

Chapter 7

School Community Councils – Assessment/Appraisal

7.1 – General Considerations

Monitoring progress and effectiveness holds great potential for realizing improvement in the work of a School Community Council. Knowing how well your council is performing will improve its contribution to student well-being and learned success, and demonstrates public accountability.

Conducting a self-assessment will support School Community Councils by both:

- serving as an *orientation and learning opportunity* for councils to clarify and strengthen their understanding of their role and responsibilities, and
- providing an opportunity 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 School Community Councils and what supports are needed.

7.2 – Types of Assessments

There are many types of assessments that a council can use to help to determine their level of effectiveness. The type of assessment selected will be determined based up on what the Council's area of focus is and who will be providing the feedback. For example, it is common for councils to desire to perform a general self-assessment in all areas of its operations. There are multiple methods that can be used to generate this general feedback.

1. School Community Council Effectiveness Rubric and Planning Template

One method of assessment designed for review of overall council effectiveness is The School Community Council Effectiveness Rubric. The rubric allows the council to compare their current level of functioning to exemplars based upon criteria of performance that councils may strive to achieve. The rubric provides five key areas in the role and practices of School Community Councils as follows:

1. Council Development
2. School Level Plan (Learning Improvement Plan)
3. Community Development and Partnerships
4. Communications
5. Monitoring Results and Planning to Improve

To use the rubric, council members identify the statements in the rubric which most closely reflect the council's current performance levels in each of the five areas. Council members may wish to

engage in this individually or as a collective group. The comparison process will allow the council to determine the overall council effectiveness.

Complementing the rubric is a Planning Template that allows council members to further flesh out the strengths and areas for improvement for the council. In addition, the council members are provided with a template that allows the council to plan specific goals and actions for continual improvement.

The School Community Council Effectiveness Rubric and Planning Template are provided in Appendix 7.2.1.

2. SCC Self-Appraisal Specific Area of Interest Self-Assessments

School Community Councils may wish to perform other types of self-assessment directed at specific areas of council performance. Councils may create or use assessment tools that provide feedback specific to the performance area. Appendix 7.2.3 provides samples of questionnaires for councils and council members to assess council meeting effectiveness and individual council member self-appraisal. Council members should be asked to complete the questionnaires and submit to the SCC Chair. The SCC Chair should compile the responses and use the results as a basis for discussion to strengthen council operations in future.

The assessment methods listed above are not exhaustive and councils and school administration are encouraged to collaborate to develop assessment tools to suit their specific needs. Division staff are available to assist with the creation of assessment tools as required by councils.

SCC Operations Manual Appendix (7.2.1)

School Community Council Effectiveness Rubric and Planning Template


School Community Council Effectiveness Rubric: 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 School Level Plan (Learning Improvement Plan) and other key responsibilities.
- Stage 3:* The council is working at a proficient and effective level, “engaging” other 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 | School Level Plan | Community Engagement & Partnerships | Communications | Monitoring Results & Planning to Improve |
|---|---|---|---|---|---|
| <p style="text-align: center;"><u>Stage 3</u></p> <p style="text-align: center;"><i>Proficient & Effective (Engaging)</i></p> | <ul style="list-style-type: none"> ▪ Independent executive with interdependent leadership between principal and chair ▪ Principal advises, chair leads or co-leadership ▪ Inclusive and open ▪ Representative membership ▪ All members understand roles and relationships ▪ Understands community issues, needs, aspirations and resources ▪ Works well as team ▪ Student and minority voice ▪ Productive meetings | <ul style="list-style-type: none"> ▪ Focused on supporting student learning and well-being ▪ School community involved in implementing School Level Plan (SLP) ▪ SLP actions and results monitored for continuous improvement ▪ SCC responsibilities address key matters linked to the Division priorities and provincial CIF | <ul style="list-style-type: none"> ▪ Council is knowledgeable of the social, health and economic conditions of the community and the needs, aspirations and 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 ▪ Council provides advice to community agencies on the | <ul style="list-style-type: none"> ▪ Communication tools in place to inform parents and community members ▪ Regular scheduled meetings between principal and chair ▪ Constructive relationship with community, staff and board ▪ Informative and timely communications (Communication Plan) ▪ Two-way communications, open and inclusive ▪ Good and bad news shared ▪ Student achievement data and key priorities shared | <ul style="list-style-type: none"> ▪ Annual report prepared on activities, plans and results ▪ Focused on measuring outcomes/results ▪ Outcome data is analyzed and used effectively and guides planning and reports ▪ Education, information available on the use of data ▪ Engages school community in celebrating successes ▪ OTHER? |

