

# School Community Council Operation Guidelines

*September 2013*

The Northwest School Division would like to extend its thanks to the Northwest School Division for providing several resources to assist in constructing this manual.

**Index**

Preface.....5

Chapter 1: Establishment of School Community Councils .....6

    Section 1.1: Legal Provisions.....7

    Section 1.2: Initial Provisions and Conditions .....7

    Section 1.3: Ongoing Provisions and Conditions.....7

Chapter 2: Operating Principles for School Community Councils.....8

    Section 2.1: General Principles and Practices .....9

    Section 2.2: Expectations for School Community Councils .....9

    Section 2.3: Roles and Responsibilities of School Community Councils.....10

    Section 2.4: School Community Council Communications.....11

        Article 2.4.1: Communication with the Board.....11

        Article 2.4.2: Communication with the School .....11

        Article 2.4.3: Communication with Senior Administration.....12

        Article 2.4.4: Communication with the Community .....12

    Section 2.5: Complaints or Grievances Brought to Council or Council Members .....12

    Section 2.6: Financial Support .....13

Chapter 3: School Community Council Membership.....14

    Section 3.1: Representative Members .....15

    Section 3.2: Secondary Student Representative Members.....15

    Section 3.3: First Nations Representative Members .....15

    Section 3.4: Permanent Members.....15

    Section 3.5: Other Representative Members .....16

Section 3.6: Selection of Officers.....	16
Section 3.7: Roles and Responsibilities of Council Members .....	17
Article 3.7.1: Council Chair.....	17
Article 3.7.2: Council Vice-Chair.....	17
Article 3.7.3: Council Secretary .....	17
Article 3.7.4: Council Treasurer .....	17
Chapter 4: School Community Council Elections.....	18
Section 4.1: General Considerations for Council Elections .....	19
Section 4.2: Initial Election Procedures for School Community Councils .....	19
Article 4.2.1: Annual Meeting .....	19
Article 4.2.2: Public Notice .....	20
Article 4.2.3: Nominations.....	20
Article 4.2.4: Eligibility to Vote.....	20
Section 4.3: Duties of the Returning Officer.....	21
Section 4.4: Duties of the Council Chair Elect .....	21
Section 4.5: First Nations Representation .....	22
Section 4.6: Contested Election.....	22
Chapter 5: School Community Council Constitutions.....	23
Section 5.1: General Guidelines.....	24
Section 5.2: A Guide for Creating a School Community Council Constitution.....	24
Chapter 6: Administration of School Community Council Funds.....	32
Section 6.1: Accounting Guidelines .....	33
Article 6.1.1: General Information .....	33
Article 6.1.2: Accounting Considerations.....	33
Section 6.2: Accounts and Investments.....	33
Article 6.2.1: Cheques .....	33

Article 6.2.2: Deposits .....	34
Article 6.2.3: Investments .....	34
Section 6.3: Disbursement of Funds .....	34
Chapter 7: Appendices .....	35
Appendix A: An Outline for a School Community Council Constitution.....	36
Appendix B: School Community Council Code of Conduct .....	38
Appendix C: Processes for Conflict Resolution .....	40
Appendix D: School Community Council Annual Meeting Outline .....	41
Chapter 8: School Community Council Forms & Templates .....	42
Form A: School Community Council Meeting Evaluation .....	43
Form B: School Community Council Member Self-Assessment .....	44
Form C: Sample Letter to Invite First Nations Participation in Council.....	45
Form D: Declaration of Eligibility to Vote.....	46
Form E: Call for Nominations to a School Community Council .....	47
Form F: Sample Nomination Form .....	48
Form G: Sample Ballot.....	49
Glossary of Terms .....	50
Key References .....	52

### **Preface**

School Community Councils are advisory bodies charged with the responsibility of enhancing supports for learning at the school and community level. This support for learning focus is aligned with the Board Strategic Plan and the provincial Continuous Improvement Framework.

School Community Councils receive their authority through provincial legislation and Board policy - empowering 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 Part 3.91 requires that Boards of Education designate a senior administrative employee to be responsible for School Community Councils. The designated position in Northwest School Division is the Superintendent of Schools located at the Meadow Lake school division office.

Board of Education  
Northwest School Division No. 203

# 1

## Chapter 1: Establishment of School Community Councils

### Section 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 II.2, Section 3.4 to 3.94
2. In addition to legislation noted above, School Community Councils work in accordance with Board policy, specifically [BP 16: School Community Councils](#).

### Section 1.2: Initial Provisions and Conditions

1. The Northwest School Division Board of Education No. 203 will establish a School Community Council (“council”) at each school in the school division by April 30th 2007.
2. 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.
3. Schools may strike committees to support specific activities such as graduation or the band program. However, council acts as the single advisory body at the school level and will serve to coordinate other committees that may operate in support of the school and its programs.

### Section 1.3: Ongoing Provisions and Conditions

1. In addition to provisions noted above, councils in the school division will work in accordance with parameters outlined in this manual.
2. 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.

