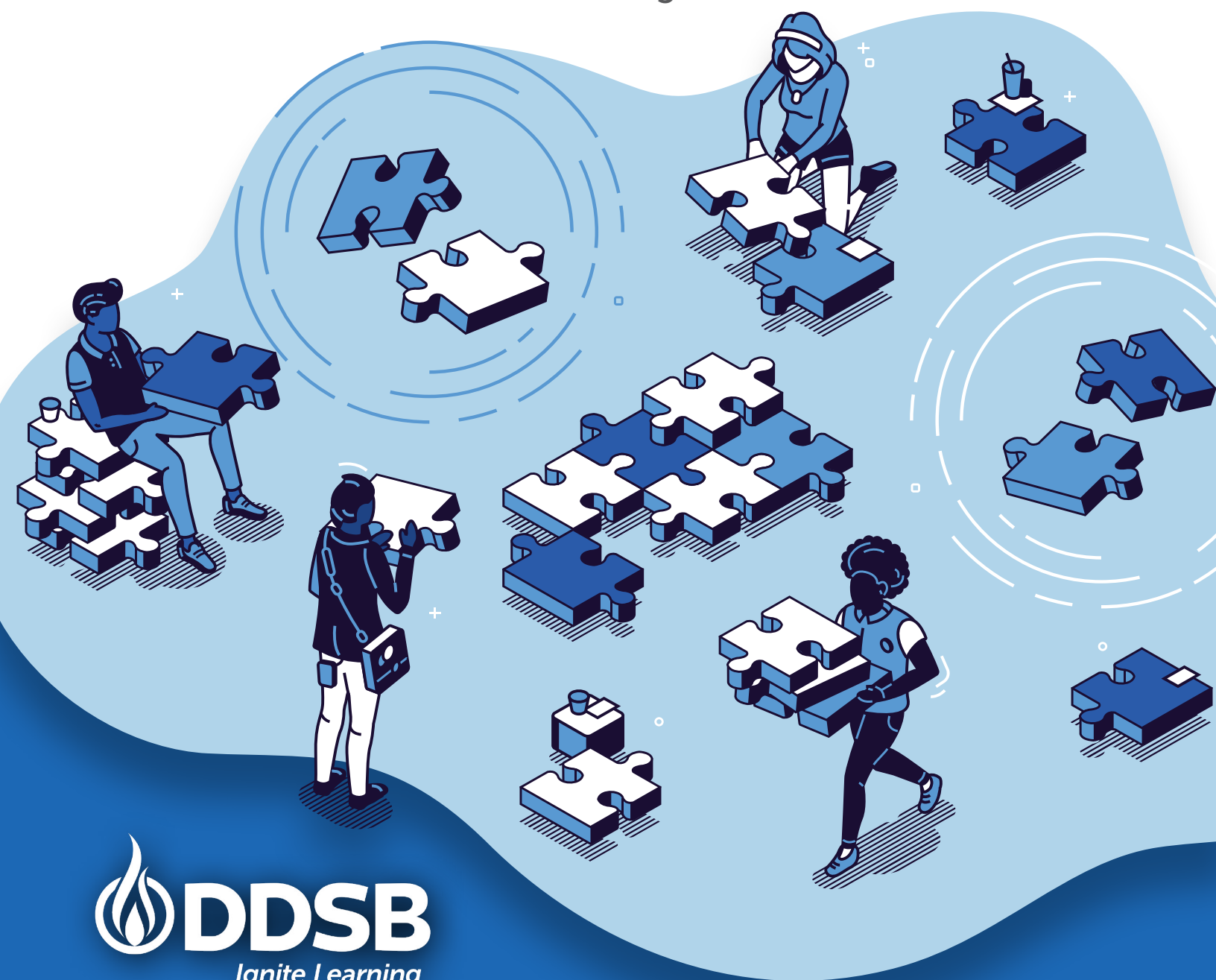


Durham District School Board

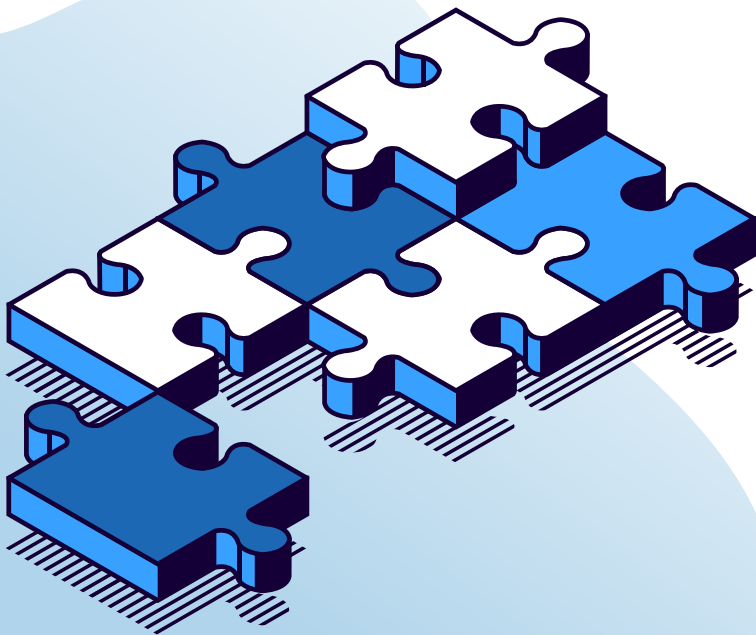
School Community Council Handbook

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



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.

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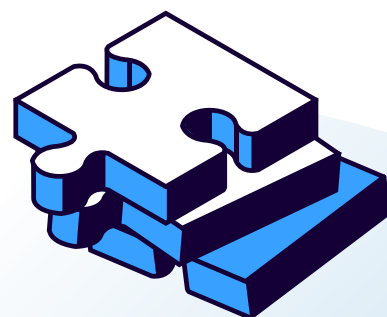
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**“Unity is strength—
when there is teamwork
and collaboration, wonderful
things can be achieved.”**

Mattie Stepanek

Part 1: What is SCC?

PURPOSE

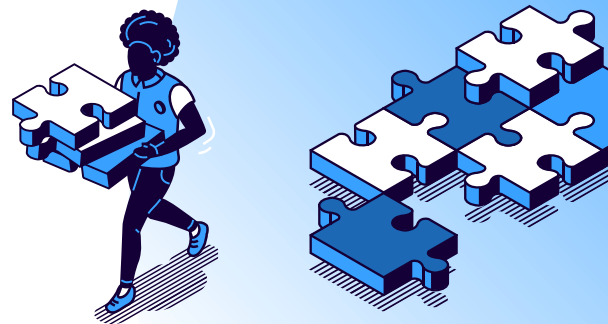
SCC will:

- 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/guardians.

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/Guardian Consultation	Suggest Parent/Guardian Consultation
School Learning 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	



WHY GET INVOLVED?

Why should parents/guardians be engaged?

“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, A Guidebook for Parents and Schools, 2012](#)

Research shows that children with involved parents/guardians:

- Achieve better grades and score higher on tests
- Attend school regularly
- Have better social skills
- Complete their homework
- Are more positive about school
- Are more likely to graduate and pursue a higher education

It is equally important to recognize that parent/guardian involvement takes many forms, such as:

- 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

HOW TO GET INVOLVED WITH SCC

How to 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

How to attend a meeting as a voting member:

- Complete the Nomination Form and participate in the election process

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

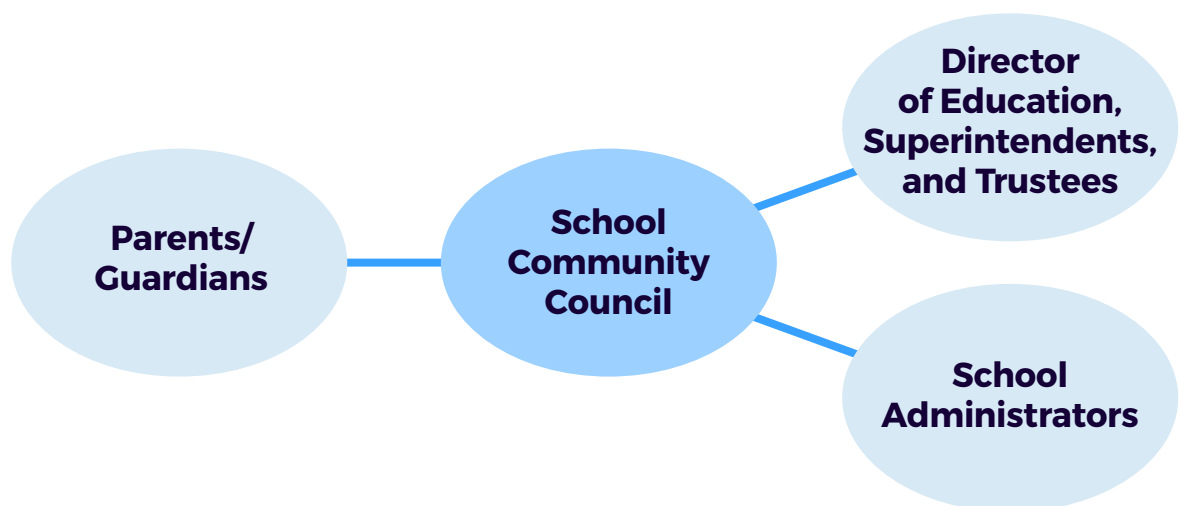
Part 2: Organizational Guidelines

STRUCTURE AND COMPOSITION

The SCC is an advisory body that makes recommendations to the principal and/or 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/guardians, Board employees, and our Trustees.



Who can become members of the SCC?

An SCC should represent the diversity of the school community.



SCC is comprised of:

- Parents/guardians 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/guardian 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

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/guardians
- Provide informed advice to the school principal on matters related to student achievement and school accountability to parents/guardians
- 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/guardians 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 facts
- Elaborate on another's contribution
- Observe council's code of ethics and established by-laws

Individual Roles and Responsibilities of School Community Council Members

Parent/Guardian Representatives (voting)

- Participates on any committees established by the school council
- Contributes to the discussions of the school council
- Solicits the views of other parents/guardians and members of the community to share with the school council
- Observes 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
- 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/guardian 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/guardians within the school community
- Promotes cooperation between the school and community
- Implements policies from the Ministry of Education and the Board
- 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 Board, and available to all parents/guardians

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 and collegial model of decision making for the SCC
- Encourages parents/guardians 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 and 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 and 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 SCC responsibilities in accordance with the regulations
- Develops mechanisms for reporting to parents/guardians 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 parents/guardians and other members of school communities can contribute to improving student achievement and school performance.

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

SCC—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, 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

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/guardian
- 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 SCC meetings are publicized

Do your by-laws use inclusive language, reflect equitable voices, and promote well-being of the membership?



BY-LAWS

What's included in the SCC by-laws?

The Ministry of Education resource, [School Councils: A Guide for Members](#), provides guidance on establishing school council by-laws. [Ontario Regulation 612/00](#) provides information on mandates and roles and responsibilities for the school council.

At a minimum, the by-laws must address:

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

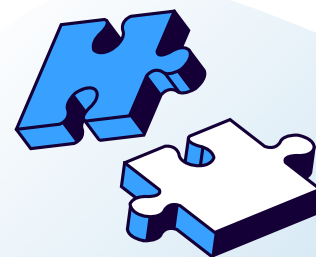
Councils may also wish to include information about:

- School council code of ethics
- General expectations regarding meetings (attendance, promptness)
- Number and scheduling of meetings (at least 4 per year)
- Number of parent/guardian members on the council and number of members 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 SCC should set a review timeline, although they do not need to be rewritten annually.

