

DATE: April 28, 2015

TO: Board of Trustees

FROM: Trustee Orville Chubb, Policy Review Committee
Trustee Michelle Draper, Policy Review Committee
Trustee Nathan Ip, Chair Policy Review Committee

SUBJECT: Draft Board Policy AA.BP – Stakeholder Relations

RESOURCE

STAFF: Lisa Austin, Sarah James, Nancy Petersen, Anne Sherwood, Sandra Stoddard

REFERENCE: [December 2, 2014 Board Meeting Item 1 - Annual Policy Development and Review Plan 2014-2015](#)

ISSUE

As part of the comprehensive review and consolidation of board policy, new policy is required to address the Board of Trustees' (Board) stakeholder engagement and collaboration responsibilities under the Education Act S. 33 (1). "A board, as a partner in education, has the responsibility to:

- (c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans
- (f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources
- (g) collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education"

RECOMMENDATION

That draft Board Policy AA.BP – Stakeholder Relations (Attachment I) be considered for the first time and approved for posting on the District website for stakeholder input.

BACKGROUND

The Policy Review Committee identified stakeholder relations as one of the main themes for policy development this year in its annual work plan, approved by the Board on December 2, 2014, to support the District Priorities.

Beginning in January 2015, the Policy Review Committee met four times to formulate a policy development plan to address the theme of stakeholder relations and the heightened expectations for engagement and collaboration outlined under s 33(1) c, f, and g of the new *Education Act*. A working group of staff from Governance and Strategic Support Services and Communications assisted with identifying existing policies responsive to the stakeholder relations theme. The group also provided content expertise with respect to partnership development and standards of practice for stakeholder engagement and communication. Appendix I provides a diagram of the policies and concepts that informed the draft stakeholder relations policy. Five existing policies directly related to stakeholder engagement, communication and collaboration were incorporated into the principles and expectations in the

draft policy and will be recommended for rescission should the new policy be given final approval. Copies of the five policies are provided in Appendix II:

- AA.BP – Stakeholder Engagement
- IAA.BP – Education Partnerships and Sponsorships
- IBC.BP – Communications Framework
- IA.BP – Parent and Community Involvement
- IJ.BP – Assisting Community Organizations.

Relevant concepts from 19 policies were also identified, and have either been reflected in the draft policy or added as references. Appendix III, Summary of Stakeholder Relations Policy Concepts Derived from Existing Policy, provides more details on relevant values and concepts organized under the headings of Why (stakeholder relations for what purpose); Who (types of stakeholders and the relationships that may require parameters); and How (the Board's parameters for exploring, developing and maintaining stakeholder relationships).

RELATED FACTS

- The new *Education Act* reflects a significant shift in expectations for board governance, whereby boards are to engage with their stakeholders (referred to in the *Education Act* as partners in education) to increase common understanding of issues and trends, and collaboratively generate ideas for action.
- The word “empowerment”, which implies shared responsibility and decision-making, is new in the Preamble to the *Education Act*:
“Whereas education is a shared responsibility and requires collaboration, engagement and empowerment of all partners in the education system to ensure that all students achieve their potential.”
- For the first time, the *Education Act* includes specific parental responsibilities (in Section 32.)
- The new *Education Act* includes an increased emphasis on accountability to government and assurance to community for results.

OPTIONS

The following options are selected for consideration as they are deemed the most admissible:

1. The Board considers and approves draft Board Policy AA.BP – Stakeholder Relations for posting on the District website for stakeholder input.
2. The Board does not approve draft Board Policy AA.BP – Stakeholder Relations and provides direction to the Policy Review Committee to revise the policy before bringing back to the Board.

CONSIDERATIONS & ANALYSIS

As evidenced by the related concepts found in existing board policies, stakeholder communication, engagement and collaborative practice are not new to the District. The District has gained valuable experience using current Board Policy AA.BP – Stakeholder Engagement for guidance in conducting several large scale stakeholder and public engagement initiatives (e.g., Growth Accommodation Plan, Replacement School Plan) that have had positive outcomes for stakeholders and the District. As well, there are excellent examples of school-based models of partnership practice.

