



Parent School Support Committee HANDBOOK



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Parent School Support Committee Handbook

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INTRODUCTION

Welcome to the PSSC Handbook,

This handbook was created by the District Education Councils to provide more information to individuals joining a Parent School Support Committee (PSSC) and for those would like to know more about the role of PSSC in your school.

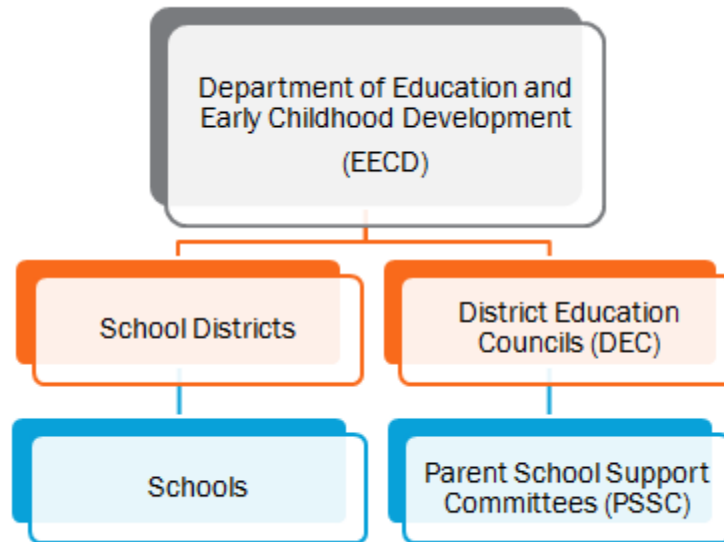
We hope you will find this handbook helpful. It contains general information about who is involved in PSSC and how the PSSC works with the Principal to improve your school and student achievement.

If you have questions about the specific goals or improvement plans for your school talk to your school principal or a member of your PSSC. PSSC meetings are open to the public and you are encouraged to attend as an observer to learn more about the issues and work being done to support your school.

Thank you for your interest and participation in Parent School Support Committees (PSSC).



NB EDUCATION SYSTEM



The **Department of Education and Early Childhood Development** sets the provincial standards and expectations for achievement.

District Education Councils ensure that the District operates effectively and efficiently and reflects community desires and needs.

The **Parent School Support Committee** is involved in the improvement of your school. The PSSC has an important position working with both the DEC and the school to provide guidance in setting education goals and the learning environment of students.

The **School District** is run by the Superintendent. The Superintendent assumes responsibility for all of the other employees and is the operational leader of the District.

The **School** is run by the Principal who is the educational leader and administrator responsible for the school, teachers and school employees. The Principal is accountable to the Superintendent and must oversee the educational progress of students in the school.

EECD MISSION STATEMENT

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

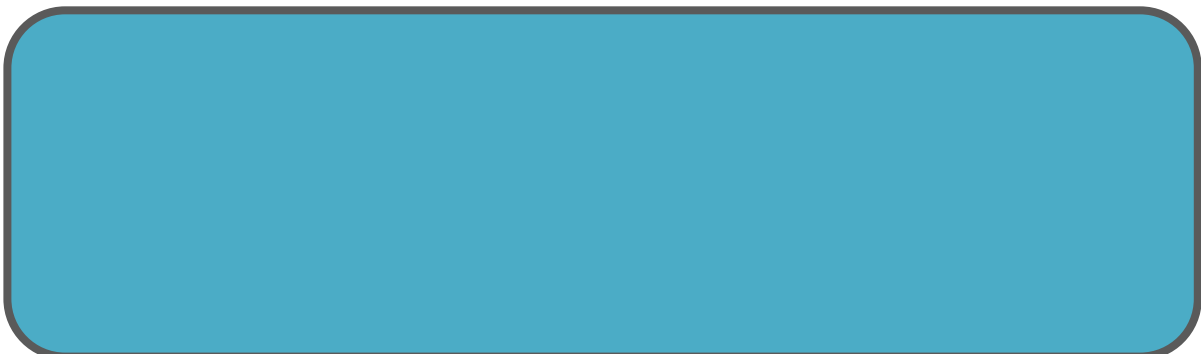
This is the overall mission that guides all aspects of the New Brunswick Department of Education and Early Childhood Development, the Districts, and the schools. It is important that all of the partners in education work together towards this goal.

Each District and School will have their own mission statements that will help further focus the work of the PSSC.

District:



School:



PARENT SCHOOL SUPPORT COMMITTEE

The Parent School Support Committee (PSSC) is a group of parents and community members who work in an encouraging, advisory, and collaborative fashion with the School Principal and staff to ensure the best possible learning opportunities for students of their school.

The role of the PSSC is outlined in the [Education Act](#), Section 32(2-7.1)

Why Get Involved?

Being involved with the PSSC allows you, as a parent, to have an impact and influence in what goes on at your child's school. It also demonstrates to your child an interest in their schooling and in your community.

Being involved with the PSSC also offers wonderful opportunities for personal growth and professional development including but not limited to:

- Networking opportunities,
- Retaining and sharpening old skills and interests,
- Developing new skills, teamwork, planning and goal setting skills,
- Provides personal visibility, an opportunity to be known in your school community,
- Leadership development, for example, persuasion, innovation, strategic thinking, change management, conflict resolution, and
- An opportunity to demonstrate management, customer service and leadership skills that can be added to your résumé.

Parent School Support Committees elections are held each year in the fall. Principals are responsible for ensuring that elections are conducted according to the election process and procedures and for handling the administrative functions related to the PSSC election.

More information on the various positions on the PSSC and the election and appointment process can be found in this handbook.

Who participates in the PSSC?

Committee size

The Parent School Support Committee (PSSC) brings together 6-12 parents, staff, students and community members to help make improvements at the school. The addition of a Home and School Association member is not counted in this number and could lead to a PSSC of 13 members in some schools.

The PSSC advise and collaborate with the Principal and other stakeholders and members to ensure that the school provides the best possible education for students. The size of the PSSC is set by guidelines provided by the district DEC.

Committee members

The members of the PSSC participate in all meetings and every member has the right to vote and participate in all discussion and decisions. While not all committee members have to be parents, it is important that the Committee has a majority of members who are parents with a student enrolled in the school.

The PSSC must have:

- A majority of parent members - Parents members make up the majority of positions and are elected at the beginning of the school year for a three-year term.
- A teacher - One teacher is elected by colleagues at the school to serve for one year.

More information on eligibility for becoming a 'parent member' is included in Appendix A – PSSC Elections

The PSSC may have:

- A high school student - A student in a high school will be elected to the PSSC.
- A rep from the Home and School Association - If there is a Home and School Association at the school, they may appoint one of their members to the PSSC
- Community members - Following the election, the parent members of the PSSC may appoint up to 2 community members. However, community members can only be added if the PSSC has filled all other positions and still has less than 12 members.

