DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

**GOVERNANCE AND POLICY COMMITTEE
PUBLIC SESSION**

Chairperson: vacant
Vice Chairperson: Niki Lundquist

DATE:	Wednesday, September 28, 2022
TIME:	6:00 p.m.
LOCATION:	Virtual
ATTACHMENTS:	Agenda

Copies to:
All Trustees
Director of Education
All Superintendents

GOVERNANCE AND POLICY COMMITTEE MEETING
Wednesday, September 28, 2022
6:00 p.m.

PAGE

1.   Call to Order   Verbal

2.   Land Acknowledgement   Verbal

The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.

3.   Declarations of Interest   Verbal

4.   Motion to Approve Agenda   Verbal

5.   Minutes

   (a) DRAFT minutes of the Governance and Policy Committee meeting of   1 – 3
       June 13, 2022

6.   Recommended Actions

   (a) Election of Chairperson   Verbal
          (Vice Chair Niki Lundquist)

   (b) Parent Involvement Committee (PIC) and School Community Council   4 – 99
       (SCC) Policy
          (Superintendent Margaret Lazarus)

   (c) Supervisory Officer Recruitment Policy   100-113
          (General Counsel Patrick Cotter, Director Norah Marsh)

7.   Other Business

   Adjournment

Minutes - Governance and Policy Committee Meeting
Monday, June 13, 2022, 6:00 p.m., Virtual

Trustees: Michael Barrett, Chris Braney, Paul Crawford, Donna Edwards, Niki
               Lundquist, Carolyn Morton, Scott Templeton

Regrets: Trustees Darlene Forbes, Christine Thatcher

               Staff present: Associate Director Jim Markovski, General Counsel Patrick
               Cotter, Executive Lead Robert Cerjanec, Superintendents Gary
               Crossdale, Georgette Davis, Erin Elmhurst, Mohamed Hamid, Andrea
               McAuley, Heather Mundy, Jack Nigro, Policy Analyst Ahmad Khawaja

Recording Secretary: Gillian Venning

1. **Call to Order**

   Trustee Michael Barrett, Committee Chair, called the meeting to order at 6:00
   p.m.

2. **Land Acknowledgment**

   Trustee Barrett read out the Land Acknowledgement.

3. **Declarations of Interest**

   There were no declarations of interest.

4. **Approval of Agenda**

   The agenda was approved as distributed.

5. **Approval of Minutes – May 10, 2022**

   Trustee Morton put forth a motion to approve the minutes.

                                   CARRIED

6. **Recommended Actions**

(a) Learning Resource Selection Policy

Associate Director Jim Markovski led the Committee through the draft consolidated policy and related procedures, noting that revisions align with current priorities of the District and updated Ministry of Education direction.

It was noted that further review and revision of the procedures will be taking place before they are finalized and implemented.
Trustee questions were answered.

It was decided that the policy will be revised to include an annual report on the implementation of the policy.

Following review of the revised draft policy and procedures, it was recommended that pending the minor changes to the policy as noted, the policy be moved to the next Board meeting as a notice of motion.

Trustee Lundquist put forth a motion to move the draft consolidated Learning Resources Selection Policy forward to the next regular meeting of the Board as a notice of motion, scheduled for June 20, 2022.

CARRIED

(b) Revised Bylaw: Receiving Board Correspondence/Letters

General Counsel Patrick Cotter introduced the item, noting that the draft revision to the Bylaws was created in response to direction of the Committee at the last meeting on May 10, 2022.

Following review of the amended Bylaws, it was recommended that they be moved to the next Board meeting as a notice of motion.

Trustee Morton put forth a motion to move the amended Bylaws forward to the next regular meeting of the Board as a notice of motion, scheduled for June 20, 2022.

CARRIED

7. Information Items

(a) Public Presentations Bylaw

On behalf of Trustee Christine Thatcher, Chair Barrett introduced the item, and recommended that a sub-committee be struck in order to address the concerns with the current Bylaw and potentially bring back a revision to the Committee for consideration at the next meeting.

Trustee Braney joined the meeting at 6:45 p.m.

Trustee Lundquist put forth a motion to strike a sub-committee to address this item.

CARRIED

Following approval of the motion, trustees were asked to volunteer to participate on the sub-committee. Trustees Barrett, Crawford and Morton indicated interest in participating and Trustee Thatcher will be asked as well as this item was added to the agenda at her request.

8. **Date of Next Meeting**

   To be scheduled for September 2022.

9. **Adjournment**

   Meeting adjourned at 6:50 p.m.

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DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board   **DATE:** September 28, 2022
Governance and Policy Committee

SUBJECT: Draft Consolidated Parent Involvement Committee   **PAGE:** 1 of 3
and School Community Councils Policy

ORIGIN: Norah Marsh, Director of Education and Secretary to the Board
Margaret Lazarus, Superintendent of Equitable Education

1.0 Purpose

The purpose of this report is to provide the Governance and Policy Committee with the draft consolidated School Community Council (SCC) and Parent Involvement Committee (PIC) Policy.

2.0 Ignite Learning Strategic Priority/Operational Goals

The draft consolidated policy aligns with and contributes to the DDSB's strategic plan and operational goals:

Success – *Set high expectations and provide support to ensure all staff and students reach their potential every year.*

- Through active participation, parents support programming that will positively impact student achievement

Well-being – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*

- Provide programming and communication that supports the well-being of students

Equity – *Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.*

- Opportunities for parents to engage in activities to eliminate barriers to learning

Engagement – *Engage students, parents and community members to improve student outcomes and build public confidence.*

- Fostering and developing healthy reciprocal relationships with staff, students, families, and community members

3.0 Background

Ontario Regulation 612/00 for School Community Councils and Parent Involvement Committees mandates that all school boards establish and maintain a School Community Council at schools. It also mandates that School Boards establish and maintain a Parent Involvement Committee (PIC). The School and Community Council Policy and Regulation were last updated in November 2018. The Parent Involvement Committee Policy was last updated in September 2018.

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4.0 **Analysis**

Parent Involvement Committee:

The PIC Regulation is proposed to be rescinded in accordance with the Board-mandated phase-out of regulations, with relevant contents of the regulation being consolidated into the draft policy and procedure. The proposed policy outlines the need for a PIC pursuant to Ontario Regulation 612/00 School Councils and Parent Involvement Committee, as well as the objectives and mandate of the PIC. The procedure includes the composition and structure of the PIC, and processes relating to the frequency and format of meetings, how vacancies are addressed, the nature of consultations, and additional administrative items for PIC members.

School Community Councils:

The SCC regulation is proposed to be rescinded in accordance with the Board-mandated phase-out of regulations, with relevant contents of the regulation being consolidated into the draft policy and a newly proposed SCC procedure. The proposed policy outlines the need to establish and maintain an SCC pursuant to Ontario Regulation 612/00 School Councils and Parent Involvement Committee. The procedure outlines the roles and responsibilities of the SCC, as well as its structure, composition, and meeting format and frequency.

The proposed revised combined version of the SCC and PIC Policy has been included as Appendix A for trustee consideration. In addition, revised SCC and PIC procedures are included for information purposes.

5.0 **Financial Implications**

Not applicable.

6.0 **Communication Plan**

Once approved, the new consolidated policy will be shared with all DDSB staff and will be posted on the Board's website as well as on the PIC webpage.

7.0 **Conclusion and/or Recommendations**

The draft School Community Council and Parent Involvement Committee Policy is provided to the Governance and Policy Committee in accordance with the Board of Trustees' mandate for this Committee.

8.0 **Appendices**

Appendix A: Draft Consolidated School Community Council and Parent Involvement Committee Policy (clean copy)

Appendix B: Revised Parent Involvement Committee Procedure (clean copy)

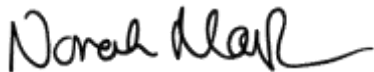Appendix C: Revised School Community Council Procedure (clean copy)

Appendix D: Current Parent Involvement Committee Policy

Appendix E: Current School Community Council Policy

Appendix F: Current Parent Involvement Committee Regulation

Appendix G: Current School Community Council Regulation

Report reviewed and submitted by:

_____
Norah Marsh, Director of Education and Secretary to the Board

_____
Margaret Lazarus, Superintendent of Equitable Education

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POLICY

COMMUNITY

School Community Council and Parent Involvement Committee

Adopted under the Education Act and Ontario Regulation 612/00 thereunder

1.0 Rationale

1.1 In accordance with the *Education Act* and Ontario Regulation 612/00 thereunder, every school in the District shall establish and maintain a School Community Council and the District shall establish and maintain a Parent Involvement Committee.

2.0 Policy Objective

2.1 Pursuant to Ontario Regulation 612/00, the purpose of the School Community Council (SCC) is to improve student achievement and to enhance the accountability of the education system to parents through active participation of parents and other community members within the SCC.

2.2 The establishment of a Parent Involvement Committee (PIC) affirms that parent involvement is multi-dimensional and that parents play a vital role in the education of their children, in supporting equitable and inclusive education for all students and in the success of schools.

2.3 This policy is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the DDSBs Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy (the "Human Rights Policy", the Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

3.0 Definitions
In this policy,

3.1 Board: The Board of Trustees

3.2 District: The Corporate entity of the DDSB

3.3 Educators: A person who provides instruction to students who attend a school within the Board

3.4 Parent: means a Parent or Legal Guardian of a student who is enrolled in a school of the Board.

3.5 Engagement: Parent Engagement in Schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents.

3.6 School Community: The school community includes students, parents/guardians and staff members, and members of the local community

3.7 School Community Council (SCC): means "school council" within the meaning of Ontario Regulation 612/00.

3.8   PIC: Parent Involvement Committee.

3.9   Student/Child/Children: Any individual who attends a DDSB School.

4.0   School Community Councils

4.1   School Community Councils play a vital role in the education system in Ontario. They provide a forum through which parents and other members of the school community can contribute to improving student achievement, well-being and school performance.

4.2   The Durham District School Board values the collaborative and inclusive partnership that education offers between parents, students, staff and the community. The Durham District School Board also encourages and supports the responsible and active advisory role of School Community Councils in the creation and ongoing support of positive school environments.

4.3   School Community Councils play an important role in building school, family and community partnerships by providing input into relevant Board and school-level decisions while encouraging the involvement of all members of the school community.

4.4   The SCC's primary means of achieving its purpose is by making recommendations (pursuant to Ontario Regulation 612/00) to the principal of the school. Within the scope of SCC's mandate and responsibilities, all SCC recommendations and activities (for example, initiatives, strategies, communications and events) must uphold and align with the principles and requirements set out in section 2.3.

5.0   Parent Involvement Committees

5.1   The PIC will support, encourage, and enhance parent engagement and provide a variety of opportunities to encourage parents to become involved in DDSB schools in order to improve student well being and achievement.

5.2   The PIC will achieve its purpose by providing information and advise on Parent engagement to the Board. Within the scope of PIC's mandate and responsibilities, all PIC recommendations and activities (for example, initiatives, strategies, communications and events) must uphold and align with the principles and requirements set out in section 2.3.

5.3   The PIC will:

    a. Communicate with and support school councils and undertake activities to help support their student's success;

    b. Work with partners and agencies to help parents support their children's learning at home and at school;

    c. Identify, prevent and remove discriminatory barriers to parent and community engagement;

    d. Review existing partnerships and seek to expand them to reflect the diversity of the students, families and broader communities the DDSB serves;

    e. Carry out its duties and provide advice to the Board on the matters specified in the Education Act and applicable Regulations thereunder.

6.0   Evaluation

6.1   This policy may be reviewed and updated as may be deemed necessary or appropriate, but it shall be reviewed at least every 5 years.

7.0   Reference Documents

- o Ontario Regulation 612/00 under the Education Act: School Councils and Parent Involvement Committees Ontario School Councils: A Guide for Members, revised 2002
- o The Education Act
- o Parents in Partnership: A Parent Engagement Policy for Ontario Schools, 2010
- o A Practical Handbook for Parent Involvement Committee Members, Ontario, 2012 DDSB School Community Council Handbook
- o Ontario Human Rights Code
- o Indigenous Education Policy
- o Human Rights, Anti-Discrimination and Anti-Racism Policy
- o Safe and Respectful Workplace and Harassment Prevention Policy
- o Code of Conduct

Appendix:
None

Effective Date
95-06-12
Amended/Reviewed
2006-08-08
2010-11-30
2018-10-24
2022-06-XX

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COMMUNITY

PROCEDURE

Parent Involvement Committee

Adopted under the Education Act and Ontario Regulation 612/00

1.0　Procedure Objective

1.1　The purpose of the Parent Involvement Committee Procedure is to outline the structure and composition of the Parent Involvement Committee (meetings can be held virtually or hybrid).

1.2　This procedure is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all its learning and working environments. This includes anti-colonial, anti-discriminatory, and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible, and free from discrimination and harassment consistent with the DDSB's Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy (the "Human Rights Policy"), Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

2.0　Definitions
In this procedure,

2.1　Board: The Board of Trustees for the Durham District School Board

2.2　District: the Corporate entity of the DDSB

2.3　Parent: means a Parent or Legal Guardians of a student who is enrolled in a District school.

2.4　Engagement: Parent Engagement in schools refers to Parents and school staff working together to support and improve the learning, development, and health of children and adolescents.

2.5　Student: Any pupil who attends a DDSB School.

2.6　Meeting: A meeting called in accordance with the requirements of the PIC Bylaws and does not include a training session or other events where the Committee does not discuss or decide matters under its authority.

2.7　PIC: Parent Involvement Committee.

2.8　Parent Member: A member of the Committee who is a parent and appointed as a parent member to the Committee by the Board or who fills a vacancy created by a parent member ceasing to hold a position on the Committee

3.0   Purpose, Roles and Responsibilities

3.1   The purpose of a Parent Involvement Committee is to support, encourage and enhance Parent Engagement.

- The PIC may provide input on board improvement and equity planning.

- Promote the PIC as an important and rewarding opportunity to network, volunteer, build communities and potentially support career development – highlight the value of participating and engaging, especially for newcomer community members, underrepresented communities, etc. for students, the school community, and the member – that the skills and experiences gained ma support member's personal and professional development.

- PIC meetings and events are considered extensions of DDSB learning and working environments and are subject to DDSB policies and procedures.

3.2   The Parent Involvement Committee shall achieve its purpose by,

a) providing information and advice on Parent Engagement to the Board;

b) communicating with and supporting school community councils of District schools; and

c) Undertake activities to help Parents of District students support their children's learning at home and at school and to support inclusive and equitable education for all students.

3.3   The Parent Involvement Committee shall,

a) develop strategies and initiatives that the District and the Director of Education could use to effectively communicate with Parents and to effectively engage parents in improving student achievement and well-being;

b) advise the District and the Director of Education on ways to use the strategies and initiatives referred to in (a);

c) communicate information from the Ministry to school community councils and to parents;

d) work with school community councils and District staff to,

   i. Share effective practices to help parents identify, prevent and address barriers to parent engagement; creative outreach and ways to engage parents and increase voices and input from diverse communities; and disrupt practices that may prevent effective engagement.

   ii. identify and reduce barriers to Parent Engagement,

   iii. Help ensure that schools of the Board create a welcoming environment for all students, parents, employees, and community members, support anti-discrimination, and address barriers to equitable and inclusive education for all students.

   iv. develop skills and acquire knowledge that will assist the Parent Involvement Committee and school community councils with their work; and

     e) determine, in consultation with the Director of Education and in keeping with the District's policies, how funding, if any, provided under the Education Act for parent involvement under this Procedure is to be used.

3.4   Within the scope of PIC's purpose, roles, and responsibilities, all PIC decisions, recommendations, practices, and activities (for example, initiatives, strategies, communications, and events) will uphold and align with the principles and requirements set out in section 1.2.

3.5   PIC members, individually and collectively, will treat PIC members with dignity and respect and will not engage in discriminatory conduct when conducting PIC business.

4.0   Structure and Composition

4.1   Subject to Ontario Regulation 612/00 and By-laws, the Parent Involvement Committee (PIC) shall be comprised as follows:

    a) Parent members

    b) The Director of Education (or designated supervisory officer)

    c) One member of the Board

    d) Community representatives

    e) employees of the District as specified in Ontario Regulation 612/00 .

4.2   Every effort will be made to ensure that PIC membership is inclusive and represents and reflects the diverse communities the DDSB serves.

4.3   The term of office for the member of the Board appointed under 4.1 shall be one year.

5.0   Appointments of Parents/ Guardians/Community Representatives

5.1   The Board shall appoint any new members to the Parent Involvement Committee before November 15th of the school year and before the first PIC meeting

6.0   Vacancies

6.1   Vacancies in Parent member and /or community representatives' positions on PIC shall be advertised through a variety of methods as specified in Ontario Regulation 612/00. Every effort will be made to conduct outreach and communicate PIC vacancies to attract and encourage diverse representation by advertising PIC vacancies in various local diverse community newspapers through community partnerships and agencies.

7.0   Remuneration and Reimbursement

7.1   There shall be no remuneration for members or officers of the Parent Involvement Committee.

7.2   This does not preclude payment of an honorarium under section 191 of the Education Act that takes into account the attendance of a Board member at a Parent Involvement Committee meeting.

7.3   The District shall reimburse members of its Parent Involvement Committee for expenses incurred as member of the committee in accordance with relevant DDSB expense procedures.

8.0   Minutes and Financial Records

8.1   The Parent Involvement Committee shall keep minutes of all of its meetings and records of all of its financial transactions.

8.2   in accordance with any applicable District policies respecting the retention of documents by committees.

8.3   The minutes of the Parent Involvement Committee shall be,

     a) Posted on the District website; and

     b) Sent electronically to the chair or co-chairs of the school council of each District school.

