

School Community Council (SCC) Handbook

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

Developed by the Family and Community Engagement department

DRAFT

SEPTEMBER 2025





Our mission:

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

The Durham District School Board (DDSB) is committed to providing accessible information and communications as outlined under the Accessibility for Ontarians with Disabilities Act (AODA). If you require this communication in an alternative format, please contact communications.department@ddsb.ca

Introduction

The Durham District School Board (DDSB) recognizes and welcomes partnership with parents and guardians in creating positive learning environments to ensure student achievement and well-being.

This handbook explains how the School Community Council (SCC) works in the DDSB. It has four sections:

Part 1: What is SCC?

Part 2: Organizational Guidelines

Part 3: SCC Toolkit

Part 4: Templates and Resources

This handbook is designed to support your collaborative work, with additional guidance provided through training and ongoing communication.

Indigenous Rights and Human Rights

The DDSB recognizes Indigenous rights are distinct. In the exercise of those rights, Indigenous staff and students shall not be subjected to actions with the aim or effect of depriving these distinct rights.

The DDSB is committed to learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination.

SCCs must comply with the Human Rights Policy and procedures within the scope of their mandate, selection processes, responsibilities and activities. This means that all SCC meetings, events, activities, decision making and recommendations must align with these commitments and with DDSB's Indigenous Education Policy, Human Rights, Anti-Discrimination and Anti-Racism Policy, Safe and Respectful Workplace and Harassment Prevention Policy and related procedures.

This is consistent with our duties and responsibilities to uphold Indigenous human rights and prevent and address all forms of discrimination in DDSB learning and working environments. Refer to the [SCC Policy and Procedure](#) for more information.

If you have any further questions, contact your school administration or the Family and Community Engagement and SCC Superintendent of Education.

The DDSB is committed to meeting its responsibilities under the Human Rights Code (the Code) and Accessibility for Ontarians with Disabilities Act (AODA). If you have accommodation or accessibility needs under the Code and/or AODA to take part in SCC meetings or events, contact the school principal.

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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

School councils play a vital role in the education system in Ontario. They provide a forum through which parent(s)/guardian(s) and other members of school communities can contribute to improving student achievement and school performance.

SCCs 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 parent(s)/guardian(s).

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 and in a manner consistent with DDSB's policies, procedures and commitments to Indigenous rights and human rights.

Ministry Required Parent/Guardian Consultation	Suggest Parent(s)/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?

Parents and guardians play a vital role in education. Their involvement benefits students, families, educators and communities, making schools richer and more positive places to learn and grow.

“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.”

Council of Ontario Directors of Education (CODE),
Planning Parent Engagement, A Guidebook for Parents and Schools, 2012

Research shows that children with involved parent(s)/guardian(s):

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

Parent and guardian involvement can take many forms, such as:

- Serving on school councils and Parent Involvement Committees (PIC)
- Volunteering for field trips and school activities
- Helping with homework and providing a quiet space to work
- Meeting with teachers

How to Get Involved

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 advertise meetings:

- School website and social media accounts
- School Messenger
- Flyers

How to attend a meeting as a voting member:

- Complete the Candidate Nomination Form and participate in the election process

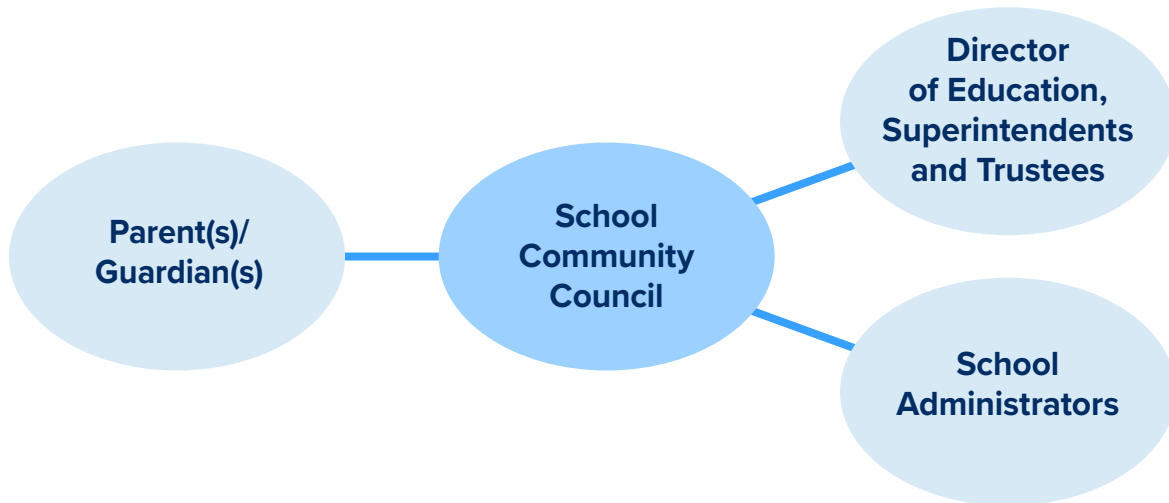
Part 2: Organizational Guidelines

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 connects parent(s)/guardian(s) with board staff and 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; more if by-law allows)
- One teacher assigned to school (elected by teaching staff)
- One non-teaching staff assigned to school (not administration, elected by non-teaching staff)
- One or more community representatives elected by members of school council

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

- Board employees cannot be parent/guardian members at the 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 SCC Members

All Council Members

All members of the SCC shall:

- Abide by DDSB policies and procedures (including the SCC Policy, the Indigenous Education Policy, the Human Rights, Anti-Discrimination, and Anti-Racism Policy, the Safe and Respectful Workplace Policy, the Code of Conduct and related procedures)
- Model inclusion/inclusive practices, treat one another with dignity and respect, and support the chair in ensuring that all SCC communications, interactions, practices and decision making are free from discrimination
- Provide informed advice to principal on issues related to supporting anti-discrimination and addressing barriers to equitable and inclusive education for all students
- Provide informed advice to the board on matters related to student achievement and board accountability to parents and guardians
- Provide informed advice to the school principal on matters related to student achievement and school accountability to parents and guardians
- Maintain a school-wide perspective on issues
- Participate in council meetings, information and training programs
- Act as a link between the SCC and the community
- Encourage the participation of all parent(s)/guardian(s) 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
- Elaborate on another's contribution and offer opinions as opinions, not facts
- Observe council's code of ethics and established by-laws

Individual Roles and Responsibilities of SCC Members

The following are the roles and responsibilities for individual SCC members:

Parent/Guardian Representatives (voting)

- Participates on any committees established by the SCC
- Contributes to the discussions of the SCC
- Seeks input from parents and guardians and the community to share with the SCC

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) and may participate on sub-committees established by SCC
- 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 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 and guardians within the school community
- Promotes cooperation between the school and community
- Provide members with applicable DDSB policies and procedures and implements policies from the Ministry of Education and the board
- Ensures annual SCC report is complete, submitted to board and available

Teacher (voting)

- Serves as a member of the SCC (if elected to represent teaching staff)
- Ensures a teacher voice is expressed in all decisions which affect teaching and learning and seeks ideas and views of all the teaching staff
- Supports the actions and decisions of the council
- Promotes a collaborative and collegial model of decision making for the SCC
- Encourages parent(s)/guardian(s) and community involvement 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 and communicates information back to 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
- May participate in sub-committees

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 and may participate in subcommittees

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

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 and guardians and taxpayers on student achievement and the performance of the school system

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 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
- Signs 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:
 - Committee and sub-committee work must align with and supports DDSB policies, procedures and commitments to Indigenous rights, human rights and anti-discrimination
 - All meetings are entitled to be held at the school;
 - All meetings must be open and accessible to the public;
 - All meetings must be publicized by the principal in the same way as SCC meetings.

By-Laws

The [School Councils: A Guide for Members](#) document outlines by-laws and regulations, while [Ontario Regulation 612/00](#) defines mandates, roles and responsibilities for school councils.

At a minimum, the by-laws must address:

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

Councils may also share information about:

- School council code of ethics
- That SCC activities are consistent with and support DDSB policies, procedures and commitments to Indigenous rights, human rights, and anti-discrimination
- General expectations regarding meetings (attendance, promptness)
- Number and scheduling of meetings (at least four per year)
- Number of parent/guardian members on council and numbers 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.

Suggested sections for SCC by-laws:

- Philosophy and mission statement (align with and support DDSB policies, procedures and commitments to Indigenous rights, human rights and anti-discrimination)
- Procedures to address conflict of interest
- School council purpose and objectives
- Conduct for meetings
- Membership and 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

Code of Ethics

All SCC members shall:

- Align with and supports DDSB policies, procedures and commitments to Indigenous rights, human rights and anti-discrimination
- Work within the guidelines as outlined by [Board Policy and Procedures 1219](#)
- Work in partnership with school administration to support school community
- 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
- Treat one another with dignity and respect
- 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
- SCC members should adhere to clearly defined roles in order to maintain positive and productive discussions
- Remain committed to an environment that centres on human rights and equity and is safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression and harm

This includes:

- Honouring the voice of all stakeholders
- Upholding individual and SCC responsibilities
- 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, parent(s)/guardian(s), 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
- For new schools, principals set the election date within 30 days of the school year

Term of Office

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

Eligibility

- Parent(s)/guardian(s) from the school community—which must be majority of members (number should be stipulated in SCC by-laws)
- One student representative (optional in elementary)
- One school teacher member (elected by teaching staff)
- One non-teaching school staff member (not administration, elected by non-teaching staff)
- One or more community representatives elected by members of the school council
- DDSB staff cannot serve as SCC members at the school where they work.
- DDSB staff must inform electors before running or being appointed at their child's school
- DDSB staff 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

- At least 14 days before the election, the principal must notify all student's parent(s)/guardian(s) of the date, time and location of the election.
- Parent(s)/guardian(s) 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

- Parent(s)/guardian(s) must vote in person
- Election shall be by secret ballot and each person can vote once
- Accessible voting accommodations (e.g. supervised alternative or remote options that preserve ballot security) will be provided under the Human Rights Policy/AODA

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?	When?
<p>Agenda:</p> <ul style="list-style-type: none">• Acknowledgment of Traditional and Treaty Territory• Acknowledgment of the Indigenous Rights and Human Rights and Statements• Lists items for discussion in a clear and concise matter• Prepared by chair in consultation with principal and distributed one week in advance of meeting <p>Minutes:</p> <ul style="list-style-type: none">• 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	<p>The council shall meet at least four times each school year:</p> <ul style="list-style-type: none">• Elections must be held in the first 30 calendar days of the school year• The first official meeting must be held within 35 days of the parent/guardian elections• Meetings held in-person, virtual or hybrid at the council's discretion (with required notice)*• Location must be accessible <p>*Meetings must have quorum (majority of current members present with a majority being parents).</p>
Who?	How?
<p>All regular meetings of the school council are considered open, public meetings:</p> <ul style="list-style-type: none">• Parents and guardians of children in the school, all staff and community members may attend as observers• Elected members• School administration• Guest speakers or presenters <p>*Should be representative of school's population demographic.</p>	<p>Potential actions for consideration:</p> <ul style="list-style-type: none">• Ensuring all voices are heard• Treating one another with dignity and respect without discrimination• Decision making• Information sharing• Presentation• Reports• Voting <p>Note: Focus only on issues that affect the whole school community. Do not discuss individual staff, students or community members.</p>