Participants who are not PSSC members:

Principal

The Principal is not a member and does not vote; however, he or she must attend and participate in the PSSC meetings. Since the PSSC's primary role is to advise the Principal, a meeting cannot be held without the Principal being present.

The responsibilities of the Principal on the PSSC are outlined in the [Education Act](#) Section 28(1-2)

The Principal manages the daily operations of the school, provide instructional and team leadership in the school and is responsible for all school-based decisions.

The Principal works collaboratively with the PSSC by:

- providing school and district information
 - School Improvement Plan and monitoring reports,
 - School Profile,
 - School Report Card,
 - Policies,
 - School Performance Report,
- working with the Chair to set meeting agendas,
- seeking input and advice on areas related to PSSC responsibility, and
- coordinating advice given by the PSSC with input from school staff to make decisions in the best interest of all students to improve student learning.

District Education Council Members

Any member of the District Education Council may attend and participate in any PSSC meeting but they do not have voting rights. Generally DEC members divide responsibility for maintaining communication with PSSC by assigning each member a number of schools to attend as a representative of the DEC.

Unlike MLAs or city councilors who represent specific constituencies, the DEC is a representative board. This means that members are representatives from their subdistrict but once they are on the DEC they must represent the interest of the whole district. While many districts use subdistrict boundaries as a convenient way to share responsibility for connecting with PSSC, the person elected to the DEC from your subdistrict may or may not be the person who attends your PSSC meetings. It is the discretion of the DEC to determine the best way to create linkages with the PSSCs.

What are the Responsibilities of PSSC Members?

The PSSC assists the Principal in an advisory role. The committee addresses the broad issues related to the education of all students in the school, with the goal of enhancing student learning. Primarily these issues arise from input, discussions and study of the school improvement plan. This includes helping the school by advising on which aspects of learning that need to be improved; the priority of those identified learning areas; and strategies/actions that focus on those areas.

Section 33(1-2) of the [Education Act](#) provides details on the responsibilities of PSSC members.

PSSC meetings are open to the public and focus on providing input in the following areas:

- Preserving and promoting the language and culture of the community;
- Developing or revising the School Mission Statement;
- Establishing school policies related to education, language and culture;
- Providing communication between the school and families living in the area served by the school, and encouraging family involvement in the school;
- Establishing partnerships with the community;
- Developing a school climate and conditions to improve the quality of learning and teaching in the school;
- Establishing a positive student climate within the school;
- Improving school property;
- Facilitating community use of the school within the financial resources of the school and in line with provincial and district policy;
- Providing input into the hiring of the Principal and Vice-Principal(s);
- Reviewing the School Report Card;
- Being involved in performance evaluations of the Principal and Vice-Principal(s) by providing input on their relationship with the PSSC at the request of the Superintendent;
- Communicating with the DEC on PSSC matters;
- Nominating between 3 and 30 names of parents who could take part in a Schools Appeal Committee.

PSSCs provide support to the Principal and staff by helping to develop and monitor the School Improvement Plan. The School Improvement Plan sets goals to improve student learning and sets the strategic direction for the school.

The Parent School Support Committee (PSSC) works successfully by:

- Encouraging parental involvement,
- Focusing on the needs of all students in their school,
- Promoting open, effective, and timely communication,
- Building partnerships in the school and community, and
- Setting priorities and goals for the school year in accordance with the School Improvement Plan.

What are the Limitations on PSSC?

PSSC members have a great deal of responsibility and are valued for their contributions on many issues. However, there are some key limitations to their influence. The PSSC does not oversee the Principal but works together to provide input and advice. The Principal is not bound by the wishes of the PSSC but must consider their input in determining the best course of action. They do not evaluate the Principal's overall performance but may be asked by the Superintendent to provide input specifically on the Principal's involvement with PSSC.

The following items are outside the role of the PSSC and should not be the topic of discussion at PSSC meetings:

- **Teacher and Staff issues:** PSSCs are not involved in hiring or evaluating teaching staff.
- **Individual student behaviour or academic issues:** Individual student issues are not the responsibility of the PSSC. Parents/guardians should first speak with their child's teacher. If the problem is not resolved, they should meet with the Principal and if necessary, the matter could be directed to the Superintendent at the District Office.
- **Day-to-day operations:** The PSSC does not manage day-to-day operations which are the responsibility of the Principal.
- **Fundraisers:** Individual members may participate and support the activities of the students or the Home and School Association, but the PSSC does not use their time or resources for fundraising.



How are PSSCs funded?

The District Education Council provides funding for PSSC operations. Generally, the amount of money is determined by the number of students in the school. The DEC may set minimum and maximum amounts to ensure fairness where some schools have either very small or very large student populations.

The PSSC funding can only be used for expenses that relate to the mandate of the PSSC. These may include:		
Reimbursement of appropriate travel expenses for PSSC members.	Costs for PSSC meetings and PSSC sponsored education workshops for parents.	Communication costs directly related to PSSC responsibilities.

Travel Expenses: These cost may include travel to meetings or workshops.

Meeting and Workshop Expenses: These cost may include equipment rentals, office supplies, food and beverages, registration fees and honoraria for speakers.

Communication Costs: These may include long distance telephone, fax, talk mail, voice mailboxes, postage, courier services, printing/copying and office supplies.

All expenses must be tied to PSSC activities and not for general operating costs or other school expenses.

The Principal provides a report to the PSSC on the budget and spending twice a year.

PSSC ROLES

Everyone has a part to play in ensuring the PSSC meets their goals and responsibilities.

Chair

In October of each year, the PSSC must appoint ***one parent member*** to serve as the Chair of the committee. The PSSC may also choose a Vice-Chair from among the parent members to lead the meetings when the Chair is unable to fulfill this role. Note that while the Principal attends and participates in PSSC meetings, the meetings are conducted by the Chair.

The Chair:

- Sets the meeting dates, times, and agenda with the Principal, in consultation with PSSC members,
- Stimulates discussion by asking questions, encouraging quiet members to participate,
- Keeps to the agenda by setting and keeping time limits, interrupting monopolizers if necessary,
- Helps members reach consensus; calls for a vote if necessary,
- Helps to resolve conflicts, and
- Ensures PSSC minutes are maintained and distributed.

Principal

The Principal manages the daily operations of the school. This includes providing instructional and team leadership in the school and being responsible for all school-based decisions. It is the Superintendent and not the PSSC that is the employer of the Principal. The PSSC does not provide supervision or oversight of the Principal. The PSSC may provide input on the performance evaluation at the request of the Superintendent; however, they can only provide comments on the Principal's performance as it relates to the obligations to the PSSC under the Act.

