



Regina Catholic School Division

Catholic School
Community Council

Catholic School Community Council Guide for Members (CSCC) 2024-2025



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Background

Welcome!

Welcome to the Catholic School Community Council! Your willingness to share your time and service is greatly appreciated.

Regina Catholic Schools have a long and solid history of parent/guardian, parish, student and community involvement and partnerships since our inception in 1899.



Gratton School

1. Background

1.1. Eligibility

Parent

- Refers to any parent/guardian whose child/ren attend the school regardless of where they reside.

Elector

- Refers to anyone of the Catholic Faith who resides in the attendance area of the school.

Student

- Refers to a student in attendance at an elementary or high school in the Regina Catholic School Division (RCSD). High schools must appoint two (2) students and elementary schools may also appoint students. (A plan for included student voices should be part of CSCC).

Parish Representative

- Refers to a member of a Roman Catholic Parish associated with the school.

Other Representative

- Refers to a staff member(s) or someone from the community who has a particular connection to the school by way of an agreement or project and with the approval of both the Board and the CSCC can sit on the council.

1.2. CSCC Membership

Two kinds of members

- Elected
- Appointed

Elected

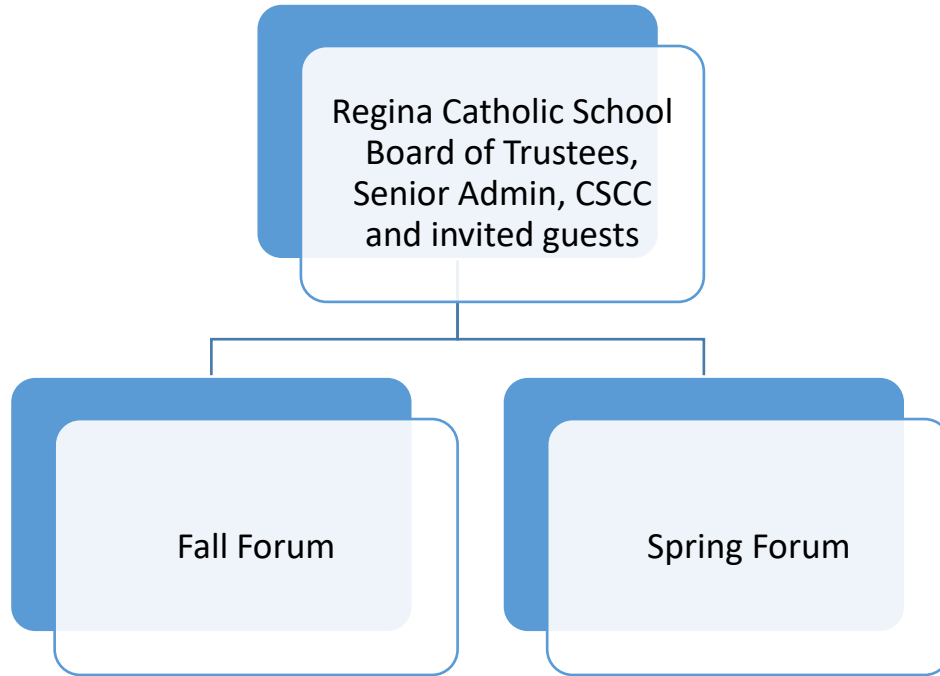
- Five (5) – nine (9) elected parents/guardians and community members who are representative of the demographics of the student population. Parents/guardians must be the majority.

Appointed

- Principal
- Teacher or teachers associate
- High school – two (2) students
- Elementary school – may appoint students
- School Support Specialist
- Parish Representative
- Other (chosen jointly by CSCC & Board as required)

1.3. **Board/CSCC Forum**

Twice each school year the Board of Trustees meet with CSCC Chairpersons on matters of mutual interest. Each forum will be made up of representatives from each of the local CSCCs.



1.4. **CSCC Overview**

Accountability

- Budget
- School Improvement Plan (SIP) - Student Outcomes
- Communication and support of school community/public

Membership

- Parents/guardians
- Principal
- Teacher
- Staff
- Parish
- Community members
- Council appointee
- Students

Roles

- Support school vision
- Support SIP
- Awareness/support Division Improvement Plan (DIP)
- Fundraising
- Build connections between the school and community
- Dialogue with Board of Trustees – CSCC/Board Linkage meetings

Elections

- Advertise Annual General Meeting (AGM)
- Secret ballot (as required)
- Returning Officer (Office Manager)
- Representative and Appointed Positions

2. The Role and Work of CSCC

CSCCs are recognized in legislation as the official parent/guardian/community voice within their school. The CSCC operates with the framework of Board Policy and Administration Applications.