Suggested sections for SCC by-laws:

- Philosophy and mission statement
- Procedures to address conflict of interest
- School council purpose and objectives
- Conduct for meetings
- Membership
- Responsibilities of elected positions and members
- Meeting (number and format)
- Requirements of attendance, quorum, and voting right
- Decision making procedures
- School council committees
- Resolution process for internal school council disputes
- Procedures to amend by-law



**Any school
council by-law must
not conflict with
the provisions under
Ontario
Regulation
612/00.**

CODE OF ETHICS

All SCC 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

SCCs should avoid:

- Taking on the role of teacher, principal, other staff members, or Board as each of which has professional and legal responsibilities within the school system
- Focusing on individual teachers, student, staff, parents/guardians, council members, or trustees

For more information, please refer to the DDSB Framework for School Community Council Elections Procedure.



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

- Parents/guardians 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
- Board employees are not eligible to be parent/guardian 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

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/guardians 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

RUNNING EFFECTIVE MEETINGS

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

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

When?

The Council shall meet at least four 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/guardian elections
- Meetings must be held at school for an agreed upon amount of time, with a quorum*
- Ensure location is accessible for everyone

*Quorum is 50% of voting members in attendance

Who?

All regular meetings of the school council are considered open, public meetings:

- Parents/guardians 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

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
- An invitation to all parents/guardians 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, 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/guardians 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
- Acknowledgment 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
- 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 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 is 50% of voting members in attendance

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 the Ministry of Education's Board policies and procedures.

- [DDSB Procedure: Acceptable and Safe Use Procedure for Computing Technology and Cyber Safety](#)
- School councils may wish to use social media to communicate with their school community
- 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

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 print-out from the school secretary two weeks prior to meeting
- In the 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 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 years
- SCC shall never borrow or lend money
- Cash advance for event supplies may be arranged, please adhere to the [DDSB Accounting for SCC Funds Guidelines](#)



**Refer to the
Durham District
School Board
Accounting
for SCC Funds
Guidelines
document**

FUNDRAISING

Fundraising by the SCC Quick Facts

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/guardians 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

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
- No door-to-door campaigns shall be allowed
- At the conclusion of the fundraiser, the organizer shall prepare a summary report

4. Purchasing Procedures

- All purchases require the principal's approval
- Purchases requiring the involvement of the Board's Purchasing/Programs Department are:
 - Learning materials and textbooks
 - Playground equipment
 - 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
DDSB Procedure 5131:
Fundraising–SCC



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

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
- 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

The DDSB School Food and Beverage Policy requires all food and beverage sales to comply with nutrition standards and requirements set by the Ministry of Education, as expected of all schools in the Province of Ontario.



Part 3: SCC Toolkit

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 parent/guardian 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*](#)

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 focused 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

FUNDRAISING TIP SHEET

- **Begin early and publicize.** Start planning your fundraiser early to develop realistic goals and timelines. Publicize early and often.
- **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.
- **Set clear goals and timelines.** This will keep everyone motivated, focused, and on track.
- **Frequent Updates: Keep everyone informed.** Remind parents/guardians and students when orders are due, and provide specific instructions for collecting and accounting for orders. Celebrate successes.
- **Keep the students involved.** By making it meaningful, students will stay engaged. They will also develop social, goal-setting, and customer service skills.
- **Effort vs. benefit.** Is the time invested worth it? Agree on a project that yields high gains for the time and effort.
- **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.
- **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.
- **Consider what people want.** Most parents/guardians have enough smaller items. Consider a fundraiser that capitalizes on a fun family experience, consumable products, or other fun items.
- **Avoid “fundraiser fatigue.”** Timing is important. Consider how many other fundraisers are occurring in the school.

EVENT PLANNING QUICK FACTS

When planning fun fairs and end-of-year activities, 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 wall

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/guardians sign informed consent forms and to make them aware of any risks associated with the activities.

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.

Decision Making

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.