The Principal:

- Ensures the establishment of PSSC,
- Facilitates the operation of PSSC by promoting and encouraging collaborative relationships,
- Acts as a resource on school legislation, regulations, policies, and collective agreements,
- Presents the School Improvement Plan; reports on results of school achievement, student performance, and school improvement,

- Provides educational leadership,
- Creates a positive school climate,
- Keeps a copy of minutes of each PSSC meeting, and
- Assists the PSSC in communicating with the school community.

Members

All PSSC members are expected to

- Participate in all meetings,
- Maintain high ethical standards and respect for other members,
- Respect the majority decision,
- Work collectively towards improving student learning and achievement,
- Limit discussions to matters of the school as a whole; do not discuss individual or personnel issues,
- Resolve issues in the best interest of all students and the whole school,
- Build a positive school environment,
- Support an open communication process,
- Create and encourage successful relationships and support between parents, teachers, students, staff and the community, and
- Annually elect, or appoint by consensus, a chair from among the parent members.



MEETINGS

Calling Meetings

PSSC meetings are generally open to the public. Parents and interested community members are encouraged to attend to observe the meetings. Meeting times, dates, location and agendas should be publicized and widely distributed within the school community. The number of meetings each year is determined by the PSSC Chair and the Principal in consultation with the members of the PSSC.

The only time a PSSC meeting can be held in-camera (no public attendance) is when personnel issues are discussed. As PSSC's role in staffing is limited, this will generally only be used for discussions around the Superintendent's request for input into the Principal's evaluation.

School staff members, other than the Principal and teacher member, are able to attend but may only observe and participate as a member of the public and can comment only when called upon or when public comments are permitted.

Observers cannot participate in the discussion or raise issues for discussion unless they have specifically requested to be on the agenda and their matter is within the scope of the PSSC responsibilities.



Key Meeting Terms

Agenda

A carefully planned and organized agenda is the foundation of a successful meeting. Agenda items may come from any PSSC member. Members should receive the agenda several days before the meeting where possible. The PSSC is not required to use a specific format.

Quorum

A PSSC can only make decisions at an official meeting with a quorum present. A quorum means that there are a majority of members present – 50% plus one. It is important to remember that the Principal must also be present for a PSSC meeting to be held but does not count towards quorum as they are not a ‘member’. This is also true of DEC Members.

The quorum is based on the total number of positions and not the number of positions which are currently filled. For example, your PSSC has eight positions including teacher, student and community members. Therefore, you need five people to be present for a meeting to be held. Even if you have two vacant positions, you still need to have five people to conduct PSSC business.

Consensus

When the PSSC has to make a decision, the topic is introduced by the Chair. Any member can make a motion proposing an outcome or action. The motion must be supported by another member who will “second” the motion. The Chair will then ask for discussion on the proposed action. The goal of the discussion should be to build consensus and this may require some amendments to the original motion.

Building consensus ensures all members have an effective voice and helps identify areas of agreement while allowing for flexibility in arriving at solutions. It can lead to better informed, more creative, balanced, and enduring decisions. Achieving consensus means finding the highest level of agreement without dividing members into factions. Although they may differ on some aspects of the decision, the PSSC members agree that the overall decision best meets everyone’s needs, and members support it on that basis.

Majority Vote

If consensus cannot be reached, a vote is held. The Chair will call for a vote on the motion. Voting is by show of hands. All members should vote unless excused by the chair for conflict of interest. Silence is consent; if you choose not to vote you are agreeing to go along with the decision made by the majority. The majority vote rules and is the decision of the PSSC.

Robert’s Rules of Order

Many PSSCs follow basic rules and procedure but may not adopt the full formality of *Robert’s Rules of Order*. If questions on meeting procedure, motions and voting arise,

the Chair may wish to consult *Roberts Rules of Order* or one of the more accessible guides such as *Robert's Rules in Plain English* by Doris P. Zimmerman. There are also a number of online resources such as the basics of [Robert's Rules](#) which may be helpful when questions arise.

Meeting Minutes

Minutes are to be kept for each meeting and included in the school's official records. All minutes are public documents and should be made accessible within the school, on the school website, etc. A copy of the minutes of each PSSC meeting must be forwarded to the District Education Council through the Superintendent.

Minutes should give a clear, objective summary of what took place at the meeting; an account of group decisions and the rationale behind them, giving highlights rather than narrative accounts, and documenting motions and resolutions. Members who were in attendance at the meeting must review and approve the minutes as an official record of the meeting. Once they have been approved, the minutes cannot be altered.

Minutes are usually taken by a recorder appointed by the PSSC members and normally include:

- Date, time and place of meeting,
- Kind of meeting – regular or special,
- Name of the Chair,
- Names of PSSC members in attendance,
- Approval of the agenda,
- Approval of minutes of the last meeting,
- Summary of reports,
- Summary of consensus reached, and
- Recording of votes on motions.



MAKING MEETINGS EFFECTIVE

Effective communication is essential for an effective PSSC meeting. Communication includes the ability to listen carefully, and to resist the temptation to interrupt. Speak clearly, positively, and only to the issue being discussed. If you have several points to make, write them down ahead of time to help you stay focused. The following tips will help ensure all members are working to ensure meetings are effective and efficient.

- Begin and end meetings on time,
- Turn off cell phones and other electronic devices,
- Stick to the agenda, keeping on track and on topic,
- Address the Chair one at a time,
- Limit the number of times a person speaks on an issue,
- Encourage communication in a comfortable, open atmosphere,
- Show empathy, patience, understanding, respect and cooperate with others,
- Support and consider diverse ideas without judgment,
- Make no assumptions,
- Offer solutions,
- Deal with disagreement and conflict openly and positively, and
- Ask questions and clarify your understanding by rephrasing or paraphrasing.



Code of Conduct

Each Parent School Support Committee develops its own Code of Conduct to facilitate meetings and relationships. Suggestions include:

A PSSC member:

- Accepts the education of all students in the school as their first obligation,
- Limits discussion to matters of concern to the whole school community,
- Applies democratic principles,
- Promotes high standards of ethical practice,
- Is guided by the school's mission statement,
- Is honest, discreet and respectful in discussing problems and/or conflicts,
- Never discloses confidential information,
- Respects that some school business is confidential, and may limit the PSSC operations or discussions,
- Treats the Principal and staff with respect,
- Encourages a positive atmosphere where individual contributions are encouraged, valued, and respected,
- Uses appropriate communication channels when questions, concerns arise, and
- Declares any conflict of interest (personal, family or business relations, monetary interest, inability to devote complete loyalty and purpose to the public interest, or the appearance of impropriety).