However, the Policy Review Committee acknowledges that there are heightened expectations in the new *Education Act* for board accountability and assurance. The *Education Act* also articulates the need for increased communication with, and engagement of stakeholders to share responsibility for ensuring student success. This was also noted by Managing Directors and Directors, representatives from District Support Services and the District Support Team who were consulted on the draft policy. The Policy Review Committee recognizes the District Mission of inspiring student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community. It also recognizes there are multiple demands on the time and resources of stakeholders, as well as the District. Therefore, the Committee believes that the District needs to be efficient by being purposeful and strategic in engaging stakeholders in initiatives that will have an impact on improving student outcomes.

The draft policy consolidates, and in some cases expands on the concepts found in existing policies by recognizing the important role stakeholders play as partners in education in achieving the District Vision, Mission, and Priorities. The Policy Review Committee believes the draft policy provides a framework of principles and parameters to guide the Superintendent of Schools and administration in developing a consistent district approach to strategic stakeholder relationships that:

- provides support to the education system;
- builds capacity (social capital) within the community; and
- ensures the Board's educational and fiduciary responsibilities under the *Education Act* are appropriately addressed.

Given the policy topic, the Policy Review Committee has requested that an online survey about the draft policy be posted on the District website for six weeks. During the same six-week period, the following additional stakeholder engagement will take place:

- Current partners of the District will be invited to provide focused feedback on the draft policy.
- Union locals and associations, as well as exempt staff, will be invited through liaison committees to provide feedback on the draft policy.
- The Student Trustee will seek input from the student representative body.
- Trustees and principals will seek input from school councils and will be provided with a PowerPoint presentation to assist them.

NEXT STEPS

1. Draft policy AA.BP – Stakeholder Relations along with this board report, as a backgrounder, will be posted on the District website for stakeholder feedback for six weeks.
2. The Policy Review Committee will review stakeholder feedback for any further development of the policy and bring recommendation to the Board for second and third consideration for approval of the policy in June.
3. Should the Board approve Board Policy AA.BP – Stakeholder Relations, the following board policies will be rescinded (as this content is addressed in the new policy): Current AA.BP – Stakeholder Engagement, IAA.BP – Education Partnerships and Sponsorships, IBC.BP – Communications Framework, IA.BP – Parent and Community Involvement, and IJ.BP – Assisting Community Organizations.
4. Implementation of the new policy will require review, revision and/or development and communication of administrative regulations, processes and tools to support District leaders and stakeholders in their relationships and respective roles.

ATTACHMENTS & APPENDICES

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|--------------|-------------------------------------------------------------------------------------|
| ATTACHMENT I | Draft Board Policy AA.BP - Stakeholder Relations |
| APPENDIX I | Diagram of Content for Stakeholder Relations Policy |
| APPENDIX II | Policies Consolidated in the Draft Stakeholder Relations Policy |
| APPENDIX III | Summary of Stakeholder Relations Policy Concepts Derived from Existing Board Policy |

AS: lb

CODE: AA.BP

DRAFT

EFFECTIVE DATE: (TBA)

ISSUE DATE: (TBA)

TOPIC: Stakeholder Relations

REVIEW YEAR: (TBA)

PURPOSE

- To reflect the Board of Trustees' (the Board) mandated responsibility and expectation for providing meaningful opportunities for stakeholder engagement and collaboration in addressing the needs of students; and
- To establish a stakeholder relations policy framework to guide a consistent and sustainable district approach to the development and maintenance of strategic stakeholder relationships that support all students in achieving the desired learning outcomes of a public education.

DEFINITIONS

The **District** is Edmonton Public Schools, which includes the Board of Trustees, central service departments and all schools.

Stakeholders are people who contribute to, and have an interest in public education and supporting student achievement and well-being within the District. The *Education Act* uses the phrase “partner(s) in education” to describe stakeholders. Stakeholders include but are not limited to:

- students, parents and/or guardians, and staff;
- all members of the Edmonton community including citizens, businesses, agencies, not-for-profit organizations and service groups;
- other school boards and educational institutions; and
- municipal, provincial, federal and international levels of government.

