



III. SCHOOL COMMUNITY COUNCIL

RESOURCE FOR SELF-MONITORING AND PLANNING FOR IMPROVEMENT

NOTE: There are three documents that support the School Community Council self-monitoring and improvement process:

1. *The School Division Superintendent's Facilitation Guide,*
2. *The SCC Chairperson's / Principal's Facilitation Guide, and*
3. ***The School Community Council Resource for Self-Monitoring and Planning for Improvement.***

WORK IN PROGRESS

October, 2008

SELF-MONITORING AND PLANNING FOR IMPROVEMENT: Strengthening Our Ability to Support Student Wellbeing and Learning Success

To guide Councils in this monitoring and planning process, a *Facilitation Guide for SCC Chairpersons and Principals* accompanies this tool.

The Facilitator's Guide provides direction on guiding the exercises in this tool, including time requirements.

In recent years, schools and school boards in Saskatchewan have been working actively to establish School Community Councils (SCCs) in every school or school community in the province. The purpose of SCCs is to:

- strengthen shared responsibility for the learning success and wellbeing of all children and youth; and,
- encourage and facilitate parent and community engagement in school planning and improvement processes.

Monitoring progress and effectiveness is a critical part of the work of a School Community Council. Knowing how well your Council is performing is key to improving its contribution to student wellbeing and learning success, and demonstrates public accountability.

This resource tool is intended to support SCCs by both:

- serving as an *orientation* and *learning opportunity* for Councils to clarify and strengthen their understanding of their role and responsibilities, and
- providing a process to gather and *interpret information about the effectiveness of their work*, enabling them to strengthen their contribution and continuously improve.

It will assist your Council to determine promising practices, understand current strengths and weaknesses, and identify realistic directions for improvement. The information gathered will also assist boards of education in understanding the challenges and successes being experienced by SCCs and what supports are needed.

SCC SELF-MONITORING AND PLANNING FOR IMPROVEMENT

The Monitoring and Planning for Improvement Tool is based on the five key functions in the role and practices of effective School Community Councils:

- Council Development,
- The Learning Improvement Plan,
- Community Development and Partnerships,
- Communications, and
- Monitoring Results and Planning to Improve.

Given that Councils are at differing stages of implementation and development across the province and constantly orientating new members and evolving **please feel free to refine any aspects of this tool to make it more useful to your situation.**

The tool provides a common framework for monitoring and planning for improvement by Councils across the province. Given that Councils are at differing stages of implementation and development across the province and constantly orientating new members and evolving, **please feel free to refine any aspects of this tool to make it more useful to your situation.**

The tool includes four exercises:

- Exercise 1: Individual Perspectives on Council Effectiveness – *How are we doing?*
- Exercise 2: Reflection on Effectiveness and Next Steps – *How might we move forward?*
- Exercise 3: Planning Actions for Improvement – *What are our next steps?*
- Exercise 4: Understanding Effectiveness - *How Do We Define and Measure Our Success?*

EXERCISE 1: Individual Perspectives on Council Effectiveness – *How are we doing?*

Council members complete the following rating individually.

Five charts are provided, one for each of the key functions in the roles and responsibilities of effective Councils: *Council Development, Learning Improvement Plan, Community Development and Partnerships, Communications, and Monitoring Results and Planning to Improve.*

Based on your experience on the Council during the past 12 months, rate each of indicators of effectiveness in the charts below using a scale from *never* ①, to *sometimes* ②, to *usually* ③, to *always* ④.

A line is included at the end of each key function for individual schools/divisions to include their own measure(s) of effectiveness related to specific policies and activities in which they are involved.