8.4   Minutes posted on the District website shall remain on the website for four years.

9.0   Parent Involvement Committee Annual Report

9.1   The Parent Involvement Committee shall annually submit a written summary of the committee's activities to the Chair of the Board and to the Director of Education.

9.2   The summary of activities shall include a report on how funding, if any, provided under the Education Act for parent involvement was spent.

9.3.   The Director of Education or designate shall:

     a) Provide the summary of activities to the school community councils of District schools; and

     b) Post the summary of activities on the District's website.

10.0   Reference Documents
- o   Ontario Human Rights Code
- o   Indigenous Education Policy
- o   Human Rights, Anti-Discrimination and Anti-Racism Policy
- o   Safe and Respectful Workplace and Harassment Prevention Policy
- o   Code of Conduct

Effective Date:
2018/10/01
Amended:
2019/09/23

PROCEDURE

School Community Council

Adopted under The Education Act and Ontario Regulation 612/00

1.0   Objective

1.1   The purpose of the School Community Council Procedure is to outline the roles and responsibilities for the development and the operation of School Community Councils. In addition, this procedure will support and promote the goal of advancing student achievement, well-being, and the delivery of effective, sustainable, equitable and inclusive educational programs for all students through ongoing, valued parent/guardian, staff, and community input. The school community council's primary means of achieving its purpose is by making recommendations in accordance with this Regulation to the principal of the school and the Board.

1.2   This procedure is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory, and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible, and free from discrimination and harassment consistent with the DDSB's Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy (the "Human Rights Policy"), the Safe and Respectful Workplace and Harassment Prevention Policy, and related procedures.

2.0   Definitions
In this procedure,

2.1   Board: The Board of Trustees of the Durham District School Board

2.2   District: The corporate entity of DDSB

2.3   Parent means a parent or legal guardian of a student who is enrolled in the Board.

2.4   Educators: Staff who provide instruction to students that attend a DDSB school.

2.5   School Community: The school community includes students, parents/guardians, staff members, and members of the local community.

2.6   School Community Council means a school council with the meaning of Ontario Regulation 612/00

2.7   Student: Any pupil who attends a DDSB School.

3.0   Structure and composition of School Community Councils

3.1   Membership of a school community council shall include:

- the number of parent representatives that is specified in the council by-laws. If no number is specified, there shall be10 parent members. In adult day schools, parent positions shall be held by students.;
- one community representative (more if stated in council by-laws);
- one student (mandatory in secondary schools; recommended, but at the discretion of the principal, in consultation with the school community council, in elementary schools);
- the school principal;
- one teacher employed at the school;
- one person who is employed at the school, other than a Principal, Vice-Principal, or teacher.

3.2   Parents shall form the majority on the council. A person is not qualified to be a parent member of a school community council if they are employed at the school.

3.3   A parent who is not employed at the school but is employed by District may qualify as a parent member if they take reasonable steps to inform people qualified to vote of their employment with the District prior to the election. However, they cannot serve as chair or co-chair.

3.4   Each member of a school community council is entitled to one vote in votes taken by the council. Each member of a committee of a school community council is entitled to one vote in votes taken by a committee of the school community council. The principal is not entitled to vote in votes taken by the school community council or by a committee of the school community council. Notwithstanding the above, as much as possible, the chair should aim for consensus building amongst the members of the SCC (School Council: A Guide for Members, Ontario 2022, Page 74).

3.5   It is expected that the membership of the council will reflect the diversity of the school community and seek to inform and engage the diverse communities the DDSB serves.

3.6   A Board Trustee cannot be a member of a District school community council.

3.7   Membership on the school community council shall be determined as outlined below:
- Parents shall be elected by parents of students enrolled in the school.
- One student representative shall be appointed by the student council (secondary schools).
- One student representative may be appointed by the principal (elementary schools).
- One teacher representative shall be elected by members of the teaching staff, not including the principal and vice-principal.
- One non-teaching employee shall be elected by non-teaching employees assigned to the school.
- The school principal shall be a designated member. The school principal may delegate any of their powers or duties as a member of the school community council to a vice-principal of the school.
- Community representative(s) shall be appointed by the council. A person who is employed by the District may be appointed as a community representative if they are not employed at the school and the members of the school community council are informed of the person's employment before the appointment.

4.0   Terms of Office

4.1   The term of office for elected and appointed positions on the council shall be for one year. Elected and appointed members may seek additional terms, unless the council by-laws provide otherwise.

5.0   Remuneration

5.1   There shall be no remuneration/honorarium paid to members or officers of the school community council.

6.0   Election of Parent

6.1   A person is qualified to vote in an election of parent members of a school community council if they are a parent of a student who is enrolled in the school.

6.2   An election of parent members of a school community council shall be held during the first 30 days of each school year, on a date that is fixed by the chair or co-chairs of the school community council after consulting with the principal. For a new school, the first election of parent members to the school community council shall be held during the first 30 days of the school year, on a date fixed by the principal.

6.3   The principal, on behalf of the school community council, shall give written notice of the date, time, and location of the election to every parent at least 14 days before the date of the election.

6.4   The election of parent members shall be by secret ballot.

6.5   Individual campaign literature for school community council elections shall not be distributed or posted in the school. However, campaign literature may be displayed or distributed at a campaign forum held for candidates at the school, if the forum is organized by the school.

6.6   A candidate forum may be held at the school, in the evening, prior to the day of the elections. The forum will provide parents with an opportunity to learn more about the candidates. The forum will be moderated by the Principal.

6.7   School resources, both human and material, may not be used to support candidates or groups.

6.8   Each school shall conduct school community council elections in accordance with their by-laws.

7.0   Elected Officers

7.1   A school community council shall have a Chair, or if the by-laws of the council provide, two Co-Chairs.

7.2   A Chair or Co-Chair must be a parent member of the council and shall be elected by the members of the council.

7.3   A person who is employed by the Durham District School Board cannot be the Chair or Co-chair of the school community council.

7.4   A school community council may have such other officers as provided for in the by-laws of the council.

7.5   Officers shall be elected at the first meeting of the school community council after the elections.

8.0   Vacancies

8.1   A vacancy in the membership of a school community council shall be filled by election or appointment in accordance with the by-laws of the council.

8.2   A vacancy in any of the elected officer positions on the school community council shall be filled in accordance with the by-laws of the council.

9.0   Meetings

9.1   A school community council shall meet at least four times during the school year.

9.2   A school community council shall meet within the first 35 days of the school year, after the elections, on a date fixed by the school principal.

9.3   A meeting of a school community council cannot be held unless a majority of the current members of the council are present at the meeting and a majority of the members of the council who are present at the meeting are parent members (majority is more than 50%).

9.4   All meetings of a school community council shall be open to the public. Meetings may be held in person, or by electronic or virtual means, or hybrid (both in person and virtually).

9.5   The principal of a school shall give written notice of school community council meetings to every parent by using any of the means specified in Ontario Regulation 612/00.

9.6.   SCC members, individually and collectively, will treat other SCC members with dignity and respect and will not engage in discriminatory conduct when conducting SCC business.

9.7.   SCC meetings and events are considered extensions of DDSB learning and working environments and are subject to DDSB policies and procedures.

10.0   Committees of School Community Council

10.1   A school community council may, in accordance with its by-laws, establish committees to make recommendations to the council.

10.2   Every committee of a school community council must include at least one parent member of the council.

10.3   A committee of a school community council may include persons who are not members of the council.

10.4   All committee meetings shall be open to the public.

10.5   The principal shall give written notice of school community council committee meetings to every parent in accordance with Ontario Regulation 612/00.

11.0   By-Laws of the School Community Council

11.1   A school community council may make by-laws governing the conduct of its affairs.

11.2   Every school community council shall make the following by-laws:

i.   A by-law that governs election procedures and the filling of vacancies in the membership of the school community council.

ii.   A by-law that establishes rules respecting participation in school community council proceedings in cases of conflict of interest.

iii.   A by-law that, in accordance with any applicable District policies, establishes a conflict resolution process for internal school community council disputes.

12.0   Reimbursement for School Community Council Members

12.1   Reimbursement for approved out-of-pocket or other expenses is dependent upon the allocation of funds for this purpose by the Ministry of Education through the provincial funding formula.

13.0   Minutes and Financial Records

13.1   A school community council shall keep minutes of all its meetings and records of all its financial transactions.

13.2   The minutes and financial records shall be available at the school for examination without charge by any person.

13.3   13.1 and 13.2 do not apply to minutes that are more than four years old and financial records that are more than seven years old.

14.0   Not Incorporated

14.1   A school community council shall not be incorporated.

15.0   Consult with Parents

15.1   A school community council shall consult with parents about matters under consideration by the council.

16.0   School Community Annual Report

16.1   Every school community council shall submit annually a written report on its activities to the principal of the school and to the Board.

16.2   The annual report shall include a report on any fundraising activities of the school community council and the "Annual School Community Council Treasurer's Report" (see Procedure #5131 section 9.0).

16.3   The principal shall share a copy of the report with the school community.

17.0   Conflict Resolution

17.1   School community councils shall attempt to resolve internal council disputes among the council members. If the council is not able to resolve a dispute at the school level, the school community council Chair or the Principal may appeal to the appropriate Superintendent of Education or Family of Schools. If the Superintendent of Education Family of Schools is not able to resolve the dispute the Director may appoint an external mediator to assist in resolving the dispute.

17.2   Conflict resolution training for school community council members shall be provided by the Board.

18.0   Removing a Member from a meeting – A Chair/Co-Chair is authorized to expel or exclude any person, including a member of the Council, from a Council or Committee meeting if the person has been guilty of improper conduct at a meeting or an event, including in respect of a breach of Board policy, including the Human Rights Policy (see Section 1.2). Further, rhe Director of Education or designate may provide a notice of trespass under the *Trespass to Property Act* to any person excluding them from District premises where a school council is held, if reasonably necessary in order to ensure the safe and orderly conduct of school council meetings.

19.0   Role and Responsibility of Chair/Co-Chairs

19.1   The Chair/Co-Chairs of the school community council shall:

- call school community council meetings;
- prepare the agenda for the school community council in collaboration with the school Principal and share the agenda with the school community prior to meetings;
- chair school community council meetings;
- ensure that minutes of school community council meetings are recorded and maintained;
- participate in information and training programs;
- communicate with the school principal and Board staff on behalf of school council;
- ensure that there is regular communication with the school community

20.0   Role and Responsibility of Council Members

20.1   Provide informed advice to the school principal on student achievement, school accountability to parents, issues related to supporting anti-discrimination, and addressing barriers to equitable and inclusive education for all students.

The members of the school community council shall:

1.   provide informed advice to the Board on matters related to student achievement and Board accountability to parents;
2.   maintain a school-wide perspective on issues;
3.   participate in council meetings;
4.   participate in information and training programs;
5.   act as a link between the school community council and the community;
6.   plan and support activities that increase active participation for parents within the school community;

7. encourage the participation of parents from the whole community;

8. sit on other committees that may be established by the council;

9. initiate an agenda item through the Chair/Co-Chair;

10. seek information in an open and non-threatening manner;

11. give information that contributes to the knowledge and decision-making process;

12. offer opinions as opinions, not as facts;

13. elaborate on another's contribution;

14. observe the Council's Code of Ethics and establish by-laws;

15. Within the scope of SCC's purpose, roles, and responsibilities, all SCC decisions, recommendations, practices, and activities (for example, initiatives, strategies, communications, and events) will uphold and align with the principles and requirements set out in section 1.2 of this procedure;

16. devise strategies to enhance outreach to diverse communities so that all parents have an opportunity for their voices to be heard;

17. identify, prevent, and address barriers to participation and engagement

20.2. The School Community Council is an important and rewarding opportunity to network, volunteer, help build communities, and potentially support career development – to highlight the value of participating and engaging, especially for newcomer community members, underrepresented communities, etc., for students, the school community, and the member – that the skills and experiences gained may support members' personal and professional development.

21.0   The Board and School Community Council

21.1   In addition to its other obligations to solicit views of school community councils under the Act, the Board shall solicit the views of school community councils with respect to the following matters:

1. The establishment or amendment of policies and guidelines that relate to student achievement or the accountability of the education system to parents, including:

   - policies and guidelines established with respect to the conduct of persons in schools;
   - policies and guidelines respecting appropriate dress for students in schools;
   - policies and guidelines respecting the allocation of funding by the Board to school community councils;
   - policies and guidelines respecting fundraising activities of school community councils;
   - policies and guidelines respecting conflict resolution processes for internal school community council disputes; and
   - policies and guidelines respecting reimbursement by the board of expenses incurred by members and officers of school community councils.

2. The development of implementation plans for new education initiatives that relate to student achievement or to the accountability of the education system to parents, including:

   - implementation plans for policies and guidelines with respect to the conduct of persons in schools;

- implementation plans for policies and guidelines respecting appropriate dress for students in schools.

3. District operational plan for improvement, based on multiple sources of data, including the Education Quality and Accountability Office's reports that include qualitative and quantitave data for every school.

4. Process and criteria to inform the selection and placement of principals and vice-principals. Process and criteria to inform the selection and placement of Principals and Vice-Principals. The District shall ask all SCCs to submit their recommendations annually. The District shall advise each Council of any changes in administration.

21.2 Section 19 does not limit the matters on which the Board or District may solicit the views of school community councils.

22.0   The Principal and School Community Council

22.1   In addition to their obligations to solicit the views of school community councils under the Act and the regulations, the principal shall solicit the views of the school community council with respect to the following matters:

1. The establishment or amendment of school policies and guidelines that relate to student achievement or to the accountability of the education system to parents, including:

    - a local code of conduct governing the behaviour of all persons in the school, and
    - school policies or guidelines respecting appropriate dress for students in the school.

2. The development of implementation plans for new education initiatives that relate to student achievement, well-being, or the accountability of the education system to parents, including:

    - implementation plans for a local code of conduct;
    - implementation plans for school policies or guidelines respecting appropriate dress for students in the school.

3. School learning plans based on addressing the learning needs of students and their wellbeing. Plans will be evidence-informed and include multiple sources of data, including the Education Quality and Accountability Office's reports. The Principal shall provide for the prompt distribution to each member of the school community council of any materials received by the principal from the Ministry of Education that are identified as being for distribution to the members of school community councils.

4. The Principal shall post and share any materials distributed to members of the school community council in the school in a location that is accessible to parents.

5. The Principal shall make the names of the members of the school community council known to parents not later than 30 days following the election of the parent members of the school community council.

6. The Principal shall attend every meeting of the school community council unless they are unable to do so by reason of illness or other cause beyond their control.

7. The Principal shall act as a resource person to the school community council and shall assist the council in obtaining information relevant to the functions of the council, including information relating to relevant legislation regulations, and policies.

8. The Principal shall consider each recommendation made to the principal by the school community council and shall advise the council on the action taken in response to the recommendation.

9. The Principal may delegate any of their powers or duties as a member of the school community council, to a vice-principal in the school.

10. The Principal shall provide opportunities for students and SCC voice in the development and implementation of school leaning plans.

23.0   Recommendations and Communications of School Community Councils

23.1   Recommendations of school community councils that are specifically related to the school should be referred to the school principal.

23.2   Recommendations that are broader in scope than the local school may be referred either to the school principal for direction or to the appropriate Board official or Board committee.

24.0   Use of Social Networking, Digital Communication Applications, and Web Sites by the SCC

24.1   SCC members will ensure that information communicated publicly through social media applications shall not reveal personal information about staff, students, parents, or other members of the school community. Information that is inappropriate for posting may include but is not limited to photographs and/or videos of students or staff for which no consent has been provided, school financial information, school plans, or other schools administrative information.

24.2   Any discriminatory, inappropriate or demeaning references to staff, students, parents, or other members of the school community communicated through social networking applications represent a contravention of Board policy.

24.3   Inappropriate use of electronic communication and social networking is contrary to Board policy and may result in criminal charges or civil actions. Examples of inappropriate use include, but are not limited to:

   a)   Making inappropriate online comments that are defamatory in nature:

   b)   Disclosing confidential information about the Board, school, staff, or students;

   c)   Posting the work of others without proper attribution, in breach of copyright law;

   d)   Breaching a court-ordered publication ban;

   e)   Inciting hatred against an identifiable group;

f)   Contravening the Youth Criminal Justice Act by disclosing information about a minor;

g)   Using technology to criminally or otherwise harass a student, staff, or others;

h)   Using a computer to lure a child or human trafficking;

i)   Exchanging or forwarding compromising photos, video, or audio recordings of children which are sexually explicit in nature

24.4   Only DDSB staff have editing rights to the school websites. A staff liaison may be appointed to post-school community council information as requested by the Chair in conjunction with the school Principal.

24.5   School community council members wishing to use social media (Facebook, YouTube, Remind, or like applications) as a method of communication with the broader community on behalf of the school community council must ensure that they have received permission from their school Principal. Logins and passwords for access to these sites must be provided to the school Principal. Application privacy settings must be set such that the public may view the content without the need to be "accepted", "friended" or "followed" by the application administrator.

24.6   School community councils must adhere to Canada's Anti-Spam Legislation. Anyone who sends an electronic message that encourages participating in a commercial activity must do the following:

1.   Obtain the consent of the recipient;
2.   Provide identification information about the sender;
3.   Provide an unsubscribe option so recipients can remove themselves from the list. (Canada's Anti-Spam Legislation: www.fightspam.gc.ca)

25.0   EVALUATION

25.1   This policy may be reviewed and updated as deemed necessary or appropriate, but it shall be reviewed at least every 5 years.