# 2

## Chapter 2: Operating Principles for School Community Councils

### Section 2.1: General Principles and Practices

1. Councils shall meet at least five (5) times a year in addition to the Annual Meeting<sup>1</sup>.
2. Minutes of each council meeting will be kept.
3. Councils will forward a copy of their minutes to the school division office where they will be made available to the Board and post them on their school website.
4. Councils shall convene an Annual Meeting<sup>2</sup>, where they will:
  - a. Elect new members.
  - b. Provide an Annual Activity Report.
  - c. Conduct other business determined by council.
  - d. Provide information on the main initiatives from the Learning Improvement Plan.
  - e. Provide a forum for dialogue with parents and the community.
5. Annual Meetings shall be held before the end of November.
6. Councils shall prepare and adopt an annual budget, using the provided template.
7. Councils shall administer and account for funds using procedures outlined in [Chapter 6: Administration of School Community Council Funds](#).
8. All councils shall prepare and submit an Annual Activities Report to the Superintendent of Schools by the end of June, using the provided template.
9. A Board/School Community Council Forum will be convened annually for the purpose of sharing information related to school division goals and priorities.

### Section 2.2: Expectations for School Community Councils

1. Councils shall serve as a forum to promote dialogue on matters of general interest to parents and members of the public.
2. Councils shall develop and maintain a constitution that identifies objectives, procedures for conducting business, and relationships with the school.
3. Councils shall be open to all electors residing in the school attendance area<sup>3</sup>.
4. Council programs shall reflect membership interests and school needs.

---

<sup>1</sup> Councils usually prefer to meet once a month throughout the school year.

<sup>2</sup> 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.

<sup>3</sup> For a detailed description of school attendance areas see [AP 305: School Attendance Areas](#).

### Section 2.3: Roles and Responsibilities of School Community Councils

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 while working toward the improvement of educational services in the school.
  - d. Participate in the Board Strategic Plan and Continuous Improvement Framework by focusing on the same outcomes established by the province, the school division and the school.<sup>4</sup>
  - e. Make recommendations to the principal to ensure the best possible education for students in the school.
  - f. Recommend to the Director proposals that may be considered for the improvement of the educational standards and opportunities in the school division.
  - g. Provide advice on certain matters, including:
    - i. Advice to the Board on policies, programs and educational service delivery decisions, including grade discontinuance, school closure, religious instruction, and language of instruction.
    - ii. Advice to other organizations, agencies and levels of government on student needs related to learning and well-being.
    - iii. Advice in relation to the Student Code of Conduct<sup>5</sup>.
  - h. Communicate annually to the parents and community on its plans, initiatives and outcomes through an Annual Activity Report.
  - i. Communicate to the parents and community regarding the ongoing expenditure of council funds at each regular meeting and the Annual Meeting.
  - j. Participate in the orientation, training, development and networking opportunities provided by the Board and other provincial organizations.

---

<sup>4</sup> For example, if a school focuses on improving student literacy, council will consider ways parents and community can assist in improving student literacy.

<sup>5</sup> This advice will be in connection with the local school student code of conduct and could, in the case of a Board/ council meeting where such feedback was invited or sought, be more generalized to the school division as an entirety.

2. Councils may:
  - a. Develop a code of conduct<sup>6</sup> that aligns with the Board policy and procedure<sup>7</sup>.
  - b. Develop a mission statement that aligns with Board vision, mission and shared values.
  - c. Develop norms or guidelines for running meetings.
  - d. “Celebrate Success” by publishing and promoting work of the council.

## Section 2.4: School Community Council Communications

### Article 2.4.1: 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, the following will occur:
  - a. Board member names will be forwarded to every council in the school division.
  - b. The Director will inform councils that individual Board members would be pleased to attend council meetings<sup>8</sup>.
  - c. The Director will announce Board meeting dates through the media and encourage principals to inform parents and community through newsletters.
  - d. The Board shall produce an annual report for the preceding year, to be distributed to school community councils not less than 14 days before the annual meeting of the Board that reports on educational developments in the school division.
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 [BP-7.10: Delegations to Board Meetings](#).

### Article 2.4.2: Communication with the School

1. Principals will encourage staff to be receptive to parents who exercise appropriate avenues and opportunities to offer advice toward decision-making at the school level.
2. Principals will initiate activities at the school level designed to promote communication between the school, home and community.

---

<sup>6</sup> It should be understood that this is an “internal” code of conduct for council members to follow versus a code of conduct for the school they represent.

<sup>7</sup> A sample of a code of conduct is found in [Chapter 7: Appendix B: School Community Council Code of Conduct](#).

<sup>8</sup> When a council wishes for Board members to attend a meeting, the principal will forward this request to the Board Member.

3. The principal will present annual outcomes from the school Learning Improvement Plan to council.
4. 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.