Stakeholder Relations is how the District relates to, and interacts with, our stakeholders. The District's approach to stakeholder relations focuses on best practices in communications, engagement and collaboration to support meaningful stakeholder participation, as well as strategic and mutually beneficial relationships between the District and its stakeholders. The District relies on recognized standards for public participation practice, such as the International Association for Public Participation (IAP2) Spectrum for Public Participation. It provides a framework for increasing levels of public engagement depending on the purpose of stakeholder participation and degree of impact a decision or initiative may have on stakeholders. The levels of engagement from IAP2 are: inform, consult, involve, collaborate and empower.

Stakeholder Relationships are defined by the manner or role in which stakeholders engage with the District. There are different expectations and parameters for interactions with a student, parent, staff member, community connection, donor, funder, partner, sponsor, school council, tenant, vendor or volunteer. However, all stakeholder relationships require varying degrees of support and communication, and a common understanding of each party's role and responsibilities.

- A **community connection** is an individual, business or organization in the community that has an informal relationship with a school, for example the owner of the local convenience store and the principal connect each August to establish communication and support around students patronizing the store; or the seniors centre that invites the school choir to perform for residents on special occasions.
- A **donor** is an individual, organization or business that voluntarily transfers property, monies, goods, or services to the District for charitable reasons and may be eligible for a district charitable donation receipt under Canada Revenue Agency regulations.
- A **funder** is an individual, organization, business or government that grants money to the District for a specified purpose and in exchange the District accepts accountability to the funder for performance in relation to the purpose being funded.
- A **parent** (or guardian), is an individual who under the *Education Act* has the right to be involved in their child's education and specific responsibilities to support their child's educational success.
- A **partner** is an individual or organization that is a party to a formal partnership with the District. A partnership is one of the most complex relationships founded upon shared values and co-created objectives and expectations. Roles, responsibilities and commitments of each partner are clearly articulated and formalized with a written memorandum of understanding and binding agreement. Partnership Agreements impose obligations on all parties to the agreement.
- A **school council** is a council, established pursuant to the *Education Act*, for which the majority of its members are parents of students who are enrolled in the school. The Board recognizes a school council as the official school-community organization representing the collective interests of the parents and students of the school.
- A **staff member** is any individual who is employed by the District.
- A **student** is an individual who is enrolled in a school.
- A **sponsor** is an individual, organization or business that agrees to provide goods, services or money to the District in exchange for a defined level of public recognition or advertisement.
- A **tenant** is an individual or group that enters into an agreement with the District, as landlord, for the use of school space under certain conditions and for a specified period of time.
- A **vendor** is an individual or business that provides a service or product to the District in exchange for a fee thereby entering into a purchasing contract.
- A **volunteer** is a member of the community who, without compensation, commits to assist the District or a school with a designated task under the direction and supervision of a district staff member.

POLICY

The Board believes education is the foundation for a democratic and civil society, and that everyone has a vested interest in education. A thriving education system that engages all students to their capacity is a shared responsibility between the District and members of the community. In order to serve the diverse needs of students and support their full development and well-being, the District needs the help of all education stakeholders in:

- supporting the District Vision, Mission, Values and Priorities;
 - enhancing the educational opportunities and supports available for students;
 - supporting early childhood development and preparation of children for success in school;
 - supporting the smooth transition of students from high school to the next phase of their lives;
 - creating school environments that provide additional supports for children, families and communities;
 - contributing ideas and perspectives to inform District decision making at the system and school level;
 - creating efficiencies in the use of public and community resources through the coordination and integration of services; and
 - advocating support for the District, publicly funded education, and community initiatives focused on students and families.
- A. Stakeholder relationships require an investment of time and effort to build mutual understanding, respect and trust. The Board believes that a consistent approach to stakeholder relations will encourage the establishment of strategic stakeholder relationships throughout the District that help to translate the District Vision, Mission, Values, and Priorities into positive actions for its students.
- B. The Board believes that the greatest impact on improving student outcomes can be achieved by working collaboratively with stakeholders to:
- identify areas where support is needed in the school and/or community to improve student outcomes;
 - explore and develop strategic relationships and partnerships to leverage required expertise and resources;
 - identify evidence-based approaches that have the potential to address targeted needs;
 - develop the strategies to support implementation of the initiative; and
 - maintain and evaluate the results to inform next steps and ensure continuous improvement.
- C. The Board holds the District accountable for working with stakeholders in a way that maintains welcoming, and safe learning and working environments, and that recognizes the value of diversity, dialogue and the right of all persons to be treated respectfully.
- D. The following principles shall guide stakeholder relations processes and practice for engagement and communication:

Accessible: Ensure equity by striving to remove barriers to understanding, input and participation.

Appreciative: Acknowledge stakeholder contributions and collaboration.

Collaborative: Promote the exchange of information, ideas, perspectives, professional expertise, resources and effort.

Inclusive: Respect the diversity within school communities.

Proactive: Anticipate and respond to the information needs of stakeholders to support and maintain their collaborative relationship with the District by providing accurate and timely information about decisions to be made, opportunities to be involved and how stakeholder input informed the final decisions.

Relevant: The level and extent of stakeholder engagement should be aligned with:

- the scope and complexity of the issue or decisions being made;
- how the issue or decision may affect stakeholders; and
- available District resources (time, funding, people).

Respectful: Honour stakeholders' experience, skills, talents, knowledge, expertise and authority.

Transparent: Be open and clear about purposes and processes, issues, constraints and implications, efforts and results. Be accountable.

E. The Board supports and encourages the pursuit of strategic stakeholder relationships that:

- align with the District Vision, Mission, Values, and Priorities;
- preserve the District's reputation;
- reflect the objectives and goals of all parties;
- clearly define and appropriately communicate and/or document expectations, roles, responsibilities and authorities of all parties;
- provide conflict resolution processes to address issues;
- provide resources and services to complement, not replace, public funding for education;
- do not require an exclusive endorsement of products or service, nor exploit students or the District commercially, politically or otherwise; and
- ensure the District's responsibilities are acknowledged with respect to student safety, personal information, management of financial resources and infrastructure, and compliance with legislation, staff collective agreements, board policy and administrative regulations.

EXPECTATIONS

The Superintendent of Schools shall implement this policy by assigning roles and responsibilities, and developing administrative regulations, processes and best practices aligned with recognized standards of practice for public bodies. This work must include district standards and guidelines for:

1. exploring, establishing, maintaining and reporting on stakeholder relationships;
2. communication practices;
3. responding to inquiries and vetting requests from stakeholders such as how to: establish a scholarship or sponsorship; make a donation; offer a program; or distribute materials through district distribution mechanisms;
4. stakeholder engagement processes; and
5. establishing, maintaining, reporting and recognizing sponsorships and partnerships.

ACCOUNTABILITY

Schools and central departments shall report on strategic initiatives with stakeholders through the Annual Education Results Report to Alberta Education and the District's annual results review process.

REFERENCES

School Act s.27(2), Education Act s.256 Prohibited Activities

School Act s.22, Education Act s.55 School Council

School Act s.12 Students; Education Act s.31 Student Responsibilities

Education Act s.32 Parent Responsibilities

Education Act s.33 (1)(c),(f),(g) Board Responsibilities

AD.BP – District Vision, Mission, Values and Priorities

AGA.BP – Recognition of Students, Staff, Parents and Community

CH.BP – Framework for Policy Development and Review

CO.BP – Fiscal Oversight and Accountability

CNA.BP – Information Security

EA.BP – Infrastructure Planning Principles

FAA.BP – Human Resources Framework

GA.BP – Student Programs of Study

GAA.BP – Delivery of Student Programs of Study

GGAB.BP – Multicultural Education

GGAJ.BP – Early Years

HA.BP – Inclusive Education

HAA.BP Aboriginal Education

HG.BP – Student Behaviour and Conduct

IA.AR - Parent and Community Involvement

IAA.AR - Educational Partnerships and Sponsorships

IAB.BP – Comments, Delegations and Presentations at Board meetings by Public and Staff Representatives

