goals of the school?
2. Serves the overall best interests of the school rather than any particular constituency?
3. Brings credibility and good will to the school?
4. Respects principles of fair play and due process?
5. Demonstrates respect for individuals in all manifestations of their cultural and linguistic diversity and life circumstances?
6. Respects and gives fair consideration to diverse and opposing viewpoints?
7. Demonstrates due diligence and dedication in preparation for and attendance at meetings, special events and in all other activities on behalf of the school?
8. Demonstrates good faith, prudent judgment, honesty, transparency and openness in my activities on behalf of the Council and the school?
9. Ensures that the financial affairs of the Council are conducted in a responsible and transparent manner?
10. Avoids real or perceived conflicts of interest?
11. Conforms to the constitution approved by the Council and in particular the Code of Conduct?
12. Publicly demonstrates acceptance, respect and support for the decisions legitimately taken in transaction of the Council's business?

C. Council – Board of Education Communications and Relationships

1. Board Plan for Consultation

The Board of Education will develop a strategic and systematic plan to communicate with the community in general and the School Community Council specifically. There will need to be annual cycles for consultation with a Council as an individual entity and with councils in a larger context. When a board member travels to School Community Council meeting in a community, they are there to listen about the work of the school and the council. It might be reasonable to expect that each board member attends one School Community Council meeting in the fall and spring of the year. When the board member invites Council members to a central location, they would use that occasion to update the council on the activities of the division and to discuss upcoming events. Again it would be reasonable to expect that each board member would bring all council members in their subdivision to a central location in the spring and fall of the year.

2. Establishment of Matters Councils will be Consulted About

With the exception of certain matters set out in legislation that will be dealt with in this section, the Board of Education may consult, or not, on any matters they choose. Establishment of School Community Councils and their responsibility to understand the school community and advise in the interest of student learning and well-being serves Board of Education and their administration well in their need for knowledge about policy or decision impacts in the schools of the Division. The following may be matters for consultation with School Community Councils:

- School Closures and Grade Discontinuation
- Religious Observances
- Language of Instruction
- Division Strategic Plan and Annual Budget

3. Establishing Expectation About Advice Councils Should Provide to the Board

In keeping with the role of Councils in support of student learning and well-being and about engaging parents and community, Councils should plan to offer information and advice to the Board of Education about:

- School Programming Requirements
- Student Learning and Well-being Needs
- Community Resources to Support the School

4. Establishment of Senior Administration Consultation

School Division Senior Administrators consult closely with staff and others as they fulfill their administrative responsibilities. School Community Councils are a further source of advice for School Division Administrators and may expect to be consulted on certain administrative decisions. In this respect, Principals will need to be kept informed of

consultation expectations and any role they may play in facilitating Council input to Board of Education or administrative decisions. There is no limitation on what School Community Councils might be consulted on however, the choice of matters should not distract Councils from the primary focus of their work nor should they be consulted on matters of limited consequence or impact in their particular school.

The Superintendent of School Community Councils will be first contact for Councils and administrators in regards to the workings of the council. The Superintendent will be responsible for elections, establishing consultation meetings, professional development for Councils and administrators, creating constitutions and providing support in the ongoing work of the council.

5. Establishing Division Wide Consultation Mechanisms

Division-wide opportunities for all Councils and the Board to meet may occur once or twice a year as School Community Council professional development opportunities are provided. The division may establish Division-level entities that include the Chairpersons or other representatives of School Community Councils or establish a structure at the regional level. These smaller meetings may delegate representatives to meet with the Board of Education or Administration on certain issues or to consult on matters identified by the Board or the Councils

D. Administrative Support

1. Financial Support

School Community Councils will require some funding to cover their operating expenses. Meeting, communication and in some circumstances transportation expenses are normal costs of operation. The funding will also support the initiatives undertaken by the council. Council members should not incur costs to attend regular meetings. Any meetings for professional development or for consultation that occur away from the regular meetings of the council will be paid for centrally.

The Board of Education will provide a \$1,500 grant per School Community Council per year. The grant will be issued in the fall of the year. The Council will provide a financial report to the Division at the end of the school year outlining how those and other funds of the council have been spent.

- Special Request: The SCC may make written application to the Board for funding of events viewed to be of benefit to the student body of the school. The Board will adjudicate each request on a case by case basis.

2. Professional Development Support

School Community Councils require ongoing orientation, training, development and networking opportunities. There will be a division wide professional development day held when all councils have been elected. This first day will focus on the roles and

responsibilities of the Councils. Ongoing professional development days will focus more on the work of the Councils and different ideas on how to engage the community.