26.0   Reference Documents

o   The Education Act
o   Ministry of Education – School Councils: A Guide for Members (2002)
o   Equity and Inclusive Education Strategy 2009 and PPM #119, 2013
o   Ontario Education Equity Action Plan 2017
o   DDSB School Community Council Handbook 2021
o   Ontario Regulation 612/00 School Councils and Parent Involvement Committee
o   Ontario Regulation 298 – Operation of Schools
o   Code of Conduct
o   Ontario Human Rights Code
o   Human Rights, Anti-Discrimination and Anti-Racism Policy and Procedures
o   Safe and Respectful Workplace and Harassment Prevention Policy
o   The Indigenous Education Policy

Appendix:

Appendix A: Summary of Election Procedures – School Community Council
Appendix B: Candidate Nomination Form (Elections)
Appendix C: Durham School Community Councils
Appendix D: Durham District School Board School Community Handbook

Effective Date
1997-04-23

Amended
2006-08-08
2011-09-27
2018-10-24
2022-06-XX

SUMMARY OF ELECTION PROCEDURES

SCHOOL COMMUNITY COUNCIL

(to be filed with Principal)

School: _____   Area: _____

Principal: _____   Date: _____

1. The total number of positions on our School Community Council (S.C.C.) will be_____.

2. The number of S.C.C. parents/guardians will be _____ who will represent a majority of the membership on the council.

3. The number of seats in each category and the related term of office on the S.C.C. are as follows:

Category	# of Positions	Term of Office
Parents/Guardians	_____	_____
Student(s)	_____	_____
Teacher(s)	_____	_____
Non-teaching Employee(s)	_____	_____
Community Representative(s)	_____	_____
School Principal	_____	_____

4. The Principal will send a letter to inform all parents of the School Community Council election process. This letter will be sent on _____ (date).

5. The period for filing parent/guardian candidate nomination forms will begin on _____ and end on _____. This time period will be a minimum of three (3) weeks.

6. The principal will issue an invitation to all parents/guardians to attend a candidates' forum to hear presentations. The candidates' forum will be held on _____ (date) at _____ (time) in the school.

7. Election day for parent/guardian membership on the S.C.C. is scheduled for _____ (date) from _____ (time) to _____ (time).

8. The election process and ballot counting will be supervised by the school principal and _____ (parent).

9. The school principal or designate will supervise the election of teacher representative(s) to the S.C.C. Elections will be held on _____ (date).

10. Fill out (a) or (b):

(a) The school principal or designate will supervise the election of student representative(s) to the S.C.C. at the secondary level. Elections will be held on _____ (date).

(b) The school principal or designate will supervise the election/selection of student representative(s) to the S.C.C. at the elementary level if student participation is deemed appropriate by the principal. Indicate if students will sit on the school council _____ (yes/no).

11. The school principal or designate will supervise the election of non-teaching employee representative(s) to the S.C.C. Elections will be held on _____ (date).

12. The community representatives will be selected by the newly elected S.C.C within thirty (30) days of the first meeting. The first meeting of the S.C.C. is tentatively scheduled for _____ (date) which is within thirty (30) days of the parent elections.

The decisions reported above were determined by the principal in co-operation with the S.C.C. election ad hoc committee members. The ad hoc committee was composed of the following members:

Names:

Parent _____

Student _____

Teacher _____

Non-Teaching Employee _____

Community Rep _____

CANDIDATE NOMINATION FORM (ELECTIONS)

SCHOOL COUNCIL PARENT SELF-NOMINATION FORM

School Name _____

I wish to declare my candidacy for an elected position as a parent/guardian representative on the school council.

Name: _____

Address: _____ (Street)
                                          (City/Town)   (Postal Code)

Home Phone: _____ Cell Phone: _____

E-mail: _____

I am the parent/guardian of _____, who is currently registered
                                          (Student's Name)

at _ (School Name)

I am an employee of the Board   Yes_____   No _____

I am interested in an officer position

Chair_____   Secretary_____   Treasurer _____

_____ _____
(Candidate's Signature)   (Date)

Parent Nomination Form Receipt:
The nomination form for a parent representative on the SCC has been received for:

_____ _____ _____
(Parent Name – please print)   (Parent Signature)   (Date)

_____   _____
(School Official Signature)   (Date)

The DDSB is committed to:
- Providing learning and working environments that centre Indigenous rights and human rights and that are welcoming, safe, respectful, equitable, inclusive, accessible and free from all forms of discrimination, oppression, harassment and harm; and
- Meeting legal responsibilities under the Ontario Human Rights Code (the Code) and Accessibility for Ontarians with Disabilities Act (AODA), including the duty to accommodate Code-related needs and to proactively identity, prevent and address potential barriers and discrimination.

The DDSB values the voices, perspectives and lived experiences of all community members to best support the SCC's mandate, responsibilities and activities, and to reflect and represent the diverse communities the DDSB serves. All school parents/guardians are encourage to self nominate for elected positions, vote/take part in SCC elections, and participate in SCC meetings.

The DDSB is committed to providing accommodation and barrier-free learning and working environments in compliance with the Code and the AODA. Should you require accommodation based on any Code ground(s) to complete or submit this form (for example, an alternative format) or to participate in SCC meetings, please contact the school principal so that we can meet your needs.

DURHAM SCHOOL COMMUNITY COUNCILS

(to be filed with Principal)

School Council Election Ballot:

Date: _____

School:_____

Vote for no more than _____ candidates on this ballot. (number specified in bylaws)

Place an X in the box before the name(s) of the candidate(s) of your choice. Note that persons whose names are marked with an asterisk are employees of the school board.

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

☐ _____

(about 10 spots)

Durham District School Board

School Community Council Handbook

Building school community partnerships to support student achievement and well-being.

DDSB

Ignite Learning
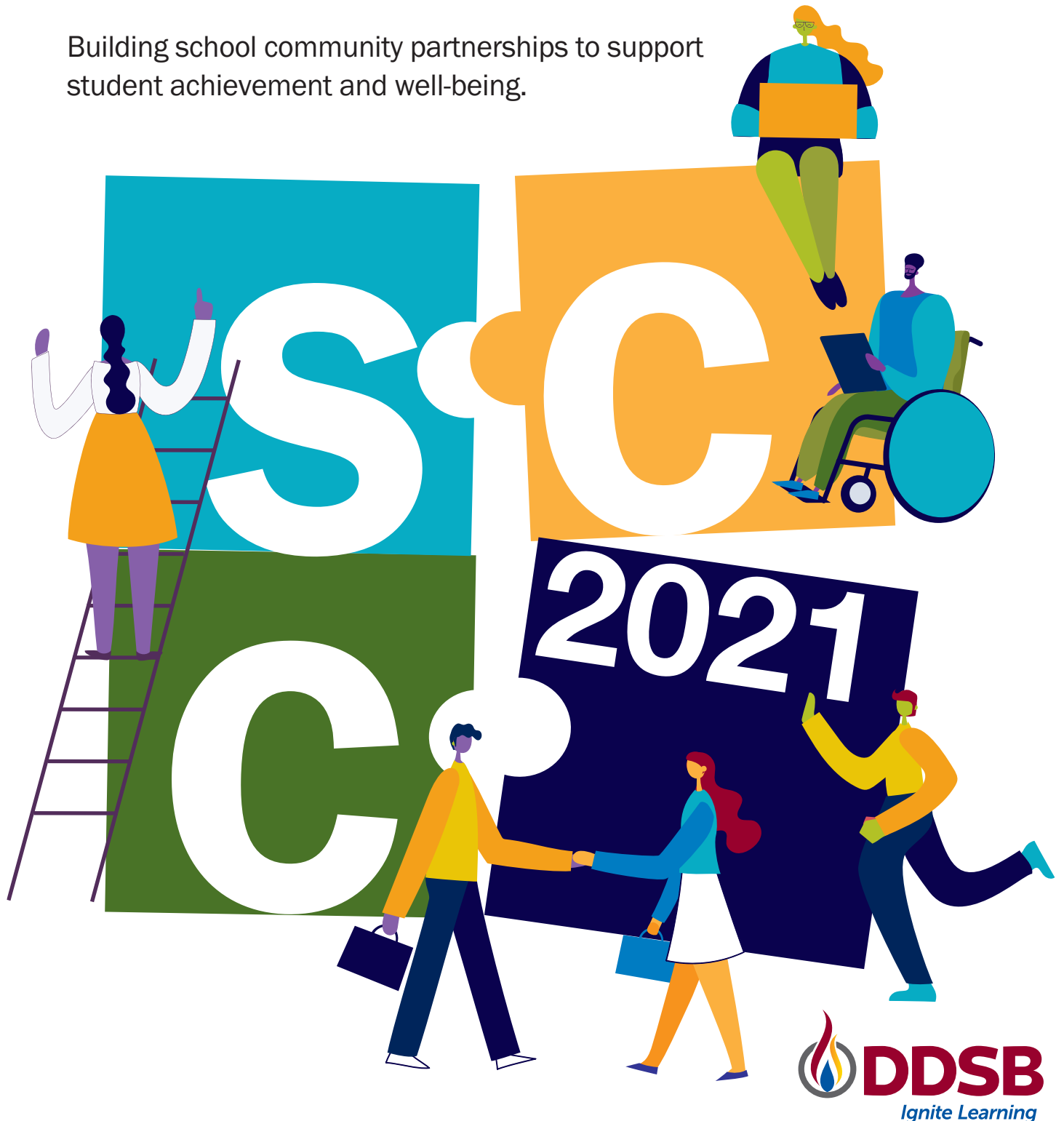
- OUR MISSION

. **Success** in learning to meet the challenges of the **future.**

INTRODUCTION

The Durham District School Board (DDSB) recognizes the importance of partnership with parents and guardians in creating positive learning environments to ensure student achievement and well-being. We welcome your involvement in our schools.

This handbook provides information for the operation of School Community Council (SCC) in the DDSB. It includes four sections:

Part 1: What is SCC?

Part 2: Organizational Guidelines

Part 3: SCC Toolkit

Part 4: Sample Documents and Resources

The handbook is one tool to assist you in your collaborative work to support student achievement and well-being. Throughout the year, you will receive additional support in the form of training and regular communication.

If you have any further questions, please feel free to contact your school administration or your Superintendent of Education responsible for Parent Engagement and School Community Council.

ACKNOWLEDGMENTS

Thanks to the following individuals for their support in the preparation of this handbook.

Nancy Adams, DDSB Vice-Principal
Mary Hindle, DDSB Parent Involvement Committee
James Klodnicki, DDSB Principal
Phil Matsushita, DDSB Principal
Heather Mundy, DDSB Education Officer, Special Education
Barbara Oram, DDSB Partnership Development Coordinator
Amanda Paterson, DDSB Education Officer, Technology
Andrea Peel, DDSB Principal
Roselyn Sagar-Lal, DDSB Parent Involvement Committee
Martine Robinson, Superintendent of Education
Family of Schools/Parent Involvement/SCC and Community Engagement

This document is a revision of the DDSB SSC Handbook created in 2001. We would like to acknowledge the contributions of that writing team.

TABLE OF CONTENTS

Unity is strength---when there
is teamwork and collaboration,
wonderful things can be achieved.
– Mattie Stepanek

Part 1:
WHAT IS SCC?

Part 1: What is SCC?

A. PURPOSE

SCC will:

- Support student achievement and well-being.
- Enhance accountability between school and school community.
- Increase public confidence.
- Have an advisory role and provide input to the principal on educational topics and issues.
- Seek input from school community on educational topics and issues.
- Plan and support activities to increase active participation of parents.

What is the advisory role of school council?

School councils influence decisions affecting their children's education by advising principals on education topics and issues as outlined below:

Ministry Required Parent Consultation	Suggest Parent Consultation
School Improvement Plan	Special School Events
Code of Conduct	Field Trips
Dress Codes	Safe Arrival
Communication Plans	Volunteers and Volunteer of Distinction
New Educational Initiatives	Budget Priorities
School/Board calendar	Parents Reaching Out (PRO) Grant
Criteria and Process for Selection Placement of Principals	Topics of Discretion within Individual Schools
Fundraising	

Refer to the Resource List on page 62.

1. DDSB SCC Brochure
2. School Council

B. WHY GET INVOLVED?

Why should parents be engaged?

When parents are involved in their child's learning, students do better in school and everyone benefits. Parents find it easier to help their children learn. Teachers and principals are better supported and enjoy positive relationships with parents.

Students improve, classrooms improve, schools improve and the entire community benefits.

3. Refer to the resource list. Council of Ontario Directors of Education (CODE), Planning for parent engagement

Research shows that children with involved parents:

- Get better grades and score higher on tests
- Attend school regularly
- Have better social skills
- Get their homework done
- Are more positive about school
- Are more likely to graduate and go on to higher education

4. Refer to the resource list, Parent Involvement

Matters! (PTO Today).

It is equally important to recognize that parent involvement takes many forms.

- Serving on school councils and Parent Involvement Committees (PICs)
- Volunteering for field trips and school activities
- Making sure there is a quiet place set aside to do homework
- Helping with homework
- Meeting with teachers.
- Talking to your child about their day at school

Refer to the Resource List on page 62.

5. Ministry of Education, Parent Engagement, Encouraging parent involvement in schools.
6. Ministry of Education, Parent Engagement, How parent engagement is building student success.

The term **parents** is an inclusive term, referring to parents, guardians, an all other primary caregivers.

C. HOW TO GET INVOLVED WITH SCC?

1.   Attend a meeting as a non-voting member

- Check your school website for meeting information
- Inquire at the school office about meeting information
- Speak with School Principal or Vice-Principal
- Speak to members of the current SCC

2.   Attend a meeting as a voting member

- Complete Nomination Form and participate in Election Process

Parents play a vital role in education. When parents are engaged and involved everyone —
students, parents and families, teachers, schools, and communities – benefits,
and our schools become increasingly rich and positive places to teach, learn, and grow.

Refer to the Resource List on page 62.

7 -   Policy 1219, School Community Councils.
8 -   Procedure 1219, Framework for SCC Elections.
9 -   Procedure 1600, Volunteer Programs In Schools
10 - Parents play a vital role in education, refer to the resource list.

> " DDSB schools benefit from the important work
> parents do to help support their children's
> learning. We believe that when parents are
> engaged, students succeed.
> – Michael Barrett
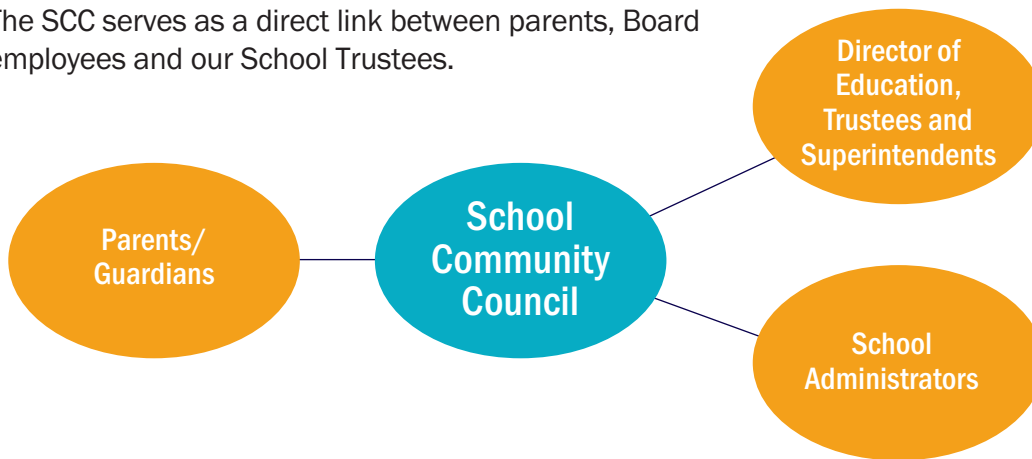
Part 2: Organizational

Part 2: Organizational

A. STRUCTURE AND COMPOSITION

The SCC is an advisory body that makes recommendations to the Principal and/or the School Board to further Student Achievement and Well-Being.
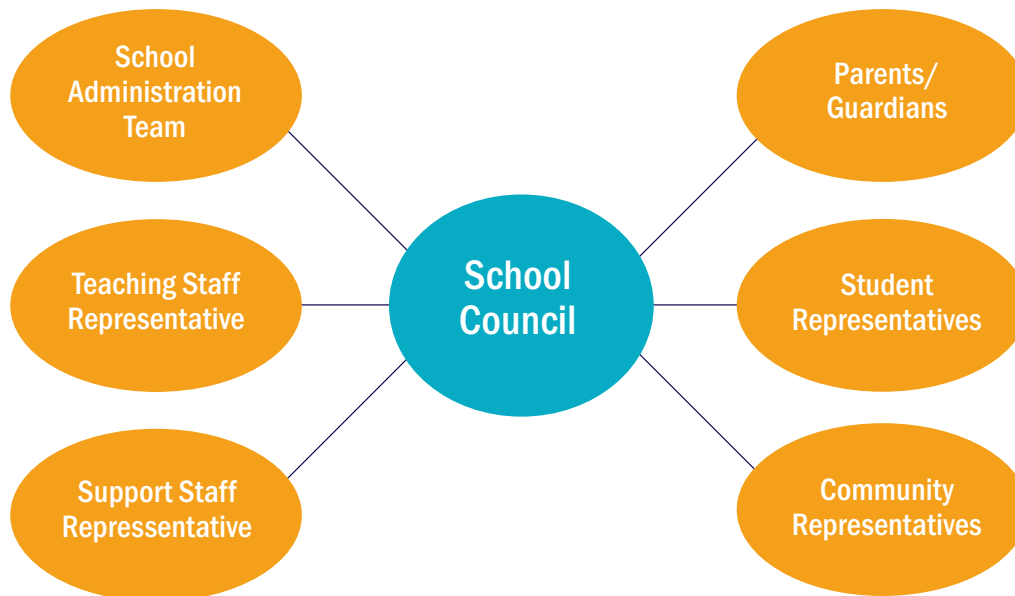
How does the school council fit within the DDSB?

