Parent School Support Committee

Manual

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OVERVIEW OF PARENT SCHOOL SUPPORT COMMITTEE

What is a Parent School Support Committee?

A Parent School Support Committee (PSSC) is composed of parent and community members who work in an advisory capacity with the principal and staff. The purpose of the PSSC is for all members to work with the principal to enhance student learning and development, and to enrich the educational experience of all children by increasing family and community involvement. The committee will provide the means to facilitate cooperation among, and to articulate the needs and aspirations of, the school community. This collaboration will be instrumental in achieving the school's primary goal - ensuring the best possible learning opportunities for students.

How do Successful Parent School Support Committees Work?

A successful PSSC is one in which all members--parents, teacher, community member(s), student, Home and School representative--are committed to collaboration. Principals are charged with the responsibility for making decisions that affect the school. However, to continue to ensure those decisions best meet the needs of the school community, the principal is responsible for including the PSSC in a collaborative process as specified under the committee's roles and responsibilities. Other members of the committee should make a commitment to their position by providing the principal with thoughtful input on the decisions the principal faces.

PSSC members are successful when they:

- focus on the collective needs of students in the school;
- promote open and effective communication;
- commit to partnership;
- encourage full parental involvement; and
- establish and adhere to a conflict resolution mechanism[1] (see Section 6).

MEMBERSHIP

In accordance with section 32 of the *Education Act*, a PSSC has six to twelve members. The majority of members of a PSSC are parents and guardians who have children in attendance at the school, or their parent representatives (see Glossary for definition of terms).

A PSSC consists of the following members [*Education Act*, subsections 32(4) to (7.1)]:

- parents of children attending the school, or parent representatives, elected by parents of the school or appointed by parent members of the PSSC. School personnel who are employed in a school are not eligible to be elected or appointed to the PSSC for that school but may be members of a PSSC for another school;
- a teacher, elected by teachers in the school, in accordance with such guidelines as are established by the District Education Council (DEC);
- a student at the high school level, elected by the students, in accordance with such guidelines as are established by the DEC;
- where a Home and School Association is organized at a school, the Home and School Association may appoint a parent of a student enrolled in the school as an additional member of the PSSC;
- in a school where a high school program is not provided, the members of a PSSC may, in accordance with such guidelines as are established by the DEC, appoint one student from the school as a member of the PSSC.
- optional: one or two community member(s) with a strong interest in school issues, appointed by the parent members of the PSSC. Appointed community members cannot be employees in the school for which the PSSC is organized.

Efforts should be made to include individuals who reflect the diversity of the community.

PSSC members do not receive payment related to their service but may, at the discretion of the DEC, receive travel expenses in accordance with provincial travel guidelines.

A member of the DEC may attend and participate in any meeting of a PSSC for a school in the school district for which the DEC is established.

Although the school principal is not counted in the membership, the principal must be in attendance at and participate in the PSSC meetings [*Education Act*, subsection 32(8)].

ROLES AND RESPONSIBILITIES

ROLES

Parent School Support Committee

The PSSC assists the principal in an advisory role. The committee addresses broad issues related to the education of all children in the school, with the goal of enhancing student learning. Primarily these issues arise from input, discussions and study of the school improvement plan.

The role of the PSSC is to advise the principal on educational matters as defined under its duties in the *Education Act*, section 33 (see Description of the PSSC Responsibilities). In accordance with its responsibilities, the committee's suggestions and recommendations assist the principal in making decisions at the school.

The major role of the PSSC is to give advice regarding the establishment, implementation and monitoring of the school improvement plan. This includes helping the school by advising on: aspects of learning that need to be improved; the priority of those identified learning areas; and strategies/actions that focus on those areas chosen to improve learning. As well, the PSSC gives advice on the school improvement plan during its implementation and after the review of its results.

The principal presents information and school reports including the school profile, school report card, and monitoring reports on the school improvement plan to the PSSC (see role of the principal as defined below). Based on school reports and priorities as identified in the school improvement plan, the PSSC is requested by the principal to offer ideas, opinions and/or recommendations for action. The PSSC also gives advice to the principal regarding the development of school policies prepared in accordance with district and provincial policies.

The PSSC, through the chair or another member chosen by the committee (who must be a parent of a student enrolled in the school), participates in the selection of the principal and vice-principal(s) of the school. The PSSC also provides, on the request of the superintendent, input into any performance evaluation of the principal and vice-principal(s) in matters relating to the duties of the PSSC.

To encourage strong relationships between PSSCs and their District Education Council, PSSCs have the responsibility of communicating with the DEC with respect to matters relating to the duties of the PSSC (as outlined in section 33 of the *Education Act*).

In addition to these responsibilities outlined in the *Education Act*, the PSSC also plays a role in the pupil appeals process at the school. The PSSC must submit annually to the superintendent a list of between three and twenty parents from which the superintendent appoints a parent to a school appeals committee when such a committee is convened.

Principal

The principal manages the daily operations of the school, provides instructional and team leadership in the school, and is responsible for all school-based decisions. One of the duties of the school principal is to ensure the establishment of the PSSC [*Education Act*, subsection 28(2)(i)]. It is also the principal's responsibility, shared with the committee members, to participate in the operation of the PSSC [*Education Act*, subsection 28(2)(i)], and to assist the committee in meeting its responsibilities and goals. These responsibilities are acted upon in accordance with laws, regulations and policies.

An integral aspect of the PSSC's role is the advice given to the school principal. For this to occur strong team work between the PSSC and principal is fundamental. The principal receives advice and therefore, cannot be a member of the PSSC who gives advice; however, the principal must be in attendance and participate at every PSSC meeting [*Education Act*, subsection 32(8)]. The principal participates primarily by: providing school and district information; working with the chair in setting the agenda for meetings and providing information and direction when needed; and seeking input and advice on the school improvement plan, school policies and other areas related to the PSSC responsibilities.

The principal presents school-based reports and information to the PSSC. These include, but are not limited to, the documented school improvement plan; the school profile; the school report card; school and related district policies; school improvement plan monitoring reports; and an annual school performance report (see Description of the Parent School Support Committee Responsibilities, Section C. Reviewing The Results Of The School Performance Report).

In accordance with the *Education Act*, subsection 28(2)(a), it is the principal's duty to prepare and coordinate the implementation of the school improvement plan in consultation with the PSSC and school personnel. The primary focus for the principal and the committee members at PSSC meetings is on the school improvement plan and its monitoring. As well, it is the principal's responsibility to coordinate the advice given by the PSSC with input from school personnel to make decisions that are in the best interest of all students and that help to improve student learning as identified in the school improvement plan.

Teachers

Teachers make decisions regarding professional practices in their own classrooms and the school, and provide instructional leadership within their classes. School improvement planning allows teachers and other school personnel to use both their professional skills and expertise in developing the processes used to attain student achievement (e.g., cooperative learning; activity-based learning). Success of the school improvement plan is dependent on having collaboration among teachers in the school, providing teachers with a stronger voice in how the school operates, and giving teachers more control of the learning process. Teachers' input is considered when selecting and implementing strategies for the school improvement plan. Teachers are in the best position to judge what strategies will, and will not work in their school and classrooms.

RESPONSIBILITIES

Based on the written school improvement plan and other information (e.g. school reports, profiles and assessments) provided by the principal, and through discussion and consensus, the PSSC prioritizes its responsibilities depending on the strengths and needs of the school, and selects the PSSC goals for the school year. In particular from school improvement planning, the priorities of the PSSC may include advising on strategies as they relate to the ones identified in the *Education Act*, section 33 or on others as they evolve through the planning process itself. The chair, working with the other committee members, and the principal determine priorities for formulating the specific agenda items.

Parent School Support Committee Responsibilities

33(1) A Parent School Support Committee shall advise the principal of the school respecting the establishment, implementation and monitoring of the school improvement plan which may include

   (a) strategies for ensuring the language and culture of the school preserve and promote the language and culture of the official linguistic community for which the school is organized,

   (b) the school mission,

   (c) strategies for establishing school policies related to education, language and culture,

   (d) strategies for providing communication between the school and families residing in the area served by the school, and encouraging family involvement in the school,

   (e) strategies for establishing partnerships with the community to improve the quality of learning within the school,

   (f) strategies for developing a school climate and conditions to improve the quality of learning and teaching within the school,

   (g) strategies for establishing a positive pupil climate within the school, and

   (h) strategies for improving school property and facilitating use of the school by the community.

33(2) A Parent School Support Committee shall

   (a) through the chair of the Parent School Support Committee, or another member designated by the Parent School Support Committee, who must be a parent of a pupil enrolled in the school, participate in the selection of the principal or any vice-principal of the school,

   (b) review the results of the school performance report,

   (c) advise the principal of the school in the development of school policies prepared in accordance with district and provincial policies,

   (d) provide, on the request of the superintendent concerned, input into any performance evaluation of the principal or any vice-principal of the school in matters relating to the duties of the Parent School Support Committee under this section, and

   (e) communicate with the District Education Council concerned with respect to matters relating to the duties of the Parent School Support Committee under this section.

DESCRIPTION OF THE
PARENT SCHOOL SUPPORT COMMITTEE RESPONSIBILITIES

The PSSC has a number of specific duties as defined in the *Education Act*, section 33. These duties are: a) advising the principal respecting the establishment, implementation and monitoring of the school improvement plan; b) participating, through the PSSC chair or designated PSSC member, who must be a parent, in the selection of the principal and vice-principal(s) of the school; c) providing, on the request of the superintendent, input into any performance evaluation of the principal or vice-principal(s); d) advising the principal in the development of school policies prepared in accordance with district and provincial policies; e) reviewing the results of the school performance report; and, f) communicating with the District Education Council with respect to matters relating to the duties of the PSSC. In addition to these responsibilities outlined in the *Education Act*, the PSSC also plays a role in the pupil appeals process at the school by submitting annually to the superintendent a list of between three and twenty parents from which the superintendent appoints a parent to a school appeals committee when such a committee is convened. Each of these duties is described in detail below.