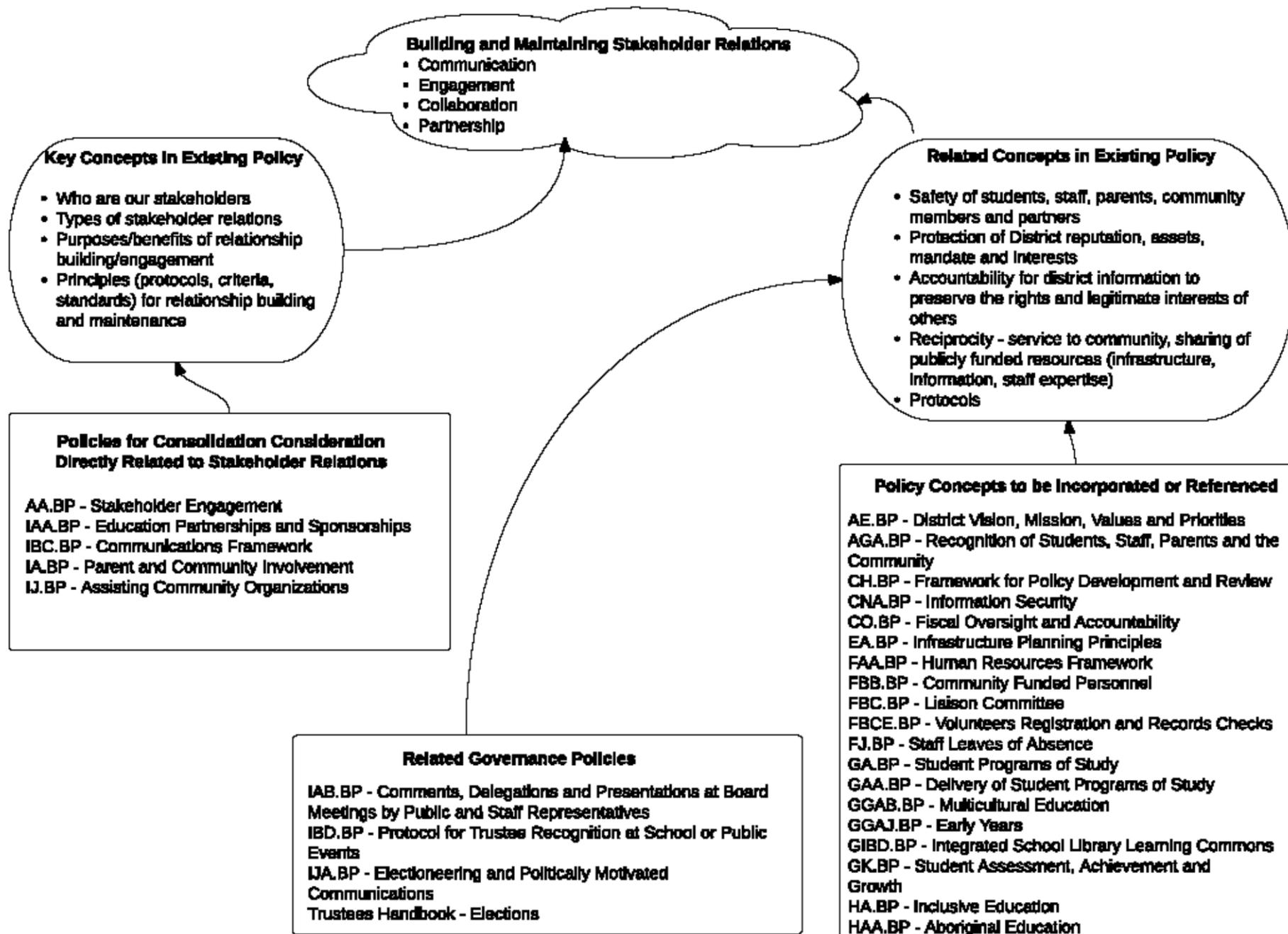
IBD.BP – Protocol for Trustee Recognition at School or Public Events