2.1. What is the Role of the CSCC?

The role of the CSCC is to work in conjunction with the principal and staff to:

- Promote Catholic education.
- Provide input and further the learning goals of the school.
- Support student learning success and mental health and well-being.
- Encourage parent/guardian and community involvement within the school.
- Represent the school community at the division and provincial level.
- Understand the community.

2.2. What is the Work of the CSCC?

The CSCC is accountable to its school community.

The Work of the CSCC includes:

- Learn about the demographics of the school community – school profile.
- Take part in setting the "vision" for their school.
- Support parent/guardian and community involvement in the school.
- Help parents/guardians to support their child's learning.
- Have input into the SIP and perform activities assigned to it as part of the plan.
- Provide advice on fundraising plans.
- Communicate with the local community.
- Work together with the school to support student learning.
- Manage CSCC Government Grant and provide public accounting.
- Participate in Council development activities.
- Dialogue with the Board of Trustees through two (2) annual CSCC/Board Linkage meetings.
- Approach duties with discretion and maintain confidentiality.

2.3. **What is Not the Work of the CSCC**

The CSCC operates within the framework of the Board Policies and Administrative Applications.

Its work must NOT include:

- Matters which are the responsibility of the Board of Trustees as outlined in *The Education Act, 1995*
- Matters which are the responsibility of the principal and/or staff as outlined in *The Education Act, 1995* and board policy.
- Matters involving personnel or pertaining to specific students or families.
- Set policy.
- Direct school procedures.
- Manage school operations.
- Discuss personal, confidential information regarding students, teachers or other parents and families.

3. First Steps

3.1. **Election Guidelines**

In Regina Catholic Schools, the returning officer for CSCC elections is the school office manager. The principal, CSCC and office manager work in collaboration according to the following election guidelines.

3.1.1. **Advertising**

Notice of the AGM will be advertised a minimum of four (4) weeks prior to elections.

Advertising should include:

- Posters at school entrances
- Posting in school newsletter and/or website
- Notice in Parish bulletin
- Message on school sign

Information should include:

- Date and time of AGM and elections
- Who is eligible to run
- What the responsibilities are
- How this will benefit their school community
- Why we need their help
- Where to view policies and procedures regarding elections
- Childcare availability

3.1.2. **Recruitment**

Setting the tone

- As the first point of contact the CSCC's role is to welcome and help parents/guardians feel comfortable.

- People are more likely to agree to help if they feel needed. Highlight where parents/guardians can make a difference.
- Keep it light; be positive – when people are relaxed, they are more likely to take part.
- Information personal contact (telephone or hallway chat) creates a non-threatening environment.
- Volunteers need to hear that they will not be left on their own with an overwhelming task – everyone helps.
- Let volunteers know that “life happens – sometimes we miss meetings – but we’ll keep members informed”.

Getting the information

- Try to start a candidate list in advance – nominations can still be taken from the floor.
- Find out who is returning – try to have member hold positions for two (2) years if possible (no limit to number of terms).
- Check to see that community members are living in the attendance area and are Catholic school supporters (electors).
- On election night take some time to count candidates to ensure that parents/guardians will be in the majority of elected members.

3.1.3. Election Supervision

Please note: Elections will be supervised by the office manager at each school.

3.1.3.1. Election by Secret Ballot:

- If there are enough candidates to have an election, then it must be by secret ballot.
- Eligible voters include parents/guardians of children in the school and Catholic community members who reside in the attendance area of the school.
- If there is a tie, then the candidates will be asked to share the position. If one candidate declines, then the chairperson will call for a second vote (secret ballot). If there is a tie once again, the chairperson will designate one person to a CSCC position and the other to a member at large position.

3.1.3.2. Election by Show of Hands or Acclamation:

- If there are only as many candidates as positions available and it has been past practice to elect informally by a show of hands or acclamation, then this practice will continue.
- Prior to, do a quick check to make sure that all in attendance agree.

Positions for CSCC Election:

- Chairperson
- Vice-chairperson
- Secretary
- Treasurer
- Directors

Note: you can have more members elected or appointed but they will be considered as Members at Large and will have voting restrictions.

3.1.4. Communication Following the AGM

- Complete the membership form and forward to the Superintendent of Education Services at Catholic Education Centre (CEC).
- Share the results with your community through the newsletter/website or social media.

3.1.5. CSCC Members

Elected Members:

- Five (5) – nine (9) elected parents/guardians and Catholic community members. (Parents/guardians must be the majority).

