

HALTON DISTRICT SCHOOL BOARD



Acknowledgements	i
Letter from the Director of Education and Chair of the Board	iii
Mission Statement and Guiding Principles	iv
A - Overview of Public Education in Ontario	
Organizations and Contact Numbers.....	A-1
Provincial Education Funding	A-8
B - Overview of the Halton District School Board	
Contact Information	B-1
Role of the Board	B-1
Role of the Trustee	B-1
Board of Trustees	B-2
Delegations, Procedural By-Law 1009.....	B-
Role of the Director	B-3
Senior Administration	B-4
HDSB Annual Planning Cycle	B-6
School Annual Planning Cycle	B-6
School Profiles, School Growth Plan	B-7
School Action Plan, Behaviour Code	B-8
School & Community Liaison Role	B-
C - Special Education	
	C1-C6
D - Roles and Responsibilities of School Council	
The Current Role of School Council	D-1
Responsibilities of School Council	D-1
Role of Council Members	D-3
E - Operational Procedures	
Planning Effective Meetings	E-1
Rules of Order	E-3
Recording Minutes	E-5
Record Keeping	E-6
Evaluating Meetings	E-7
Election Procedures	E-8
School Council Constitutional Guidelines	E-11
F - Strategies for Effective School Councils	
Goal Setting	F-1
Decision Making/Consensus	F-4
Teambuilding	F-8



Communication F-10

G - Tools and Templates

Sample Agendas G-1
Sample Minutes (formal meeting) G-3
Meeting Evaluation G-5
Effective Meeting Strategies G-7
Team Building Activities G-8
Brainstorming G-11
Sample Nomination Form G-14
Communication Samples G-15

Appendix I

Financial Guidelines for School Councils

Appendix II

Volunteers in Your School, Practices and Screening Procedures
Volunteer Management Program, Executive Summary

Appendix III

Ministry of Education O. Regulation 612/00

Appendix IV

Halton District School Board Policies:
Acceptable Use Guidelines for Technology
Transportation
Emergency Closure
Safe Schools Mandated policies
Charitable donations/Corporate Sponsorships

Appendix V

List of Trustees
List of Schools Principals, Vice Principals and Secretaries



Appendix VI

School Council Website: contents and links

CHATT Electronic Messaging system: how to access, how to use

Booking School Rooms Outside Normal School Hours

Appendix VII

References

Appendix VIII

Glossary



School Council Handbook





The HDSB School Council handbook was written by *parents for parents*. The intent of this handbook is to provide information that will assist school council members in their advisory role. Thank you to the individuals who contributed to the production of this handbook.

Writing Team:

Dianne Miles (Chair)	Champlain School Principal
Bev Balch	Pineland School Vice Principal
Karen Borovszky	Pineview School Council
Mark Deyson	Iroquois Ridge School Council
Wendy Duncan	Sunningdale School Council
Dorothy Fowler	Heritage Glen Principal
Arthur Green	Queen Elizabeth Park School Council
Chris Lee	River Oaks School Council
Lynda Lloyd	Munn’s Public School Vice Principal
Louise McConnell	Martin Street School Council
Cindy McCuaig	Pinegrove School Council
Gary Sadler	Superintendent
Joy Smallwood	Munn’s School Principal
Beth Shelswell	Former Superintendent, Halton District School Board
Liz Smith	Abbey Lane School Council
Nancy Stewart	River Oaks School Council
Don Vrooman	Pine Grove School Council



Organizations and Contact Numbers continued

The committee also wishes to acknowledge the special assistance of:

Julie Davies (editor)	EJ James School Council Parent
Marlene Wallace (editor)	Heritage Glen School Council
Jo-Anne Bryant	Word Processing
Pat Plummer	Multi Media Developer
Albert Massicotte	Print Services
Lynne Cocklin	Print Services
Marnie Denton	Communications Officer

August 2003 School Council Handbook Revision Team

Jacki Oxley	School & Community Liaison
Philippa Ellis	Maplegrove School Council
Alice Strachan	Limehouse School Council
Devon Leckie	Special Assistant, Word Processing, Website

Support



**ROLES AND RESPONSIBILITIES OF
SCHOOL COUNCIL**

Organizations and Contact Numbers continued



On behalf of the Halton District School Board we would like to thank you for becoming involved in your School Council. The Board and its staff members believe strongly that student learning is enhanced when parents and community members share with us in the decisions that affect the education of students. The creation of School Councils is an example of our response to changing times – of our need to nurture a meaningful partnership between families, schools and community members. Working collaboratively toward improving our school culture will help members understand the challenges facing education today. Members of School Councils will learn how issues such as technology, safety, funding, changing demographics and accommodation impact the school environment and student learning. Preparing our children for a challenging and exciting future is an important task. Thank you for helping us achieve this goal.

D. L. Papke Ethel Gardiner
Director of Education Chair of the Board

D. L. Papke, Ed.D., *Director of Education* E. Gardiner, *Chair of the Board*
J.W. Singleton Education Centre • 2050 Guelph Line, P.O. Box 5005 • Burlington, Ontario
L7R 3Z2
Fax: (905) 335-9802 Phone: (905) 335-3663 • (905) 842-3014 • (905) 878-8451



**ROLES AND RESPONSIBILITIES OF
SCHOOL COUNCIL**

Organizations and Contact Numbers continued



Public education has been one of the major cornerstones of a prosperous and democratic Canada. Its essential and critical role must continue through commitment to our Mission and Guiding Principles.

MISSION STATEMENT

***The Halton District School Board is committed to
providing the
highest quality education which prepares our***

GUIDING PRINCIPLES

We Are Committed To...

- promoting high expectations for students, staff and trustees.
- providing learning opportunities which enable individual growth and encourage students to become critical thinkers, creative problem solvers and achieve their personal best.
- promoting a dedication to life-long learning, physical well-being and a sense of self-worth.
- promoting and providing ongoing professional growth for all staff.
- optimizing the use of our resources.
- providing a caring and safe environment that also recognizes the rights and dignity of all.
- recognizing and fostering the contributions of individuals and groups.
- developing purposeful relationships and cooperative partnerships among students, staff, trustees, parents, volunteers, school councils, community, other school boards, business and government.



Organizations and Contact Numbers continued

- promoting core values of honesty, integrity, responsibility, caring, equity, dedication and respect for self, others and our environment.

- providing equitable opportunity for all students to access services and programs within available resources.



Organizations and Contact Numbers

Ministry of Education

Establishes the legislative framework for education in Ontario, and the funding formula for public education.

Telephone	1(800) 387-5514; or 1(416) 325-2929
Fax	416-325-6348
E-mail	info@edu.gov.on.ca
URL	www.edu.gov.on.ca
Mail	Mowat Block, 900 Bay Street, Toronto, Ontario M7A 1L2

Ministry of Education (ftp site)

Detailed information regarding Pupil Accommodation Grants is available at this site. There are types of files, documents, data text files and spreadsheets. This information is available for each Board on a school-by-school basis.

URL	ftp://ftp.edu.gov.on.ca/sfis
-----	---

Education Quality and Accountability Office

This is an arm's-length agency of the Government of Ontario responsible for increasing accountability and contributing to enhanced quality within Ontario's education system, primarily by designing and overseeing province-wide testing programs.

Telephone	1(888) 327-7377
fax	416-325-2956
URL	www.eqao.com
Mail	Suite 1200, 2 Carlton Street Toronto ON M5B 2M9

Ontario Parent Council

Appointed by the Ontario government to provide parent input into Ministry of Education policy formation.



ROLES AND RESPONSIBILITIES OF SCHOOL COUNCIL

Telephone e fax	1(800) 361-6483; 1(416) 314-0426 416-314-0425
URL	www.ontarioparentcouncil.com
Mail	2 Carlton Street, 15 th Floor, Suite 1511, Toronto M5B 1J3

Organizations and Contact Numbers Continued

Ontario Public School Boards Association (OPSBA)

OPSBA is the provincial advocacy organization for public school boards, and is the association that the Ontario government turns to and depends on for the views and recommendations of public school boards and their students and taxpayers.

OPSBA’s mission is to promote and enhance Ontario’s publicly funded education system by assisting member boards in fulfilling their mandates, developing effective partnerships with other groups interested in public education and providing a strong and effective voice on behalf of public school boards.

Telephone e fax	1(416) 340-2540 (F) 1(416) 340-7571 or 1(800) 268-5194
URL	www.opsba.org
Mail	439 University Avenue, Toronto, On M5G 1Y8

Minister’s Advisory Council on Special Education (Provincial)

Advises the Minister of Education on any matter related to the establishment and provision of special education programs and services for exceptional students.

Telephone e fax	(416) 325-2929 or 1(800) 387-5514 416-325-6348
URL	www.edu.gov.on.ca/eng/general/abcs/acse/acse_eng.html
Mail	14th Floor, Mowat Block, 900 Bay Street, Toronto ON M7A 1L2

District School Boards and School Authorities



ROLES AND RESPONSIBILITIES OF SCHOOL COUNCIL

School Boards are responsible for delivering elementary and secondary education within the policy and fiscal framework established by the provincial government. District School Boards own the schools, employ the staff, and are responsible for the operation of the schools. A complete listing of District School Boards and School Authorities including address, telephone, fax, web site, director and chair as well as boundary maps is available at:

URL	http://sbinfo.edu.gov.on.ca
-----	---

Ontario College of Teachers

This is the professional body founded in 1996 to license and regulate the practice of teaching in Ontario. Responsibilities range from professional development and accreditation to investigation and discipline.

Telephone e fax	1(888) 534-2222; 1(416) 961-8800 416-961-8822
URL	www.oct.on.ca
Mail	121 Bloor Street East, 6th Floor, Toronto ON M4W 3M5

Organizations and Contact Numbers Continued

Ontario Institute for Studies in Education of the University of Toronto (OISE)

This is the University of Toronto's Faculty of Education.

Telephone e fax	(416) 923-6641 416-926-4725
URL	www.oise.utoronto.ca
Mail	252 Bloor Street West, Toronto, ON M5S 1V6

Curriculum Services Canada

Ontario Curriculum Centre (OCC) was established by five Ontario education associations and the Ministry of Education, which evaluates learning resources as a service to educators, encourages cooperative development of



ROLES AND RESPONSIBILITIES OF SCHOOL COUNCIL

learning resources, and maintains an electronic Catalogue of Learning Resources. Evaluates all textbooks for English language schools in Ontario.

Telephone e Fax e-mail	1(800) 837-3048; 1(416) 591-1576 416-591-1578 csc@curriculum.org
URL	www.curriculum.org
Mail	Mail 439 University Ave., 18th Floor, Toronto, ON M5G 1Y8

School Councils

Parent advisory groups organized under the terms of the Ministry of Education's Regulation 612/00. Each District School Board has its own implementation of Regulation 612/00, and each school in Ontario is required to have a School Council.

Ontario Teachers' Federation

The Ontario Teachers' Federation is the professional organization for teachers in the province. All teachers (as defined in the Teaching Profession Act) are required to belong to the Federation as a condition of teaching in Ontario. The Federation is composed of five affiliated groups and each teacher belongs to a specific affiliate.

Telephone e fax	1(800) 268-7061; 1(416) 966-3424 416-966-5450
URL	www.otffeo.on.ca
Mail	1300 Yonge Street, Suite 200, Toronto, ON M4T 1X3

Ontario Secondary School Teachers' Federation

This federation represents 50,000 members across Ontario, including public high school teachers, occasional teachers, teaching assistants and others.

Telephone e fax	1(800) 267-7867; 1(416) 751-8300 416-751-3394
URL	www.osstf.on.ca
Mail	60 Mobile Drive, Toronto, ON M4A 2P3

***Organizations and Contact Numbers Continued******Elementary Teachers' Federation of Ontario***

This federation represents 70,000 Ontario elementary school teachers and other education workers.

Telephone e fax	1(888) 838-3836; 1(416) 962-3836 416-642-2424
URL	www.etfo.on.ca
Mail	480 University Ave., Suite 1000, Toronto, ON M5G 1V2

Qualifications Evaluation Council of Ontario

The purpose of this organization is to provide a uniform basis on which to evaluate teacher qualifications for salary purposes. QECO categories are implemented in collective agreements by most school boards in Ontario.

Telephone	1(800) 385-1030; 1(416) 323-1969
URL	www.qeco.on.ca
Mail	1300 Yonge St., 2nd Floor, Toronto, ON M4T 1X3

Ontario Public Supervisory Officials' Association

This is a professional organization representing senior administrative staff such as superintendents in public school boards. It organizes professional development programs and comments on policy issues.

Telephone e fax	1(800) 663-9606; 1(905) 845-7003 905-845-2044
URL	www.opsoa.org
Mail	1123 Glenashton Drive, Oakville, L6H 5M1

Ontario Principals' Council

The Ontario Principals' Council is a professional association for practicing principals and vice principals in Ontario's publicly funded school system. It organizes professional development seminars, publishes a newsletter, and provides policy input on education issues.



ROLES AND RESPONSIBILITIES OF SCHOOL COUNCIL

Telephone e fax	1(800) 701-2362; 1(416) 322-6600 416-322-6618
URL	www.principals.on.ca
Mail	180 Dundas Street West, 25 th Floor, Toronto M5G 1Z8

Organizations and Contact Numbers Continued

Education Network of Ontario/Reseau educatif de l'Ontario (ENO/REO)

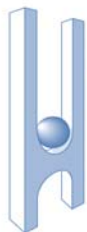
The Education Network of Ontario/Reseau educatif de l'Ontario (ENO/REO) is a collaborative project between the Ontario Ministry of Education and the Ontario Teachers' Federation. ENO/REO provides a wide range of telecommunication services for the JK-12/OAC education community in Ontario, including Internet access, member email accounts, student and teacher education projects and a large number of online education conferences/newsgroups. The network can also provide LAN and WAN connectivity solutions for Ontario boards of education and other public service agencies.

Telephone e fax	1(416) 848-4800 or 1(888) 566-2012 416-640-0245
URL	www.enoreo.on.ca
Mail	20 Toronto Street, Suite 400, Toronto, On M5C 2B8

TVO/TFO/Ontario Educational Communication Authority

TVOntario, or the Ontario Educational Communications Authority, was established in 1970 and provides commercial-free programming and interactive media resources. The English and French services of TVOntario have a mandate from the Provincial Government to develop material of educational interest.

Telephone e	1(800) 613-0513; 1(416) 484-2600
----------------	----------------------------------



ROLES AND RESPONSIBILITIES OF SCHOOL COUNCIL

URL	www.tvo.org
Mail	Box 200, Station Q, Toronto, ON M4T 2T1

OECA School Councils Communication Hub

The private conferencing web site for the School Councils of Ontario. Each publicly funded elementary and secondary school in Ontario has been preregistered with the Board's and School's MIDENT number. To acquire your login and password please call TVOntario at:

Telephone	1(416) 484-2600 ext 5033 (Eng) or ext 2031 (French) 1-800-613-0513 ext 5033 (Eng) or ext 2031 (French)
URL	www.tvontario.org/oeca

TV Ontario School Councils Conference and Chat Area

The PUBLIC conferencing web site for School Councils in Ontario

URL	http://www2.tvo.org/cgi-bin/webx?14@@.ee6b3c9
-----	---

Organizations and Contact Numbers Continued

Canadian Parents for French – Ontario Branch

Canadian Parents for French is a nation-wide organization dedicated to the creation and promotion of French second language learning opportunities for young Canadians.

Telephone	1(800) 667-0594; 1(905) 366-1012
e-mail	cpfont@cpfont.on.ca
URL	www.cpfont.on.ca
Mail	2055 Dundas Street East, Suite 103, Mississauga, L4X 1M2

Ontario Physical and Health Education Association



ROLES AND RESPONSIBILITIES OF SCHOOL COUNCIL

OPHEA is a volunteer organization whose goal is to positively influence the lifestyles of Ontario's children and youth through the provision of quality leadership, advocacy, and resources in the area of physical and health education.

Telephone e Fax e-mail	(416) 426-7120 416-426-7373 info@ophea.org
URL	www.ophea.org
Mail	1185 Eglinton Avenue East , Suite 501, Toronto M3C 3C6

Ontario Federation of Home & School Associations (OFHSA)/ Halton Home & School Council

The Ontario Federation of Home & School Associations (OFHSA) was founded in 1919 as a grassroots organization advocating for the health, safety and education of all students across Ontario. It is a non-profit organization, financed primarily by the sale of memberships to parents and others who support the objectives of the Federation.

The OFHSA is a provincial network that acts as the administrative and legislative body, providing leadership training, conference workshops, newsletters, resource materials, publications and a provincial forum for discussion of issues.

The Home & School Council acts as a local network and support group for the school-based Home & School Associations.

At the school level, the Home & School Association provides a democratic framework for parental involvement. It works cooperatively with staff to enhance the educational opportunities for students in the school. Home & School offers parents support, up-to-date information, and an opportunity to provide input into educational decision-making at every level -- at the school, the school board and the province.

Ontario Federation of Home & School Associations



ROLES AND RESPONSIBILITIES OF SCHOOL COUNCIL

Telephone	(519) 756-5145 519-756-6724
Fax	info@ofhsa.on.ca
e-mail	
URL	www.ofhsa.on.ca
Mail	446 Grey Street, Suite 202, Brantford, N3S 7L6

Halton Home & School Council

Telephone	Contact Debi Turnbull (905) 828-5569
-----------	--------------------------------------



Provincial Education Funding For The Halton District School Board

District school boards obtain all their funding from the Province of Ontario, which allocates the money according to a formula that specifies budget envelopes and allows little leeway to move funds between categories.

These categories are:

- Foundation grant, covering teacher salaries, textbooks, and classroom supplies, and school administration for each elementary student, and for each secondary student.
- Special Education – allocated in three components
 1. Special Education Per Pupil Amount (SEPPA) is based on total enrollment
 2. Intensive Support Amount (ISA) is additional funding for special equipment, teachers and education assistants, which must be applied for by the school board based on specific student Individual Education Plans (IEP's)
 3. Special Incidence Portion is additional funding per student where there are exceptionally high needs
- Language – this funds core French, French Immersion, and English as a second language, and differs by board according to the number of students in these programs.
- Geographic and School Authorities – this grant assists remote rural school boards which have extra costs due to large distances and small schools.
- Learning Opportunities – this grant has two components
 1. The demographic component provides additional funding to boards with large concentrations of students having a higher risk of experiencing academic problems due to social and economic circumstances. Low income and aboriginal populations are considered to be at higher risk.
 2. The literacy and math component provides additional funding for students at risk of not meeting the higher curriculum standards.
- Adult and Continuing Education – this funds adult day school, continuing education, summer school, and also heritage language studies for elementary students.
- Teacher Compensation – assists boards which have higher teacher salary costs due to the proportion of teachers with higher levels of qualifications and experience.
- Early Learning – this grant funds enhanced services for young students for school districts which do not offer a Junior Kindergarten program.



ROLES AND RESPONSIBILITIES OF SCHOOL COUNCIL

- Transportation – this grant covers the full cost of student transportation.
- School Board Administration and Governance – this grant pays the cost of the board of trustees and the administrative functions of the school boards, such as finance and human resources.
- School Operations – this covers everyday heat, light, and cleaning.
- School Renewal – this grant funds repair and renovation.

The funding formula is explained in more detail in a document entitled "Parent's Guide to Student- Focused Funding, available on-line at the Halton District School Board web site.



Halton District Overview (2000-2001)

	Total	Elementary	Secondary
Students	43,382	27,591	15,791
Teachers	2,500	1,500	1,000
Schools	84	68	16
Student spaces (MRC - Ministry Rated Capacity)	44,443	27,202	17,241

Non-teaching employees 1,100

Contact Information

Telephone	(905) 335-3663 • (905) 842-3014 • (905) 878-8451
URL	www.hdsb.ca
Mail	2050 Guelph Line, P.O. Box 5005, Burlington, Ontario L7R 3Z2

Role of the Board

The Halton District School Board (HDSB) consists of 11 municipally elected trustees and 2 student trustees. The board is responsible for policies that govern the entire operation of the local, public education system including student, program, administration, staff, property, facility and financial matters. Trustees are elected for a three-year term.

The HDSB is responsible for hiring the Director of Education and approving recommended appointments of Principals, Vice Principals and Supervisory Officers. As an employer, the HDSB negotiates collective agreements with all employee groups.

In addition, the HDSB is actively involved provincially providing input on a wide range of issues regarding public education.

Role of the Trustee

The role of the trustee includes participating in the collective decision making of the Board and being accountable to the community for the Board decisions. Trustees communicate with their communities regarding Board policies and educational matters through e-mail, telephone, and newsletters or by attending meetings. They also officiate at school



ROLES AND RESPONSIBILITIES OF SCHOOL COUNCIL

functions such as graduation, school openings or Student Excellence night. Trustees are actively involved in a wide range of educational issues locally and provincially.



Board of Trustees (to November 30, 2004)

Ethel Gardiner (Chair)	Halton Hills
Mel Mathias	Ward 1, Burlington
David Abbott	Ward 6, Burlington
Kelly Amos	Wards 5 & 6, Oakville
Erica Andrew	Milton
Lynne Blanchard	Ward 3, Burlington
Peggy Russell	Wards 4 & 5, Burlington
Debbie Downs	(Vice Chair) Ward 2, Burlington
Mary Chapin	Ward 3, Oakville
Annette Kirk	Ward 4, Oakville
Drew Currah	Wards 1 & 2, Oakville
Daryl Johnson	Student Trustee (Lord Elgin)
Heather Adamo	Student Trustee (Iroquois Ridge)

Full contact information for individual trustees is available on-line at the HDSB web site.

Meetings of the Board of Trustees are held on the first and third Wednesday of the month. The Board meets in Committee of the Whole when required, on the second and fourth Wednesday.

Delegations

Members of the public can make a presentation to the Board of Trustees by notifying the office of the Director of Education by Friday proceeding the Wednesday meeting. There are limitations to the number of members in the delegation and the time available for delegations at any given meeting. Presenters are expected to provide 15 copies of the presentation before the start of the meeting. The processes for arranging a delegation are described in detail in By-Law 1009. (see below)

All Board meetings are open to the public. The agenda for the Board meeting is available outside the Board Room. There is a gallery section setup for persons wishing to be present for a Board meeting. This is the section where presenters also sit while waiting for the Chair to call a specific delegation to the Board table. As per By-Law 1009, a delegation has 10 minutes to present information. Trustees may or may not ask questions of clarification at the end of a presentation.