**Article 2.4.3: Communication with Senior Administration**

1. The Director or designate will develop procedures to facilitate the Board/Council Forum.
2. The Director or designate will establish procedures to implement a systematic plan of leadership in-service to assist councils as required.
3. The Director or designate (Superintendent of School) 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 Board Strategic Plan or other initiatives.
4. If an individual council wishes to meet with the Superintendent of School, the principal will invite that individual to attend a meeting.

**Article 2.4.4: 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 websites.

**Section 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 council in a more formal manner.
4. Formal Complaints/Grievances
  - 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 may consider including procedures for handling complaints or grievances in their constitution. See [Chapter 5: School Community Council Constitutions](#).

### **Section 2.6: Financial Support**

1. The Board will provide an annual 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 any other Board stipulations placed on these funds.

# 3

## Chapter 3: School Community Council Membership

### **Section 3.1: Representative Members**

1. The following persons are eligible to seek election as Representative Members:
  - a. Parents of students enrolled in the school.<sup>9</sup>
  - b. Electors residing within the school attendance area.<sup>10</sup>
2. The number of members range from 5 to 9 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.

### **Section 3.2: Secondary Student Representative Members**

1. Council will, through their constitution, determine the number of secondary student representative members (1 or 2), 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 and 12 levels may be facilitated by council appointment after elections have occurred.

### **Section 3.3: First Nations Representative Members**

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 that are attending a school within the school division will be requested to select a Representative Member to council.

### **Section 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.<sup>11</sup>

---

<sup>9</sup> This includes parents living outside the school attendance area who have children enrolled in the school.

<sup>10</sup> 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.

<sup>11</sup> The constitution for each council will describe the selection procedure for teacher members.

### Section 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 City, 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.<sup>12</sup>
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 representatives as Other Representative Members to that council for a two year term.

### Section 3.6: Selection of Officers

1. If not elected to into these positions, 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 any of the positions listed in Section 3.7 (1). We realize that there are various circumstances where an exception is necessary.

---

<sup>12</sup> Examples of service providers include persons from health regions, social services agencies or police agencies.

## Section 3.7: Roles and Responsibilities of Council Members

### Article 3.7.1: Council Chair

The Council Chair will:

1. Oversee council operations.
2. Conduct council meetings.
3. Ensure that all members have input into discussion and decisions.
4. Act as spokesperson for council.
5. Prepare council meeting agendas in consultation with the principal and other designated council members.

### Article 3.7.2: Council Vice-Chair

The Council Vice-Chair will:

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

### Article 3.7.3: Council Secretary

The Council Secretary will:

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

### Article 3.7.4: Council Treasurer

The Council Treasurer will:

1. Manage council finances using procedures outlined in [Chapter 6: Administration of School Community Council Funds](#) and Board policy.

# 4

## Chapter 4: School Community Council Elections

#### **Section 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.
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.
3. The principal will forward a recommendation to the Superintendent of Schools regarding an employee designate to fulfil the role as Returning Officer.
4. The employee selected as Returning Officer should be someone who is not directly linked to council as a permanent, elected or appointed representative.
5. If, following the nomination process, there are vacant positions on a council, the Board may allow for a reduction in membership. However, if there are fewer than five (5) members, the Board may appoint members to fill vacant positions.

#### **Section 4.2: Initial Election Procedures for School Community Councils**

##### **Article 4.2.1: Annual Meeting**

1. Once a council is established, the Annual Meeting shall be held before November 30.
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 Activity Report that addresses council activities from 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 [Chapter 7: Appendix D - School Community Council Annual Meeting Procedures](#).
5. The council shall submit a list of council members, officers, meeting dates and meeting times to the school division.

**Article 4.2.2: Public Notice**

1. The Annual Meeting shall be advertised in accordance with provincial legislation<sup>13</sup>.
2. The notice shall set out the attendance area, time, place and purpose of the meeting.

**Article 4.2.3: Nominations**

1. A *Public Call for Nominations*, issued by the Returning Officer, shall occur at least four (4) weeks ahead of the Annual Meeting. A template for this call is found in [Chapter 8: 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. In five (5) prominent locations within the community.
  - c. In the local newspaper.
3. Nomination forms will be available in the school office and must be submitted during office hours by 3:30 PM, at least 2 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.

**Article 4.2.4: Eligibility to Vote**

1. The following persons are eligible to vote:
  - a. Parents of students enrolled in the school<sup>14</sup>.
  - b. Electors that reside within the school attendance area<sup>15</sup>.
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 found in [Chapter 8: 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.

---

<sup>13</sup> The Education Regulations, 1986, Sec. 3.5 (3) stipulates that the Annual Meeting must be advertised to the public at least four (4) weeks in advance.

<sup>14</sup> This includes parents who do not reside within the school attendance area.

<sup>15</sup> The 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 a particular school.