The SCC serves as a direct link between parents, Board employees and our School Trustees.

- Director of Education, Trustees and Superintendents
- School Community Council
- Parents/Guardians
- School Administrators

Who can become members of the school community council?

A school community council should represent the diversity of the school community.

- School Administration Team
- Teaching Staff Representative
- Support Staff Representative
- School Council
- Parents/Guardians
- Student Representatives
- Community Representatives

School community council is comprised of:

- Parents from the school community — which must be majority of members (number should be stipulated in SCC By-laws
- One student representative (optional in elementary, maybe more than one as outlined in by-laws)
- One teacher assigned to the school (elected by teaching staff)
- One non-teaching staff assigned to the school (not administration, elected by non-teaching staff)
- One or more community representatives elected by members of the school council

Are there any restrictions on who is eligible to be a part of the SCC?

- Board employees are not eligible to be parent members in a school where they work
- Board employees are required to notify electors prior to running for election or to being appointed in their children's school
- Board employees are not eligible to serve as chair or co-chair
- Trustees are not eligible to serve on a school council in their Board

B. ROLES AND RESPONSIBILITY OF SCHOOL COMMUNITY COUNCIL MEMBERS

All Council Members.

The members of the school community council shall:

- Provide informed advice to the Board on matters related to student achievement and Board accountability to parents
- Provide informed advice to the school principal on matters related to student achievement and school accountability to parents
- Maintain a school-wide perspective on issues
- Participate in council meetings
- Participate in information and training programs
- Act as a link between the SCC and the community
- Encourage the participation of all parents within the school community
- Sit on other committees that may be established by the council
- Initiate an agenda item through Chair/Co-chair
- Seek information in an open and non-threatening manner
- Give information that contributes to the knowledge and decision-making process
- Offer opinions as opinions, not as facts
- Elaborate on another's contribution
- Observes council's code of ethics and established by-laws

11 - Refer to the Resource List on page 62., Ministry of Education, School Councils.

INDIVIDUAL ROLES AND RESPONSIBILITIES OF SCHOOL COMMUNITY COUNCIL MEMBERS

Parent representatives (voting).
Parent representatives are voting members who:

- Participate on any committees established by the school council
- Contribute to the discussions of the school council
- Solicit the views of other parents and members of the community to share with the school council
- Observe the council's code of ethics and established by-laws

-

School Principal (non-voting).

- Facilitates the establishment of the SCC and assists in its operation

- Attends all SCC meetings (unless responsibility is delegated to Vice-Principal)

- Supports and promotes the council's activities

- Consults school councils on matters related to the purpose of SCC (see Part 1. What is SCC? Page 6)

- Reports back to SCC actions/non-actions on recommendations made by the SCC

- Acts as a resource on laws, regulations, Board policies

- Shares materials sent by the Ministry of Education for distribution to SCC

- Obtains and provides information required by the council to enable it to make informed decisions

- Communicates with the Chair of the council as required

- Ensures that the copies of the agenda and minutes of the council's meetings are kept at the school for four years and shared with school community

- Gives written notice to every parent of the time, date and location of the SCC election, at least 14 days before the date of election

- Assists the council in communicating with the school community

- Encourages the participation of all parents within the school community

- Promotes cooperation between the school and the community

- Implements policies from the Ministry of Education and the Board of Education

- May participate on sub-committees established by SCC

- Observes the council's code of ethics and established by-laws

- Ensures annual SCC report is completed, submitted to the board, and made available to all parents

> " Unity is strength---when there is teamwork and collaboration, wonderful things can be achieved.
> – Mattie Stepanek

Teacher (voting)

- Serves as a member of the SCC (if elected to represent teaching staff)
- Seeks ideas and views of all the teaching staff
- Supports the actions and decisions of the council
- Ensures a teacher voice is expressed in all decisions which affect teaching and learning
- Promotes a collaborative, collegial model of decision making for the SCC
- Encourages parents and the community to become involved in school activities

Non-Teaching/Support Staff representative (voting)

- Serves as a member of the council as a representative of the non-teaching staff
- Seeks assistance and ideas from other staff
- Ensures the support staff's voice is expressed, heard and valued
- Encourages all support staff to become actively involved in school life
- Promotes a supportive, collegial team approach
- Communicates information back to colleagues
- May participate in sub-committees
- Observes the council's code of ethics and established by-laws

Student representative (voting)

- Seeks fellow student views to share with the council
- Communicates information back to fellow students
- Assists the council in its operation
- Contributes to discussions of the school council
- May participate in subcommittees
- Observe the council's code of ethics and established by-laws

Community representative (voting)

- Plays an important role in bringing the community perspective into the school
- Assists the school in building partnerships with community members
- Helps build lines of cooperation to enhance student learning
- Promotes a collaborative, collegial approach to decision making
- Promotes the activities and mandate of the council
- Assists the council in its operation
- Promotes the collaborative model of decision making
- Participates in and promotes training for the council members
- Observes the council's code of ethics and established by-laws

Superintendent

- Plays a key role in establishing accountability measures
- Upholds the Education Act and Regulations of the Ministry of Education
- Implements policies regarding the operation of SCC and plays an instrumental role in assisting with their formation and operation
- Works closely with SCCs
- Works closely with trustees and school administrators in establishing open and fair conflict resolution procedures for SCC
- Collects names and contact information of SCC Chairs/Co-chairs from each school
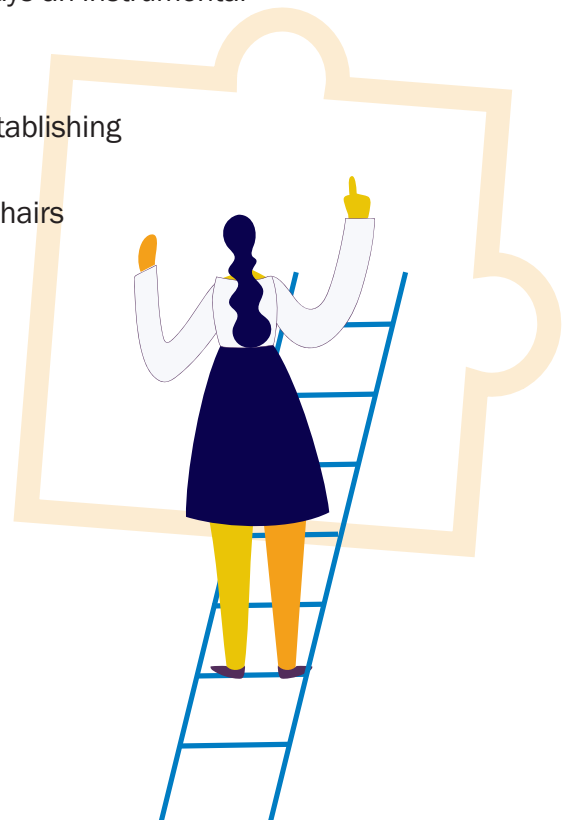
Trustee/School Board

- Develops consultative structures so all community stakeholders have opportunities for meaningful input into decisions about education in that community
- Delegates to SCC responsibilities in accordance with the regulations
- Develops mechanisms for reporting to parents and taxpayers on student achievement and the performance of the school system

School councils play a vital role in the education system in Ontario. They provide a forum through which parents1 and other members of school communities can contribute to improving student achievement and school performance.
http://www.edu.gov.on.ca/eng/general/elemsec/council/council02.pdf

Ministry of Education

- May disclose information to the Ontario SCCs
- Reports to school councils with regard to education in the province
- Provides school councils with information about their roles and responsibilities

SCHOOL COMMUNITY COUNCIL — OFFICERS DUTIES AND RESPONSIBILITIES

Chairperson (in consultation with school Principal)

- Calls SCC meetings
- Prepares the agenda for the SCC meetings
- Chairs SCC meetings
- Ensures that the minutes of the SCC meetings are recorded and maintained
- Participates in information and training programs
- Communicates with the school Principal and Board personnel on behalf of school council
- Ensures there is regular communication with the school community
- Presides at all meetings and has general supervision of the affairs of the council
- Works with the Principal in planning and directing the business of the council including monitoring committee progress
- Shares the agenda with school community prior to meeting (one week in advance is a reasonable time frame)
- Appoints temporary or standing committees (ad hoc) as needed, and serves in an ex-officio role on all committees
- Ensures annual report is completed and submitted to school Principal
- Facilitates resolution of conflict

Vice-Chairperson or Co-Chairperson

- Exercises all functions in the absence of the Chairperson
- Assists the Chairperson as needed
- Assumes other duties and responsibilities as assigned by the council

Secretary

- Keeps full and accurate accounts of the proceedings and transactions of all meetings of the council
- Keeps accurate notes and minutes of all meetings and files them with the school administration for a period of up to four years
- Prepares any official correspondence that the Chairperson may request
- Maintains a "Council File" containing copies of all minutes, council plans and progress reports, any council related information from the Ministry or Board, and a current copy of the by-laws

Treasurer

- Ensures that accurate accounts, receipts, disbursements, and monthly reporting is maintained
- Develops any budget proposals necessary for the operation of the SCC
- Reviews monthly transaction records for SCC funds held by the school in the Non-Board funds account (i.e., School Generated Accounts)
- Completes deposit slips for funds received and provides to school secretary to deposit
- Signed SCC Cheque Requisition Form
- Provides the financial reports at SCC meetings
- Prepares a financial statement that is included in the annual report for the Board that shows all transactions from September 1 to August 31.

For more information see Part 2. H. Budget and Finance Page 22.

Other officers

- Duties as deemed necessary according to the individual Council by-laws.

COMMITTEES/SUB-COMMITTEES

Composition

- Every committee must include at least one parent
- May include members who are not school council representatives
- Must include one representative of the SCC

Rules, roles and responsibilities for committees/sub-committees

- May be established according to the by-laws of each individual council
- Makes recommendations to the council
- Each member of a committee has one vote
- Meetings follow the same rules as SCC meetings:

    - All meetings are entitled to be held at the school;

    - All meetings must be open and accessible to the public;

    - All meetings are to be publicized by the principal in the same way that regular SCC meetings are publicized.

" When you practice gratefulness, there is a sense of respect towards others. – Dalai Lama

PART C: BY-LAWS

What's in your School Council's By-laws?

The Ontario Ministry of Education resource: School Councils: A Guide for Members (see resource link on Page 25) provides guidance on establishing school council by-laws. Ontario Regulation 612/00 provides information on mandate and roles and responsibilities for the school council.

"Any school council by-law must not conflict with the provisions under Ontario Regulation 612/00. tinyurl.com/y6wybbek

At a minimum, the by-laws must address:

- Election procedures
- Filling vacancies
- Conflict of interest
- Conflict resolution procedures

Councils may also wish to include information about:

- School council code of ethics
- General expectations regarding meetings (attendance, promptness)
- Number and scheduling of meetings (at least 4 per year)
- Number of parent members on the council and number of member required for quorum
- Number, description, and duties of executive members
- Any requirements regarding signing officer
- The establishment and roles of committees
- Communication protocol
- Process for seeking community input

Once by-laws have been developed, the school council should set a review timeline, although they do not need to be rewritten each year.

Suggested sections for School Council By-laws (see Part 4. D. Sample SCC By-laws, Page 41–42)

- Philosophy and mission statement;
- Procedures to address conflict of interest
- School council purpose and objectives;
- Norms of conduct for meetings.
- Membership;
- Responsibilities of elected positions and members;
- Meeting (number and format);
- Requirements of attendance, quorum and voting rights;
- Decision making procedures;
- School council committees;
- Resolution process for internal school council disputes;
- Procedures to amend by-law;
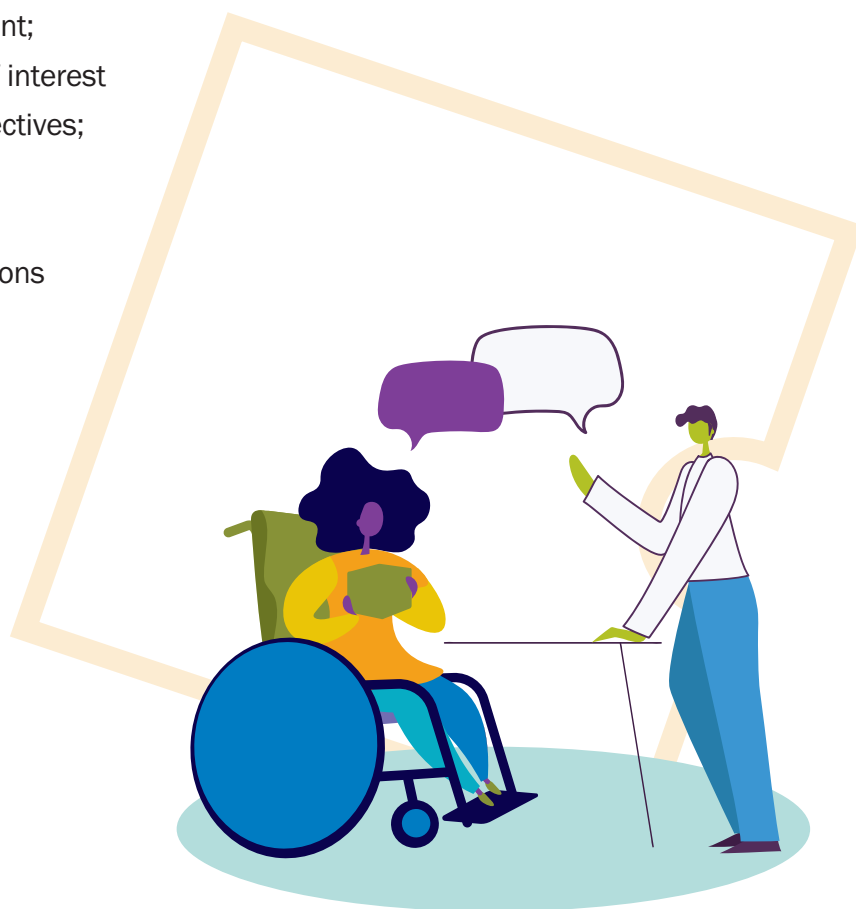
Do your by-laws use inclusive language, reflect equitable voices and promote well-being of the membership?

D. CODE OF ETHICS

All School Community Council Members shall:

- Work in partnership with school administration to support school community

- Work within the guidelines as outlined by Board Policy and Procedures 1219

- Respect the rights and opinions of all members of the school community

- Encourage, support and value individual contributions

- Support and apply an equitable decision making process

- Focus on whole-community interest rather than a single issue

- Respect and apply the principles of confidentiality and privacy

- Be guided by principles of honesty, integrity, truth and fairness

- Practice exemplary ethical practices with all members of the school community

- School community council members should adhere to clearly defined roles in order to maintain positive and productive discussions.

This includes:

- Honouring the voice of all stakeholders

- Recognizing the advisory role of SCC

School Community Councils should avoid:

- Taking on the role of teacher, principal, other staff members or School Board as each of which has professional and legal responsibilities within the school system

- Focusing on individual teachers, student, staff, parents, council members or trustees

https://durhamschboard.service-now.com/sys_attachment.do?sys_id=4aaf0a35db1933805f6be3a84b961996&view=true

E. SCC ELECTIONS

Set election date

- The election must be held in the first 30 calendar days of the school year on a date that is chosen by the current Chair/Co-Chairs after consulting with the school principal.
- New schools: the Principal will set the election date within the first 30 days of the school year.

Term of office

- One year (effective from elections/appointment date and/or date of first meeting of the election/ appointment)
- Members may be re-elected

Eligibility

- See Part 2. A. Structure and Composition, Page 9.

Notification of election

- 14 calendar days before the election the principal must provide written notification of the date, time and location of the election to all parents/guardians of all students at the school
- Parents can submit their nomination form prior to the election or at the time of the election

Nomination forms

- Must be sent home to all families by the end of the second week of school

Hold election

- Parents/guardians must vote in person
- Each person can vote once
- Election shall be by secret ballot

Post election

- Determine Chair/Co-Chair
- Assign other officers as permitted by SCC by-laws

Details can be found in DDSB Procedure 1219. https://tinyurl.com/y8htqnv (LINK BROKEN)

F. RUNNING EFFECTIVE MEETINGS

The DDSB believes positive partnerships between home and school are essential to support students as they strive for excellence.

AT A GLANCE

• WHAT?

- **Agenda:**
- Acknowledgment of Traditional and Treaty Territory
- Lists items for discussion in a clear, concise matter
- Prepared by Chair in consultation with Principal and distributed one (1) week in advance of meeting
- **Minutes:**
- Discussion captured by Secretary corresponding to each agenda item
- To be voted on and passed at beginning of each meeting
- To be posted for public review

• WHO!

- **All regular meetings of the school council are considered open, public meetings**
- Parents of children in the school, all staff and community members may attend as observers
- Elected members
- School administration
- Guest speakers or presenters
- * Should be representative of school's population demographic

• WHEN?

- **The Council shall meet at least four (4) times each school year.**
- The elections must be held within 30 days after the start of the school year
- The first official meeting must be held within 35 days of the parent elections
- Meetings must be held at school for an agreed upon amount of time, with a Quorum*
- Ensure location is accessible for everyone
- * Quorum = 50% of voting members in attendance

• HOW?

- **Potential Actions for Consideration:**
- Ensuring all voices are heard
- Decision making
- Information sharing
- Presentation
- Reports
- Voting
- Note: Focus on issues that affect whole school community. Do not discuss individual staff, student or community member.