Meeting Structure—Considerations for Chairperson and Principal

Before the Meeting

- Build agenda in consultation with members and school principal
- Include agenda items for discussion, discussion leaders, time allotment and send to members at least one week prior
- Send meeting invitation to all parent(s)/guardian(s) at least one week prior. Chairperson and principal send agenda to attendees electronically or printed
- Council members to review/edit minutes from previous meeting
- Secure meeting location—community friendly and accessible
- Recognize and mitigate potential accessibility barriers
- Prepare technology and equipment
- Post meeting schedule, agenda and minutes to school website
- Consider a SCC newsletter to provide additional communication (optional)
- Offer childcare options to enable parents and guardians to be in attendance (optional)
- Plan refreshments (optional)
- Provide a guest speaker honorarium (optional)

During the Meeting

- Chairperson calls the meeting to order
- Acknowledgment of Traditional Territory and Treaty
- Acknowledgment of the Indigenous Rights and Human Rights Statements
- Secretary circulates attendance form (includes name, email, phone number) and records minutes
- Chairperson distributes agenda
- The chairperson monitors the agenda to maintain meeting focus and time
- 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
- Motion to adjourn on time

After the Meeting

- Confirm with secretary that minutes are clear after approval before distributing
- Help others carry out 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

To support effective and responsible communication SCCs are encouraged to follow established DDSB guidelines when engaging with their school communities. Here are a few key considerations and procedures to keep in mind:

- DDSB Procedure: Acceptable and Safe Use Procedure for Computing Technology and Cyber Safety
- SCCs may wish to use social media to communicate with their school community
- The DDSB will provide 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 or to the appropriate board official or board committee

Recommendations must align with and support DDSB policies, procedures, and commitments to Indigenous rights, human rights and anti-discrimination.

Communication is key to ensuring strong partnerships. SCCs 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 and accessible to school community

School councils must share:

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



All communication must adhere with the Ministry of Education and DDSB policies and procedures, and meet AODA requirements.

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.

All monetary activities related to the SCC must adhere to the [DDSB Accounting for SCC Funds Guidelines](#).

Duty of the Treasurer (or Chair)

- Ensure 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 the report, an appointment should be made with the 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
- SCC authorization is required for all transactions
- The SCC shall keep minutes of all meetings and records of all financial transactions
- 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 refer 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

- Activities must be conducted in accordance with applicable policies established by the board, including Indigenous rights and human rights policies
- Adhere to fundraising policies and procedures
- 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. Refer to [DDSB Procedure 5131: Fundraising](#)
- Door-to-door campaigns are not permitted
- At the conclusion of the fundraiser, the organizer shall prepare a summary report

4. Purchasing

- All purchases require the principal's approval
- Purchases requiring the involvement of the DDSB Purchasing Department are:
 - Learning materials and textbooks
 - Playground equipment
 - Classroom computers and technology

5. Purchasing Procedures

- Through the DDSB Purchasing Department
- Directly from vendors on the approved vendors list
- Cash advance
- Petty cash

6. 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

7. 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)

8. 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”
- 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 SCC 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 and align with 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 demonstrate mutual trust and model respect and dignity.

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

Best Practices for SCC Chair/Co-Chair

- **Plays an impartial role**—is not a formal member of the group but rather serves 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 differing opinions
- **Encourages participation**—ensures all members have equal opportunity to contribute and seeks opinions from quieter participants and also recognizes that some members may take time to process information and share their perspectives; ensures that the conversations are respectful and free from discrimination
- **Keeps enthusiasm high**—Maintains engagement through active listening
- **Enables win/win solutions**—helps the group reach consensus
- **Coordinates pre- and post-meeting events**—arranges 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 opening activities**—organizes appropriate meeting opening activities
- **Models inclusive practices**—Upholds DDSB policies and commitments

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 by assigning roles.** A communicator for messages, a counter for budgets, and an organizer for deadlines and schedules.
- **Set clear goals and timelines.** This will keep everyone motivated, focused, and on track.
- **Regular updates.** Remind families of due dates and give clear collection instructions.
- **Keep the students involved.** By making it meaningful, students will stay engaged. They will also develop social, goal-setting, and customer service skills.
- **Effort versus 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 goals.
- **Consider what people want.** All activities should be inclusive and accessible for a broad range of abilities, interests, identities, and socioeconomic status.
- **Avoid “fundraiser fatigue.”** Time events with other school fundraisers in mind.

Event Planning Quick Facts

Consider these risk management guidelines when organizing fun fairs and end-of-year events:

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?**

[Ontario School Board Insurance Exchange \(OSBIE\)](#) 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 and 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 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 establish a procedure for resolving concerns and disputes at the school level, aligned with existing board policies.

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 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 allows members time to learn about issues; the chair calls a vote afterward, ensuring a clear decision.

Discussion periods allows for compromise, as motions can be modified. When compromise isn't possible, majority vote may be used. However, this can create a win/lose outcome and may favor dominant voices, overlooking those most affected or marginalized.

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 result in well-informed, creative and supported decisions, or, if needed, a vote can decide.

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 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 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. Solutions must align with legislation, policies, and procedures.

The first point of contact for ongoing conflicts is the school administration. If, after following the steps above, the SCC believes further review is needed, you may appeal to the Superintendent of Equitable Education, Family of Schools (FOS). If the Superintendent cannot resolve the dispute, the Director may appoint an external mediator to assist.

You are welcome to contact your local trustee at any time to share concerns or suggestions. In some cases, you may be asked to follow the steps above to ensure your needs are addressed effectively.

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 Social accounts require principal permission, credentials/passwords must be shared with them and privacy settings must be public.

SCC members will ensure information communicated publicly via social media platforms shall not reveal personal information about staff, students, parent(s)/guardian(s) 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, discriminatory, hateful, or demeaning references to staff, students, parent(s)/guardian(s), 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.

