

KAMSACK COMPREHENSIVE INSTITUTION SCHOOL COMMUNITY COUNCIL CONSTITUTION

1. INTERPRETATION:

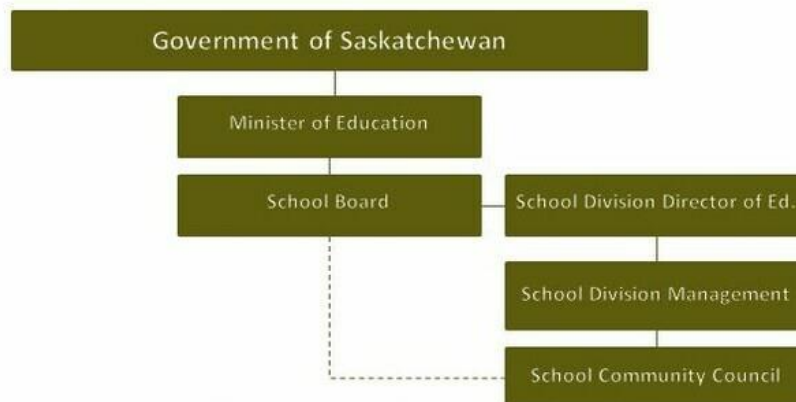
In this constitution:

- a. "School" means Kamsack Comprehensive Institute
- b. "Council" shall refer to the School Community Council for the Kamsack Comprehensive Institute
- c. "Act" refers to *The Education Act, 1996* and its regulations.
- d. "Conflict of Interest" refers to any situation where a council member's private interests may be incompatible or in conflict with their duties and responsibilities as a member of the Council; any situation where a council member's membership in another organization may, or may be perceived to, influence the carrying out of their duties and responsibilities as a member of the Council.

2. REGISTERED OFFICE

The registered office of the Council shall be located at the school; 428 Dixon Avenue, in the Town of Kamsack in Province of Saskatchewan.

3. GOVERNING STRUCTURE



4. MISSION STATEMENT:

Kamsack Comprehensive Institute School Community Council shall, collectively:

- a. promote the participation of parents & the community for the general improvement of educational services in our school.
- b. participate in the planning and monitoring processes related to the Schools Learning Improvement Plans.
- c. approve fundraising activities, school fees & the student code of conduct.
- d. provide feedback on procedures and programs to the principal.
- e. report to parents and community on its plans, initiatives, and outcomes on the expenditure of funds related to the operation of the School Community Council.

5. GUIDING PRINCIPLES

The following guiding principles align with the mission statement and serve as a compass for how council should operate.

a. **SCHOOL COMMUNITY COUNCILS AS A REPRESENTATIVE BODY**

Councils are an integral component of School Division governance. Through their membership and actions, they strive to be representative of all students attending the school.

b. **SCHOOL COMMUNITY COUNCILS ARE INCLUSIVE**

Councils recognize that all members of the school community can make a difference in the learning success and well-being of children and youth. In their activities, councils engage in processes to ensure all voices in the school community are heard and all perspectives are considered.

c. **SCHOOL COMMUNITY COUNCILS OPERATE IN A RESPECTFUL MANNER**

Councils understand school communities are complex environments. Councils recognize the importance of both community and professional perspectives and strive to appreciate all viewpoints.

d. **SCHOOL COMMUNITY COUNCILS OPERATE IN A TRUSTWORTHY MANNER**

Councils conduct their affairs in an open and transparent manner. Councils honour the right to privacy of individuals and treat all information they receive with appropriate discretion and sensitivity.

e. **SCHOOL COMMUNITY COUNCILS ARE RESPONSIVE**

Councils make every effort to respond to the needs and aspirations of the school community they represent. They regularly consult with students, parents, community members, the Board, the school principal, school staff and others. In addition, councils respond to request for guidance and direction, by the Board, school principal and other community agencies and organizations that support children and youth.

f. **SCHOOL COMMUNITY COUNCILS ARE EFFECTIVE**

Councils focus their attention and efforts on key matters that make a difference in student learning and well-being. Keeping in mind their own unique school communities, councils align their work with provincial and School Division goals and initiatives related to student learning and well-being.

g. **SCHOOL COMMUNITY COUNCILS ARE COMMITTED**

Councils are committed to fulfilling their role as a vital link in school level governance. Councils evaluate their performance regularly, take advantage of opportunities to build their capacity and account for their progress to the Board and public they represent.