Conflict Resolution

Conflict is a natural part of human existence. It can be a positive force if used to clarify an issue, increase member involvement, encourage growth, create more spontaneous communication and strengthen relationships. It can be negative when it diverts energy from the task at hand, decreases productivity, destroys morale, deepens differences, produces irresponsible behaviours and creates suspicion and distrust.

To resolve conflict:

- 1) Identify the source of the conflict – is it disagreement on facts, goals, methods, values, beliefs or ethics?
- 2) Identify contributing problems – is it communication, organizational structure, resources or human factors such as lack of skill or personality traits?
- 3) Resolve the conflict through an appeal or conflict resolution process.

Individual student issues are not the responsibility of the PSSC. Parents/guardians should speak and/or meet with their child's teacher first. If the problem is not resolved, they should meet with the Principal. If there is no satisfactory resolution, the matter should be directed to the Superintendent at the District Office.

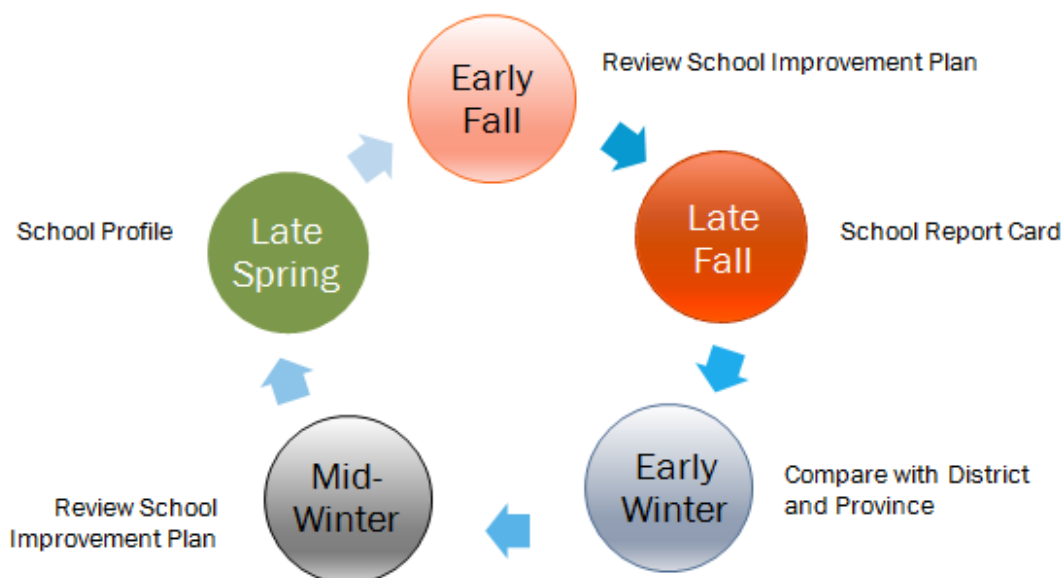


PSSC ANNUAL CYCLE

During PSSC meetings, from September to June of each school year, there will be a variety of items for information, discussion and input. Many topics will appear regularly, including:

- With the resources that our school has, what is being done to improve student success?
- What is the level of student success in our school?
- How does our level of student success compare with the district and provincial levels?
- What changes would improve student achievement?

Every school and its environment are unique and there will always be variations in how the PSSC carries out their responsibilities. The general sequence of events is:



Early Fall: The Principal presents the School Profile, identifying resources available, and data on how well processes from the previous year have been completed.

If the School Improvement Plan ends the previous June, the Principal presents a formal evaluation of the previous plan and the new plan developed the previous June. The new School Improvement Plan is reviewed and the Actions for the current year are outlined.

If the school is in Year 2 or 3 of its Improvement Plan, the plan is reviewed and monitoring reports are given on any changes that may have been made. PSSC members should expect at least 2 monitoring reports per year.

Late Fall: The Principal presents the School Report Card identifying student learning and achievement in the past school year and provides an analysis of the results. PSSC members should ask questions to ensure their understanding of the results.

Early Winter: The Principal uses the information from the Provincial Report Card to compare the school's results with those of the District and Province.

Mid-Winter: The School Improvement Plan is reviewed to determine if any of the strategies need to be modified for the upcoming year. If a new School Improvement Plan is coming online in July, the Principal seeks advice from the PSSC on direction and strategies for improvement in student achievement.

Late Spring: The PSSC will be advised of the available resources for the coming school year. Decisions can be made to modify an established School Improvement Plan, or to complete a new Plan. At the last PSSC meeting of the school year, the Principal presents the School Improvement Plan for the PSSC to review and gives a final monitoring report for the current year.



SCHOOL IMPROVEMENT PLAN

The School Improvement Plan is a tool used by schools to ensure there is continuous, incremental improvement in the learning of all students over time. School Improvement Plans are generally developed for three-year time periods. Questions to be considered in establishing a School Improvement Plan include:

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

School Improvement Plans in New Brunswick do not have a common form or format; but they all contain the following components:

Purpose: The plan shows the link between the school mission and the areas targeted for improvement.

Goals: The learning areas targeted for improvement, for example, literacy.

Measures: These describe how the success of the plan will be measured, for example, numeracy or literacy assessments.

Standards: These indicate how well the school must do on each of the measures to be considered successful.

Objectives: The school identifies the specific results to be achieved in a specific amount of time. Objectives are not changed for the life of the plan.

Actions: These are the strategies used to reach the objectives. The School Improvement Plan includes actions, dates on which each action begins and ends, and the individual responsible for making it happen. While objectives never change, actions can be changed and changes in circumstances may result in actions being added, modified or replaced.

Resources: The plan identifies the realistic, available resources necessary to put the actions into effect including time, funding or personnel. Once the plan has been put into place, these resources cannot be reallocated to other uses unless Actions can be completed without this support.

Monitoring: The plan identifies who is responsible for monitoring the progress of the plan, and how often monitoring reports will be given.

Assessment and Evaluation: The plan identifies who is responsible for collecting the data required to make a judgment on the plan’s success. It indicates who makes the final evaluation and how the evaluation results are to be distributed.

