

	Tisdale Elementary School School Community Council Constitution Where we 'PAWS' to remember Respect and Responsibility
	External References: - Education Act: Sections 140.1, 140.2, 140.3, 140.4, 140.5 - SSBA Handbook – A Handbook for School Community Councils and Principals Internal References: - NESD AP201 Establishment and Maintenance of a School Community Council NESD SCC Handbook - Appendix A TES SCC Code of Conduct - Appendix B TES SCC Roles and Responsibilities SCC Adopted June 11, 2026 Board Approved: June 23, 2026

The Tisdale Elementary School Community Council is committed to supporting student learning and well-being through collaboration between school, home, and community. This constitution establishes the structure and guiding expectations for fulfilling this advisory role.

1. Membership

1.1 Representative Membership

1.1.1 The School Community Council will have the following Representative Members:

- 7 parent and community members elected at the Annual General Meeting

1.2 Permanent Members

1.2.1 The School Community Council will have the following Permanent Members:

- The School Principal,
- A Staff Member

2. Officers

2.1 The following School Council Officers will be elected for a two year term from among the Members:

- Chair,
- Vice-Chair
- Secretary
- Treasurer

2.2 To support continuity in leadership, the School Community Council will, where possible, seek to have the Vice-Chair succeed to the position of Chair at the end of the Chair's term, provided the Vice-Chair is willing to let their name stand and is duly elected.

2.3 Where this is not possible, or where other nominees are presented, the Council will elect the Chair from among the eligible nominees at the time of the election.

3. School Community Council Meetings

3.1 Annual General Meeting

3.1.1 The Annual General meeting will be held before May 31 of each year. During this meeting School Community Council members will be selected. Table Officers will be chosen at the first regular meeting, following the AGM.

3.1.2 The School Community Council will have a minimum of five meetings per

year, plus one annual meeting.

3.2 Model of Governance

3.2.1 The Town-Hall Model

In this model members are elected to the School Community Council, but regular meetings are open to the entire school community. Any member of the school community can participate in the meeting and be involved in the discussion of matters brought before the SCC.

3.3 Voting

3.3.1 On matters requiring a formal vote, all members of the SCC with the exception of the Principal and Staff Member may vote.

3.4 Quorum

3.4.1 A quorum of the School Community Council shall be a majority of the Representative Members.

4. Public Consultation and Communication

4.1 The School Community Council will consult and communicate regularly with the school community regarding its work, initiatives, and decisions through appropriate channels using the following strategies:

- Minutes of SCC meetings – posted on website
- Social media and Edsby

5. Conflict of Interest

5.1 A School Community Council member may occasionally find him/herself in a conflict-of-interest position in terms of some issue under consideration by the SCC. When this happens, the Member should declare that s/he is in a conflict-of-interest situation and leave the room for the portion of the meeting, thus refraining from participating in the discussion. The Member should not vote on any decision made on the issue.

6. Decision-Making Processes

6.1 Majority Vote Model

6.1.1 The issue is discussed, and a vote is taken. The majority vote decides the issue.

7. Handling Complaints or Concerns

7.1 Complaints or concern about an individual student or staff member

7.1.1 Any matter concerning an individual student or staff member must be directed to the staff member or Principal. It is not the responsibility of the School Community Council to deal with concerns or complaints about individuals other than to direct the concern to the appropriate individual. Administrative Procedure [408 - Student and Parent Complaints and Grievances](#), outlines the appropriate procedure to resolve complaints or concerns.

7.2 Complaints or Concerns about School Community Council Initiatives or Activities

7.2.1 Informal Complaints or Concerns

7.2.1.1 Provided School Community Council Members are comfortable in their knowledge and feel at ease expressing themselves, concerns or questions about SCC initiatives or activities expressed informally to members of the School Community Council may be addressed

immediately by the Member. If a Member is unsure of the appropriate response, s/he should say so but indicate that s/he will check and get back to the individual. If such a commitment is made the Member must follow through. After responding to the complaint or concern the Member should always ask if their response has been satisfactory. If the individual is not satisfied with the response, the Member should explain how the concern or complaint could be brought to the attention of the School Community Council in a more formal manner.

7.2.2 Formal Complaints or Concerns

7.2.2.1 Concerns or complaints can be brought to the attention of the School Community Council by addressing the concern in writing to the Chair or by requesting that the Chair provide the individual with an opportunity to meet with the School Community Council at an upcoming meeting. With the support of the Principal, the School Community Council will provide a written response regarding how they have or will address the concern or complaints.

7.2.3 Conflict Resolution

7.2.3.1 The Conflict Resolution Process will be used by the school Community Council to address both internal conflicts, which may occur among individuals within the School Community Council and external conflict that may occur between the School Community Council and individuals, groups or organizations outside of the S.C.C. the conflict resolution process is outlines in the [North East School Division school Community Council Handbook and Orientation Guide](#).

7.2.3.2 If reasonable attempts to resolve the conflict have been unsuccessful, the Principal or the Chairperson will contact the Director of Education for support.

8. Committees

8.1 The School Community Council will act in a coordination role for committees operating in support of the SCC and the school program.

9. Amend the Constitution

9.1 The School Community Council may amend its constitution by sending suggestions for changes in writing to the Board of Education.

10. Code of Conduct

10.1 The School Community Council will annually review the Code of Conduct, stated in Appendix A.

11. Agenda Setting

11.1 The Chairperson, or designate, in collaboration with the Principal, will develop or review the meeting agenda in advance of each scheduled meeting to ensure alignment with the school's strategic priorities and operational context, confirm appropriate information, reports, or resources are available and support effective use of meeting time and informed discussion.