THE HALTON DISTRICT SCHOOL BOARD

PROCEDURAL BY-LAW

DATE: June 20, 2001

No. 1009

DELEGATIONS TO THE BOARD

1. An individual or a group with a designated speaker may be a delegation to the Board.
2. Employees of the Board, or representatives of employee groups shall not utilize Delegations to the Board to express their views relative to their employment or professional interests.
3. Delegations shall request the opportunity to appear before the Board through the Secretary of the Board (Director of Education), at least 24 hours before the agenda deadline for the next Regular Meeting of the Board; that is, by 4 p.m. on the Thursday preceding the next Regular Meeting of the Board
4. The individual(s) speaking for the delegation must provide to the Secretary of the Board (Director of Education) a copy of their written presentation by 4 p.m. on the Thursday preceding the next Regular Meeting of the Board, (*see 1008 [3]*). The presentation will appear as part of the trustees' support material for the meeting at which the presentation is made.
5. The Chair shall give priority to delegations to a Regular Meeting of the Board speaking to items on that meeting's agenda. Additional delegations may be rescheduled to Committee of-the-Whole meeting. Delegations to Committee-of-the-Whole meetings may relate to any aspect of the Board's public operations, and will follow the same parameters as set out for delegations to a Regular Meeting of the Board.
6. The Chair shall decide whether or not to permit the delegation to be heard and shall limit the number of delegations to six (6) per meeting. A request for a delegation shall not be unreasonably denied. The Chair will notify trustees, with a written rationale, should a delegation be denied.
7. The Chair of the meeting at which the delegation appears will recognize only the spokesperson as the representative of any group delegation.
8. Delegations will be accorded ten minutes in order to make their presentation before the Board. The ten minutes allotted to each delegation will include questions of clarification from members of the Board.
9. Where there are multi delegations on the same topic, the Chair of the meeting may combine presentations or reduce the time of the presentation.
10. The spokesperson(s) for a delegation is expected to refrain from the use of abusive or derogatory language at all times. Statements concerning the character or performance of named individuals (students, staff, citizens or trustees) shall be ruled out of order by the Chair.
11. Following the presentation, the Chair will ask the members of the Board if there is any point which they wish clarified. Except for questions of clarification, members of the Board or staff shall not enter into discussion with the speaker or any member of the delegation concerning the presentation.
12. As soon as the Chair is satisfied that all points have been clarified, the speaker of the delegation will be thanked and informed that the delegation material(s) have been received for information. Trustees may refer the matter, along with any additional written information pertaining to the issue, to a future meeting.



13. Where a matter presented by a delegation deals with topics properly considered by Committee of the Whole, the Chair shall direct that the matter be discussed in Committee of the Whole. Where a matter presented by a delegation deals with topics properly considered in Private Session of the Board, or Private Session of Committee of the Whole, the Chair shall direct that the matter be discussed in Private Session of the Board, or Private Session of Committee of the Whole.
14. Each delegation, at the time of registration with the Secretary of the Board (Director of Education), or designate, shall be informed of the requirements of a delegation as set out under this by-law.
15. The Board may, by resolution, hold a public forum in order to gather input or present information regarding a specific issue.
16. Another opportunity for input and questions of the Board is available through Public Question period.

INSERT PICTURE....

The Role of the Director

The Director of Education is responsible to the Board of Trustees for the efficient management of all matters related to the instructional and business aspects of the Board's operation. The Director advises the Board of Trustees regarding policy and submits all reports requested.

Director of Education

Dusty Papke, Ed.D., Director of Education,
Chief Executive Officer, Secretary to the Board

Associate Director Of Education



Barry Finlay

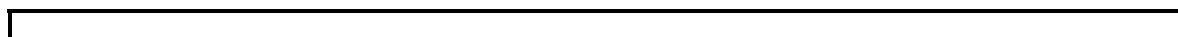
Gail Gortmaker, Executive Assistant to the Director
Marnie Denton, Communications Officer

Senior Administration

For the purpose of clarity the following roles are presented separately. In practice there is significant integration of these roles in order to align them with each other and with the Board’s Mission and Guiding Principles.

<p>Carla Kisko, Superintendent Business Services Finance and Budget Payroll and Benefits and Statistics Transportation</p>	<p>Treasurer Purchasing Financial Systems</p>
<p>Gerry Cullen, Superintendent Property (acquisition and sale) Maintenance and custodial services Health and Safety & Workers’ Compensation Energy Conservation and Utility Account Contract Food Services Security</p>	<p>Construction and Renewal Facility Rentals Planning</p>
<p>Keith Johnson, Superintendent Information Technology Department Support to instructional and administrative technology – hardware and software Budgeting and purchasing of computers, infrastructure and telecommunications Enrolment data, management and Ministry Reporting Coordination of Secondary School Staffing Process and liaison with Secondary Staffing Manager Alignment of all technology issues with the strategic direction of the Halton District School Board Management of corporate information systems and databases</p>	

Senior Administration continued





Annual Planning Cycle in the Halton District School Board

Budget Planning Milestones

Timeline

Fiscal Year End	August 31
Beginning of annual budget cycle	February
Deadline for submission by superintendents	April
Budget proposal presented to Trustees	May
Trustees vote on next Fiscal Year budget	June
Publication of annual report for previous Fiscal Year	October

The annual budget is available on-line at the HDSB web site.

Capital Renewal and Replacement Plan

Schools identify need areas and severity and submit the list to the superintendent responsible for Facility Services. School submissions are due in February. The Superintendent establishes a board wide priority list as part of the annual budget planning cycle.

Construction / Closure Policy

Halton has adopted in principle a long-term Capital Strategic Plan for closure and construction of schools, which is reviewed on an annual basis. Although the plan sets out general accommodation, the board must still make individual decisions on the closure of unneeded schools or the construction of new ones. Each year, the board must establish a list of the schools under consideration for closure or consolidation for September of the following year. An School/Area Study Committee consisting of administrative staff will study schools on this list in further detail. The Committee is expected to conduct consultation with the school community as part of its mandate. The Committee is required to report by November 30, and a final decision to close a school must be made by the end of December preceding closure for the following September. The Capital Strategic Plan, as well as the closure process (defined in more detail in Policy Statement 7000-21), are available on-line at the HDSB web site.

Transportation

The annual transportation planning cycle begins in February or March. The transportation plan for the HDSB is fully integrated with the Catholic school



board. Preliminary routes and times are distributed to school principals in June for comment, and are finalized over the summer. Transportation policies are available on-line at the HDSB web site.

School Annual Planning Cycle

Budget

School budgets are determined by projected enrolment figures in the spring budgeting cycle, and are revised in the fall based on actual enrollment. The main component of the budget is a per pupil allocation. The main budget categories for an individual school are:

- Library and educational resources
- Duplicating
- Telephone
- Instructional supplies
- Instructional aids
- Textbooks and manuals
- French
- Field Trips
- Inter-school athletics
- Principal's fund
- Principal's school PD
- Communications - newsletters, mailing
- Replacement of furniture and equipment - capital items - furniture, computers
- Office
- Special Education
- School controlled accounts - picture sales, cafeteria

Some accounts must be used as budgeted. Accounts such as instructional supplies, replacement of furniture and equipment, and the school-controlled accounts would normally be expended in a manner that contributes to the School Growth Plan. There is some ability to carry forward funds from one fiscal year to the next.

Staffing

The staff number for a school is established by the HDSB administration in March, based on projected numbers of students per grade, with average class



sizes of 24.5 (elementary) or 21 (secondary). In addition to the core number of classroom teachers, there is also a formula allocating additional teachers for core French, guidance, library, Special Education Resource teachers, and self-contained Special Education. The principal drafts a staffing organization defining the class numbers and splits in each grade, which is submitted to the school superintendent by the end of March.

School Profiles

School Profiles describe the characteristics that are unique to each school.

School Profiles describe:

- School community
- School program
- Community involvement
- Facilities
- Budget priorities
- Characteristics of staff and administration

School Profiles are used in developing School Growth Plans.

PICTURE IN HERE....



School Growth Plan

Each school in the HDSB is required to develop a School Growth Plan annually. The plan may deal with the following major headings or Result Areas:

- School Culture/Climate
- Curriculum and Instruction
- Community Partnership
- Staff Supervision and Professional Development
- Technology

Within each Result Area, the plan includes Goal Statements, Indicators of Success, and Action Plans with specific time frames.

School Action Plan

A School Action Plan is required for an elementary school to respond to the provincial testing results (supervised by the EQAO) and other data. Action Plans from individual schools provide part of the input to the annual Board Action Plan, which the HDSB is required to submit to the Ministry of Education.

Code of Student Conduct

The Code of Student Conduct for students attending the schools of the Halton District School Board is part of Board Policy re: Safe Schools and Code of Conduct (Policy 5000-10a). The Code outlines a number of behaviour problem areas and provides a range of consequences.

The Code of Student Conduct is the basis upon which all Halton schools review their individual codes, thus providing a consistent response to student behaviour within the Halton school system. Please contact your local Halton school principal for more information about the code developed for your school.

In September 2000, the Ontario Code of Conduct was introduced to schools across the province as a first step in the implementation of the Safe Schools Act. It sets out roles and responsibilities, standards, and mandatory consequences regarding the behaviour of school members in Ontario schools. All participants involved in the publicly funded school system -- students, parents or guardians, volunteers, teachers and other staff members are included in the Ontario Code of Conduct. Copies of the Ontario Code of Conduct should be available at your school for your review or can be downloaded from the Ministry of Education web site at www.edu.gov.on.ca.



ROLES AND RESPONSIBILITIES OF SCHOOL COUNCIL

During the 2000/2001 school year, a number of amendments to The Education Act and regulations in support of the Safe Schools Act and the Ontario Code of Conduct were legislated. The Halton District School Board reviewed the Code of Student Conduct and developed a Series of Safe Schools policies to reflect the changes in legislation effective September 2001. The Safe School policies are located on the board website, School Council link under HDSB Communications, Mandated Policies.

School & Community Liaison Role

The School & Community Liaison role is a function of the Community Relations Department reporting to the Director of Education. Areas of responsibility within this role include safe schools initiatives, School Councils, Health issues and policy development/review, liaison with community agencies, and special projects, e.g. Annual Accessibility Planning, Diabetes Management Protocol, Asthma Management Protocol, Bullying Prevention: A Handbook for Schools, etc.

INSERT PICTURE HERE...



In Ontario, Special Education programs and services are requirements of the Education Act and related Regulations.

In accordance with the Education Act and Regulations:

- Each Ontario school age pupil is entitled to access publicly supported education, regardless of the pupil's needs.
- Pupils who are exceptional are entitled to special education programs and services suited to those needs.
- Parents or guardians of exceptional pupils are consulted with regard to the assessment, identification and placement of such pupils.

Halton District School Board Special Education Placements and Services

The Halton District School Board offers a range of special education placements for students' with identified special needs. Student needs are identified through the formalized process of the School Resource Team and Identification, Placement and Review Committee (IPRC).

School Resource Team (SRT)

This is a team involving school staff, support services and community resources. The SRT initiates, coordinates and evaluates recommendations.

Identification, Placement and Review Committee (IPRC)

An IPRC is a committee that:

- Decides whether or not your child should be identified as exceptional
- Identifies the areas of exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education.
- Determines an appropriate educational placement
- Reviews the identification and placement at least once in the school year.



Special Education Advisory Committee (SEAC)

Lists current representatives of the SEAC and highlights the vital role this committee plays in ensuring that exceptional pupils receive appropriate educational services.

The SEAC of the Halton District School Board meets regularly on the first Tuesday of each month at 7:00 p.m. at the J.W. Singleton Centre. All meetings are open to the public. In addition, special SEAC meetings are held when necessary.

Resources

Working Together- Special Education Procedures, A Guide for Parents, Guardians and Students.

This guide has been prepared for parents, guardians and students to explain the process used by the Halton District School Board in its efforts to meet the needs of students. Some students, because of their exceptional needs, require special education programs.

HALTON DISTRICT SCHOOL BOARD – The Special Education Plan (posted on the board website)

This document outlines how special education will be delivered in the Halton District School Board.

INSERT PICTURE HERE.....



SCHOOL RESOURCE TEAM (SRT)

There are two types of School Resource Team meetings:

- Regularly scheduled SRT problem-solving
- SRT annual review meeting

REFERRAL TO A SCHOOL RESOURCE TEAM OCCURS WHEN...

- Program and instructional strategies, recommended by in-school personnel have not resulted in student growth

AND

- The expertise and support of the multidisciplinary team is required

OR

- Are view is required of a student's identification and placement

KEY MESSAGES

- On an annual basis all students must have a review of program and progress



- Parents need to be notified and invited

Identification, Placement and Review Committee (IPRC)

REFERRAL TO AN IPRC OCCURS FOR...

- Initial Identification
- Change of Identification
- Annual Review
- Change of self-contained class
- Parental Request

There are two types of IPRC: School

PROCESS FOR REFERRAL

- The principal makes all referrals to IPRC. The principal must notify parents in writing of this referral.
- Parents may initiate a referral to the IPRC by writing a letter to the principal, outlining their concerns and asking the principal to make the



referral. The principal may NOT refuse a parental request for an IPRC. Requests must be acknowledged in writing by the principal within 15 days, noting the planned date of the IPRC meeting.

KEY MESSAGES

- Parent requests for IPRC can be made: after placement has been in effect for 3 months OR within 15 days of receiving the statement of decision from the IPRC.

SPECIAL EDUCATION HALTON DISTRICT SCHOOL BOARD RANGE OF SPECIAL EDUCATION PLACEMENTS AND SERVICES

School Council Handbook

Other

"Hard to Serve"

(Case Resolution Function)

Regional Residential/Day
Schools

Special Provincial

(Deaf/Blind/Learning Disabled)

Special Education Class/Programs

(Self-Contained District)

Regular Class

Resource Withdrawal Program Assistance

Regular Class

Regular Class

(Resource Support)

- with supplementary teaching and assistance and a variety of other supports by Resource Teacher, Speech and Language Teacher, Guidance Counsellor, Child & Youth Counsellor, Instructional Assistant as appropriate.

- use of peer tutors, volunteers, etc.

- with Specialist consultation provided by School Team or School Resource Team



Regular Class

Individual differences met by Classroom Teacher
(Curriculum modifications, individualized instruction, etc)

Special Education Class

(Self-Contained)

Residential /Day Schools

Treatment Facility

(Section 20)

Only as far as necessary

Return as Appropriate

Increased Intervention

Decreased Intervention

(Ministry of Community and Social Services)

Care and Treatment Programs

(Ministry of Health)

Care and Treatment Programs





Introduction

School Councils were established to increase the level of parental and community involvement in the education of students, and ultimately to improve student learning.

THE CURRENT ROLE OF SCHOOL COUNCILS

The Education Act requires school boards to “establish a school council for each school operated by the board” (section 170 (1), paragraph 17.1).

Ministry of Education Ontario Regulation 612/00, sets out the mandate of school councils and the minimum requirements for their composition and operation.

School councils are advisory bodies; they may provide advice to the principal and, where appropriate, to the school board. They are composed of parents, who form the majority, as well as the principal, a teacher, a non-teaching staff member, a student (mandatory at the secondary level, optional at the elementary level), and community representatives.

Parents, student, and staff members are elected by the groups they represent. The council appoints community members.

Responsibilities of School Councils

School councils are advisory bodies and will provide advice to the school principal and, where appropriate, to the school board on any of the matters that the council has identified as priorities, including, but not limited to:

- (i) Development, implementation and review of the school plan for continuous improvement through involvement in matters such as:
 - School code of behaviour;
 - Curriculum and program goals and priorities;
 - The responses of the school or school board to achievement in provincial and board assessment programs;
 - School budget priorities and allocations;
 - School/board homework policy

- (ii) Support for school, family and community partnerships that assist parents in the education of their children through involvement in matters such as:



- School-based services; partnerships with agencies, associations, and communities related to social, health, recreational, and nutritional programs;
- Local coordination of services for children and youth;
- Local school/community communication strategies.

(iii) Preparation and review of the school profile through involvement in matters such as:

- Developing criteria to assist in the selection of local school principal/vice-principal.

(iv) Other matters which an individual school council may consider important, such as:

- Local school year calendar;
- Extra-curricular activities in the school;
- Development, implementation, and review of board policies at the local level;
- Local capital-improvement plans;
- Methods of reporting to parents and the community.
- Field trip practices;
- Local school safety procedures;
- Community use of school facilities.

The school council shall:

- Meet a minimum of four times per year (all meetings shall be open to the community);
- Communicate regularly with parents and other members of the community to seek their views and preferences with regard to matters being addressed by the council, and to report on the activities of the council to the school community;
- Review annually its school council constitution and by-laws;

Produce and make accessible an annual report to all the school parents and community members. Each school council, no later than October 31st of each year, shall submit to the Director of Education an annual report, which shall include:

- A list of members;



- A summary of meetings held and attendance at those meetings;
- A summary of the council's activities for the past year (Oct. 1 to Sept. 30), and may include such other matters that the school council deems appropriate.

The Director's annual report shall include information on the operation of school councils. The school council is accountable to the school community it represents.

INSERT PICTURE HERE...

Role of Council Members

a) Council Members:

The members of the school council shall:

- Attend Council meetings regularly;
- Participate actively in the work of the school council, chairing sub-committees as required;
- Maintain a school-wide perspective on school council issues and seek to achieve consensus in decisions;
- Act as link between the school council and the community;
- Encourage the participation of parents from all groups and of other people within the school community
- Participate in information and training programs.

b) Chair:

The School Council Chair shall:

- Facilitate development of the procedures to be approved at an open meeting of the school community;
- Call school council meetings as per the procedures;
- Prepare a written agenda for school council meetings in consultation with the school principal prior to each meeting; chair school council meetings;
- Report regularly on school council recommendations; communicate with school principal, council members, school community;



- Communicate with school principal, council members, school community and senior board staff and trustees as required.

O. Reg. 612/00

c) Vice Chair

In addition to the role of council members the School Council Vice Chair will:

- Act on behalf of the Chair in the event of absence
- Ensure that responsibilities of school council members unable to perform their duties are maintained.

d) Principal

Principals are designated non-voting members of councils. O. Reg. 613/00 requires principals to facilitate and assist with the work of school councils. Among other required roles, they **must** support the council's activities, seek its advice in appropriate areas, and act as a resource. Their collaboration is essential to a council's success. We support the roles set out for principals in O. Reg. 613/00.

In addition to the role of council members the principal will:

- Facilitate the establishment and assist in the operation of the school council
- Support, promote and communicate the school council's activities;
- Obtain and provide information including regulations, board policies, collective agreements required by the school council to enable it to make informed decisions;
- Encourage the participation of parents from all groups and of other people within the school community.

e) Secretary

In addition to the role of council member the secretary will:

- Record minutes of all school council meetings and make them available to the school community;
- Maintain a file of all correspondence, minutes of school council meetings, by-laws and reports;
- Maintain a current membership and a contact list of school council members.



f) Treasurer

In addition to the Role of Council Members the treasurer will refer to the Halton District School Board Financial Guidelines for School Councils.

Appendix I

g) Staff Representative

Under O. Reg. 612/00, each council is required to have a teacher member elected by members of the school's teaching staff and a non-teaching staff member elected by non-teaching staff.

Teachers and other staff are important resources who know the school and students intimately. They can inform the council of discussions about school issues and also communicate council's concerns and plans back to the groups they represent. Their care for and knowledge of the school and its students make their input invaluable. In addition to the role of council members the staff rep will:

- Act as a link between the school council and staff.

Road Ahead III

h) Student Representative

Under O. Reg. 612/00, each secondary school's council must have at least one student representative selected by the school's students; student representatives are optional at the elementary level.

Because students and student achievement are the focus of education reforms, a student voice is essential on school councils. Many students play leadership roles in their schools, contributing to a wide variety of aspects of student life. They can be particularly effective in campaigns against drug use, violence, and racism, and their energy level can be inspiring.

Road Ahead III

In addition to the role of council members the student representative will:

- Attend meetings regularly
- Act as a link between the school council and the student body.



i) *Community Representative*

These members are the council's links with the broader, and often diverse, community serviced by a school. They can help the council respond to the community's concerns. They can also offer individual expertise, and can identify resources in the community that the school can use to set up mentoring programs, student placements, and so on. They have a special role to play in communication and liaison. In addition to the role stated for council members the community representative will:

- Act as a link between the community and school council

INSERT PICTURE IN HERE....



***ROLES AND RESPONSIBILITIES OF
SCHOOL COUNCIL***



PLANNING EFFECTIVE MEETINGS

Before the meeting - notify, inform and involve

The effort expended in notifying members of the school community of the meeting will result in a stronger group whose decisions are more valid in the eyes of the community. Saturate the school community with notices, reminders and incentives to attend.

- Advertise in school and community newsletters.
- Circulate the year's meeting dates at the beginning of the school year.
- Provide incentives to students to get the notice home.
- Telephone people - consider a phone fan-out system.
- Use community event services.
- Advertise any particularly pertinent or special agenda items.
- Inform people of the start and finish time of the meeting.
- Offer baby-sitting if appropriate.

Planning an agenda

A carefully planned and organized agenda is the foundation of a successful meeting. A good agenda briefly outlines what you intend to discuss and in what order. Items on the agenda should reflect the concerns and interests of your school community. The chair develops the agenda and asks if anyone has items to add at the beginning of the meeting.

INSERT PICTURE IN HERE....



PLANNING EFFECTIVE MEETINGS

Characteristics of a Good Chairperson

- recognizes the similarities and differences in groups
- emphasizes interests and concerns
- acknowledges and values the different roles people play in group situations
- works towards building trust, respect, empathy and effective communication among council members
- fosters collaboration on all school council issues
- allows for evaluation at the end of the meeting

Responsibilities of the Chairperson

- to determine whether issues will be consultative, advisory or require a school council decision
- to set the climate of the meeting
- to publish a written agenda in consultation with the principal prior to the meeting date
- to ensure the agenda is approved as the first order of business
- to keep the discussion flowing in a collaborative fashion
- to summarize the main points before moving to the next item or before making a decision
- to encourage participation from all members
- to acknowledge that each person's comments contribute to the success of the meeting
- to clarify the results of collaborative discussion and to summarize the actions decided upon
- to mediate during conflict

Simple Rules for Chairing a Meeting

- the chairperson calls the meeting to order
- the meeting's formality depends on the chairperson, the group's size and the group's preference
- maintain a speakers list
- the chairperson recognizes members before they speak
- each item is entitled to full and free debate by individual members - one at a time
- each person desiring to speak should be allowed to speak once before anyone speaks for a second time
- the chair's role is to maintain order of the meeting, if the chair wishes to enter into the debate he/she will add themselves to the speakers list.
- motions should be dealt with according to the rules of order



- the chairperson is responsible for moving the meeting along and ensuring no one monopolizes the floor
- only one subject may be discussed at a time
- if time does not merit full discussion of an item, a motion may be made to table the item for discussion at another meeting
- even

RULES OF ORDER

Rules of order help people work together effectively. They are a tool, not a weapon, to be selected by each school council according to its need. It's important that the school council follow a set of rules, and especially important that the chair knows the procedure for:

- making a motion
- notice of motion
- tabling a motion
- voting
- amending a motion
- rejecting a motion

The following is a simplified guide to rules of order. Other official rules, such as *Robert's Rules of Order* are recommended.