A.   ADVISING THE PRINCIPAL RESPECTING THE ESTABLISHMENT, IMPLEMENTATION AND MONITORING OF THE SCHOOL IMPROVEMENT PLAN

The major role of the PSSC is to give advice regarding the establishment, implementation and monitoring of the school improvement plan. This includes helping the school by advising on: aspects of learning that need to be improved; the priority of those identified learning areas; and strategies/actions that focus on those areas chosen to improve learning. As well, the PSSC gives advice on the school improvement plan during its implementation and after the review of its results. By focusing on the development of a school improvement plan to enhance student learning, the PSSC helps the principal, along with school personnel, in setting a strategic direction for the school.

In order to understand the significance of a school improvement plan and the impact this plan can have on the improvement of student learning, four sections on the school improvement plan are presented as follows:

1. An overview of the School Improvement Plan;
2. The common characteristics of a School Improvement Plan;
3. A common pattern of events for the Parent School Support Committee; and
4. Areas where advice may be sought from the Parent School Support Committee.

Since there are many types of school improvement plans and variations on terms and their definitions, the sections on the overview and common characteristics provide a basic description of a school improvement plan and the components shared within most

plans. The third section, A common pattern of events for the Parent School Support Committee, gives a perspective on school information and reports committee members can expect to receive from their school principal and areas the PSSC may want to review and to offer advice. In the last section on the school improvement plan, Areas where advice may be sought from the Parent School Support Committee, there is a list of areas where input and strategies may be sought by the principal from the PSSC. These areas are described as a source of information.

To accompany the information on the school improvement plan is a sample plan titled, "Maximus Elementary School, School Improvement Plan, 1997-99." This plan is in Appendix A.1. Please refer to this sample plan when reading the sections below on the school improvement plan as this example will help to clarify the sequence of planning and the common characteristics.

1.   An Overview of the School Improvement Plan

A **School Improvement Plan** is a tool that is developed and used by a school to ensure that there is continuous incremental improvement in the learning success of all students at the school over time. Establishing a school improvement plan involves answering the following four questions. The first three questions are focused on pre-planning activities and the last one is on the establishment of the plan itself.

- *What should the school be able to do for all students?*
- *Is the school successful at doing it now?*
- *If not, what aspects of learning need to be improved and which should have the priority for improvement?*
- *How is the school going to have improvement occur in the learning areas identified as having priority?*

The improvement planning process starts by having a clear **Mission** or **Vision**. To plan for improvement, everyone associated with the school must have a clear sense of what they are striving to achieve in the long run. The mission does this. As the old saying goes: "If you do not know where you want to get to, any road will do." Not only must the mission exist, but everyone must know the mission and practice the beliefs and values that go along with it. A common belief associated with school missions, for example, is that all children can learn. All members of the school, including the PSSC, must not only believe that all children can learn, but act as if they believe it at all times.

Once the purpose, or mission, of the school is clear and broadly accepted, then the second question of how well is the school doing in achieving this end must be addressed. The school must collect, organize and analyze any data it can that describes how well the students are achieving and how effectively the actions of the school are being undertaken. A summary of the analysis on the student achievement is provided by the **School Report Card**. From this analysis, the areas of improvement

needed in student learning are identified and then listed in their priority of importance. The top one or two needs of this list ultimately become the **Goals** of the school improvement plan. Goals in school improvement planning are always "learning" goals, for example, literacy.

In a similar manner, the effectiveness with which processes are completed at the school is summarized in the **School Profile**. From this analysis, the absences, or short falls, in the way that a school is carrying on its day-to-day activities can be identified. The data act as a guide for deciding which general actions a school chooses to improve learning, that is, the **Strategies** of the school improvement plan. Actions can be directly targeted to academic learning (e.g., using a reading continuum such as "First Steps" or a new teaching strategy such as cooperative learning) or indirectly (e.g. establishing and implementing a school positive learning environment). Actions should always be research based and data driven.

Once there is a clear sense about where improvement is needed, the school is able to set down and in detail, identify what it is going to do to meet its goal over a fixed period of time. This is the actual **School Improvement Plan**. Such a plan is usually one to three years in duration and is formally assessed and evaluated at the end of a fixed time identified in the plan itself. If the goal is not achieved at the end, a new plan is developed to continue moving closer to the goal that was established. The goal is always a learning goal and therefore, the success of any given plan must always be based on improvement in learning.

Once the goal is established, a school decides what **Measures** will be used to describe achievement (e.g., Provincial Grade Three Language Proficiency Assessment), and identifies the **Standards** that determine success [e.g. 100% of the students will be successful at or above the satisfactory level (50% or better) on the Provincial Grade Three Language Proficiency Assessment]. Success standards are usually set by those who develop the assessment (e.g. for Language Proficiency, a provincial assessment, the Department of Education sets the standard for success).

Upon agreement on the measures of success, the school brainstorms to identify **Strategies** to achieve the goal and, ultimately, selects those that they think will work best. These choices must be very realistic and do-able in the amount of time given in the plan and also within the **Resources** (e.g. teachers) that the school has available. The school must plan effectively for its own success.

As soon as the decision is made as to what the school does in its school improvement plan, the question asked is: "If we are able to do all these actions effectively what is a reasonable expectation of improvement in learning each year for the life of the plan?" These are the **Objectives** of the plan. Objectives define the actual success of the plan and therefore always use learning as the measure. The learning measures that were first agreed to are written as objectives (e.g. using the Language Proficiency measure, objectives might appear in a three year plan as 56% of the students being successful in

1997, 60%, in 1998, and 70%, in 1999). A detailed **Action Plan** is then constructed identifying the specific actions that are to be done, when they start, when they end, and the person who is responsible to make each work.

Finally, the school must decide when and who does the **Monitoring** of the plan, and who **Evaluates** the plan as successful or not. While the school principal is the person responsible for establishing and writing the school improvement plan, it is not a process that can be done alone. Staff, students, parents, the PSSC and community must work together to be successful in reaching its school improvement objectives.

2.   The Common Characteristics of a School Improvement Plan

School improvement plans in the schools of New Brunswick do not have a common form and format. They must, however, contain certain components regardless of how the plan is written and presented. In reviewing the school improvement plan, members of the PSSC should note that the following information should be presented:

Clearly Stated Purpose. The plan should show clearly the link between the school mission and the areas that are targeted for improvement in the plan as illustrated in the "Background" section of the Maximus School Improvement Plan in Appendix A.1. The key concerns reflecting achievement in the school that were emphasized in the school report card should appear in some form, as well as any key features of the learning environment that were addressed in the school profile.

Goals. These identify, in broad terms, the learning areas that will be targeted for improvement, for example, literacy (see Appendix A.1: Maximus School Improvement Plan, "Improvement Goals" section). Goals have no stated time in which they must be achieved and must focus on an aspect of student learning.

Measures. These describe what will be used to measure the success of the plan, for example, as in the Maximus School Improvement Plan, one of the measures is the "Percentage Correct on the Provincial Grade Three Language Arts Proficiency Assessment" (see Appendix A.1, "Measures" section). Measures used for this purpose are measures of learning success only and should not include any measures of processes, for example, drop-out rates.

Standards. These indicate "how well" the school must do on each of the measures to be considered successful. For example, in the Maximus School Improvement Plan, one standard is that all students in the school (i.e., 100% of the students at Maximus School) achieve satisfactory (50%) or better on the Provincial Grade Three Language Proficiency Assessment.

Standards are usually set by those who create the tool being used for assessment and do not identify a time in which these levels of performance must be achieved. For the

Provincial Grade Three Language Proficiency Assessment, it is the Department of Education who sets the standard (in this case, 100% of the students achieving satisfactory (50%) or better on this assessment). The complete success for a school is when all standards are achieved. (See examples of other standards as defined in the Maximus School Improvement Plan, "Standards" section in Appendix A.1.)

Objectives. Using the measures, the school identifies the specific results that it will expect to achieve in a specific amount of time. Using the Provincial Grade Three Language Proficiency Assessment example of the Maximus School Improvement Plan, the objectives are for 56% of the students to achieve satisfactory (50%) or better by 1997, with at least 2% at a superior level; more than 60% to achieve satisfactory or better with at least 3% at a superior level by 1998, and more than 70% to achieve satisfactory or better with at least 5% at a superior level by 1999. (See examples of other objectives as established in the Maximus School Improvement Plan, "Objectives" section in Appendix A.1.)

Objectives use only learning measures and are what will be used to determine whether or not the plan in the end has been successful. The objectives are based on what the school is going to do in its plan. The school must ask itself what improvement can be reasonably expected in learning if all the actions in the plan are done successfully. The answer becomes the objectives. Objectives are never changed for the life of the plan.

Actions. These are the specific strategies that will be used by the school to reach its objectives. Included with the description of actions will be the date on which each action begins and ends, as well as the specific individual that is responsible to make it happen. Student achievement basically cannot be improved directly and therefore, actions will tend to focus on processes that have a high probability of influencing achievement. For example, there may be actions that deal directly with teaching curriculum, and programs of study, as well as actions involving the organization of the school and the climate in which it operates. No action must be taken which is contrary to the beliefs and values stated in the mission.

