

# Appendix A

## **School Community Council Operation**

### **1.0 School Community Council Constitution Template**

The following template is designed to help guide a School Community Council as it develops its constitution.

Name: \_\_\_\_\_ School Community Council

#### ***Mission***

An organization’s mission helps members and others understand its “reason for being”. A mission statement describes, in the words of its members, why an organization exists and what it hopes to achieve in the future. Organizations regularly review and adapt their mission statements to reflect their current circumstances. In developing their mission statement Councils may wish to ask themselves:

- Why do we have a School Community Council at our school?
- What does our School Community Council hope to achieve in the next few years?

School Community Councils may wish to refer to the description of the purpose of School Community Councils in Section 1.2.1 of this Handbook as they develop their mission statement. The School Division may also provide the Council with guidance in this area.

\_\_\_\_\_ **(name of Council) Mission**

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\_\_\_\_\_

#### ***Guiding Principles***

The guiding principles of an organization are based on its mission, and provide direction for members of the organization in their day-to-day activities and relationships with others. These principles also help others know what to expect in their interactions with members of the

organization. In developing their guiding principles Councils may wish to ask themselves:

- What is most important to us as a group?
- What are the basic understandings that will help guide us in our interactions with each other and with others?

School Community Councils may wish to refer to the “School Community Councils Guiding Principles” outlined in Section 1.3.2 of this Handbook as they prepare their guiding principles. The School Division may also provide the Council with guidance in this area.

\_\_\_\_\_ **(name of Council) Guiding Principles**

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***Structure and Officers***

The structure and the officers of an organization ideally provide support for the organization as it seeks to achieve its mission.

The number, role and responsibilities of officers are usually described in an organization’s constitution. The Regulations state that a Council’s officers are to be selected from among the elected Parent and Community Members, First Nations representatives and Student Members and will include at a minimum, a Chairperson, Vice-Chairperson and Secretary (required officers).

In deciding on Council structure and officers Councils may wish to ask themselves:

- What will be included in the role and responsibilities of the “required” officers?
- Would our Council benefit from naming other officers? What will the role and responsibilities of these “other” officers include?

School Community Councils may wish to refer to Section 3.2.1 of this Handbook as they decide upon Council officers and their role and responsibilities. The School Division may also provide the Council with guidance in this area.

\_\_\_\_\_ **(name of Council) Roles and Responsibilities of Officers**

Chairperson

The Chairperson will:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The Vice-Chairperson will:

- \_\_\_\_\_
- \_\_\_\_\_

The Secretary will:

- \_\_\_\_\_
- \_\_\_\_\_

Other Officers and their role and responsibilities:

- \_\_\_\_\_
- \_\_\_\_\_

***Schedule of Meetings***

Recognizing that Councils are required to meet at least 5 times annually as well as hold an Annual Meeting, and keeping their mission in mind Councils may wish to ask themselves:

- How often during the school year will our Council meet?
- Will we hold special meetings? How will we decide if a special meeting is necessary?

\_\_\_\_\_ **(name of Council) Schedule of Meetings**

- \_\_\_\_\_
- \_\_\_\_\_

\_\_\_\_\_ **(name of Council) Provision for Special Meetings**

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- \_\_\_\_\_

School Community Councils may wish to refer to Section 3.2.2 and 3.2.3 of this Handbook as they consider their Council structure and officers. The School Division may also provide Councils with guidance in this area.

***Means of Public Consultation***

Public consultation and communication is important for many organizations and is a key aspect of the vision for School Community Councils. If Councils are to fulfil their mandate they will need to consider carefully how they will consult with parents and community members. There are a number of options Councils may wish to employ such as; telephone surveys or printed questionnaires, personal interviews, public meetings and workshops.

Keeping their mission in mind Councils may wish to ask themselves:

- What areas of our mandate will require public consultation?
- What methods might we utilize in each of these areas to consult with parents and community members?