Appointed Members:

- Principal
- Teacher or teacher associate
- Parish representative
- High schools – two (2) students
- Elementary schools – may appoint students
- School Support Specialist
- Others (with approval of the CSCC and the Board)

Note: as in past practice, the positions of student, teacher/teacher associate, parish representative may be shared or rotated.

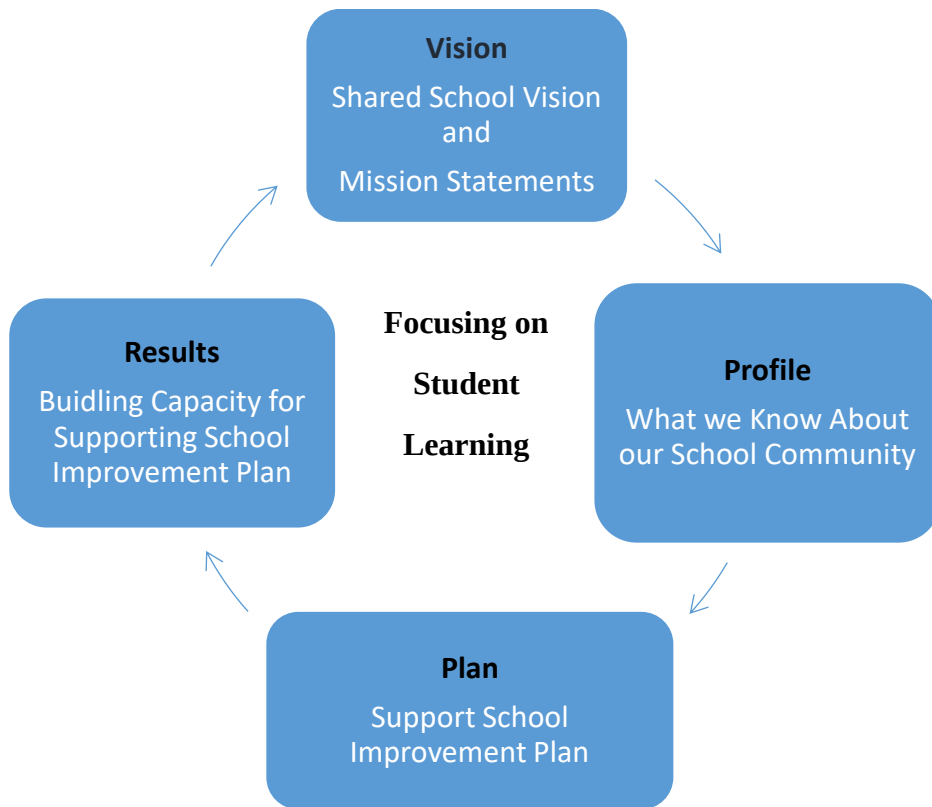
3.1.6. Forms/Templates

Included is a series of form templates for your use. You will want to customize these forms to fit your needs:

- Nomination form - [Form A](#)
- Election ballot - [Form B](#)
- Appointment application - [Form C](#)
- Membership list - [Form D](#)

3.2. School Profile

An important role of the CSCC is to understand the community. Each CSCC will work in collaboration with the principal to create a School Community Profile. This profile will provide insight into the unique strengths and needs of the community and will contain data that can assist in decision making.



3.3. **Visioning**

The CSCC and school staff are encouraged to undertake a visioning process. Visioning may be conducted by the principal or a guest facilitator. The visioning process allows everyone to think into the future and imagine or “envision” a successful school community. From that vision three (3) or five (5) years into the future, the group works to set goals and make plans.

3.4. **Goal Setting**

The goals of the CSCC will align with those of the Ministry of Education, RCSD, and the school.

SMART Goals are:

- S** specific
- M** measurable
- A** attainable
- R** realistic
- T** time-limited

3.5. **School Fundraising**

CSCC members are invited to participate in discussions regarding the plans for school level fundraising.

Fundraising Activities

For this policy, “fundraising activities” shall refer to school-based fundraising and CSCC fundraising, in accordance with definitions below.

1. **School-Based Fundraising**
For the purpose of this policy, “school-based fundraising” refers to all fundraising activities initiated and conducted by school staff or sanctioned student groups, under the approval and supervision of the principal. School-based fundraising includes activities conducted by student representative councils and booster clubs.
2. **CSCC Fundraising**
For this policy, “CSCC fundraising” refers to all fundraising activities initiated and conducted by the CSCC, under the approval and supervision of the principal.
3. **Charity or Charitable Agency**
For the purpose of this policy a “Charity” or “charitable agency” is any organization or institution engaged in non-profit assistance to the poor, distressed, or persons in need, or such institutions set up for the care of such individuals or groups.
4. **Community Project**
For the purpose of this policy, a “community project” is an activity that promotes educational, philanthropic, or other work for the betterment of the local, regional, national, or international community.