| | | | | | | |
|--|--|--|---|--|--|--|
| | | <ul style="list-style-type: none"> ▪ SCC is an integral, purposeful and valued component of school division governance, integrated into Board of Education decision-making processes | <ul style="list-style-type: none"> ▪ 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"> learning and wellbeing of students ▪ OTHER? | <ul style="list-style-type: none"> ▪ The SCC seeks out student perspective and those not traditionally heard ▪ Provides advice to the Board respecting student code of conduct, school closure, religious and cultural instruction, etc. ▪ OTHER? | |
| <p><u>Stage 2</u> <i>Progressing (Involving)</i></p> |  | <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 well-being ▪ Growing understanding of roles and responsibilities ▪ Development, training and networking opportunities ▪ OTHER? | <ul style="list-style-type: none"> ▪ Involved with principal, staff, parents, students, etc. in development of SLP 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 and assets in place ▪ Partnerships being established to support students' diverse needs ▪ Work underway to seek out hard to reach parents ▪ Advisory positions being filled by community representatives ▪ Council experiencing successes in involving family and community members ▪ OTHER? | <ul style="list-style-type: none"> ▪ Newsletter/communications with parents begun ▪ Council building climate of open and honest communication ▪ SCC providing advice to principal and staff regarding school programs ▪ Experiencing successes in involving family and community members ▪ Some opportunities to network with school board and administrative 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? |
| <p><u>Stage 1</u> <i>Beginning Development (Informing)</i></p> | | <ul style="list-style-type: none"> ▪ Reliant on principal leadership ▪ Learning about roles and responsibilities ▪ Constitution under development ▪ First School Level Plan developed ▪ Learning to work as team ▪ Establishing relationships with principal and staff ▪ OTHER? | <ul style="list-style-type: none"> ▪ The council has begun to work on the SLP ▪ Limited knowledge of community issues and needs ▪ OTHER? | <ul style="list-style-type: none"> ▪ Limited knowledge of school board and provincial goals and priorities ▪ Limited success in involving hard to reach parents ▪ OTHER? | <ul style="list-style-type: none"> ▪ Communication 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 an informational nature on plan development; not progress ▪ OTHER? |

Planning Template: FINDING ACTIONS FOR IMPROVEMENT – *Identifying Next Steps and Intended Results*

Building on the information gained and discussions of the previous information, 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. School Level Plan | | | | |
| 3. Community Development and Partnerships | | | | |
| 4. Communications | | | | |
| 5. Monitoring Results and Planning to Improve | | | | |



SCC Operations Manual Appendix (7.2.2) School Community Council Self-Monitoring and Improvement

Perspectives and Self-Reflection Tool

Description

Thank you for taking the time to complete this survey. This survey will be available until April 30. Your responses will be kept confidential. Your feedback will help you to reflect on your SCC operations. Your feedback will help to plan future events that will serve your needs. Upon completion you will receive a summary of the responses for your SCC and a comparison to the School Division averages.

Instructions

Council members are asked to complete the following survey individually. Five sections are provided, one for each of the key functions in the roles and responsibilities of effective School Community Councils: (I) Council Development; (II) School Level Plan; (III) Community Engagement and Partnerships; (IV) Communications; and (V) Monitoring Results and Planning to Improve. Based on your recent experience on the Council, rate each of the indicators of effectiveness below using a scale of Always, Sometimes, Usually, Never or Not Sure.