6. MEMBERSHIP:

a. REPRESENTATIVE MEMBERS

The School Community Council will have no fewer than five (5) and no more than nine (9) elected members who are elected at the Annual Meeting, held before November 15 each year. Representative memberships shall consist of:

- i. parent or guardians of pupils attending school.
- ii. community members to which the school is located.

b. APPOINTED MEMBERS

The School Community Council will have the following Appointed Members:

- i. The School Principal
- ii. A teacher who is appointed by the school principal.
- iii. 1 or 2 students attending KCI and are appointed by the principal.
- iv. Cote First Nation Representative appointed by the First Nation Band.
- v. Keeseekoose First Nation Representative appointed by the First Nation Band.

c. ELECTION OF MEMBERS

i. RETURNING OFFICER

An employee of the School Division must be appointed as a returning officer. (This can be a vice principal or the school administrative assistant or any other staff member who is not involved with the SCC).

ii. NOTICE OF ELECTION:

The returning officer must provide at least four weeks' notice to the public before the meeting to elect SCC members by posting a call for nominations.

- iii. The notice of elections must be accessible to parents, guardians, and community members (on the school website and/or school newsletter and/or Messenger is recommended) and must include:

1. the purpose of the meeting
2. the attendance area or geographic area for the SCC
3. where the policies and procedures for the election can be reviewed, and
4. the date, time, and location of the meeting

- iv. Nominations shall be taken from the floor and voting shall be done by secret ballot.

d. TERM OF MEMBERS:

- i. Each elected member of a school community council holds office for two years and is eligible for re-election.
- ii. If there is a vacancy in an elected member's position, a board of education may appoint an individual to that position.

e. **DISQUALIFICATION OF MEMBERS:**

A school community council member shall vacate his or her office as a member of the school community council if the member:

- i. is convicted of an indictable offence.
- ii. is absent from three or more consecutive meetings of the school community council without the authorization of the school community council; or
- iii. ceases to be eligible for election as a member pursuant to the regulations or the policies of the school community council's board of education.

f. **DUTIES AND POWERS OF MEMBERS:**

Every school community council shall:

- i. facilitate parent and community participation in school planning.
- ii. provide advice to its board of education.
- iii. provide advice to its school's staff.
- iv. provide advice to other agencies involved in the learning and development of pupils.
- v. comply with the regulations and the policies of its board of education.

7. OFFICERS

a. **ELECTION OF OFFICERS:**

At the first meeting following the Annual General Meeting, the following officers shall be selected annually from among the Representative Members (parent, community, student, and First Nations members);

- i. Chair
- ii. Vice-Chair
- iii. Secretary
- iv. Treasurer

b. **TERM OF OFFICERS:**

Officers shall hold office for a term of one year and shall hold office until the conclusion of the meeting at which their successors are appointed.

c. **CHAIRPERSON**

The chairperson shall:

- i. conduct meetings of the school community council.
- ii. ensure that all meetings have input to discussion and decisions.
- iii. prepare meeting agendas in consultation with the Principal and other school community council members.
- iv. oversee operations of the school community council.
- v. establish networks that support the school community council; and,
- vi. act as a spokesperson for the school community council.

d. **VICE CHAIRPERSON**

The vice-chairperson shall:

- i. support the Chairperson in his/her duties, taking over when the Chairperson is