Policy

The board recognizes its responsibility in providing funds for basic educational programming. The Board of Trustees acknowledges that from time to time, a school or CSCC may wish to conduct fundraising activities to complement and/or supplement the basic educational program, support approved charities or community project, or fund co-curricular and/or extra-curricular activities.

Funds raised should be used to benefit students and enhance the quality of Catholic education. Fundraising activities shall be compatible with the best interests of pupils, staff, and community and not detract from curricular activities. Fundraising in Regina Catholic Schools shall operate in harmony with the School Division mission, belief statements, religious and educational mandate, and Board of Trustees policy.

Regulations

1. General Fundraising Principles

All school based and CSCC fundraising shall operate under the same guiding principles:

- a. All fundraising shall:
 - i. Operate under the approval and supervision of the principal.
 - ii. Operate keeping with regulations of the City of Regina and applicable laws of the Province of Saskatchewan.
 - iii. Be accounted for in accordance with procedures established by the Business & Finance department.
 - iv. Consider poverty sensitive principles and the support capacity of the community involved.
 - v. Operate with respect for the preservation of instructional time.
 - vi. Operate on a voluntary basis for pupils and families.
 - vii. Operate with consideration for the safety and security of pupils.
- b. Fundraising should compliment and not replace public funding for education.
- c. Fundraising shall not be conducted for providing instruction, basic education items, or any items required for course completion.
- d. Pupils shall not be excluded from an event or program based on lack of involvement in fundraising initiatives.
- e. Fundraising objective shall be developed in advance of the fundraising activity.
- f. Fundraising activities shall not require pupils to listen to or read commercial advertisements.

2. Purposes of Fundraising

- a. Approved pupil excursions, field trips, or other out-of-school educational programs.
- b. Special events or activities conducted at the school or by school-based groups.
- c. Purchase of non-essential print or non-print learning resources.
- d. Equipment and supplies for extra-curricular activities.
- e. Improvements to school sites and/or playgrounds.
- f. School-based partnerships.
- g. Community projects.
- h. Charitable agencies.

3. Fundraising Fiscal Management

- a. Fundraising activities in the school division shall operate in accordance with fiscal management requirements established by the Chief Financial Officer (CFO).
- b. The principal is responsible for establishing proper procedures for safekeeping, accounting, and management of all monies collected.
- c. The purchase of goods and services with funds derived from school-based fundraising shall follow management requirements established by the CFO.
- d. An annual financial summary of all school-based fundraising activities conducted during the school year shall be prepared and made available to superintendents, staff, and parents/guardians upon request.

3.6. Budget Setting

CSCC members will need to determine collaboratively how to allocate the funds received from the government grant as well as any other funds the council may choose to raise.

3.7. Detailed Implementation Plan (DIP) and School Improvement Plan (SIP)

Regina Catholic Schools have aligned their DIP and SIP with the Provincial Education Plan.

Provincial Education Priorities

1. Mental Health and Well-being
2. Learning Response
3. Learning Response – Reading

Division Goals/DIP

1. Mental Health and Well-being
2. Early Learning
3. Reading/Writing/Math
4. Indigenous Education
5. Graduation Rates
6. Faith Permeation
7. English as an Additional Language

SIP

1. Responsive to Level 1 Provincial Priorities and Level 2 Division Goals
2. Locally determined goals based on school and division data

- Principals and staff personnel work together in Professional Learning Communities to plan, implement, and evaluate their school improvement goals.
- Each school must develop a SIP that aligns with the provincial priorities and the DIP.
- CSCCs are invited to take an active role in supporting the SIP & DIP.
- Each school must submit a SIP, signed by the school administrator and the CSCC Chairperson, to their area Superintendent of Education Services for approval.

3.8. Council Development Plans

Part of being a CSCC member is learning more about education and how to participate. Each CSCC is expected to take part in training, development, and networking opportunities. The Board of Trustees will work with CSCCs to facilitate training opportunities. The CSCC government grant is designed to cover the costs of council development.

3.9. Communication Strategies

The CSCC plays a very important role in understanding and communicating the DIP, SIP, and successes of the school.

3.10. Council/Board Communication

CSCC has a special relationship with the board. The CSCC is the official parent/guardian voice for each school and will be called upon to give advice on matters of importance to the division.