Sample Formats

School Improvement Plan¹

Year - Year

School Name: _____

Achievement Focus:					
Performance Target:					
Action(s)		Measure of Success		Person(s) Responsible	
Action(s)		Measure of Success		Person(s) Responsible	
Monitoring					
November		March		May	
On Target	Off Target	On Target	Off Target	On Target	Off Target
Revised Action(s) – if off target		Revised Action(s) – if off target		Revised Action(s) – if off target	

District/School ____ Improvement Plan²

Goals	Strategies	Indicators of Success	Timeline	Responsibility

¹ District 17, Oromocto School Improvement Plan Format

² District 6, Rothesay District/School Improvement Plan

School Improvement Plan³

Name of School

School Year

GOAL: _____			
(Source: Perception Surveys and Input from Staff and PSSC)			
Strategies/Actions	Responsibility	Timelines	Measures of Success

School Improvement Plan⁴

School

Year

Goal	Rationale/Objectives	Tasks	Target Dates	Person(s) Responsible	Measures of Success
90% of all K-2 students reading at grade level by June	Smaller group instruction benefits learning Ability grouping for reading instruction has been recommended	Set up ability reading groups Provide a structure incorporating K students after Christmas	October Guided Reading every Monday, Tuesday, Thursday	Catherine Carole Susan Allison Brent	Student's progress will be assessed every 6 weeks

³ District 18, Fredericton School Improvement Plan

⁴ District 10 St. Stephen Team Action Plan

ENGAGING WITH PARENTS AND THE COMMUNITY

Communicating and engaging parents is a key part of the PSSC's responsibilities. Parents play a critical role in their child's education, however, drawing them in to schools and forging constructive parent-school relationships can be challenging. Here is a short list of ideas for communicating with parents and getting them involved with your school.

Generally, the Chair and Principal will work together and share responsibility for communications about the role of PSSC, generating interest in the elections, and encouraging participation.

Information can be provided in writing to parents, teachers and students and PSSCs can also help encourage participation by giving presentations, hosting discussions and talking to parents one-on-one about the important work of the PSSC in your school.

The school website, local public service announcements, and social media can also be used to promote awareness of the work being done by the PSSC and events such as upcoming elections.

Your PSSC Chair will work with the Principal to determine how best to handle media inquiries.



Tips for building better community relationships¹

Stop using jargon – translate educational terminology into everyday language.

Visit parents on their turf – at home, community centre, church, or the school.

Ask parents to teach what they know – for example, holding a multicultural day with parents presenting on the cultures and customs of their home countries.

Welcome complainers – if they are coming to the school to complain, it indicates they have a comfort level with the school and may have useful suggestions to offer.

Seek parent volunteers – encourage parents to serve as hallway or playground monitors, or to help with classroom tasks.

Offer educational activities for parents and children such as family literacy events.

Get parents to observe classes - consider “Take a Parent to School Day/Week” – each hour/day cover a different subject, with parents able to visit classes and meet with the curriculum specialists.

Provide courses for parents – consider holding a day of workshops for parents on topics of interest, including school curriculum, personal financial accounting, drug awareness, and school computer use.

Create a great school – improve the school to improve parental support – parents will recognize and buy into a good product when they see it.

APPENDIX A - PSSC Elections

General

PSSC plays an important role in providing information on PSSC roles, generating interest in the elections, and encouraging participation. Information can be provided in writing to parents, teachers and students. PSSC can help encourage participation by giving presentations, hosting discussions and talking to parents one-on-one about the important work of PSSC in your school. The school website, local public service announcements and social media can also be used to advertise upcoming PSSC elections.

Process

The Principal is responsible for the establishment of the Parent School Support Committee and for ensuring that elections are held according to the election process and procedures detailed in the Regulations. The Principal will handle the administrative functions such as selecting the date for the election. Parents will be notified of the election date, nomination process and the number of parent member positions which are open for election.

The election process falls under Section 28(2)(i) of the [Education Act](#), and [Regulation 2001-48](#), Sections 6-20.

PSSC elections are to be held by the 30th day of September. PSSC terms are generally staggered but an election may not be required if all parent members are returning to complete their term of office.

Terms of Office

Parent members serve three year terms and are eligible for election or appointment to further consecutive three-year terms. To provide continuity, it is recommended that the election or appointment of parent members be staggered so that no more than 1/3 of the parent members are replaced each year. All other members (teacher, student, Home and School Association, community) are elected or appointed for a one year term.

Eligibility

The parent positions are elected by parents at the school. Parent members can be re-elected for consecutive terms.

While most of the parent positions will be filled by parents who have students enrolled in the school it is also possible for the parents at the school to elect someone who does not have children at the school

Contact your school's Principal if you are interested in becoming involved or would like more information on PSSC elections and the work of PSSC in your school.

to one of the parent positions. People who do not have a child in the school must be nominated and elected by parents with children enrolled in the school to serve as a representative in a parent position.

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.

Parent Representatives - Any New Brunswick resident who is 18 years of age or older and is not a student is eligible to run for a PSSC parent position.

To prevent the appearance of a conflict of interest, any parents employed at the school may not serve on the PSSC – this includes support staff, bus drivers with stops at the school, and supply teachers.

While it is not prohibited in the Education Act, it is not recommended that individuals who have been elected or appointed to the DEC run as a parent member on the PSSC. There is the potential for conflict of interest.

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

Nomination

An eligible parent may nominate him/herself for a PSSC position. A parent may also nominate another person who is eligible as a candidate. The nomination must be seconded by another eligible parent.

Nominations may be submitted to the Principal until the closing of nominations or submitted from the floor at the time of the PSSC election.

Election

Parents and guardians of students enrolled in the school, including parents/guardians who are employees in the school system, are eligible to vote. Voters must be present at the school and vote in person by secret ballot.



All Members are required to complete a declaration form in order to serve on the PSSC

DECLARATION FORM

In my capacity as a member of a Parent School Support Committee, and in accordance with Section 18 of Regulation 2001-48 under *the Education Act*,

I, _____, member of the Parent

School Support Committee of _____

in Anglophone _____ District , hereby acknowledge being aware of

the duties of the Parent School Support Committee under the *Education Act*;
the code of conduct to which I am expected to adhere; and,
the requirement that I discharge my duties in the English language.

Dated at _____ on the _____ day of _____.

Signature of Member

Signature of Witness

Complaints about the Election

An appeal regarding the PSSC election process must be filed with the District Education Council within two weeks of the election. The DEC then notifies the Principal of the complaint. The Principal provides a copy of relevant materials within one week. The DEC then reviews the complaint and makes a decision within five working days.

The DEC may declare the election of one or more candidates void and order a new election or they may declare the candidate(s) to be duly elected and dismiss the complaint. The decision of the DEC regarding complaints is final.

If a new election is ordered, it follows the same process and procedures as for a regular election and must be held as close to September 30th as possible.

Incomplete Elections

If the PSSC election does not result in a majority of parent position on the committee, the parent members appoint the necessary number of eligible parents or parent representatives needed to fill the parent member positions on the PSSC.

Vacancies

A position is considered vacant when a member:

- dies or resigns;
- who was elected or appointed as an eligible parent no longer has a student enrolled in the school;
- is declared by the DEC to have acted willfully or negligently against the *Education Act*;
- is convicted of an indictable offence;
- is declared by the PSSC to have missed three scheduled meetings during a twelve month consecutive period without reasonable cause;
- becomes an employee in the school;
- is the teacher member and ceases to be employed at the school;
- is the student member and ceases to be enrolled in the school; or
- is a parent appointed by the Home and School Association and no longer has a child enrolled in the school.