Simples Rules of Order

1. An individual must be recognized by the chair before obtaining the floor to make a motion. In plain English, this means the chair of the meeting must say it is your turn, before you can speak and formally propose a course of action.
2. Once an individual has the floor, he or she may make a formal proposal, or motion, beginning with the statement, "I move...."
3. Another individual must second the motion, by saying, "I second the motion." This indicates that he or she agrees that the proposal should be discussed.
4. Once a motion is made and seconded, the chair states the question so everyone is clear on what is being proposed. From this point, until the motion has been voted on, all discussion must focus on the question.
5. After stating the question, the chair asks if the assembly is ready for the question, or ready to vote on the proposal.



6. If no one indicates a desire to speak to the issue, the chair puts the question or conducts the vote by asking for those in favour and those opposed. (The vote may be conducted by a show of hands, by standing or by ballot.)
7. If members of the group wish to discuss the motion, the chair opens debate. Each participant may speak to the question twice, but no one may speak the second time until everyone has had the chance to speak once. Once debate is complete, the chair puts the question.
8. The majority needed to pass the motion should be a majority plus one (e.g. 51%). In case of a tie, the motion is lost.

Amending a motion

Up until the chair states the question, the person making the motion may change it, (although the seconder may withdraw and the changed motion may need another seconder.) Once the chair has stated the question, however, the motion must be formally amended in order to be changed.

1. The person making the motion may propose to modify it. The chair will ask if anyone objects. If they do, the question to modify the motion is put to a vote. If the group consents to the modification, debate continues on the motion as amended.
2. Another individual can move to amend the motion by stating, "I move to amend the motion by.....". From here, the process is the same as for any other motion - steps 3 through 8 on the previous page.
3. An amendment to the amendment may also be proposed, but a third amendment is out of order.
4. After the amendment has been dealt with, discussion returns to the original motion.

Withdrawing a motion

1. At any time before a vote, the person making the original motion may ask to withdraw it. The motion to withdraw does not require a seconder. Once the motion is withdrawn, it is as if it never existed.



- If the chair has already stated the question and a request to withdraw the motion is made, the chair asks if there is any objection. If there is none, the motion is withdrawn. If someone objects, the request to withdraw the motion is put to a vote.

Tabling a motion

A motion to table a motion means to set it aside to discuss at another time so more pressing business can be discussed, or so more information about the issue can be obtained.

- The motion to table takes precedence over the motion being discussed.
- The motion to table requires a seconder.
- There can be no debate on a motion to table.

Motions that are Null and Void

Any motion that contradicts provincial laws and regulations or Board policy is out of order, even if the motion was voted on and passed by a majority vote.

Explanation of Motions *

Type of Motion	Purpose	Requires Secunder	Requires Discussion	Can be Amended	Vote Required
To table	To clear floor for more urgent business, set aside	Yes	No	No	Majority
To amend	To improve motion	Yes	Yes	Yes	Majority
To refer to	To allow more careful committee consideration	Yes	Yes	Yes	Majority
To limit or extend discussion of certain time	To provide more or less time for discussion	Yes	No	No	2/3
To call for the vote	To end discussion	Yes	No	No	2/3



	immediately and vote				
To raise a question or privilege	To bring up an urgent matter due to undesirable conditions	No	No	No	Majority
To recess	To secure a rest	Yes	Yes	Yes	Majority
To adjourn	To end the meeting	Yes	No	Yes	Majority
To rise to a point of order	To enforce rules of call attention on ruling made by Chair	No	No	No	Majority
To appeal ruling made by Chair	To determine attitude of assembly on ruling made by Chair	Yes	Yes	No	Majority
To suspend rules temporarily	To allow special action not possible within the rules	Yes	No	No	2/3
To withdraw motion	To prevent vote or inclusion in minutes	No	No	No	Majority
To object to consideration of a motion	To prevent wasting time on an unimportant decision	No	No	No	2/3
To recind	To repeal motion discussion	Yes	Yes	Yes	Majority
To ratify	To approve previous	Yes	Yes	Yes	2/3



	action taken				
To postpone definitely to a certain time	To allow more informal discussion time to obtain support	Yes	No	Yes	Majority
To open nominations	To allow nominations to be made again	Yes	No	Yes	Majority
To postpone indefinitely	To prevent	Yes	Yes	Yes	Majority
	RECORDING MINUTES				
	to suppress				

* Reference: **Conducting Effective Meetings**, Culture and Recreation Division, Government of Saskatchewan, with permission.

The secretary of the school council usually records minutes. If the secretary is absent another member must be appointed to record the minutes. The minutes should be consistently recorded in one of three ways:

1. *Formal minutes* - when the meeting is governed by the chair
2. *Semiformal minutes* - when a small group is conducting a relaxed discussion
3. *Informal minutes* - used to record the generalities of a meeting

The secretary may have difficulty participating in the discussion while taking minutes. Making an audiotape of the meeting allows the secretary to record motions verbatim and could clarify a dispute.

Accurate minutes provide school council members with:

- a clear objective summary of what went on at the meeting
- a historical account of the decisions of the group and the rationale behind them
- objective comments, rather than opinions
- highlights, rather than narrative accounts
- motions and resolutions recorded verbatim



Ensure that minutes of meetings are distributed as soon as possible to Council members; electronically, via mail boxes/slots at the school, or carry-home via students. Individuals responsible for following up on action items should also receive a copy. Minutes of all meetings of the council should be available at the school. Current minutes may be posted on a bulletin board and/or shared electronically. A file system or binder for past meetings should be established and made available.

(SEE SAMPLE MINUTES – TOOLS AND TEMPLATES)

INSERT PICTURE HERE....

RECORD KEEPING

Good record keeping is essential for many reasons:

- Keep a record of council activities and decisions
- Communication – to those interested who are unable to attend meetings, as well as to future council members
- Continuous Improvement – understanding history and successes in the past, will help with future decisions and actions.

School councils should appoint record keeping accountabilities to one member of the council (usually the secretary). Records may include:

- Constitution
- Meeting minutes
- Goals and Objectives
- Action Plans
- Financial records
- Activity histories (e.g. School Spirit Night records of attendance, supplies required, etc.)
- Halton District School Board memoranda, minutes



- Progress evaluations and lessons learned
- Etc...

School councils may choose to make these records available to their school community via a central area (e.g. Parent Resource Centre in the library).

INSERT PICTURE HERE....

EVALUATING MEETINGS

One way to provide an opportunity for the school community to communicate is to encourage participants to evaluate the meeting. A good evaluation form asks specific questions that seek information with which to build more effective meetings. Build time into the latter part of the agenda for participants to complete the evaluation form. Providing this opportunity to participants reinforces the value of their input and allows the chair to alter future meetings if necessary.

Another way to provide the opportunity for the school council to communicate is to distribute the meeting's minutes and the action plan. For a variety of reasons, people may not be able to attend meetings, but they may still be both interested and committed members of the school community. If the school budget can't accommodate sending minutes to each member of the school community, they may be posted on the school council and staff bulletin boards.

(SEE SAMPLE MEETING EVALUATION – TOOLS AND TEMPLATES)



INSERT PICTURE HERE...

ELECTION PROCEDURES

School Councils in Halton currently operate successfully based on a number of different models. Halton Councils exist alongside other school groups such as Parent Teacher Organizations, and Home and School Organizations. Members of other groups within your school should be encouraged to participate fully in Council activities.

Elected/Appointed Members

Members of Councils include:

- Appointed members (Community representatives)
- Designated members (Principal)
- Elected members (Teacher representatives, Parent representatives, Student representatives, non-teaching staff representatives)

Elected members will be chosen by their peers



- Teachers – elected by teaching staff
- Students – elected by student population
- Non-teaching staff – elected by non-teaching staff members
- Parents – elected by parents or guardians of students enrolled in the school.

As with any election, it is imperative that the process is transparent and inclusive.

Election Timetable

Elections for Council vacancies may occur at any time during the school year. All School Councils will hold elections for the coming year within 30 days from the opening day of school in September. O. Reg. 612/00

Notice of Election

The notice of election should be distributed to the school community no less than 14 days prior to the planned election. This can be done as an item in a regular newsletter, or separate flyer. The notice should include the following details:

- The positions to be filled in the election, and the terms of office for those elected
- Where nomination forms are available and the procedure for submitting them
- Date of close of nominations
- Date of the vote

Nomination Forms

- Prepare a nomination form
- Each nomination form should allow space for the candidate to provide a statement
- The date of close of nominations should be specified on the form as well as the procedure for submitting nomination forms

(SEE NOMINATION FORM – TOOLS AND TEMPLATES)

Processing of Nomination Forms

- Nomination forms should be received by the due date and time in order to be accepted for election purposes
- Where the number of nominations received is less than or equal to the number of positions vacant, nominees should be declared elected. (see Acclamation process)
- Where no nominations have been received, state that the position will exist as a vacancy to be filled at a future election round (state when this will be)
- If another election is required, ensure that a “Notice to Voters” is sent to the community

***Notice to Voters***

An election needs to be conducted when the number of nominations exceeds the number of vacancies. The election can be scheduled for an independent date, or as part of a regularly scheduled Council meeting. Ensure that the date of the election, and those eligible to vote are well publicized. Candidate's statements should be published along with this information.

Acclamation of Council Members

When fewer nominations have been received than there are available positions on the Council, nominated members may be acclaimed, or elected unopposed. This process should take place at a Council meeting, and nominated members should be in attendance. To be elected unopposed, the Chair should announce the number of positions available, and the number of nominations received. The nominees are then named. If required in your Constitution, a motion may then be moved to accept the nominees as elected unopposed.

Conduct of Election

In the event an election is necessary, a ballot paper identifying relevant details of the election should be prepared. (i.e. the number of people to be elected, and the names of the nominees).

- Appoint a Returning Officer who will be responsible for the counting of ballots
- Make the necessary arrangements for the casting of secret ballots, (ballot boxes and private marking areas)
- Proxy votes should not be accepted, and voters may only cast one ballot
- Candidates receiving the highest number of votes will be declared elected
- If a vote in any election is tied, the winner could be determined by the drawing of lots.

Statement of Election Results

Ensure that election results are published as soon as possible. Publication could be through a regular newsletter, special flyer, web page notice, or any combination of these. Include the results of the counting of votes, or the candidates elected unopposed and any vacant positions remaining. The names of only those people elected should be specified. Successful candidates need to be contacted immediately and advised of their terms of office and other details concerning the Council (i.e. first meeting item, membership contact list, meeting dates etc.)



INSERT PICTURE IN HERE....

***SCHOOL COUNCIL CONSTITUTIONAL
GUIDELINES***

The Halton District School Board requires that all school councils develop a constitution to formalize the operational guidelines for each council. The O. Reg. 612/00, provides minimum requirements in developing the constitution. For more detailed examples of constitution contents, access the Ministry of Education document *School Councils: A Guide for Members 2002*, revised. The document can be downloaded from



www.edu.gov.on.ca/eng/general/elemsec/council/council02.pdf. Each school's constitution should include guidelines which reflect the school's unique culture and philosophy.

Constitutions must include:

Reference O. Reg. 612/00

- The organization's name
- The organization's philosophy
- The purpose and objectives of the Organization
- The duties and responsibilities of
- Members and procedures for electing them
- The positions (e.g. chair, vice-chair secretary, treasurer), terms of office and responsibilities of executive
- Members and procedures for their election
- The establishment of roles and of subcommittees
- The number, scheduling, and quorum requirements of meetings
- The processes for making decisions, conflict resolution process and dealing with conflicts of interest
- Financial procedures (eg. signing authorities) if required (budget)
- The procedures for amending the constitution
- Processes for communication and accountability
- Process for setting goals and measuring effectiveness

SCHOOL COUNCIL CONSTITUTIONAL GUIDELINES

Sample Constitution Format

The following items may be incorporated in a school council constitution:



- Name or organization
- Philosophy
- Purpose and Objectives
- Membership
 - Election procedures
 - Duties and responsibilities
- Executive
 - Roles (e.g. chair, vice chair, secretary, treasurer)
 - Terms of office
 - Responsibilities
 - Election procedures
- Sub-committees
 - Establishment
 - Roles/responsibilities
- Meetings
 - Number
 - Schedule
 - Quorum
 - Time
 - Decision making processes
 - Conflict of interest process
 - Conflict Resolution Process
- Financial
 - Signing authorities
- Amendments





GOAL SETTING

Why set goals?

- To establish direction for day-to-day activities
- Link current activities with future outcomes
- Identify expected results
- Improve teamwork through a common sense of purpose
- Improve motivation by setting targets

Elements of a goal

Specific
Measurable
Achievable
Results-oriented
Time-limited

How to set goals

Sample Exercise:

Here's a process that can be used with groups of four or five to help your school council set goals.

1. Individually, on five or six post-it notes, write phrases that suggest a goal, purpose, direction or priority.
2. Individually, one at a time and silently, place the post-its on a piece of chart paper.
3. The first person puts his or her notes along the top of the paper to start a column of ideas. The next person reads what is there and adds his or her post-its to the columns started, or makes new ones. Continue this activity until everyone's post-its are in columns.
4. Still individually and silently, read all the post-its on the chart and move them as categories suggest themselves. Everyone should be familiar with all of the ideas.
5. Discuss the columns and the ideas within them. Move the post-its based on agreement of the group.
6. For each column, write at least one goal statement.
7. Compare all the lists. Make one common list.
8. Decide priorities by consensus. Now proceed to the planning stage.



Sample Goal Topics¹:

School Issues

- Health, safety and/or environment issues
- Developing programs for school/extra-curricular activities
- Improvements to school/resources (e.g. computers)
- Quality of education – effect of regulations and legislation /changes/reforms on
- Parental/community involvement in the school community
- Fundraising
- Develop school codes (behaviour/dress)
- Develop school profile
- Curriculum
- School budget/funding/cutbacks
- Support school/students/parents in their needs

Council Issues

- Develop / revise policies and procedures / constitution
- Develop / revise council roles
- Communication with community parents, board, school staff
- Training

Developing an Action Plan:

Once the goals have been set, your council should develop a set of strategies or actions to achieve these goals. These actions should outline the activities, timeline, person responsible and resources required (e.g. help from other council members or staff, \$\$, equipment, etc.). Ways to measure success should be included for each activity or group of activities.

INSERT PICTURE IN HERE....

¹ Source: Adopted from 1997 School Council Survey



Sample Goal Organizer

GOAL 1 Increase positive interaction between parents and school				
Activity		Timeline	Responsibility	Resources
Provide positive extracurricular interaction	Hold muffin morning before exams begin	Jan'00	Program Committee	3 volunteers each morning
	Establish parent, teacher, student fun basketball league	Feb'00	Ted & Melissa	Staff Basketball Coach, Gym on Tuesday nights
Increase parent participation in class activities	Establish a resource list of parents outlining an area of expertise that may be useful to teachers	Jan'00	Communication Committee	Parent survey responses
GOAL 2 Increase positive image of the school in the community				
Create positive relationship with non-parent taxpayers	Invite area residents to the school for 'evening classes' – to see how education has changed	Apr'01	Public Relations Committee	Teacher involvement
	Network with local businesses to establish	Dec'00	James	



	possible contact list for education-business partnerships in the school			
	Inform local media outlets of exciting student achievements with monthly information releases	May'01	Public Relations Committee	Teacher Involvement Committee

DECISION MAKING/CONSENSUS

Effective decision-making

1. Clear statement of the problem
2. Goals:
 - a. What are you attempting to achieve?
 - b. Ensure consistency with school mission/vision
3. Who will be affected?
4. How will they be affected?
5. How can they be involved in the process?
6. What role should they play?
7. Information gathering – ensure that you know all of the relevant information so that an “informed” decision can be made.
8. Identify possible solutions.
9. Examine solutions to determine relationship to goals.
10. Implement the selected solution.
11. Feedback and evaluate.

Choosing a decision-making model

There are a number of ways school councils can arrive at a decision:



1. School council can make a decision after considering the possible reaction of the school community
2. The school community can be asked for guidance before the decision is made
3. The school council can actively seek 'consensus' from the school community and decide accordingly.

The model a school council chooses for making decisions may vary depending on the issue. The first approach saves time and is efficient for simple, straightforward issues. The second and third strategies (consensus building) may be valuable on major, more complex issues.

"When a process makes people feel that they have a voice in matters that affect them, they will have a greater commitment to the overall enterprise and will take greater responsibility for what happens to the school."²

Building consensus

What is consensus?

Consensus is finding the highest level of agreement without dividing participants into factions. It's an important tool, but may not be needed for all decisions.

2. Source: Adapted from Seymour & Sarason

Consensus is group decision making, based on a willingness to consent and support, rather than having a winning and losing side by voting. It allows ownership of ideas by all School Council members as being the best choice.

Consensus is a decision process for resolving conflicts. Consensus may be difficult to reach, so not every decision will meet with everyone's complete approval.

Consensus has been reached when participants can say:

- I believe that you understand my point of view. I believe that I understand your point of view.
- Whether or not I prefer this idea or concept, I will support it because it was reached openly and fairly.
- I can live with this decision.
- When I leave this group, I will publicly support the decision that was made.

Why build consensus?

- The process involves everyone and incorporates all ideas.
- It generates commitment to action and to each other.



- It helps teams work together in a positive way to develop mutual trust and understanding.
- It helps identify areas of agreement.
- It facilitates discussion.
- It provides an opportunity to explore how each person feels about an issue.
- It is important information when designing an eventual action plan.

Consensus process

- State the problem clearly.
- Brainstorm.
- Discuss each item. Clarify. Don't jump to conclusions.
- Categorize, narrow the focus, eliminate items, and modify.
- Select final statements. Use consensus voting.

Rules of consensus seeking:

- No averaging
- No horse-trading
- No majority rule
- No excluding anyone
- No voting
- No giving up

Consensus Analysis

- How many are all for it – believe in it so much, they could be leaders on the issue.
- How many are all for it – will lend support.
- How many need to talk about the issue further.
- How many are not sure, but trust the opinion of the group.

The first person to say no to the proposal must give an alternative.

Some guidelines to use in achieving consensus

1. **Avoid arguing unduly for your own position.** Present your position as lucidly and logically as possible but listen to the other members' reactions and consider them carefully before you press your point.
2. **Do not assume that someone must win and someone must lose** when discussion reaches a stalemate. Instead look for the next-most-acceptable alternative for all parties.



3. Do not change your mind simply to avoid conflict and to reach agreement and harmony. **When agreement seems to come too quickly and easily, be suspicious.** Explore the reasons and be sure everyone accepts the solution for basically similar or complementary reasons. Yield only to positions that have objective and logically sound foundations.
4. **Avoid conflict-reducing techniques** such as majority vote, averages, coin-flips and bargaining. When a dissenting member finally agrees, don't feel that he must be rewarded by having his own way on some later point.
5. **Differences of opinion are natural and expected.** Seek them out and try to involve everyone in the decision process. Disagreements can help the group's decision because, with a wide range of information and opinions, there is a greater chance that the group will hit upon more adequate solutions.

Assumptions about consensus decision-making

- Everyone has wisdom.
- Each person's wisdom is honoured.
- The whole is greater than the sum of its parts. The group uses all perspectives to create a product that is wiser than only one perspective.
- The facilitator does not tell the group what to do, but guides the group to discern its deepest wisdom.

Facilitation hints

- Accept and acknowledge all responses without rewording or changing them.
- Indicate to the group that there are no wrong answers.
- Answer questions of process only. Let the person whose idea it was clarify what he/she meant.
- Judgmental or "editorial" comments from you or others will cut off participation of
- people.
- If you don't quite understand what the person meant, ask rather than try to interpret.
- Do not assume that you (the facilitator or team leader) have the answers.

Consensus processes

Consensus may include a group discussion period during which several events occur:

- The positive and negative consequences of an idea or action are analyzed.
- The intended results of a proposed action are understood by all.
- The person who presented them may clarify items not understood.
- Team members state why they support or do not support an idea on the list.



- Following all discussion, the team leader determines if mutual acceptance of an idea or concept has been reached by asking one or more of the following:
 - “Can you live with this idea or concept?”
 - “Does everyone accept this idea or concept?”
 - “Is there any opposition to this idea or concept?”

(SEE MORE TOOLS FOR REACHING GROUP DECISIONS – TOOLS AND TEMPLATES)

INSERT PICTURE HERE....

TEAMBUILDING

How to work together as a team



In the same way that we see the school staff as a team, we need to envision the School Council as a team, which will be working for the good of the school. In Empowered Teams, Wellins and his colleagues define the goals of teams this way:

Highly effective teams are composed of groups of committed individuals who trust each other; have a clear sense of purpose about their work; are effective communicators within and outside the team; make sure everyone in the team is involved in decisions affecting the group; and follow a process that helps them plan, make decisions and ensure the quality of their work.

Commitment to purpose	The key is getting all of the members of the School Council to place Council goals above any personal goals. They need to envision themselves as part of a team, which needs to work in concert to achieve its purposes.
Openness and trust	The members of the School Council must be convinced that their colleagues have the same commitment to the group goals as they do. They will feel comfortable expressing their views honestly, safe in the knowledge that their colleagues will be supportive.
Clarity of purpose	The School Council will know how it fits into the big picture. It will understand its relationships with the board, with the school, and with the community. It will believe that the team's efforts will really make a positive contribution. In addition, the members will know their respective roles and will support others in theirs.
Communication	Communication in a team has several components, including how it handles conflict, the range of decision-making techniques it has at its disposal and how members deal with each other, the school and the community between meetings. Involvement Teams are about partnerships, and begin with all of the members believing that they have important roles. Team members encourage each other to contribute, and treat those contributions with courtesy and respect.



Focus on process	It is not enough to have clarity of purpose and commitment if the skills needed to work together effectively are absent. It is likely that members of School Councils will not be all that familiar with group process. They'll need training in areas such as planning, how to participate effectively in meetings, and problem solving.
------------------	---

Networking

School councils benefit from networking with other councils to share experience, knowledge and successes. This interaction can be both formal and informal. Some methods your council might consider are:

- Have meetings with other councils in your area
- Keep in contact with other councils through newsletter, e-mail
- Distribute phone/address list of your council members to other interested councils
- Hold workshops on specific topics
- Establish committees, with participation from several councils in your area, to address a particular objective

Training

From council survey, training and/or information is required in the following areas:

- Mandate / roles and responsibilities
- Government guidelines / policies / how the education system works
- How to function / how to run a meeting
- Consensus building / problem solving / team building / conflict management
- Setting priorities / focusing on key areas
- How to access parents / community
- Need sharing / networking / meeting with other councils / hearing what works across the Boards
- How to coordinate with other parent associations (e.g. PTA, Home & School)
- Budgets / finance

HDSB Training Opportunities



In service sessions as required on issue-of-the-day e.g. accommodation, financial procedures, communication, recruiting volunteers, or special topics. Contact Jacki Oxley for information at oxleyj@hdsb.ca or at (905) 335-3663 ext 3208.

INSERT PICTURE IN HERE...

COMMUNICATION

Keeping All Stakeholders Informed

The School Council is required to keep members of the school community informed about its activities. Effective communication is an essential component of a successful School Council. This communication will promote the action initiated by the Council, and seek the input (energy, ideas, enthusiasm) of all participants in the school community. It is an ongoing process – throughout the year, every year.