Meeting Structure — Considerations for Chairperson and Principal:

1.1. Before the meeting

- Builds the agenda in consultation with the members and school Principal
- Agenda to include items for discussion; member who will be leading the discussion; allotment of time and sent to members at least one week prior (see Part 4 Samples, page 40)
- An invitation to all parents to be sent out at least a week in advance notifying of meeting. Chairperson and Principal will collaboratively send agenda to groups through electronic or hard copy communication (website, text, email, synervoice, and/or newsletters)
- Minutes from previous meeting to be reviewed and edited by council members

- Secure meeting location — arrange room to be community friendly and accessible.
- Prepare for any technical needs.
- Post meeting schedule, agenda and minutes to school website
- Consider a dedicated SCC newsletter to provide additional communication (optional)
- Offer childcare options to enable parents to be in attendance (optional)
- Plan refreshments (optional)
- Consider honorarium for guest speakers (optional)

1.2. During the meeting

- Chairperson calls the meeting to order
- Acknowledgement of Traditional Territory and Treaty (at start of meeting)
- Secretary circulates attendance form (includes name, email, phone number) and records all details of meeting in minutes (see Part 4 Samples, Page 43)
- Chairperson distributes agenda
- Chairperson follows the agenda timelines and ensures meeting stays on track

- Review previous meeting's minutes and pass if Quorum* is present
- Assign actions and responsibilities
- Summarize what has been accomplished
- Confirm date and time of next meeting
- Thank participants
- Be respectful of volunteers' time — motion to adjourn on time

1.3. After the meeting

- Check with the recorder to make sure that the minutes are clear following approval before distributing
- Help others carry out the decisions made during the meeting

- Follow up with commitments agreed upon for the next meeting
- Welcome feedback

* Quorum = 50% of voting members in attendance

ddsb.ca

G. COMMUNICATION

Communication is key to ensuring strong partnerships.

School Councils should create a communication strategy plan that includes:

- Communication guidelines with administration between meetings
- Planning agenda with member input and in collaboration with school principal
- Method to communicate with school community on a regular basis (website, newsletter)
- Method to ensure meeting information, agendas, minutes, annual report are available to school community

School councils must share:

- Meetings dates
- Agendas
- Minutes
- Fundraising plans
- Election information and outcome
- Financial updates
- Annual report

All communications must adhere with Ministry Board policies and procedures.

- DDSB Policy 3101 – Acceptable and Safe use Procedure for Computing Technology and Cyber Safety. https://tinyurl.com/o78obrn
- School councils may wish to use social media to communicate with their school community. Refer to DDSB Twitter Guidelines https://tinyurl.com/ybbaaro2 (LIKED BROKEN)
- The DDSB will be providing each school with a generic SCC chair email account each year.
- Recommendations of SCCs that are specifically related to the school should be referred to the school principal.
- Recommendations which are broader in scope than the local school may be referred either to the school principal for direction or to the appropriate Board official or Board committee.

H. BUDGET AND FINANCE

Overview

School councils must establish by-laws to address election procedures and elected positions. The position of Treasurer is optional. Where there is no elected position, the Chair shall assume all budgetary and financial responsibilities.

Duty of the Treasurer (or Chair):

- Ensure that accurate accounts, receipts, disbursements, and monthly reporting is maintained.
- Develop any budget proposals necessary for the operation of the SCC.
- Review monthly transaction records for SCC funds held by the school in the Non-Board funds account. i.e., School Generated Accounts) by requesting detailed account printout from school secretary two (2) weeks prior to meeting.
- In event of discrepancies in report, an appointment should be made with school secretary.

- Prepare bank deposits and complete deposit slips for funds received and provide to school secretary (all monies must be counted on school premises by at least two (2) persons.
- Sign SCC Cheque Requisition Form.
- Provide the financial reports at SCC meetings.
- Prepare a financial statement that is included in the annual report for the Board that shows all transactions from September 1 to August 31 by September 30 of following school year.

Banking Method

- School Account – the school manages this account for the SCC.
- Signing authority is held by the school.
- All transactions are recorded by the school secretary with forms from the SCC treasurer.
- No transactions can take place without authorization from the SCC.
- The SCC shall keep minutes of all meetings and records of all financial transactions.
- The financial records shall be available at the school for review without charge by any person.

- Statements should be stored in the school office for at least seven (7) years.
- SCC shall never borrow or lend money
- Cash advance for event supplies may be arranged by following the Accounting Guidelines for DDSB SCC's.

Refer to Accounting Guidelines for DDSB SCC's.
https://www.ddsb.ca/en/family-and-community-support/resources/Documents/Accounting_for_SCC.pdf

I. FUNDRAISING

Fundraising by the SCC. Quick Facts Overview

1. Overview

- The activities must be conducted in accordance with applicable policies established by the Board
- Funds raised must be for a purpose approved by the Board
- All fundraising projects shall be consistent with the school plan and must be pre-approved by the Principal

2. Responsibility of the Principal

- The Principal is responsible for all funds raised
- The SCC Treasurer's Report (or Chair's Report if there is no Treasurer) will be shared with the SCC, staff, students and parents at every SCC meeting
- The Principal will ensure all insurance liability issues arising from contracts for services, goods and /or equipment are adequately addressed. All contracts shall be authorized and signed by the Principal only
- The Principal shall ensure all activities comply with Policy 5173. See Part 3. D. Event Planning Quick Facts, Page 27.

3. SCC Fundraising Plan

- The Principal and SCC must jointly approve all SCC fundraising initiatives
- Before a fundraising initiative begins, an outline of the project including a concise statement of purpose, method, time frame and estimated revenue shall be shared with the school community. See Part 4. F. Fundraising Proposal, Page 44.
- No door-to-door campaigns shall be allowed
- At the conclusion of the fundraiser, the organizer shall prepare a summary report. See Part 4. G. Fundraising Report, Page 45.

Procedure 5131 Regulation – Fundraising.
https://durhamschboard.service-now.com/sys_attachment.do?sys_id=5f0ec1e5db19bf405f6be3a84b9619a2&view=true

4. Purchasing Procedures

- All purchases shall require the Principal's approval
- Purchases requiring the involvement of the Board's Purchasing/ Programs Department are:
    - Learning materials and textbooks
    - Playground equipmen
    - Classroom computers and technology

- There are four ways to purchase goods and services:
    - Through the Board's purchasing department
    - Directly from approved vendor(s)
    - Cash advance
    - Petty cash

Refer to the Resource List on page 62.

13 - Procedure 5131 Regulation – Fundraising.

5. Bookkeeping and Banking Procedures

- All funds raised shall be deposited into the designated SCC account in the school generated funds account
- All cheques shall be pre-numbered and require two signatures:
    - The Principal or designate and secretary
    - Chair or Treasurer of the SCC shall sign off cheque requisition form only for all expenses related to fundraising activities

"Remember the School Food and Beverage Policy requires all food and beverage sales to comply with nutrition standards and requirements set out in this policy.
https://durhamschboard.service-now.com/sys_attachment.do?sys_id=29ed78e5dbd1bf405f6be3a84b96197f&view=true

6. Deposits and Safeguards

- Two individuals should count all funds collected
- All funds collected shall be deposited intact; no expenditures shall be paid from cash collected
- All funds collected on school premises shall be counted there and deposited on a timely basis (minimum of once a week)

7. Charitable Donations/Receipts for Income Tax Purposes

- A receipt shall be issued by the Board for charitable donations of $50 or more, under the Income Tax Act
- It is preferable that donations take the form of cheques, which should be made payable to "Durham District School Board"

8. Reporting

- The fundraising organizer shall prepare a summary report. See Part 4. G. Fundraising Report, Page 45.
- The Treasurer (or Chair in the absence of a Treasurer) shall share the school cash report at every SCC meeting
- The Treasurer shall complete an Annual School Community Council Treasurer's Report

Part 3:
SCC TOOLKIT

Part 3: Scc Tookit

A. CHARACTERISTICS OF EFFECTIVE SCHOOL COUNCILS

Effective School Councils are those that:

- Focus on student learning and the best interests of all students
- Are actively involved in setting school priorities for improving student achievement
- Promote meaningful parental and community involvement and actively seek the view of their school communities
- Have a clear understanding of their roles and responsibilities
- Include members who represent the diverse views of their school communities
- Keep well informed about school and board policies and procedures
- Have clear and consistent processes for decision making
- Communicate with the community about their activities
- Maintain high ethical standards
- Have members who have developed mutual trust and respect for one another

SOURCE: Ministry of Education, School Council – A Guide for Members:
http://www.edu.gov.on.ca/eng/general/elemsec/council/council02.pdf

B. BEST PRACTICES FOR SCC CHAIR/CO-CHAIR:

- **Plays a neutral role** — is not a formal member of the group but rather a servant of the group who does not advocate a position

- **Focuses positive energy** — keeps the group focussed on the tasks to be accomplished at the meeting with questions or statements such as "How does this relate to our objective?" or "We have strayed from our agenda and need to return to the issue of…"

- **Suggests alternative procedures** — proposes options when a process is not enabling the group to achieve its goal

- **Protects individuals** — ensures individuals are not "attacked" for expressing contrary opinions

- **Encourages participation** — ensures all members have equal opportunity to contribute and seeks opinions from quieter participants

- **Keeps enthusiasm high** — shows interest in what's being said and uses "attending" behaviours

- **Enables win/win solutions** — helps the group reach consensus

- **Coordinates pre and post meeting events** — handles all arrangements to support productive meetings

- **Seeks clarity on issues** — clarifies the thinking of the group, by soliciting more information

- **Assists recorder/secretary** — summarizes and clarifies to help the recorder/secretary

- **Plans warm-up or other opening activities** — organizes appropriate activities to start each meeting

C. FUNDRAISING TIP SHEET

1. **Begin early and publicize.** Start planning your fundraiser early to develop realistic goals and timelines. Publicize early and often

2. **Build the team.** Assign tasks; a **Communicator** who is great at sending out messages, a Counter who likes budgetary duties, and **Task Master** who reminds others of deadlines and schedules.

3. **Set clear goals and timelines.** This will keep everyone motivated, focused and on track.

4. **Frequent Updates:** Keep everyone informed. Remind parents and students when orders are due, and provide specific instructions for collecting and accounting for orders. Celebrate successes.

5. **Keep the students involved.** By making it meaningful, students will stay engaged. They will also develop social, goal-setting and customer service skills.

6. **Effort vs. Benefit.** Is the time invested worth it? Agree on a project that yields high gains for the time and effort.

7. **Expand your reach.** You can go beyond your own school community to gather support for your fundraiser. You may wish to work with community businesses and partners.

8. **Celebrate and say, "Thank you."** Let your volunteers know you appreciate them with thank you cards from the kids or a luncheon at the end of the fundraiser. Celebrate milestone goals.

9. **Consider what people want.** Most parents have enough smaller items. Consider a fundraiser that capitalizes on a fun family experience, consumable products or other fun items.

10. **Avoid "Fundraiser Fatigue."** Timing is important. Consider how many other fundraisers are occurring in the school.

D. EVENT PLANNING QUICK FACTS

When planning fun fairs and end-of-year activities, take into consider these risk management guidelines:

1. Assess the activity from a safety first perspective. Is the activity appropriate for a school setting? Should the risks be avoided or can they be managed?

    OSBIE (Ontario School Board Insurance Exchange) considers the following list, high risk activities which are not recommended for a school event.

High risk activities Include:

- Dunk Tanks
- Diving into or sliding on foam or mud, ice or snow
- Hot air balloon rides (tethered or untethered)
- Aircraft or helicopter rides from school property
- Animal rides
- Sky diving
- Use of fireworks or other pyrotechnic devices
- Use of air filled inflatable **fun structures** such as jumping castles
- Rock climbing walls

2. Ask promoter and fundraising companies for proper proof of liability insurance.
3. Ask to have the Board named as an additional insured on their policy.
4. Ensure that adequate supervision is in place to help prevent injuries.
5. It may be necessary to have parents sign informed consent forms and to make them aware of any risks associated with the activities.

> **"** There can be no greater gift than that of giving one's time and energy to help others without expecting anything in return.
> -Nelson Mandela

Information developed from: DDSB Central File Memo: CF15/16-026 ELM-022 SEC-024

E. DECISION MAKING

Every attempt should be made to reach consensus. Where consensus is not possible, the Chair may need to consider putting the matter to a vote. In such instances voting procedures need to be specified, including determining what constitutes a quorum for voting purposes.

The school council should also develop a procedure for resolution of concerns and disputes, recognizing that every effort should be for resolution of such conflict at the school level. This procedure should be designed to fit within already established Board Policy/Procedures.

School Community Councils can arrive at decisions by:

The approach a SCC chooses for making decisions may vary depending on the issue. The first approach (majority vote) saves time and is efficient for simple, straight forward issues. The second approach, a school council may combine the methods — seek consensus from the school community and then confirm the decision by a majority vote.

Majority Vote Model.

This model, requires time for members to become informed about issues. The Chair calls for a vote once the discussion is finished. The advantage of this model is that a clear decision is made. The discussion period offers the opportunity for compromise as the motion may be modified. In situations where opinions are diverse and compromise is impossible, the majority vote may be the preferred model. The downside of this approach is that it can create a win/lose situation where some participants are dissatisfied with the outcome.

wikiHow to Reach a Consensus:
tinyurl.com/yzb7d54

Consensus Building Model

This model requires each decision maker to agree with (but not necessarily with all parts of) the final outcome. Although they may differ on some aspects of the decision, school council members agree the total package best meets everyone's needs and supports it on that basis. If consensus cannot be reached on all or any part of a decision, a vote is taken.

The advantages to the consensus building model are that it:

- Ensures all council members have an effective voice
- Builds on differing perspectives and values
- Allows for flexibility in arriving at solutions
- Can build respect for differing values and viewpoints
- Can lead to better informed, more creative, balanced and long lasting decisions that has the support of the entire school council, and if unsuccessful, it allows for a decision to be made by voting.

F. CONFLICT RESOLUTION

- Each school council must have a by-law(s) regarding conflict resolution as per Ontario Regulation 612/00 and in accordance with all applicable Board Policies and Procedures.
- The following is a four-step approach to resolving internal conflict and other difficult matters:

1. Acknowledge the conflict. As a group, acknowledge when a conflict exists and determine the source of the conflict. For example, is it related to facts? Goals? Processes? Values? Personal preferences? Beliefs? Communication?

2. Plan how to deal with the conflict. Once the source of the conflict is defined, decide how to deal with it. This may be done by the Chair, another individual on the council, or the entire council. (In particularly difficult times, it may be best to engage a person who has no association with the council to facilitate discussion and problem solving.) At this stage, all council members should reflect on the problem and be prepared to state their concerns and viewpoints.
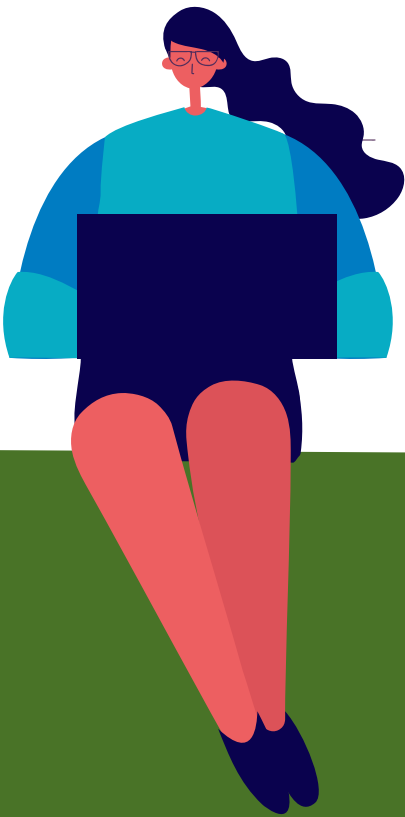
3. Provide time for discussion. The Chair or whoever is facilitating the discussion should introduce the problem and ask each member for input so that the nature and source of the conflict is clear. Acknowledging each person by listening attentively sets the tone for problem solving and opens the council to a variety of solutions. Emotions should be accepted and dealt with since they are a part of conflict. If there is not likely a positive outcome during a meeting, then draw the meeting to a close to allow time for consultation.

4. Seek the best solution. As viewpoints and solutions are described, the individual facilitating the discussion deals with them one at a time. Following the discussion, the person facilitating the discussion may use a process for building consensus to arrive at a new solution. Council members will be asked the following questions: Can you live with this solution? Will you support the solution? Depending on the nature of the conflict, it is sometimes best for council members to have time to reflect on the proposed solution, with the decision to be finalized at a future meeting.

Note:

First point of contact if conflict continues is the School Administration. If after following the above steps, your school council still feels strongly that the situation requires further consideration you may appeal to the Superintendent of Education (Family of Schools (FOS)). If the Superintendent of Education (FOS) is not able to resolve the dispute, the Director may appoint an external mediator to assist in resolving the dispute.

Remember, you are welcome to speak with your local trustee at any time to share concerns or make suggestions. Depending on the circumstances, however, there is a possibility that you will be asked to follow the above steps in order to best meet your needs.

G. SOCIAL MEDIA

Use of Social Networking, Digital Communication Applications, and Web Sites by the SCC General Provisions regarding all forms of Social Media Activity on behalf of the SCC.

SCC members will ensure that information communicated publicly through social media applications shall not reveal personal information about staff, students, parents or other members of the school community.

Information that is inappropriate for posting may include, but is not limited to photographs and/or videos of students or staff for which no consent has been provided, school financial information, school plans, or other school administrative information.