### **Section 4.3: Duties of the Returning Officer**

1. The Returning Officer shall:
  - a. Announce who is eligible to vote. See Article 4.2.4(1).
  - 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. See Article 4.2.4(2).
  - 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. See Article 4.2.4(3).
  - d. Announce that electors that reside within the school attendance area are eligible to vote in the election of only one council in their community of residence. See Article 4.2.4(4).
  - e. As individuals are nominated or volunteer, display names in such a way 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.

### **Section 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 that has preceded the Annual Meeting.
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 initiate 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.

**Section 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.
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 Schools may fill any vacant positions should a First Nations member not be appointed before the date of the Annual Meeting.

**Section 4.6: Contested Election**

1. The outcome of an election may be contested within four (4) 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 School Operations.
3. Within seven (7) days of the Annual Meeting the Superintendent of School Operations will investigate the election and recommend a course of action to the Director.
4. Following receipt of the report from the Superintendent of Schools, the Director will make a final determination and inform the Board, the council, the principal, and the candidates of the decision.

# 5

## Chapter 5: School Community Council Constitutions

### Section 5.1: General Guidelines

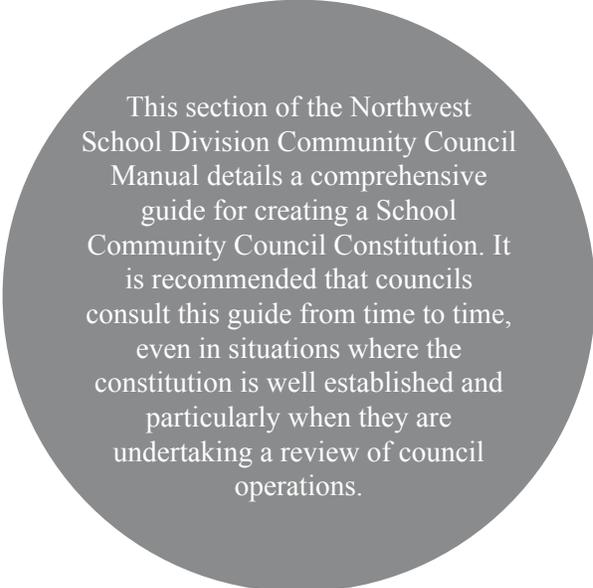
1. Each council shall develop and adopt a constitution within six (6) months of their initial Annual Meeting and forward a copy to the Board for final approval.
2. A working outline for developing a constitution is found in Section 5.2: A Guide for Creating a School Community Council Constitution.
3. A constitution outline is found in [Chapter 7 – Appendix A: Outline for a School Community Council Constitution](#).
4. A constitution may be amended by providing the Board with a copy of the intended change.
5. Constitutional amendments become effective after receiving Board approval.

### Section 5.2: A Guide for Creating a School Community Council Constitution

#### 1. Mission Statement

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. Organizations regularly review and adapt their mission statements to reflect 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 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 larger scale, beyond the local school?*
- *How might the Mission Statement developed by this council align with the school and school division mission statements?*

A large, dark gray circular callout box containing text.

This section of the Northwest School Division Community Council Manual 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 they are undertaking a review of council operations.

## 2. Guiding Principles

Guiding principles align with the mission statement developed by council 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 lay and professional perspectives within the community 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 requests 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 understandings related to their own unique school communities, councils align their work with provincial and school division goals and initiatives related to student learning and well-being outcomes.

### 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 to have 5 to 9 Representative Members. Representative Members are elected at the Annual Meeting, held before November 30.

### b. Student Representative Members

Council are to have 1 or 2 Student Representative Members from the secondary level where practicable.

Options for choosing student members are noted below.

#### 1. Option 1

Students are selected from among those elected 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.

#### 2. Option 2

Students elected by the student body that are enrolled in Grade 10, 11, or 12 to represent student views on council.

#### 3. Option 3

Students elected in a specific manner as defined in the constitution of council.

### c. First Nations Representative Members

Council shall request representation from First Nations groups in the vicinity of the local school. See [Chapter 8: Form C – Sample Letter to Invite First Nations Representation to Council](#).

### d. Permanent Members

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 brought to council.

### 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. Representatives from service providers such as:
  1. Health.

The following are options council might consider when determining how best to elect/select student representatives to the council. They are options and suggestions, each council should feel free to examine these as well as develop and discuss others that might best suit their individual school circumstances.

2. Mental Health.
3. Community Resources.
4. Justice/Police.

#### 4. Officers

The following council officers must be selected annually from among the Representative Members (Parent, Community, Student, and First Nations)

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

---

Roles and responsibilities of council officers are found in Chapter 3: School Community Council Membership

---

Note:

Councils may wish to place role definitions for each of the above positions directly into their constitution.

#### 5. Committees

Depending on local circumstances and initiatives, council may want to designate committees and appoint Representative Members as committee chairs. Council may wish to place these designated committees into their constitution, particularly where they wish to promote stable and ongoing operations.