E. Appendices

Appendix 1

Election Nomination Form



Chinook School Division

Chinook School Division

School Community Council

Nomination Form

Name of Nominee

Are you a parent or legal guardian of a student in _____ School

Yes No

Are you an elector of the Chinook School Division and live in the attendance area of _____ School

Yes No

Signature of Nominee _____

Signature of Witness _____

**Appendix 2
Appendix 2
Sample Ballot**



Chinook School Division

Chinook School Division

School Community Council

Ballot

Please write the names of nine individuals below:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Appendix 3

Sample Constitution

The School Community Council of _____

1. Membership

1.1 Representative Membership

The School Community Council will have the following Representative Members:

- 5 – 9 parent and community members elected at the Annual General Meeting
- 1 – 2 secondary student(s)

1.2 Permanent Members

The School Community Council will have the following Permanent Members:

- The School Principal
- A teacher
- Additional members as recommended by the SCC and approved by the Board of Education.

- 1.3 In the first year approximately half of the representative members will serve a one year term and the remainder will serve a two year term. Approximately half of the representative members will be up for election each year at the annual meeting.

2. Officers

- 2.1 The following School Council Officers will be elected annually from among the Representative Members

- Chairperson
- Vice-Chairperson
- Secretary/Treasurer

The roles and responsibilities of officers can be found in Appendix A of this constitution.

3. School Community Council Meetings

3.1 Annual General Meeting

The Annual General meeting will be held in the month of May of each year. During this meeting School Community Council members will be selected and officers will be chosen.

3.2 Meetings

The School Community Council will meet on a monthly basis on every third Tuesday.

3.3 Model of Governance

The Town-Hall Model

In this model members are elected to the School Community Council but regular meetings are open to the entire school community. Any member of the school community can

participate in the meeting. The vice-principal will be a regular member of the council with non-voting privileges.

3.4 Decision Making

Decisions will try to be made on a consensus basis first. If consensus cannot be reached, a vote will need to be taken. On matters requiring a formal vote, Permanent Members of the School Community Council may not vote.

3.5 Quorum

A quorum of the School Community Council shall be a majority of the Representative Members.

3.6 Special Meeting

A special meeting of a School Community Council shall be called by the chair of the SCC if required to do so by the Board of Education. Only business pertaining to the roles and responsibilities of School Community Councils can be considered at a special meeting.

4. Public Consultation and Communication

The School Community Council will consult and communicate with the school community through the following strategies:

- Bulletin Board
- Website
- Newsletters
- Minutes of SCC meetings

5. School Community Council Code of Conduct

The School Community Council will adopt the Code of Conduct which can be found in Appendix B of this constitution.

6. Conflict of Interest

A School Community Council member may occasionally find him/herself in a conflict of interest position in terms of some issue under consideration by the S.C.C. When this happens, the Member should declare that s/he is in a conflict of interest situation and leave the room for the portion of the meeting, thus refraining from participating in the discussion. The Member should not vote on any decision made on the issue.

7. Handling Complaints or Concerns

7.1 Complaints or Concern about an Individual Student or Staff Member

Any matter concerning an individual student or staff member must be directed to the staff member or Principal. It is not the responsibility of the School Community Council to deal with concerns or complaints about individuals other than to direct the concern to the appropriate individual. Board of Education Policy 2040 Parent and Student Concerns outlines the appropriate procedure to resolve complaints or concerns.

7.2 Complaints or Concerns about School Community Council Initiatives or Activities

7.2.1 Informal Complaints or Concerns

Provided School Community Council Members are comfortable in their knowledge and feel at ease expressing themselves, concerns or questions about S.C.C. initiatives or activities expressed informally to members of the School Community Council may be addressed immediately by the Member. If a Member is unsure of the appropriate response, s/he should say so but indicate that s/he will check and get back to the individual. If such a commitment is made the Member must follow through. After responding to the complaint or concern the Member should always ask if their response has been satisfactory. If the individual is not satisfied with the response, the Member should explain how the concern or complaint could be brought to the attention of the School Community Council in a more formal manner.

7.2.2 Formal Complaints or Concerns

Concerns or complaints can be brought to the attention of the School Community Council by addressing the concern in writing to the Chairperson or by requesting that the Chairperson provide the individual with an opportunity to meet with the School Community Council at an upcoming meeting. The School Community Council will provide a written response regarding how they have or will address the concern or complaint.

8. Conflict Resolution Process

The Conflict Resolution Process will be used by the School Community Council to address both internal conflict, which may occur among individuals within the School Community Council and external conflict that may occur between the School Community Council and individuals, groups or organization outside of the S.C.C.

If reasonable attempts to resolve the conflict have been unsuccessful, the principal or the chairperson will contact the Superintendent of Schools.