The parent members of the PSSC may appoint qualified parents, parent representatives, or community members to fill vacancies.

The person appointed to fill the vacancy serves until the next PSSC election or in the case of teacher, student and Home and School representatives, until the end of the term.

For more information on election complaints or incomplete elections see [Regulation 2001-48](#), Sections 12 – 16.

APPENDIX B – PSSC Poster

Parent School Support Committee (PSSC)

Working Together to Improve our School

Parents, principals and teachers are working together to make contributions to the quality of education and schools in New Brunswick.

You can help make a positive change and take part in improvement planning by getting involved in your Parent School Support Committee.

PSSC Does:

- Focus on the needs of all students in the school
- Advise the principal on school policy issues
- Review the annual School Report Card results
- Work with the principal to develop and monitor the School Improvement Plan
- Promote effective communications with parents

PSSC Does Not:

- Get involved in the day-to-day operations of the school
- Discuss individual student or personnel issues
- Raise funds for the school

CONTACT YOUR SCHOOL PRINCIPAL FOR INFORMATION ON HOW YOU CAN GET INVOLVED!

Visit www.decnb.ca for more information on education governance in New Brunswick.

District Education Councils
Working Together to Improve Education

APPENDIX C – PSSC Brochure

Parent School Support Committee (PSSC)



Who are the members of the PSSC?

The PSSC will have between 6-12 members. Most members are parents of students in the school who are elected (or appointed) for a 3-year term. The number of parent positions on the committee is determined by the size of the school.

A Home & School Association may appoint one member.

If your school has high school students, the students will elect a student representative. If your school doesn't have high school, the PSSC may choose to appoint a student.

The teachers in your school will elect one representative for the PSSC.

The PSSC may also appoint 1-2 community members to join the PSSC.

Your principal will participate in all PSSC meetings and will bring reports and updates to the committee for input and review.



Why get involved in the Parent School Support Committee?

Parents, principals & teachers can work together to make contributions to the quality of education and schools in New Brunswick.

Working together provides opportunities for improvements in academic success, creating a positive learning environment and developing stronger volunteer programs.

You can help impact positive change and take part in improvement planning by getting involved in the Parent School Support Committee (PSSC) in your school.



What is the role of my PSSCC?

Parent School Support Committees provide advice, feedback, and direction to the principal and school administration.

This important role includes providing advice to the principal on:

- school policies,
- partnerships within the community,
- maintaining a positive learning environment,
- supporting the language and culture of the school,
- planning for school improvement.

Where does my PSSCC fit into the education system?

Department of Education and Early Childhood Development (EECD) sets provincial standards and expectations for achievement.

District Education Council (DEC) provides policy and oversight to ensure schools are operating effectively and efficiently, and that the decisions at the district level reflect community needs and desires.

Parent School Support Committee focuses on the education priorities and improvement for your school.

What are the PSSCC responsibilities?

PSSCC members do not have individual authority but work collectively to assist in the following areas:

- Help the principal on education issues
- Develop and monitor the School Improvement Plan
- Review the School Performance Report
- Assist with developing school policies
- Communicate with the DEC
- Provide input into the hiring of the principal and vice principals
- Provide input into the performance evaluations of the principal and vice principals



How can I get involved as a parent member of the PSSCC?

Parents of students in your school elect parent members at a meeting organized by your school principal in September of each year.

If you are interested in being a parent member, talk to your principal or PSSCC members about vacancies and eligibility requirements. There are no special skills or experience needed. However, there are some limitations; for instance, you cannot be an employee who works at the school.

To serve as a community member, you must be nominated by a parent member of the PSSCC.

Contact your principal, talk to your school's PSSCC, or visit www.decnb.ca for more information on education governance in NB.



APPENDIX D – Resources

Online Resources

PSSC Website

www.decnb.ca/partners-in-education/parent-school-support-committee-pssc

GNB Department of Education Page

www.gnb.ca/0000/index-e.asp

Robert’s Rules of Order – Quick Reference

www.robertsrules.org/

Legislation

Education Act Chapter E-1.12, February 28, 1997

www.gnb.ca/0062/PDF-acts/e-01-12.pdf

Regulations under the Education Act:

www.gnb.ca/0062/regs/e-1-12reg.htm

97-150, **School Administration**, December 23, 1997

www.gnb.ca/0062/PDF-regs/97-150.pdf

2001-24, **School Districts & Sub-Districts**, March 30, 2001

www.gnb.ca/0062/PDF-regs/2001-24.pdf

2001-48, **Governance Structure**, June 29, 2001

www.gnb.ca/0062/PDF-regs/2001-48.pdf

2001-51, **Pupil Transportation**, June 29, 2001

www.gnb.ca/0062/PDF-regs/2001-51.pdf

2004-8, **Teacher Certification**, February 19, 2004

www.gnb.ca/0062/PDF-regs/2004-8.pdf

Other Resources available from your DEC

Education Act FAQ

PSSC Recruitment and Orientation PowerPoint Presentations

PSSC Messy Minutes Exercise

APPENDIX E - Exercise

Whose Job is it Anyway?⁵

	Issue	PSSC	Principal	Superintendent
1.	A parent objects to early bus pick-up and late bus return.			
2.	Home & School wishes to designate monies to a special school project.			
3.	Some parents express concern about excessive bullying on the playground.			
4.	Playground is unsuitable for several weeks each Fall and Spring.			
5.	Suggestions are needed for better communications with parents.			
6.	A supply teacher is complaining loudly about not being called in as much as some other people.			
7.	The school is sponsoring a family math night.			
8.	A parent complains publicly that her child needs a Teacher's Assistant and the Principal is not taking action on this.			
9.	A group of parents is demanding that the Grade 2/3 class be uncombined.			
10.	Hiring a new Principal for the school.			
11.	Your neighbor's child was given an in-school suspension for engaging in a snowball fight at school.			
12.	Parents disagree with the school's request for co-operation to protect children who have severe peanut allergies.			