IJ.AR – School Participation in Charities: Canvassing in Schools

IJA.BP – Electioneering and Politically Motivated Communications

International Association for Public Participation (IAP2) Spectrum of Public Participation

Schematic of Content for Stakeholder Relations Policy



CODE: AA.BP**EFFECTIVE DATE:** (14-09-2010)**TOPIC:** Stakeholder Engagement**ISSUE DATE:** (16-09-2010)**REVIEW YEAR:** (2017)

POLICY

The Board of Trustees represents the public interests in public education. To reflect public interests to the best of its ability, the Board of Trustees is committed to involving the public in decisions that it makes.

The Board of Trustees recognizes that engaging stakeholders leads to better decisions and stronger support when decisions are implemented. The Board of Trustees believes that involving stakeholders has a positive impact on students and their learning. The Board of Trustees is committed to providing the public with the opportunity to be involved in decisions that impact the education of children.

The Board of Trustees believes that parents, students, staff, district partners and the general public are all stakeholders. The Board of Trustees places a high value on engaging those stakeholders who will be most directly affected by a decision.

The Board of Trustees values broad stakeholder involvement, especially when district decisions have district wide implications. The level, time allotment and extent of stakeholder involvement in such decisions will be aligned with the impact the decision may have on stakeholders and the resources (time, funding, personnel) of the organization.

The Board of Trustees is committed to engaging stakeholders in appropriate and respectful ways, through clear processes and consistent approaches. The Board of Trustees places a high value on processes that are inclusive, transparent, adaptable and accountable. The Board of Trustees is committed to providing accurate, timely information to inform the public about decisions to be made, the opportunities to be engaged and how input from stakeholders impacted the decisions made.

The Board of Trustees expects the District administration to develop and implement regulations and processes based on sound standards of practice for public engagement aligned with the International Association for Public Participation (IAP2) Core Values and Spectrum of Public Participation.

CODE: IAA.BP**EFFECTIVE DATE:** (24-06-1997)**TOPIC:** Educational Partnerships and Sponsorships**ISSUE DATE:** (19-06-1997)**REVIEW YEAR:** (2004)**POLICY**

The Board supports educational partnerships and sponsorships between schools and business, and community organizations that:

- enhance the quality and relevance of education for learners;
- mutually benefit all partners;
- ensure that all those involved in the partnership are treated fairly and equitably;
- clearly define expectations, roles, and responsibilities for all partners;
- are based on shared or aligned objectives that support the goals of both parties;
- allocate resources and volunteer services to complement - not replace - public funding for education;
- ensure that corporate image or business practices are not in conflict with district policies or beliefs;
- provide opportunities for all partners to share in the development of responsible citizens; and
- do not require an exclusive endorsement of products or services.

REFERENCES

IAA.AR - Educational Partnerships and Sponsorships
School Act Section 27

CODE: IBC.BP**EFFECTIVE DATE:** (17-01-2012)**TOPIC:** Communications Framework**ISSUE DATE:** (17-09-2014)**REVIEW YEAR:** (2019)**POLICY**

To support the success of all district students, the Board of Trustees believes it is vital for district communications to be clear, consistent and meaningful to its stakeholders. Information on the work of the Board, Administration and individual schools should be shared with stakeholders to build understanding of and support for the District Vision, Mission, Priorities and Plan, as well as the importance of public education.

The Board further believes that:

- Trustees are elected to represent the values, interests and perspectives of the community they serve, and that students; parents, guardians and families; staff; district partners; media; Alberta Education; community organizations and the general public are all stakeholders in the success of Edmonton Public Schools;
- district communication with stakeholders must be clear, open, honest, transparent, respectful and involve two-way interactions on the part of the Board and Administration;
- stakeholders should have the opportunity to provide input to the Board before significant decisions are made, and the Board must demonstrate accountability by communicating its decisions in a timely fashion using a wide range of communication vehicles;
- staff must be informed of decisions that affect them and their work; and
- schools are diverse communities with unique identities, and are also part of a larger district organization; and that, as such, District branding and school identities must be used in such a way as to complement one another wherever possible in district communications.

