

## Education Act – Section 55

### School council

- 55 (1) For each school operated by a board, a school council must be established in accordance with the regulations.
- (2) The majority of the members of a school council must be parents of students enrolled in the school.
- (3) A board of a separate school division may by resolution require that the parents of students enrolled in a school operated by the board who are members of the school council declare themselves to be of the same faith as the electors of the separate school division, whether Protestant or Roman Catholic.
- (4) A school council may, at its discretion,
- (a) advise the principal and the board respecting any matter relating to the school,
  - (b) perform any duty or function delegated to it by the board in accordance with the delegation,
  - (c) consult with the principal so that the principal may ensure that students in the school have the opportunity to meet the standards of education set by the Minister,
  - (d) consult with the principal so that the principal may ensure that the fiscal management of the school is in accordance with the requirements of the board and the superintendent, and
  - (e) do anything it is authorized under the regulations to do.
- (5) Subject to the regulations, a school council may establish and implement policies in the school that the school council considers necessary to carry out its functions.
- (6) A school council may make bylaws governing its meetings and the conduct of its affairs.
- (7) Subject to the regulations, a board may establish and implement policies respecting school councils.
- (8) A board shall establish a dispute resolution process to address disputes between the principal and the school council with respect to policies proposed or adopted for a school.
- (9) The Minister, on the request of the board, may dissolve a school council without notice at any time if the Minister is of the opinion that the school council is not carrying out its responsibilities in accordance with this Act and the regulations.
- (10) Where a school council has been dissolved by the Minister pursuant to subsection (9), a school council must, in accordance with the regulations, be established after the start of the school year immediately following the year in which the school council was dissolved.
- (11) The Minister may make regulations
- (a) respecting the establishment of school councils, the election or appointment of the members of a school council, the term or other conditions of election or appointment and the dissolution of a school council;
  - (b) respecting the roles of the principal and the school council of a school and their respective powers, duties and responsibilities;
  - (c) respecting the re-establishment of school councils that have been dissolved by the Minister pursuant to subsection (9);
  - (d) respecting any other matter the Minister considers necessary respecting school councils;
  - (e) exempting a school or class of schools from the application of this section.



## APPENDIX

### Education Act

#### **SCHOOL COUNCILS REGULATION**

##### Table of Contents

1	Definitions
2	Establishment meeting
3	Notice of establishment meeting
4	Chair and secretary at establishment meeting
5	Agenda at establishment meeting
6	Right to vote at establishment meeting
7	School council membership
8	School council executive
9	Faith of school council members
10	Remuneration of school council members
11	Prohibition against incorporation
12	Responsibilities of board
13	Donations
14	Duty to report to the board
15	Date for first meeting of school council
16	Suspension of school council
17	Bylaws of school council
18	Fees prohibited
19	Exemptions
20	Transitional
21	Repeal
22	Expiry
23	Coming into force

#### **Definitions**

1 In this Regulation,

- (a) "early childhood services program" means an early childhood services program provided by a board under section 21 of the Act;
- (b) "establishment meeting" means a meeting referred to in section 2;
- (c) "executive" means the executive of a school council;



- (d) "model of governance" means the process and structure used by a school council to make decisions regarding its business and affairs;
- (e) "school community" in respect of a school means
  - (i) students enrolled in the school and their parents,
  - (ii) children enrolled in an early childhood services program at the school and their parents,
  - (iii) the school staff, and
  - (iv) other persons who have an interest in the school;
- (f) "school day" means a day scheduled for the purpose of instruction, examinations or other student activities where student-teacher interaction and supervision are maintained.

### **Establishment meeting**

2(1) If a school that is required to have a school council has no school council, the school must, within 40 days after the start of the school year, hold a meeting for the purpose of establishing a school council.

(2) If fewer than 5 parents are in attendance at an establishment meeting or if the meeting is not successful in establishing a school council, the principal may adjourn the meeting to a later date and establish an advisory committee to carry out one or more duties or functions of a school council in the interim until a school council is established.

(3) Any advisory committee established under subsection (2) is dissolved on the establishment of a school council.

### **Notice of establishment meeting**

3(1) If a school is required to hold an establishment meeting, the principal must give notice of the meeting to the following persons:

- (a) a parent of each student enrolled in the school;
- (b) a parent of each child enrolled in an early childhood services program at the school;
- (c) the school staff;



- (d) other members of the school community who, in the principal's opinion, should be given notice.
- (2) A notice under subsection (1) must
- (a) describe the purpose of the meeting,
  - (b) set out the time, date and location of the meeting, and
  - (c) be given at least 10 school days before the date of the meeting.
- (3) A notice under subsection (1) may be given by any means the principal considers appropriate, including electronic means.
- (4) If an establishment meeting is adjourned under section 2(2), notice of the adjournment date must be given in accordance with this section.