For full details, please review the [Use of Social Networking, Digital Communication Applications, and Web Sites SCC Procedure](#).

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.

DDSB staff 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 Media Tools for SCC Purposes

SCC members wishing to use social media 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/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.

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 DDSB is committed to ensuring ongoing communication with school councils and opportunity for communications between SCCs. Besides the school board and individual school websites, the DDSB will provide an email for each SCC. 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?

Throughout the school year, DDSB will send regular updates to your school council email, including memos, newsletters, consultation requests, award nominations, and other important information. This email should also be used for any social media accounts created and managed by the SCC.

How do I use DDSB SCC email?

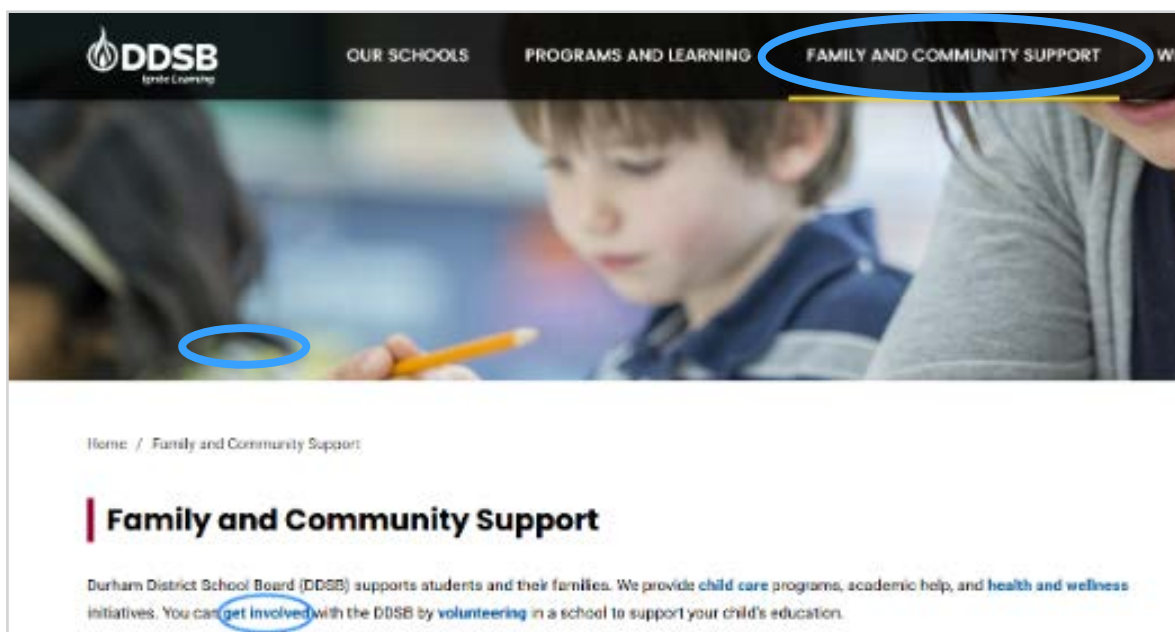
SCC mailboxes require multi-factor authentication (MFA) for access. The SCC Chair is required to setup MFA on their personal device to access their school's SCC mailbox, if they have not already done so.

If MFA was setup on a device that is not accessible by SCC Chair, contact IT Services to have this reset so the SCC Chair can setup MFA on their personal device.