1. Council Development <i>Building a Representative & Effective Council</i> <i>In my experience ...</i>	Never Sometimes Usually Always			
<i>i.</i> Our SCC is inclusive and reflects the make-up of the community and students in the school. <i>(This includes both elected members and advisory positions in support of School^{PLUS}.)</i> (REQUIRED)	①	②	③	④
<i>ii.</i> Our SCC has developed a Constitution regarding its operations and submitted and has received approval from the School Board. <i>(The Constitution includes: subcommittees and officers, schedule of meetings, means of public communication and consultation, code of conduct, decision-making processes, and complaint and dispute resolution processes.)</i> (REQUIRED) Our Council abides by the Constitution in our activities and practices. (REQUIRED) I am clear about the roles and responsibilities of the SCC and believe they are understood may all members. (EFFECTIVE PRACTICE)	①	②	③	④
<i>iii.</i> The SCC receives and manages an annual operating budget from the school board and includes it operating expenditures in public reporting activities. (REQUIRED)	①	②	③	④
<i>iv.</i> Our SCC approaches duties with discretion and maintains confidentiality regarding information about or complaints about any pupil, family member, guardian, teacher, administrator or other employee of or member of the board of education. (REQUIRED)	①	②	③	④
<i>v.</i> The SCC has participated in opportunities related to: <ul style="list-style-type: none"> ▪ orientation, ▪ development, ▪ training, and ▪ networking, to enhance our capacity to carry out our responsibilities. (REQUIRED) 	① ① ① ①	② ② ② ②	③ ③ ③ ③	④ ④ ④ ④
<i>vi.</i> The SCC has a positive working relationship with the school principal and staff. (EFFECTIVE PRACTICE)	①	②	③	④
<i>vii.</i> The SCC is working together well as a team. (EFFECTIVE PRACTICE)	①	②	③	④
<i>viii.</i> School division and/or school measure (s) of success added here.	①	②	③	④
Total Score for Council Development: (Sum of the scores for the above statements)	/52			

2. Learning Improvement Plan (School Strategic Plan) <i>Creating a Shared Plan to Strengthen Student Learning & Wellbeing, the Learning Program and School Capacity</i> <i>In my experience ...</i>	Never Sometimes Usually Always			
<i>i. Our SCC is engaged with staff, students and parents in the development of the Learning Improvement Plan, for recommendation to the board of education. (This plan aligns the Council’s work to school division priorities and its strategic plan, and to the goals of the provincial Continuous Improvement Framework: <i>Improved Learning Outcomes, Equitable Opportunities, Successful Transitions, Accountability.</i>) (REQUIRED)</i>	①	②		④
<i>ii. Our SCC focuses its actions in support of student wellbeing and learning and to enhance the capacity of the school. (REQUIRED)</i>	①	②	③	④
<i>iii. Our SCC performs any activities assigned to it in the Learning Improvement Plan approved by the board of education. (REQUIRED)</i>	①	②	③	④
<i>v. The Learning Improvement Plan is updated and informed by data and information gathered from this and other evaluations, including data about local and provincial student achievement. (EFFECTIVE PRACTICE)</i>	①	②	③	④
<i>vi. Special projects of the SCC (such as literacy, homework or parenting education programs) are included in the Learning Improvement Plan and are achieving their intended results. (EFFECTIVE PRACTICE)</i>	①	②	③	④
<i>vii. School division and/or school measure (s) of success added here.</i>	①	②	③	④
Total Score for the Learning Improvement Plan (Sum of above scores)	/24			

3. Community Development and Partnerships <i>Understanding and Building Community and Engaging Supports</i> In my experience...	Never Sometimes Usually Always			
<i>i. Our SCC has taken steps to accurately understand the economic, social, cultural & health conditions needs, interests and aspirations of our community (Developing a School Community Profile :). (REQUIRED)</i>	①	②	③	④
<i>ii. Our SCC has taken an inventory of resources, assets and supports available in the community to support students' diverse needs and the capacity of the school (School Community Profile). (REQUIRED)</i>	①	②	③	④
<i>iii. Our SCC provides supports to parents to become more directly involved in their children's learning and development (E.G. homework guides, parenting programs, food safety instruction classroom volunteers, career development and family literacy). (EFFECTIVE PRACTICE)</i>	①	②	③	④
<i>iv. Our SCC engages "hard-to-reach" in the Council's work. (EFFECTIVE PRACTICE)</i> Our Council engages people who are not on the Council itself to assist with programs and supports.	①	②	③	④
<i>v. Advisory positions on the SCC include community representatives to support implementation of School^{PLUS} through partnerships to strengthen the capacity of school programming such as businesses, First Nations & Métis reps., recreation etc. (RECOMMENDED PRACTICE)</i>	①	②	③	④
<i>vii. Our SCC identifies and forms relationships with service and support agencies in the school community to meet students' diverse needs through Integrated School-Linked Services as part of School^{PLUS}. (RECOMMENDED PRACTICE)</i>	①	②	③	④
<i>viii. Our SCC provides advice to community agencies, organizations and governments on the learning needs and wellbeing of students. (Examples may include the Regional Health District on wellness initiatives and Community Rec. Boards and Library Boards on recreational and literacy needs and programs.) (REQUIRED)</i>	①	②	③	④
<i>ix. Our SCC works with neighbourhood and community agencies and groups and mobilizes parents to address community issues affecting students and families in creating a stable, safe and supportive community for all. (EFFECTIVE PRACTICE)</i>	①	②	③	④
x. School division and/or school measure (s) of success added here.	①	②	③	④
Total Score for the Learning Improvement Plan (Sum of above scores)	/40			