A number of strategies and actions are identified in the Maximus School Improvement Plan. For example, two strategies related to literacy include: #3—"Language Arts outcomes that require emphasis will be identified;" and #5—"Enrichment activities to promote higher order thinking skills and problem solving will become part of the regular classroom activity." An example of an action is: "Staff will collaborate to plan curricular initiatives which focus on language arts outcomes." According to the Maximus School Improvement Plan, this activity will be implemented on September 25, October 10, and November 27, 1997 and March 26, 1998. The principal is the person designated to ensure that these meetings are held and that the curricular initiatives focused on language arts outcomes are developed (see Maximus School Improvement Plan, "Strategies" and "Action" sections in Appendix A.1).

Resources. The plan must clearly identify what resources will be necessary to put the actions into effect. These resources can be time, funding, or personnel. For example, in the Maximus School Improvement Plan, the resources identified are: an allocation of 52 days for supply teachers; computer upgrade for tracking student achievement; a $3500 allocation for in-service and professional development; and a $500 allocation for upgrading the parents' room (see Appendix A.1, "Resources" section).

The plan must be realistic about resources and cannot build any action based on resources the school may not actually have. Once the commitment to the plan is made, these resources cannot be reallocated to other uses unless the action can be done without this support.

Monitoring. The plan must clearly identify who will be responsible for monitoring the progress of the plan, and how often monitoring reports will be given. A successful plan requires quality monitoring. To keep a plan successful requires regular feedback to members of the school on how well they are doing. While objectives never change, actions can. Circumstances may change that require specific actions to be added, modified, or replaced.

For example, in the Maximus School Improvement Plan it is noted that: "It is the principal's responsibility to monitor the implementation of the school improvement plan and to report monthly to the staff on the status of the action plan" (see Appendix A.1, "Monitoring" section).

Assessment and Evaluation. The plan must identify who is responsible for collecting the data required to make a judgment of the plan's success. Additionally, it should indicate who makes the final evaluation and how the evaluation result is distributed.

For example, in the Maximus School Improvement Plan it is noted that: "The administration and staff will collaboratively assess the school improvement plan twice a year;" and "The administration and staff will collaboratively evaluate the school improvement plan in June of 1999. A final report will be produced summarizing the achievement of the learning objectives" (see Appendix A.1, "Assessment" and "Evaluation" sections).

There are many different ways to present a school improvement plan and there are many different terms that will be used to describe the same thing. This variation should not be of concern as long as members of the PSSC realize that when they review their own school improvement plan, what is being described contains the elements, which have been detailed above.

3.   **A Common Pattern of Events for the Parent School Support Committee**

During the PSSC meetings from September to June of each year, members can expect to see a variety of items brought to the table for discussion to help the PSSC meet its educational responsibilities. There are, however, a number of items that will consistently appear at each of these meetings throughout the year. These items are intended to provide the critical information required to answer the following important questions and to provide opportunities for PSSC input:

- *With the resources that the school has, what is being done to improve student success in achieving the provincial learning standards?*
- *What is the level of student success in the school?*
- *How does the level of student success in the school compare to the district and provincial rate of success?*
- *What changes would be advised in terms of what is now being done, or not being done, in the school to improve student achievement?*

Every school and its environment are unique. Therefore, there will always be variations in how schools and the PSSCs carry out their responsibilities. In many cases, however, members of the committee can expect to receive the appropriate information and tools to answer the previous questions in the following sequence and time.

Early Fall. Early in the school year the principal provides the committee with a school profile. The school profile identifies the resources available and the organization to be used in the current year. It also includes data that describes how well various processes from the previous year have been completed in the school such as drop-out rates or the results of parental surveys.

If the school improvement plan ends the previous June, the principal presents a formal evaluation of its success (as defined in the school improvement plan itself). The new school improvement plan is reviewed and the actions to be taken for the current year are described. If the school is in year two or three of its improvement plan, then the current plan is reviewed and a monitoring report is made identifying any modifications to the strategies that have occurred. PSSC members should expect at least two monitoring reports per year.

Information provided by the school profile and monitoring reports allows members of the PSSC to strengthen their understanding of how and why the school is organized as it is, what the school is giving priority to, and how well it is doing in achieving the goals defined by these priorities. With this information and understanding also comes the opportunity for input on the current situation and, as well, input for consideration in future decision-making.

Late Fall. The next major document to be presented by the principal is the school report card. The school report card identifies all measures of student academic success used in the previous school year and the principal provides an analysis of the results. The analysis focuses on the degree to which the results have improved in the school over the previous academic year. This information is given to facilitate an understanding of the school that goes beyond the organization and activities of the school. It rounds out previous reports such as the school profile with information of the true end of school, student learning. The opportunity of having PSSC members understand and question the analysis of achievement is important. It is one more critical part used by the school in improvement planning. When the school is developing, or doing monitoring reports on the school improvement plan, this understanding strengthens the quality of the questions that are asked and the advice that is offered.

Early Winter. Once the Provincial Report Card is available, the principal expands the analysis of achievement at the school by comparing the school's results to those of the school district and the province. This information is meant to broaden the members' understanding of the school's achievement in the context of their region and the province.

Mid-Winter. Based on the previous understanding of achievement and resources available, the current school improvement plan is reviewed by the school to determine if any of the established strategies need to be modified for the coming year and to seek advice from the PSSC. If a new school improvement plan is coming on line in July, the principal seeks advice from the PSSC on direction and strategies for improvement in student achievement to be included in the new plan.

Spring. By late spring the school becomes aware of the resources that will be available for the coming school year. This allows for final decisions to be made on any modifications to an established school improvement plan, or to complete a new plan. In either case, at the last PSSC meeting for the year, the school principal presents the school improvement plan for PSSC review and makes a final monitoring report of the current year plan.

Next School Year. The established pattern described starts over again with the first PSSC meeting in the coming fall.

4.   Areas Where Advice may be Sought from the Parent School Support Committee

In this section there is a list of areas in accordance with the *Education Act*, subsection 33(1)(a-h) where input and strategies **may** be sought by the principal from the PSSC. These areas may need to be addressed by the school if they are part of the school improvement plan. Note that not all areas will need improvement or necessarily be of priority in the school improvement plan. The descriptions of these areas are only provided as a source of information and possible focus. This will be determined through the school improvement plan and advice will be sought as it relates to this plan.

a) Strategies for ensuring the language and culture of the school preserve and promote the language and culture of the official linguistic community for which the school is organized. Through the process of planning school improvement, one of the focus areas may be on strategies and activities that help to promote and enhance the official language and culture of the school. A school milieu may need to be established or enhanced that reflects the official language and culture of the school. The PSSC may seek out and suggest new ways to enhance the culture and language of the school and to encourage an understanding and protection of those, particularly, when the language is a minority one.

b) The School Mission. A mission statement describes the purpose of an organization, that is, why it exists. A school mission gives direction and focus for all those involved in the school. "When the mission is teaching and learning, the staff, students and principal focus more on these areas" than on ones related to management.[2]

The mission statements of New Brunswick public education (see Appendix A.2) and the school district should provide the framework for developing the school's mission. However, each school mission should be distinct and reflect the ultimate aims of the school.

Whether a school mission is being developed or the existing school mission is being reviewed, the PSSC may discuss what the mission means to students, staff, parents and the school community. The committee may give suggestions as to what it believes should be contained within the school's mission. Suggested attributes of a school mission and three examples of mission statements are provided in Appendix B.

c) Strategies for establishing school policies related to education, language and culture. The Department of Education is responsible for the review and development of provincial educational policies. DECs are responsible for the establishment of district policies, in accordance with provincial policies, and the implementation of the provincial and district policies.

Schools must operate within provincial and school district policies. Schools may have some flexibility to set and review their own operating policies and/or guidelines in such areas as positive school climate, homework, school supervision and extra-curricular activities. Additional school policies may be identified through the school improvement process. The PSSC may advise and assist the principal in reviewing and establishing such policies as well as in helping to identify ways to communicate these policies to students, parents and community members.[3]

In conformity with the principle of duality in education, the anglophone and francophone schools each should reflect their own language and culture. In some schools, the school setting may be the primary environment wherein students have opportunities to use the official designated language of that school. The school environment and practices within the school should support that milieu and encourage students to understand their culture and to help to ensure its protection. The PSSC may assist the principal in monitoring school policies, programs and the school improvement plan to ensure that the school is conforming to its official language and cultural group.

d) Strategies for providing communication between the school and families residing in the area served by the school, and encouraging family involvement in the school. It is the responsibility of the school to facilitate communication between the school and parents and to encourage parental involvement in the school. In order to communicate successfully, school staff, parents, and students should work together in a responsible manner to ensure an interactive flow of communication and support. As well, they should work together to identify and implement various methods for encouraging, maintaining and enhancing family involvement in the school and school involvement with the family.

As part of the school improvement process, the PSSC may help to identify strategies for enhancing parental and family involvement and support. Eliciting input through consultation, focus groups, and/or satisfaction surveys from within the school and from the school's community (particularly parents and families) may be helpful in determining priorities and strategies that may be acted upon in the school year.

Although the PSSC may assist in planning and making recommendations regarding parental involvement, the Home and School Association (or other parent organization) is encouraged to continue in its responsibilities and these should be enhanced through the school improvement process.   The addition of a seat reserved for a representative (who is a parent of a pupil enrolled in the school) of the Home and School Association,

in schools where an association exists, encourages cooperation and communication between these two school-based committees.