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, SCC 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.

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 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.

SOCIAL MEDIA

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

SCC members will ensure information communicated publicly via social media platforms shall not reveal personal information about staff, students, parents/guardians, 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/guardians, 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:

- Making inappropriate online comments that are defamatory in nature;
- Disclosing confidential information about the Board, school, students, and colleagues;
- Posting the work of others without proper attribution, in breach of copyright law;
- Breaching a court-ordered publication ban;
- Inciting hatred against an identifiable group;
- Contravening the [Youth Criminal Justice Act](#) by disclosing information about a minor;
- Using technology to criminally or otherwise harass a student, colleague, or others;
- Using a computer to lure a child or for juvenile prostitution; and
- 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:

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

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, Instagram, Twitter, etc.).

Messages are considered commercial when they have to do with the purchase of goods 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

GENERIC SCC EMAIL

DDSB SCC Email

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

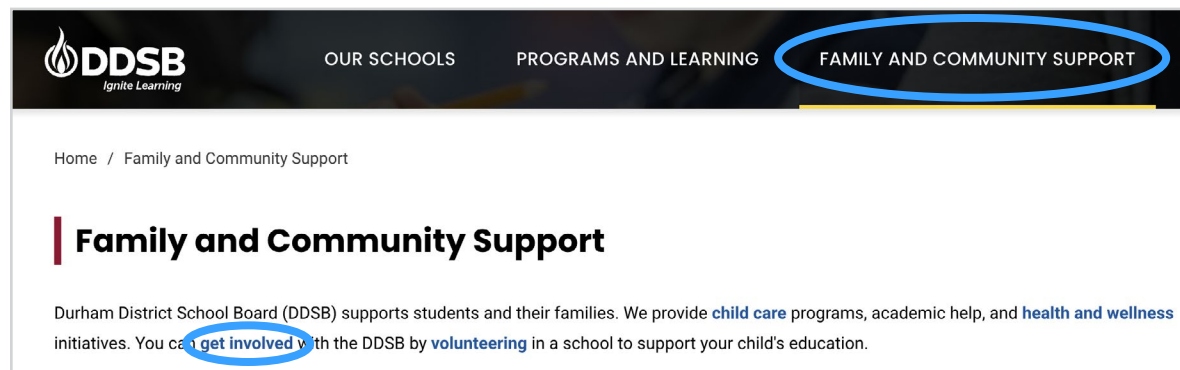
When should the DDSB SCC email be used?

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.

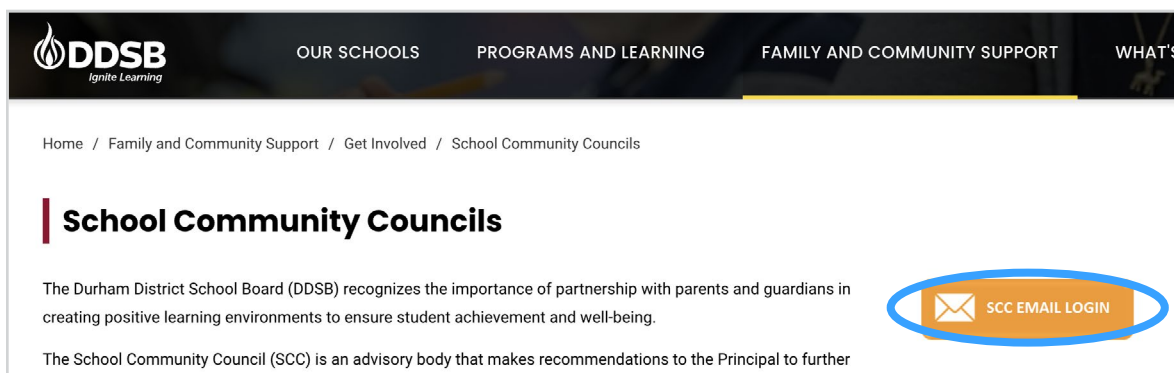
This email should also be used for any social media accounts created and used by the SCC.