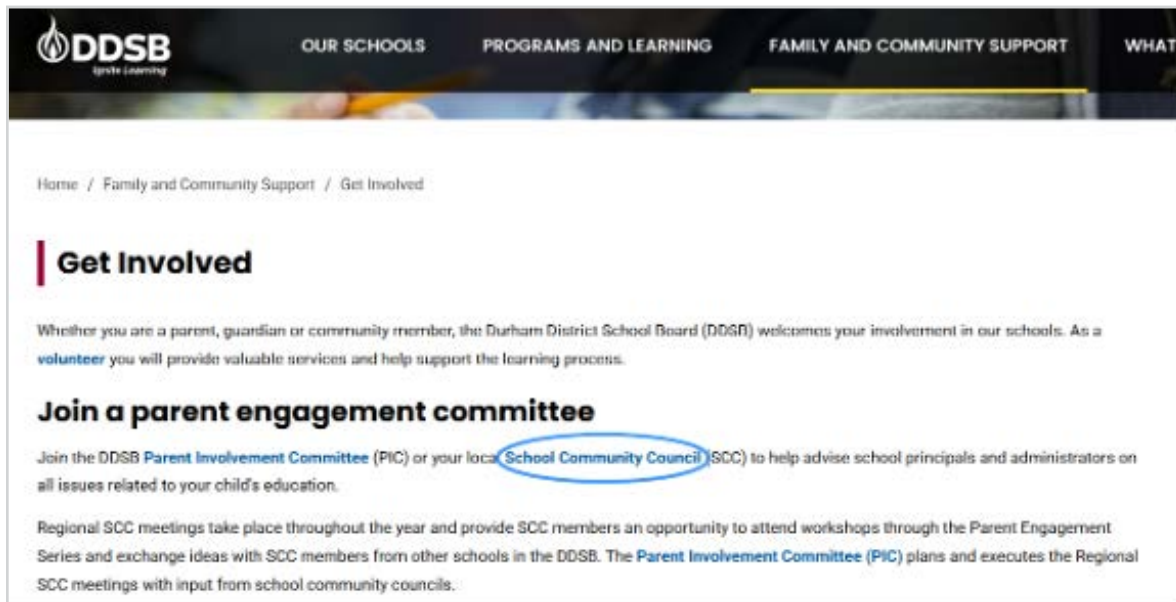
SCC Chair Login Instructions

Step 1: Go to the [Family and Community Support](#) page on the DDSB website

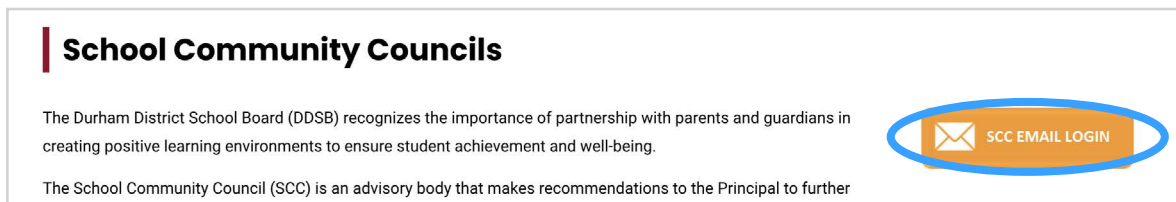
Step 2: Click on *get involved*



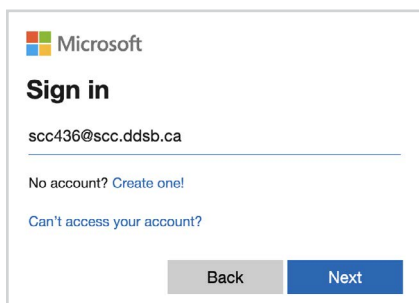
Step 3: Click on *School Community Council*



Step 4: Click on the *SCC Email Login* icon



Step 5: At the login page, enter the username and password



For example, C.E. Broughton's SCC account will appear as shown below, with the initial password provided by the school principal.

User Login Account:

scc436@scc.ddsb.ca

Email address:

SCC.CEBroughtonPS@scc.ddsb.ca

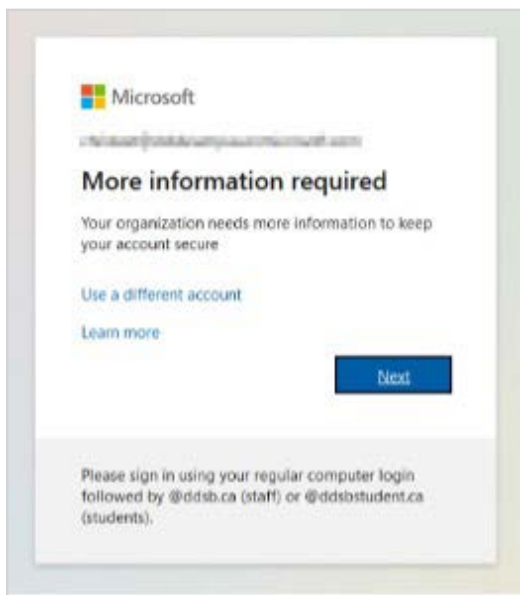
The following instructions refer to multi-factor authentication (MFA) set-up.

Please select option 1 or option 2 to enable MFA.

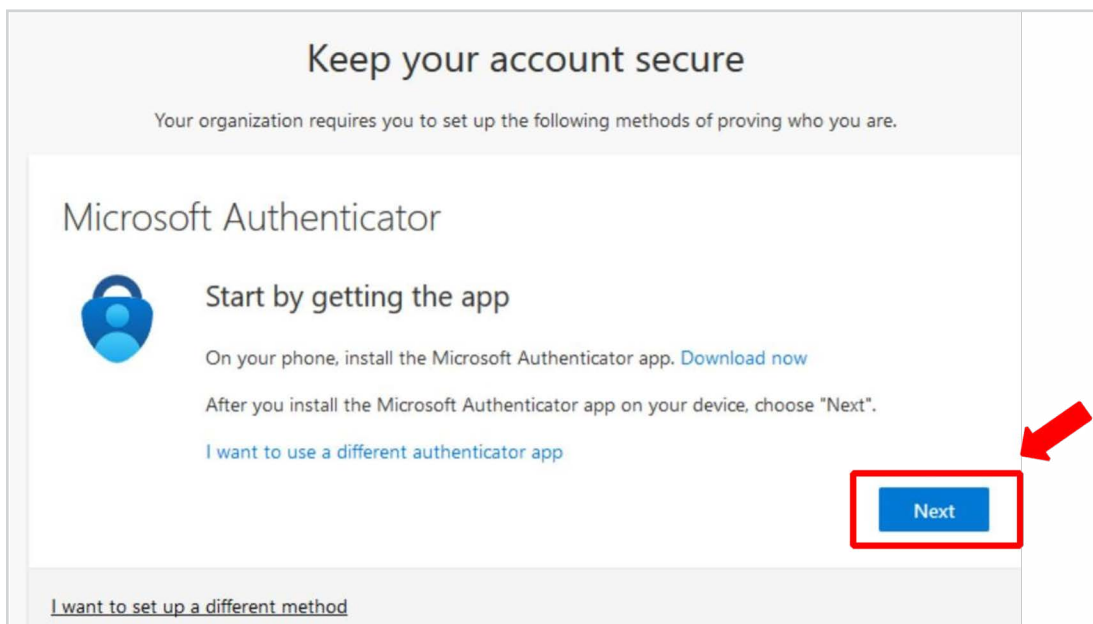
Option 1: Microsoft Authenticator App

Step 1: Visit [Microsoft Online](#) on your computer.

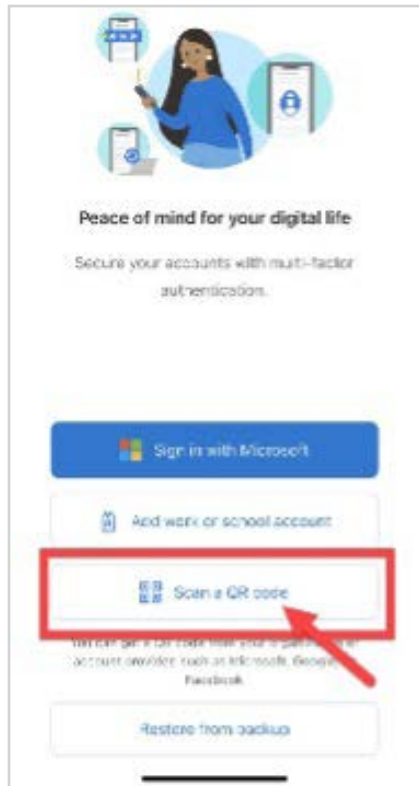
Step 2: You will be required to input your SCC mailbox login credentials. The following screen will appear requesting more information. Click *Next*.