#### **Chair and secretary at establishment meeting**

4 The principal must decide who is to act as the chair and who is to act as the secretary at an establishment meeting.

#### **Agenda at establishment meeting**

- 5(1) The persons attending an establishment meeting must
- (a) decide, subject to section 7, on the size of the school council,
  - (b) decide on the model of governance for the school council,
  - (c) decide, subject to subsection (2), on the term of office of each member of the school council,
  - (d) elect, subject to subsection (2), the initial members of the school council referred to in section 7(l)(d),
  - (e) decide, subject to section 8, on the size of the executive,



(f) decide on the term of office of each member of the executive, and

(g) elect the initial members of the executive.

(2) For greater certainty, but without restricting the generality of subsection (1)(a), the persons attending an establishment meeting may decide that for the purposes of section 7(1)(d), the school council may include

(a) all parents of students enrolled in the school, and

(b) if an early childhood services program is offered at the school, all parents of children enrolled in an early childhood services program at the school

who wish to be members.

### **Right to vote at establishment meeting**

6 Despite section 5, only persons who attend the establishment meeting and are

(a) parents of students enrolled in the school, or

(b) parents of children enrolled in an early childhood services program at the school

are entitled to vote on matters raised at the meeting.

### **School council membership**

7(1) A school council must include the following members:

(a) the principal of the school;

(b) at least one person who is a teacher at the school, elected or appointed by the teachers at the school;

(c) if the school includes a senior high school program, at least one person who is a student enrolled in the high school, elected or appointed by the students enrolled in the high school;

(d) in accordance with section 55(2) of the Act, parents of students enrolled in the school;



- (e) if an early childhood services program is offered at the school, parents of children enrolled in the program.

(2) The members of a school council referred to in subsection (1) may establish a process to appoint as members of the school council one or more persons who are not parents of students enrolled in the school but who have an interest in the school.

### **School council executive**

8(1) A school council must have a chair and any other members of the executive determined by the persons attending an establishment meeting.

(2) A parent of a student enrolled in the school or, if an early childhood services program is offered at the school, a parent of a child enrolled in the program must be elected chair of the executive.

(3) Despite subsection (2), a member who is not a parent referred to in subsection (2) may be elected chair of the executive if no such parent is willing to be nominated as chair.

(4) Subject to subsection (2), every member of a school council is eligible to be elected as a member of the executive.

### **Faith of school council members**

9 Subject to any resolution passed under section 55(3) of the Act, the members of a school council may be of any faith.

### **Remuneration of school council members**

10 No member of a school council shall receive any remuneration for acting as a member of the council.

### **Prohibition against incorporation**

11 No school council shall incorporate under the Societies Act or Part 9 of the Companies Act.



## Responsibilities of board

12(1) A board must provide the school council with an opportunity to provide advice on the development of the school's

- (a) foundation statements, if any, respecting the school's vision, principles and beliefs,
- (b) policies,
- (c) annual education plan and annual results report required by the Minister to be reported under section 67 of the Act, and
- (d) budget required to be reported under section 139 of the Act.

(2) A board must provide the school council with

- (a) the results for the school from provincial assessments and an interpretation of those results, and
- (b) the same information that the board disseminates to students, parents or electors under section 67(2) of the Act.

(3) A board must at all reasonable times allow the school council free and full access to timely and accurate information of the board that is publicly available, including board policies and minutes of board meetings.

## Donations

13(1) A school council may receive donations on behalf of a board but no school council shall raise funds or otherwise solicit donations in any manner that would require a gaming licence under the Gaming, Liquor and Cannabis Act.

(2) A school council must handle and report all money it receives, if any, in accordance with applicable policies and procedures of the board.



### **Duty to report to the board**

14(1) The chair of a school council must prepare and provide to the board by September 30 of each year a report

- (a) summarizing the activities of the school council in the previous school year, and
  - (b) detailing, in accordance with the policies referred to in section 13(2), the receipt, handling and use of any money by the school council in the previous school year.
- (2) A school council must retain at the school a copy of the minutes for each meeting of the school council and make them available to the board or the public on request.
- (3) A school council must retain the minutes for each meeting of the school council for at least 7 years.

### **Date for first meeting of school council**

15 For any school year, the first meeting of the school council must be held within 40 days after the start of the school year or as specified in the bylaws of the school council.

### **Suspension of school council**

16(1) If a quorum is not available for a meeting of a school council and the meeting has been rescheduled on 2 or more occasions, the board may suspend the operation of the school council until the following year.