Guide to Developing Your Council's Communication Strategy

This guide to effective communication sets out basic guidelines that your council can consider when you develop your communication standards and strategy. Once your School Council has developed a communication strategy, a communication plan can be developed, documenting events and key dates.

There are several writing and style guides available that provide everything from details of printing and layout to exhaustive grammatical guides. Several of these have been noted in the reference section of this guide.

Why have a communication strategy?

An effective communication strategy supports the mandate of School Councils which includes these elements:

- To establish and maintain effective communications with all stakeholders in quality



education, including staff, students, parents and the broader community

- To serve as a link between the school and the community
- To encourage the participation of parents and other people within the community

An **in**effective communication strategy isolates the council, denying the input and energy of other stakeholders. Without clear and timely communication, action and programs which you hope to promote will not receive the broad support they need to become reality, and may even be met with resistance.

Your Mission and Your Message (What you want to send out)

Your council may have several overriding issues or a mission that it wishes to promote. You can include this in all (or most) of your communications.

Identify one or two fundamental messages you want to get across. These should reflect the central values of your mission. Then use these values throughout all of your public relations initiatives. Using this consistent message confirms your purpose for all participants.

What Parents Want to Know (What parents want to hear about)

- What is the school council doing?
- What is the school's mission?
- What is the school doing to address changes in education?
- How are the pupils in their school doing?
- What are the results of EQAO tests? What actions have been taken to assess program?
- What does the school offer that is additional to the standard curriculum?
- What activities engage the school with the community?
- What can parents do at home to help their children?



- How are their own children doing at school?

Points to consider when determining what media you will use to distribute communication:

- Balance minimum cost against most effective communication.
- Does council have the expertise and support to maintain chosen media, for example a web site?
- Does the intended audience have the means to receive a message (i.e. if you use an email network, who is excluded?)
- What is the production time involved in chosen media? (i.e. web data vs. sign on front door)
- What is the delivery time involved in chosen media? (i.e. a phone call is quick to a few people, but prohibitive to the entire parent population.)

Best Ways to Communicate

- One to one, face to face
- Small group discussions, meetings
- Speaking before a large group
- Phone conversations
- Handwritten, personal notes
- Typewritten personal letters
- Computer generated personal letters
- Mass produced non-personal letters
- Brochure or pamphlet sent out as a direct mail piece.

INSERT PICTURE HERE...

One-to-one communication is not always practical, and your choice of vehicle tends to move down the scale of effective vehicles based on the following considerations:

Availability of resources

- Resources include time, money, and people.



- It is necessary to determine what expertise and resources are available to your council. Look outside your council membership for help if need be.
- Create a calendar of events to effective communication.
- Determine what budget is available, and plan accordingly.

Effectiveness of the Communication Method

- We tend to select our communication method based on familiarity. If you have access to a web site, and expertise to populate the site with your communication, you may be inclined to use this vehicle. It may, or may not, be the right choice.
- What expertise and facilities are available? Are these adequate to meet your needs? If not, can you find additional expertise or facilities, or change your communication program?

Audience Expectations

Your audience may expect to receive certain messages in certain formats. (“We always got that in the newsletter” “We always read that on the bulletin board”). Try to choose the most effective vehicle for your message, not merely follow past practices.

Importance of the Message

When we think a message is of great importance, we might put the most effort into producing the method to carry it. This is sometimes effective, in that your audience will “sense” the importance of the message from the visual affect of the communication vehicle. However, remember that in all cases the objective is to create a clear and understandable message. Don’t let the message be lost in a lot of “bells and whistles”.

Developing a Communication Plan

To determine this...	Ask this.
Content	WHAT needs to be communicated?
Reason for communicating this content	WHY is it being communicated?
Communication vehicle	HOW will it be communicated?



Communication process (design, development, and assessment)	WHO will create, edit, deliver and assess the effectiveness of each item?
Audience selection	WHO will receive each item?
Timetable	WHEN will the communication be delivered?
Value/effectiveness of communication	WHAT was the effectiveness of the communication? Did it reach the intended audience in the required time? Was it clear and concise? What feedback have you received from the audience?

Sample Communication Planning

June	August	September	October
Begin preparing the Fall election plan	Ice-breaker for members, select meeting dates, establish format of general meetings, brainstorm priorities for the	Publicize nominations for representatives for Oct elections. Announce elections. Planning an event? Publicize it well	Publish Election Results Meet with new Council members Meet with subcommittee and standing committee



	year, etc. Select/Ask Community Reps.	in advance. Meet with committee chairs. Prepare year- end activity and financial reports to be submitted to the Principal by Oct. 31 th .	chairs. Publish/Post all Council members names Publish/Post meeting dates Does the community know what the goals are this year? Design your message to suit each audience
November Are you reaching all of your communities? How is the fundraising going?	December Follow up initiatives beginning in the new year.	January	February
March	April Planning a fun fair? Let your community know.	May	June Begin preparing the Fall election plan

Appendix I

HALTON DISTRICT SCHOOL BOARD



***FINANCIAL POLICIES AND
PROCEDURES***

FOR

SCHOOL COUNCILS

AUGUST/05

HALTON DISTRICT SCHOOL BOARD

*FINANCIAL POLICIES AND PROCEDURES
FOR SCHOOL COUNCILS*

TABLE OF CONTENTS

Policy Statement..... 1



Types of Funds 1

Treasurer 2

Board Budget 3

School Council Budget 3

Records 3

Cash Management and Banking 4

Deposits 4

NSF Cheques 5

Donations 5

Trust Funds 7

Disbursements 7

Goods and Services Tax 8

Provincial Sales Tax 9

Insurance 9

Monthly Reporting 9

Annual Reporting 10

Contacts for Further Information 10



Appendix A – School Generated Funds and School Council Funds Operational Policy/Procedure 11

Appendix B – School Activities Receipts Form 15

Appendix C – Request for School Council Funds Form 16

**Halton District School Board
FINANCIAL POLICIES AND PROCEDURES
FOR SCHOOL COUNCILS**

Policy Statement

The Halton District School Board recognizes that School Councils raise funds to supplement student programs and for specific student activities. Financial reports on these funds must be in accordance with Public Sector Accounting Board standards and consolidated in the Board’s annual financial statements.

The Board is required to ensure that School Council funds are properly administered and transactions are accurately recorded. These obligations are met by:

- Administrative guidelines for the collection, recording and control of student funds
- Annual financial reporting requirements for each fund
- Financial review of funds by central Board staff

Refer to Appendix A for a copy of the Board’s Operational Policy/Procedure “School Generated Funds and School Council Funds”.

Types of Funds Available

Board funds:

Refers to funds budgeted annually to each school which have been approved by the Board of Trustees. The majority of funding is received from the Ministry of Education and Training and the municipalities within the Region of Halton. Funding is also received from donations, federal and provincial grants, trust funds, reserve funds and Education Development Charges. The majority of expenditures are salaries for teaching and administrative staff. The remaining expenditures are on supplies, furniture and equipment, maintenance of buildings, and utilities. Signing authorities are any one of the Principal, Vice-Principal and Manager of School Administrative Operations (secondary) or Senior Secretary (elementary).



Under/overexpenditure at the end of a school year is rolled-forward and can be used/is a first charge against the next school year's budget. The Education Act, Board Policies and Procedures, contracts for specific funding, donor requests, and terms and conditions for trust funds govern how these funds may be spent. Financial Statements are audited annually by external auditors. The Board's year end is August 31.

School-Generated Funds (also referred to as "Non-Board Funds"):

Refers to funds raised by students and/or staff to benefit students in the school. Revenue and expenses are from many different sources including fundraising, field trips, dances, photographs, book orders, read-a-thons, and donations. Responsibility for the administration of these funds rests with the Principal. Signing authority is any two of the Principal, Vice-Principal and Manager of School Administrative Operations (secondary) or Senior Secretary (elementary). Unused funds roll forward from one year to the next. The Education Act, Board Policies and Procedures, contracts for specific funding, and donor requests govern these funds. A monthly activity report and bank reconciliation must be submitted by the Senior Secretary (Elementary) or Manager of Administrative Operations (Secondary) to the Principal for review. An annual report and bank reconciliation is submitted to Business Services for the year ending July 31. Periodically these reports are reviewed or audited by Business Services and annually by the Board's external auditors. These funds are consolidated with the Board's annual financial statements.

School Council Funds:

Refers to funds raised by members of the School Council to benefit students in the school. Revenue and expenses are from many different sources including fundraising and donations. Responsibility for administration of these funds rests with the Principal. Signing authority is one of the Principal or Vice-Principal along with one of the Chair, Vice-Chair or Treasurer of the School Council. Unused funds roll forward from one year to the next. These funds are governed by the Education Act, Board Policies and Procedures, and donor requests. A monthly activity report and bank reconciliation must be submitted to the Principal for review. An annual report and bank reconciliation must be submitted to Business Services for the year ending July 31. Periodically these reports are reviewed or audited by Business Services and annually by the Board's external auditors. These funds are consolidated with the Board's audited financial statements.

Home and School Funds:

Refers to funds belonging to a Home and School Association. Revenue and expenses are from membership fees, fundraising, donations, parent education resources, leadership workshops & training, liability insurance and conferences. Signing authority is determined by the Constitution and Bylaws of the Association in keeping with guidelines set by the Ontario Federation of Home and School Associations Inc., and will include any 2 of the President, Vice-President, Secretary or Treasurer. Only members may hold signing authority. Unused funds roll forward from one year to the next. These funds are governed by the O.F.H.S.A. and donor requests in accordance with the bylaws of the Federation, the Corporations Act of Ontario and Canada Revenue Agency (CRA). Annual financial statements for the year ending August 31st are sent to the Home and School Council. Financial statements are verified, not audited. These funds are not included in the Board's financial statements.

Treasurer



As a minimum, the School Council Treasurer should have bookkeeping experience, however, for very active School Councils it is preferable that the Treasurer be a qualified accountant (CA, CMA, CGA).

The Treasurer is required to have a criminal background check from the Police Department prior to taking on any duties as the Treasurer.

It is recommended that the qualifications are reviewed thoroughly and references checked prior to accepting new candidates for the Treasurer's position. Once a new Treasurer begins handling the financial activities, the Principal and School Council Executive should closely monitor his/her performance to ensure the records are being maintained and that all policies and procedures are being followed (including the requirement to produce monthly reports and bank reconciliations).

It is recommended that the term for the Treasurer be restricted to no more than two or three consecutive years. An individual may only be the Treasurer of one school at a time.

Board Budget

Annually the Board **may** approve a small budget for use by the School Council. This budget is to be used for reasonable costs incurred by the School Council such as meeting expenses, supplies, training, mileage, and communications. All expenditures must meet Board expenditure guidelines. Amounts under \$100 should be paid from a school's petty cash. For larger amounts, the school completes a cheque requisition and forwards it to the Accounts Payable Department. Depending on the time of year, a cheque will be produced within 2 to 4 weeks and returned to the school for distribution.

A School's operating budget is not reduced by fundraising done by the School Council.

School Council Budget

It is recommended that the School Council prepare an annual budget. The Treasurer should ensure an expenditure is within budget limits prior to producing a cheque. Surplus funds not specifically earmarked should be applied to other school priorities as identified in the school's effectiveness plan.

Records

Quicken is the required accounting software.

Records should be kept complete and up-to-date by the Treasurer so that monthly reports can be produced for the Principal and School Council members.

All transactions must be recorded on a gross, not net, basis. For example, if total cash collected is \$1,000 and expenses are \$300, revenue is recorded at \$1,000 and expenditures at \$300 rather than only recording revenue of \$700.

All physical records (i.e. invoices, deposit slips, etc.) must be stored at the school for a period of 7 years. A copy of the Quicken data file must be e-mailed to Business Services upon completion of the Annual Report. These computer files will be stored by Business Services for a period of 7 years.

Any parent or member of the public can have access to the School Council records upon giving reasonable notice.



Cash Management and Banking

There are 2 options for operating a bank account:

Option 1: A bank account is established in the School Council's name. Record keeping is done by the School Council Treasurer. Signing authorities are:

- the Principal or Vice-Principal
and
- one of the Chair, Vice-Chair or Treasurer.

Option 2: The School Council funds are part of School-Generated Funds, however, separate categories in Quicken are used to keep track of the funds. Record keeping is done by the Senior Secretary (elementary) or Manager of School Administrative Operations (secondary) and monthly reports are provided to the School Council for presentation at School Council Meetings. Signing authorities are any two of the Principal, Vice-Principal, Manager of School Administrative Operations (secondary) or Senior Secretary (elementary). School Council funds are included as part of School-Generated funds on annual report prepared by Senior Secretary or Manager of School Administrative Operations.

The Treasurer is responsible for completing the banking resolutions and completing the necessary banking document when signing authorities change.

The bank account must provide monthly statements or a passbook and, in both cases, must return cashed cheques.

Banking cards that allow withdrawal of cash from an account cannot be used.

School Councils must never borrow or loan funds.

Funds not needed immediately to finance expenditures may be invested in order to maximize interest income. The Board's Investment Policy must be followed when investing surplus funds. The investments should be low risk with the principal guaranteed. Term deposits, GIC's and Bankers' Acceptances obtained through Chartered Banks and Trust Companies are supported by the Board's Policy. If in doubt as to whether or not an investment can be used, please contact Business Services.

Deposits

All funds for an event must be counted on the school premises and be reported on a separate School Activity Receipts Form (see Appendix B). Where large amounts of cash (i.e. over \$500, excluding cheques) have been collected for fundraising events, lunch programs, etc., we recommend that two individuals be involved in the initial counting of the funds. All cheques should be stamped "For Deposit Only to [School Council Name] account". The School Activity Receipts Form should be completed and signed by both counters prior to giving the funds to the Treasurer for deposit.

All funds must be deposited intact. This means that expenditures must not be paid from cash collected. The total funds must be deposited to the bank and a cheque written to pay for an expenditure.

Funds must never be taken home and may only leave the school premises when depositing the funds in the bank.



All money received should be deposited promptly. A bank deposit must be made when cash (excluding cheques) exceeds \$1,000. More frequent deposits should be made when large amounts are collected. If money is to be kept overnight it must be placed in a locked safe or office drawer/cabinet. The School Activity Receipts Form should be kept separate from the actual funds to be deposited so that it can be used to verify the amount of funds stolen for insurance purposes if a break in were to occur. For information on insurance coverage, please see the "Insurance" section.

A bank deposit slip is to reflect the total proceeds collected, identifying cash and cheques separately. It should equal the sum of all School Activity Receipts Forms. One copy of the deposit slip is kept by the bank and a date-stamped copy is retained in the deposit book by the School Council. (Note that if a night deposit is done, it is not possible to obtain a stamped deposit slip.)

School Council funds should never be deposited into personal bank accounts. For more information on banking, please see the section on "Cash Management and Banking".

NSF Cheques

Deposited cheques returned by the bank due to non-sufficient funds (NSF) or due to a bank account being closed should be recorded in Quicken. The Treasurer should send a letter and a copy of the cheque to the individual who wrote the cheque. The letter should ask for a replacement cheque within a certain number of days plus reimbursement for any banking charges incurred by the School Council.

If NSF cheques from a particular individual are a recurring problem, future payments from that individual should be accepted only if the cheque is certified or payment is made by cash or money order.

If an individual does not replace a NSF cheque, the delivery of goods or services to be provided to the individual should be cancelled. If the individual has received the goods or services, repeated letters asking for the funds, small claims court action or a collection agency may be considered for collection of the funds owing.

Donations

The Halton District School Board is a registered charity and can issue donation receipts that may be used on a donor's income tax return. School Councils may not be registered as a separate charitable organization.

The following gives some general guidelines on issuing donation receipts. If more information is required, please contact the Accounting Department in Business Services.

A suggested minimum donation amount for issuing a receipt is \$15, however, a School Council may set a higher or lower limit if they wish. For amounts below the established limit, receipts are issued if requested by a donor only.

A donation is a voluntary transfer of property without valuable consideration. In order to qualify as a donation, the following 3 conditions must apply:

- a) Some property, usually cash, is transferred.
- b) The transfer is voluntary.
- c) The transfer is made without expectation of return.



a) Cash Donations:

Donor name, address, date received, amount and purpose of the donation are entered at the school in the Board's Charitable Donation Receipt Program. Upon completion of data entry, the school notifies the Accounting Department, which prints the receipts and forwards them back to the school for distribution. Donations may be deposited in Board, School Generated or School Council funds (excluding donations for new trust funds, which may only be deposited to Board funds).

b) Gifts-In-Kind (i.e. non-cash donations)

Not only does the Board require the donor's name, address, date received, and purpose of the donation, the Board also requires the following information to determine the fair market value of the items **donated to** a fundraising event or school:

- i)** If a school receives goods from a company/individual that they normally sell, the company/individual must invoice the Board for the value of the goods and write across the invoice "do not pay - donation to the Board". The Board will then issue the donation receipt based on the invoice.
- ii)** If a school receives goods from a company/individual that they normally don't sell (i.e. IBM donates soccer balls), then the Board needs a copy of the original invoice from the company showing the value of the goods purchased.
- iii)** If anyone donates used goods, the Board needs an appraisal for the fair market value of the goods. The Board's Purchasing Manager can appraise goods with a value under \$1,000. For amounts over \$1,000, an external appraisal by a qualified appraiser may be required. An agreement should be made between the school and donor with respect to who pays the cost, if any, of the appraisal.

All of the above information should be sent directly to the Purchasing Manager in Business Services.

For items **bid on or purchased at** a fundraising event, individuals are **not** entitled to a donation receipt for the amount of their successful bid or the purchase price regardless of the amount paid (i.e. If an individual bids on or purchases an item worth \$50, they cannot receive a receipt if they pay \$1 or \$1,000 for the item.)

c) Gift Certificates

A donation receipt cannot be issued to a company/individual who issues a gift certificate for use in auctions, raffles and other fundraising activities. It is acceptable, however, to buy the gift certificate from the individual/company and then have the company/individual donate the value of the certificate back to the school. In this case, an exchange of cheques (School Council to business and business to School Council) is required.

An individual who buys a gift certificate from a company and then donates the certificate to the Board may receive a donation receipt for the value of the certificate, upon presentation of the original invoice/receipt from the company from which the gift certificate was purchased.

d) Services



Donation receipts cannot be issued for donated services. It is acceptable, however, to buy the services from the individual/company and then have the company/individual donate the funds back to the school. In this case, an exchange of cheques (School Council to business and business to School Council) is required. Please note that if the company/individual simply endorses our cheque and present it back to us, this does not qualify as a donation.

Trust Funds

Trust funds established must be held by the Board. Interest is paid monthly to the fund and an annual report dated August 31 is sent to the donor or another designated person. The school uses a cheque requisition to initiate payment from a trust fund. For further information, please contact Patrizia Del Riccio, Supervisor of Accounting, or Allison Consoli, Manager of Accounting.

Disbursements

Only original receipts or invoices should be paid. Photocopies of receipt or invoices are not to be paid in order to prevent duplicate payment. The receipt or invoice should be detailed enough to show what was purchased, the name and address of the vendor, GST number (if applicable), and GST paid (if applicable).

To ensure adequate information is available to process payment, a "Request for School Council Funds" form (see Appendix C) should be completed with the original receipts or invoice attached. Alternatively, the information required on a Request for School Council Funds form (i.e. account name/category, signatures of the Requisitioner and one of the Chair, Vice-Chair, Treasurer, Principal or Vice-Principal as approver) can be documented directly on an invoice paid to a supplier and the Request for School Council Funds form not used.

All receipts should be cross-referenced to the cheque on which it was paid in order to more easily tie in the receipts to the records and potentially avoid duplicate payment.

Cheques should be pre-numbered and require two signatures. The signing authorities are:

- One of the Principal or Vice-Principal
- Any one of the Chair, Vice-Chair or Treasurer.

NOTE: The Principal or Vice-Principal MUST always be one of the two signatures on every cheque.

Cheques must never be pre-signed. All cheques must have back up documentation that is reviewed by each person prior to signing the cheque.

Cheques must never be made payable to cash or petty cash. The cheque must always be payable to a company or individual upon presentation of original receipts.

If equipment is purchased from the funds, the equipment becomes the property of the Board. The Purchasing Department is to be contacted to assist with quotes and ensure equipment purchased meets Board standards and guidelines. Purchases made that do not meet equipment standards and guidelines may not be repaired or supported by the Board.



School staff and School Council members may not have credit cards in the Board, School or School Council's name.

Goods and Services Tax (GST)

The Board receives a 68% refund of all GST paid, with the exception of books, for which the Board receives a refund of 100% of the GST paid. A monthly GST Return and Rebate Application Form are filed with the Canada Revenue Agency (CRA) . If a School Council wishes to reimburse a Board budget for a purchase, the cheque submitted to the Board should be reduced by 68% (non-books) or 100% (books) of the GST paid.

Regarding school funds, schools submit a Rebate Application Form in order to receive a 68% refund of all GST paid. The school may file this form either annually (each July 31) or semi-annually (each January 31 and July 31). If a School Council wishes to reimburse school funds for a purchase, the cheque submitted to the school may be reduced by 68% of the GST paid

School Councils may request a GST Rebate Application Number by contacting the Manager of Accounting. After obtaining a number, the School Council will have the option to file a GST Rebate Application Form to receive a 68% refund of all GST paid, with the exception of books, for which the School Council will receive a refund of 100% of the GST paid. As invoices are paid, the amount of GST included in the invoice should be recorded in Quicken. The Rebate Application Form may be filed either annually (each July 31) or semi-annually (each January 31 and July 31). The form should be completed by the Treasurer and signed by the Principal.

Care must be taken to ensure that duplicate GST rebate claims are not made by the Board, the School or the School Council. As a "rule of thumb", whoever has the original invoice should claim the GST rebate.

Provincial Sales Tax (PST)

The Board is not registered to collect and remit PST. If PST is charged by a vendor, it must be paid.

Insurance

Theft of funds is covered by the Board's insurance policy as long as the funds are in the school in a locked safe or locked filing cabinet. Parents and Staff may not take School Council funds home as these funds would not covered by the Board's insurance policy. Insurance claims are subject to a \$500 deductible.

If an insurance claim is to be made, the police must be notified of the loss. The School Council will need to provide backup documentation to support the amount taken; therefore, the School Council's records should be kept separate from the funds collected. To file a claim, please contact Keith McFarlane, Manager of Purchasing.

Monthly Reporting

On a monthly basis, the Principal must ensure he/she receives and reviews all of the following reports:

- Itemized Category Report (from Quicken)
- Bank Reconciliation (from Quicken)



- *Original* bank statement or passbook

The Principal must sign off on these monthly reports to show that the review has taken place. If discrepancies are discovered the Accounting Department should be contacted for assistance. These reports should be retained by the Principal at the school for a period of 7 years. These reports are part of the documentation that will be reviewed by Business Services staff and the external auditors.

Reports for a month end should be completed and approved by the end of the following month (i.e. September's Report and Bank Reconciliation should be completed and approved by October 31.)