1. Name of School Community Council:

2. Council Position Held:

| # | Item |
|---|--|
| 3 | Role: <input type="radio"/> Staff <input type="radio"/> Community Member <input type="radio"/> Both |
| 4 | School: <input type="radio"/> Canora Comp <input type="radio"/> Canora Junior <input type="radio"/> Churchbridge Public <input type="radio"/> Columbia <input type="radio"/> Davison <input type="radio"/> Dr. Brass <input type="radio"/> Esterhazy High School <input type="radio"/> Grayson |

| | |
|--|---|
| | <input type="radio"/> Invermay <input type="radio"/> Kamsack Comprehensive <input type="radio"/> Langenburg Central <input type="radio"/> M.C. Knoll <input type="radio"/> Macdonald School <input type="radio"/> Melville Comp <input type="radio"/> Miller School <input type="radio"/> Norquay <input type="radio"/> P.J. Gillen <input type="radio"/> Preeceville <input type="radio"/> Saltcoats <input type="radio"/> Springside <input type="radio"/> Sturgis Comp <input type="radio"/> Victoria <input type="radio"/> Yorkdale Central <input type="radio"/> YRHS |
|--|---|

I. Council Development: Building a Representative and Effective Council. I my experience...

| # | Item |
|---|--|
| 5 | Our SCC reflects the community and students in the school. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |
| 6 | I am clear about the roles and responsibilities of the SCC. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |

| | |
|----|---|
| 7 | <p>I believe the roles and responsibilities are understood by all members.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p> |
| 8 | <p>Our SCC develops an annual budget.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p> |
| 9 | <p>Our SCC budget aligns with the School Level Plan.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p> |
| 10 | <p>Our SCC is respectful of confidentiality regarding information or complaints about any pupil, family member, guardian, teacher, administrator or other employee, or member of the Board of Education.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p> |
| 11 | <p>Our SCC has participated in orientation opportunities.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p> |
| 12 | <p>Our SCC has participated in networking opportunities to enhance our capacity to carry out responsibilities.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p> |
| 13 | <p>Our SCC has a positive working relationship with the school principal and staff.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p> |

| | |
|----|--|
| 14 | Our SCC experiences success as we work together to achieve our goals. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |
| 15 | I typically attend the SCC meeting. <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Sometimes |

II. School Level Plan. In my experience ...

| # | Item |
|----|---|
| 16 | Our SCC is engaged in the development of the School Level Plan. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |
| 17 | Our SCC focuses its actions in support of student well-being and learning. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |
| 18 | Our SCC activities are aligned to the School Level Plan. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |
| 19 | Special projects of our SCC are included in the School Level Plan. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |

20. How do you see your role in the development and implementation of the School Level Plan?

III. Community Engagement and Partnerships. In my experience...

| # | Item |
|----|---|
| 21 | <p>Our SCC provides supports to parents to become more directly involved in their child's learning and development (e.g., parenting programs, family literacy, etc.).</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p> |
| 22 | <p>Our SCC engages people who are not on the SCC itself to assist with programs and supports.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p> |
| 23 | <p>Advisory positions on the SCC include community representatives to support partnerships with businesses, First Nations & Métis representatives, recreation, etc., to strengthen the capacity of school programming.</p> <p><input type="radio"/> Always</p> <p><input type="radio"/> Usually</p> <p><input type="radio"/> Sometimes</p> <p><input type="radio"/> Never</p> <p><input type="radio"/> Not Sure</p> |