There are many ways parents and guardians can be involved in their child's education. For example, Joyce Epstein (1995) identifies six types of meaningful parental involvement: parenting; communicating; volunteering; learning at home; representing other parents; and, collaborating with the community.[4] These may be considered when identifying priorities, and when enlisting parents and parent associations to help in suggesting and implementing strategies for school improvement. Definitions and examples of Epstein's types of meaningful parent involvement are provided in Appendix C.

e) Strategies for establishing partnerships with the community to improve the quality of learning within the school. The PSSC may help the school to "identify and integrate resources and services from the community," that will mutually benefit the school, family and community.[5] Any partnership being sought and established should have a direct relationship with improving student learning and development and/or with strengthening school and family practices.[6] Partnerships should be formed based on the goals of the school improvement plan. Examples of ways to participate in partnerships are included in Appendix C.

f) Strategies for developing a school climate and conditions to improve the quality of learning and teaching within the school. In order to suggest and identify ways to provide a school climate that is conducive to quality learning and teaching, the PSSC should review the components of school effectiveness and school improvement (see Appendix D). For example, an effective and excellent school may be characterized as one in which:

- staff continuously work to improve the school, and there is a commitment to professional development;
- there are high expectations for students and school staff;
- the principal is an instructional leader and teachers are leaders in their classrooms;
- staff assess student progress, monitor curriculum and teaching, and use these results for improvement;
- there is a school mission/vision, shared values and a positive school climate;
- teachers use effective instruction; and
- there are strong home/school relationships.[7]

Teacher, student and parent questionnaires, consultations and/or focus groups may be used to develop profiles to help assess strengths and areas for improvement related to school climate and conditions (see Appendices D and E). The PSSC may suggest areas of priority to be addressed and considered for development and inclusion in the school improvement plan.

g) Strategies for establishing a positive pupil climate within the school. The PSSC may suggest ways to provide a positive and supportive milieu for the students within the school. The committee may want to focus on defining, discussing, and then making suggestions for improving student climate.

Positive student climate can be defined by a number of characteristics. Some of these may include: a clean physical environment; clear rules and expectations; a safe and orderly environment; displays of student work; posted or displayed information that is timely and relevant to the student body; positive behaviors, interactions and relationships; recognition of positive student behaviors; enthusiastic and responsible learners; involvement of students in decision-making school processes; and, extra-curricular programs utilized by the student body (see Appendix E).

If data are not already available, students and staff may need to be consulted (e.g., student satisfaction survey) for: input on what helps to make schools pleasant and safe environments in which to teach and learn; and, assessment of what needs to be changed within the school.

h) Strategies for improving school property and facilitating use of the school by the community. The PSSC may provide suggestions on improving the physical plant, that is, the inside and outside of the school building and the school grounds including playground equipment. Consideration should be given first and foremost to the children's safety and well-being.

Improvement should include enhancing the school surroundings by focusing on other factors such as the benefits to the children's development and learning, and the school's appearance. These suggestions should be based on or contribute to related goals and activities that are part of the school improvement plan.

Where applicable, the PSSC may suggest ways school partners and the district can facilitate the use of the school by the community. This may involve: inviting the community to use the school during and after hours; and, encouraging the community to offer after school programs and activities for students.

Any suggestions must take into account Department of Education and school district policy and guidelines that relate to the physical school plant and the use of school facilities by the community. When making recommendations, the PSSC must also consider the financial resources of the school.

B.   PARTICIPATING IN THE SELECTION OF THE SCHOOL PRINCIPAL AND VICE-PRINCIPAL(S)

If the position of principal becomes vacant within a school, it is the responsibility of the superintendent to ensure that through the chair of the PSSC, or another member designated by the PSSC, who must be a parent of a pupil enrolled in that school, the PSSC participates in the selection of the principal and vice-principal(s) of the school. Selection of the school principal is conducted in accordance with provincial and DEC policies.

C.   PROVIDING, ON THE REQUEST OF THE SUPERINTENDENT, INPUT INTO ANY PERFORMANCE EVALUATION OF THE SCHOOL PRINCIPAL AND VICE-PRINCIPAL(S)

The *Education Act* requires that superintendents consult PSSCs for input when the superintendent conducts a performance evaluation of the school principal and vice-principal(s) on matters relating to the duties of the PSSC as described in section 33 of the Act. The PSSC therefore, provides a valuable contribution to the superintendent's evaluation of the district's principals and vice-principals.

D.   ADVISING THE PRINCIPAL IN THE DEVELOPMENT OF SCHOOL POLICIES

The PSSC is required to advise the principal in the development of school policies. The policies must be consistent with district and provincial level policies. Examples of school policies where the PSSC may play an important role include policies related to: smoking on school premises, fundraising, and extra curricular activities. The development of school-level policies provides principals with the ability to individualize the implementation of a district or provincial policy to meet the needs and challenges of their particular school.

E.   REVIEWING THE RESULTS OF THE SCHOOL PERFORMANCE REPORT

The PSSC is responsible for reviewing the results of the school performance report. The results from a variety of assessments may be used in the principal's report of school performance. These results will help to assess the state of student learning and also the supportive structures and processes that are applied to support learning directly and indirectly. In particular, the school performance report contributes to the school information and data required to develop improvement priorities and the establishment of the school improvement plan.

Each school district will ensure that guidelines are established so that complete assessment reports are made by the school. Results will be taken from both end and process measures. End measures include measures of student achievement such as internal and external testing (e.g., provincial assessments), mastery of essential

outcomes and other data that specifically address the level of learning achieved. Process measures include measures such as satisfaction surveys, extra-curricular participation, attendance, dropouts, and other measures that define processes considered critical to achieving the learning ends.

The PSSC should review the school performance report to assess school progress. This helps the committee in making recommendations to assist the school in the school improvement process.

F.   COMMUNICATING WITH THE DISTRICT EDUCATION COUNCIL ON MATTERS RELATING TO PSSC DUTIES

PSSCs are responsible for communicating with their DEC on matters relating to PSSC duties. In turn, paragraph 36.9(5)(f) of the *Education Act* states that DECs must maintain communication links between the DEC and the PSSCs for the schools within the school district, and consult with PSSCs with respect to matters relating to the duties of the PSSCs under the *Education Act.* These requirements work together to promote strong dialogue between school and school district governing bodies.

G.   SUBMITTING ANNUALLY TO THE SUPERINTENDENT A LIST OF PARENTS FROM WHICH THE SUPERINTENDENT APPOINTS A PARENT TO SERVE AS A MEMBER OF A SCHOOL APPEALS COMMITTEE

Each year the PSSC is responsible for submitting to the superintendent a list of between three and twenty parents that the superintendent uses to appoint a parent to serve as a member of a school appeals committee when such a committee is convened to hear a pupil appeal (*School Administration Regulation – Education Act*, section 40). A school appeals committee is convened by the principal when a person appeals the suspension of a student by a principal for a fixed period of time not exceeding five consecutive school days, or the suspension of a student's conveyance privileges. A school appeals committee may also be convened by the principal at the discretion of the superintendent.

If the superintendent is unable, after all reasonable attempts to contact and arrange for the appointment of a parent from the list submitted by the PSSC, or if the PSSC does not submit a list, the superintendent may, at his or her discretion, appoint any parent of a student enrolled in the school in order that the appeal hearing be held as soon as practicable.

ROLES FOR MEMBERS OF THE PARENT SCHOOL SUPPORT COMMITTEE

The Chair

Annually, the PSSC members appoint (by consensus or election) a chair from among the parent members. The chair, together with the principal, carries significant responsibility for the effective operation of the PSSC.

The chair:

- chairs the PSSC meetings;
- sets the meeting dates and times in conjunction with the principal, and in consultation with the PSSC members;
- determines the agenda for meetings in conjunction with the principal, and in consultation with the PSSC members;
- asks members to approve the agenda with any changes before the business of the meeting begins;
- stimulates discussion by asking questions;
- helps balance the discussion by knowing the topic, ensuring participation, interrupting monopolizers and encouraging silent members;
- avoids digressions by being assertive and telling members when they are off topic;
- keeps to the agenda by setting and abiding by time limits;
- helps the committee reach a consensus on each item, knows when to halt discussion, calls a vote if necessary, restates the decision;
- helps to resolve conflicts; and
- ensures that PSSC minutes are maintained.[8]

Principal

Effective schools have effective leadership. Giving the principal the authority, responsibility and support to do his or her job more effectively will help provide this leadership. Tasks originally performed by the principal remain the responsibility of the principal. Management, day-to-day operations and all school decisions rest with the principal.

The principal:

- ensures the establishment and facilitates the operation of the PSSC;
- sets the PSSC meeting dates and times, and the agenda in conjunction with the PSSC chair, and in consultation with the PSSC members;
- promotes and encourages a collaborative, collegial committee relationship;
- seeks input from the committee in areas for which it has been assigned an advisory responsibility (as defined under PSSC Roles and Responsibilities);

- acts as a resource on school laws, regulations, collective agreement and policy;
- presents a school improvement plan to the PSSC;
- reports on the results of school achievement, student performance and school improvement;
- provides educational leadership;
- communicates to the PSSC members information pertaining to school policies and practices;
- creates a positive climate within the school and the larger community to support the PSSC;
- keeps a copy of the minutes from each committee meeting at the school; and
- assists the committee in communicating with the school community.[9]

Members

The members:

- participate in all committee meetings;
- maintain high ethical standards;
- respect other committee members;
- respect the decision of the majority;
- work collectively towards the common goal of improving educational development and student achievement;
- limit discussions to matters of concern to the school community as a whole;
- resolve issues in the spirit of the best interest of the whole school, and all students;
- work towards building a positive consensus-building school environment;
- support an open communication process, and create and strengthen successful relationships between parents, teachers, students, school staff and the community;
- encourage all forms of parental involvement and support;
- follow goals and principles established by the committee as a guide and reference for school-based advisement. All activities of the committee should be designed to contribute to achieving the goals and objectives identified in the school's plan for improvement; and
- encourage parents to support education.