These signed reports and bank statement/passbook are an integral part of the accounting records and should be retained along with other school financial records.

The School Council financial reports should also be presented at the School Council meetings on a monthly basis.

Annual Reporting

The reports for School Council funds reflect a JULY 31st year end and must be submitted to the Accounting Department by August 31st. These reports include:

- School Council Funds Annual Statement (Excel report)
- Bank Reconciliations (from Quicken)
- Summary Bank Reconciliation (where more than 1 bank account or GIC's exist)
- Supplemental Information Schedule (which includes information on intercompany transactions)
- Itemized Category Reports (from Quicken)
- Copy of bank statements or passbooks and copies of term deposit certificates/statements.
- Copy of the transaction file (.qdf file for Quicken)

The School Council report must be signed by the Principal, the School Council Chair and the School Council Treasurer.

If there is no activity during the year, a nil report is required to be filed.

If School Council funds are included as part of School Generated funds, a separate School Council report does not need to be filed.

The year-end reports should be presented at the School Council meeting in September or October each year.

These annual reports are consolidated with the Board's financial statements. Therefore, **it is very important that reports are submitted accurately and on time since inaccurate and late reports will delay the preparation of the Board's financial statements.**

The annual reports are subject to audit by Business Services staff and the Board's external auditors.

Contacts for Further Information

Donations of Gifts-in-Kind (i.e. non-cash donations), Purchasing Procedures, Insurance:

Keith McFarlane, Manager of Purchasing, (905) 335-3665, extension 3231,



mcfarlane@hdsb.ca

All other Financial Policies and Procedures questions:

Allison Consoli, Manager of Accounting, (905) 335-3665, extension 3237,
consolia@hdsb.ca

Heather Robbeson, School Financial Services Advisor, (905) 335-3665, extension 2223
robbesonh@hdsb.ca

**APPENDIX A****Halton District School Board*****Operational Policy/Procedures***

<i>NUMBER:</i>	to be determined
<i>TOPIC:</i>	<i>School Generated Funds and School Council Funds</i>
<i>EFFECTIVE:</i>	<i>March 2005</i>
<i>CROSS-REFERENCE:</i>	<i>None</i>
<i>REVISION DATE:</i>	<i>March 2008</i>
<i>RESPONSIBILITY:</i>	<i>Superintendent of Business Services and Treasurer</i>

POLICY STATEMENT:

The Halton District School Board recognizes that schools and school councils raise funds to supplement student programs and for specific student activities. Financial reports on these funds must be in accordance with Public Sector Accounting Board standards and consolidated into the Board's annual financial statements.

PROCEDURES:

The terms "school generated funds" and "school council funds" refer to funds raised to benefit students in the school. The Board is required to ensure that these funds are properly administered and transactions are accurately recorded. These obligations are met by:

- Administrative guidelines for the collection, recording and control of student funds
- Annual financial reporting requirements for each fund
- Financial review of funds by central Board staff

1. Administration of Funds

- a) Responsibility for the administration of these funds rests with the Principal. Home and School Associations governed by the Ontario Federation of Home and School Associations Inc. are arm's length to the Board and can hold funds outside of the school.
- b) All Board Policies and Procedures apply to both school council and school generated funds.



- c) Surplus funds not specifically earmarked should be applied to other school priorities as identified in the school's effectiveness plan.
- d) Trust funds must be held by the board and cannot be part of school- administered funds.
- e) The board is the registered charity representing all schools and can issue donation receipts on behalf of schools. Schools and school councils are not to register for charitable status.

** Note: Both (d) and (e) became effective September 1, 2000. For schools and school councils that established trust funds and registered as charities prior to this date, the trust funds must be turned over to the Board and the charity status revoked by August 31, 2005.

2. Bank Account

School generated and council funds are to be deposited in a chequing account at a local branch of a major bank. Schools should request the bank to return all cancelled cheques for these accounts to reconcile to the bank statement on a monthly basis along with the school's financial records.

Banking cards that allow withdrawal of cash from an account cannot be used.

3. Term Deposits

Funds not needed immediately to finance expenditures may be invested in order to maximize interest income. The Board's Investment Policy must be followed when investing surplus funds. The investments should be low risk with the principle guaranteed. Term deposits, GIC's and Bankers' Acceptances obtained through Chartered Banks and Trust Companies are supported by the Board's Policy. If in doubt as to whether or not an investment can be used, please contact the Manager of Accounting.

4. Receipts

- All funds collected for an event must be deposited into the bank account in total and expenditures relating to the event must be paid by cheque to ensure accurate records of deposits and withdrawals.
- All funds for an event must be counted on the school premises and be reported on a separate School Activity Receipts Form.
- Where large amounts of cash (i.e. over \$500, excluding cheques) have been collected for fundraising events, lunch programs, etc., we recommend that two individuals be involved in the initial counting of the funds.
- A bank deposit slip is to reflect the total proceeds collected, identifying cash and cheques, separately. One copy of the deposit slip is to be kept by the bank and a date-stamped copy must be retained with the deposit book by the school. (Note that if a night deposit is done, it is not possible to obtain a stamped deposit slip.)
- A bank deposit must be made when cash (excluding cheques) exceeds \$1,000.
- If money is to be kept overnight it must be placed a locked safe or office drawer/cabinet. The deposit form should be kept separate from the actual funds to be deposited so that it can be used to verify the amount of funds stolen for insurance purposes if a break in were to occur.

5. Disbursements

Only original receipts or invoices can be paid. Photocopies of receipt or invoices are not to be paid to prevent duplicate payment. The receipt or invoice should be detailed enough to show what was purchased, the name and address of the vendor, GST number (if applicable), and GST paid (if applicable).



Each receipt must be cross-referenced to the cheque on which it was paid in order to more easily tie in the receipt to the records and potentially avoid duplicate payment.

Cheques should be pre-numbered and require two signatures. For school council funds, one of the signatures must be the Principal or Vice-Principal along with any one of the Chair, Vice-Chair or Treasurer. For school generated funds one of the signatures must be the Principal or Vice-Principal along with either the Manager of School Administrative Operations (secondary) or Senior Secretary (elementary). All cheques must have back up documentation that is reviewed by each person prior to signing the cheque.

IMPORTANT:

- The Principal or Vice-Principal must always be one of the two signatures that appear on every cheque written.)
- Cheques must never be pre-signed.
- Cheques must never be made payable to cash or petty cash. (The cheque must always be payable to a company or individual *upon presentation of original receipts*).

If equipment is purchased from the funds, the equipment becomes the property of the Board. The Purchasing Department is to be contacted to assist with quotes and ensure equipment purchased meets Board standards and guidelines. Purchases made that do not meet equipment standards and guidelines may not be repaired or supported by the Board.

School staff may not have credit cards in the Board, school or school council's name.

6. Recording of Transactions

Quicken is the accounting software that is required for school generated funds and will be implemented for school council funds as well.

All transactions must be recorded on a gross, not net, basis. For example, if total cash collected is \$1,000 and expenses are \$300, revenue is recorded at \$1,000 and expenditures at \$300 rather than only recording revenue at \$700.

7. Monthly Reporting

On a monthly basis, the Principal must ensure he/she receives and reviews all of the following reports:

- Itemized Category Report (from Quicken) or Cash Flow/Income Statement (if not on Quicken)
- Bank Reconciliation (from Quicken, manually or other software package)
- *Original* bank statement or passbook



The Principal should sign off on these monthly reports to show that the review has taken place. If discrepancies are discovered contact the Accounting Department.

These signed reports and bank statement/passbook are an integral part of the accounting records and should be retained along with other school financial records.

The school council financial reports should also be presented at the school council meetings on a monthly basis.

8. Year End Reporting

The reports for school generated funds and school council funds reflect a JULY 31st year end and must be submitted to the Accounting Department. by August 31st.

These reports include:

- Annual School Council Treasurer's Report or Annual School Generated Funds Report (Excel report)
- Bank Reconciliations (from Quicken, manual or other software package)
- Itemized Category Reports (from Quicken or other software package)
- Copy of bank statements or passbooks and copies of term deposit certificates/statements.
- Copy of the transaction file (.qdf file for Quicken)

The school generated report must be signed by the Principal and either the Manager of School Administrative Operations (secondary) or Senior Secretary (elementary). The school council report must be signed by the Principal, the School Council Chair and the School Council Treasurer.

If there is no activity during the year, a nil report is required to be filed.

If school council funds are included as part of school generated funds, a separate school council report does not need to be filed.

The year-end reports should be presented at the school council meeting in September or October each year.

9. Record Retention

All records must be kept at the school for seven (7) years.



APPENDIX B

SCHOOL ACTIVITIES RECEIPTS FORM

Date: _____ Receiver's Name: _____

Activity Name: _____ # of Students _____ @ \$ _____ per student

Quicken Category: _____

Cash _____ x \$5 = \$ _____

Total Cheques (attach listing) \$ _____ (b)

_____ x \$10 = \$ _____

_____ x \$20 = \$ _____

Total Cash and Cheques (a) + (b) \$ _____

_____ x \$50 = \$ _____

_____ x \$100 = \$ _____

Coin \$ _____

Total Cash \$ _____ (a)

Sort all coins into baggies, place bills in order, and separate cheques from bills. Original form should be given to Treasurer along with daily receipts.

Signature of Receiver/1st Counter

Signature of 2nd Counter

SCHOOL ACTIVITIES RECEIPTS FORM

Date: _____ Receiver's Name: _____

Activity Name: _____ # of Students _____ @ \$ _____ per student

Quicken Category: _____

Cash _____ x \$5 = \$ _____

Total Cheques (attach listing) \$ _____ (b)

_____ x \$10 = \$ _____

_____ x \$20 = \$ _____

Total Cash and Cheques (a) + (b) \$ _____

_____ x \$50 = \$ _____



___ x \$100 = \$ _____
Coin \$ _____
Total Cash \$ _____
(a)

Sort all coins into baggies, place bills in order, and separate cheques from bills. Original form should be given to Treasurer along with daily receipts.

Signature of Receiver/1st Counter

Signature of 2nd Counter



APPENDIX C

REQUEST FOR SCHOOL COUNCIL FUNDS

DATE OF REQUEST: _____

SUBMITTED BY: _____

ISSUE PAYMENT TO (IF DIFFERENT FROM SUBMITTER): _____

<u>CHEQUE INFO</u>	
#:	_____
DATE:	_____
AMOUNT:	_____

	DESCRIPTION OF EXPENSES	QUICKEN CATEGORY	
1.	_____	_____	\$ _____
2.	_____	_____	\$ _____
3.	_____	_____	\$ _____
	TOTAL AMOUNT REQUESTED:		\$ _____

Signature of Submitter

Signature of Approver

Attach original receipts to back of form (Note: credit card receipts are not valid proofs of purchase unless all purchases are itemized)

REQUEST FOR SCHOOL COUNCIL FUNDS

DATE OF REQUEST: _____

SUBMITTED BY: _____

ISSUE PAYMENT TO (IF DIFFERENT FROM SUBMITTER): _____

<u>CHEQUE INFO</u>	
#:	_____
DATE:	_____
AMOUNT:	_____

	DESCRIPTION OF EXPENSES	QUICKEN CATEGORY	
1.	_____	_____	\$ _____
2.	_____	_____	\$ _____
3.	_____	_____	\$ _____
	TOTAL AMOUNT REQUESTED:		\$ _____

Signature of Submitter

Signature of Approver

Attach original receipts to back of form (Note: credit card receipts are not valid proofs of purchase unless all purchases are itemized)



APPENDIX II

***VOLUNTEERS IN YOUR SCHOOL,
PRACTICES AND SCREENING PROCEDURES***

This protocol is located as a sublink on the School Council link on the board website at <http://www.hdsb.ca>

As well, an Executive Summary, Volunteer Management Program, is also posted on the School Council link.

APPENDIX III

MINISTRY OF EDUCATION O. REGULATION 612/00

Education Act

ONTARIO REGULATION 612/00

No Amendments

SCHOOL COUNCILS

Interpretation

1. (1) In this Regulation,



"meeting" does not include a training session or other event where a school council does not discuss or decide matters that it has authority to decide; ("réunion")

"parent" includes a guardian as defined in section 1 of the Act; ("père ou mère")

"parent member" means a member of a school council who is elected to the council in accordance with section 4 or who fills a vacancy created when a parent member ceases to hold office. ("père ou mère membre") O. Reg. 612/00, s. 1 (1).

(2) In the case of a school that is established primarily for adults, a reference in this Regulation to a parent or to a parent of a pupil shall be deemed, with necessary modifications, to be a reference to a pupil who is enrolled in the school. O. Reg. 612/00, s. 1 (2).

Purpose

2. (1) The purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents. O. Reg. 612/00, s. 2 (1).

(2) A school council's primary means of achieving its purpose is by making recommendations in accordance with this Regulation to the principal of the school and the board that established the council. O. Reg. 612/00, s. 2 (2).

Composition

3. (1) A school council for a school shall be composed of the following people:

1. The number of parent members determined under subsection (2).
2. The principal of the school.
3. One teacher who is employed at the school, other than the principal or vice-principal, elected in accordance with section 5.
4. One person who is employed at the school, other than the principal, vice-principal or any other teacher, elected in accordance with section 5.
5. In the case of a school with one or more secondary school grades,
 - i. one pupil enrolled in the school who is appointed by the student council, if the school has a student council, or
 - ii. one pupil enrolled in the school who is elected in accordance with section 5, if the school does not have a student council.



6. In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil.

7. Subject to subsection (3), one community representative appointed by the other members of the council.

8. One person appointed by an association that is a member of the Ontario Federation of Home and School Associations, the Ontario Association of Parents in Catholic Education or Parent Partenaires en Education, if the association that is a member of the Ontario Federation of Home and School Associations, the Ontario Association of Parents in Catholic Education or Parent Partenaires en Education is established in respect of the school. O. Reg. 612/00, s. 3 (1).

(2) For the purposes of paragraph 1 of subsection (1), the number of parent members shall be determined as follows:

1. If the school council has a by-law that specifies the number of parent members, the number specified in the by-law.

2. If the school council does not have a by-law that specifies the number of parent members, the number specified by the board that established the council. O. Reg. 612/00, s. 3 (2).

(3) A school council may specify by by-law that the council shall include two or more community representatives, appointed by the other members of the council. O. Reg. 612/00, s. 3 (3).

(4) In specifying numbers under subsections (2) and (3), the board or the school council, as the case may be, shall ensure that parent members constitute a majority of the members of the school council. O. Reg. 612/00, s. 3 (4).

(5) A person who is employed by the board that established a school council cannot be appointed as a community representative on the council unless,

(a) he or she is not employed at the school; and

(b) the other members of the school council are informed of the person's employment before the appointment. O. Reg. 612/00, s. 3 (5).

(6) A member of a board cannot be a member of a school council established by the board. O. Reg. 612/00, s. 3 (6).

(7) Paragraphs 5 and 6 of subsection (1) do not apply in respect of a school that is established primarily for adults. O. Reg. 612/00, s. 3 (7).



Election of Parent Members

4. (1) A person is qualified to be a parent member of a school council if he or she is a parent of a pupil who is enrolled in the school. O. Reg. 612/00, s. 4 (1).

(2) Despite subsection (1), a person is not qualified to be a parent member of a school council if,

(a) he or she is employed at the school; or

(b) he or she is not employed at the school but is employed elsewhere by the board that established the council, unless he or she takes reasonable steps to inform people qualified to vote in the election of parent members of that employment. O. Reg. 612/00, s. 4 (2).

(3) A person is qualified to vote in an election of parent members of a school council if he or she is a parent of a pupil who is enrolled in the school. O. Reg. 612/00, s. 4 (3).

(4) An election of parent members of a school council shall be held during the first 30 days of each school year, on a date that is fixed by the chair or co-chairs of the school council after consulting with the principal of the school. O. Reg. 612/00, s. 4 (4).

(5) Despite subsection (4), if a new school is established, the first election of parent members to the school council shall be held during the first 30 days of the school year, on a date that is fixed by the board that established the school council. O. Reg. 612/00, s. 4 (5).

(6) The principal of a school shall, at least 14 days before the date of the election of parent members, on behalf of the school council, give written notice of the date, time and location of the election to every parent of a pupil who, on the date the notice is given, is enrolled in the school. O. Reg. 612/00, s. 4 (6).

(7) The notice required by subsection (6) may be given by,

(a) giving the notice to the parent's child for delivery to his or her parent; and

(b) posting the notice in the school in a location that is accessible to parents. O. Reg. 612/00, s. 4 (7).

(8) The election of parent members shall be by secret ballot. O. Reg. 612/00, s. 4 (8).

Other Elections

5. (1) The elections of members of school councils referred to in paragraph 3, paragraph 4 and subparagraph 5 ii of subsection 3 (1) shall be held during the first 30 days of each school year. O. Reg. 612/00, s. 5 (1).



[\(2\)](#) A person is qualified to vote in an election of a member of a school council referred to in paragraph 3 of subsection 3 (1) if he or she is a teacher, other than the principal or vice-principal, who is employed at the school. O. Reg. 612/00, s. 5 (2).

[\(3\)](#) A person is qualified to vote in an election of a member of a school council referred to in paragraph 4 of subsection 3 (1) if he or she is a person, other than the principal, vice-principal or any other teacher, who is employed at the school. O. Reg. 612/00, s. 5 (3).

[\(4\)](#) A person is qualified to vote in an election of a member of a school council referred to in subparagraph 5 ii of subsection 3 (1) if he or she is a pupil enrolled in the school. O. Reg. 612/00, s. 5 (4).

Term of Office

[6.](#) (1) A person elected or appointed as a member of a school council holds office from the later of,

(a) the date he or she is elected or appointed; and

(b) the date of the first meeting of the school council after the elections held under sections 4 and 5 in the school year,

until the date of the first meeting of the school council after the elections held under sections 4 and 5 in the next school year. O. Reg. 612/00, s. 6 (1).

[\(2\)](#) A member of a school council may be re-elected or reappointed, unless otherwise provided by the by-laws of the council. O. Reg. 612/00, s. 6 (2).

Vacancies

[7.](#) (1) A vacancy in the membership of a school council shall be filled by election or appointment in accordance with the by-laws of the council. O. Reg. 612/00, s. 7 (1).

[\(2\)](#) If an election is held to fill a vacancy in the membership of a school council, section 4 or 5, as the case may be, applies, with necessary modifications, to the election. O. Reg. 612/00, s. 7 (2).

[\(3\)](#) A vacancy in the membership of a school council does not prevent the council from exercising its authority. O. Reg. 612/00, s. 7 (3).

Officers

[8.](#) (1) A school council shall have a chair or, if the by-laws of the council so provide, two co-chairs. O. Reg. 612/00, s. 8 (1).



- [\(2\)](#) A chair or co-chair of a school council must be a parent member of the council, and shall be elected by the members of the council. O. Reg. 612/00, s. 8 (2).
- [\(3\)](#) A person who is employed by the board that established the council cannot be the chair or co-chair of the council. O. Reg. 612/00, s. 8 (3).
- [\(4\)](#) A school council may have such other officers as are provided for in the by-laws of the council. O. Reg. 612/00, s. 8 (4).
- [\(5\)](#) Subject to subsections (2) and (3), vacancies in the office of chair, co-chair or any other officer of a school council shall be filled in accordance with the by-laws of the council. O. Reg. 612/00, s. 8 (5).

Collection of Information

- [9.](#) (1) The Ministry may, for the purpose of consulting and communicating directly with members of school councils, collect the names, mailing addresses, telephone numbers and e-mail addresses of the chair or co-chairs of a school council and of the other members of the council. O. Reg. 612/00, s. 9 (1).
- [\(2\)](#) The Ministry may disclose information collected under subsection (1) to the Ontario Parent Council, which may use the information for the purpose of consulting and communicating directly with members of school councils. O. Reg. 612/00, s. 9 (2).

Ministry Powers and Duties

- [10.](#) (1) As part of its accountability to parents, the Ministry shall report annually to members of school councils on education in the province. O. Reg. 612/00, s. 10 (1).
- [\(2\)](#) The Ministry may,

 - (a) make other reports to members of school councils; and
 - (b) provide information to members of school councils respecting the roles and responsibilities of school councils. O. Reg. 612/00, s. 10 (2).

Remuneration

- [11.](#) (1) A person shall not receive any remuneration for serving as a member or officer of a school council. O. Reg. 612/00, s. 11 (1).
- [\(2\)](#) Every board shall establish policies respecting the reimbursement of members and officers of school councils established by the board. O. Reg. 612/00, s. 11 (2).



(3) The board that established a school council shall reimburse members and officers of the council, in accordance with the policies referred to in subsection (2), for expenses they incur as members or officers of the council. O. Reg. 612/00, s. 11 (3).

Meetings

12. (1) A school council shall meet at least four times during the school year. O. Reg. 612/00, s. 12 (1).

(2) A school council shall meet within the first 35 days of the school year, after the elections held under sections 4 and 5, on a date fixed by the principal of the school. O. Reg. 612/00, s. 12 (2).

(3) A meeting of a school council cannot be held unless,

(a) a majority of the current members of the council are present at the meeting; and

(b) a majority of the members of the council who are present at the meeting are parent members. O. Reg. 612/00, s. 12 (3).

(4) All meetings of a school council shall be open to the public. O. Reg. 612/00, s. 12 (4).

(5) A school council is entitled to hold its meetings at the school. O. Reg. 612/00, s. 12 (5).

(6) All meetings of a school council shall be held at a location that is accessible to the public. O. Reg. 612/00, s. 12 (6).

(7) The principal of a school shall, on behalf of the school council, give written notice of the dates, times and locations of the meetings of the council to every parent of a pupil who, on the date the notice is given, is enrolled in the school. O. Reg. 612/00, s. 12 (7).

(8) The notice required by subsection (7) may be given by,

(a) giving the notice to the parent's child for delivery to his or her parent; and

(b) posting the notice in the school in a location that is accessible to parents. O. Reg. 612/00, s. 12 (8).

Committees

13. (1) A school council may, in accordance with its by-laws, establish committees to make recommendations to the council. O. Reg. 612/00, s. 13 (1).

(2) Every committee of a school council must include at least one parent member of the council. O. Reg. 612/00, s. 13 (2).



(3) A committee of a school council may include persons who are not members of the council. O. Reg. 612/00, s. 13 (3).

(4) Subsections 12 (4) to (8) apply, with necessary modifications, to committees of school councils. O. Reg. 612/00, s. 13 (4).

Voting

14. (1) Subject to subsection (3), each member of a school council is entitled to one vote in votes taken by the council. O. Reg. 612/00, s. 14 (1).

(2) Subject to subsection (3), each member of a committee of a school council is entitled to one vote in votes taken by the committee. O. Reg. 612/00, s. 14 (2).

(3) The principal of the school is not entitled to vote in votes taken by the school council or by a committee of the school council. O. Reg. 612/00, s. 14 (3).

By-laws

15. (1) A school council may make by-laws governing the conduct of its affairs. O. Reg. 612/00, s. 15 (1).

