



**PRAIRIE SPIRIT  
SCHOOL DIVISION**

*Learners for Life*

*a guide for*  
**School  
Community  
Councils**

Created September 2018

SCCs are school-based advisory bodies that involve parents, students community members and school staff, working together on issues that affect student learning and community well-being.

SCCs are required in every school and develop a sense of shared responsibility for student outcomes.

SCCs bring a new appreciation for what can be accomplished collaboratively in a way that suits your own unique community.

SCCs work with parents and community members to:

- share responsibility for the success and well-being of all children and youth; and,
- encourage parent, community and youth engagement in school planning and improvement.

Research show that students have greater success when parents are involved and engaged at the school level supporting their child's learning.

## **School Community Council Membership**

The School Community Council membership includes two types of members, elected and appointed. At minimum, SCCs consist of:

- Five to nine elected parents and community members. The majority of these members must be parents or guardians of students that attend the school;
- Appointed members that include:
  - The principal;
  - One teacher; and
  - One or two students from grades 10-12 (if applicable), and
- First Nations representative if students live on-reserve.

**The focus of the  
School  
Community  
Council is to  
engage parents in  
student learning  
and well-being.**

## School Community Council Roles and Responsibilities

The roles and responsibilities of SCCs include: encourage parent and community participation in education;

- developing a good understanding of their community including its needs, resources, supports and goals for student learning and well-being;
- cooperating with school staff to develop school-level plans;
- communicating annually with families and community members about their activities and accomplishments;
- accounting publicly for money they spend;
- participating in orientation, training, development and networking opportunities related to SCCs;
- upholding confidentiality; and,
- following legislation, regulations and board policies.

SCCs may also provide advice and recommendations to their boards of education, school staff and other organizations about the learning needs and well-being of students.

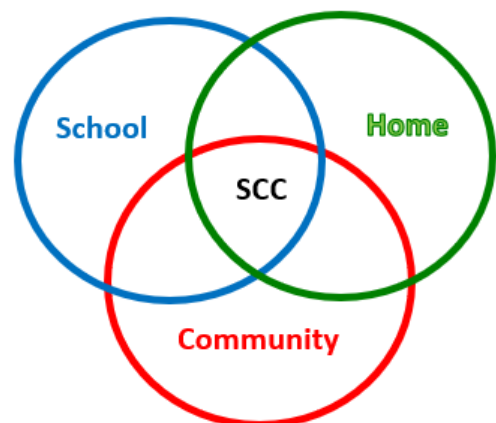
## Establishing Group Norms

To ensure effective, respectful and efficient meetings, SCCs are encouraged to establish and review group meeting norms at the beginning of each school year.

Suggestions:

- Be solution focused;
- Ensure every member has the chance to be heard;
- Meetings are democratic;
- Clear agenda, and;
- Start / end times

\*Norms can be added to the agenda (see Agenda example)



## Code of Conduct

The following points provide a sample “Code of Conduct”. 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 person who accepts a position as a member of the School Community Council shall:
  - Honour the role of the School Community Council.
  - Endeavour to be familiar with the vision, mission and shared values of the School Division and perform their duties accordingly.
  - Work to ensure that well-being of all students is a primary focus in all decisions.
  - Work to ensure that issues are resolved through due process.
  - Strive to be informed and only share information that is reliable and correct.
  - Respect all confidential information.
  - Declare any conflict of interest.
  - Support public education.
  - Represent the school community in a positive way in all communication.





## Sample Agenda for SCC Meetings

School Name SCC Agenda

Date of meeting

Time of meeting

1. Welcome and call meeting to order at \_\_\_\_\_ (time);
2. Adopt Agenda;
3. Review and adopt minutes from previous meetings \_\_\_\_\_ (date);
4. Consider "How are we doing...."
  - in supporting student learning and well-being?
  - in achieving our goal(s) and what are our next steps?
  - in engaging and reaching all families? How could we improve or enhance how we are communicating with families?
  - in building relationships with and amongst school staff, school families and the community?
  - in communicating with families and the community about our activities and accomplishments?
  - reconciliation?

Follow up with:

  - What sorts of supports do we need? What are our next steps?
  - What are we wondering?
5. Committee Reports  
 i.e.: School Admin; Local Board Member; Hot Lunch; Financial Report; Playground Committee, etc.
6. Upcoming Events:
  - School
  - Parent
  - Community
7. Next meeting - \_\_\_\_\_ (date)
8. Adjourn Meeting \_\_\_\_\_ (time)

Choose Relevant starters



<b>Group Meeting Norms</b>

## Guidelines for School Community Council Elections

The School Community Council is a primary link between the home, community and school. Prairie Spirit believes that involvement with School Community Councils is a rewarding and meaningful activity for parent and community members.

School Community Councils provide mechanisms for parents and community members to support and influence the work of the school and to channel advice to the Board of Education and others. The focus of the SCC is student learning and well-being. The challenge for the SCC is to engage the parents and community with the school in a meaningful partnership that supports their shared responsibility.