IV. Communications: Relationship Building and Reporting. In my experience ...

| # | Item |
|----|---|
| 24 | <p>Our SCC has developed a climate of open and honest communication where everyone has an opportunity for input and feels their views are heard and respected.</p> <p><input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure</p> |
| 25 | <p>Our SCC communicates with parents, community members, students, and school personnel through a newsletter.</p> <p><input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure</p> |
| 26 | <p>Our SCC communicates with parents, community members, students, and school personnel through the school website.</p> <p><input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure</p> |
| 27 | <p>Our SCC communicates with parents, community members, students, and school personnel through reports.</p> <p><input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure</p> |
| 28 | <p>Our SCC records minutes of SCC meetings and makes them available on the school website.</p> <p><input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure</p> |
| 29 | <p>Our SCC develops meeting agendas.</p> <p><input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure</p> |

| | |
|----|--|
| 30 | Our SCC seeks feedback from the school community. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |
| 31 | Our SCC actively seeks the perspectives of parents. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |
| 32 | Our SCC actively seeks the perspectives of students. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |
| 33 | Our SCC actively seeks the perspectives of people not traditionally involved or heard from. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |
| 34 | Our SCC is actively involved in providing advice and sharing our understanding of the school community to the School Division and Board of Education. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |
| 35 | Our SCC takes advantage of opportunities to network and dialogue with the Board of Education and administrative staff. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |

V. Monitoring Results and Planning to Improve. In my experience ...

| # | Item |
|----|---|
| 36 | Discussions at SCC meetings focus on how to strengthen student learning and well-being, as well as how to support the School Level Plan. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |
| 37 | Our SCC members understand how the school plans to use achievement data for school improvement efforts. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |
| 38 | Our SCC provides opportunities for parents, students, teachers, and community members to give us feedback on our work. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |
| 39 | Our SCC engages the school community in celebrating successes. <input type="radio"/> Always <input type="radio"/> Usually <input type="radio"/> Sometimes <input type="radio"/> Never <input type="radio"/> Not Sure |

The overall scores in each category will provide you with an indication of how well your council is doing. A report will be generated for your SCC by Division Office.

SCC Operations Manual Appendix (7.2.3)

School Community Council Member Self-Appraisal

Do I conduct myself in a manner that:

| | Consistently | Occasionally | Rarely |
|---|--------------|--------------|--------|
| Supports the vision, mission and goals of the school | | | |
| Serves the overall best interests of the school rather than any particular constituency | | | |
| Brings credibility and good will to the school | | | |
| Respects principles of fair play and due process | | | |
| Demonstrates respect for individuals in all manifestations of their cultural and linguistic diversity and life circumstances | | | |
| Respects and gives fair consideration to diverse and opposing viewpoints | | | |
| Demonstrates due diligence and dedication in preparation for and attendance at meetings, special events and in all other activities on behalf of the school | | | |
| Demonstrates good faith, prudent judgment, honesty, transparency and openness in my activities on behalf of the council and school | | | |
| Ensures that the financial affairs of the council are managed in a responsible and transparent manner | | | |
| Avoids real or perceived conflicts of interest | | | |
| Conforms to the constitution approved by the council and in particular the Code of Conduct | | | |
| Publicly demonstrates acceptance, respect and support for decisions legitimately taken in transaction of council business | | | |

SCC Operations Manual Appendix (7.2.3) School Community Council Meeting Appraisal

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

Evaluation Scale – “1” denotes “not at all” and “5” denotes “very much”

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|------|
| Was the agenda of this meeting clear? | | | | | |
| Were you encouraged to contribute? | | | | | |
| Did the atmosphere allow for free discussion? | | | | | |
| Was there enough time for discussion? | | | | | |
| Are you clear on what, if any, decision(s) was reached? | | | | | |
| Are you clear on the next steps being taken? | | | | | |
| Are you clear about who is responsible for taking the next steps? | | | | | |
| Do you think the purpose of this meeting was fulfilled? | | | | | |
| What aspects of this meeting were most appealing? a. b. | | | | | |
| What aspects of this meeting were least appealing? a. b. | | | | | |
| How did the SCC Chair conduct the meeting? | | | | | |
| Do you have suggestions for improving future meetings? | | | | | |
| Name (optional) | | | | | Date |