- unable to attend; and,
- ii. perform responsibilities assigned by the Chairperson.

e. **SECRETARY**

The secretary shall:

- i. take minutes at school community council meetings.
- ii. receive and spend correspondence on behalf of the school community council.
- iii. take charge of any official records of the school community council.
- iv. ensure the appropriate notice is given for all meetings of the school community council.
- v. Send minutes on to the Good Spirit School Division after every meeting.

f. **TREASURER**

The treasurer shall:

- i. Manage the finances of the school community council using procedures outlined by the Superintendent of Business Administration

8. **COMMITTEES**

- a. Council may choose to designate committees and appoint Representative Members as committee chairs by resolution of council.
- b. Council committees are established to help the SCC do its job by preparing policy alternatives and implications for SCC deliberation and decision.
- c. Terms of reference for each committee will guide its work mandated by the Council and for which the committee will be created (or was created).
- d. Each committee will be held accountable and submit its recommendations directly to the Committee for regular business consideration and/or approval.
- e. Terms of Reference will determine committee leadership, meeting times and proceedings, Board expectations, committee minutes, composition, authority and committee activities.

9. **MEETING**

a. **ANNUAL GENERAL MEETING**

- i. The Annual Meeting is held once each year before November 15.
- ii. During the Annual Meeting council will typically:
 - 1. Elect members.
 - 2. Provide an annual report.
 - 3. Include any other business determined by council.
 - 4. Provide a forum for dialogue with parents and the community.
- iii. An annual meeting of members shall be held at a time and place to be fixed by the previous annual meeting or by the representative members.

b. **REGULAR MEETINGS**

- i. Regular meetings allow council an opportunity to conduct business throughout the school year.
- ii. Councils must meet at least five times in addition to the Annual Meeting.

- iii. Dates for regular meetings shall be set at the first meeting following the Annual General Meeting.

c. SPECIAL MEETINGS

- i. The chair may call a special meeting of members at any time but shall do so upon the written request of at least 20% of the membership.
- ii. No special business may be transacted at a meeting unless the notice of meeting stated the nature of the business in sufficient detail to permit members to form a reasoned judgment thereon.
- iii. Notice of the time and place of a meeting of members shall be sent, not less than 15 days or more than 50 days before the meeting, to each member entitled to attend the meeting and to the auditor.

d. MEETING GOVERNANCE

The council shall operate using the Representative Governance Model. In this model, council represents the wider school community. Meetings are open to the public, but only members of the elected council may decide upon matters at hand. In addition to having all meetings open to the public, council reports to the community using a communications strategy.

e. DECISION MAKING

- i. The majority number of representative members must be present to form a quorum to conduct business at meetings.
- ii. The Board strives to make decisions by consensus.
- iii. Formal recommendations will be made when levels 3 to 5 of consensus is achieved.

LEVELS OF CONSENSUS

Level 5	Aligned – emotionally and intellectually (knows the decision is the right thing to do and personally likes the decision).
Level 4	Aligned – intellectually (knows the decision is the right thing to do but may not personally like it; actively supports the group moving forward).
Level 3	Aligned – complying (knows the decision is supported by most of the group, is in the best interest of the group, personally supports most aspects of the decision, and will actively support the decision as the group moves forward).
Level 2	Not aligned – concerned (has concerns of many aspects of the decision and cannot support the group moving forward).
Level 1	Not aligned – resignation is the only option (totally against the decision in every respect).

10. CODE OF CONDUCT

Council members are expected to fulfill their responsibilities in the following manner.