#### 6. Meetings

A typical constitution will 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 with the central purpose being to hold council elections for the coming or current school year. This meeting must be held before the end of November. During the Annual Meeting council will typically:

- i. Elect members.
- ii. Select officers.
- iii. Provide an annual activity report<sup>16</sup>.
- 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 however; it is required that council meet at least five (5) times in addition to the Annual Meeting. 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.

---

<sup>16</sup> This Annual Activity Report is a summation of the council activity from the past school year.

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. However, as its meetings are always open to the community at large, council allows anyone at the meeting to participate in the discussion and play a role in the decision making process.

**d. Decision Making Models**

In addition to looking at a meeting governance model, council may want their constitution to address decision making models<sup>17</sup> within these contexts. Two commonly used decision making models are outlined below. Depending on other positions council has adopted, it may use one or both of these models.

**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:

**1. Advantages**

- a. There is opportunity for modification of ideas during discussion.
- b. A clear decision is made.
- c. Decisions can be made relatively quickly and efficiently.

**2. Disadvantages**

- a. This system requires that council members (and the Chair in particular) understand proper rules of order<sup>18</sup> for voting.
- b. This system can negatively affect team building.
- c. 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<sup>19</sup>. Consensus will almost always involve compromise and can release a group to move beyond individual wants to determining and pursuing shared needs. This system has the following advantages and disadvantages:

---

<sup>17</sup> Providing a description of a council’s preferred decision making model will help guide members.

<sup>18</sup> An example of such rules of order would be “Robert’s Rules of Order” for small organizations.

<sup>19</sup> 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.

## 1. Advantages

- a. Ensures all council members have an effective voice.
- b. Builds on differing perspectives and values.
- c. Allows for flexibility in arriving at solutions.
- d. Can build respect for differing values and viewpoints.
- e. Can lead to better informed decisions.
- f. Ensures the final decision has the support of the entire council.
- g. 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.

## 2. Disadvantages

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

## 7. **Code of Conduct**

A code of conduct provides council members with clear direction on how they are expected to fulfill their responsibilities. An example of a code of conduct is found in [Chapter 7 - Appendix C: School Community Council Code of Conduct](#).

## 8. **Methods for Communication and Consultation**

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](#).

## 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 should declare a conflict of interest and leave the room for that portion of the meeting, thus removing oneself from the discussion and not voting on the issue.

## 10. **Dealing with Complaints or Grievances**

Councils may want to include a section in their constitution that addresses how council, as a working body and as individual members, will deal with complaints or grievances. More information on this topic is found 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 any type of 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 in their annual report:
  - i. Understanding the school and community;
  - ii. Developing and recommending a Learning improvement Plan in accordance with the Board Strategic Plan and Continuous Improvement Framework;
  - iii. Providing advice and approval;
  - iv. Taking action;
  - v. Communicating and reporting
  - vi. Developing capacity
- c. Samples of evaluations that council might use are found in:
  - i. [Chapter 8: Form A – School Community Council Evaluation](#)
  - ii. [Chapter 8: Form B – Council Member Self-Assessment](#)

### 12. Conflict Resolution

Council may wish to include a conflict resolution process<sup>20</sup> in their constitution. These processes may address internal conflict 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 [Chapter 7: Appendix C: Process 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. In addition, these procedures should be addressed within the constitution itself. The following points must be recognized within a constitutional statement dealing with this topic:

- a. Constitutions and constitutional amendments are approved at two levels:

---

<sup>20</sup> 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.

- i. Council level.
  - ii. Board level.
- b. Council may amend its constitution by first amending changes as a council and then receiving Board approval for those changes.
- c. Constitutional amendments are not official until they receive Board approval.

# 6

## Chapter 6: Administration of School Community Council Funds

## Section 6.1: Accounting Guidelines

### Article 6.1.1: General Information

1. The Board is ultimately responsible for all funds utilized in the delivery of services within the school division including school-generated funds.
2. Council is accountable to the Board for ensuring that their funds, self generated or received through grant provisions, are managed in accordance with Board Policy, Administrative Procedures and recognized accounting practices.
3. Councils are responsible for providing public accountability in the area of fund management.

### Article 6.1.2: Accounting Considerations

1. In order to exercise effective control over trust funds, a set of complete and accurate accounting records must be maintained and made available for use or review on a timely basis. *Financial record management and maintenance shall be based on fundamental accounting principles practiced within the Northwest School Division* that include:
  - a. Receipting and recording of all revenues.
  - b. Safeguarding/control of cash.
  - c. Authorization and recording of all expenditures.
  - d. Documentation to substantiate expenditures.
  - e. Monthly bank reconciliation.
  - f. Audits by school division staff.
4. The fiscal year for councils operates from September 1 to August 31.

## Section 6.2: Accounts and Investments

### Article 6.2.1: Cheques

1. Councils must use pre-numbered cheques that bear the school/council name.
2. Voided cheques must be retained and filed in numerical order with returned cancelled cheques.
3. Unused cheques must be kept in a safe place where they are accessible only to signatory members.
4. Dual signatures shall be required on each cheque. It is recommended that the bank account be set up to have three people authorized to act as signatory members.