Step 3: Download the Microsoft Authenticator app on your mobile device. Once app is successfully installed, proceed by clicking *Next*.



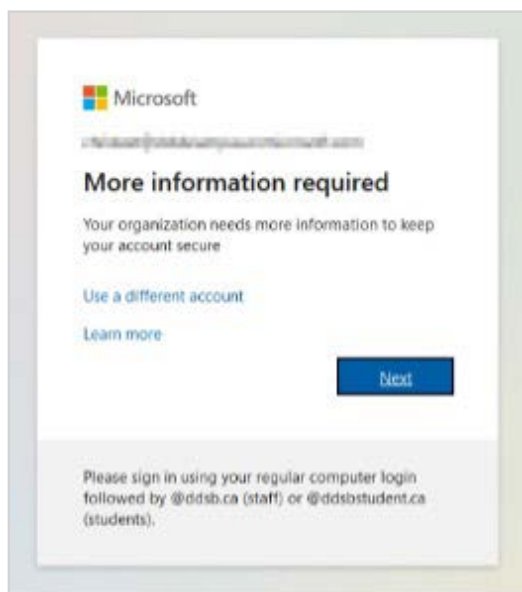
Step 4: On your mobile device, open the Microsoft Authenticator app and select *Scan a QR Code* to continue and follow the on-screen instructions.



Option 2: Text or a Phone Call

Step 1: Visit [Microsoft Online](#) on your computer.

Step 2: You will be required to input your SCC mailbox login credentials. The following screen will appear requesting more information. Click *Next*.



Step 3: Select *I want to set up a different method*.

Keep your account secure

Your organization requires you to set up the following methods of proving who you are.

Microsoft Authenticator

Start by getting the app

On your phone, install the Microsoft Authenticator app. [Download now](#)

After you install the Microsoft Authenticator app on your device, choose "Next".

[I want to use a different authenticator app](#)

[Next](#)

[I want to set up a different method](#)

Step 4: Here, you will have the option to set up MFA using your phone, or another authenticator app. Select *Phone*.

Choose a different method

Which method would you like to use?

Choose a method

Phone

Authenticator app

Step 5: Enter the phone number you would like to use. Select text or phone call.

Phone

You can prove who you are by answering a call on your phone or texting a code to your phone.

What phone number would you like to use?

United States (+1) Enter phone number

☒ Text me a code

☐ Call me

Message and data rates may apply. Choosing Next means that you agree to the [Terms of service and Privacy and cookies statement](#).

[Next](#)

[I want to set up a different method](#)

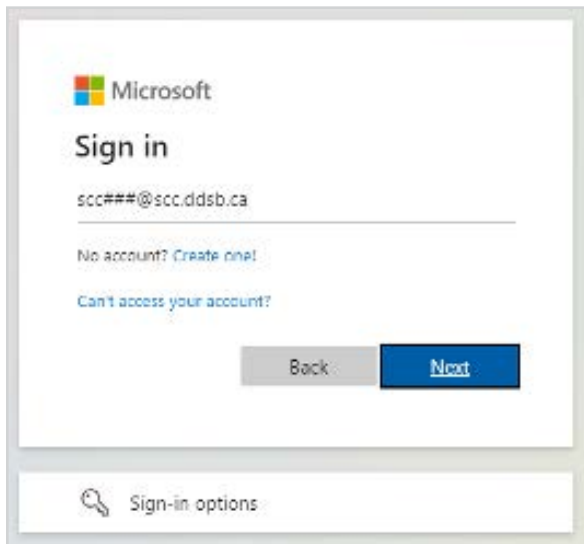
Step 6: You will then receive a 6-digit code from via the method that you selected. Enter the code and select *Next*.

SCC Mailbox Password Reset Instructions

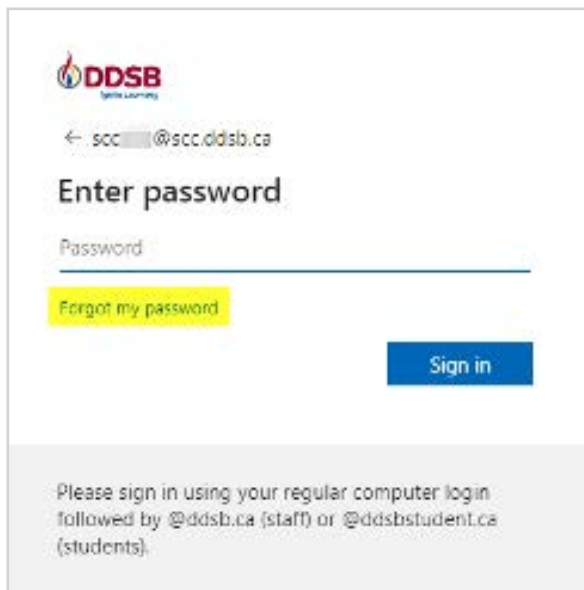
The instructions below are to be done by the SCC Chair Elect. These actions can only be performed if MFA has already been configured on the SCC chair elect's device.