(2) If the operation of a school council is suspended, the principal may establish an advisory committee to carry out one or more of the duties or functions of the school council until a new school council is established under subsection (3).

(3) If the operation of a school council is suspended under subsection (1), a new school council must be established within 40 school days after the start of the next school year in accordance with sections 2 to 8.

### **Bylaws of school council**

17(1) Each school council may make bylaws respecting the conduct of its business and affairs, including, without limitation, bylaws





- (a) respecting the calling of regular, special or annual meetings of the school council;
- (b) subject to section 5, respecting the election of members of the school council;
- (c) subject to section 5, respecting the election of members of the executive;
- (d) respecting the role of the chair and other members of the executive relating to the conduct of the school council's affairs;
- (e) respecting the number of times the school council must meet each year;
- (f) respecting the location of school council meetings;
- (g) respecting the number of school council members that constitutes a quorum at meetings of the school council;
- (h) respecting a conflict resolution process for internal school council disputes.

(2) A bylaw under subsection (1) does not come into force unless it is approved by a majority of

- (a) parents of students enrolled in the school, and
- (b) parents of children enrolled in an early childhood services program at the school

who vote at a special meeting of the school council called for that purpose.

(3) The bylaws continue in force from year to year unless

- (a) they are amended at a special meeting of the school council called for that purpose, and
- (b) the amendment is approved in accordance with subsection (2).



## **Fees prohibited**

18 No school council shall be charged a fee for the use of the school or school facilities for the purpose of holding a meeting of the school council.

## **Exemptions**

19 The following are exempt from the application of section 55 of the Act and this Regulation:

- (a) a school for resident students of the Government as described in section 4(7) of the Act that is provided in an institution approved by the Minister;
- (b) a school for students that is provided in an institution approved by the Minister.

## **Transitional**

20(1) In this section, "former regulation" means the School Councils Regulation (AR 113/2007).

(2) A school council established under the former regulation is deemed to have been established under this Regulation.

(3) A member of a school council referred to in subsection (2) continues to serve in the same capacity under this Regulation.

(4) Bylaws made by a school council under the former regulation continue in force as if made under this Regulation, except to the extent of any inconsistency with the Act or this Regulation.

## **Repeal**

21 The School Councils Regulation (AR 113/2007) is repealed.

## **Expiry**

22 For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be repassed in its present or an amended form following a review, this Regulation expires on August 31, 2029.

## **Coming into force**

23 This Regulation comes into force on September 1, 2019.



# Leadership Quality Standard

Alberta Education





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## Leadership Quality Standard

**Whereas** Alberta’s teachers, students, parents, educational leaders and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

**Whereas** the success of all members of the school community requires inclusive environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe.

**Whereas** principals and school jurisdiction leaders play a fundamental role in establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

**Whereas** principals and school jurisdiction leaders have an important role in fostering collaboration, engagement and empowerment of all partners in the education system to enable all students to achieve their potential.

**Whereas** principals and school jurisdiction leaders in Alberta schools are accomplished teachers able to create the conditions within which quality teaching and optimum learning can occur and be sustained.

**Whereas** the *Leadership Quality Standard* provides a framework to support the professional growth, supervision and evaluation of all principals and school jurisdiction leaders.

**Whereas** students, parents and other partners in education should be confident that Alberta principals and school jurisdiction leaders demonstrate the *Leadership Quality Standard* throughout their careers.

**Whereas** it is important to recognize the value of a consistent standard of professional practice for all principals and school jurisdiction leaders in the province.

## 1. In the context of this document:

- a. **“competency”** means an interrelated set of knowledge, skills and attitudes developed over time and drawn upon and applied to a particular leadership context in order to support quality leadership, teaching and optimum learning as required by the *Leadership Quality Standard*;
- b. **“inclusive learning environment”** means a classroom, school, online learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;
- c. **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- d. **“leader”** means a principal or school jurisdiction leader;
- e. **“local community”** means community members who have an interest in education and the school community, including neighbouring Métis settlements, First Nations and other members of the public;
- f. **“principal”** means, for the purposes of this standard, principal as defined in the *Education Act*, assistant principal, associate principal or vice principal;
- g. **“reconciliation”** means the process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing intercultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties;
- h. **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- i. **“school community”** means the staff of the school authority, along with students, parents/guardians and school council members;
- j. **“school council”** means a school council established under the *Education Act* or a parent advisory council established under the Private Schools Regulation;
- k. **“school jurisdiction”** means a public school board, separate school board, Francophone regional authority, or charter school operator;
- l. **“school jurisdiction leader”** means a central office staff member, other than the superintendent or chief deputy superintendent, required by their leadership position to hold an Alberta teaching certificate;
- m. **“staff”** means all certificated and non-certificated persons whose role in the school is to provide educational and support services to students;
- n. **“student”** means, for the purposes of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- o. **“superintendent”** means a superintendent appointed by a board pursuant to the *Education Act* and the chief deputy superintendent, if any, as referred to in the *Teaching Profession Act*; and
- p. **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *Education Act*.