(2) Every school council shall make the following by-laws:

1. A by-law that governs election procedures and the filling of vacancies in the membership of the school council.
2. A by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest.

News Release

Ontario strengthens parental involvement in schools

TORONTO – (Dec. 13, 2000) Education Minister Janet Ecker today announced that new regulations are in effect that will give parents more influence over their children's education.



The new school councils regulations also make the education system more accountable to parents by requiring school boards and principals to seek and report back to school councils on any advice received.

"Parents have told us they want to have meaningful input into their children's education," said Ecker. "We are setting consistent expectations for school councils and school boards and giving parents the stronger voice they have been asking for."

School councils will now have the right to make recommendations to their principal or school board on *any matter*. School boards and principals must seek the views of school councils in developing and revising policies that affect students, such as:

- the process and criteria for selection and placement of principals and vice principals;
- the school board's and appropriate dress code; Code of Conduct implementation plans for new education initiatives; and
- action plans for student improvement based on test results from the Education Quality and Accountability Office (EQAO)

School boards will also be required to consult with school councils when they develop:

- policies for fund-raising by school councils;
- internal conflict resolution procedures that affect the work of school councils; and
- policies for the reimbursement of expenses for school council members.

The new school councils regulations also confirm the advisory role of school councils and clearly state that their purpose is to improve student achievement and enhance accountability of the education system to parents. To give school councils a stronger voice province-wide, the Ontario Parent Council (OPC) is currently being re-structured to include regional representation of school councils.

"The new regulations will provide measures of accountability and ensure meaningful parental input in the publicly funded education system at a local level," said OPC chair Greg Reid. "With these new regulations now in place, the Ontario Parent Council looks forward to becoming much more pro-active in promoting parental involvement in the education of our children."

The new regulations also clarify operational details of school councils by defining their composition, who can and cannot be a member, how members are to be elected and other related matters.



"Many school boards and principals already consult with their school councils on these matters," Ecker said. "But consultations with parents by the Education Improvement Commission (EIC) and my former Parliamentary Assistant David Young, found that few do so consistently, and even fewer report back to their school councils on how their advice has been incorporated. The new regulations will help us realize our shared goal of improving student achievement through consistent practices and increased accountability."

School boards have until fall 2001 to meet the new requirements.

Backgrounder

New school Councils regulations

December 2000

Whether it is supporting their children by helping them with their homework, becoming involved in school councils, or volunteering at school events, parents are key partners in Ontario's education system.

One of the most effective ways of helping parents and guardians contribute to their children's learning is through active and involved school councils. New regulations, now in effect, will ensure that parents – through their school councils – are able to influence decisions affecting their children's education in meaningful ways.

The new regulations strengthen the advisory role of school councils, set consistent expectations and make the education system more accountable to parents. They are part of a series of initiatives, announced last June, to strengthen school councils and help them work more effectively. To give school councils a stronger voice province wide, the Ontario Parent Council (OPC) is currently being re-structured to include regional representation of school councils.

These initiatives to strengthen school councils respond to the findings of the Education Improvement Commission (EIC) consultations early this year with hundreds of parent representatives of school councils. In discussions across the province, parents said they want their voices heard through school councils. But they also want their advisory role to be clear and consistent province-wide. And they want school boards and principals to be clear about their roles and responsibilities in dealing with school councils.

What's new



A new "School Councils" regulation under the *Education Act* – Ontario Regulation 612/

00 – clarifies the advisory role of school councils, their establishment, composition and functions. An amendment has also been made to the existing "Operation of School – General" Regulation 298 regarding Duties of Principals. This amendment is Ontario Regulation 613/00.

School Councils regulation

This regulation clearly states that the purpose of school councils is to improve student achievement and enhance accountability through the active participation of parents in all aspects of student life. And it affirms the right for parents – through their school councils – to actively participate in their schools.

It provides clear directions to school councils on their roles and responsibilities, and also spells out the roles and responsibilities of school boards in dealing with school councils. This will ensure consistent practices and increased accountability throughout the education community.

Under the regulation, school councils have the right to make recommendations to their principal or school board on *any matter*. School boards are required to consult with school councils on matters that affect student learning; consider their recommendations; and report back to them on how they plan to act on their advice.

The regulation directs school boards, as part of their responsibilities, to consult with school councils on a number of specified matters, including the development and implementation of board policies relating but not limited to:

- code of conduct and appropriate dress for students;
- process and criteria for the selection and placement of principals and viceprincipals;
- allocation of funding for school councils;
- fundraising policy;
- conflict resolution policies;
- reimbursement of expenses for school council members; and
- school board action plans for student improvement based on test results from the Education Quality and Accountability Office (EQAO)

In addition, the regulation clarifies who is eligible for membership on a school council. All school council elections must be held within the first 30 days of the



school year. To ensure that the interests of all members of school councils are represented in a balanced manner:

- board employees can be elected as parent representatives, or appointed as community members, at their child's school, unless they are also employed at that school;
- board employees cannot serve as parent/community members in the school where they work;
- prior to being elected as parent members – or appointed as community representatives – in the school where their children attend, school board employees must notify the parents of the school community of their employment with the board;
- board employees cannot serve as chair or co-chair of a school council; and
- trustees cannot serve on a school council in the board where they are a trustee.

School councils must establish bylaws that address:

- election procedures and the filling of vacancies in membership;
- conflict of interest rules for members on school councils; and
- internal conflict resolution processes, in accordance with board policies.

More accountability

During consultations with school councils, many members voiced their concerns about parents not receiving materials and information, on matters related to school councils, in a timely manner. Many parents indicated they would like to receive these materials and information directly from the Ministry of Education.

Parents wanted more accountability, not just from school boards, but also from the ministry. Therefore, the regulation requires the ministry to report regularly to school councils on province-wide education issues.

Duties of Principals regulation

Amendments to Regulation 298 (Ontario Regulation 613/00) require principals, like school boards under the school councils regulation, to consult with their school councils on matters that affect their school and student learning; consider their recommendations; and report back to them on how they plan to act on their advice.

The regulation requires principals to consult with their school councils on specified matters, including the development and implementation of school policies. Principals are also required to attend meetings of school councils and to post materials for parents that have been forwarded to them from the Ministry of Education for distribution to their school council.



Appendix IV

Relevant HDSB Policies:

All board policies can be accessed through the Board website at www.hdsb.ca, click on Administration, click on Office of the Director, click on Operational Policies.

Transportation: 5000-45

Emergency Closure, Inclement Weather: 5000-47

Acceptable Use Guidelines for Technology: found on Board website, In the Classroom link

Safe Schools Mandated Policies (5000-10 a,b,c,d,e) Safe Schools and Code of Conduct, Suspension, Expulsion, Access to School Premises and Dress Code: found on board website, School Council link

HALTON DISTRICT SCHOOL BOARD

3000-25

POLICY STATEMENT

CORPORATE PARTNERSHIPS/SPONSORSHIPS/DONATIONS

WHEREAS the Halton District School Board

has an objective to create the opportunity for the highest quality education possible for all students in Halton,

recognizes that the Board's beliefs, goals for students, school fundraising and other related Board policies strive for equal opportunity for students and staff,

acknowledges community-based standards, the advisory role of school councils in educational decision-making and focus on the Board's educational activities,

expects that partnerships, sponsorships and donations will be beneficial to the education of students and will not compromise or exploit students or staff,

appreciates that the Board has a responsibility to address equity of student opportunity and acknowledges that communities have different needs, values and access to potential resources and opportunity for corporate involvement,

acknowledge existing or long-standing agreements with students, schools and the Board,

recognizes the need to protect students, staff, schools and the Board in any partnership or sponsorship agreement,



values school-based decision-making and initiatives, the involvement of school councils, as well as public awareness in order to ensure educational benefits to students and staff are the prime focus,

recognizes that partnerships, sponsorships and donations may mutually benefit education, the community and business and provide opportunities for increased community participation in the education process.

THEREFORE,

The Halton District School Board

1. will seek partnerships, sponsorships and donations with and from persons, groups, communities and business entities and organizations which will benefit the Board's educational objectives, are consistent with the goals of the Halton District School Board and will not compromise or exploit students or staff.

Halton District School Board Policy 3000-25
page 2

2. defines partnerships, sponsorships and donations:
 - a. *Partnership* – A mutually beneficial and long-term relationship based on similar ethical and philosophical goals. The partnership is essentially a cooperative exchange of human, intellectual or material resources which is formally acknowledged.
 - b. *Sponsorship* – A formal and clearly defined monetary relationship that is established for a specific program or service. This relationship is essentially an agreement that is written, time specific and consistent with the goals of the Halton District School Board. It may also include the exchange of goods and/or services where there is a price reduction in return for advertising or other benefits.
 - c. *Donation* – A gift that involves money, materials or services and whose tangible benefit to the donor is in the acknowledgement of a charitable donation by the Halton District School Board and/or a letter of thanks.
3. will seek to create partnerships, sponsorships and donations through its administration, staff, school councils and voluntary parties that strive to balance educational opportunities for students.
4. will require Board approval for Board-wide partnerships/sponsorships/donations and/or Boardwide exclusive agreements. School council input will be requested by the Board in such areas.
5. authorizes student councils, principals, school councils and administration to initiate and undertake partnerships, sponsorships and donations within the parameters as identified in the following chart:



Approval Process and Limitations

	Student Organization/ Advice of Principal	Principal/Advice of School Council	Senior Administration	Board
Student Organization	up to \$1,000	--	--	
School	--	up to \$50,000		over \$100,000
School Groupings	--	--	* up to \$100,000 * principals with advice of school council must agree	over \$100,000
Time	up to 1 year term	up to 5 year term	up to 5 year term	over 5 years
Communicate	inform principal	inform Senior Administration	inform Board	
Board Wide				approve

- 6. will require that all agreements for partnerships, sponsorships and donations be signed by an authorized signing officer of the Board.

Halton District School Board Policy 3000-25
page 3

- 7. will require that all partnerships, sponsorships and donations be reviewed annually by the approving parties, as set out in paragraph 5, to ensure that educational benefits continue to be provided. Such reviewing parties shall adhere to standard practices re conflicts of interest.
- 8. will require the Superintendent of Business Services or designate to maintain a Board registry for all partnerships, sponsorships and donations, including all terms and conditions of such partnerships, sponsorships and donations.
- 9. may recognize publicly the contribution of partnerships, sponsorships and donations by official Board action, but will not endorse the products or activities of any sponsor, partner or donor.
- 10. may consider an appeal of any partnership, sponsorship or donation which has been rejected by or accepted by the appropriate level of approval as set out in Item #5, and may consider a request to accept or terminate, as the case may be, such proposed or



existing partnership, sponsorship or donation, such appeal to be carried out in accordance with administrative procedures.

- 11. will require that all agreements entered into for partnerships, sponsorships or donations comply with all Board policies, administrative procedures, curriculum guidelines and legal requirements.
- 12. school staff participation in initiatives for partnerships, sponsorships or donations shall be voluntary.
- 13. will direct the Director to appoint a member of Senior Administration or designate and any other person or persons to be responsible for the coordination of initiatives undertaken for corporate partnerships, sponsorships or donations.
- 14. expects that the principal will annually review partnerships, sponsorships and/or donations with the school council to ensure that the educational benefits continue to be provided. The council members will adhere to standard practices re: conflict of interest.
- 15. will except Adult and Continuing Education from requiring the advice of a school council in the establishment and review of partnerships, sponsorships and donations.

Motion - #8222096, #822396 September 12, 1996

and #822796

Review Date - 1998

Responsibility - Superintendent of Business Services

Administrative Procedure Reference - to be developed

Cross Policy Reference - Policy 1000-15: Pupils & Fundraising

Activities - Policy 1000-20: Use of Schools for

Publicity

Appendix V



THE HALTON DISTRICT SCHOOL BOARD

BOARD of TRUSTEES -- (to November 30, 2003)

NAME	WARD	ADDRESS	PHONE, FAX, E-MAIL
Ethel Gardiner <i>(Chair – 2003)</i>	Halton Hills	7 Hawks Place Georgetown, ON L7G 1C8	Res. (905) 873-7888 Voice Mail (JWS): 335-3665 ext. 3293 Fax: (905) 873-7102 E-mail: gardinere@hdsb.on.ca
Mary Chapin	Ward 3 Oakville	68 Birkbank Dr. Oakville, ON L6J 4Y9	Res. (905) 337-0880 Voice Mail (JWS): 335-3665 ext. 7023 Fax: (905) 337-0728 E-mail: chapinm@hdsb.on.ca
David Abbott	Ward 6 Burlington	5509 Schueller Crescent Burlington, ON L7L 3T1	Res. (905) 333-8376 Voice Mail (JWS): 335-3665 ext. 7021 E-mail: abbottd@hdsb.on.ca
Kelly Amos	Wards 5/ 6 Oakville	173 River Oaks Blvd. W. Oakville, ON L6H 3S7	Res. (905) 849-5971 Voice Mail (JWS): 335-3665 ext. 7022 Fax: (905) 849-0948 E-mail: amosk@hdsb.on.ca
Erica Andrew	Milton	280 Wilson Drive Milton, ON L9T 3K2	Res. (905) 878-3603 Voice Mail (JWS): 335-3665 ext. 7027 Fax: (905) 878-6121 E-mail andrewe@hdsb.on.ca
Lynne Blanchard	Ward 3 Burlington	789 Drury Lane Burlington, ON L7R 2Y1	Res. (905) 333-0680 Voice Mail (JWS): 335-3665 ext. 7019 Fax: (905) 331-7694 E-mail: blanchardl@hdsb.on.ca
Drew Currah	Wards 1/2 Oakville	3048 Seneca Drive Oakville, ON L6L 1A9	Res. (905) 465-2562 Voice Mail (JWS): 335-3663 ext. 7024 Fax: (905) 465-2563 E-mail: currahd@hdsb.on.ca
Debbie Downs <i>(Vice Chair– 2003)</i>	Ward 2 Burlington	606 Waterloo Street Burlington, ON L7R 2S8	Res. (905) 631-7635 Voice Mail (JWS): 335-3665 ext. 7025 Fax: (905) 631-7688 E-mail: downsd@hdsb.on.ca
Annette Kirk	Ward 4	1447 Cooper Crt.	Res. (905) 469-0744



	Oakville	Oakville, ON L6M 2Y8	Voice Mail (JWS): 335-3665 ext. 7030 Fax: (905) 469-6319 E-mail: <i>kirka@hdsb.on.ca</i>
Mel Matthias	Ward 1 Burlington	1235 Fairview St., Suite 363 Burlington, ON L7S 2K9	Res: (905) 331-7083 Voice Mail (JWS): 335-3665 ext. 7020 Fax: (905) 331-2440 E-mail: <i>matthiasm@hdsb.on.ca</i>
Peggy Russell	Wards 4/5 Burlington	#11 – 472 Claridge Road Burlington, ON L7N 2S2	Res: (905) 633-8787 Voice Mail (JWS): 335-3665 ext. 7026 Fax: (905) 633-8003 E-mail: <i>russellp@hdsb.on.ca</i>
Daryl Johnson Lord Elgin High School	Student Trustee	5452 Croydon Road Burlington L7L 3J4	Res.: 905 637-3915 E-mail: <i>johnsond@hdsb.ca</i>
Heather Adamo Iroquois Ridge High School	Student Trustee	1442 Creekwood Trail Oakville L6H 6E6	Res.: 905 338-1042 E-mail <i>adamoh@hdsb.ca</i>

**HALTON DISTRICT SCHOOL BOARD****SCHOOLS, PRINCIPALS AND VICE-PRINCIPALS**

September 1, 2003 - June 30, 2004

<u>EAST AREA</u>			<u>Principals and Vice-Principals</u>	<u>Telephone Numbers</u>
<u>ELEMENTARY SCHOOLS</u>				
ABBEY LANE PUBLIC SCHOOL 1160 Old Abbey Lane Oakville L6M 1S4	(JK-8)	P. VP. Sec.	John Pennyfather Hilary Barber Jane Monsen	905 827-5552
BRANTWOOD PUBLIC SCHOOL 221 Allan Street North Oakville, L6J 3P2	(JK-5)	VP. Sec.	Andrew Kaiser Linda Hukari	905 845-0731
	(T)-1			
BROOKDALE PUBLIC SCHOOL 1195 Bridge Road Oakville, L6L 2C3	(JK-8)	P. Sec.	Rob Gaskin Susan Slimmon	905 827-2741
CHISHOLM PUBLIC SCHOOL 165 Charnwood Drive Oakville L6J 5H2	(JK-5)	P. Sec.	Nicole Dolson Virginia Swistara	905 844-2963
EASTVIEW PUBLIC SCHOOL 2266 Hixon Street Oakville L6L 4T4	(JK-8)	P. VP. Sec.	Jeff Blackwell Mark Wickens Sheila Fitz-Gerald	905 827-1541
E. J. JAMES PUBLIC SCHOOL 338 Cairncroft Road Oakville L6L 4M6	(6-8) *	P. VP. Sec.	Elizabeth Hudson Darlene Hicks Heather Ito	905 845-2015
	(T)-2			
FALGARWOOD PUBLIC SCHOOL 1385 Gainsborough Drive Oakville L6H 2H7	(JK-8)	P. VP. Sec.	Libby Stephenson Kathleen DeMan Diane Brown	905 845-7478
GLADYS SPEERS PUBLIC SCHOOL 2150 Samway Road Oakville L6L 2P6	(JK-6)	P. Sec.	Susan Eade Donna Nixon	905 827-4841
HERITAGE GLEN PUBLIC SCHOOL 1641 Heritage Way Oakville L6M 2Z4	(JK-8)	P. VP. Sec.	Rob Eatough Deborah Renton Adaris Thwaites	905 847-5496
LINBROOK PUBLIC SCHOOL 1079 Linbrook Road Oakville L6J 2L2	(JK-5) *	P. Sec.	Mary Alice St. James Pat Edwards	905 845-2401
	(T)-1			

* Schools offering French Immersion

(T) Twinned Schools



LORNE SKUCE PUBLIC SCHOOL
150 Ridge Drive
Oakville L6H 1B8

(JK-5)
(T)-3

P.
Sec.

Brian Speed
Bonnie Smith

905 845-4372



EAST AREA (Continued)

MAPLE GROVE PUBLIC SCHOOL 288 Maple Grove Drive Oakville L6J 4V5	(JK-5)	P. Sec.	Greg Huntingdon Ann Revely	905 844-9322
MONTCLAIR PUBLIC SCHOOL 1285 Montclair Drive Oakville L6H 1Z3	(6-8) *	P. Sec.	Mary Conroy Lorraine Austin	905 845-9590
MUNN'S PUBLIC SCHOOL 1511 Sixth Line Oakville L6H 1X8	(JK-5)	VP. Sec.	Gary Jenkins Debi Savoie	905 844-9461
	(T)-3			
NEW CENTRAL PUBLIC SCHOOL 133 Balsam Drive Oakville L6J 3X4	(6-8)	VP. Sec.	Cheryl Hayles Linda Higgins	905 844-3081 905 844-3237
	(T)-2			
OAKWOOD PUBLIC SCHOOL 357 Bartos Drive Oakville L6K 3E5	(JK-5)	P. Sec.	Demetra Saldaris Connie Goman	905 845-0412
PILGRIM WOOD PUBLIC SCHOOL 1551 Pilgrim's Way Oakville L6M 2W7	(JK-8)	P. VP. Sec.	Robert Hamilton Margaret Cericola Eleanor Yeardey	905 825-9808
PINE GROVE PUBLIC SCHOOL 529 Fourth Line Oakville L6L 5A8	(1-6) *	P. VP. (Temp) Sec.	Chris Alexiou Lillian More Bev Heilbron	905 844-6371
POST'S CORNERS PUBLIC SCHOOL 2220 Caldwell Drive Oakville L6H 6B5	(JK-8)	P. VP. Sec.	Trish Gordon Mark Lyall Katherine Olsen	905 845-1661
RIVER OAKS PUBLIC SCHOOL 2173 Munn's Avenue Oakville L6H 3S9	(JK-8)	P. VP. Sec.	John Conlin Alka Sahai Sheila Eccles	905 842-7430
SHERIDAN PUBLIC SCHOOL 1555 Lancaster Drive Oakville L6H 3H4	(JK-5)	P. Sec.	Shawn McRae Heather McDonald	905 845-3925
SUNNINGDALE PUBLIC SCHOOL 1434 Oxford Avenue Oakville L6H 1T4	(1-6) *	P. Act'g VP Sec.	S. Leclerc-Harwood Cindy Bate Jennifer Lachance	905 844-9941
WEST OAK PUBLIC SCHOOL 2071 Fourth Line	(JK-8)	P. VP.	Marleen Warne Paige Bennett	905-469-6119

* Schools offering French Immersion

(T) Twinned Schools



Oakville L6M 3K1

VP
Sec. Gurdeep Lall
Marg MacMillan

W. H. MORDEN PUBLIC SCHOOL
180 Morden Road
Oakville L6K 2S3

(JK-8)

P.
VP.
Sec. Catherine Briggs
Lillian Saar
Donna Will

905 844-9616

EAST AREA (Continued)

SECONDARY SCHOOLS

IROQUOIS RIDGE HIGH SCHOOL
1123 Glenashton Drive
Oakville L6H 5M1

*

P.
VP.
Act'g
VP
B.Mgr.
Sr.Sec. Caroline Conn-Smith
Kevin Caughlin
Donna Taylor
Mary Ann Chopra
Moira Banks

905 845-0012

OAKVILLE TRAFALGAR HIGH SCHOOL
1460 Devon Road
Oakville L6J 3L6

*

P.
VP.
VP.
B.Mgr.
Sr.Sec. Tom Adams
Margaret Kew
Larry O'Malley
Norma Pitman
Vanessa Vathy

905 845-2875

QUEEN ELIZABETH PARK HIGH SCHOOL
2301 Yolanda Drive
Oakville L6L 2H9

P.
VP-
temp
VP.
B.Mgr.
Sr.Sec. Regan Heffernan
Rob Bloxham
Karen Hartman
Pat Petersen
Sue Goossen

905 827-4101

SYL APPS SCHOOL
475 Iroquois Shore Road
Oakville L6H 1M3

P.
VP.
Sec. Jane Powell
Andrea Garner
Ginny Carley

905 844-4110
Ext.2501

T. A. BLAKELOCK HIGH SCHOOL
1160 Rebecca Street
Oakville L6L 1Y9

*

P.
VP.
VP.
B.Mgr.
Sr.Sec. Stuart Miller
Chris Demopolis
Jacqueline Newton
Joanne Whitman
Lesley Davidson

905 827-1158

WHITE OAKS SCHOOL ADMIN. SOUTH CAMPUS
1330 Montclair Drive
Oakville L6H 1Z5

*

P.
VP.
VP.
VP.
B.Mgr.
Sr.Sec. John Stieva
Lorraine Fedurco
Jim Noble
Dean Barnes
Karen Vaughan
Kathleen Christie

905 845-5200

WHITE OAKS CENTRE FOR SCIENCE & TECHNOLOGY - NORTH CAMPUS
1055 McCraney Street East

