

Administrative Procedures

AP-202 SCHOOL COMMUNITY COUNCIL ROLES AND RESPONSIBILITIES	Date of implementation: Fall 2006 Date of review: October 23, 2024
	Related Administrative Procedures: AP-417 Student Fees AP-420 Corporate Sponsorships and Partnerships AP-605 Spiritual, Religious and Cultural Aspects of Education

Purpose: School Community Councils are an integral, purposeful and valued component of school division governance. The purpose of this AP is to support the effective operation of School Community Councils (SCCs) in all schools of the Division.

In their advisory capacity, SCCs participate in shared responsibility for the learning, growth and well-being of all students and encourage and facilitate parent/caregiver and community involvement and engagement in schools.

Procedures:

1) Roles and Responsibilities of School Community Councils

School Community Councils work co-operatively with schools to support opportunities for student learning, growth and wellbeing. The general duties and powers of SCCs are outlined in *The Education Act, 1995*, *The Education Regulations, 2019*, and the Ministry of Education's School Community Council Support Centre.

In Prairie Spirit School Division, SCCs:

- Understand the community's needs, objectives and resources to support student learning and well-being;
- Participate in the development and implementation of school-level planning;
- Participate in training and development to build capacity; and
- Communicate annually about plans, activities and accomplishments.

SCCs play a significant role in school-level planning, including:

- Reviewing interpreted school-level student achievement data as it relates to the development of the school's goals.
- Understanding the rationale and content of the school goals.
- Developing SCC activities that support school goals, student learning and well-being.

SCCs review the handbook *Prairie Spirit School Division: A Guide for School Community Councils* each fall and complete the yearly planning guide. SCCs prepare and submit an annual financial report and an annual report on student learning and well-being activities.

SCCs provide advice to the Board on policy, procedures or any other matter on which the Board seeks the perspective of the community.

To support SCCs in carrying out their responsibilities, the principal is expected to share the following with SCCs:

- Information on school curricular and extra-curricular activities on an on-going basis.
- Interpreted school-level student achievement data as it relates to the development of the school, Division and provincial goals.

SCCs are strongly encouraged to prepare an annual financial plan (or budget) that aligns with the SCC's annual activity plan. The financial plan should describe:

- Estimated revenues for the year by type (including the operating grant from the Board, fundraising proceeds and other revenue sources); and
- Estimates expenses for the year by type (for council operations and SCC-sponsored activities and events).

Fundraising activities as proposed by the school administration and/or the Student Representative Council are to be reviewed in September and February of each year. The review of the fundraising plan is to include:

- A determination of the activities that financially benefit the school and those activities that support charitable causes.
- A determination of the coordination of efforts among schools, communities and other organizations and concerns regarding saturation of activities in the community and school.

2) Meeting Procedures

- a) Procedures are to be consistent with the requirements of *The Education Act, 1995*, and the policies of the Division.
- b) Minutes of annual meetings of SCCs are to be posted or available to the appropriate Learning Superintendent and Board Trustee as soon as is practicable after the meeting.
- c) The principal is to be in attendance at all meetings. If the principal is unable to attend a meeting, she/he is to inform the Chair of the SCC and name a designate for that meeting.

3) Self-Assessment

SCCs are expected to engage in an ongoing process of self-assessment in order to ensure their effectiveness.

4) Linkage to Board of Education

SCCs are to communicate with the Board of Education through their in-school administrators. For the purposes of appropriate communication and awareness, SCCs have the opportunity to address the Board using the Board's procedure to meet with delegations.

Board members are welcome to attend SCC meetings to communicate Board policies, priorities and initiatives, but are not members of the SCC.

To further facilitate communication:

- a) The Board may seek community perspectives by asking SCCs or their representatives to discuss, provide feedback and/or information on various matters dealing with the provision of educational services to students.
- b) The Board or Director of Education may seek SCC input into the creation of Board policy or administrative procedures, depending on the nature of policy or procedures being developed.
- c) The Division will support SCCs in their work through information sharing and professional development opportunities organized by the Director of Education or designate.

References:

[The Education Act, 1995](#), Section 140

[The Education Regulations, 2019](#), Part 4

The Ministry of Education provides resources for SCCs on the provincial government [website](#).

[Prairie Spirit School Division School Community Councils website](#)