Step 1: Visit [Microsoft Online](#)

Step 2: Log in with your SCC username (### = school number)

A screenshot of the Microsoft sign-in page. At the top is the Microsoft logo. Below it is the text "Sign in". There is a text input field containing "scc###@scc.ddsbc.ca". Below the input field are two links: "No account? Create one!" and "Can't access your account?". At the bottom of the sign-in section are two buttons: "Back" and "Next". Below the sign-in section is a section titled "Sign-in options" with a magnifying glass icon.

Step 3: Click on Forgot my password.

A screenshot of the DDSB "Enter password" page. At the top is the DDSB logo with the tagline "Sparks Learning". Below it is a text input field containing "scc###@scc.ddsbc.ca". Below the input field is the text "Enter password". There is a text input field labeled "Password". Below the input field is a yellow button labeled "Forgot my password". At the bottom right is a blue button labeled "Sign in". At the bottom of the page is a grey box with the text: "Please sign in using your regular computer login followed by @ddsbc.ca (staff) or @ddsbstudent.ca (students)."

Step 4: Enter your Username (scc###@scc.ddsbc.ca) and fill in the captcha. Click *Next*.

DDSB
Ignite Learning

Get back into your account

Who are you?

To recover your account, begin by entering your email or username and the characters in the picture or audio below.

Email or Username: *

scc##@scc.ddsb.ca

Example: user@contoso.onmicrosoft.com or user@contoso.com

t5ndrsm

Enter the characters in the picture or the words in the audio. ^

Next Cancel

Step 5: Enter your verification code from the authenticator app.

If you have selected another method for MFA such as text use the code received in the text message. Click *Next*.

DDSB
Ignite Learning

Get back into your account

verification step 1 > choose a new password

Please choose the contact method we should use for verification:

☒ Enter a code from my authenticator app

Enter the code displayed in your authenticator app.

Enter your verification code

Next

Cancel

Step 6: Create your new password for your SCC mailbox.

If principals or vice-principals require access to their school's SCC mailbox, please view links below (only accessible for DDSB Staff).

[Access SCC Mailbox via Outlook Client](#)

[Access SCC Mailbox via Outlook Web Mail](#)

An incident should be submitted by school admin if the SCC chair has changed in the middle of the school year so that the password can be reset and the MFA device assigned can be removed.

The new SCC chair will then proceed to go through the initial setup of logging-in and configuring MFA.

Parent/Guardian Engagement Ideas

Election Procedure By-Laws

Schools can use a variety of resources and frameworks to support and promote effective parent and guardian engagement practices.

1. The Ontario Ministry of Education provides a checklist to begin planning SCC events, vendors, and donations must align with DDSB Human Rights Policy; SCCs will not partner with organizations that conflict with these commitments.
2. [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.

Sample Parent/Guardian Engagement Ideas

Types	Purpose	Elementary	Secondary
Parenting	Assist families with parenting skills and setting home conditions to support children as students. 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 college/university fair, post-secondary planning evenings, Grade 8 Family Information Night, Ignite Durham Funding/Make A Difference Depot, DDSB Transition Coordinator
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 8 Family Information Night, School website (parent page), School Messenger, School social media accounts, PT interviews
Volunteering	Organize volunteers/audiences to support school and students. Provide volunteer opportunities in various locations/times. Principal approval in alignment with DDSB's volunteer procedure required.	<ul style="list-style-type: none"> • Healthy snack programs • Library 	<ul style="list-style-type: none"> • Art programs (music, drama), Athletic programs, SCC
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"> • Google Classroom/ D2L, online math help, parent-teacher communication (email, phone)
Decision Making	Include families as participants in school decisions, develop parent leaders and representatives.	<ul style="list-style-type: none"> • Safe Schools Committee • SCC 	<ul style="list-style-type: none"> • SCC, School Climate Surveys, Transition meetings
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"> • Durham Region Public Health Department at Parent Information Nights, SWIS worker, Boys and Girls Club, Durham Region Income and Employment Support

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

Checklist for Parent(s)/Guardian(s) School Involvement

- ☐ Have we utilized surveys and other information-gathering tools to assess what parents and guardians need and want and asked for their opinions and suggestions?
- ☐ Have we considered applying for a PRO Grant?
- ☐ Have potential communication barriers for multilingual parents and guardians been appropriately addressed?
- ☐ 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?
- ☐ Have parents and guardians been directly invited to volunteer in various school activities?
- ☐ Do we know how parent(s)/guardian(s) are receiving SCC information and how they would prefer 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?
- ☐ Have we proactively offered accommodation?
- ☐ Are our communications and activities accessible for families?
- ☐ Do we respond immediately when parents and 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 encourage parents and guardians to attend school council meetings?
- ☐ Do we offer information or events tailored to the needs of newcomers?
- ☐ Do we regularly provide school events that showcase student work and activities, address issues of concern, and provide information of interest to parents and guardians?
- ☐ Is the community engaged through events like career and community fairs?
- ☐ Is training provided to ensure volunteers feel confident and prepared for their roles?
- ☐ Do we promote and model inclusion by offering events that reflect and represent the school's diverse communities?
- ☐ Do we display information about the SCC in a highly visible area of the school?
- ☐ Do we have a SCC 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 and guardians?
- ☐ Does school council have a presence at school events and in the wider community?
- ☐ Do we recognize the efforts of parent(s)/guardian(s) and school council members to encourage greater involvement and participation?

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

Part 4: Sample Templates and Resources

To access forms, please visit the
SCC Form [Google Drive folder](#).



