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## **BACKGROUND**

The Board believes education is a shared responsibility that requires engagement, collaboration, and strong partnerships with all stakeholders. This ensures a system that is responsive to the needs of the community in order to deliver the best outcomes for students.

The Board also believes that assurance is achieved through community engagement and by creating and sustaining a culture of continuous improvement and collective responsibility. Assurance occurs when stakeholders have trust and confidence that system leaders are responsive to meeting the needs of students and that they are fulfilling their responsibilities to achieve student success.

## **DEFINITIONS**

- Community:** All stakeholders who have an interest in student success.
- Engagement:** A process by which the values, needs and concerns of the community are considered in decision-making.
- Assurance:** Enhancing public trust and confidence that the education system is meeting the needs of students and that students are successful.
- Stakeholders:** Parents, students, staff, electors, and the community, including municipalities and the local business community.

## **GUIDELINES**

1. All stakeholders play a major role in fostering an atmosphere of collaboration and a shared vision for student success.
2. Engagement opportunities will be provided as appropriate to parents, students, staff school councils and the wider community.
3. Various engagement strategies will be deployed allowing for differing levels of public involvement and decision making – informing, consulting, involving, collaborating, and empowering (see Appendix A).
4. Information will be shared with parents, students, staff, and school councils, and made available to the wider community, to enable them to offer input into policies, process and actions of schools and the division.
5. Communication will be ongoing and will be respectful and collaborative in nature and action.
6. All consultations will have an emphasis on student success, transparency, and accountability.

**Legal Reference:**

- Sections 33, 53, 55 and 67 Education Act
- Funding Manual for School Authorities
- School Councils Regulation
- International Association of Public Participation

**APPENDIX A - COMMUNITY ENGAGEMENT**

There are five distinct levels of community participation in the engagement process. The Board will determine the level of engagement based on the following:

<b>Level</b>	<b>Aim</b>	<b>Pledge</b>
1. Inform	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	RVS will keep stakeholders informed.
2. Consult	To obtain public feedback on analysis, alternatives, and/or decisions.	RVS will keep stakeholders informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.
3. Involve	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	RVS will work with stakeholders to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.
4. Collaborate	To partner with the public in each aspect of the decision, including the development of alternatives and identification delegated to the public.	RVS will look to stakeholders for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.
5. Empower	To place final decision-making in the hands of the public.	RVS will implement what stakeholders decide.

\*\*Based on International Association of Public Participation (IAP2) model