### Election timeframe

Your School Community Council must hold its election the first 2 weeks of May (dates will be finalized the beginning of each school year). The election date must be publicized four (4) weeks prior to the date of the SCC election. If you are unable to hold your elections in the above-noted time period, prior approval must be obtained from the Director of Education or designate.

Please ensure your public is aware of the number of positions that are open for election at this time. The term of office for Representative Parent and Community Members is two (2) years with no limit on the number of consecutive terms that may be served. Your SCC membership should have alternating two-year terms so that only half of your SCC is up for election each year.

### Candidates

Persons eligible to vote and run for School Community Council includes:

- parents of students who are enrolled in the school (including parents who do not reside within the attendance area of the school); and
- In order to run for election to your local SCC, you must be a parent of a student in the school or live in the school attendance area. Contact the school's principal for more details

### Administration of Election

Each school must appoint an Election Supervisor/Officer to handle the collection and safe storage of candidate nominations and related information, preparation of ballots, arrangements for ballot distribution and counting, dispute resolution (contested election), provisions for breaking election ties and the official destruction of ballots. This role **cannot** be filled by the Principal, as he or she is already a member of the SCC. At its regular meeting on March 3, 2008, the Prairie Spirit Board of Education directed the Principal to select a staff member to be the Election Supervisor/Officer for the school's community council elections.

## School Community Council Finances

### SCC Funding and Expenditures

The Board of Education provides each School Community Council with an annual **grant** which provides operational funds for the SCC. The local SCC must establish an **annual budget** for these funds. These funds are to be used to promote the work of the SCC and its operation in each school. Prairie Spirit's guidelines for the use of these funds follow the expectations set out by the Ministry of Education.

For example, the funds **can be used** to cover postage, paper, photocopying, posters or SCC newsletters. The annual grant funds can be used to pay for refreshments for SCC meetings or to pay for a guest speaker who could speak to parents and the community on a topic relevant to the school's goals. The funds are **not to be** used for fundraising activities for the school.

Prairie Spirit School Division's policy regarding the SCC Grants states:

2. *Purpose of Funds*
  - a. *Vehicle expense allowance for out-of-community events and meetings. Per diem is not included.*
  - b. *Communication and public relations*
  - c. *Memberships in provincial organizations*
  - d. *Conference attendance and professional development*
  - e. *incidental expenses such as postage and printing.*

### Fundraising

Fundraising is not an activity to be carried out by SCCs.

SCCs should act in consultation with the school to approve any fundraising initiatives for the school year. The school council, as a whole, must decide the extent to which its purpose is likely to be enhanced or compromised as a result of fundraising efforts.

**The local SCC creates a budget for its annual grants and publicly accounts for money spent.**

Members who serve on a school community council can also serve on fundraising society, and vice versa, unless the constitution of either organization prohibits it.

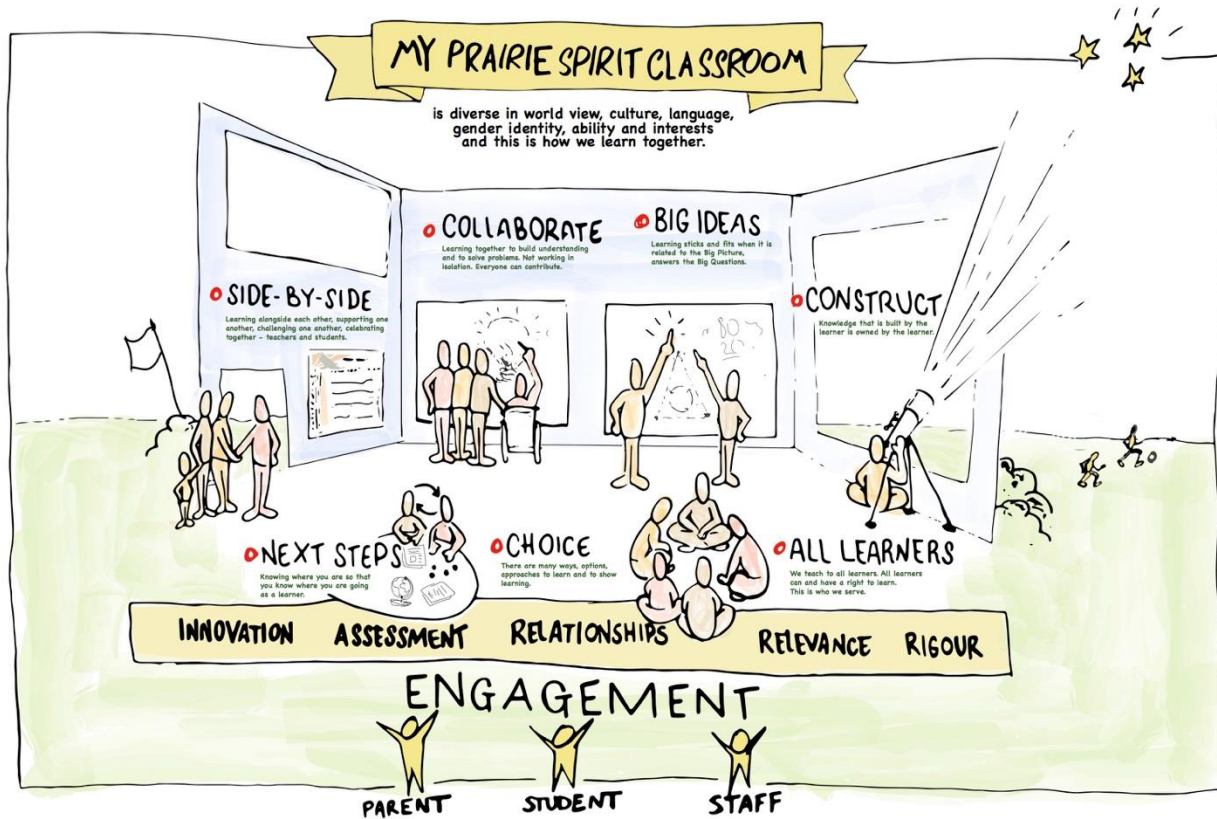
For more information, visit <https://www.saskatchewan.ca/residents/education-and-learning/prek-12-education-early-learning-and-schools/school-community-councils-support-centre>