### Article 6.2.2: Deposits

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

### Article 6.2.3: Investments

1. To take advantage of higher interest rates, surplus funds may be invested for short periods of time in term deposits or guaranteed investment certificates with financial institutions covered by the Canada Deposit Insurance Corporation.

**Section 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.

# 7

## Chapter 7: Appendices

**Appendix A:  
An Outline for a School Community Council  
Constitution**

**1. Mission Statement**

Insert mission statement here...

**2. Guiding Principles**

List guiding principles here...

**3. Membership**

Define or list the number of representative members (5 – 9), and all other representative members on council.

**4. Officers**

List officers and consider noting key roles or responsibilities.

**5. Committees**

List any standing committees the council wishes to establish.

**6. Meetings**

**a. Annual Meeting**

Note stipulations council wishes to follow for the timing and conduct of annual meetings, staying within legislative and Board parameters.

**b. Regular Meetings**

Note when and how often council will hold regular meetings.

**c. Governance/Decision Making**

Note how decisions will be made in council meetings and what system of meeting management will be used.

**7. General Operations**

Councils may wish to include some of these items in their constitution. If not, they are highly recommended as supporting documents.

**a. Code of Conduct.**

This section would address how council members conduct themselves in relation to their role on council on internal and external levels.

**b. Consultation**

This section would describe the means by which council will communicate with the school, school community and school division.

**c. Conflict of Interest**

This section would highlight the need for council members to declare conflict of interest when certain matters come before council and opt out of discussion and decision making.

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

d. **Complaints or Grievances**

This section would describe how council (as individual members and as a whole) will deal with complaints or grievances directed 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 8 of this manual.

9. **Amending the Constitution**

Since the need for making amendments to a constitution is likely to occur over time, it is important to include this item in a constitution. This section describes when and how amendments can be made to the constitution.

**Appendix B:  
School Community Council Code of Conduct**

**Note:**

The following information constitutes a sample “Code of Conduct” for a council. 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, and in accordance with the provisions of the constitution.
3. A person who accepts a position as a member of the School Community Council shall:
  - a. Honour the role of the School Community Council.
  - b. Be guided by the overall vision and purpose of the School Community Council.
  - c. Perform duties with honesty and integrity.
  - d. Endeavour to be familiar with the vision, mission and shared values of the school division and perform their duties accordingly.
  - e. Endeavour to become familiar with Administrative Procedures of Northwest School Division.
  - f. Work to ensure that well-being of students is of primary focus in all decisions.
  - g. Respect the rights of all individuals.
  - h. Encourage a positive atmosphere where individual contributions are valued.
  - i. Contribute to consensus building.
  - j. Encourage and support parents and students with individual concerns to act on their own behalf and provide information on processes for processing concerns.
  - k. Work to ensure that issues are resolved through due process.
  - l. Strive to be informed and only share information that is reliable and correct.
  - m. Respect all confidential information.
  - n. Declare any conflict of interest.
  - o. 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 for 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.

**Appendix C:  
Processes for Conflict Resolution**

**Note:**

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:
  - a. Respect the perspective of others.
  - b. Listen to what others have to say.
  - c. Prepare to problem solve.
2. **Be Prepared**  
If differences of opinion cannot be worked out, have a procedure in place. Conflict resolution procedures may include the use of the following:
  - a. The appointment of a mediator to develop a solution that will be satisfactory to both sides.
  - b. Establishment of a jointly agreed-upon panel to make a recommendation or a binding.
  - c. 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 begin to resolve it and 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:
  - a. Facts.
  - b. Resources.
  - c. Perceptions.
  - d. Values and beliefs.
  - e. 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 for going forward with actions.
5. **Create an Action Plan**  
The plan should identify timelines and responsibilities for actions.

**Appendix D:  
School Community Council Annual Meeting Outline**

**AGENDA**

1. Call to Order
2. Elections
3. Annual Report for the Previous Year
4. Selection of Officers<sup>21</sup>
  - a. Chair
  - b. Vice-Chair
  - c. Secretary
  - d. Other
5. Other Business as established by the School Community Council, including meeting dates for the year.
6. Open Discussion
7. Adjournment

**Note:**

The selection of officers may occur at the next regular council meeting following the Annual Meeting.

---

<sup>21</sup> Officers are selected from parent representatives, elected community members, student representatives or appointed First Nation representatives.