## 2. The Leadership Quality Standard:

**Quality leadership occurs when the leader’s ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.**

3. The *Leadership Quality Standard* applies to all leaders employed in a school authority. All leaders are expected to meet the *Leadership Quality Standard* throughout their careers. Principals as defined under the *Education Act* are accountable for the demonstration of all the competencies. Other leaders are responsible for the demonstration of competencies directly related to their assigned role. In any given context, reasoned professional judgment must be used to determine whether the *Leadership Quality Standard* is being met.

4. The *Leadership Quality Standard* is described by the following competencies and indicators:

## Fostering Effective Relationships

**1** | A leader builds positive working relationships with members of the school community and local community.

Achievement of this competency is demonstrated by indicators such as:

- a. acting with fairness, respect and integrity;
- b. demonstrating empathy and a genuine concern for others;
- c. creating a welcoming, caring, respectful and safe learning environment;
- d. creating opportunities for parents/guardians, as partners in education, to take an active role in their children's education;
- e. establishing relationships with First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members;
- f. demonstrating a commitment to the health and well-being of all teachers, staff and students;
- g. acting consistently in the best interests of students;
- h. engaging in collegial relationships while modeling and promoting open, collaborative dialogue;
- i. communicating, facilitating and solving problems effectively; and
- j. implementing processes for improving working relationships and dealing with conflict within the school community.

## Modeling Commitment to Professional Learning

**2** | A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- a. engaging with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise;

- b. actively seeking out feedback and information from a variety of sources to enhance leadership practice;
- c. seeking, critically reviewing and applying educational research to inform effective practice;
- d. engaging members of the school community to build a shared understanding of current trends and priorities in the education system.

## Embodying Visionary Leadership

**3** | A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being.

Achievement of this competency is demonstrated by indicators such as:

- a. communicating a philosophy of education that is student-centred and based on sound principles of effective teaching and leadership;
- b. recognizing the school community's values and aspirations and demonstrating an appreciation for diversity;
- c. collaborating with other leaders and superintendents to address challenges and priorities;
- d. supporting school community members, including school councils, in fulfilling their roles and responsibilities;
- e. promoting innovation, enabling positive change and fostering commitment to continuous improvement; and
- f. accessing, sharing and using a range of data to determine progress towards achieving goals.

## Leading a Learning Community

**4** | A leader nurtures and sustains a culture that supports evidence-informed teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- a. fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- b. creating an inclusive learning environment in which diversity is embraced, a sense of belonging

is emphasized, and all students and staff are welcomed, cared for, respected and safe;

- c. developing a shared responsibility for the success of all students;
- d. cultivating a culture of high expectations for all students and staff;
- e. creating meaningful, collaborative learning opportunities for teachers and support staff;
- f. establishing opportunities and expectations for the positive involvement of parents/guardians in supporting student learning;
- g. creating an environment for the safe and ethical use of technology;
- h. collaborating with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs; and
- i. recognizing student and staff accomplishments.

## Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit

5

A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- a. understanding the historical, social, economic and political implications of:
  - treaties and agreements with First Nations;
  - legislation and agreements negotiated with Métis; and
  - residential schools and their legacy;
- b. aligning resources and building the capacity of the school community to support First Nations, Métis and Inuit student achievement;
- c. enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- d. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

## Providing Instructional Leadership

6

A leader ensures that every student has access to quality teaching and optimum learning experiences.

Achievement of this competency is demonstrated by indicators such as:

- a. building the capacity of teachers to respond to the learning needs of all students;
- b. implementing professional growth, supervision and evaluation processes to ensure that all teachers meet the *Teaching Quality Standard*;
- c. ensuring that student instruction addresses learning outcomes outlined in programs of study;
- d. facilitating mentorship and induction supports for teachers and principals, as required;
- e. demonstrating a strong understanding of effective pedagogy and curriculum;
- f. facilitating the use of a variety of technologies to support learning for all students;
- g. ensuring that student assessment and evaluation practices are fair, appropriate and evidence-informed;
- h. interpreting a wide range of data to inform school practice and enable success for all students; and
- i. facilitating access to resources, agencies and experts within and outside the school community to enhance student learning and development.

