

Toronto District School Board

Title: **COMMUNITY ENGAGEMENT**

Policy P078

Adopted: **June 20, 2012**

Revised:

Reviewed:

1.0 OBJECTIVE

To provide a framework and a model for community engagement in the Board.

2.0 DEFINITIONS

Community Engagement – an interaction process between the Board and its internal and external stakeholders, so that they have a role in planning and decision making within the education system. It encompasses a wide variety of activities along a continuum, from information sharing, to consultations, to the co-construction of policies and procedures.

Information Sharing – providing information to create awareness and educate.

Consultation – gathering public input, advice and feedback on alternatives and/or directions in order to inform decision-making. Stakeholders will be provided feedback on how their input has influenced decisions.

Co-Construction – partnering with stakeholders in each aspect of decision making. Incorporation of advice and recommendations is embedded into the decisions to the maximum extent possible.

3.0 RESPONSIBILITY

Deputy Director, Academic

4.0 POLICY

- 4.1. The Board is committed to open and inclusive processes and values stakeholder input and participation.
- 4.2. The function of engagement/consultation is to facilitate two-way communication and dialogue between the Board and the full range of internal and external stakeholders including students and their parents/caregivers, School Councils, Advisory Committees, community members without children in the system, different levels of government, service agencies, professional organizations, school administrators, teachers, support staff and union partners.

- 4.3. A variety of strategies will be developed, maintained, communicated and mandated for information sharing, consultation and co-construction. These can be utilized at the school and system levels to ensure that stakeholders have opportunities to participate in the school system.
- 4.4. The strategies, methods and language used for engagement will be respectful of all who participate. They will be inclusive and will equitably incorporate diverse people, voices, ideas and information to lay the groundwork for positive outcomes.
- 4.5. The Board recognizes that engagement may sometimes not be possible or appropriate. The operational procedure will reflect this limitation (e.g. time constraints, personnel or legal matters).

5.0 SPECIFIC DIRECTIVES

The Director is authorized to issue operational procedures to implement this policy.

6.0 REFERENCE DOCUMENTS

Board documents

Board Policy P023, Parent and Community Involvement
Operational Procedure PR558, Parent and Community Involvement
Toronto District School Board Community Advisory Committee Handbook, 2010

Ministry documents

O.Reg. 330/10, School Councils and Parent Involvement Committees
O.Reg. 464/97, Special Education Advisory Committees