⁵ District 17, Oromocto

WHOSE JOB IS THIS ANYWAY? Answer Key⁶

	Issue	PSSC	Principal	Superintendent	Education Act	Regulation
1.	A parent objects to early bus pick-up and late bus return.			X	s. 53. The superintendent concerned, in accordance with the regulations and on behalf of and subject to any policies or directives of the District Education Council, (a) shall make such arrangements as the superintendent considers necessary for the conveyance of pupils,	See Regulation 2001-51 for details on conveyance.
2.	Home & School wishes to designate monies to a special school project.		X		Duties of the Principal s.28(2) (g) being accountable and responsible for funds provided to and raised for the school,	PSSC does not fundraise, but has a role to monitor Parental Contributions: See Policy 132 for PSSC role in monitoring Parental Contributions (6.3.1, 6.4.2)
3.	Some parents express concern about excessive bullying on the playground.	X	X		Duties of the Principal s.28(2) (c) ensuring that reasonable steps are taken to create and maintain a safe, positive and effective learning environment	Many SIPs have a learning environment goal and therefore there may be discussion of issues at PSSC meetings. Also see Policy 703 for PSSC role in reviewing Positive Learning and Working Environment Plan (6.3.2, 7.1)
4.	Playground is unsuitable for several weeks each Fall and Spring.		X		Duties of the Principal s.28(2) (c) ensuring that reasonable steps are taken to create and maintain a safe, positive and effective learning environment	See Policy 406 for information on equipment and protective surfacing.
5.	Suggestions are needed for better communications with parents.	X	X		Duties of the Parent School Support Committees 33(1)A Parent School Support Committee shall advise the principal of the school respecting the	

⁶ District 17, Oromocto

					establishment, implementation and monitoring of the school improvement plan which may include <i>(d)</i> strategies for providing communication between the school and families residing in the area served by the school, and encouraging family involvement in the school,	
6.	A supply teacher is complaining loudly about not being called in as much as some other people.		X	X	Duties of the Principal s.28(2) <i>(d)</i> participating in the selection of school personnel for the school, Duties of the Superintendent s. 48(2) <i>(f)</i> ensuring the allocation, management and development of all human resources in the school district,	See Policy 202 for more information
7.	The school is sponsoring a family math night.	X	X		Duties of the Parent School Support Committees 33(1) <i>(d)</i> strategies for providing communication between the school and families residing in the area served by the school, and encouraging family involvement in the school	
8.	A parent complains publicly that her child needs a Teacher’s Assistant and the Principal is not taking action on this.		X	X	Duties of the Principal s.28(2) <i>(c)</i> ensuring that reasonable steps are taken to create and maintain a safe, positive and effective learning environment, <i>(d)</i> participating in the selection of school personnel for the school,	

					Duties of the Superintendent s. 48(2)(f)ensuring the allocation, management and development of all human resources in the school district,	
9.	A group of parents is demanding that the Grade 2/3 class be uncombined.		X	X	Duties of the Principal s.28(2)(c)ensuring that reasonable steps are taken to create and maintain a safe, positive and effective learning environment, Placement of pupils 11(1) The superintendent concerned shall determine the placement of pupils in classes, grades, programs, services and schools according to the needs of the pupils and the resources of the school district.	See also Regulation 97-150: 28 Subject to the availability of resources, the size and needs of the school population shall determine the number, types and levels of instructional programs to be offered.
10.	Hiring a new Principal for the school.	X		X	Duties of the Parent School Support Committees 33(1)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, Duties of the Superintendent s. 48(2)(f)ensuring the allocation, management and development of all human resources in the school district,	
11.	Your neighbor's child was given an in-school suspension for engaging in a	X	X	X	Suspension 24(1) A principal may for cause suspend 24(1) (a) a pupil from attendance at	Regulation 97-150 under the Education Act 40(3)Subject to subsection (5), a school appeals committee shall

	snowball fight at school.				school (i) for a fixed period of time not exceeding five consecutive school days, or (ii) pending a review of the matter and decision under subsection (2) by the superintendent concerned, or (b) any other school privilege of a pupil (i) for such period of time as is determined by the principal, or (ii) pending a review of the matter and decision under subsection (2) by the superintendent concerned	consist of three persons, appointed by the superintendent of the school district, of which (a)one member shall be a principal, a vice-principal, a guidance counsellor, a district supervisor of instruction or other teacher, (b)at least one member shall be a parent of a pupil enrolled in the school, appointed from a list of between three and twenty persons submitted annually to the superintendent by the Parent School Support Committee for the school, and (c)one member shall be a person chosen at the discretion of the superintendent.
12.	Parents disagree with the school's request for co-operation to protect children who have severe peanut allergies.		X		Duties of the Principal s.28(2)(c)ensuring that reasonable steps are taken to create and maintain a safe, positive and effective learning environment,	See Policy 704 for information on shared responsibility for health support services, including responsibility to limit known allergens

APPENDIX F – Glossary of Terms

This Appendix contains a list and definitions of terms that you may hear during your work on the PSSC.

Term	Definition
ADM	Assistant Deputy Minister; second highest ranking employee of the department
AEFNB	Association des enseignantes et des enseignants francophones du Nouveau- Brunswick; the professional organization of francophone teachers
APEF	Atlantic Provinces Educational Foundation; an interprovincial curriculum development organization
Acceptable Use	Acceptable use of technology and computer equipment on school premises, under the guidelines of Department of Education Policy 311
Accountability	Measurable proof that publicly-stated expectations are being met. For example, teachers, schools and districts are teaching students efficiently and effectively, usually illustrated in the form of student success rates on various tests.
Achievement Tests	Norm – referenced tests used to measure how much a student has learned in various key subjects. Results are used to compare the scores of individual students and schools with others – those in the area, across the province, country or internationally.
Active Learning	Students are engaged in meaningful activities to reinforce or discover learning.
Activity-Based	Refers to small groups of children working at centers to discover, question or observe curriculum outcomes.
Advisory Program	Schools schedule periods of time, sometimes daily, for advisory groups to meet for group and individual activities; i.e. focusing on adolescent concerns.
Affective Education	Schooling that helps students deal in a positive way with their emotions and values
Alternative Assessment	Refers to a number of different kinds of assessments that are not traditional paper-and-pencil, such as performance based and portfolio assessments
Alternative Site	Individual programs for students whose needs are not being met in the regular classroom
Anecdotal Observation	Brief written notes or records of student behavior
Assessment	Measuring or judging the learning and performance of students or teachers

At-Risk	Term used to refer to students who have a higher than average probability of dropping out or failing school
Authenticity	Describes instruction and assessment that are characterized by tasks that are similar to real life
B Contract	Refers to continuing (permanent) teaching contract
BBT (Broad Based Technology)	Computer class where individual or small groups rotate through stations to complete tasks related to technology
BTIP (Beginning Teacher Induction Program)	The district's support and enrichment program for new teachers, teamed with more experienced veterans; a mentorship opportunity for new teachers
Baseline Data	Starting point identified to evaluate gains and achievement
Benchmark	Content standard for particular grade levels
Best Practice	Effective education strategies and activities
Block Scheduling	A way of organizing the school day, usually in secondary schools.
Brain-based Learning	Teaching and learning strategies based on recent neurological research.
Bullying Programs	Program for teachers to address bullying on the playground or in the classroom. Generally, focus is on the victims and the persons responsible for bullying.
CUPE	Canadian Union of Public Employees, union representing most non-teaching district employees
Classroom Assessment	The collection, evaluation, and use of information for teacher decision-making
Classroom Environment	Refers to interpersonal interactions in the classroom (climate).
Combined Classroom	Refers to a classroom with more than one grade level.
Community Member	A person who lives or works in the area that the school serves. This PSSC member cannot be an employee of the school system.
Content Standards	Describes what students should know and be able to do.
Core French	Refers to French program taught to all non-immersion students.
Curriculum	Refers to the learning outcomes prescribed by the Department of Education and Early Childhood Development.
D Contract	Refers to a teaching contract terminated every June 30th; D Contracts have recall rights for 18 months after termination.
District Education Council (DEC)	District Education Council is a publicly elected body of volunteers who establish objectives and policies at the district level. the corporate governing body of the school district.