4. Communications <i>Relationship Building and Reporting - Telling and Asking</i> <i>In my experience...</i>				
	Never	Sometimes	Usually	Always
<i>i. Our SCC has developed a climate of open & honest communication where everyone an opportunity for input and feels their views are heard and respected. (EFFECTIVE PRACTICE)</i>	①	②	③	④
<i>ii. Our SCC has developed channels of communications with parents, community members, students and school personnel. This includes regular communications through:</i> <ul style="list-style-type: none"> ▪ newsletters, ▪ the school/division website(s), ▪ reports on initiatives, ▪ Minutes of Council minutes meetings, and ▪ Standing meeting agenda item seeking feedback from the school community. (EFFECTIVE PRACTICE) <i>Our SCC has developed a Communications Strategy including the audiences to be reached, issues requiring consultation, key messages and feedback mechanisms. (EFFECTIVE PRACTICE)</i>	①	②	③	④
	①	②	③	④
	①	②	③	④
	①	②	③	④
	①	②	③	④
<i>Our SCC has developed a Communications Strategy including the audiences to be reached, issues requiring consultation, key messages and feedback mechanisms. (EFFECTIVE PRACTICE)</i>	①	②	③	④
<i>iii. Our SCC actively seeks the perspectives of :</i> <ul style="list-style-type: none"> ▪ Parents, ▪ Students, ▪ People not traditionally involved or heard from, and (EFFECTIVE PRACTICE) <i>Our SCC facilitates two-way communications. (EFFECTIVE PRACTICE)</i>	①	②	③	④
	①	②	③	④
	①	②	③	④
<i>Our SCC facilitates two-way communications. (EFFECTIVE PRACTICE)</i>	①	②	③	④
<i>iv. Our SCC provides advice and recommendations to the board of education respecting policies, programs and educational service delivery, including:</i> <ul style="list-style-type: none"> ▪ Pupil code of conduct, ▪ Grade discontinuance, ▪ School closure, ▪ Religious and cultural instruction, ▪ Language of instruction. (REQUIRED) 	①	②	③	④
	①	②	③	④
	①	②	③	④
	①	②	③	④
	①	②	③	④
<i>Language of instruction. (REQUIRED)</i>	①	②	③	④
<i>vi. Our SCC provides advice to the principal and school staff regarding school programs, (including: extra-curricular programs, religious observances and cultural traditions and family life education.) Our SCC provides advice and shares our understanding of the school community to the principal and school staff and to the board of education. (REQUIRED)</i>	①	②	③	④
<i>Our SCC provides advice and shares our understanding of the school community to the principal and school staff and to the board of education. (REQUIRED)</i>	①	②	③	④
<i>vii. Our SCC has opportunities to network and dialogue with the school board and admin staff. (EFFECTIVE PRACTICE)</i>	①	②	③	④
<i>viii. School division and/or school measure (s) of success added here.</i>	①	②	③	④
Total Score for the Learning Improvement Plan (Sum of above scores)	/94			