## Developing Leadership Capacity

7

A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.

Achievement of this competency is demonstrated by indicators such as:

- a. demonstrating consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives;
- b. identifying, mentoring and empowering teachers in educational leadership roles;
- c. promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in school life;



- d. creating opportunities for students to participate in leadership activities and to exercise their voice in school leadership and decision making; and
- e. promoting team building and shared leadership among members of the school community.

## Managing School Operations and Resources

### 8 | A leader effectively directs operations and manages resources.

Achievement of this competency is demonstrated by indicators such as:

- a. identifying and planning for areas of need;
- b. applying principles of effective teaching and learning, child development and ethical leadership to all decisions;
- c. aligning practices, procedures, policies, decisions and resources with school and school authority visions, goals and priorities;
- d. following through on decisions made by allocating resources (human, physical, technological and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students;
- e. facilitating access to appropriate technology and digital learning environments; and
- f. ensuring operations align with provincial legislation, regulations and policies, and the policies and processes of the school authority.

## Understanding and Responding to the Larger Societal Context

### 9

A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.

Achievement of this competency is demonstrated by indicators such as:

- a. supporting the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system;
- b. representing the needs of students at the community, school authority and provincial levels;
- c. engaging local community partners to understand local contexts;
- d. demonstrating an understanding of local, provincial, national and international issues and trends and their implications for education; and
- e. facilitating school community members' understanding of local, provincial, national and international issues and trends related to education.

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## School Councils and Fundraising Societies Comparison

	School Council	Society
<b>Authority</b>	School Council can only do what the <i>Education Act</i> allows	Societies can do anything within the <i>Societies Act</i>
<b>Responsibilities</b>	Defined by the <i>Education Act</i>	Defined by the <i>Societies Act</i>
	Defined in the <i>School Councils Regulation</i>	Defined in the society's objects and bylaws
<b>Accountability</b>	School Councils are ethically accountable to the school community	Societies are legally and ethically accountable to their members. The Board of Directors has legal responsibilities
	School Councils can change their operating procedures (bylaws) as defined by the procedures in those operating procedures (bylaws) without further authorization	Societies can change their objects or bylaws by specific procedures outlined in their bylaws and in the <i>Societies Act</i> , with final approval given by Corporate Registry
	Accurate minutes, reports, records are available to the public. Keep for 7 years	Accurate minutes, reports, records are available to Society members.
	Subject to <i>Personal Information Protection Act</i> (PIPA not FOIP)	Subject to <i>Personal Information Protection Act</i> (PIPA not FOIP)
<b>Reporting</b>	<i>School Councils Regulation</i> requires a report be filed by September 30th with the School Board	Society's Annual Report is due yearly the month following the incorporation date anniversary. I.e.: Incorporated in August 1992, report due yearly in September
	School Council's Report includes the activities of the previous school year and financial statements (if any) detailing money collected and spent by the School Council in the previous school year	Society's Annual Report, filed with Corporate Registries, includes the specifics of the Board of Directors and an <b>audited</b> financial statement
		Societies licensed by AGLC must complete AGLC issued financial reports specific to their gaming activities in order to maintain their license
	<b>School Council</b>	<b>Society</b>



## School Councils and Fundraising Societies Comparison

<b>Operation</b>	Utilize school building and resources for duties as per the <i>Education Act</i>	May request of principal permission to use school building and resources for duties
	Establish as per the <i>Education Act</i> and hold Annual General Meetings to ensure leadership is elected	Establish as per the <i>Societies Act</i> and hold Annual General meetings to ensure leadership is elected
	May ask the school to track financial transactions (depending on school board policy) or may not handle funds	Maintain bank accounts and signing authorities
	Orient members and general school community to their purpose and duties	Orient members to their duties and purpose; may extend to general community
	Hold regular meetings to discuss relevant issues, plan activities and gather input	Hold regular meetings to discuss relevant issues, plan activities and gather input
	Discuss and decide matters of policy, priorities and operations	Discuss and decide matters of policy, priorities and operations
	Coordinate/follow through on activities as planned	Coordinate/follow through on activities as planned
	Provide for 2-way communication with school community	Request permission of principal for 2-way communication with members and school community
	Build strong working relationships with others in the school community	Build strong working relationships with others in the school community
	Provide advice and parental perspective on matters related to the school	Provide funding, upon approval of society board, to the school, School Council, or <b>others</b> as requested
	Liability for legislated duties and activities is held by the School Board - School Board insurance is sufficient	<b>Liability for duties and activities is held by the Society</b> – private insurance is recommended (may be required by school board)