Note: Any conflicts between or among members of the PSSC that are irresolvable by the PSSC are to be referred to the superintendent for resolution.

COMMUNICATION WITH PARENTS AND THE COMMUNITY

The following includes practices that can help to ensure community awareness of PSSC activities:

- posting minutes in the school and accessible public places;
- distributing an annual report;
- distributing a committee or school newsletter;
- encouraging local media to communicate PSSC developments;
- providing alternate means for community input; and
- communicating with parents and parent associations.[10]

CODE OF CONDUCT

Each PSSC develops its own Code of Conduct. The following is a suggested Code of Conduct.

CODE OF CONDUCT
for Parent School Support Committees

A Parent School Support Committee member:

1.   Accepts as the first obligation the education and the best interest of all students;

2.   Limits discussions at Parent School Support Committee meetings to matters of concern to the school community as a whole;

3.   Applies democratic principles;

4.   Promotes high standards of ethical practice within the school community;

5.   Is guided by the mission of the school;

6.   Respects the role of the committee members;

7.   Is honest, discreet and respectful particularly in discussing problem and conflict matters;

8.   Never discloses confidential information;

9.   Respects the confidential nature of some school business and respects limitations this may place on the operation of the Parent School Support Committee;

10. Encourages a positive atmosphere where individual contributions are encouraged and valued;

11. Uses the appropriate communication channels when questions or concerns arise; and

12. Declares any conflicts of interest. [11]

SPECIAL INTERESTS OR COMPLAINTS

Special or individual interests, problems, or complaints should be dealt with as follows. If there are any concerns or complaints, parents or guardians are encouraged to speak to and/or meet with their child's teacher first. If the problem is not resolved at this level, the parents or guardians should meet with the principal. If there continues to be no satisfactory resolution, the matter should be directed to the school district office through the superintendent.

ESTABLISHMENT OF PARENT SCHOOL SUPPORT COMMITTEES

Ensuring Participation

Participation is largely dependent on two factors:

- the level of interest generated by the school community; and
- the availability of information about PSSCs and the elections.

For maximum participation, written information should be provided directly to parents, teachers and students, and may be augmented with presentations, discussions and individual contact by parent members. Schools may also use local public service media to announce PSSC elections.[12]

Election Process

The process and procedures used previously for electing parent members to the former School Parent Advisory Committees have been revised in accordance with amendments to the *Education Act* and regulations in 2000.

The establishment of a PSSC is the legislated duty of the principal (*Education Act*, Section 28). School principals are responsible for ensuring that elections are conducted according to the following election process and procedures, and for handling the administrative functions related to the PSSC election (e.g. selecting the date of the PSSC election, notifying parents with PSSC election information such as the date of the election, the nomination process, number of parent member positions open for election).

The PSSC facilitates the election and encourages parent interest and involvement in the election of PSSC parent members. All PSSC elections are to be held by the 30th day of September.

The principal of the school provides eligible parents: notice of the date and time of the election; and, brief information respecting the nomination process and eligibility for membership on and the responsibilities of the PSSC. This information is provided within a reasonable time prior to the date of the election.

Size of a Parent School Support Committee

The DEC of a school district determines the exact number of parent member positions on the PSSC for each school.

In making determinations respecting the number of parent member positions, DECs must consider the provisions that are set out in section 32 of the *Education Act*. There must be no fewer than six (6) and no more than 12 members in total. Parent members must be in majority. One teacher must sit as a member. In schools where a high school program is provided, one high school student must sit as a member; where a school does not provide a high school program, the PSSC members may choose to appoint a student to sit as a member. In schools where a Home and School Association is in place, the Home and School Association may appoint one member who is a parent of a student enrolled in the school to serve as a an additional member of the PSSC (for the purposes of size of membership, the Home and School representative is not counted as a member of the PSSC but should be considered in addition to the number of parent member positions). The parent members of the PSSC, after the election, have the option to appoint up to two (2) community members (i.e. one, two or no community members).

As set out in subsection 28(2) of the *Education Act*, the principal is responsible for establishing the PSSC. For the purposes of size of membership, the principal is not counted as a member of the PSSC; however, the principal must be in attendance at and participate in the PSSC meetings [*Education Act* subsection 32(8)].

Eligibility for Election

There are two categories of persons who are eligible to run for parent positions on a PSSC, as follows:

1.   Parents - Any parent or guardian of a student enrolled in the school, regardless of his/her age or residency status, is eligible to run for a PSSC parent position.

2.   Parent representatives - Any New Brunswick resident who is 18 years of age or older and is not a pupil is eligible to run for a PSSC parent position. That is, a person who is not a parent of a pupil enrolled in the school may offer candidacy for and ultimately serve as a parent member of a PSSC as long as they are duly nominated and elected by parents of pupils enrolled in the school in accordance with the nomination and election requirements as set out in the regulations.

No school district employee working at the particular school for which the PSSC has been established may be elected or appointed to a PSSC parent position.

Any parent member may be re-elected for any consecutive terms.

Nominations and Candidacy

- No school resources, either human or material, may be used to support particular candidates or groups of candidates.

- Any person wishing to submit his/her name for election is invited to do so at any time until the close of nominations.

- During the election, submitted nominations are presented. Further nominations by parents are requested from the floor and seconded. Parents and guardians may self-nominate; or may nominate any other eligible person. The nomination must be seconded by an eligible parent other than the nominating parent.

Election

- All parents and guardians of students enrolled at the school, including parents or guardians who are employees in the school system, are eligible to vote.

- Voters must be present at the school and vote in person.

- Election for parent members of the PSSC is conducted by secret ballot.

- A teacher representative is elected by teachers in the school by the 30th day of September for a one-year term.

- In high schools, a student representative is elected by students in the school by the 30th day of September for a one-year term.

Complaints Respecting Elections

- An appeal related to the PSSC election must be filed with the DEC within a two-week period following the election.

- On receipt of the complaint, the DEC must: a) notify and provide a copy of the complaint to the principal, and b) extend to all parties to the complaint, and to the principal, the opportunity to respond to the complaint within one week after being notified.

- The DEC reviews the circumstances of the complaint and within five working days a) declares the election of one or more candidates void; b) declares the election of

one or more candidates to be duly elected; c) orders a new PSSC election for one or more positions; or d) dismisses the complaint.

• If a new election is ordered, the election follows the same process and procedures as a normal election and must be held by September 30th. If is not practicable to hold the election prior to September 30th, then the election must be held as soon as possible thereafter.

• The decision of the DEC regarding complaints is considered final.

Incomplete Election and Appointments

• If the PSSC election does not produce a majority of parents including their parent representatives on the PSSC the parent members: a) should appoint the necessary number of eligible parents or parent representatives to achieve majority representation on the PSSC; and b) may appoint that number of persons as is required to fill the remaining parent member positions on the PSSC.

• In a school that does not provide a high school program, the parent members of the PSSC may choose to appoint a student to serve as a member for a one-year term.

• In a school where a Home and School Association is in place, the Home and School Association may appoint one person, who is a parent of a student enrolled in that school, to serve as a member of the PSSC for a one-year term.

• After the parent member positions are filled, parent members may appoint up to two community member(s) for a one-year term to complete their PSSC membership. Appointment of community member(s) is optional. The community member(s) term of office begins upon appointment and ends at the expiration of the PSSC annual term of office on the 30th day of September of each year.

• Employees of the school for which the PSSC is established are not eligible for appointment to the PSSC.

• Any PSSC member may be re-appointed for consecutive terms.

Vacancies

The parent members of the PSSC may appoint qualified parents, parent representatives or community members to fill vacancies on the committee as they occur. When an appointment is made, the person filling the vacant position serves in that position until the next PSSC election.

TERM OF OFFICE

A member's term commences upon election or appointment and continues until a successor is elected or appointed.

Parent members may serve a maximum term of three years, and are eligible for election or appointment to any further consecutive terms of three years. In order to provide for committee continuity, it is recommended that the election and/or appointment of the parent membership be staggered so that no more than a third of the parent members are replaced in a given year.

A position on a PSSC is considered to be vacant where a member:

(a) dies or resigns,

(b) who was elected or appointed to the PSSC as an eligible parent, no longer has a child enrolled as a pupil in the school for which the PSSC is established,

(c) is declared by the DEC to have acted wilfully or negligently in contravention of the Act,

(d) is convicted of an indictable offence,

(e) is declared, by the PSSC, to have failed to attend three scheduled meetings during a twelve consecutive month period without reasonable cause,

(f) becomes an employee in the school for which the PSSC is established,

(g) who is a teacher elected to the PSSC ceases to be employed at the school for which the PSSC is established,

(h) who is a pupil, ceases, between the first day of October and the last day of school, to be enrolled in the school for which the PSSC is established, or

(i) who is a parent appointed by a Home and School Association no longer has a child enrolled as a pupil in the school for which the PSSC is established.

MEETINGS

Meeting Times and Notification

The number of meetings per year is determined by the PSSC.

The chair and the principal, in consultation with the PSSC members, determine on an ongoing basis the date, time and place of meetings and establish agendas.

All meetings should be publicized and public attendance strongly encouraged.

Quorum

A majority of the number of positions on a PSSC, including all parent member positions, the teacher member position, the pupil member position, if any, regardless of whether these positions are filled or not, any community member position and any position in relation to which an appointment has been made by a Home and School Association constitutes a quorum.