## School Community Council Activity Examples

The following is a list of various activities that SCCs have planned, supported and/or facilitated in Prairie Spirit schools. It is not an exhaustive list and we would love to continue to grow and share our list of ideas!

- Monthly SCC newsletter and/or Calendar
- Local Newspaper articles including SCC sponsored events
- Book Exchange / Community Book Drive
- Parent/Student Book Clubs
- One School, One Book
- Reading fairs with guest readers
- Book and Breakfast or Lunch and Learn activities with parents/community members
- Supporting writing goals – providing writing folders and pencils with words of encouragement and hope on them
- Reviewing OurSchool Survey and finding ways to help address possible concerns
- Hosting parent information nights
  - Literacy / Math / Mental Health / Emotional Wellness / Social Media
- Family Nights
  - Movies / Games / Carnival / Author Visits / BBQs
- Community Day (outdoor winter activities, spring BBQ & carnival)
- Scavenger Hunts
  - Clues are spread through out a community in relation to a book, school goal, physical fitness, etc.. (family scavenger hunt)
- Fairs
  - Health Fair / Career Fair / Cultural Fair
- Clubs
  - Cooking / Beading / Card making / Reading
- Nutrition / Healthy Eating Activities / Mindfulness activities
- Inclusion and Diversity awareness activities
- Organizing weekly gym nights for parents and students to participate together
- Parent University and Parent PD related to MPSC
- Learning Walks
- Asset maps / knowledge keeper surveys (who are our parents/families/community members and what strengths/knowledge can they bring to our school, our students, our learning?)
- Babysitting service for meetings / events
- Participating in the annual Learning For Life Presentations in May
- Developing partnerships (community and beyond)
- Supporting post secondary events for high school students (SIEC, speakers, career fairs, etc.)
- Helping school understand the context of the community
- Attending Conferences
  - National Congress on Rural Education Conference
  - Walking Alongside (U of S)
  - Growing Together (PSSD)
  - North Battleford Light of Christ SCC Conference







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PRAIRIE SPIRIT  
SCHOOL DIVISION

Learners for Life

## My Prairie Spirit Classroom

is diverse in world view, culture, language, gender identity, ability and interests and this is how we learn together.

In my classroom, 20% of the time consists of whole group teacher talk and 80% of the time is student talk (whole group, small group and independent self-talk).

**All** students participate in side-by-side learning opportunities with me several times a week in each subject area. Side-by-side learning opportunities include descriptive *next steps* feedback or reflective conversations.

My instruction includes opportunities for **all** students to construct knowledge, have choice in learning and experience explicit teaching and modelling of learning strategies that students can apply while exploring new ideas and concepts.

Learning opportunities for **all** students are characterized by high expectations (rigour), personal and purposeful application (relevance), collaborative learning environments (relationship), risk-taking to consider alternative instructional approaches (innovative) and student choice (engagement).

Formative assessment and various forms of feedback (e.g. self, peer, adult, parents) strengthen and inform my classroom practices and support **all** learners in their progress toward their learning goals.

My teaching begins with big ideas, sharing them with students and teaching and relating parts (knowledge and skills) to the big ideas throughout the learning process. **All** students understand, articulate and can provide evidence of their growth towards the big idea.

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At least once a month, I have opportunities to discuss the *next steps* in my personal learning efforts. This can occur through learning walks or collaborative learning with colleagues.



**2019 – 2020 School Community Planning**



What are some activities that could support and promote student well-being?

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What are some activities that could support and promote student learning?

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What successes can we celebrate and what are some challenges we may anticipate?

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*Thank You - Nana'skomitin - Maarsii - Merci*