Any inappropriate or demeaning references to staff, students, parents or other members of the school community communicated through social networking applications represent a contravention of Board policy.

Inappropriate use of electronic communication and social networking is contrary to Board policy, and may result in criminal charges or civil actions. Examples of inappropriate use include, but are not limited to:

a.   Making inappropriate online comments that are defamatory in nature;

b.   Disclosing confidential information about the Board, school, students and colleagues;

c.   Posting the work of others without proper attribution, in breach of copyright law;

d.   Breaching a court-ordered publication ban;

e.   Inciting hatred against an identifiable group;

f.   Contravening the Youth Criminal Justice Act by disclosing information about a minor;

g.   Using technology to criminally or otherwise harass a student, colleague, or others;

h.   Using a computer to lure a child or for juvenile prostitution; and

i.   Exchanging or forwarding compromising photos, video or audio recordings of children which are of a sexually explicit nature.

Use of the school website

It is recommended that schools provide space on their web page for general information about the SCC. Content to be shared may include: SCC member names, meeting dates, agendas, minutes, and general SCC information.

Only DDSB staff may have editing rights to the school websites, so a staff liaison may be appointed to post SCC information as requested by the SCC chair in conjunction with the school administrator.

Use of Social Networking Tools (YouTube, Facebook , Twitter, Remind, etc.) for SCC purposes.

SCC members wishing to use "Facebook" or "YouTube"— like applications as a method of communicating with the broader community on behalf of the SCC must ensure that they have received permission from their school administrator or supervisor and provided the school administrator with any passwords and access to these sites.

SCC shall ensure that the application's privacy settings are set such that the public may view the content without the need to be "accepted," "friended" or "followed" by the SCC administrator of the space.

Canada's Anti-Spam Legislation

Canada's Anti-Spam Legislation (CASL) came into effect on July 1, 2014. Under the legislation, anyone (including teachers, principals, office staff, etc.) who sends an electronic message that encourages participation in a commercial activity must do the following:

1. Obtain the consent of the recipient
2. Provide identification information about the sender
3. Provide an unsubscribe option so recipients can remove themselves from the list

14 - For more information on CASL,
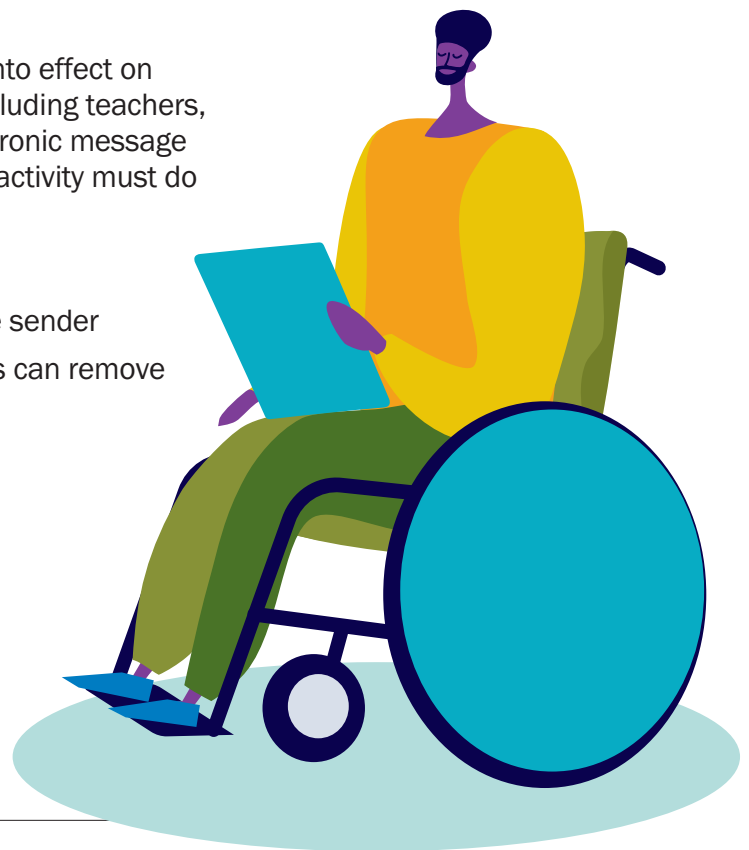
What is a commercial electronic message?

A commercial electronic message is a message sent to an electronic address that encourages participation in a commercial activity. Examples of electronic messages include emails, text messages, instant messages, telephone messages or direct messages on social media (e.g. Facebook or Twitter).

Messages are considered commercial when they have to do with the purchase of a good or service. Examples of commercial electronic messages you might receive from your school include messages about:

- Fundraising events
- Yearbook sales
- Sale of student photos
- Information about purchasing team uniforms
- School newsletters that contain commercial information

H. GENERIC SCC EMAIL

DDSB School Community Council Email

The Durham District School Board is committed to ensuring ongoing communication with school councils and opportunity for communications between school community councils.

Beside the school board and individual school websites, the DDSB will provide an email for each school community council. This email will be available to principal, chair and/or co-chairs. Login and password information will be available to principal, chair and co-chair.

### Why should I use school council email?

Regular communication will be sent from DDSB throughout the school year. It may include memorandums, letters, newsletters, releases, consultation requests, award nominations and other important information to your DDSB school council email.

This email should also be used for any social media accounts created and used by the school community council.
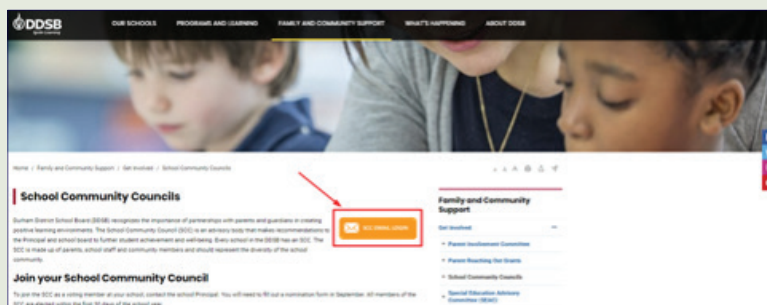
How do I use the DDSB School Community Council email?

To access your DDSB SCC account go to **ddsb.ca**

1. Click on **"Family and Community Support"** from the top of the page
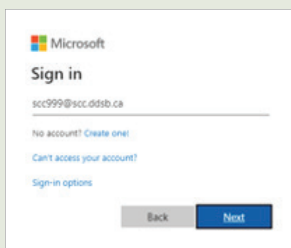
2. Click on the highlighted word **"get involved"**
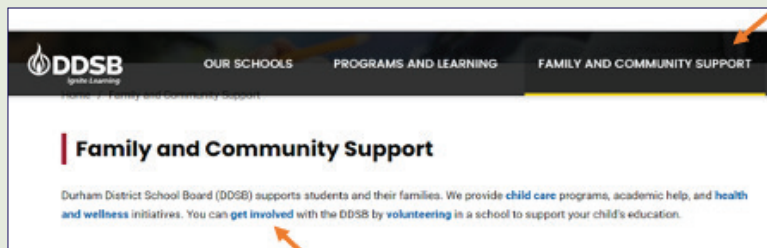
3. Click on **"School Community Council"**

4. Click on the **"SCC Email Login"** icon

5. At the login page enter the **username** and **password**

As an example, CE Broughton's SCC account will look as follows. Initial password will be provided to the school principal.

User Login Account:
scc436@scc.ddsb.ca

Email address: SCC.
CEBroughtonPS@scc.ddsb.ca

I. PARENT ENGAGEMENT IDEAS

When parents are engaged in their child's learning, students do better in school and everyone benefits. Parents find it easier to help their child learn. Teachers and principals are better supported and enjoy positive relationships with parents.

Students improve, classrooms improve, schools improve and the entire community benefits. (CODE, Planning Parent Engagement, 2012)

Various resources and frameworks can be used to assist schools in organizing and promoting promising Parent Engagement Practices.

1. The Ontario Ministry of Education provides a checklist to begin planning.
   (15 - Refer to the Resource List on page 63.)

2. The Council of Ontario Directors of Education (CODE) Parent Engagement
   (16 - Refer to the Resource List on page 63.)

3. Dr. Joyce Epstein for the National Network of Partnership Schools (NNPS) from Johns Hopkins University has developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. Her work is referenced in the CODE guidebook. From 2011–14, over 70 elementary and secondary schools in the DDSB were in-serviced following the template developed by Dr. Joyce Epstein. DDSB examples are listed beside these keys.
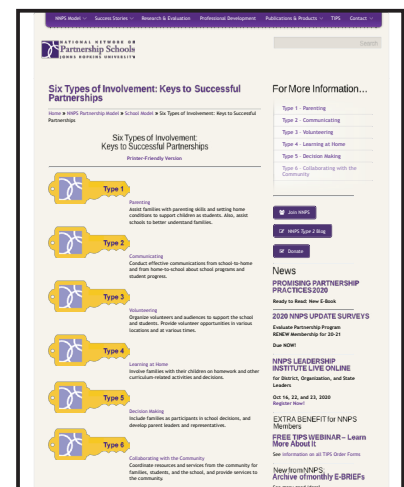   (17 - Refer to the Resource List on page 63.)
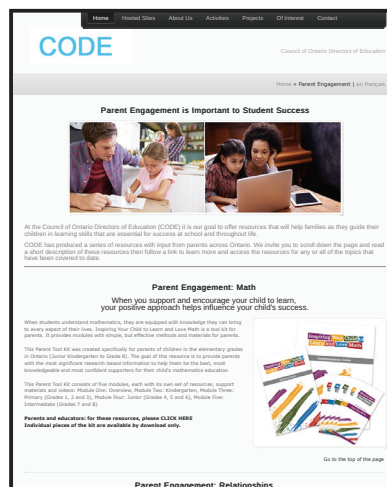
1   **2**   **3**

J. INVOLVING PARENTS IN THE SCHOOL:

Parent Involvement: A Checklist

Have we used surveys and other information-gathering tools to assess what parents need and want and asked for their opinions and suggestions?

- ◯ Have we determined the barriers which may prevent some parents from participating?

- ◯ Have we considered applying for a PRO Grant?

- ◯ Do we understand the needs of parents whose first language is other than English?

- ◯ Have we explicitly invited parents to volunteer in a variety of school activities?

- ◯ Do we know how parents are getting our information and how they would like to receive it?

- ◯ Do we routinely gather parent contact information and use it effectively to keep parents informed?

- ◯ Do we have an organized plan for parent engagement activities this year?

- ◯ Do we know who has assumed responsibility for each activity within the plan?

- ◯ Do we respond immediately when parents indicate a willingness to volunteer or participate in other ways?

- ◯ Do we have a school information package for newcomers?

- ◯ Do we have an organized method for meeting and welcoming new families?

- ◯ Do we actively encourage parents to attend school council meetings for the first time?

- ◯ Do we provide information or an information event specifically geared to the needs of newcomers?

Tips for School Councils from Ontario Ministry of Education: tinyurl.com/6shyomc

○ Have we successfully addressed barriers to parent participation such as childcare, transportation, language services and off-site/off-hours events and programs for those who cannot attend regular events?

○ Do we regularly provide school events that showcase student work and activities, address issues of concern and provide information of interest to parents?

○ Do we involve the community in the life of the school through such events as career and community fairs?

○ Do we offer training for volunteers to help ensure that they feel confident and equipped for their roles?

○ Do we celebrate our multicultural community by offering events that feature varied traditions, customs and sports?

○ Do we prominently display information about school council in a high visibility area of the school?

○ Does school council have a presence at school events?

○ Do we have a school council newsletter and/or is the school council represented in the school newsletter?

○ Does the school council have a presence on the school website?

○ Do we send frequent reminders to parents?

○ Do we participate as guest speakers wherever possible in the community, outside of school?

○ Do we recognize the efforts of parents and school council members to encourage greater involvement and participation?

Source: Epstein, et al. 2009. School, Family, and Community Partnerships: Your Handbook for Action, Third Edition. Thousand Oaks, CA: Corwin Press.

K. SIX KEYS TO SUCCESSFUL PARTNERSHIPS

https://tinyurl.com/ycuckjjv (18 - Refer to the Resource List on page 63.)

Keys to Successful Partnerships: Six Types of Involvement

Type 1 — Parenting
Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.

Type 2 — Communicating
Conduct effective communications from school-to-home and from home-to-school about school programs and student progress.

Type 3 — Volunteering
Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.

Type 4 — Learning at Home
Involve families with their children on homework and other curriculum-related activities and decisions.

Type 5 — Decision Making
Include families as participants in school decisions, and develop parent leaders and representatives.

Type 6 — Collaborating with the Community
Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

L. POTENTIAL PARENT ENGAGEMENT IDEAS

Examples from DDSB schools are listed beside each type. Some initiatives can be categorized in multiple types. (19- Refer to the Resource List on page 63.)

Types	Purpose	Elementary	Secondary
Parenting	Assist families with parenting skills and setting home conditions support children as students. Also, assist schools to better understand families.	• Family Fitness Night • Eat to Succeed • WAVE (Win, Achieve, Vision, Excel) Night • Get Fit, Live Healthy	• University or college fair in-school. Invite parents and students • Grade 9 student-parent orientation day Financial Literacy
Communicating	Conduct effective communications from school- to-home and from home-to-school about school programs and student progress.	• Family Literacy Night • Family Science Night • Family Math event • Understanding STEM	• Grade 9 Parent info night. • Parent page on school website
Volunteering	Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times	• Healthy Snack programs • Library	• Music, athletic programs
Learning at Home	Involve families with their children on homework and other curriculum-related activities and decisions.	• Welcome to Kindergarten Home School Connection • Parent Resource Library	• Moodle, D2L • On-line Math help • Supporting Student Mental Health
Decision Making	Include families as participants in school decisions, and develop parent leaders and representatives.	• Safe Schools Committee • SCC	• Career Fairs • SCC
Collaborating with the Community	Coordinate resources and services from the community for families, students, and the school, and provide services to the community.	• Cultural fairs • Outreach program using SWIS worker • Caregiver Coffee Talk • Embracing our Community	• DRPS Police presentations (i.e., cyber-bullying)

There can be no greater gift than that of giving one's time and energy to help others without expecting anything in return. – Nelson Mandela

Part 4:
SAMPLE DOCUMENT AND RESOURCES

Part 4: Sample Document and Resources

A. CANDIDATE NOMINATION FORM (ELECTIONS)

https://tinyurl.com/ycuckjjv (20 - refer to the Resource List on page 63.) LINK BROKEN

CANDIDATE NOMINATION FORM (ELECTIONS)

SCHOOL COUNCIL PARENT SELF-NOMINATION FORM

School Name _____

☐ I wish to declare my candidacy for an elected position as a parent/guardian representative on the school council.

Name: _____

Address: _____
_____(Street)_____(City/Town)_____(Postal Code)

Home Phone: _____ Cell Phone: _____

E-mail: _____

I am the parent/guardian of _____, who is currently registered
_____(Student's Name)

at _____
_____(School Name)

I am an employee of the Board ☐ Yes ☐ No

I am interested in an officer position

☐ Chair ☐ Secretary ☐ Treasurer

_____ _____
(Candidate's Signature)   (Date)

- -

Parent Nomination Form Receipt

The nomination form for a parent representative on the SCC has been received for:

_____   _____
(Parent Name – please print)   (Parent Signature)

_____   _____
(School Official Signature)   (Date)

B. SCHOOL COUNCIL ELECTION BALLOT

https://tinyurl.com/ya7uhnkk (21 - Refer to the Resource List on page 63.) LINK BROKEN

School Council Election Ballot

Date: _____ School:_____

Vote for no more than _____ candidates on this ballot (number specified in bylaws).

Place an X in the box before the name(s) of the candidate(s) of your choice. Note that persons whose names are marked with an asterisk are employees of the school board.

	Candidate's Name		Candidates Name

School Council Election Ballot

Date: _____ School:_____

Vote for no more than _____ candidates on this ballot (number specified in bylaws).

Place an X in the box before the name(s) of the candidate(s) of your choice. Note that persons whose names are marked with an asterisk are employees of the school board.

	Candidate's Name		Candidates Name

C. SAMPLE AGENDA

AGENDA

School Name: _____ School Council Meeting

Date: _____ Location:_____

Welcome and introductions (10 minutes)

Approval of minutes (5 minutes)

Treasurer's report (5 minutes)

Principal's report (15 minutes)

- School updates - Student Achievement
- School events
- School recognition

Other school reports or presentations (15 minutes)

Previous and new business (30 minutes)

- PRO Grant Event
- Volunteers
- New Parent Engagement Initiatives
- School presentations

Next meeting date and time:

Agenda items for next meeting:

Adjournment:

SOURCE: Adapted from School Councils: A Guide for Member (Ontario Ministry of Education)

D. SAMPLE SCC BY-LAWS

Election Procedure By-Laws

1. The current school council will establish a SCC ad-hoc elections committee.

2. Elections shall occur within the first thirty days of the start of each school year.

3. Each parent seeking election must be nominated or self-nominated in writing, must have a child registered at the school and must declare if they are employed by the school board.

4. Each parent of a student enrolled in the school shall be entitled to one vote for each position on the SCC.

5. In any given year, the term of office for all council positions is one year. Parents may run for consecutive years.

6. School resources, both human and material, may not be used to support particular candidates or groups of candidates.

7. The elections for SCC shall be conducted by secret ballot. Neither proxy nor absentee vote is permitted. Voters must vote in person.

8. Appeals related to SCC election shall be resolved by the SCC ad-hoc elections committee. If the situation is not resolved to the satisfaction of the complainant, the school Principal shall make a ruling.