- a. The School Community Council is not a forum for the discussion of individual school personnel, students, parents, or other individual members of the school community.
- b. A council member who is approached by a parent with a concern relating to an individual is in a privileged position and must treat such a discussion with discretion, protecting the confidentiality of the people involved.
- c. A person who accepts a position as a member of the School Community Council shall:
 - i. Honour the role of the School Community Council.
 - ii. Be guided by the overall vision and purpose of the School Community Council.
 - iii. Perform duties with honest and integrity.
 - iv. Endeavour to be familiar with the vision, mission and shared values of the School Division and perform their duties accordingly.
 - v. Endeavour to become familiar with Administrative Procedures of Good Spirit School Division.
 - vi. Work to ensure that well-being of students is of primary focus in all decisions.
 - vii. Respect the rights of all individuals.
 - viii. Encourage a positive atmosphere where individual contributions are valued.
 - ix. Contribute to consensus building.
 - x. Encourage and support parents and students with individual concerns to act on their own behalf and provide information on processes for processing concerns.
 - xi. Work to ensure that issues are resolved through due process.
 - xii. Strive to be informed and only share information that is reliable and correct.
 - xiii. Respect all confidential information.
 - xiv. Declare any conflict of interest.
 - xv. Support public education.

d. **INTERVENTION FOR AN INITIAL OR MINOR INFRACTION OF THE CODE OF CONDUCT**

Where potential Code of Conduct infractions are raised, the Council Chair shall:

- i. Seek understanding regarding the nature of the allegation or concern.
- ii. Discuss and resolve the concern with the member in confidence.

e. **INTERVENTION OF REPEATED OR MAJOR INFRACTIONS OF THE CODE OF CONDUCT**

Where infractions of this nature are clearly evident, council shall provide a written statement signed by the Council Chair, addressing the concern and indicating that the actions that brought about a violation of the Code of Conduct on the part of the member must cease.

f. **FURTHER PROGRESSIVE INTERVENTION FOR REPEATED INFRACTIONS OF THE CODE OF CONDUCT**

- i. In continued incidents involving a violation of Code of Conduct, council shall consider imposing sanctions on the member in question.
- ii. In further continued incidents involving a violation of Code of Conduct, council shall consider seeking the resignation of the member in question.

11. METHODS FOR COMMUNICATION AND CONSULTATION

a. COMMUNICATION WITH THE BOARD

- i. The Director and Board Chair will develop procedures for two-way communications with councils on an annual basis.
- ii. In order to facilitate communication with the Board:
 1. Board member names and Board meeting dates will be made available to every council in the School Division.
 2. Board members may attend SCC meetings to foster communication.
 3. The delegation process at Board meetings provides opportunities for individuals or groups to address the Board and for the Board to receive items of interest from its constituents.

b. COMMUNICATION WITH THE SCHOOL

- i. Principals will encourage staff to be receptive to parents who exercise appropriate avenues and opportunities to offer advice at the school level.
- ii. Principals will initiate activities at the school level designed to promote communication between the school, home, and community.
- iii. Some methods the principal may use to promote communication are:
 1. Adult volunteers
 2. Bulletins and newsletters
 3. Parent-Teacher conferences
 4. School visits
 5. School displays
 6. School handbooks
 7. School website
- iv. The principal will present the annual School Level Plan (SLP) to council at the first SCC meeting of the school year. Principals will seek SCC discussion and involvement in the development of the SLP. SCC Chairs will be asked to sign the SLP in the space provided to indicate SCC support for the plan.

c. COMMUNICATION WITH SENIOR ADMINISTRATION

- i. The Director of Education/CEO or designate will develop procedures to facilitate the Board/Council meetings.
- ii. The Director of Education/CEO or designate will establish procedures to implement a systematic plan of in-service and professional development to assist councils as requested.
- iii. The Director of Education/CEO or designate will provide a means of communication with senior administrative staff and may attend council meetings to share or gather information related to the school, School Division, or progress relating to the School Division Strategic Plan or other initiatives.
- iv. If an individual council wishes to meet with the Superintendent of Education, the principal will invite that individual to attend a meeting.

d. COMMUNICATION WITH THE COMMUNITY

- i. Council will initiate activities to promote communication between the school, home, and broader community.
- ii. Some methods that might be used to promote communication are:
 - 1. Adult volunteers
 - 2. Bulletins and newsletters
 - 3. Parent-Teacher conferences
 - 4. School visits
 - 5. School displays
 - 6. School handbooks
 - 7. School website

12. CONFLICT OF INTEREST

A council member may occasionally be in a conflict-of-interest position in terms of an issue being considered by council. When this happens, the member(s) should declare a conflict of interest, leave the room for that portion of the meeting, and not vote on the issue.