The Board will continue to host the CSCC/Board of Trustees Linkage Meetings twice a school year.

3.11. Reporting

The CSCC will work with the principal in the completion of CSCC reports required by the Board of Trustees and the Ministry of Education.

The CSCC will report to the school community on a regular basis and may be called upon to assist with other communications to the Board or the Ministry of Education.

Year end reporting will be submitted through Jotform: [CSCC Year-end Report JotForm](#)

4. Policy and Legislation

4.1. *The Education Act, 1995*

Bill #59 – An Act to Amend the Education Act – May 19, 2006

Establishment of school community councils

140.1(1) Subject to subsections (2) to (4), every board of education shall establish a school community council for each school in the school division.

(2) Two or more school community councils in the same school division may petition the board of education of their school division to recommend to the minister that those school community councils be amalgamated to form one school community council.

(3) If the minister receives a recommendation from a board of education to amalgamate school community councils, the minister may approve the amalgamation if, in the minister's opinion, it is in the best interests of education in Saskatchewan.

(3.1) An amalgamated school community council may petition its board of education to recommend to the minister that that school community council be separated, and two or more school community councils be established.

(4) If the minister receives a recommendation from a board of education to separate an amalgamated school community council and establish two or more school community councils, the minister may approve the separation and establishment if, in the minister's opinion, it is in the best interests of education in Saskatchewan.

2006, c.18, s.18; 2006, c.38, s.5; 2017, c11, s.33.

Membership of school community council

140.2 Subject to the regulations and the policies of its board of education, every school community council shall consist of:

(a) no fewer than five and no more than nine elected members who are parents or guardians of pupils or community members; and

(b) appointed members.

2006, c.18, s.18; 2006, c.38, s.6

Terms of office

140.3(1) Subject to subsections (2) and (4), each elected member of a school community council holds office for two years and is eligible for re-election.

(2) In the first election for each school community council, approximately half of the members are to be elected to one-year terms and the other members are to be elected to two-year terms.

(3) If there is a vacancy in an elected member's position, a board of education may appoint an individual to that position.

(4) The terms of all members of a school community council that is to be amalgamated or separated pursuant to subsection 140.1(3) or (4) terminate on the day after the election of the members of the newly constituted school community council.

2006, c.18, s.18; 2006, c.38, s.7.

Disqualification of members

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

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

2006, c.18, s.18

Duties and powers

140.5 Every school community council shall:

- (a) facilitate parent and community participation in school planning;
- (b) provide advice to its board of education;
- (c) provide advice to its school's staff;
- (d) provide advice to other agencies involved in the learning and development of pupils; and
- (e) comply with the regulations and the policies of its board of education.

2006, c.18, s.18

4.2. Education Regulations, 2019

Part 4

School Community Councils

Membership

5(1) In this Part, "community member":

- (a) means an elector who resides within the attendance area for that school community council's school or the geographic area for a school community council as determined by that school's board of education if an attendance area has not been defined; and
- (b) does not include parents or guardians of pupils who attend that school.

- (2) Each school community council shall consist of:
- (a) the elected members mentioned in clause 140.2(a) of the Act; and
 - (b) the members appointed pursuant to subsections (3) and (4).
- (3) A board of education shall appoint as members:
- (a) subject to clause (b), for each school community council in the school division:
 - (i) if practicable, 1 or 2 pupils who attend that school who are enrolled in the secondary level;
 - (ii) the principal of that school;
 - (iii) one teacher from that school; and
 - (iv) in consultation with the other members, any other individuals;
 - (b) if 2 or more school community councils are amalgamated pursuant to the Act, for each amalgamated school community council:
 - (i) if practicable, 1 or 2 pupils who attend each school who are enrolled in the secondary level;
 - (ii) the principal of each school;
 - (iii) one teacher from each school; and
 - (iv) in consultation with the other members, any other individuals.
- (4) If a pupil at a school resides on reserve, the board of education shall, for the school community council for that school:
- (a) request that the Indian band, for whose use and benefit the reserve where the pupil resides has been set aside, identify individuals willing to represent that Indian band on the school community council; and
 - (b) if practicable, appoint at least one of those individuals to the school community council. 8 E-0.2 REG 29 EDUCATION, 2019
- (5) Subject to the Act and these regulations, a board of education shall, for each school community council in the school division:
- (a) determine the geographic area for the purposes of clause (1)(a);
 - (b) determine the maximum number of members;
 - (c) for the purposes of clause 140.2(a) of the Act, determine the number of elected members; and
 - (d) develop policies and procedures for:
 - (i) the appointment of members; and
 - (ii) the nomination and election of elected members.
- (6) Subject to subsection (7), a majority of the elected members of a school community council must be parents or guardians of pupils who attend the school.