DIP	Refers to the District Improvement Plan, comprised of the District Education Plan and the District Expenditure Plan
DEECD	Department of Education and Early Childhood Development
Deputy	The deputy minister; the highest ranking employee of the department; one for the Anglophone, one for the Francophone sector.
Differentiated Curriculum	Relevant instruction that meets the needs of all learners as a result of considerations given to content, process and product.
EA (Education Assistant)	Support assigned to teachers to assist in delivering academic program for students.
Educational Goal	A general statement of what students should know and be able to do.
Educational Objective	A specific statement of what students should know and be capable of doing at the end of an instructional unit.
Expectation Desired	Level of performance communicated to others
Extramural S.S.E. (Support Services to Education)	A range of health and social services provided by Dept. of Social Development and Dept. of Health to school students & their families to improve the student's capacity to function in the public school system.
FI	French Immersion
FTE	Full-time Equivalent teacher - 1.0 FTE / Half-time teacher 0.5 FTE.
Formative Evaluation	On-going assessment of students or teachers to improve performance.
Gifted Children	Children who exhibit rapid, accurate learning and reasoning skills; the regular program requires enhancement to meet their thirst for intellectual stimulation.
Grade Equivalent	Type of standardized test score that indicates performance in units of year and month of school as compared to the norm group.
Guided Reading	An approach to reading instruction for small groups within the classroom.
IS	Information Systems, as in "the IS group"— the current blanket- term for everything to do with computers and technology for the classroom teacher or office.
IDU	Refers to interdisciplinary units; one or more subjects taught through a common theme.
IEP (Individualized Education Program)	Personalized plan for a student, taking into account the student's learning style with strategies for school-based resource utilization.
ILF	Innovation Learning Fund
IMP	Refers to Individualized Modified Program.

Immersion	Early French Immersion, begins in Grade 3 Late French Immersion begins in Grade 6
Inclusion	A defined standard of practice intending to meet the needs of exceptional students in regular classroom settings.
Intern Student	A university student, studying to become a teacher, who is involved in a practical work experience Teacher (up to 4 months) at a school.
30 L.I.F.T. (Literacy Interventions For Teachers)	A professional development reading program to help students who are struggling readers.
LTS	Long- term substitute teacher replacing a teacher for more than 20 consecutive days.
Learning Disability	Discrepancy between aptitude and achievement.
Learning Styles	Learning-style preferences e.g. visual, auditory.
Looping	Refers to a school structure whereby teachers continue with students for two or three years e. g. grade 6 teachers teach student for grade 6 & 7 and then return to pick up new grade 6 class.
Mean	Average of test scores of all respondents.
Median	Refers to score located in the middle.
Multi-age Grouping	Refers to a group of students being taught in the same vicinity but of varying age groups e.g. ages 5 -7 being taught in the same classroom.
Multi-level Instruction	Refers to grouping children according to age with varying ability levels.
Multiple Intelligence	Recognizes that individuals have several forms of intelligence e.g. musical, artistic, verbal.
Norm-referenced	A test interpretation where relative standing is identified by comparing performance to how others (norm group) performed.
NBTA	New Brunswick Teachers' Association; a professional organization for Anglophone teachers.
NBTF	New Brunswick Teachers' Federation; union representing all contracted teaching staff of the province.
OBE	Outcome based education approach that focuses on specific, clearly-defined outcomes.
Parent	A parent or guardian of a child in the school.
Parent Member	A parent of guardian of a child in the school who is not an employee in the school system; who is elected or appointed to sit on the PSSC as a "parent member."
PD	Professional Development; on-going learning opportunities for employees, including self-directed.
PE's	Provincial exams written by students

P.L.E.P.	Positive Learning Environment Policy.
PSSC	Parent school support committee; elected annually by the school community to advise the Principal.
Provincial Assessments	Assessments written by students in specific grades to measure how well students are achieving the provincial learning standards, in literacy, numeracy, science and second language.
Provincial Report Card	Annual report summarizing student achievement results by district and grade.
Performance-based Assessment	Assessment in which students perform an activity or create a product.
Portfolios	A compilation of a student's or teacher's work; may include both finished pieces and works in progress.
Range	The difference between the highest and the lowest score in the distribution.
Readiness Test	Type of standardized aptitude test that identifies strengths and weaknesses of specific skills.
Reliability	The consistency, stability, and dependability of scores.
Research School	A school where a program or initiative is being piloted.
Resource Teacher	Teacher who works with exceptional children to provide for their learning requirements. Indirect Service - The student receives accommodations, modification, or individualization of classroom programming from the classroom teacher as a result of consultation with the Resource Teacher. Monitored - The student is not receiving accommodations, modifications or individualization of classroom programming from the classroom teacher at this time, but the Resource Teacher and the classroom teacher monitor the student's progress on a regular basis.
Rubric	A scoring that uses specific criteria for rating levels of student proficiency on a rating scale.
SA	Student attendant that looks after physical needs of students for example mobility or hygiene.
School Improvement Plan	A collaborative, goal-oriented plan for the school, focused on enhancing education quality and improving student learning.
School Mission	A statement describing the purpose, direction and focus of the school, developed in conjunction with the school's beliefs and /or guiding principles.
School Partners/School Community	Staff, students, Principal, parents, Parent School Support Committee, community members, and parent organizations.
School Profile	A profile identifying human resources (e.g. number of teaching and support staff) and support resources (e.g.

	classroom type and availability, nature and quantity of learning materials, computer availability, access and scheduling) available to the school to support learning.
School Report Card	An annual summary of the school's student achievement results.
SEP	Special education plan – individualized plan for students with special needs.
SIP	School Improvement Plan.
Standards	The level of achievement that the education system strives to reach in order to be considered successful.
Student-led Conference	Refers to when students take the responsibility for presenting their portfolios to parents.
Summative	A final assessment of a student's or teacher's evaluation performance.
Supply Days	Days when a teacher is attending workshops or other planned activities and requires a supply teacher to replace him or her in the school.
Validity	How well a test measures what it is intended to measure.