9. The former Chair of the SCC shall conduct internal elections for positions of responsibility.

10. Our SCC will be comprised of 10 parents. If the number of nominations is 10 or less — no election will be required. Members will be acclaimed.

Filling Vacancies

1. Should elected parent council position become vacant before the next election, the council shall fill the vacancy by appointment from non-elected candidates from previous election.

2. If none of the previous candidates remain interested in becoming a council member, the council may require that interested parents from the school community submit their names for consideration. The council shall than appoint one of those who indicate an interest.

3. When a vacant spot on council is filled, the new member's term shall expire at the time of the next election.

Conflict of Interest

1. A conflict of interest may be actual, perceived or potential.

2. Members of the council shall declare a conflict of interest in matters that they, members of their families or businesses in which they may have an interest, stand to benefit either directly or indirectly by decision of the council.

> " Let's build bridges, not walls.
> – Martin Luther King Jr.

3. A member shall exclude themselves from discussion in which:

   a. A conflict of interest is likely to result

   b. The member's ability to carry out their duties and responsibilities as a member of the SCC may be jeopardized

   c. The council member, their relatives or businesses in which the member may have an interest, may gain or benefit from either directly or indirectly as a result of action that may be taken by the principal or board in response to advice that the council provides to the principal or board.

4. A member shall not accept favours or economic benefits from any individual, organization, or entity known to be seeking business contract with the school.

SOURCE: Adapted from School Councils: A Guide for Members (Ontario Ministry of Education)

E. SAMPLE MEETING MINUTES

School Name: _____ School Council Meeting

Date: _____ Location:_____

The SCC Meeting was called to order by: _____ (SCC Chair) at_____ (time) and a quorum was present.

Members in attendance: _____ Regrets: _____

The minutes of the last meeting were approved by circulation by _____ (member's name) or the minutes of the last meeting were approved with corrections by _____ (member's name)

Treasurer's Report

- Provide brief update from the report shared

Principal's Report

- Provide highlights from Principal's report

Other school reports or presentations

- Provide highlights as appropriate

Previous and new business
- Item 1 – evaluation of goals to date on PRO Grant Event. Speaker has been booked and location secured. Flyers will be created and distributed. (include who will be responsible for each action)
- Item 2 – discussion on need for volunteers for specific events. SCC will encourage community to get involved and SCC members will participate as well.
- Item 3 – ….
- Item 4 - ….

Motions
- The SCC will release $_____ to support _____. This motion was passed by _____and seconded by_____ (include member's names) _____

The next meeting will take place on _____ (date) at _____ (location). Agenda items will include: _____ Meeting was adjourned at _____ (time)

Secretary _____ Chair _____

SOURCE: Adapted from School Councils: A Guide for Member (Ontario Ministry of Education)

F. FUNDRAISING PROPOSAL OUTLINE

(22 - Refer to the Resource List on page 63.)

Fundraising Proposal Outline

Fundraising Proposal
School Name:
○   SCC ○   Student Initiative ○   Parent Initiative (Not SCC) ○   Staff Initiative
Person in Charge: **Date:**
Purpose of Fundraiser:
Insurance Required: Y   / N   **Insurance Provider :**
Time Frame for Fundraiser : Beginning: **Ending:**
Fundraising Plan:
Estimated Revenue: $
Outline:
Plan for Excess Funds Raised:
Approved   Y   / N   Principals signature :   **Date :**

G. FUNDRAISING REPORT

(23 - Refer to the Resource List on page 63.)

FUNDRAISING REPORT

<table>
<tr><td colspan="2" align="center">**Fundraising Report**</td></tr>
<tr><td colspan="2">**School Name:**</td></tr>
<tr><td colspan="2">   o   SCC
     o   Student Initiative
     o   Parent Initiative (Not SCC)
     o   Staff Initiative</td></tr>
<tr><td>**Person in Charge:**</td><td>**Date:**</td></tr>
<tr><td colspan="2">**Results of Fundraiser:**</td></tr>
<tr><td colspan="2">**Fundraising Expenditures :**</td></tr>
<tr><td colspan="2">**Amount Raised (Total income - Expenditures):**</td></tr>
<tr><td>**Reviewed by Principals signature :**</td><td>**Date :**</td></tr>
</table>

H. TREASURER'S ANNUAL REPORT

https://tinyurl.com/ycuckjjv (24 - Refer to the Resource List on page 63.) LINK BROKEN

BUDGET AND FINANCE
Treasurer's Annual Report

DURHAM DISTRICT SCHOOL BOARD
School Community Council

School: _____ **for the Year ending August 31,** _____
(year)

Opening balance as of September 1, _____ *(year)*	$	(A)
Add Sources of Revenue		
	$	
	$	
	$	
	$	
	$	
	$	
	$	
	Revenue Total:	$ (B)
Less Expenditures:		
	$	
	$	
	$	
	$	
	$	
	$	
	$	
	Expenditure Total:	$ (C)
Closing Balance as of August 31, _____ *(year)*	**(A+B+C)**	$

_____   _____
Principal   *Date*

 _____   _____
 School Community Council Chairperson   *Date*

_____   _____
School Community Council Treasurer   *Date*

.

I. FUNDRAISING PLANNING SHEET

Fundraising Planning Form Logistics

Guiding Principles and Best Practice considerations: Fundraising

- Permitted under Ministry Regulation 612 and DDSB policy 5131
- Approved by the school Principal after consultation with staff, SCC and student council
- Has the potential to enhance parent engagement and contribute to a student's educational experience

School Community

- Activities support student achievement and do not detract from the learning environment.
- Fundraising activities should reflect the diversity, values and priorities of the local school community, and ensure accessibility and inclusivity.
- Privacy must be respected. The personal information of staff, students or other individuals is not shared for the purposes of fundraising without prior consent. (MFIPPA)

Safety

- The safety of students is a primary consideration in all fundraising activities.
- Student fundraising activities may require supervision and should be age-appropriate.
- Such activities may take place on or off school property

Accountable & Transparent

- A fundraising activity does not result in any person, including school board staff or volunteers, benefiting materially or financially from the activity.
- Fundraising has a designated purpose and the proceeds are used for that purpose.
- Transparent financial reporting practices are established.

Sources:
Ministry of Education, 2012 Fundraising Guideline
Ministry of Education, Parents Get Involved

J. FUNDRAISING PLANNING FORM CHECKLIST

Select the Fundraiser Activity/Event

○ Single day event or extended product-selling activity

○ Age appropriate

○ Is this a new or previous initiative

○ Are there other fundraising events in the school currently

○ Motivations and incentives

○ Potential customers

○ Parents/guardians informed in writing of initiative, method, time-frame and estimated revenue

Product-Selling Fundraisers

○ Company/Business

○ Deposit required

○ Method for order-taking

○ Duration and deadline of order-taking

○ Delivery date of goods

○ Not involve door-to-door campaigns

○ Other:

Event-Based Fundraisers

○ Secure location: school permit required

○ Off- site location: supervision, insurance permit

○ Set-up and take-down date(s), time p Time:
During or after school hours

○ Indoor or outdoor event

○ Rain-date required

Goal Setting and Organization

○ Estimated revenue

○ Purpose for funds

○ Start up and operating costs

○ Timelines

○ Committee members

○ Method to recruit volunteers

○ Dates and location of meetings

Fundraising

○ Advertising: flyers, posters

○ In-school locations

○ Out-of-school locations (i.e., Community bulletin boards, businesses)

○ Newsletters

○ Social Media

Evaluation — Ease of Fundraiser

○ Number of participants/purchasers

○ Number of supervisors/sellers

Rate the Success of this Fundraiser

○ What worked well

○ What did not work well

○ Inventory sold

○ Remaining inventory

K. PARENT ENGAGEMENT

Regional SCC Meetings

Regional SCC meetings are conducted throughout the year to provide SCC members an opportunity to attend workshops and exchange ideas.

Parent Involvement Committee

The Parent Involvement Committee (PIC) supports SCC's by providing them with resources, professional development, and support. The committee is comprised of parent representatives from SCC's throughout Durham, Trustees, school and Board staff.

Parents as Partners Symposium

Each year the DDSB Parents as Partners committee provides a half day opportunity of learning for parents focused on student achievement and well-being.

ddsb.ca

RESOURCE LIST

Page 6

1 - DDSB SCC Brochure: tinyurl.com/yddnuony
LINK BROKEN

2 - School Council: A Guide for Members:
tinyurl.com/y8gbhnvl

Page 7

3 - Council of Ontario Directors of Education
(CODE), Planning for parent engagement:
tinyurl.com/ya9cycpq

4 - Sourced from: Parent Involvement Matters!
(PTO Today) https://tinyurl.com/
NEED PROPER LINK

5 - Sourced from: Ministry of Education, Parent
Engagement, Encouraging parent involvement
in schools https://tinyurl.com/y9kov69s

6. Ministry of Education, Parent Engagement, How
parent engagement is building student success
https://tinyurl.com/ydas2fp2

Page 8

7 - Policy 1219, School Community Councils:
https://durhamschboard.service-now.
com/sys_attachment.do?sys_id=ef-
cdf0e5dbd1bf405f6be3a84b-
9619b1&view=true

8 - Procedure 1219, Framework for SCC Elections:
https://durhamschboard.service-now.com/
sys_attachment.do?sys_id=4aaf0a35db-
1933805f6be3a84b961996&view=true

9 - Procedure 1600, Volunteer Programs In
Schools: tinyurl.com/ydfj7cr2 LINK BROKEN

10 - Parents play a vital role in education:
www.ddsb.ca/en/family-and-community-sup-
port/resources/Documents/English_SCC_Bro-
chure_.pdf LINK BROKEN

Page 12

11 - Ministry of Education, School Councils:
A guide for members. tinyurl.com/yd3dawtr

page 23

12 - Procedure Link. https://durhamschboard.
service-now.com/sys_attachment.
do?sys_id=4aaf0a35db1933805f6be-
3a84b961996&view=true

Page 29

13 - Purchasing procedure 5131 Regulation –
Fundraising. https://durhamschboard.
service-now.com/sys_attachment.
do?sys_id=5f0ec1e5db19bf405f6be3a-
84b9619a2&view=true

Page 40

14 - Information on Canada's anti-spam legislation.
https://www.fightspam.gc.ca/eic/site/030.
nsf/eng/home

Page 43

15 - The Ontario Ministry of Education provides a
checklist to begin planning.
http://tinyurl.com/6shyomc

16 - The Council of Ontario Directors of Education
(CODE) Parent Engagement Resources.
http://www.ontariodirectors.ca/parent_en-
gagement.html

17 - From 2011–14, over 70 elementary and sec-
ondary schools in the DDSB were in-serviced
following the template developed by Dr. Joyce
Epstein. DDSB examples are listed beside these
keys. https://tinyurl.com/ycg5ubh4

DDSB
Ignite Learning

Durham District School Board
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Whitby, Ontario L1R 2K6

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Toll Free: 1-800-265-3968
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877-868-5575

Email: General.Inquiry@ddsb.ca

DDSB
Ignite Learning

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POLICY

COMMUNITY

Parent Involvement Committee

1.0   The Durham District School Board shall establish and maintain a Parent Involvement Committee.

Appendix:
None

Effective Date
2010-11-15
Amended/Reviewed
2018-09-11

DDSB
Ignite Learning

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POLICY

STUDENTS

School Community Councils

1.0　　　Every school shall establish and maintain a School Community Council.

Appendix:
None

Effective Date
95-06-12
Amended/Reviewed
2006-08-08
2010-11-30
2018-10-24

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REGULATION

COMMUNITY

Parent Involvement Committee

1.0   Purpose of the Parent Involvement Committee

1.1   The purpose of the Parent Involvement Committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being.

1.2   The Parent Involvement Committee's primary means of achieving its purpose is by providing information and advice on parent engagement to the board, communicating with and supporting school councils and undertaking activities to help parents support their children's learning at home and at school.

Appendix:
None

Effective Date
2010-11-15
Amended/Reviewed
2014-06-04
2018-10-01

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REGULATION

COMMUNITY

School Community Councils

1.0   Purpose of School Community Councils

1.1   The purpose of school community councils is through active participation of parents and well being to improve pupil achievement and to enhance the accountability of the education system to parents.

1.2   The school community council's primary means of achieving its purpose is by making recommendations in accordance with this Regulation to the principal of the school and the Board.

Appendix:
None

Effective Date
95-12-08
Amended/Reviewed
2002-02-18
2006-08-08
2011-10-17
2018-10-24

DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board   **DATE:** September 28, 2022
Governance and Policy Committee

SUBJECT: Supervisory Officer Recruitment Policy   **PAGE:** 1 of 3

ORIGIN: Patrick Cotter, General Counsel
Norah Marsh, Director of Education and Secretary to the Board

1.0   Purpose

The purpose of this report is to provide the Governance and Policy Committee with a proposed draft policy regarding Supervisory Officer recruitment that would replace the existing Hiring of Superintendents Policy and Hiring of Superintendents Regulation.

2.0   Ignite Learning Strategic Priority/Operational Goals

Success – *Set high expectations and provide support to ensure all staff and students reach their potential every year.*

Well-being – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*

Leadership – *Identify future leaders, actively develop new leaders and responsively support current leaders.*

Equity – *Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.*

Engagement – *Engage students, parents and community members to improve student outcomes and build public confidence.*

Innovation – *Re-imagine learning and teaching spaces through digital technologies and innovative resources.*

3.0   Background

Good governance practices call for Trustees to focus on matters of policy and to entrust day-to-day operations and management of the corporation to the CEO/Director of Education. These practices are enshrined in the *Education Act* and are reflected in OPSBA's Good Governance Guide.

The DDSB currently has a *Hiring of Superintendents Policy* and *Regulation* (copies attached) which engage trustees in the hiring of superintendents (Supervisory Officers).

Key Findings from the Peel Report

The participation of Trustees in the hiring of staff other than the CEO/Director of Education was squarely addressed in the review of Peel District School Board (Reviewers: Ena Chadha,

Suzanne Herbert, and Shawn Richard, February 28, 2020). The key findings on this issue are set out below:

Under the Education Act, trustees are required to entrust the day-to-day management of the Board to its staff through the Board's Director of Education. This legal requirement reflects a key characteristic of effective boards - a focus on policy governance. However, we heard that PDSB trustees are frequently enmeshed in operational issues, are routinely involved in hiring and promotions panels for principals and supervisory officers.

…

We understand that trustees serve on hiring committees for superintendents and principals. Apart from this being problematic from a good governance perspective, we are concerned that the deep divisions in the Board of Trustees could impact hiring decisions for senior positions. We also point out that this practice can give rise to staff inappropriately currying the favour of trustees, and trustees inappropriately gaining favours from senior staff.

…

Recommendation #2

Effective immediately, Trustees cease to participate in any hiring or promotion panels, with the exception of the position of Director of Education.

Directive and Policy

Following receipt of the report on the review, the Minister of Education issued a number of Directives including Directive #2 which states:

The members of the Board shall immediately cease to participate on hiring, promotion and appointment panels, including temporary or acting positions, except for the position of Director of Education. The Board shall establish a policy restricting members of the Board from participating on hiring promotion and appointment panels, for positions, other than the Director of Education.

On May 26, 2020, the PDSB adopted the following policy:

The Peel District School Board is committed to good governance, accountability, transparency, and building and maintaining public confidence, consistent with the Minister of Education's Directives issued to the Board on March 13, 2020. Henceforth, the Peel DSB Board of Trustees are restricted from participating on hiring, promotion and appointment panels, for any positions, including temporary or acting positions, other than the Director of Education.

4.0   Conclusion and/or Recommendations

The attached draft policy removes Trustees from the hiring process for Supervisory Officers and ensures a fair, consistent and transparent process that expressly incorporates the Board's Equitable Recruitment Policy, Procedure and Framework.

The draft Supervisory Officer Recruitment Policy is provided to the Governance and Policy Committee in accordance with the Board of Trustees' mandate for this Committee.
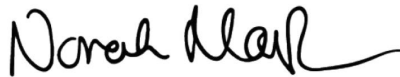
5.0 **Appendices**

Appendix A – Draft Supervisory Officer Recruitment Policy
Appendix B – Current Equitable Recruitment Policy
Appendix C – Current Equitable Recruitment Procedure
Appendix D – Equitable Recruitment Framework
Appendix E – Current Hiring of Superintendents Policy
Appendix F – Current Hiring of Superintendents Regulation

Report reviewed and submitted by:

_____
Patrick Cotter, General Counsel

_____
Norah Marsh, Director of Education and Secretary to the Board

DDSB
Ignite Learning

POLICY

Supervisory Officer Recruitment

1.0   Rationale

1.1   The Durham District School Board values a fair, consistent and transparent process to recruit leaders who are innovative and student-focused, have a demonstrated track record of strong interpersonal skills; dismantling systemic barriers in the interest of equitable education; and creating a sense of belonging for all students and staff.

2.0   Policy Objective

2.1   This policy establishes a fair, consistent and transparent process to recruit Supervisory Officers who are innovative and student-focused with a demonstrated track record of strong interpersonal skills and experience dismantling systemic barriers in the interest of equitable outcomes for all students.

2.2   This policy is to be interpreted and applied in accordance with the District's commitment to promoting and upholding Indigenous rights and human rights in all of its learning and working environments. This includes anti-colonial, anti-discriminatory and anti-racist approaches and actions to provide services and employment that are safe, welcoming, respectful, inclusive, equitable, accessible and free from discrimination and harassment consistent with the, DDSB's Human Rights Policy, the Indigenous Education Policy and the Safe and Respectful Workplace and Harassment Prevention Policy.