No act or proceeding of a PSSC is binding unless it is adopted at an official meeting at which a quorum is present.

Meetings

PSSC meetings are open to the public. Thus, parents and other interested community members have the opportunity to observe the workings of the PSSCs. However, observers cannot participate in the discussion unless they specifically requested to be on the agenda when the agenda was being drafted and the request is within the committee's responsibilities.

The only circumstance under which a PSSC may have a closed meeting is when it is necessary to discuss the performance evaluation of the principal and vice-principal(s).

If, in the opinion of the chair, a member of the public is guilty of improper conduct at a meeting, the chair may expel that person from the meeting.

Procedure of Meetings

Meetings should be conducted efficiently and with fairness to the members present.

The chair and the principal should organize the discussion topics logically (agenda). The more thorough the preparations, the more productive the meeting will be.

Possible Format: Call to order - chair
                       Approval of agenda
                       Approval of minutes
                       Correspondence
                       Action items - business arising from the minutes
                                     - committee reports
                                     - new business
                       Information items
                       Items for future agendas
                       Adjournment[13]

Agenda

An agenda is extremely useful for the participants to know what topics will be dealt with, and in what order. A carefully planned and organized agenda is the foundation of a successful meeting.

Agenda items may come from any PSSC member.   Whenever possible, committee members should have input into the agenda either beforehand or at the start of the meeting.

Committee members should receive the agenda several days before the meeting where possible.

Attention should be given to the format and content of the agenda, as structure is determined and controlled through it.

The agenda should:

•   have a pre-established format with time limits for each item;
•   inform members about upcoming issues;
•   reduce concerns about what is to happen;
•   allow the chair to organize time;
•   meet the committee's needs; and
•   be planned so that the community knows what is happening.

The chair should:

- prepare the agenda with the principal;
- tailor the agenda to the time available, ensuring each item is allotted sufficient time for discussion;
- review previous minutes and include items that need revisiting on the agenda;
- include time for business arising from minutes; and
- inform the school community of meeting dates and agenda items.

Most agendas should (at minimum) include the following:

- approval of minutes;
- business arising from the minutes; and
- new business requiring input/review.[14]

Minute Taking / Record Keeping

Minutes must be kept for each meeting and included in the school's official records. Minutes provide a summary of the meeting. It is also important to prepare minutes for follow up on decisions made at the meeting and for later reference.

Minutes are usually recorded by the committee recorder (appointed by committee members).

Minutes should give an accurate account of the direction and range of the discussions and the resulting decisions. It is important to separate what is important from what is not, to decide what is worth conserving and what might help in understanding the context of each decision.

All minutes are considered public documents and must be available to the public. A copy of the minutes of each PSSC meeting must be forwarded, within a reasonable period of time, to the DEC, through the superintendent.

Minutes normally include:

- date, time and place of meeting;
- kind of meeting - regular or special;
- name of chair;
- committee members in attendance;
- approval of agenda;
- approval of minutes of the last meeting;
- summary of reports;
- summary of consensus reached;
- recording of vote on a motion, if requested; and
- action plan.[15]

Minutes may not be altered. A resolution may be rescinded at a subsequent meeting by the committee, but no motion may be deleted or crossed out from the committee minutes.

Accurate minutes provide the PSSC with:

- a clear objective summary of what took place at the meeting;
- a historical account of the decisions of the group and the rationale behind them;
- objective comments, rather than opinions;
- highlights, rather than narrative accounts; and
- motions and resolutions.[16]

DECISION MAKING MODELS

There are two ways PSSCs can arrive at a decision: through a consensus building model or a majority vote model.

Consensus Building Model

PSSC decisions should be made by consensus as much as possible. Consensus involves finding the highest level of agreement without dividing participants into factions. It is an important tool, but may not be needed for all decisions.

In this model, each decision maker must agree *to (but not necessarily to all parts of)* the final outcome. Although they may differ on some aspects of the decision, the PSSC agrees the total package best meets everyone's needs and supports it on that basis. If consensus cannot be reached on any part or all of a decision, a vote is taken.

The advantages to a consensus building model are that it:

- ensures all committee members have an effective voice;
- builds on differing perspectives and values;
- helps identify areas of agreement;
- allows for flexibility in arriving at solutions;
- can build respect for differing values and viewpoints;
- helps committee members work together in a positive way to develop mutual trust and understanding;
- can lead to better informed, more creative, balanced and enduring decisions;
- ensures the final decision has the support of the entire PSSC; and
- if unsuccessful, allows for a decision to be made by voting.

Consensus Process:

- state the problem clearly;
- brainstorm;
- discuss each item. Clarify. Do not jump to conclusions;
- categorize, narrow the focus, eliminate items, modify; and,
- select final statement. Use consensus building model.[17]

Majority Vote Model

In this model, participants require ample time to become informed on the issue and to discuss it thoroughly. The chair calls the vote once he or she feels discussion is complete. The advantage of this model is that a clear decision is made. In situations where opinions are so divergent that compromise is impossible, the majority vote may be the preferred model. The down side of this approach is that it can create a win/lose situation where some participants are dissatisfied with the outcome. The positive team-building approach needed for successful school-based decision-making may be destroyed by the negative undercurrent created when some participants feel they have "lost".[18]

EFFECTIVE MEETING STRATEGIES

Meeting Procedures

PSSC members should:

Clarify the purpose of the meeting: Why are we here?
What is going to happen?
What are we going to accomplish?

Also:

- start on time;
- assign a recorder to keep minutes;
- stick to the agenda items. Keep meeting on track and on topic;
- address the chair one at a time;
- limit the number of times a person speaks on a given issue; and
- summarize the meeting by identifying the key themes and patterns or by reviewing the decisions that were made.

If the committee must resort to the *majority vote model*:

- a resolution passed or rejected is not reconsidered at the same meeting;
- voting is by show of hands. All members must vote unless excused by the chair for conflict of interest; and
- the majority rules, not the minority. This means that the chair must abide by the wishes of the majority, while remaining attentive to the suggestions of the minority.[19]

Interpersonal Teaming Skills

PSSC members should:

- create a comfortable and open atmosphere for communicating;
- allow open discussion;
- treat one another with respect;
- encourage decision making through cooperation and consensus;
- not make assumptions, especially about cultural differences;
- show empathy, warmth, patience and understanding;
- support and consider diverse ideas;

- deal with disagreement and conflict openly and positively;
- ask questions and clarify understanding by rephrasing/paraphrasing; and
- use pauses and appreciate silence.[20]

Communication Skills

Excellent communication skills are essential to an effective PSSC.

Individual communication skills:

- stop talking and learn to still the voice within: listening is an equal partner in communication, but it cannot be done while you are talking;
- carefully examine the other person's viewpoint. See if you can effectively summarize the points. You may find more to agree with than you imagine;
- do not interrupt. Sit still past your tolerance level. Listen between the lines for implicit meanings as well as for explicit ones;
- if you must interrupt, speak only affirmatively. Resist the temptation to jump in with an evaluation, critical or disparaging comment while someone is expressing his or her view; and
- when you speak, speak clearly and only to the issue being discussed. If you have several points to make, jot them down ahead of time to help keep you focused.[21]

Conflict Resolution

Conflict is a natural part of human existence. While conflict can be devastating if left uncontrolled, in a structured environment, where mutual trust and respect prevail, it can be a positive force.

The advantages of conflict are that it can:

- clarify an issue;
- open new issues;
- increase involvement of members;
- encourage growth;
- create more spontaneous communication; and
- strengthen relationships when successfully resolved.

The disadvantages of conflict are that it can:

- divert energy from the task at hand and decrease productivity;
- destroy morale;
- polarize individuals and groups;

- deepen differences;
- obstruct cooperative action;
- produce irresponsible behaviors; and
- create suspicion and distrust.

Resolving Conflict

1. Identify the source of the conflict.

Understanding conflict helps tame it. Groups can begin to seek solutions to conflict only after they have identified the source. Conflict usually occurs because of disagreement on: - facts
  - goals
  - methods
  - values, beliefs and ethics.

2. Identify contributing problems.

In seeking solutions to conflict in any of these four areas, it is important to be aware of the common stumbling blocks:

Communication

Does the discussion involve: misinformation or lack of information?
                                      ill-defined expectations?
                                      hidden agendas?
                                      a lack of candour and an absence of trust?

Organizational structure

Can the defined decision-making process be more effective?

Resources

Do limited resources, such as time, prevent seeking a solution to this conflict?

Human factors

Human personality traits such as authoritarianism, rigid viewpoints and low self-esteem can be difficult sources of conflict. They are often impossible to change and can be managed only with diplomacy and tact.

3. Resolve the conflict.

Clear, effective decision-making guidelines are important tools in resolving conflict. PSSCs should establish an appeal process and conflict resolution procedures.[22]

Appendix A.1

MAXIMUS ELEMENTARY SCHOOL

MAXIMUS, NEW BRUNSWICK

SCHOOL IMPROVEMENT PLAN

1997-1999

WORKING DOCUMENT

MAXIMUS ELEMENTARY SCHOOL
MAXIMUS, NEW BRUNSWICK
A PLAN FOR IMPROVEMENT FOR 1997-99

BACKGROUND

The Maximus Elementary School (MES) is a K-5 school built in 1984. Located at the western edge of this harbour town, the vast majority of the 396 students it serves are bussed to school from along Highway 8 and its collector roads from the Irish Road in Little River to the Lower Dipper Harbour Road. The student population is diverse and serves a significant special needs population integrated into age appropriate classes. The student's educational needs are met by a teaching staff of 20.4 teachers and 10.2 support personnel.