5. Monitoring Results & Planning to Improve <i>Measuring Progress and Using Data to Guide Improvements</i> <i>In my experience...</i>	Never Sometimes Usually Always			
i. Discussions at SCC meetings focus on how to strengthen student learning and wellbeing, as well how to support school programs. (RECOMMENDED PRACTICE)	①	②	③	④
ii. Our SCC is accountable, transparent and responsive in its relationship with parents, the school community and the school board on its actions and progress. (RECOMMENDED PRACTICE)	①	②	③	④
iii. Our SCC provides an annual report to parents, students, community members, the board of education and others about its plans, initiatives, and accomplishments. (REQUIRED)	①	②	③	④
iv. Our SCC uses data and information from this monitoring process and others including provincial and local student attendance and achievement information to develop our LIP and support actions for improvement. (RECOMMENDED PRACTICE)	①	②	③	④
v. I and the Council have received training on the use and understanding of data, and have had data relevant to our work explained to us. (RECOMMENDED PRACTICE)	①	②	③	④
vi. Our SCC provides opportunities (E.G. an evaluation form) for parents, students, teachers and community members to give us feedback on our work. (RECOMMENDED PRACTICE)	①	②	③	④
vii. Our SCC engages the school community in celebrating successes. (RECOMMENDED PRACTICE)	①	②	③	④
viii. School division and/or school measure (s) of success added here.	①	②	③	④
Total Score for the Learning Improvement Plan (Sum of above scores)				/28

The overall scores in each category will provide you with an indication of how well your Council is doing. For example, if your overall score in the “Monitoring Results and Planning” function is 12 out of a possible 28, than this is a likely area to focus your work for improvement.

EXERCISE 2: REFLECTIONS ON EFFECTIVENESS – *How might we move forward and improve?*

Based on your individual responses to the above (Exercise 1), as a Council discuss the following questions:

<p>1. <i>Where are we most successful as a Council?</i> (Building on strengths)</p> <div data-bbox="105 381 655 646" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>NOTE: Working as a Council in the whole, you may wish to focus on one of the key functions at a time:</i></p> <ul style="list-style-type: none"> <i>i. Council Development</i> <i>ii. Learning Improvement Plan</i> <i>iii. Community Development & Partnerships</i> <i>iv. Communications</i> <i>v. Monitoring & Planning for Improvement.</i> </div>	<p>2. <i>Where do we need to improve?</i> <i>What surprises you, stands out, or concerns you about the information collected from Exercise 1?</i> (Areas for attention & opportunities for growth)</p>
<p>3. <i>How are we acting to support and implement our Learning Improvement Plan (School Strategic Plan)?</i> <i>How do our goals align with the priorities of the School Board and the Continuous Improvement Plan? Are there any surprises for you in the linkage between your LIF and your work?</i></p>	<p>4. <i>What can we do differently to make the School Community Council more effective?</i> <i>What are some next steps we can take to be more effective?</i> (General conversation and work toward prioritizing next steps and actions).</p> <div data-bbox="1390 1114 1927 1295" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>NOTE: The following Exercise 3 will support your Council in drilling down on areas for improvement and explicitly determining next steps, including the intended results.</i></p> </div>

EXERCISE 3: PLANNING ACTIONS FOR IMPROVEMENT – *Identifying Next Steps and Intended Results*

Building on the information gained and discussions of Exercise 1 and 2 outline the actions your Council is committed to for improving performance in each of its five key functions, including what you hope to achieve as results.

Areas of Council Effectiveness:	Strengths	Areas for Improvement	Next Steps (Prioritized)	Intended Results/ Outcomes
1. Council Development				
2. Learning Improvement Plan				
3. Community Development & Partnerships				
4. Communications				
5. Monitoring Results & Planning to Improve				

EXERCISE 4: UNDERSTANDING EFFECTIVENESS: *How Do We Define and Measure Our Success?*

The following continuum describes criteria of effectiveness related to three stages of Council development in their key responsibility areas:

Stage 1: the Council is at the *initial developmental stage* and is primarily functioning to “inform” its public;

Stage 2: the Council is *progressing* in its development and is “involving” key representatives, as well as involved in the development of the Learning Improvement Plan and other key responsibilities.

Stage 3: the Council is working at a *proficient and effective* level, “engaging” others meaningfully and engaged successfully in the critical work of enhancing student wellbeing and learning success.

For each column, select the level of development that best describes your current practices and operations. Feel free to add other indicators of effectiveness in the “other” line to describe your specific and unique situation.