The Board expects the Superintendent of Schools to develop, publicly post, monitor and enforce appropriate guidelines and standards to foster district communications that reflect the Board's beliefs as outlined in this policy.

REFERENCES

AA.BP - Stakeholder Engagement

AD.BP – District Vision, Mission, Values and Priorities

IA.BP - Parent and Community Involvement

IAA.BP - Educational Partnerships and Sponsorships

CODE: IA.BP**EFFECTIVE DATE:** (08-05-2012)**TOPIC:** Parent and Community Involvement**ISSUE DATE:** (16-05-2012)**REVIEW YEAR:** (2019)

POLICY

The Board believes that:

- the education of students is best served through the co-operative efforts of students, parents, district staff, elected school trustees, business, union and association staff representatives, and community members;
- parents should be active participants in their child's education and have a role in guiding student decision making;
- school councils should work closely with their principal, school community and the District to ensure that students receive the best possible education; and to encourage parental and community involvement at the school level;
- parents, business, and community members can assist in the development of responsible citizens through co-operative working relationships with schools and the District.

REFERENCES

IA.AR - Parent and Community Involvement
School Act Section 22

CODE: IJ.BP**EFFECTIVE DATE:** (13-04-2011)**TOPIC:** Assisting Community Organizations**ISSUE DATE:** (15-04-2011)**REVIEW YEAR:** (2018)**POLICY****Community Organizations**

The Board encourages the District to assist community organizations in the distribution of materials to students, parents, and teachers at no cost to the District. Materials may be distributed at the discretion of the Principal with consideration for the likely attitudes of the school community toward the material to be distributed. Principals are encouraged to seek prior written parental consent for the distribution of controversial or religious material to students.

Canvassing in Schools

The Board encourages the participation of schools in community-sponsored programs designed to enhance student understanding and appreciation of the role, purposes and activities of charitable organizations. Further, the Board encourages schools to participate in activities intended to assist individuals and groups in need.

School sanctioned group participation in the collection of goods and funds is permitted. The school principal must pre-approve all canvassing done on school premises. The canvassing must be conducted as a general appeal for support that is directed at all staff and/or students as a group; the canvassing for funds from individual students and staff on school premises is prohibited. Principals are required to consider the safety and well-being of students prior to authorizing fundraising activities external to the school.

REFERENCES

IA.BP - Parent and Community Involvement

IJ.AR - School Participation in Charities - Canvassing in Schools

School Act Section 27(2)

SUMMARY OF STAKEHOLDER RELATIONS POLICY CONCEPTS DERIVED FROM EXISTING BOARD POLICY

WHY (Stakeholder relations)

GENERATIVE ENGAGEMENT

- better governance through decision making informed by multiple stakeholder perspectives and expertise
- involved and informed stakeholders build stronger support for decisions made
- part of a system-wide culture of collaboration and site-based (decentralized/distributed) decision making
- student success students is a shared responsibility
- to live our cornerstone values: accountability, collaboration, equity and integrity

STRATEGIC SUPPORTS

- enhance supports for teaching and learning
- extend learning opportunities and supports for students
- support successful transitions through K-12 (Work Experience, RAP, Co-op, Dual Credit and Credentialing) and beyond (community college, community living, polytechnic, university and World of Work)
- parent and student engagement in the student's education supports student success -- needs to be clearer why and how this works (research based)
- provide supports for children, families and communities
- school-community interaction builds stronger communities for all, intercultural appreciation and understanding
- extend learning opportunities and supports to the community
- establish and maintain positive stakeholder relations to build trust/social capital
- enhance support and advocacy for a well-funded public education system

FIDUCIARY

- create operational efficiencies through collaboration
- share publicly funded facilities and services to maximize benefits to students and the community (joint use agreement, library learning commons, running of elections, early years)
- enhance achievement of common objectives in cooperation with others
- alignment with the *Education Act*
- increased accountability for assurance of education stakeholders and Alberta Education

WHO (Stakeholders)