13. DEALING WITH COMPLAINTS OR GRIEVANCES

As a representative body, councils may receive complaints or grievances about their operations or broader operations of the school and shall be treated as follows:

a. MATTERS CONCERNING STUDENTS & STAFF

Any matter concerning a student or staff member should be immediately directed to the principal.

b. INFORMAL COMPLAINTS/GRIEVANCES

- i. Where complaints or grievances about council operations are raised with a council member, that member should immediately refer the individual to the Council Chair and inform the Council Chair of the concern or grievance.
- ii. If the individual is not satisfied with the response from the Council Chair, the concern or grievance should be brought to the attention of the council in a more formal manner.

c. FORMAL COMPLAINTS/GRIEVANCE

- i. Formal concerns or complaints can be brought to the attention of council by:
 - 1. Addressing the concern in writing to the Council Chair, or
 - 2. Requesting that the Council Chair provide the individual with an opportunity to meet with council to discuss the concern.
- ii. In cases where a formal complaint or grievance has been raised, council will provide a written response regarding how the matter will be addressed.

14. ASSESSMENT OF COUNCIL OPERATIONS

Council shall annually evaluate how effectively they operate. Council will evaluate their initiatives and operations focusing on procedures and outcomes.

a. Council shall use the following general roles as a guide for self-assessment and inclusion:

- i. Understanding the school and community
- ii. Developing and recommending an SCC activity plan that supports the school's LIP

- iii. Providing advance and approval
- iv. Taking action
- v. Communicating and reporting
- vi. Developing capacity

15. **CONFLICT RESOLUTION**

The following outlines a conflict resolution process in which council shall abide:

a. **BUILD A COLLABORATIVE CLIMATE**

The council shall establish a collaborative climate so that differences of opinion can be dealt with in an open manner. All members should agree to:

- i. Respect the perspective of others.
- ii. Listen to what others have to say.
- iii. Prepare to problem solve.

b. **BE PREPARED**

If differences of opinion cannot be worked out, conflict resolution may include the use of the following:

- i. The appointment of a mediator to develop a solution that will be satisfactory to both sides.
- ii. Establishment of a jointly agreed-upon panel to make a recommendation or a binding.
- iii. Development of a plan to refer a dispute to school administrators or the Board.

c. **IDENTIFY THE PROBLEM**

By clearly defining the problem, a group can begin to resolve the underlying issues. Defining the problem involves clearly stating views, listening to others, trying to understand their views, and asking questions to clarify general understandings. At this stage, participants should avoid giving advice or judgments. Disputes usually occur because of disagreements on:

- i. Facts
- ii. Resources
- iii. Perceptions
- iv. Values and beliefs
- v. Styles

d. **BRAINSTORM AND EVALUATE OPTIONS AND SOLUTIONS**

By working together to find solutions, individuals and groups are more likely to create an optimal situation going forward.

e. **CREATE AN ACTION PLAN**

The plan should identify timelines and responsibilities for actions.

16. AMENDING THE CONSTITUTION

- a. Constitutions and constitutional amendments are approved at two levels:
 - i. Council level
 - ii. Division level.

Note that the Board's authority to approve SCC constitutions is delegated to the Director of Education/CEO as per Board Policy 3.1: Delegation of Authority.

- b. Council may amend its constitution by first approving changes as a council and then receiving Board or designate approval for those changes.
- c. Constitutional amendments are not official until they receive Board or designate approval.