The school has been committed to effective improvement since 1989 and as a result formalized this commitment under the following mission:

> *The Maximus Elementary School) will develop each student's full learning potential in a safe and caring environment through partnering the resources of the home, school and community.*

The School Mission is built on the following key beliefs:

- All students are expected to achieve to their potential
- Curriculum should be meaningful to students and reflect changes in society
- The school is accountable for learning and must be committed to self examination and continuous improvement
- School effectiveness is directly related to the quality of the collaborative and inclusive leadership provided by the principal
- School is a place of learning which is supportive of and responsive to student needs
- Meaningful communication amongst school, home and community is essential
- The community must be actively engaged in the daily learning through volunteers and partnerships
- Effective teaching requires adaptability and acceptance of change
- Teachers must model the behaviour of life-long learning
- Believe that students must develop knowledge, skills and sensitivity to become responsible, respectful and capable citizens.

Achieving the mission successfully is defined exclusively in terms of achievement. Therefore, the measurement and analysis of the success of students at mastering the provincial learning goals are an important part of the plans for improvement. In analyzing the achievement results of the previous two years, it became apparent that all the students were not achieving at an acceptable rate in two key areas: literacy and numeracy. While this is described more fully in the MES School Performance Report, the monitoring revealed the following concerns:

- On the Grade Three Language Proficiency Assessment only 55% of the students achieved a standing of Satisfactory or better
- On the Grade Three District Criterion Reference Testing in language arts showed only 58% mastering the essential outcomes of the curriculum
- On the Grade Three Mathematics Assessment only 53% of the students achieved a standing of Satisfactory or better

- On the Grade Three District Criterion Reference Testing in mathematics showed 67% of the students mastering the essential outcomes

As a measure of the effectiveness of the schooling processes being used, a perception survey was completed in 1995-1996. While again being fully described in the School Performance Report, it did express significant disagreement in perception amongst parents, students, and staff as to the following:

- The level of teacher expectation for success
- The clarity with which students know what is to be learned
- Safety and security in the school play ground and the way students interact with one another.

With the previous two-year plan coming to an end and the analysis of achievement completed, the priorities for the new plan were collaboratively established.

IMPROVEMENT GOALS

After analyzing achievement for the school, there were two significant areas of concern for the learning at MES. Those concerns were with the rate of success in literacy and numeracy. From the analysis of achievement, it was felt that a large part of the difficulty with mathematics was directly related to the literacy difficulties.

Therefore the goal given priority at MES for 1997-1999 is literacy.

MEASURES

The following measures will be used to define success at achieving improvement in literacy:

1. Percentage Correct on the Provincial Grade Three Language Arts Proficiency Assessment

2. Percent of mastery on the District Criterion Reference Testing for Grade 3 - Language Arts

STANDARDS

The standards for success are defined by the province and the district as follows:

Provincial Grade Language Proficiency Assessment - Grade 3.
• 100% of the students achieve a standing of satisfactory or better

District Criterion Reference Testing In Language Arts - Grade 3.
• 80% or more of the students achieve an 80% mastery rate
• with no more than 3% achieving less than 50% mastery
• and at least 25% achieving 90% or better

OBJECTIVES

The Maximus Elementary School by June of 1999 will achieve the following objectives:

Provincial Language Proficiency Assessment - Grade 3. Objectives				
Year	Satisfactory	Marginal	Superior	Exemption
1997	56%	28%	2%	3%
1998	>=60%	<=20%	>=3%	=3%
1999	>=70%	<=15%	>=5%	=3%

District Criterion Reference Testing - Grade 3 Language Arts. Objectives			
Year	Mastery >= 80%	Mastery <=50	Mastery =>90%
1997	59%	25%	11%
1998	>=65%	<=20%	>=12%
1999	>=70%	<=16%	>=15%

The Maximus Elementary School, while achieving the objectives set for literacy, will maintain at least the current rate of achievement in mathematics:

District Criterion Reference Testing - Grade 3 Mathematics. Maintenance			
Year	Mastery >= 80%	Mastery <=50	Mastery =>90%
1997	61%	33%	1%

Provincial Numeracy Assessment - Grade 3. Maintenance				
Year	Satisfactory	Marginal	Superior	Exemption
1997	56%	30%	2%	3%

STRATEGIES

1. The principal will become involved in instructional leadership consistent with the outline in the District 22 District Education Plan of 1997-98.

2. The principal will meet with all teaching staff to review yearly and monthly planning to assure that plans reflect the outcomes for Language Arts as defined by the District.

3. Language Arts outcomes that require emphasis will be identified.

4. Curriculum support will be developed for the emphasized outcomes.

5. Enrichment activities to promote higher order thinking skills and problem solving will become part of the regular classroom activity.

6. A method of tracking outcome achievement and the Continuum stage of literacy will be developed.

7. Student portfolio/authentic assessment practices will be expanded.

8. Family Learning Program will be initiated.

9. Volunteer usage will increase in the classrooms.

10. Parents will be more fully informed as to what their children are currently learning at school and how they can be supported at home.

11. Outcomes and standards will be developed for student organization and social skills and be integrated into the daily teaching and operation of the school.

IMPLEMENTATION

ACTION	TIME	STAFF
Leadership		
1. Principal will review yearly and monthly plans with staff	97-10-31	Principal
2. Principal will make at least one formal and three informal classroom visitations per month and one formal teacher conference per month	97-11-15	Principal
Learning/Teaching/Curriculum		
1. Staff will collaborate to plan curricular initiatives which focus on language arts outcomes	97-09-25 97-10-23 97-11-27 98-03-26	Principal
2. Social skills committee struck	97-09-15	B. Albert
3. Social skills curriculum initiated	98-01-01	C. Daigle
4. Staff collaboration on increasing Time on Task	98-02-12	K. Roy
5. Cooperative Learning strategies	98-02-26	A. Richard
6. Multi-level instruction strategies in-service	98-03-12	J. Campbell
7. Set up system of peer/adult tutors for primary children with literacy problems	97-10-01	Principal Staff
8. Develop plan and track for integration of Unite network into language arts teaching	97-09-01 to 98-06-30	Principal Staff
9. Unite in-service	98-01-08	P. Johnson
10. Techniques and processes dealing with literacy assessment in the early years	97-11-13	B. Lavigne
11. Collaboration on authentic portfolio assessment	98-04-23	Principal Staff
12. Student literacy tracking	98-01-01 to 98-06-30	Principal
Parent/Community		
1. Identify staff member to be trained for leader for Parent Home Learning Program and arrange training	97-09-30	Principal
2. Develop, plan and implement a program to secure higher parent community volunteerism	97-09-01 t0 97-10-30	B. Landry J. Currie

RESOURCES

1. Supply days required to be reserved - 52.

2. Administrative computer upgrading for student achievement tracking - $850.

3. In-service and professional development costs - $3500.

4. Renovation/equipment for parents' room - $500.

MONITORING, ASSESSMENT, AND EVALUATION

Monitoring

It is the principal's responsibility to monitor the implementation of the school improvement plan and to report monthly to the staff on the status of the action plan.

Assessment

The administration and staff will collaboratively assess the school improvement plan twice a year. The first review will occur in the September of 1997 and the second will occur in March, 1998.

The fall assessment will review the results of the previous year's achievement results and determine if those results require any modification to the action plan. The spring assessment will focus on school based student achievement and determine if the action plan requires modification.

This assessment pattern will repeat itself for 1998-99.

Evaluation

The administration and staff will collaboratively evaluate the school improvement plan in June of 1999. A final report will be produced summarizing the achievement of the learning objectives.

Appendix A.2

New Brunswick

Mission of Public Education

To have each student
develop the attributes
needed to be a life-long learner,
to achieve personal fulfillment
and to contribute to a productive,
just and democratic society.

Appendix B
School Mission

Attributes:

The following questions may help in the development or review of the school's mission:
- Who will deliver service?
- Who will benefit?[23]
- What is the purpose of our school?
- What do we believe our school can provide?
- What will be the expected results; what will be accomplished?
- Who will be responsible for the expected results/accomplishments?

Three Examples Of School Mission Statements: [24]

We the teachers of [New Brunswick] School will:
- provide a safe, positive, friendly and inviting environment with an atmosphere of respect and care towards others;
- help each student grow to potential - physically, socially, intellectually and mentally;
- encourage our students to be respectful, independent, confident, responsible and cooperative;
- provide an orderly and productive environment to maximize learning opportunities;
- challenge our students to achieve academic potential through critical thinking, cooperative learning and independent pursuits in the course of being prepared to adapt to the changing needs of the future.

The [New Brunswick] Middle School is committed to the belief that each individual has the right to a safe and enjoyable environment; to develop in all aspects of their potential physically, emotionally, academically and creatively. We believe this can be achieved through the students, community, parents, volunteers, teachers and school personnel working together.

The staff of [New Brunswick] Elementary School believes that the intellectual, emotional, physical, and social needs of students must be met for effective learning to take place. We believe that the purpose of our school is to challenge each child to reach his/her potential in learning and thinking, and in processing information. Our school will provide a safe, supportive, challenging environment which develops risk taking, responsibility, self esteem and life long learning. We should prepare each student to live a creative, humane and sensitive life.

Appendix C

Six Types of Involvement[25]

A framework of six major types of involvement has evolved from many studies and from many years of work by educators and families in elementary, middle, and high schools. The framework helps educators develop more comprehensive programs of school and family partnerships and also helps researchers locate their questions and results in ways that inform and improve practice. Each type of involvement includes many different practices of partnership [see below]. These sample practices are only a few of hundreds that may be selected or designated for each type of involvement. Although all schools may use the framework of six types as a guide, each school must chart its own course in choosing practices to meet the needs of its families and students.