(7) Subsection (6) does not apply if the majority of the pupils who attend the school:

- (a) are 18 years of age or older; or
- (b) do not reside with a parent or guardian.

25 Oct 2019 cE-0.2 Reg 29 s5.

Elections

6(1) An annual election shall be held to elect members of a school community council.

(2) A board of education shall, for each school community council in the school division, appoint an employee of the board of education, other than any member of that school community council, to be the returning officer for the election of members of the school community council.

(3) A returning officer shall provide at least 4 weeks' notice to the public before a public meeting is held to elect members of a school community council.

(4) The notice shall state:

- (a) the purpose of the meeting;
- (b) the attendance area or the geographic area for the school community council;
- (c) where any policies or procedures developed by the board of education respecting the election of the school community council can be reviewed; and
- (d) the date, time and location of the meeting.

(5) The notice shall be advertised or posted in such a way that it would be reasonably expected to reach the parents or guardians of pupils of that school and community members. 9 EDUCATION, 2019 E-0.2 REG 29

(6) The following may stand for election to a school community council:

- (a) a parent or guardian of a pupil who attends the school of that school community council;
- (b) subject to subsection (7), a community member.

(7) A community member may not be a member of a school community council for more than one school in which the community member is not a parent or guardian of a pupil in the school.

(8) The following may cast a vote in a school community council election:

- (a) a community member;
- (b) a parent or guardian of a pupil who attends that school.

(9) The members to be elected shall be elected at the public meeting by secret ballot.

For complete legislation refer to [Publications Centre](#)

4.3. CSCC Parish Representative Protocol

- An invitation is made via parish bulletins for interested parishioners to let their name stand for election or for consideration to appointment to the CSCC of a school served by that parish.
- Catholic electors residing in the school's attendance area may run for that school 's CSCC as an elected community member.
- Catholic parish electors may let their name stand for consideration to appointment as a representative community member of the parish serving that school.
- The principal compiles a list of interested parties.
- Candidates interested in the elected positions will be invited to the AGM of their district school for elections.
- Candidates interested in the representative parish position will let the principal of that school know of their offer to volunteer.
- The principal will review the list of interested volunteers, consult with the parish priest and/or parish minister or designate and appoint a person to the position.
- The position of parish representative may already be a tradition between the parish and the school. In this case, past practice may continue if the parties so wish.
- The parish representative position is separate from parish council.
- The role of the parish representative is to liaise between the school and parish as a communications link.

4.4. Administrative Applications

The following "[School, Community, and Home Relations](#)" Administrative Applications are relative to CSCC.

- [11110 Complaint Resolution](#)
- [11120 Public Conduct at School Sponsored Events](#)
- [11130 Establishment and Maintenance of CSCC](#)
- [11132 CSCC Decision Making Screen](#)

- [11134 CSCC Elections](#)
- [11140 School and Parish Relationships](#)
- [11200 External Grants, Funding, and Donations](#)
- [11210 Political Organizations](#)
- [11220 Partnerships, Sponsorships, and Co-operative Ventures](#)
- [11221 Partnerships](#)
- [11230 Fund Raising](#)
- [11240 Smoking: School Division Facilities and Grounds](#)
- [11250 Intoxicating Substances on Board Premises](#)
- [11260 Before and After School Programs](#)
- [11500 Community Use of School Facilities](#)
- [11510 Preschool and Childcare Use of School Facilities](#)

5. Preparing and Running Meetings

5.1. Effective Meetings

5.1.1. 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.
- 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 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 permit full discussion of an item, a motion may be made to table the item for discussion at another meeting.
- Every member has equal rights.

5.1.2. Meeting Checklist

- Meeting date
- Start time & end time
- Participants – number in attendance
- Hybrid option may be available if council cannot attend
- Sign in sheet with meeting, date and location indicated
- Name tags and holders

- Name cards for council members
- Facilities: size of room is appropriate
- Seating arrangement: fits agenda and encourages open discussion
- Tables for participants to write on
- Refreshments: tea, coffee, juice
- Equipment: data projector, laptop/tablet
- Extension cord

5.1.3. Running Meetings

CSCC meetings offer councils the opportunity to get together with others who possess diverse thoughts and views to discuss issues and offer suggestions related to council decision. To take advantage of this benefit, meetings take some planning and effective management to ensure that everyone has an opportunity to be heard with efficient use of time.