# 8

## Chapter 8: School Community Council Forms & Templates

**Form A: School Community Council Meeting Evaluation**

School Community Council Meeting Evaluation

Date: \_\_\_\_\_

## Instructions:

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

## Evaluation Scale:

“1” denotes “not at all” to “5” denoting “very much”

## Questionnaire:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Was the agenda of this meeting clear                              | 1 | 2 | 3 | 4 | 5 |
| 2. Were you encouraged to contribute?                                | 1 | 2 | 3 | 4 | 5 |
| 3. Did the atmosphere allow for free discussion?                     | 1 | 2 | 3 | 4 | 5 |
| 4. Was there enough time for discussion?                             | 1 | 2 | 3 | 4 | 5 |
| 5. Are you clear on what, if any, decision(s) was reached?           | 1 | 2 | 3 | 4 | 5 |
| 6. Are you clear on the next steps being taken?                      | 1 | 2 | 3 | 4 | 5 |
| 7. Are you clear about who is responsible for taking the next steps? | 1 | 2 | 3 | 4 | 5 |
| 8. Do you think the purpose of this meeting was fulfilled?           | 1 | 2 | 3 | 4 | 5 |

9. What aspects of this meeting were most appealing?

a. \_\_\_\_\_

b. \_\_\_\_\_

10. What aspects of this meeting were least appealing?

a. \_\_\_\_\_

b. \_\_\_\_\_

11. How did the Council Chair conduct the meeting?

---

---

---

12. Do you have suggestions for improving future meetings?

a. \_\_\_\_\_

b. \_\_\_\_\_

Name (optional): \_\_\_\_\_

**Form B: School Community Council Member Self-Assessment**

School Community Council Member Assessment

**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?			

**Form C: Sample Letter to Invite First Nations Participation in Council**

“School Letterhead”

Date

Dear \_\_\_\_\_,

On behalf of Northwest 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 administrative procedures provide for the following process for selecting the First Nations Representative from each First Nation:

- The First Nation 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 Schools 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 and advise them of your selection.

Thank you for your assistance in this important initiative.

Sincerely:

“Northwest School Division Designated Staff Member”  
Northwest School Division No. 203

**Form D: Declaration of Eligibility to Vote**

“School Letterhead”

**Declaration of Eligibility to Vote**

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

## Please 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 that 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 that 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 may be 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

I hereby nominate:

- Name: \_\_\_\_\_  
(Please print)
- 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 that resides within the \_\_\_\_\_ School attendance area.

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

**Nominator’s Name:** \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Date Signed: \_\_\_\_\_

---

**Office Only:**

Received: Date: \_\_\_\_\_

By: \_\_\_\_\_

**Form G: Sample Ballot**

“ \_\_\_\_\_ ” School Community Council  
Ballot Form

Representative Parent/Community Member Ballot

Please write the names of nine (9) nominees<sup>22</sup>:

Parent Rep:

Community Rep:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

<sup>22</sup> 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 30 of any operating year.
- **The Board:** refers to the Board of Education for the Northwest School Division No. 203.
- **Board Chair:** refers to the Board Chairperson for the Northwest School Division No. 203.
- **CTF:** Canadian Teacher's Federation – A national organization comprised of provincial teachers' associations. [www.ctf-fce.ca](http://www.ctf-fce.ca)
- **CIAF:** Continuous Improvement and Accountability Framework - A common accountability framework aligning school, school divisions and provincial priorities.
- **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 a geographical area of a school, where an attendance area has not been assigned by the Board.
- **Director:** refers to the Director of Education for the Northwest School Division No. 203.
- **EA:** Educational Assistant – Support students in their different areas of needs.
- **GDI:** Gabriel Dumont Institute of Métis Studies and Applied Research – The educational arm of the Métis Nation of Saskatchewan. Programs offered include the Saskatchewan Urban Native Teacher Education Program (SUNTEP). [www.gdins.org](http://www.gdins.org)
- **IIPs:** Inclusion and Intervention Plans – Individualized intervention plan for students who need supports in different domains (academic, social, emotional, health etc.).
- **ITEP:** Indian Teacher Education Program – A program offered by the University of Saskatchewan. [www.usask.ca](http://www.usask.ca)
- **LEADS:** League of Educational Administrators, Directors and Superintendents of Saskatchewan – An organization comprised of directors, regional directors, assistant directors, superintendents and assistant superintendents of education. [www.sasbo.com.LEADS.html](http://www.sasbo.com.LEADS.html)
- **LIPs:** Learning Improvement Plans – Learning improvement plans are required by the Ministry of Education and developed by the school in consultation with School Community Councils.
- **Ministry of Education:** The provincial government department responsible for Kindergarten to Grade 12 education. [www.sasked.gov.sk.ca](http://www.sasked.gov.sk.ca)
- **NORTEP:** Northern Teacher Education Program – A program that primarily educates Aboriginal teachers – located in La Ronge. [www.rongenet.sk.ca](http://www.rongenet.sk.ca)
- **NWRC:** Northwest Regional College – Offers a wide variety of educational programs, including university classes, technical training, academic upgrading and professional development – Located in the Battlefords and Meadow Lake. [www.nwrc.sk.ca](http://www.nwrc.sk.ca)