\_\_\_\_\_ **(name of Council) Means of Public Consultation**

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- \_\_\_\_\_
- \_\_\_\_\_

School Community Councils may wish to refer to Appendix B, Section 1.1 for more information on methods of public consultation. The School Division may also provide Councils with guidance in this area.

***Means of Public Communication***

Most organizations have favoured methods of communicating with their public. Because of the nature of School Community Councils choosing effective means to communicate with parents and community is key to their success. Section 3.1.5.3, *Communication Planning and Strategies* of this Handbook outlines areas Councils may wish to consider when communicating with others. In deciding on what means they will utilize to communicate with parents and community Councils may wish to ask themselves:

- What areas of our operation may require regular communication with parents and community? How can we best accomplish this?
- What areas of our operation may require less frequent communication? How can we best accomplish this?

\_\_\_\_\_ **(name of Council) Means of Public Communication**

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

School Community Councils may wish to refer to Section 3.2.3 of this Handbook for more information on methods of communication with parents and community. The School Division may also provide Councils with guidance in this area.

***Council Code of Conduct***

An organization’s code of conduct outlines expectations for its members and guides their behavior. A *Suggested practice for establishing a Code of Conduct* is included in this Handbook (Section 3.2.4). Keeping their mission in mind Councils may wish to ask themselves:

- What guidelines will foster positive, cooperative, student-focused and forward-looking relationships among parents, the school and the community?

**Code of Conduct \_\_\_\_\_ School Community Council**

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- \_\_\_\_\_
- \_\_\_\_\_
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Several examples of Council Codes of Conduct or Codes of Ethics are included in this Handbook. Please see Section 3.2.4 and Section 4.0 of Appendix A. The School Division may also provide Councils with guidance in this area.

***Decision-Making Processes***

Two commonly used decision-making models used by organizations are those of Majority Vote and Consensus. Depending on their mission many organizations use a combination of both. Providing a description of a Council's preferred decision-making model will help guide Council Members. The advantages and disadvantages of each model are described in Section 3.2.6 of this Handbook. Councils may wish to outline within their constitution under what circumstances each of the models might be utilized. Councils may wish to ask themselves:

- In what cases might Council use the Majority Vote model of decision making?
- In what instances might Council use the Consensus Building model of decision-making?

**\_\_\_\_\_ School Community Council Decision-making processes**

- Type of decision - process employed

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\_\_\_\_\_

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- Type of decision - process employed

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More information related to each decision-making model is included in this Handbook, Appendix A, Section 5.0. The School Division may also provide Councils with guidance in this area.

***Complaints and Concerns Procedures***

Healthy organizations have accepted ways of dealing with complaints and concerns. In creating complaints/concerns procedures Council Members may wish to ask themselves:

- What kinds of complaints/concerns does the School Community Council have the authority and responsibility to deal with?
- How will Council as a whole and individual Council Members deal with complaints or concerns related to the operation and responsibilities of Council?

**Complaints and Concerns Procedures**

Complaint/Concern	Council Authority/Responsibility

Process for dealing with Council complaint/concern that falls under Council responsibility/authority.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

For more information related to creating Council complaints/concerns procedures see Section 3.2.7.1 of this Handbook. The School Division may also provide Councils with guidance in this area.

***Methods for Evaluation of Council Operations***

By evaluating its operations an organization helps members focus on what will allow them to fulfill their mission, what they are doing well, and what they may improve upon. When considering what methods they wish to use to evaluate their operations Councils may wish to ask themselves:

- What formal methods do we wish to use to evaluate our day-to-day operations and determine if we are meeting our goals and achieving our mission?
- What more informal methods do we wish to use to evaluate our day-to-day operations and determine if we are meeting our goals and achieving our mission?

\_\_\_\_\_ **(name of Council) Formal Evaluation  
Methods**

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

\_\_\_\_\_ **(name of Council) Informal Evaluation  
Methods**

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For more information related to evaluating Council operations see Section 3.2.9, Chapter 4, and Appendix A, Section 7.0 of this Handbook. The School Division may also provide Councils with guidance in this area.