Planning the CSCC meeting is usually the responsibility of the chairperson. The chairperson may delegate a number of the tasks described below:

Publicizing the Meeting

Publicizing the meeting must be done well in advance through community calendars, school newsletters, school website, *Edsby* or email. Make sure everyone is provided plenty of notice (two (2) weeks if possible). Try to establish a set meeting day, time, and location to help people remember.

Arranging the Room

How the room is arranged can add to the success of the meeting. A round table style, rather than a head-table style can be more conducive to discussion. Make sure there is enough seating for everyone, and no one feels on the "outside". Arrange any necessary equipment and supplies prior to the meeting day.

Establishing the Agenda

The agenda should clearly outline what will be dealt with at the meeting. Having a standard, yet flexible agenda will help save time preparing for meetings. The chairperson usually prepares the agenda with input from others. The following page has a list of standard items council may wish to include in their agenda as well as question prompts to help council as they consider each item.

Agenda Item	To Consider
Record of the previous meeting minutes	Was follow-up action taken on issues of concerns?

	Are there further issues that need to be addressed?
Principal's Report	Will items particular to this month's report require more time or consideration?
Updates on the SIP and/or other Council action plans	What progress has been made to date? What kind of specific information may be required by council at this time?
Committee Reports	What committees of council need to provide a report currently?
Treasurer's Report	What expenses (accounts both paid and outstanding) have been incurred to date? What further expenses might be expected in the future?
Decision Items	What decisions need to be made at this time? Is Council ready to make these decisions or is more information required? If so, how will Council obtain that information?
Discussion Items	Are there new topics, issues or concerns that merit Council's attention?
Received Items	Are there reports, correspondence etc. that need to be acknowledged?
Items for Future Consideration	Are there items that need to be highlighted for future consideration?
Date, time, and agenda items for next meeting	Are changes anticipated to the date, time, or location? What agenda items can be anticipated for the next meeting?
Adjournment	

Recording the Minutes

The secretary assumes responsibility for recording the proceedings of the meeting. In the absence of the secretary, the chairperson appoints another council member to record the minutes.

The minutes can be recorded in one of three ways:

- Formal minutes: when a chairperson governs the meeting.
- Semiformal minutes: when a small group is conducting a relaxed discussion.
- Information minutes: used to record the generalities of a meeting.

Using a laptop helps keep information easy to read back and saves time on the final draft of the minutes. Accurate minutes provide school council members and others 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.
- Motions and resolutions recorded verbatim.

Councils may wish to consider placing their minutes on the school website or have them posted in the school.

5.1.4. Norms for Effective Meetings

- Be honest and share what you think and feel.
- Participate in the conversation. It is your responsibility to get your voice in the room.
- Allow equal airtime for each member so the discussion is fair share.
- Maintain confidentiality.
- Treat each person as an equal.
- Focus on the task.
- Set vested interests aside.
- Think creatively and comprehensively.
- Assist all group members to be more productive.
- Listen to understanding others' perspectives.
- Respect others' ideas and perspectives.
- Speak directly to the person(s) when there is a need for clarification between council members.
- Accept and support all decisions not identified as shared decisions when made by the principal or others.

5.1.5. Ideas for Discussion

Brainstorming

Spontaneous discussion related to a problem or issue. Brainstorming ground rules include:

- The chairperson makes sure everyone is clear on the issue to be discussed.
- Participants can choose priorities.
- No criticism is allowed.
- Every idea is noted.
- Emphasis is on quantity of ideas, not quality.
- Ideas can be modified and combined.
- Visual aids are useful.

Round Table

Like brainstorming, the group is subdivided into small groups of four (4) to six (6) people. Each group is given a time limit. All ideas are recorded and brought back to the main group for further discussion.

Pro/Con Analysis

Participants focus only on the pros and cons of an issue. After all items have been listed, each member votes on what he or she considers the three (3) or four (4) best ideas.

Value Voting:

Useful to get feedback when time is limited. The chairperson asks people to take a position on the issue (strongly agree through strongly disagree). Each category is tallied to arrive at a direction, rather than a decision.

5.1.6. Chairperson's Role

- The chairperson 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.
- Invites each person around the table to speak on the issue if they choose (a time limit for individual contributions may be established beforehand).

5.1.7. Considerations in Building an Effective Team

- How well do group members know each other?
- Have they had opportunities to work together before?
- How comfortable are they with each other?
- Are some members of the group new to the group?
- How sensitive or significant is the group's work?
- How long will the group work together?
- Others?