How do I use DDSB SCC email?

1. To access your DDSB SCC account, go to ddsb.ca
2. Click on “Family and Community Support” from the top of the page
3. Click on the highlighted word “get involved”



4. Click on “School Community Council”
5. Click on the “SCC Email Login” icon



6. At the login page enter the username and password

As an example, C.E. 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

PARENT/GUARDIAN 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, A Guidebook for Parents and Schools, 2012](#)

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

1. The Ontario Ministry of Education provides a checklist to begin planning.
2. The Council of Ontario Directors of Education (CODE) [Planning Parent Engagement Guidebook](#)
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/guardian involvement, [Six Types of Involvement: Keys to Successful Partnerships](#). This framework assists educators in developing school and family partnership programs. Her work is referenced in the CODE Guidebook. From 2011-2014, over 70 elementary and secondary schools in the DDSB were in-serviced following the template developed by Dr. Joyce Epstein.

INVOLVING PARENTS/GUARDIANS IN THE SCHOOL

Parent/Guardian Involvement: A Checklist

- Have we used surveys and other information-gathering tools to assess what parents/guardians need and want and asked for their opinions and suggestions?
- Have we determined the barriers which may prevent some parents/guardians from participating?
- Have we considered applying for a PRO Grant?
- Do we understand the needs of parents/guardians whose first language is other than English?
- Have we explicitly invited parents/guardians to volunteer in a variety of school activities?
- Do we know how parents/guardians are getting our information and how they would like to receive it?
- Do we routinely gather parent/guardian contact information and use it effectively to keep parents informed?
- Do we have an organized plan for parent/guardian engagement activities this year?
- Do we know who has assumed responsibility for each activity within the plan?
- Do we respond immediately when parents/guardians indicate a willingness to volunteer/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/guardians to attend school council meetings for the first time?
- Do we provide information or an information event specifically geared to the needs of newcomers?
- Have we successfully addressed barriers to parent/guardian 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/guardians?
- Do we involve the community in school life through such events as career and community fairs?
- Do we offer training for volunteers to ensure that they feel confident and equipped for their roles?
- Do we celebrate community multiculturalism by offering events that feature varied traditions, customs, and sports?
- Do we prominently display information about school council in a highly visible area of the school?
- Does school council have a presence at school events?
- Do we have a school council newsletter and/or is the SCC represented in the school newsletter?
- Does the school council have a presence on the school website?
- Do we send frequent reminders to parents/guardians?
- Do we participate as guest speakers wherever possible in the community, outside of school?
- Do we recognize the efforts of parents/guardians 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.

POTENTIAL PARENT/GUARDIAN ENGAGEMENT IDEAS

Types	Purpose	Elementary	Secondary
Parenting	Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.	<ul style="list-style-type: none"> • Family Fitness Night • Eat to Succeed • WAVE (Win, Achieve, Vision, Excel) Night • Get Fit, Live Healthy 	<ul style="list-style-type: none"> • In-school University or college fair • 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.	<ul style="list-style-type: none"> • Family Literacy, Science, or Math Night • Understanding STEM 	<ul style="list-style-type: none"> • Grade 9 parent information 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.	<ul style="list-style-type: none"> • Healthy snack programs • Library 	<ul style="list-style-type: none"> • Music or athletic programs
Learning at Home	Involve families with their children on homework and other curriculum-related activities and decisions.	<ul style="list-style-type: none"> • Welcome to Kindergarten Home School Connection • Parent Resource Library 	<ul style="list-style-type: none"> • Moodle, D2L • Online Math help • Student Mental Health support
Decision Making	Include families as participants in school decisions, and develop parent leaders and representatives.	<ul style="list-style-type: none"> • Safe Schools Committee • SCC 	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Cultural fairs • Outreach program using SWIS worker • Caregiver Coffee Talk • Embracing our Community 	<ul style="list-style-type: none"> • DRPS Police presentations (i.e., cyber-bullying)