3.0   Policy

3.1   In the recruitment of Supervisory Officers, the District shall comply with all applicable Board policies and procedures including the Equitable Recruitment Policy, Procedure and Framework, which provides for a fair, transparent and consistent recruitment process, and which includes important protections including the mandate for one member of the interview team to have completed bias-free interview training.

3.2   The recruitment process for Supervisory Officers shall recognize and address systemic barriers in all aspects of the recruitment and hiring process. The process shall foster an environment that encourages applications from those who identify as members of groups protected under the Human Rights Code.

3.3   The recruitment process for Supervisory Officers shall protect against personal conflicts of interest in respect of the interview and selection of candidates.

3.4   The Director of Education and delegates shall maintain a leadership program that fosters qualified internal applicants.

3.5   The Director of Education shall, subject to any applicable regulations, designate the title and area of responsibility for the District's Supervisory Officers and may assign

administrative duties, in addition to those prescribed in section 286 of the *Education Act,* and any applicable regulations.

3.6   Supervisory Officers shall hold the qualifications as may be required by the regulations under the Education Act.

3.7   The Director of Education shall inform the Board of Trustees of any upcoming Supervisory Officer vacancies, plans for the hiring process and tentative timelines. The hiring process may, at the discretion of the Director of Education, include establishing a pool of candidates that may be called upon in the event of a future vacancy or vacancies without the need to re-post the position(s).

3.8   The Board of Trustees shall be informed of any successful applicants, including those to be placed in any candidate pool, prior to communications to the candidates and to the system.

4.0   Evaluation

4.1   This policy may be reviewed and updated as may be deemed necessary or appropriate, but shall be reviewed at least every 5 years.

5.0   Reference Documents

5.1   Policies

Equitable Recruitment Policy
Human Rights, Anti-Discrimination and Anti-Racism Policy
Indigenous Education Policy
Safe and Respectful Workplace and Harassment Prevention Policy
<Name of Policy>
<Name of Policy>

5.2   Other Documents (Legislation, Provincial Regulations, Etc.)

Education Act, 1992<Name Other Document>
<Name Other Document>

Appendix:
None or
Appendix A: XXXXXXXX
Appendix B: XXXXXXXX

Effective Date:
YYYY-MM-DD

Reviewed and Amended:
YYYY-MM-DD

Reviewed without Amendment:
YYYY-MM-DD

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POLICY

PERSONNEL

Equitable Recruitment

Introduction

The DDSB demonstrates its commitment to embracing and valuing equity and diversity by ensuring that equitable access and practices are reflected in our policies and programs to create an inclusive environment where all stakeholders have a sense of belonging.

1.0   Goals

1.1   The Board will make every effort to identify and remove discriminatory biases and systemic barriers that may limit the opportunities of individuals for employment, mentoring, retention, promotion, and succession planning in all Board and school positions, including those groups that have traditionally been and/or are currently marginalized within our society.

1.2   The Board and school principals will implement strategies to attract and retain a staff that reflects the diversity within the region and that is capable of understanding and responding to the experiences of the diverse communities within the Board's jurisdiction.

2.0   Principles for Equitable Recruitment

- All applicants will experience a hiring process that is accessible, fair, consistent and transparent, regardless of the position that is sought

- Tools, training and processes are in place to mitigate bias in the recruitment process

- The DDSB employee cohorts will increasingly reflect the communities that are served by the DDSB

- Job competitions are conducted within the parameters of the Collective Bargaining Agreements where applicable.

- The Equitable Recruitment Framework guidelines will be reflected in all aspects of the organization, for every job competition.

- Human Resources Services will be a resource to the organization to train, support, model and monitor for coherence and alignment with the framework expectations.

- Processes and actions undertaken by all employees who are in a position to hire staff will comply with Ontario Human Rights Code legislation.

Appendix:
None

Effective Date
2017-05-15
Amended/Reviewed

PROCEDURE

Equitable Recruitment

Introduction

The DDSB demonstrates its commitment to embracing and valuing equity and diversity by ensuring that equitable access and practices are reflected in our policies and programs to create an inclusive environment where all stakeholders have a sense of belonging.

This procedure outlines the expectations for practice required to adhere to the principles for equitable recruitment as well as the expected practices for the five steps in the recruitment process: recruiting and sourcing candidates, posting positions, shortlisting candidates for the selection process, selection process, on-boarding. In addition, this procedure outlines the guidelines for securing accountability.

1.0 Principles for Equitable Recruitment that apply to all processes for hiring and promotion

The DDSB employee cohorts will increasingly reflect the communities that are served by the DDSB

- All applicants will experience a recruitment process that is accessible, fair, consistent and transparent, regardless of the position that is sought

- Tools, training and processes are in place to mitigate bias in the recruitment process

- Job competitions are conducted within the parameters of the Collective Bargaining Agreements where applicable

- The Equitable Recruitment Framework guidelines will be reflected in all aspects of the organization, for every job competition

- Human Resources Services will be a resource to the organization to train, support, model and monitor for coherence and alignment with the framework expectations

- Processes and actions undertaken by all employees who are in a position to hire staff will comply with Ontario Human Rights Legislation

2.0 Recruiting and Sourcing Candidates

a) For competitions open to the public, outreach recruitment will be conducted in order to attract a diverse pool of qualified candidates reflective of the community.
b) Outreach recruitment involves partnering with community groups, advertising beyond the Board's website, being specific and targeted towards diverse candidate groups.
c) Include diversity representation of Board staff in recruitment initiatives.
d) Provide ongoing professional development for Human Resource Services on recruitment, hiring and equity.
e) Provide training for Board representatives on recruitment, equity and best practices.
f) All aspects of recruiting and sourcing candidates comply with Ontario Human Rights Legislation

3.0 Posting positions

a) Ensure job postings have consistent and complete information including information about the nature of the job, qualifications and assets. This ensures consistency of format for all postings for the Board.
b) Postings include the equity and accommodation statement: "The DDSB is committed to equity and inclusion in the recruitment of qualified staff who reflect the diversity of our region. We encourage submissions from candidates who represent the various dimensions of diversity.
c) Job postings may be made available in various forms of media (e.g. print, digital, etc.).
d) All aspects of the posting process comply with Ontario Human Rights Legislation.

4.0 Shortlisting candidates for selection process

a) Criteria is established and used to screen application packages for shortlisting candidates
b) Selection criteria (which includes screening tools) shall be developed in collaboration with at least two (2) persons who are connected to the selection process
c) Candidates who meet the selection criteria shall be shortlisted to proceed to the next phase of the selection process.
d) Where multiple candidates have met the selection criteria, any further discretionary shortlisting, must be determined in collaboration with at least two (2) persons.
e) At a minimum, 50% of the qualified applicants should be offered an interview. Where there are more than eight (8) qualified applicants a minimum of four (4) applicants should be offered an opportunity to enter the selection process.
f) All aspects of the shortlisting process comply with Ontario Human Rights Legislation

5.0 Selection process

a) Selection teams shall be comprised at a minimum of two (2) people
b) At least one member of a selection committee shall have bias-free interviewing training within the past two years
c) Each selection team will have a chairperson responsible for co-ordination, facilitation, documentation and adherence to the expectation outlined in this framework.
d) Consultation with, or participation by a subject specialist, who will contribute their expertise to the selection process, interview tools, look-fors/criteria for success.
e) Develop and revise screening tools including practicum assignments, interview questions, interview assessment forms and reference check questions to ensure they reflect the requirements outlined in the posting and the selection criteria for each job.
f) Ensure that each candidate is offered accommodation based on any of the Human Rights protected grounds when the interview is arranged.
g) All candidates in a competition will experience the same process: time allocated, interview questions and format for the selection process, reference check process.
h) Ensure interview questions assess the candidates' ability to work with a diverse student population and a diverse group of co-workers.
i) Explain the selection process to each candidate: introduce the team, communicate timelines, reference check process and communication of outcomes.
j) Fully document the selection process including rationale for shortlisting and selection decisions
k) Each interview process is documented and records are maintained by the selection committee chair for two (2) years.
l) Upon completion of the selection process, communicate personal outcomes to each candidate (successful or not) before the successful candidate is publicly announced.
m) All aspects of the selection process comply with Ontario Human Rights Legislation

6.0 On-Boarding staff into new roles or positions

a) Internal candidates who are unsuccessful in a selection process will be offered feedback on all or any aspect of their process with a view for growth and improvement.
b) Include diversity training as part of the on-boarding process and as a requirement for promotion.
c) Provide opportunities for connecting with the Leadership Department and mentoring programs to newly hired employees.
d) Provide newly-hired employees with information about professional development opportunities
e) Collect demographic data during the registration of a new employee.
f) Direct new employees to Getting on Board with the DDSB, for New Employees
g) All aspects of the on-boarding and feedback process comply with Ontario Human Rights Legislation.

7.0 Securing Accountability

a) All recruitment processes shall take place in consultation with, a representative from the Recruitment team of the Human Resource Services Department Recruitment/ HRS

b) Recruitment/HRS shall continue to collaborate with the Equity Department to monitor, review, and amend the Framework and this procedure as appropriate

c) Recruitment/ HRS shall conduct regular reviews of job competition processes to ensure adherence with expected practices for equitable recruitment

d) Recruitment processes found to be non-compliant with the Equitable Recruitment Framework may be interrupted or redirected by the Recruitment Manager in consultation with the Superintendent of Human Resource Services

Appendix:
None

Effective Date
2017-06-26
Amended/Reviewed

APPENDIX D

HUMAN RESOURCE SERVICES

DURHAM DISTRICT SCHOOL BOARD

EQUITABLE RECRUITMENT FRAMEWORK

DDSB
Ignite Learning

To recruit, develop, support and inspire employees through positive, reliable, and respectful customer service and equitable practices in pursuit of high quality public education.

DDSB
Ignite Learning

DURHAM DISTRICT SCHOOL BOARD

EQUITABLE RECRUITMENT FRAMEWORK

DELIVERABLES

- The DDSB employee cohorts will increasingly reflect the communities that are served by the DDSB.

- All applicants will experience a recruitment process that is accessible, fair, consistent and transparent, regardless of the position that is sought.

- Tools, training and processes are in place to mitigate bias in the recruitment process.

- Job competitions are conducted within the parameters of the Collective Bargaining Agreements where applicable.

- The Equitable Recruitment Framework guidelines will be reflected in all aspects of the organization, for every job competition.

- Human Resource Services will be a resource to the organization to train, support, model and monitor for coherence and alignment with the framework expectations.

- Processes and actions undertaken by all employees who are in a position to hire staff will comply with Ontario Human Rights Legislation.

Equitable Recruitment Policy and Procedure - Policy and Procedure #4158

1 RECRUITING AND SOURCING CANDIDATES

- For competitions open to the public, outreach recruitment will be conducted in order to attract a diverse pool of qualified candidates reflective of the community.
- Outreach recruitment involves partnering with community groups, advertising beyond the Board's website, being specific and targeted towards diverse candidate groups.
- Include diversity representation of Board staff in recruitment initiatives.
- Provide ongoing professional development for Human Resource Services on recruitment, hiring and equity.
- Provide training for Board representatives on recruitment, equity and best practices.
- All aspects of recruiting and sourcing candidates comply with Ontario Human Rights Legislation.

2 POSTING POSITIONS

- Ensure job postings have consistent and complete information including information about the nature of the job, qualifications and assets. This ensures consistency of format for all postings for the Board.
- Postings include the equity and accommodation statement.
- Job postings may be made available in various forms of media (e.g. print, digital, etc.).
- All aspects of the posting process comply with Ontario Human Rights Legislation.

3 SHORTLISTING CANDIDATES FOR SELECTION PROCESS

- Criteria is established and used to screen application packages for shortlisting candidates.
- Selection criteria (which includes screening tools) shall be developed in collaboration with at least two (2) persons who are connected to the selection process.
- Candidates who meet the selection criteria shall be shortlisted to proceed to the next phase of the selection process.
- Where multiple candidates have met the selection criteria, any further discretionary shortlisting, must be determined in collaboration with at least two (2) persons.
- At a minimum, 50% of the qualified applicants should be offered an interview. Where there are more than eight (8) qualified applicants a minimum of four (4) applicants should be offered an opportunity to enter the selection process.
- All aspects of the shortlisting process comply with Ontario Human Rights Legislation.

4 SELECTION PROCESS

- Selection teams shall be comprised of a minimum of two (2) people.
- At least one member of a selection committee shall have bias-free interviewing training within the past two years.
- Each selection team will have a chairperson responsible for co-ordination, facilitation, documentation and adherence to the expectation outlined in this framework.
- Consultation with, or participation by a subject specialist, who will contribute their expertise to the selection process, interview tools, look-fors/criteria for success.
- Develop and revise screening tools including practicum assignments, interview questions, interview assessment forms and reference check questions to ensure they reflect the requirements outlined in the posting and the selection criteria for each job.
- Ensure that each candidate is offered accommodation based on any of the Human Rights protected grounds when the interview is arranged.
- All candidates in a competition will experience the same process: time allocated for interview; interview questions and format for the selection process; and reference check process.
- Ensure interview questions assess the candidate's ability to work with a diverse student population and a diverse group of co-workers.
- Explain the selection process to each candidate: introduce the team; communicate timelines; reference check process; and communication of outcomes.
- Fully document the selection process including rationale for shortlisting and selection decisions.
- Upon completion of the selection process, communicate personal outcomes to each candidate (successful or not) before the successful candidate is publicly announced.
- Each interview process is documented and records are maintained by the selection committee chair for two (2) years.
- All aspects of the selection process comply with Ontario Human Rights Legislation.

5 ON-BOARDING STAFF INTO NEW ROLES OR POSITIONS

- Internal candidates who are unsuccessful in a selection process will be offered feedback on all or any aspect of their process with a view for growth and improvement.
- Include diversity training as part of the on-boarding process and as a requirement for promotion.
- Provide opportunities for connecting with the Leadership Department and mentoring programs to newly-hired employees.
- Provide newly-hired employees with information about professional development opportunities.
- Collect demographic data during the registration of a new employee.
- Direct new employees to Getting On Board with the DDSB−Resources for New Employees.
- All aspects of the on-boarding and feedback process comply with Ontario Human Rights Legislation.

6 SECURING ACCOUNTABILITY

- All recruitment processes shall take place in consultation with a representative from the Recruitment team of the Human Resource Services Department (HRS).
- Recruitment/HRS shall continue to collaborate with the Equity Department to monitor, review, and amend the Framework and this procedure as appropriate.
- Recruitment/ HRS shall conduct regular reviews of job competition processes to ensure adherence with expected practices for equitable recruitment.
- Recruitment processes found to be non-compliant with the Equitable Recruitment Framework may be interrupted or redirected by the Recruitment Manager in consultation with the Superintendent of Human Resource Services.

DDSB
Ignite Learning

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POLICY

PERSONNEL

Hiring of Superintendents

1.0   Superintendents are recommended for appointment by the Durham District School Board to the Ministry of Education to fulfill duties outlined for Supervisory Officers in the Education Act and Regulations, and/or other senior supervisory duties as determined by the Director of Education.

    1.1   Superintendents holding Supervisory Officer qualifications as specified by the Regulations will be hired to perform duties outlined in the Education Act (s.286).

    1.2   Superintendents are appointed to the complement by resolution of the Board and approval of the Minister and assigned duties by the Director of Education in consultation with the Board.

    1.3   The Durham District School Board will make clear that applications are welcome from a full range of applicants including members of groups identified by employment equity legislation.

Appendix:
None

Effective Date
94-01-10
Amended/Reviewed
2006-08-08
2012-05-22

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REGULATION

PERSONNEL

Hiring of Superintendents

1.0   When a vacancy in the complement occurs, the Director will bring a report to the Board, indicating reasons that the vacancy should or should not be filled.

    1.1   If the vacancy should be filled, the Board will determine whether applications should be sought from inside the system or from outside, or both.

    1.2   The Board will also recommend a Hiring Committee consisting of the Chair of the Board (or designate), and two Trustees.

    1.3   The Director and two current members of the Superintendent complement will also be named to the Hiring Committee. A Superintendent whose retirement has been announced will not be eligible to sit on a hiring committee.

    1.4   The Hiring Committee will receive and screen applications according to criteria established with reference to the role description currently applicable to Superintendents. Candidates must meet the requirements as noted in Ontario Regulation 309.

    1.5   The Director of Education and the Chair of the Board who are responsible for building the interview team will make every attempt to ensure that conflict of interest issues are discussed and avoided at the beginning of the process. Members of the Hiring Committee will declare any conflict of interest at the beginning of the process when applicant packages are brought forward for discussion.

    1.6   Where a conflict of interest is identified, the interviewer will declare a conflict and remove him/herself from that particular Hiring Committee and any subsequent discussions and or deliberations that include the particular candidate that is affected by the conflict.

    1.7   The Hiring Committee will evaluate, including interview, short-listed candidates, including internal and external candidates, where both have been invited and qualified persons have applied.

    1.8   In cases where specialized expertise is required, the Hiring Committee may appoint an expert panel to provide an opinion on the expert qualifications of the applicants.

    1.9   The Hiring Committee will bring a report to Committee of the Whole of the full Board

        (a)   identifying all short-listed applicants and any internal applicants not short-listed
        (b)   recommending

- a candidate for appointment
  OR
- that new applications be called for
  OR
- that a final selection interview be conducted for no more than three candidates by the Chair, the Director, two Trustees and one Superintendent not previously on the committee

2.0   All candidates interviewed will be notified if reasonably possible by the Director of Education within 24 hours of the Board's decision.

    2.1   All candidates interviewed will be offered a de-briefing by the Director of Education.

Appendix:
None

Effective Date
94-01-10
Amended/Reviewed
2006-08-08
2012-05-22