Appendix D

School Effectiveness and School Improvement

Stoll and Mortimore have linked the research on school improvement and on school effectiveness with shared descriptors. Key factors for a school's effectiveness and improvement are:

- participatory leadership;
- shared vision and goals;
- teamwork;
- a learning environment;
- emphasis on teaching and learning;
- high expectations;
- positive reinforcement;
- monitoring and enquiry;
- pupil rights and responsibilities;
- learning for all (staff and students); and
- partnerships and support (parent and community). [26]

Note: Appendix D continues on the following page.

Appendix D (continued)

Complementary Factors For School Effectiveness And Improvement[27]

| School Effectiveness | School Improvement |
| (The Final Picture) | (Facilitating Conditions) |

Appendix E
School Climate and Conditions[28]

There are many factors that contribute to a positive school climate and conditions that are conducive to learning. The following questions may assist schools in providing some information about their own school climate and learning conditions.

1. **School Climate**

- does the atmosphere in the school encourage learning?
- does a positive feeling permeate the school?
- are students enthusiastic about learning?
- do teachers like working in the school?
- are volunteers and parents welcomed in the school?
- is there a variety of extra-curricular activities and are these well utilized?
- are rules and expectations made clear?

2. **Physical Environment**

- is the physical condition of the school attractive, clean and well kept?
- is the student's work prominently displayed?
- are bulletin boards and display areas attractive and up-to-date?

3. **Learning and Teaching**

- are teachers and students involved in decision-making?
- do teachers use a wide variety of teaching skills and strategies?
- do teachers use a variety of assessment procedures?
- is there instructional time that is free from distractions?
- is the learning process monitored carefully?
- is there a variety of learning opportunities and activities?
- are there high expectations for student achievement?
- are students recognized for their accomplishments?

Appendix E (continued)

4. Curriculum/Programs

- what resources are used to facilitate student learning?
- is the curriculum challenging to students and teachers?
- is the program coordinated properly in terms of appropriate content and integration across subjects?
- do programs provide opportunities for students to use higher level thinking skills such as problem solving and decision-making?

5. Policies and Procedures

Are there policies and/or procedures on:

- goal setting?
- decision-making?
- extra-curricular activities?
- conflict resolution?
- staff meetings?
- communication?
- discipline?
- school improvement?
- staff development?

6. Parental and Community Involvement and Support

- is there a variety of mechanisms for communication?
- are parents and community members encouraged to become involved in all aspects of school activities?
- are there community-based learning opportunities?
- are parents and community members invited and welcomed into the school?
- do parents and community members participate in decision-making?
- is parental feedback encouraged?
- is volunteering encouraged?

Glossary

Community Member: A person who lives or works in the area that the school serves. A community member cannot be an employee in the school system.

Demographic Representation: The size, structure, characteristics and geographic representation (e.g., grade levels, culture) of the school population.

Parent: A parent or guardian of a child in the school.

Parent Member: A parent or guardian of a child in the school who is not an employee in the school system and who has been elected or appointed to sit on the committee. A parent representative is considered a 'parent member'.

Parent Representative: Someone who is nominated and elected by parents of children in the school, or has been appointed by the parent members of the PSSC, to sit on the committee as a representative for the parents. A parent representative cannot be an employee in the school system.

Provincial Assessments: Assessments that are written by students in specified grades (e.g., grades 3, 5, 8 & 11). They measure how well students are achieving the expected learning standards established by the province. These measures include literacy (reading and writing), numeracy achievement, science achievement, and second language acquisition. These measures are used as part of the goal setting in improvement planning at the district and school level. Also, they are used as part of the setting and monitoring of improvement plan objectives. The provincial assessments are cooperatively established and regularly reviewed by representatives of the teachers, the Department of Education, and provincial universities.

Provincial Report Card: An annual report that gives a snapshot of student achievement in each school district. It includes results of Provincial Assessments by grade, by district, and by school (at high school level only). This document is designed to ensure our education system is accountable by providing parents and others with summaries of the results of the assessment process.

School Improvement Plan: A blueprint for the school that focuses on enhancing the quality of education provided in the school and improving student learning. The school improvement plan is one of the major strategies for school staff and students to work toward their common goals.

School Mission: A mission statement describes the purpose of an organization, that is, why it exists. School mission statements tend to have a broad, general focus and are often developed in conjunction with a statement of the school's beliefs and/or guiding principles. A school mission gives direction and focus for all those involved in the school.

School Partners/School Community: Staff, students, principal, parents, School Parent Committee, community members, and parent organizations.

School Profile: A profile that identifies the human resources (e.g., number of teaching and support staff at the school) and the support resources (e.g., classroom type and availability, nature and quantity of learning materials supporting the learning process, computer access and availability, time usage through scheduling) available to the school to support learning. It also includes measures of indicators showing how well the school completed various processes the previous year such as keeping students in school or the results of parent surveys.

School Report Card: An annual summary of the school's student achievement of the previous year. The purpose of the summary is to inform the school's community of how well the school has done compared to the set standards, their previous achievement, and the school's achievement relative to that of the province as a whole. This document is part of the process to ensure our education system is accountable for the achievement of all students.

Standards: The levels of achievement that the education system strives to reach in order to consider itself successful. Standards are set for each assessment tool by those who create it. For example, the province sets the standards for provincial assessments, the district, for district created assessments, and the school, for school related assessments.

Notes

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[1] Alberta Education. *School Council Resource Manual*. Edmonton, AL: Province of Alberta, 1995, p. A6.

[2] Guskey, Thomas R., and Peterson, Kent D. "The Road to Classroom Change." *Educational Leadership Volume 3*, No. 4. December 1995/January 1996, p. 11.

[3] Government of Newfoundland and Labrador. *Working Together for Educational Excellence, School Council Handbook.* St. John's, NF: Province of Newfoundland and Labrador, 1995, p. 9.

[4] Epstein, Joyce L. "School/Family/Community Partnerships: Caring for the Children We Share." *Phi Delta Kappan.* May 1995, p. 704.

[5] Ibid, p. 704.

[6] Ibid, p. 704.

[7] Adapted from: Dufour, Richard, and Eaker, Robert. *Creating the New American School. A Principal's Guide to School Improvement*. Bloomington, Indiana: National Educational Service, 1992, pp. 5-9.

[8] Parts of this section are adapted from: Government of Newfoundland and Labrador. *Working Together for Educational Excellence, School Council Handbook.* St. John's, NF: Province of Newfoundland and Labrador, 1995, p. 25.

[9] Ibid, p. 26.

[10] Ibid, p. 19.

[11] Adapted from: Alberta Education. *School Council Resource Manual*. Edmonton, AL: Province of Alberta, 1995, p. C7.

[12] Government of Newfoundland and Labrador. *Working Together for Educational Excellence, School Council Handbook.* St. John's, NF: Province of Newfoundland and Labrador, 1995, p. 4.

[13] Parts of this section taken from: Yukon Department of Education. *Training Units, Yukon School Council.* Whitehorse, Yukon: Department of Education, 1996, section 2, p. 4.

[14] Ibid, section 2, pp. 3-5.

[15] Ibid, section 3, p. 1.

[16] This section adapted from Alberta Education. *School Council Resource Manual.* Edmonton, AL: Province of Alberta, 1995, p. E8.

[17] Ibid, pp. D1 and D2.

[18] Ibid, p. D1.

[19] Parts of this section taken from the following sources:

 N.S. Department of Education and Culture. *Establishing School Advisory Councils, Facilitators Training Manual.* Halifax, NS: Province of Nova Scotia, 1995, p. 7.,

 Yukon Department of Education. *Training Units, Yukon School Council.* Whitehorse, Yukon: Department of Education, 1996, section 9, p. 2., and

 Publication du Ministère de l'Education du Nouveau-Brunswick, *Document d'information a l'intention des conseils scolaires sur les comités consultatifs auprès des écoles.* Fredericton, NB: Province du Nouveau-Brunswick, Aout, 1994, appendix II.

[20] This section adapted from: *Training Units, Yukon School Council.* Whitehorse, Yukon: Department of Education, 1996, section 9, p. 2.

[21] This section adapted from: Alberta Education. *School Council Resource Manual.* Edmonton, AL: Province of Alberta, 1995, p. F1.

[22] Parts of this section taken from: Alberta Education. *School Council Resource Manual.* Edmonton, AL: Province of Alberta, 1995, pp. F3 - F6.

[23] The first two questions are adapted from: Novak, John and Fink, Dean. "Inviting Successful Schools Workshop." Fredericton, N.B., October 17 - 19, 1991.

[24] Thanks is given to the three New Brunswick Schools for their mission statements.

[25] Taken from: Epstein, Joyce L. "School/Family/Community Partnerships: Caring for the Children We Share." *Phi Delta Kappan.* May 1995, p. 704.

[26] Taken from: Stoll, Louise and Mortimore, Peter. "School Effectiveness and School Improvement". *Institute of Education Viewpoint, No. 2*. June 1995, p. 5.

[27] Ibid, p. 5.

[28] Parts adapted from: Novak, John and Fink, Dean. "Inviting Successful Schools Workshop." Fredericton, N.B., October 17 - 19, 1991; and The Paideia Consulting Group. "School Profile Workbook". In "Developing A Collaborative Culture for Successful School-Based Staff Development: Developing Successful Schools, An Instructional Leadership Institute." Sackville, N.B., July 3-6, 1990 and November 16-17, 1990.