- **NWSD:** Northwest School Division. [www.nwsd.ca](http://www.nwsd.ca)
- **NWTA:** The Northwest Teachers' Association (NWTA) represents and advocates for teachers within the Northwest School Division. <http://nwta.squarespace.com/>
- **OT:** Occupational Therapist – Fine and gross motor therapy and sensory integration.
- **OTC:** Office of the Treaty Commissioner – The Office of the Treaty Commissioner (OTC), is an independent body that serves as the primary mechanism to coordinate and facilitate a bilateral process between Government of Canada and the Federation of Saskatchewan Nations to achieve a common understanding on Treaties No. 4, 5, 6, 8, and 10 in Saskatchewan. Training Treaty Catalyst Teachers (TCT) in Saskatchewan schools is also one of their mandates. [www.otc.ca](http://www.otc.ca)
- **PLCs:** Professional Learning Communities
- **RTI:** Response to Intervention/Instruction
- **SASC:** Saskatchewan Association of School Councils – A volunteer organization that represents parents' groups such as home and school groups and school councils. [www.schoolcouncils.sk.ca](http://www.schoolcouncils.sk.ca)
- **School Division Office:** refers to the central office of the Northwest School Division No. 203.
- **SCCs:** School Community Councils – School based parent councils that are a vital part of the school system and are the primary link between the home, the community and the school.
- **SCC Constitution:** The constitution supports the SCC in conducting their day-to-day affairs and becomes the structure that provides direction for their ongoing work and how they will relate to others. Constitutions should be reviewed on a yearly basis and be submitted to the Board of Education for approval.
- **SIAST:** Saskatchewan Institute of Applied Science and Technology – A provincial institution that provides career-related training – Located in Moose Jaw, Prince Albert, Regina and Saskatoon. [www.siastr.sk.ca](http://www.siastr.sk.ca)
- **SLP:** Speech Language Pathologist – Speech language therapy.
- **SSBA:** Saskatchewan School Boards Association - The Saskatchewan School Boards Association is a non-profit organization dedicated to excellence in public education by providing leadership and services to Saskatchewan school boards (Boards of Education). [www.saskschoolboards.ca](http://www.saskschoolboards.ca)
- **STF:** Saskatchewan Teachers' Federation – A professional organization that serves and represents Saskatchewan's Kindergarten to Grade 12 educators. [www.stf.sk.ca](http://www.stf.sk.ca)
- **SUNTEP:** Saskatchewan Urban Native Teacher Education Program – A teacher education program offered through the Gabriel Dumont Institute of Métis Studies and Applied Research. [www.gdins.org](http://www.gdins.org)
- **U of S:** University of Saskatchewan – Located in Saskatoon. [www.usask.ca](http://www.usask.ca)
- **U of R:** University of Regina – Located in Regina. [www.uregina.ca](http://www.uregina.ca)

## 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](#)
  - o Sec. 87(1)(h) – Board Authorized Expenditures for SCC
  - o Sec. 87.1(2) – Consent of SCC to School Closure
  - o Sec. 87.4(1) – School Review Committees
  - o Sec. 87.4(2)(c) – School Review Committees
  - o Sec. 87.5(2) – Meeting of Electors Regarding Consideration of School Closure
  - o Sec. 97(5) – Annual Meeting of Electors/Reports to SCC
  - o Section 97(8)(b)(ii) – Copy of Annual Meeting Proceedings to SCC
  - o Section 140.1 to 140.5 – School Community Councils
  - o Section 365(1) – Improper Retention of School Property
  - o Section 369(1) – Preservation of Documents (Board Responsibility)
  
- [The Education Regulations, 1986](#)
  - o Section 3.4 – Membership on the SCC
  - o Section 3.5 – Elections
  - o Section 3.6 – Term of Members
  - o Section 3.7 – Officers
  - o Section 3.8 – Meetings
  - o Section 3.9 – Reimbursement
  - o Section 3.91 – Support
  - o Section 3.92 – Duties of the SCC
  - o Section 3.93 – Powers of the SCC
  - o Section 3.94 – Constitution of the SCC
  
- Board Policy
  - o [BP-1](#): Division Foundational Statements
  - o [BP-2](#): Role of the Board
  - o [BP-16](#): School Community Councils
  
- Administrative Procedures
  - o [AP-100](#): Strategic and Continuous Improvement Plans
  - o [AP-101](#): Annual Report
  - o [AP-110](#): School Planning and Reporting
  - o [AP-121](#): Review of Administrative Procedures
  - o [AP-150](#): Media Relations
  - o [AP-180](#): Local Authority Freedom of Information and Protection of Privacy
  - o [AP-206](#): Religious Observances and Education
  - o [AP-305](#): School Attendance Areas
  - o [AP-350](#): Student Conduct
  - o [AP-360](#): Student Assessment and Evaluation
  - o [AP-380](#): Student Governance
  - o [AP-505](#): Student Fees
  - o [AP-520](#): Fundraising Activities in School