Level of Development		Council Development	Learning Improvement Plan	Community Engagement & Partnerships	Communications	Monitoring Results & Planning to Improve
Stage 3 Proficient & Effective <i>(Engaging)</i>	↑	<ul style="list-style-type: none"> ▪ Independent Executive with interdependent leadership between principal & chair ▪ Principal advises, chair leads or co-leadership ▪ Inclusive & open ▪ Representative membership ▪ All members understand roles & relationships ▪ Understands community issues, needs, aspirations & resources ▪ Works well as team ▪ Student & minority voice ▪ Productive meetings ▪ SCC is an integral, purposeful and valued component of school division governance, integrated into Board of Education decision-making 	<ul style="list-style-type: none"> ▪ Focused on supporting student learning & wellbeing ▪ School community involved in implementing Learning Improvement Plan (LIP) ▪ LIP actions and results monitored for continuous improvement ▪ SCC responsibilities address key matters linked to the division priorities and provincial CIF ▪ The SCC uses evaluation and assessment information and data appropriately to inform and strengthen its planning and contributions ▪ OTHER? 	<ul style="list-style-type: none"> ▪ Council is knowledgeable of the social, health & economic conditions of the community & the needs, aspirations & abilities of the students ▪ Council engages broad and diverse representatives from the school community to strengthen the learning program and provide supports for students’ diverse needs (School^{PLUS}) ▪ Council provides advice to community agencies on the learning and wellbeing of students ▪ OTHER? 	<ul style="list-style-type: none"> ▪ Communications tools in place to inform parents and community members ▪ Regular scheduled meetings between Principal & chair ▪ Constructive relationship with community, staff and board ▪ Informative and timely communications (Com. Plan) ▪ Two-way communications, open and inclusive ▪ Good & bad news shard ▪ Student achievement data & key priorities shared ▪ The SCC seeks out student perspective & those not traditionally heard ▪ Provides advice to the 	<ul style="list-style-type: none"> ▪ Annual report prepared on activities, plans and results ▪ Focused on measuring outcomes / results ▪ Outcome data is analysed and used effectively and guides planning and reports ▪ Education, information available on the use of data ▪ Engages school community in celebrating successes ▪ OTHER?

		processes.			Board respecting pupil code of conduct, school closure, religious & cultural instruction etc. ▪ OTHER?	
Stage 2 Progressing (Involving)	↑	<ul style="list-style-type: none"> ▪ Growing leadership from the Executive ▪ Constitution developed ▪ Focused on key matters that make a difference in student learning and wellbeing ▪ Growing understanding of roles and responsibilities ▪ Development, training & networking opportunities ▪ OTHER? 	<ul style="list-style-type: none"> ▪ Involved with principal staff, parents, students etc. in development of LIP and submitted it to Board ▪ Limited knowledge of the use of data “Assessment Literacy ▪ OTHER?” 	<ul style="list-style-type: none"> ▪ Inventory of community resources & assets in place ▪ Partnerships being established to support students diverse needs (SchoolPLUS) ▪ Work underway in seek out hard to reach parents ▪ Advisory positions being filled by community representatives ▪ Council experiencing successes in involving family & community members ▪ OTHER? 	<ul style="list-style-type: none"> ▪ Newsletter / communications with parents begun ▪ Council building climate of open & honest communication ▪ SCC providing advice to principal and staff regarding school programs ▪ Experiencing successes in involving family & community members ▪ Some opportunities to network with school board and admin staff ▪ OTHER? 	<ul style="list-style-type: none"> ▪ Developing capacity in “assessment literacy” – knowledge of measurement, evaluation and the use and interpretation of data ▪ Growing confidence in development of annual report ▪ OTHER?
Stage 1 Beginning Development (Informing)	↓	<ul style="list-style-type: none"> ▪ Reliant on principal leadership ▪ Learning about roles & responsibilities ▪ Constitution under development ▪ 1st Learning Improvement Plan developed ▪ Learning to work as team ▪ Establishing relationships with principal & staff ▪ OTHER? 	<ul style="list-style-type: none"> ▪ The Council has begun work on the LIP ▪ Limited knowledge of community issues & needs ▪ OTHER? 	<ul style="list-style-type: none"> ▪ Limited knowledge of school board and provincial goals & priorities ▪ Limited success in involving hard to reach parents ▪ OTHER? 	<ul style="list-style-type: none"> ▪ Communications tools under development ▪ OTHER? 	<ul style="list-style-type: none"> ▪ Limited knowledge of measurement, evaluation methods and use and interpretation of data ▪ Reports to parents of and informational nature on plan development; not progress ▪ OTHER?