Adapted from: Dr. Joyce Epstein's [*Six Types of Involvement: Keys to Successful Partnerships*](#)

Part 4: Templates and Resources

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: _____

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: _____

SCHOOL COUNCIL ELECTION BALLOT

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

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

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

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

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 Members (Ontario Ministry of Education)

SAMPLE SCC BY-LAWS

Election Procedure By-Laws

- The current school council will establish a SCC ad-hoc elections committee.
- Elections shall occur within the first thirty days of the start of each school year.
- 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.
- Each parent of a student enrolled in the school shall be entitled to one vote for each position on the SCC.
- In any given year, the term of office for all council positions is one year. Parents may run for consecutive years.
- School resources, both human and material, may not be used to support particular candidates or groups of candidates.
- The elections for SCC shall be conducted by secret ballot. Neither proxy nor absentee vote is permitted. Voters must vote in person.
- 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.
- The former Chair of the SCC shall conduct internal elections for positions of responsibility.
- 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

- Should elected parent/guardian council position become vacant before the next election, the council shall fill the vacancy by appointment from non-elected candidates from previous election.
- 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 then appoint one of those who indicate an interest.
- When a vacant spot on council is filled, the new member's term expires 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.
3. A member shall exclude themselves from discussion in which:
 - a. A conflict of interest is likely to result
 - a. The member's ability to carry out their duties and responsibilities as member of the SCC may be jeopardized
 - a. 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
2. A member shall not accept favours or economic benefits from any individual, organization, or entity known to be seeking business contract with the school.

Adapted from: [*Ministry of Education, School Council—A Guide for Members*](#)

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: _____

or the minutes of the last meeting were approved with corrections by: _____

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 _____

The next meeting will take place on _____ at _____

Agenda items will include: _____ Meeting was adjourned at: _____

Secretary _____ **Chair** _____

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

FUNDRAISING PROPOSAL OUTLINE

School Name: _____

School Community Council (SCC)

Student Initiative

Parent Initiative (Not SCC)

Staff Initiative

Person in Charge: _____ **Date:** _____

Purpose of Fundraiser:

Insurance Required: Yes No **Insurance Provider :** _____

Time Frame for Fundraiser : Beginning: _____ Ending: _____

Fundraising Plan:

Estimated Revenue: \$ _____

Outline:

Plan for Excess Funds Raised: _____

Approved: Yes No

Principals Signature: _____ **Date :** _____



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FUNDRAISING REPORT

School Name: _____

School Community Council (SCC)

Student Initiative

Parent Initiative (Not SCC)

Staff Initiative

Person in Charge: _____ **Date:** _____

Results of Fundraiser:

Fundraising Expenditures:

Amount Raised (Total income - Expenditures): _____

Reviewed by Principals Signature: _____ **Date :** _____



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TREASURER'S ANNUAL REPORT

BUDGET AND FINANCE

Durham District School Board School Community Council

School: _____ for the Year ending August 31, _____

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,	(A+B+C)	\$

Principal: _____ Date: _____

SCC Chairperson: _____ Date: _____

SCC Treasurer: _____ Date: _____



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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/guardian 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. Please view the [Government of Ontario Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#).

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 and 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.

Adapted from: [Ministry of Education School Fundraising Guideline](#) and [Ministry of Education Stay Involved in Your Child's Education](#)

FUNDRAISING PLANNING FORM CHECKLIST

Select the Fundraiser Activity/Event:

- ☐ Single-day event or extended product-selling activity
- ☐ Age appropriate
- ☐ 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: 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



“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

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 SCCs by providing them with resources, professional development, and support. The committee is comprised of parent/guardian representatives from SCCs 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/guardians focused on student achievement and well-being.



For SCC tips, please review the Ministry of Education's [Involving Parents in the School: Tips for School Councils.](#)



**“Let’s build bridges,
not walls.”**

Martin Luther King Jr.

Acknowledgments

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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.



Durham District School Board

School Community Council Handbook