* Schools offering French Immersion

(T) Twinned Schools



Oakville L6H 1H9

NORTH AREA

ELEMENTARY SCHOOLS

BROOKVILLE PUBLIC SCHOOL R.R. # 1, 11325 Guelph Line Campbellville L0P 1B0	(JK-8)	P. VP. Sec.	Nancy Johnston Bev Balch Bev Smith	905 854-2205
---	--------	-------------------	--	--------------

CENTENNIAL PUBLIC SCHOOL 233 Delrex Boulevard Georgetown L7G 4G1	(6-8) *	P. VP. Sec.	Carol Thompson Dallas Tulk-Laprade Jocelyn Present	1 905 877-6976
---	---------	-------------------	--	----------------

NORTH AREA (Continued)

CHRIS HADFIELD PUBLIC SCHOOL 1114 Woodward Avenue Milton L9T 5P5	(K-8) *	P. VP. Sec.	Rick Nodwell Suzanne Priestner Rose Brooks	905-875-1876
---	---------	-------------------	--	--------------

E.W. FOSTER PUBLIC SCHOOL 320 Coxe Boulevard Milton L9T 4M5	(JK-5)*	P. Sec.	David Swanson Sandra Barlow	905-878-1953
--	---------	------------	--------------------------------	--------------

GEORGE KENNEDY PUBLIC SCHOOL 75 Weber Drive Georgetown L7G 1C5	(JK-5) *	P. VP. Sec.	Grant Clatworthy Steve Pilibossian Linda Puncheon	1 905 877-4381
---	----------	-------------------	---	----------------

GLEN WILLIAMS PUBLIC SCHOOL 512 Main Street Glen Williams L7G 3S8	(JK-5)	P. Sec.	Colleen McCauley Brenda Last	1 905 877-9112
--	--------	------------	---------------------------------	----------------

HARRISON PUBLIC SCHOOL 59 Rexway Drive Georgetown L7G 1P9	(JK-5)	P. Sec.	Mark Zonneveld Ruth Hodge	1 905 877-4421
--	--------	------------	------------------------------	----------------

J. M. DENYES PUBLIC SCHOOL 215 Thomas Street Milton L9T 2E5	(JK-5)	P. Sec.	Lynn Snider Carol Punton	905 878-2379
--	--------	------------	-----------------------------	--------------

JOSEPH GIBBONS PUBLIC SCHOOL 41 Moore Park Crescent Georgetown L7G 2T3	(JK-5)	VP. Sec.	Wendy Spence Barb Ervin	1 905 877-4653
---	--------	-------------	----------------------------	----------------

(T)-4

LIMEHOUSE PUBLIC SCHOOL 11139 22 Side Road Limehouse L0P 1H0	(JK-5)	VP. Sec.	Anne McIntyre Marilyn Alcorn	905 873-6354
---	--------	-------------	---------------------------------	--------------

(T)-5

MARTIN STREET PUBLIC SCHOOL 184 Martin Street	(JK-5) *	P. Sec.	Lois Dickson Barbie Taylor	905 878-8191
---	----------	------------	-------------------------------	--------------

* Schools offering French Immersion

(T) Twinned Schools



Milton L9T 2R4

McKENZIE-SMITH BENNETT PUBLIC SCHOOL (JK-8)* P. Elsa Stolfi 1 519 853-3800
 69 Acton Boulevard VP. Julie Armstrong
 Acton L7J 2H4 Sec. Dianne Rainbow

PARK PUBLIC SCHOOL (JK-5) P Laura Clark-Stevens 1 905 877-9301
 6 Hyde Park Drive (temp)
 Georgetown L7G 2B6 **(T)-4** Sec. Sandi Bowman

PINEVIEW PUBLIC SCHOOL (JK-5) P. Brenda McMaster 1 905 877-4363
 13074 5 Side Road Sec. Heather Handy
 R.R.#2, Georgetown L7G 4S5

ROBERT BALDWIN PUBLIC SCHOOL (JK-5) * P. Lynda Lloyd 905 878-8833
 180 Wilson Drive Sec. Marion McMeeken
 Milton L9T 3J9

ROBERT LITTLE PUBLIC SCHOOL (JK-5) * P. Don Warren 1 519 853-2540
 41 School Lane Sec. Pat Pope
 Acton L7J 1B9

Schools NORTH AREA (Continued)

SAM SHERRATT PUBLIC SCHOOL (JK-8) P. Steve Fraser 905 878-1556
 649 Laurier Avenue VP. Shirley Chaisson
 Milton L9T 4N4 Sec.

SILVER CREEK P.S. (K-8) * P. Wendy Harrison 905-877-0151
 170 Eaton Street VP. Brian Van
 Georgetown L7G 5V6 Sec. Wyngaarden

STEWARTTOWN PUBLIC SCHOOL (6-8) P. Odette Bartnicki 1 905 873-1637
 13068 15 Side Road VP Ed Wiens
 R.R. #2, Georgetown L7G 4S5 **(T)-5** (temp)
 Sec. Susan Doole

W. I. DICK PUBLIC SCHOOL (6-8) * P. Colette Ruddock 905 878-8119
 351 Highside Drive VP. Sharon French
 Milton L9T 1W8 Sec. Marguerite Flynn

SECONDARY SCHOOLS

ACTON DISTRICT HIGH SCHOOL * P. Greg MacPherson 1 519 853-2920
 21 Cedar Road VP. Bill Taylor
 Acton L7J 2V2 B.Mgr. Marlene Bogart
 Sr.Sec. Fiona Thibideau

E. C. DRURY HIGH SCHOOL * P. Nancy Syer 905 878-0575
 215 Ontario Street South VP. Carol Davin
 Milton L9T 4N5 VP. Doug Bothwell

* Schools offering French Immersion

(T) Twinned Schools



		B.Mgr.	Tammy Mackey	
		Sr.Sec.	Ann Elliott	
GEORGETOWN DISTRICT HIGH SCHOOL *		P.	Keith Rupka	1 905 877-6966
70 Guelph Street		VP.	Rick Boychuk	
Georgetown L7G 3Z5		VP.	Marg Parsons	
		B.Mgr.	Gail McKellar	
		Sr.Sec.	Carolyn Fishback	
MILTON DISTRICT HIGH SCHOOL *		P.	Ian Jones	905 878-2839
396 Williams Avenue		VP.	Nanci Wakeman-	905 878-4074
Milton L9T 2G4		B.Mgr.	Jones	
		Sr.Sec.	Sheila Sheppard	
			Janice Gregory	
<u>WEST AREA</u>				
<u>ELEMENTARY SCHOOLS</u>				
ALDERSHOT ELEMENTARY	(7-8) *	P.	Jackie Stern	905 637-2383
50 Fairwood Place West		VP.	Brent Phillips	
Burlington L7T 1E5		Sec.	Linda Szusko	
BRANT HILLS PUBLIC SCHOOL	(JK-8)	P.	Steve Dawe	905 336-2330
2330 Duncaster Drive		VP.	Ted Kalas	
Burlington L7P 4C3		Sec.	Jacqueline Buntin	
BRUCE T. LINDLEY PUBLIC SCHOOL	(JK-6) *	P.	Harv Collison	
2510 Cavendish Drive		VP	Heather Kempff	
Burlington L7P 4K5		Sec.	Maureen Donaldson	905 335-0679
<u>WEST AREA (Continued)</u>				
BURLINGTON CENTRAL ELEMENTARY	(7-8)	P.	Terry Ruf	905 634-7768
1433 Baldwin Street		VP.	Diane Johnstone	
Burlington L7S 1K4		Sec.	Lynn Jones	
CENTRAL PUBLIC SCHOOL	(JK-6)	P.	Martha Kirby	905 634-7739
638 Brant Street		Sec.	Sharon MacLean	
Burlington L7R 2H2	(T)-6			
C.H. NORTON PUBLIC SCHOOL	(JK-8)	P.	Pat Blake	905 332-3897
2120 Cleaver Avenue		VP.	Jane Lewis	
Burlington L7M 3P9		Sec.	Pam Cottingham	
CHARLES R. BEAUDOIN P.S.	(K-8)	P.	Pauline Harley	905-637-
(Holding school will be WE Breckon)		Sec.	Isobel Sneddon	8297
345 Tuck Drive				
Burlington, Ontario L7L 2R2				
CLARKSDALE PUBLIC SCHOOL	(JK-6) *	P.	Gord Truffen	905 335-5605
2399 Mountainside Drive		VP.	Gavin Robertson	

* Schools offering French Immersion

(T) Twinned Schools



Burlington L7P 1C6		Sec.	Rosemary Woods	
DR. CHARLES BEST PUBLIC SCHOOL 3110 Parkgate Crescent Burlington L7M 1C7	(JK-5) (T)-7	VP. Sec.	Scott Pritchard Patti Jeffrey	905 336-2474
FLORENCE MEARES PUBLIC SCHOOL 2102 Berwick Drive Burlington, Ontario L7M 4W6	(JK-7)	P. VP. Sec.	Cam Fraser Bob Hewson Gloria Halchuk	905-319-9936
FRONTENAC PUBLIC SCHOOL 5140 Pinedale Avenue Burlington L7L 3V4	(JK-8)	P. VP. Sec.	Sue Roszell Toni Marlow Susan Turner	905 632-1690
GLENVIEW PUBLIC SCHOOL 143 Townsend Avenue East Burlington L7T 1Z1	(JK-6) *	P. Sec.	Sue Dickie Vicki Reitknecht	905 634-6789
JOHN T. TUCK PUBLIC SCHOOL 3365 Spruce Avenue Burlington L7N 1J7	(JK-8)	P. VP. Sec.	Dianne Miles Pat Barr Norma Bennetts	905 637-3881
KILBRIDE PUBLIC SCHOOL 6611 Panton Street Kilbride L0P 1G0	(JK-8)	P. Sec.	Mike Kasoian Connie Archer	905 335-6394
KING'S ROAD PUBLIC SCHOOL 660 Greenwood Road Burlington L7T 3P3	(JK-6)	P. Sec.	Lynne Anderson Dianne Kirkpatrick	905 637-3477
LAKESHORE PUBLIC SCHOOL 2243 Lakeshore Road East Burlington L7R 1B1	(JK-6) (T)-6	VP. Sec.	Malerie Borbath Marie Rennick	905 634-3244

* Schools offering French Immersion

(T) Twinned Schools

**WEST AREA (Continued)**

MAPLEHURST PUBLIC SCHOOL 481 Plains Road East Burlington L7T 2E2	(JK-6) *	P. Sec.	Cindy Burns Sharon Moore	905 634-2373
MOHAWK GARDENS PUBLIC SCHOOL 5280 Spruce Avenue Burlington L7L 1N3	(JK-5)	P. Sec.	Barb Rust Gerry Craig	905 632-3946
ORCHARD PARK PUBLIC SCHOOL 5151 Dryden Avenue Burlington	(K-8)	P. VP. Sec.	Gail Grant Al Barrett Nancy McCammon	905 331-7233
PAUL A. FISHER PUBLIC SCHOOL 2175 Cavendish Drive Burlington L7L 1N3	(JK-6)	P. Sec.	John Lowrey Gloria Gow	905-335-2542
PAULINE JOHNSON PUBLIC SCHOOL 4350 Longmoor Drive Burlington L7L 1X7	(JK-6)	P. Sec.	Moira Plexman Chris Glasbey	905 632-2492
PINELAND PUBLIC SCHOOL 5121 Meadowhill Road Burlington L7L 3K7	(1-8) *	P. VP. Sec.	Anne Marie Sienna Peter Marshall Lesley Singleton	905 634-2311
ROLLING MEADOWS PUBLIC SCHOOL 1522 Mountain Grove Avenue Burlington L7P 2H5	(JK-8) *	P. VP. Sec.	Peter Milovanovic Lisa Coffey Pat Williams	905 332-6000
RYERSON PUBLIC SCHOOL 565 Woodview Road Burlington L7N 2Z9	(JK-6)	P. Sec.	Mike Hawkins Sandy Lemmon	905 632-1766
SIR E. MACMILLAN PUBLIC SCHOOL 1350 Headon Road Burlington L7M 1V8	(JK-8) ‡	P. VP. Sec.	Janice Hambrook Bob Tadman Marcia Gordon	905 336-7602
TECUMSEH PUBLIC SCHOOL 3141 Woodward Avenue Burlington L7N 2M3	(JK-8)	P. VP (temp) Sec.	Heather Conlin Larry Stevens Donna Rogers	905 639-8330
TOM THOMSON PUBLIC SCHOOL 2171 Prospect Street Burlington L7R 1Z6	(JK-6) *	P. Sec.	Margaret Nimigan Kim Hawes	905 639-2010

* Schools offering French Immersion

(T) Twinned Schools



WEST AREA (Continued)

SECONDARY SCHOOLS

ALDERSHOT HIGH SCHOOL 50 Fairwood Place West Burlington L7T 1E5	*	P. VP. B.Mgr. Sr.Sec.	Jackie Stern Virginia Hureau Sandy Dickey Linda Szusko	905 637-2383
BURLINGTON CENTRAL HIGH SCHOOL 1433 Baldwin Street Burlington L7S 1K4	*	P. VP. B.Mgr. Sr.Sec.	Terry Ruf Helen Soden Marie Webber Lynn Jones	905 634-7768
GENERAL BROCK HIGH SCHOOL 3250 New Street Burlington L7N 1M8		P. VP.s B.Mgr. Sr.Sec.	Mary-Jo Dick-Westerby Heather Stewart Hattie Farrell Judy Lardie Petra Roeding	905 632-2940
LESTER B. PEARSON HIGH SCHOOL 1433 Headon Road Burlington L7M 1V7	*	P. VP. B.Mgr. Sr.Sec.	Bert O'Hearn Tara Connor Virginia Bodajla Jennifer Feere	905 335-0961
LORD ELGIN HIGH SCHOOL 5151 New Street Burlington L7L 1V3		P. VP. B.Mgr. Sr.Sec.	Mary-Jo Dick-Westerby David Boag Geri Sullivan Hilda Hinks	905 632-5151
M. M. ROBINSON HIGH SCHOOL 2425 Upper Middle Road Burlington L7P 3N9	*	P. VP. VP. B.Mgr. Sec's	Leona Woods Bob Soden Deb Robinson Nancy Ewing Ruth Hunt	905 335-5588
NELSON HIGH SCHOOL 4181 New Street Burlington L7L 1T3	*	P. VP. VP. B.Mgr.	Gary Crocker Ken Clifton Sheila Emmerson Gill Nielsen	905 637-3825

* Schools offering French Immersion

(T) Twinned Schools



ADULT EDUCATION

General Brock High School
3250 New Street
Burlington L7N 1M8

Sr.Sec. Theresa Dillon

P. Karen Gill
Sr. Sec Sue Trumbell

905 632-2944

**FAST TRACK - COMMUNITY CENTRE
FOR SKILLS DEVELOPMENT AND
TRAINING**

5151 New Street
Burlington L7L 1V3

Chief
Administrative
Officer

Sandra Mills

905 333-3499



Appendix VI

School Council Website Contents

The School council link on the Board website has been evolving and will continue to evolve to meet the needs expressed by councils. To access this site, go to www.hdsb.ca click on School Councils. At this site the following links run down the left-hand side of the screen:

- School Council Chairs – hot linked to the school website and the chair’s generic school email address
- Halton Food For Thought website: many of our schools have nutrition programs; how to start a nutrition program, contact information
- HDSB School Council Handbook: revised 2003
- Volunteer Management Program: complete Screening Practices Document and brochure
- Volunteer Executive Summary: all key points in question and answer format about the screening practices
- HDSB Communications: features several sub-links as follows
 - News Releases
 - In Motion: highlights from Board meetings
 - HDSB Mandated Policies: Safe Schools policies (Safe Schools and Code of Conduct, Suspension, Expulsion, Access to School Premises, Dress Code)
 - Superintendent Contact List
 - CHATT Web Access
- Helpful Websites: a list of key contact organizations’ websites and Ministry of Education documents pertinent to the work of School Councils including,
 - Education Quality Accountability Office (EQAO)
 - Ministry of Education School Council documents
 - Ministry of Education School and Board Finder
 - School Council: A Guide for Members, 2002 revised
 - Ontario Federation of Home and Schools
 - Ontario Parent Council
 - Ontario Regulation 612/00
 - People 4 Education
 - School Council Support Centre
 - TV Ontario School Council Communication Hub
 - TV Ontario School Council Public Conferencing and Chat Area
- Parent Web Resources
 - Homework
 - Street proofing Children
 - Bullying Prevention

Using the CHATT Messaging System



To access the CHATT system through your internet service provider, key in <http://chatt.hdsb.ca>
Or access through the School Council site on the Board website as outlined above. At the CHATT homepage screen, follow these steps:

Login:

Password:

Please note that Login and Passwords are sent to School Council Chairs in September, annually.

On the screen, there are several icons as follows:

- Mailbox – sending and receiving personal emails
- Chairs' conference – for dialogue among Council Chairs
- Members' conference – for dialogue among members of any Council
- Main conference – a read only conference with general postings of interest to all Council members
- CHATT – features several sub-conferences including a Q&A sub-conference
- System news & alerts
- Calendar and Address Book

To auto-forward all posted messages, click on EDIT, scroll to Preferences, click on Messaging and enter personal email address in the last box, press ENTER.

To post a message in either the Chair or Member conference, do the following:

- ✓ Click on School Council icon on the homepage
- ✓ Click on the preferred conference for posting a message – either chair or member conference
- ✓ Click on New Message icon on toolbar
- ✓ Type in subject or topic of your message
- ✓ Move cursor to message box and key in message
- ✓ Double click on the RED SEND icon on the toolbar to post your message to the specific conference
- ✓ You can check the History of your message – on the tool bar is a History icon, click on the icon and a list of all who have read your message is posted

Booking a School Venue Outside School Hours

A room or rooms in any school can be booked by members of the public. In the Spring, schools submit their room needs outside of school hours for school-related events. Once the school-based requests have been posted, outside groups have the opportunity to request room bookings. Contact Coleen Dachuk, Facility Services at dachukc@hdsb.ca or (905) 335-3663 ext 2214.



Appendix VII

References

"School Councils" Ministry of Education and Training, Eleanor Adam, 1996.

School Council Handbook: Guide for School Council Members, Ministry of Education and Training, 2001 revised 2002

"School Councils – From Policy to Practice: Building the Team" Ministry of Education and Training, Eleanor Adams, 1996

School Council Resource Handbook, Wellington County Board of Education, 1996

School Councils Strengthening Our Partnerships, Halton Catholic District School Board, 1999

School Council Resource Handbook, York Region Board of Education, 1996

The Road Ahead I, A Report on Learning Time, Class Size and Staffing, Education Improvement Commission, 1997

The Road Ahead II, A Report on the Role of School Boards and Trustees, Education Improvement Commission, 1997

The Road Ahead III, A Report on the Role of School Councils, Education Improvement Commission, 1998

The Road Ahead IV, A Report on Improving Schools Through Greater Accountability, Education Improvement Commission, 2000

The Royal Commission on Learning, For the Love of Learning, Toronto : Queen's Printer 1994

Ontario Regulations 612/00 and 613/00

Building Systems for Professional Growth: An Action Guide, Arbuckle and Murray



The Regional Laboratory of Education Improvement, Maine Department of Educational and Cultural Services

Adapted from Seymour B. Sarason, Catholic School Council Operation Manual - Practicalities – the Nuts and Bolts



Empowered Teams, Creating Self-Directed Work Groups That Improve Quality, Productivity and Participation, Richard S. Wellins, William C. Byham, Jeanne M. Wilson

North York Learning Organization, Pam Robbins, 1993

Globe and Mail Style Book: Guide to Language and Usage

By: J.A. McFarlane, Warren Clements, Published by McClelland & Stewart Inc., 1998

The New York Times Guide to Business Communication

By James Murphy, Mary Ellen Guffey, Published by South Western College Publishing, 1999

Harvard Business Review on Effective Communication

By Howard J. Rankin, Published by Stepwin Press, 1999

Collaborative Practices for Educators: Strategies for Effective Communication

By Patty A. Lee, Published by Pegtal Publishers Inc, 1997

Essence of Effective Communication

By Ron Ludlow, Published by Prentice Hall Canada, 1993



Appendix VIII Glossary

Advisory to assist the	The school council will provide ideas and opinions principal in making decisions. The advice should reflect the views of the school community and the best interests of the students.
CYC	Child and Youth Counsellor
EQAO	Education Quality and Accountability Office
HDSB	Halton District School Board
EA	Educational Assistant
IPRC	Identification, Placement and Review Committee
PD	Professional Development
O. Regulation 612/00	This Regulation from the Ontario Ministry of Education outlines the requirements of school councils in all schools effective September 2000.
O. Regulation 613/00	This Regulation from the Ontario Ministry of Education outlines the role of Principals and their School councils
PTA	Parent Teacher Association
School Community	Parents and guardians of children who are enrolled in the school, along with other people who live or work within the school's attendance area.
SEAC	Special Education Advisory Committee
SpEd	Special Education



- SRT School Resource Team
- ST School Team

Audiences and Appropriate Communication Method

The following table outlines a variety of communication vehicles, and groups them with the appropriate audience.

AUDIENCE	COMMUNICATION VEHICLE	
School Council	Meetings Staff E-Mail Mailing List Telephone Network Corner Committee Portfolio (i.e. Health & Safety, Volunteer) Agenda Setting Process Telephone Campaign Classroom Representative Surveys/Questionnaires Ambassadors/Student Council Newsletter	Joint Committees with School Attend Staff Meetings Bulletin Board/Council Direct Mail Council Binder Back Pack Mail Outdoor Sign/Banner Election Notices and Results Parent Ambassadors
Students	Student Representatives on Council Presentation from council Student newspapers Ambassadors/Student Invitations/Draws Assemblies/Presentation	Notice of Events Outdoor Sign/Banners Special Recognition/Awards Parent Ambassadors Classroom Visits
School Staff	Presentations of program-related topics School Reports Staff Meetings Joint Working committees	Mingling prior to a school event (Meet the Teacher) Hosting school events/activities Parent Ambassadors/Student Ambassadors



	(Fundraising, Technology, Events School Growth Plan) Staff Meetings	Open House/Special School School Council Teacher Representative
School Administration	Establish process to bring issues/info to council Agenda planning	Establish mail centre for council Joint Committees E-Mail Meetings/Conferences Direct Mail
Parents	Parent Workshops Parent Section in School Visits/Tours Information Nights/ Open House School Back Pack Mail	Bulletin Board Library Surveys Homework Hotlines School Council Newsletters Calendar of Events

AUDIENCE	COMMUNICATION VEHICLE	
Other School Councils	Attend Meetings Agendas/Minutes Telephone Formal Invitation to participate E-mail Ambassadors/ Student Ambassadors	School Council Newsletters Outdoor Sign/Banner Election notices and results Media Releases Displays in local shopping malls Parent malls
HDSB		
HDSB Trustees	E-mail/Personal Letter Meetings Invitation to School	Delegations at Board Council Information Meeting
HDSB Superintendents Board Staff	School Council Formal invitation to participate Ambassadors/Student	Newsletters Telephone Parent Ambassadors
MUNICIPALITY		
Town & Region	Letters/E-mail Media Releases Address Councilors at meetings Parent Ambassadors/Student Ambassadors	Newspaper Submission by Students Formal invitation to participate Telephone
Media	Releases/Publicity Invitation to Special Events	Newspaper Ads Marketing



	Brochure Parent Ambassadors/Student Ambassadors Outdoor Sign/Banner	Display in local shopping malls
COMMUNITY USERS		
Nursery schools and Daycares	Posters Formal Invitation to participate in School Events	Newsletters
Parks & Rec. groups	School Council Newsletter Brochure Formal invitation to participate	Marketing Outdoor Sign
Feeder Schools	Meetings Agendas/Minutes School Council Newsletter and results Parent Ambassadors/Student Ambassadors Formal invitation to participate	Displays in local shopping malls Election notices Posters/Telephone Outdoor Sign/Banner
NEIGHBOURHOOD		
Local Merchants and Associations	Community Newsletter Parent Ambassadors/Student Ambassadors Formal Invitation to participate	Posters Marketing Brochure Telephone Displays in local shopping malls

Media Contact

Create a media contact list

- Make a note of what type of material each contact would find of interest.
- Keep a file of any responses received from these outlets; including articles actually written based on your communication.