You will want to customize these forms to fit your needs. These include:

- [CSCC - E Evaluation Report Form](#)
- [CSCC - F Meeting Agenda Form](#)
- [CSCC - G1 Meeting Minutes Form](#) & [CSCC - G2 Meeting Minutes Form](#)

6. Funding

6.1. Budget Information

- The budget year for the division is September 1st to August 31st.
- CSCC bank accounts are not tracked through the school division finance department.

- All CSCC grant money must be tracked using the [CSCC Government Grant JotForm](#) CSCC treasurers will work with the principals and office managers for processing. This must be submitted in June once the grant funds have been spent.
- The treasurer will present a year-end report to the CSCC and school community outlining all funds managed throughout the year.
- CSCC government grant funds will have a specific budget line within the school budget and will be directed by the council and managed by the treasurer through the principal.
- Meetings, communication and in some circumstances transportation expenses are normal costs of operation.
- CSCC will undertake activities to enhance its understanding of the community's economic, social and health needs, aspirations for pupils' learning and well-being, and resources and supports for the school, parents/ guardians, and community.
- The treasurer will account publicly for the expenditure of these CSCC grant funds at the close of each school year.

6.2. CSCC Government Grant Form

What is it?

It is a list of how the CSCC spent the Government grant.

What is it for?

Its purpose is to show how the CSCC is helping the school community to meet its improvement goals.

Who is it for?

It is presented to your School Community and the Ministry of Education.

Why?

It shows accountability for taxpayers' money.

What is it?

It is a form that helps keep track of small items for which a person is reimbursed.

When is it used?

It is used for things such as babysitting and other items for which there may not be a receipt.

Why is it needed?

It shows that the money was spent and received.

6.3. **Grant Expenditures**

In support of these initiatives, CSCC grant monies will be directed toward such expenses as:

- Parent education resources
- Communication costs
- Printing of cheques
- Collecting data
- Workshop registration costs
- Honoraria for guest presenters
- Materials necessary for council operation etc.
- Events that strengthen the home/school/parish/community bond
- Any other council development activities
- All government funds allotted to schools must be tracked according to guidelines set by the Ministry of Education.
- CSCC government grant form will be submitted through Jotform:
[CSCC Government Grant JotForm](#)

6.4. **Honorarium**

Please note that any honorarium paid anywhere in the school division must be processed through the Business & Finance department.

Payment for Services

- If a payment is made to a registered business, the payment will be made from an invoice.
- If payment is not to a business, then an honorarium form must be completed. Refer to [CSCC - H Honorarium Form](#)
- The Canada Revenue Agency requires the School Division to complete a T4A for payments made to individuals that total or exceed \$500 in each calendar year. As part of the T4A form, we are required to fill in the individual's SIN number. A T4A will only be issued if, after one calendar year, the individual receives payment that equals or exceeds \$500. This is done by the Business & Finance Department not by schools.

7. Liturgy, Prayer, and Acknowledgement

7.1. **Prayer & Acknowledgement at Meetings**

As CSCC we have an added dimension to our role and work. Our approach to community is faith filled, based on gospel values, and honour and recognizes our unique relationship with Indigenous people.

Acknowledgement

- Each meeting should include an acknowledgement to express gratitude and appreciation to those whose territory we live and work on historically and presently.

I wish to acknowledge that we are on Treaty 4 territory, traditional lands of the nêhiyawak (neh HEY o wuk), nahkawé (NUK ah way), Nakota, and homeland of the Metis, Lakota, and Dakota.

Collectively, we are committed to seeing the Truth and taking intentional steps toward Reconciliation with Indigenous Peoples in our communities.

Prayer

- Prayer is an important part of our school day and CSCC meetings should reflect our unique identity. Prayer should start and end each meeting and should reflect the liturgical season and intentions of the CSCC members.

Liturgy

- Liturgies are an important part of our school day and community. CSCCs are encouraged to support and attend faith filled celebrations that their schools participate in. At times they may be asked to participate in the liturgies.

APPENDIX

[Catholic School Community Council \(CSCC\) - Regina Catholic Schools \(rcsd.ca\)](#)

[CSCC - A Nomination Form](#)

[CSCC - B Election Ballot Form](#)

[CSCC - C Appointment Application Form](#)

[CSCC - D Membership List Form](#)

[CSCC - E Evaluation Report Form](#)

[CSCC - F Meeting Agenda Form](#)

[CSCC - G1 Meeting Minutes Form](#)

[CSCC - G2 Meeting Minutes Form](#)

[CSCC - H Honorarium Form](#)