9. Committees

The School Community Council will act in a coordination role for committees operating in support of the S.C.C. and the school program.

10. Amend the Constitution

The School Community Council may amend its constitution by sending suggestions for change in writing to the Board of Education.

Appendix A

Roles and Responsibilities of School Community Council Officers

The **Chairperson** will:

- conduct meetings of the School Community Council;
- ensure that all members have input to discussion and decisions;
- prepare meeting agendas in consultation with the Principal and other School Community Council Members;
- oversee operations of the School Community Council;
- establish networks that support the School Community Council; and,
- act as a spokesperson for the School Community Council.

The **Vice-Chairperson** will;

- support the Chairperson in his/her duties, taking over when the Chairperson is unable to attend; and,
- perform responsibilities assigned by the Chairperson.

The **Secretary/Treasurer** will;

- take minutes at School Community Council meetings;
- receive and send correspondence on behalf of the School Community Council;
- take charge of any official records of the School Community Council;
- ensure that appropriate notice is given for all meetings of the School Community Council; and, manage the finances of the School Community Council.

Appendix B

Code of Conduct

I shall:

- Uphold the constitution, policies and procedures of the School Community Council.
- Perform my duties with honesty and integrity.
- Work to ensure that the well-being of students is the primary focus of all decisions.
- Respect the rights of all individuals
- Take the direction from the Council, ensuring that the representation processes are in place.
- Encourage and support parents and students to act on their behalf and provide information on the process for taking forward concerns.
- Encourage a positive atmosphere where individual contributions are encouraged and valued
- Limit discussions at school council meetings to matters of concern to the school community as a whole
- Use the appropriate communication channels when questions or concerns arise.
- Declare any conflict of interest.

Appendix 4

Sample Planning Document and Year Plan of the SCC

A) SCC- Regular Meeting Agenda/Format

- a. Meetings should include the following:
 - i. Learning
 - 1. School learning items as outlined by month
 - ii. Discussion
 - 1. SCC/Community generated discussion
 - iii. Information
 - 1. School and division informational items

B) SCC – Yearly Planning Cycle

September

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|---|
| SCC Election of officers |
| SCC Orientation- Review of Roles and Responsibilities of SCC's |
| Introduction to new school staff |
| Review of previous years' progress toward school goals-learning and student wellness (may include school code of conduct) |
| Review Chinook Learning Priorities |
| Review School Mission, Vision, Values |
| Other information from division and school |
| Discussion and feedback |

October

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| Discussion and feedback regarding school learning plan |
| Review school's assessment and reporting plans and schedules |
| OTL – Homework, study skills, home support |
| School/division literacy plans (literacy coach or teacher) include an explanation of F&P/RAD |
| Other information from division and school |
| First Thursday of October SCC New Members and Chairs Workshop |

November

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|---|
| Presentation of finalized school learning program |
| Curriculum renewal schedule (CIA or school admin) |
| Chinook Annual Meeting Agenda Consultation/Board Strategic Plan Presentation to the |
| Other information from division and school |
| Third Thursday of November Fall SCC/Board Forum |

December – No meeting

January

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| Changing instructional and assessment practices (student, teacher, admin, CIA coordinator) |
| Other information from division and school |

February

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|---|
| Chinook Math renewal/implementation plan (Coordinators, Pearson Publishing rep) |
| School Learning Plan progress report |
| Other information from division and school |

March

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|--|
| Assessment for Learning (AFL) |
| Staffing and Enrolment Information |
| OTL – Homework and study skills |
| Other information from division and school |
| Third Thursday of March Spring SCC/Board Forum |

April

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|--|
| Outline of the School's Pyramid of Interventions (SST or SS Coordinator) |
| Personal Program Plans and Differentiated instruction |
| Preparation for SCC elections |
| Advertising/Information nights |
| Other information from division and school |

May

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|---|
| SCC elections |
| Review of school learning improvement plan |
| School learning improvement plan discussion and input for upcoming year |
| Board Strategic Plan – Input for next year |

June – Wind-up

C) SCC Contact with the Chinook Board of Education

a. October/November- Regional Forum

- i. Welcomes and introductions
- ii. SCC sharing of school opening activities
- iii. Subgroups and table topic
 1. Small group guided discussion on
 - a. Board policy/Governance
 - b. Board Strategic Plan
 - c. Annual Meeting Format
 - d. Curricular and extra curr programming
 - e. Transportation
 - f. School facilities
 - g. Budget

b. May-Regional Forum

- i. Welcomes and Introduction
- ii. SCC Sharing of their accomplishments over the year
- iii. Board Goals, Work plan, Planning Cycle
- iv. SCC discussion/input on goals and work plan