11.1.1 Council Members wishing to place items on the agenda will communicate with the Chairperson in sufficient time to allow for consultation with the Principal prior to finalizing the agenda.

Appendix A

School Community Council Code of Conduct



Tisdale Elementary School

Where we 'PAWS' to remember Respect and Responsibility



External References:

- Education Act: Sections 140.1, 140.2, 140.3, 140.4, 140.5
- SSBA Handbook – A Handbook for School Community Councils and Principals

SCC Adopted June 11, 2026

Board Approved: June 23, 2026

Internal References:

- AP201 Establishment and Maintenance of a School Community Council
- [Nesd SCC Handbook](#)
- TES SCC Constitution

School Community Council Code of Conduct

1. Purpose

This Code of Conduct establishes expectations for members of the School Community Council to ensure that all actions and decisions support student learning and well-being, and reflect the advisory role of the Council.

2. Guiding Principles

In carrying out their responsibilities, members will align their conduct with the following principles:

2.1 Representative

Members act in the best interests of all students and the entire school community, not a specific group or individual.

2.2 Inclusive

Members actively seek, value, and consider diverse perspectives, ensuring all voices in the school community are welcomed and respected.

2.3 Respectful

Members engage in open, courteous, and constructive dialogue, recognizing the importance of both community and professional perspectives.

2.4 Trustworthy

Members act with integrity, maintain confidentiality, and ensure transparency in decision-making, while respecting privacy.

2.5 Responsible

Members contribute in a prepared, informed, and thoughtful manner, and follow appropriate processes when addressing concerns.

2.6 Effective

Members focus on matters that positively impact student learning and well-being, aligning their work with school and division priorities.

2.7 Committed

Members demonstrate dedication to the role, participate actively, and support continuous improvement of the Council's work. *(Aligned with SCC Guiding Principles, Handbook p.6–7)*

3. Member Responsibilities

A member of the School Community Council shall:

3.1 Governance and Role

- Uphold the constitution, policies, and procedures of the School Community Council
- Understand and respect the advisory role of the Council

3.2 Student-Centered Focus

- Ensure that student learning and well-being are the primary consideration in all discussions and decisions

3.3 Participation and Contribution

- Attend meetings regularly and participate in discussions respectfully
- Come prepared and contribute to informed decision-making

3.4 Respect and Collaboration

- Treat all individuals with dignity and respect
- Value differing perspectives and engage in constructive dialogue

3.5 Decision Support

- Support decisions made by the Council, even when personal views differ

3.6 Communication

- Share accurate and appropriate information
- Act as a positive link between the school and community

3.7 Confidentiality and Privacy

- Respect confidentiality and privacy of students, staff, and families

3.8 Appropriate Conduct

- Avoid real or perceived conflicts of interest
- Conduct themselves in a manner that builds trust and confidence in the Council

4. Appropriate Scope of Council Work

4.1 The School Community Council is not a forum for discussion of individual students, staff, parents, or specific incidents.

4.2 Concerns regarding individuals must be directed to the appropriate school or division process.

4.3 The Council focuses on:

- School planning and improvement
- Student learning and well-being
- Community engagement and system-level input

5. Handling Concerns

5.1 Members who are approached with a concern must:

- Listen respectfully
- Maintain confidentiality
- Direct the concern to the appropriate staff member or the Principal in accordance with established procedures, including AP408 – Student and Parent Complaints and Grievances.

5.2 Members will not engage in or attempt to resolve concerns related to individual students or staff through the Council.

6. Commitment to Public Education

Members will:

- Support and promote public education
- Act in a manner that enhances confidence in the school and school division

Appendix B

School Community Council Roles and Responsibilities



Tisdale Elementary School

Where we 'PAWS' to remember Respect and Responsibility



External References:

- Education Act: Sections 140.1, 140.2, 140.3, 140.4, 140.5
- SSBA Handbook – A Handbook for School Community Councils and Principals

SCC Adopted Jun 11, 2026

Board Approved: June 23, 2026

Internal References:

- AP201 Establishment and Maintenance of a School Community Council
- [Nesd SCC Handbook](#)
- TES SCC Constitution

1. What is an SCC?

A School Community Council (SCC) is a group of parents, caregivers, community members, and the school principal who work together to support student success. SCCs play an advisory and collaborative role in strengthening connections between school, home, and community.

2. Why SCCs Matter

- Ensure families have a voice - advising school-level planning.
- Strengthen connections between school and community.
- Support student engagement, well-being, and achievement.
- Advise to align school goals with division strategic priorities.

3. Key Responsibilities

Support School Improvement	Provide advisement input into school goals and review progress on progress
Strengthen Family Engagement	Promote meaningful, respectful communication between families and school staff
Advise and Collaborate	Share parent and community perspectives and offer feedback to the principal
Support Student Well-Being	Encourage safe, inclusive, and welcoming learning environments.
Foster Community Partnerships	Build connections with local organizations to support cultural and other learning opportunities

4. What SCCs Do Not Do

- Do not manage school operations or supervise staff.
- Do not address individual student concerns (these are directed to the principal).
- Do not replace the role of the Board of Education.

5. The Impact of an Effective SCC

When families feel heard, valued, and connected, schools become stronger, more responsive, and better able to support student learning and well-being.

Effective SCCs also strengthen the connection between schools and the Board of Education. By sharing community perspectives and local priorities, SCCs help inform trustees as they make high-level governance decisions that guide the entire division. This two-way connection ensures that board decisions are grounded in real community voice while remaining aligned with division-wide strategic goals.