School Community Council Candidate Nomination Form (Elections)

SCC Parent Self-Nomination Form



School name: _____

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

Name: _____

Address: _____

City/Town: _____ Postal code: _____

Home phone: _____ Cell phone: _____

E-mail: _____

I am the parent/guardian of (student's name): _____ ,

who is currently registered at (school name): _____

I am an employee of the Durham District School Board (DDSB): ☐ Yes ☐ No

I am interested in an Officer position: ☐ Chair ☐ Secretary ☐ Treasurer

Candidate signature: _____ Date: _____

All SCC members must abide by DDSB policies and procedures (including the SCC Policy, the Indigenous Education Policy, the Human Rights, Anti-Discrimination and Anti-Racism Policy, the Safe and Respectful Workplace Policy, the Code of Conduct, and related procedures). If I am elected to the SCC, I will uphold my responsibilities under these policies and procedures within the scope of the SCC's mandate and within the scope of my role, authority, and influence in all SCC meetings, actions, recommendations, decision-making, communications, and initiatives, including my responsibilities to:

- Treat SCC members and participants with dignity and respect
- Promote and protect human rights
- Identify, prevent, and address human rights barriers, issues, and discriminatory structures



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: _____

The DDSB is committed to meeting its responsibilities under the Human Rights Code (the Code) and the Accessibility for Ontarians with Disabilities Act (AODA). If you have accommodation or accessibility needs under the Code and/or AODA to take part in SCC meetings or events, please contact the school principal.

If you require this form in another format, please contact the school principal.

School Community Council (SCC) Election Ballot



SCC Election Ballot

Date: _____

School name: _____

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 Durham District School Board (DDSB).

Candidate names:

<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"/> _____

The DDSB is committed to meeting its responsibilities under the Human Rights Code (the Code) and the Accessibility for Ontarians with Disabilities Act (AODA). If you have accommodation or accessibility needs under the Code and/or AODA to take part in SCC meetings or events, please contact the school principal.

If you require this form in another format, please contact the school principal.

School Community Council (SCC) Sample Agenda



Agenda

School name: _____

SCC meeting: _____

Date: _____ Location: _____

Welcome and introductions (10 minutes)

- Acknowledgment of Traditional and Treaty Territory
- Acknowledgment of the Indigenous Rights and Human Rights and Statements

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 SCC meeting date and time: _____

Agenda items for next meeting: _____

Adjournment: _____

The DDSB is committed to meeting its responsibilities under the Human Rights Code (the Code) and the Accessibility for Ontarians with Disabilities Act (AODA). If you have accommodation or accessibility needs under the Code and/or AODA to take part in SCC meetings or events, please contact the school principal.

If you require this form in another format, please contact the school principal.

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/guardians 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.
- All elected SCC members will adhere to and uphold the SCC Policy and Procedure, and DDSB's commitment to Indigenous rights and human rights.

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 conflict of interest is likely to result
 - The member's ability to carry out their duties and responsibilities as member of the SCC may be jeopardized
 - 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.

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

School Community Council (SCC) Sample Meeting Minutes



School name: _____

SCC meeting: _____

Date: _____ Location: _____

The SCC Meeting was called to order by (SCC Chair): _____

at (time) _____ and a quorum was present.

Members in attendance: _____ Regrets: _____

Minutes of last meeting were approved by circulation by: _____

or minutes of 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 participate and encourage community involvement as well.
- Item 3: ...
- Item 4: ...

Motions:

The SCC will release \$ _____ to support _____

This motion was passed by _____ and seconded by _____

The next SCC meeting will take place on _____ at _____

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

Secretary: _____ Chair: _____

The DDSB is committed to meeting its responsibilities under the Human Rights Code (the Code) and the Accessibility for Ontarians with Disabilities Act (AODA). If you have accommodation or accessibility needs under the Code and/or AODA to take part in SCC meetings or events, please contact the school principal. If you require this form in another format, please contact the school principal.

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

School Community Council (SCC) Fundraising Proposal Outline



School name: _____

☐ 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

Principal signature: _____

Date: _____

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If you require this form in another format, please contact the school principal.

School Community Council (SCC) 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 (principal signature): _____ Date: _____

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School Community Council (SCC) Treasurer's Annual Report



Budget and Finance

Durham District School Board (DDSB) SCC

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: _____

The DDSB is committed to meeting its responsibilities under the Human Rights Code (the Code) and the Accessibility for Ontarians with Disabilities Act (AODA). If you have accommodation or accessibility needs under the Code and/or AODA to take part in SCC meetings or events, please contact the school principal.

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Fundraising Planning Sheets

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 and potential socioeconomic barriers
- 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
- ☐ Parent(s)/guardian(s) 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:

- ☐ Does this event involve food/beverage? Refer to the DDSB School Food and Beverage Policy.
- ☐ 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?
- ☐ Accessible and inclusive? Considers/addresses socioeconomic barriers?

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

Glossary of Parent Engagement Terms

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 (PIC)

The PIC supports SCCs by providing them with resources, professional development, and support. The committee is comprised of parent/guardian representatives from SCCs throughout the Durham region, trustees, school, and board staff. Each year the DDSB Durham Partners committee provides a half day opportunity of learning for parent(s)/guardian(s) focused on student achievement and well-being.

PIC Speaker Series

Throughout each school year, forums are hosted where experts are invited to address a variety of subject areas based on the concerns or needs of our communities.

PIC Communication

Ensuring communities have access via various channels to information and resources that set families up for success.

Social Justice Human and Equity Rights

Continually working to create positive and inclusive spaces and environments, free from discrimination, stereotypes, and negative experiences.

Ensuring the diverse experiences and voices of the DDSB community are reflected in the local schools and the community programs that are sourced throughout the region.

PRO (Parents Reaching Out) Grants

The Parent Reaching Out (PRO) Grants program provides funding to school boards to work with parent stakeholder groups, SCCs and/or Parent Involvement Committees to lead projects with a focus on the identification and removal of barriers that may prevent parents and families from participating and engaging fully in their children's learning.



**For SCC tips, please review the Ministry of Education's
Involving Parents in the School: Tips for School Councils**

Acknowledgments

Thank you to the DDSB employees and community members, past and present, for their contributions to this handbook.

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

School Community Council (SCC) Handbook



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

Developed by the Family and Community Engagement department



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