- Students
- Parents/guardians (families)
- School councils (PAC)
- School societies
- Staff
- Staff associations, unions
- Trustees
- Other educational institutions, (post secondary, community college, polytechnic, other school jurisdictions, educational associations ASBA)
- Community organizations
- The City of Edmonton
- Alberta Education
- Other provincial government departments
- Other levels of government (federal)
- Businesses (not publicly-traded companies providing day care/early education)
- Media
- General public
- Any person and organizational entity we interact with is a potential stakeholder/partner

KEY STAKEHOLDER RELATIONSHIPS:

- Student and parent (home and school)
- Staff (employer-employee)
- School council (PAC etc.)
- Volunteer
- Sponsor
- Donor
- Community friend
- Partner/collaborator
- Vendor/goods and service provider
- Tenant
- Trustee/candidate (Board and Board Member)
- Elector/constituent (Board and electorate)

HOW (Parameters for Exploring, Developing and Maintaining Relationships)

- through communication, engagement, collaboration and partnerships

COMMUNICATION

- communicate to the public about decisions to be made, provide opportunities to be engaged, and inform how input impacted the final decision (policy review and development, budget development and results review)
- communicate results achieved (AERR, student achievement)
- criteria for communications with stakeholders:
 - respectful
 - transparent/honest
 - inclusive (plain language and language or visuals appropriate for the audience)

ENGAGEMENT

- administrative processes for public engagement aligned with the International Association for Public Participation (IAP2) core values and Spectrum of Public Participation
- level, time allotment and extent of stakeholder involvement process should be aligned with the impact a decision may have on stakeholders and be mindful of the resources of the District
- respectful, clear and consistent approaches that are inclusive, transparent, adaptable and accountable

COLLABORATION AND PARTNERSHIPS

- activities and goals of stakeholder/partner align with/reflect the District's Vision, Mission, Values and Priorities and support teaching and learning
- enhance the quality and relevance of education for learners
- mutually benefit all partners
- ensure that all partners are treated fairly and equitably
- clearly define expectations, roles and responsibilities of all partners, and include an appeal process (documented)
- based on shared or aligned objectives that support the goals of both parties
- allocate resources and volunteer services to complement, not replace, public funding for education
- ensure corporate image or business practices are not in conflict with district policies, values and beliefs
- do not require an exclusive endorsement of products and services
- ensure student and staff safety, privacy of personal information
- protect district reputation and resources (financial, infrastructure, human and information)
- documentation requirements (agreement/contract/documentated commitment, volunteer registration)
- supervision/oversight/reporting and accountability (evaluation of projects/joint initiatives)

- Celebrate and recognize stakeholder contributions (appropriate)

HOW (found in existing policies)

- maximize the use of space not required for educational purposes by providing opportunities for partnerships that support education, children or the community at no cost to the District
- accept financial contributions and gifts-in-kind meeting requirements for alignment with District objectives and CRA revenue requirements for tax receipt purposes
- ensure that acceptance of gifts-in-kind, including community funded personnel, are placed in a school subject to the approval, direction and authority of the principal as the District's representative
- continuing education opportunities for the community on a cost recovery basis (via Metro)
- work collaboratively with other agencies and levels of government to advocate for change where support is required for education and/or community development (collaboratively identify needs of a school and community)
- provide opportunities for staff to be involved in decisions which affect their work
- enhance employee engagement
- staff recognition and appreciation
- respectful and inclusive practices
- staff feel valued, respected, supported and trusted, and in turn communicate this feeling to stakeholders
- where possible, the District should access educational and other sources of funding available to support collaborative initiatives (early learning, grants...)

Questions:

- In developing relationships with educational stakeholders, how do we ensure the appropriate balance between a focus on our primary mandate of education and the efforts necessary to support social capital?
 - Ensure leaders are exploring and focused on strategic relationships based on need and capacity relevant to the needs of their students and families
 - Ensure the potential relationship is anticipated to be beneficial to the short and long term priorities and mandate of the District through alignment with our Strategic Plan
 - Base initiatives to address needs on valid research and proven strategies