At the start of each year, phone all contacts to

- a) confirm that they are interested in receiving material, and
 - b) that you have the right contact information.
- Make contacts throughout the year.
 - Solicit feedback.
 - Create a **“Who to call when”** list for special events, meetings.



INSERT PICTURE HERE....

Measuring Your Success/Feedback

Communication is a two way street. For communication to be effective, a clear and concise message needs to be **SENT**, and this message has to be **RECEIVED**. To ensure that your communication is being received, and to understand how the message is being interpreted, you should solicit feedback.

This can be done formally through a survey (written or telephone), which asks a sample of the audience to respond to basic and detailed questions. i.e.:

- Did you receive communication x?
- Was the content clear?
- Was the form of communication accessible and easy to use? (newsletter, flyer, poster etc.)

Communication that is sent out can include a tear off and return section. This can simply check that the communication was received, or solicit specific feedback or gather information.



Ask directly for feedback. Have council members ask a selection of the parents about the communication.

- Did you get x?
- Was the information clear?
- What can we do better?

INSERT PICTURE HERE....

Hints for Getting Your Notices Read

- Keep it brief and simple.
- Keep it to one sheet of paper (fold it to form four pages).
- Develop a distinctive, consistent format for recognition.
- Keep articles short.
- Write in simple, plain language.
- For better readability, **INDENT!**



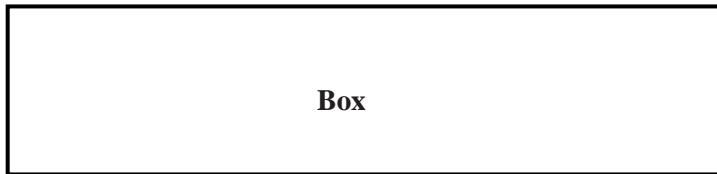
- Use bullets and **boldfaced** type.
- Headlines Help
- Use pictures/drawings.

Screen some items for emphasis.

- Rule



-



- Leave lots of comfortable white space. Cut your stories to leave white space. It rests the eye and encourages reading.
- Keep ideas practical and inexpensive.
- Hand out newsletters in person, or mail it.
- If you have a lot to say, still keep it short (one page). Publish more often.



Sample Agenda (Formal)

School Council Meeting
March 28th, 2000 - 7:00 p.m.
Library, XYZ School

AGENDA

- | | | |
|----------------|--|----------------|
| 7:00-7:05 p.m. | 1. CALL TO ORDER
- roll call
- introductions | |
| 7:05-7:10 p.m. | 2. APPROVAL OF PREVIOUS MEETING MINUTES
- date of previous meeting
- business arising | For Decision |
| 7:10-7:15 p.m. | 3. REPORTS FROM COMMITTEES | For Discussion |
| 7:15-7:45 p.m. | 3.1 Finance For Action
3.2 Technology
- Report on upgrading costs
3.3 Fund Raising | |
| 7:45-7:55 p.m. | 4. PRINCIPAL/STAFF REPORT | |
| 7:55-8:00 p.m. | 5. UNFINISHED BUSINESS | |
| 8:00-8:05 p.m. | BREAK | |
| 8:05-8:40 p.m. | 6. NEW BUSINESS

6.1 Revised Discipline Policy
6.2 Possible Formation of Grad Committee | For Referral |
| 8:40-8:45 p.m. | 7. MEETING EVALUATIONS | Information |
| 8:45 p.m. | 8. NEXT MEETING DATE AND ADJOURNMENT | |

**Sample Agenda (informal)****School Council Agenda for October 13, 2000**

Timetable (Duration)	Topic / Activity (Leader)	Objective
7:15 – 7:30 (15 min.)	Meeting introduction and review of last meeting (<i>Chair</i>)	meeting's minutes and today's agenda.
7:30 – 7:45 (15 min.)	School Growth Plan (<i>Principal</i>)	Review the XYZ <u>School Growth Plan</u> and communicate further direction.
7:45 – 8:00 (15 min.)	Review Survey Results (<i>Committee Chair</i>)	Review data received from parents in September's survey
8:00 – 8:15 (15 min.)	Goals for 1999-2000: follow-up (<i>Chair</i>)	Consider survey results and other information, set goals & schedule for the coming year.
8:15 – 8:30 (15 min.)	Principal's Report (<i>Principal</i>)	Communicate key issues in the school.
8:30 – 8:45 (15 min.)	News in Views (<i>All</i>)	Discussion
Next Steps and Meeting Wrap-Up		



Everyone is invited to participate in School Council meetings. If you have a particular interest in any of the above subjects, but are unable to attend, please contact the discussion leader indicated to express your views or send a note to the school office. The next school council meeting will be held on November 10, 2000 @ 7:15 p.m.

Meeting Location: Library, XYZ School

Contacts: (Chair) (905) 123-4567
(Principal) (905) 891-2345

Sample Minutes (formal meeting)

XYZ SCHOOL COUNCIL
March 25th, 2000 Meeting
School Library
Minutes

A quorum was present and the regular council meeting was called to order by (Chair) at 7:03 p.m.

Chairperson: (name of person)

Present: (It's a good idea to pass around an attendance sheet and have the Chair ask the group at the end of the meeting if they've signed the roll. If there are many attendees at a particular meeting, the list can be attached to the minutes.)

The agenda was approved as read. (If it was photocopied and distributed before the meeting date, it can be approved "as circulated" and you don't have to spend time reading them aloud at the meeting.) (If there were errors, indicate that the agenda "was approved with corrections" and corrections should be noted in the minutes.)

Business Arising:

Reports:

Committee report was given by (name). A draft of the report was circulated for consideration and will be discussed and approved, if possible, at the next meeting.



Fundraising Committee report was given by (name). He reported that our major fundraiser is over, and our next project will be more school spirit oriented with less cash outlay for prizes. See report attached.

Principal's Report - (name of principal) reported that our new open hall policy is causing a few problems with littering, but teachers are finding the students are settling faster in the mornings.

Old Business:

Evaluation of progress toward goals to date

- (name) noted the after school parent/child reading club and book exchange has been a huge success with an average of 45 parents and children attending each session. It was decided to continue the program for another year and to discuss, at the next meeting, ways of bringing in older students.
- (name) noted we were still behind in establishing a resource list of individuals in the community who are specialists in the field of technology. He noted the time involved contacting parents and businesses was more than expected. It was decided to expand the committee and (name), (name) and (name) agreed to serve on the committee.

New Business:

Teacher's appreciation luncheon.

(name) volunteered to head the Appreciation Committee. It was decided that we would have a continental breakfast for the teachers instead of a luncheon

MOTION: "THAT WE ASK THE XYZ SCHOOL COUNCIL FUNDRAISING SUBCOMMITTEE TO RELEASE ONE HUNDRED DOLLAR (\$100.00) TO THE APPRECIATION COMMITTEE FOR THE TEACHERS APPRECIATION CONTINENTAL BREAKFAST."

Moved by: (name)

Seconded by: (name)



CARRIED

Meeting was adjourned at 9:20 p.m.

Approved _____

Approved _____

Secretary

Chair

ACTION ITEMS:

INDIVIDUAL RESPONSIBLE

(List any items)

(Individual responsible for follow-up)

Members attending the meeting may be asked to sign in on an attendee list, which may be included with the master copy of the minutes, or circulated as necessary.

Meeting Evaluation

Another way to evaluate the effectiveness and value of a meeting is to spend the last five minutes or so of your meeting talking about how well it went. Although many of you may not be accustomed to self-critiques, this is a useful practice that can significantly improve the process and productivity of your meetings.

In addition to a critique at the conclusion of the meeting, you can get information by:

- A phone call to all, or a random sampling of your group's members
- A meeting evaluation sheet filled out at the end of the meeting (or every few meetings)
- A formal year end evaluation of accomplishments and objectives not yet achieved.



If an evaluation form seems too formal to your group, try asking yourselves the following questions:

What are the positive things about this meeting?

What are the negative things about this meeting?

What are the things that we do during a meeting that seems to work well and we should continue with?

What things don't work very well, and how could we change them to be better?

On a scale of 1-to-4, with 1 being the lowest, how would you rate this meeting? (Explain the basis for the grade.)

Sample Meeting Evaluation Form

Date: _____

Please take the time to complete this survey. This is your opportunity to improve future meetings.

Evaluation Scale



I am a: parent non-teaching staff student teacher
community member

EFFECTIVE MEETING STRATEGIES

Stimulating discussion

In its advisory role, a school council should have ample opportunity to develop a full range of ideas surrounding an issue. The Chair is responsible for facilitating this process. Listed below are a number of techniques that can be used to assist participants in expressing their views:

Chair initiation the Chair invites a wide range of people to speak all who wish to speak are given the opportunity if necessary, time limits can be put on each speaker

Pairing people are randomly paired off to discuss an issue and report back to the Group

Table go round the Chair invites each person to speak to an issue (if they choose) and a time limit is placed on speakers

Absolute quiet participants have time to think, read or make notes relating to the issue being discussed

INSERT PHOTO HERE....



TEAM BUILDING ACTIVITIES

Activity:

1. Each person has 4 post-it notes
2. On each post-it, each person writes one idea about:
 - How they would like to be treated as a council member - or –
 - How they would like the council to function
3. Pairs share their individual notes, sticking those together that are similar
4. Each pair meets with another pair, continuing the process of grouping like post-its
5. Continue the grouping process until all post-its have been reviewed
6. Label the categories created by the post-its
7. Group then develops some principles that reflect the intent of the categories



Team Building Interviews

1. Give the objectives of the activity:
 - To establish open communications quickly
 - Get to know each other better
 - Practice listening and remembering what people have heard
 - Test people's ability to listen effectively and communicate orally
2. Have members number off 'one', 'two'. Have the 'ones' select a person in the 'two' group who they do not know or would like to know better.
3. Read to group:

During the next four minutes, you and your Council member conduct a two-minute interview with each other and be prepared to share what you have heard with the rest of the group. The questions below are provided to assist you during the interview. Ask as many of the questions as possible during the given time frame. Do not take notes. Keep your attention on the speaker and remember what you have heard.

 - a. What is your name?
 - b. Why did you agree to participate on this school council?
 - c. Have you ever been involved in a planning process? Yes, what was your experience?
 - d. What is your favourite memory of the school?
 - e. What is important to you about this community?
4. At the end of the four-minute interview period, each member will be given two minutes to introduce his/her partner to the rest of the School Council. Show the members the signal you will use to let them know time is up.



5. After all of the Council members have been introduced; conduct a group discussion about the interviews to determine what they remember most about each other. Ask the council to give characteristics of effective listeners. Note that being an effective and active listener is one quality of a good Council member.
6. Use this opportunity talk briefly about how communication skills will assist in developing an effective council.

Getting to know you

Give the objective of the activity:

- Get to know one another better
- Practice listening and remembering what they have heard
- Test their ability to effectively communicate orally
- Listen and openly communicate interests and values to other council members

Give each participant a list of the topics below. Read to group:

Take a few minutes to think about what you would like to share about yourself with the rest of the Council. Use the topics below to stimulate your thinking. Prepare to share information about yourself with the rest of the Council.

- a. Family background
- b. Travel
- c. Hobbies
- d. Current and past learning opportunities
- e. Special events in your life
- f. Experience with personal or organizational change
- g. Hopes and expectations for students in our schools

Instruct Council members to select as many topics as are reasonable for the basis of a self-introduction to the Council. One or two topics for a two-minute introduction are usually adequate. Specify the number of minutes each Council



member will be given to talk. Show the Council the signal you will use to let them know their time is up.

Provide three minutes of thinking and writing time. Call on each Council member to share information about him or herself. Watch the time and provide the signal for stopping.

6. When all Council members have reported, ask members to briefly share what they remember about each one.

BRAINSTORMING

Brainstorming is a technique for generating the greatest possible number of uninhibited answers to a question. Effective teams use brainstorming to produce many diverse ideas. It will neither produce a single way of thinking nor be the answer to a problem that has but one solution. Brainstorming is a creative technique to elicit many ideas. The brainstorming process is followed by consensus decision-making to ensure that the team selects the best ideas of all those generated.

There are a few rules in brainstorming that provide a framework to support all members in idea creation. These are as follows:

- ensure everyone is clear on the issue
- allow no criticism
- list every idea
- encourage quantity, not quality; the more ideas the better
- modify and combine ideas



- use visual aids
- allow participants to choose priorities

Several techniques are available for brainstorming. Select a technique (listed on the following pages) that is appropriate to your task and your team.

Brainstorming Technique: Freewheeling

After the problem has been presented to the team, members are allowed to call out ideas freely and randomly. Ideas are written on a flip chart as they are given. The process continues until no one has anything else to add. After all ideas have been exhausted, the team proceeds to select the best ideas through the consensus decision-making process. Characteristics of this technique:

- Creates spontaneity
- Individuals may dominate the discussion
- Quiet members may be reluctant to respond
- Many people may try to talk at one time

Brainstorming Technique: Slip method

After the problem is presented to the team, the leader asks each team member to write down as many ideas as possible on a sheet of paper. Upon completion, all sheets are passed to the leader or recorder for transcribing all ideas (except



duplications) onto the flip chart. Afterward, the team selects the best of all the ideas through the consensus decision-making process. Characteristics of this technique:

- All contributions are anonymous
- Quiet members have an opportunity to express themselves
- Written ideas may not be understood
- Creativity may be stifled
- There may be little team ownership of ideas
- Ideas do not spin off one another

Brainstorming Technique: Slip method plus

Proceed as on previous page (Brainstorming Technique: Slip method) except, after recording the ideas, solicit from team members new ideas, twists, or variations on the existing ones. The process stops when no more ideas are given. Characteristics of this technique:

- All initial contributions are anonymous
- Members have an opportunity to think before they are required to speak
- Quiet members have the opportunity to express themselves
- Ideas may be expanded through verbal expression
- Written ideas may not be understood
- Clarification of ideas may be difficult to achieve because sources may wish to remain anonymous rather than explain their contributions.

Round Table



This process is similar to brainstorming, however the group is subdivided into small groups of four to six people.

- Use flip charts to record all ideas
- Give each group a time limit
- Record all ideas and report back to the main group

INSERT PICTURE...

Brain Writing

This is similar to the round table, with more individual participation.

- Each member has index cards and writes down one idea on each card
- Cards are exchanged and new ideas or comments are added
- A facilitator records ideas

Pro/Con Analysis

In this process, participants focus only on the pros and cons of an issue.

Sample Nomination Form

Nomination for Election

XYZ School Council

I, being a (parent or guardian) of XYZ School
(teacher)
(staff member)
(student)

Nominate

(full name in block letters)



who is also a member of the same group, for election to the XYZ School Council.

Person Making Nomination

(print full name, signature and telephone number)

Consent of Person Nominated

I, _____, the person nominated, consent to this nomination.

Signature: _____

Date: _____

This form must reach the (principal) by (date and time).
On the reverse side of this form, the candidate may include a factual statement relating to experience, qualifications or reasons for running for office.

COMMUNICATION SAMPLES

Sample Media Release

ABC School
1 Main St. E
Phone
Fax
Internet

For Details, Contact: School
Council Chair
School Name
Phone (123) 456-7890

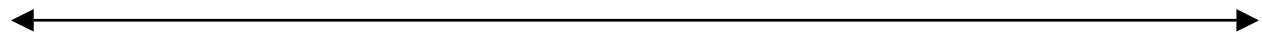




ABC School Press Release

For Immediate Release 9 a.m. EDT
September 10, 2000

ABC School Celebrates The Arts with Fall Showcase.



ABC School Council recognizes excellence in education by showcasing student work.

Oakville, September 2000: When writing a release, say
who you are,
what you are promoting,
where is it, (exact address)
when it is (be specific, say "Tuesday" instead of "tomorrow")
why you are doing it
and *how* in the first paragraph.

The release is trying to encourage someone to find out more about the school and tell the good news. Avoid making the pitch too slick; too superficial and you will undermine the good news.

In addition, it is helpful if you remember the following:

- Know your media contact's *name, title, telephone, fax and department.*
- Mail or fax your release 10 days in advance of the release date.
- Follow up your release with a phone call to see that it was received.

COMMUNICATION SAMPLES

This letter invites parents of Kindergarten students to an informal gathering on the students' first full day of class.

ABC School



Welcomes You

and your family to our school.

You are invited to join members of our volunteer committee, our principal (name) and vice-principal (name) for refreshments in the Library Resource Centre on Friday, September 17 either at 8:30 a.m. and 12:15 p.m.

This is our first chance to welcome the parents in our school community ... and we can't wait!

Siblings and other children in your care are also invited to attend.

We look forward to meeting you!

A letter like this one can be used to recruit volunteers in your larger school community. In this case, the school is using the bulletin in a nearby church.



SHARING IN EDUCATION

ABC School is a K - 8 school with more than 300 students. We also have a class of developmentally handicapped students and a Woodview Day Treatment Program. We currently require volunteers, working in cooperation with our teachers and staff,



to enhance the learning environment of our students. Our school motto is "People Cultivating Success."

ABC Public School Volunteer Committee

Thank you for completing your Volunteer Registration form. All of the information has been compiled and every volunteer's name and telephone number has been delivered to the teachers and committee leaders.

If you haven't heard from them already, YOU WILL!

All volunteers are invited to join us at our



**VOLUNTEER ORIENTATION
and OPEN HOUSE**

When: Thursday, October 28
Time: 7:30 p.m.
Where: Integrated Arts Room

We've planned a FUN and INFORMAL evening for ALL VOLUNTEERS to

- ❖ Receive your Volunteer Handbook
- ❖ Meet other volunteers
- ❖ Discover new opportunities
- ❖ Obtain your Volunteer Photo I.D. card
- ❖ AND MORE!

R.S.V.P. to _____ at 555-2222

Please note that you will only be contacted and asked to assist in the areas that you indicated on your Registration form.

If you would like to amend your form, please contact (VOLUNTEER COORDINATOR NAME and PHONE NUMBER)



If you have not yet registered or would like to become a volunteer, please pick up a registration form at the school. Drop off your completed form to your child's teacher at the office, or bring it to the Open House.

Thank you for volunteering at ABC Public School! We value your contribution!

A letter like this one can be used to recruit volunteers in your larger school community. In this case, the school is using the bulletin in a nearby church.

SHARING IN EDUCATION

ABC School is a K - 8 school with more than 300 students. We also have a class of developmentally handicapped students and a Woodview Day Treatment Program. We currently require volunteers, working in cooperation with our teachers and staff, to enhance the learning environment of our students. Our school motto is "People Cultivating Success".

We are seeking members of the community who are willing to share their experiences and expertise with our young people. Many of our volunteer positions require only 1 hour on a regular basis. By becoming a school volunteer, you will receive the reward and satisfaction of knowing that you are playing an important part in ensuring the success of the young people of our community.

If you have questions about our school,

please contact _____ in your church community or call our school Principal, (name here) at 555-2222.

A small amount of time leaves a great impression.



ABC SCHOOL COUNCIL

Certificate of Excellence

is hereby granted to:

for outstanding performance and innovation in
education through {program name}.

{Name Here}

Date:



WHAT'S UP AT ABC PUBLIC SCHOOL

February

Read-a-thon & Academic Challenge
fundraising with our community partner

Winter Electives

March

Fundraising for

April

A Discussion with
workshop or speaker

May



Education Week
Arts & Science
Showcase
Wine & Cheese/
Silent Auction

June

Family BBQ
Grade 8 Graduation

Plus

Every

Month

Hot Lunch

Cookie Days

Cupcakes

Collect Grocery

Tapes (A&P)

School Council Meetings

Monday, February 7 Monday, May 8

Monday, April 10 Monday, June 5

Join Us for **The Education Moment!**

All meetings begin at 7:30 p.m. in the Library Resource Centre

ABC School Council invites your family to attend an evening celebrating

OUR STUDENTS. OUR FUTURE.

READY FOR THE MILLENNIUM!

An Open House for our community

- Discover technology in your child's classroom.
- Demonstrations of different applications by our students.
- Example
- Example
- Example

WHEN: THURSDAY, JANUARY 27, 2000

TIME: 7:00 p.m. - 8:00 p.m.

- Child-care available.



- Refreshments

G - 21 **Halton District School Board**

G - 22 **Halton District School Board**

School Council Handbook TOOLS AND TEMPLATES

ABC School Council invites you to attend an evening celebrating

OUR STUDENTS. OUR FUTURE.

READY FOR THE MILLENNIUM!

Thursday, January 27, 2000 at 7:00 p.m.

ABC Public School

111 School Road

RSVP on or before January 25 to

(name) at (phone #)

Refreshments will be available

ABC School Council invites you to attend an evening celebrating

OUR STUDENTS. OUR FUTURE.

READY FOR THE MILLENNIUM!

Thursday, January 27, 2000 at 7:00 p.m.

ABC Public School

111 School Road

RSVP on or before January 25 to

(name) at (phone #)

Refreshments will be available

ABC School Council invites you to

attend an evening celebrating

OUR STUDENTS. OUR FUTURE.

READY FOR THE MILLENNIUM!

Thursday, January 27, 2000 at 7:00 p.m.

ABC Public School

111 School Road

RSVP on or before January 25 to

(name) at (phone #)

Refreshments will be available

ABC School Council invites you to attend an evening celebrating

OUR STUDENTS. OUR FUTURE.

READY FOR THE MILLENNIUM!

Thursday, January 27, 2000 at 7:00 p.m.

ABC Public School

111 School Road



RSVP on or before January 25 to
(name) at (phone #)
Refreshments will be available