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APPROVAL DATE: June 14, 1988
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COMMUNITY INVOLVEMENT IN EDUCATION

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1. GENERAL

1.1 Community Involvement

The Winnipeg School Board endorses the concept that community input on the operation of the Division is essential if the school division and the community are to maintain mutual confidence and respect and work together to improve the quality of education for all students.

All reasonable efforts should be exerted to identify the needs of the community and to be responsive, through the actions of the Board, to those needs. There are two major ways in which the community may have input in the development of Board policies;

- (a) Board members themselves shall remain mindful that they are elected to represent all of the residents of the Division.
- (b) The community shall be encouraged to express ideas, concerns, and provide input to the Board of Trustees through such means as:
 - (i) written suggestion(s) or proposal(s);
 - (ii) responses to surveys made through interviews, written instruments or other means;
 - (iii) presentations at meetings of the Board scheduled for this purpose;
 - (iv) service on advisory committees.

The input from the public shall be given careful consideration. In the evaluation of such contributions, the first concern shall be for the educational program as it affects the students. The final decision may depart from this input when in the judgment of the staff and the Board such input is not consistent with goals adopted by the Board, current educational practice, or within the financial resources available.

1.2 Definition of Community

The term community shall be defined as those individuals or groups which may be involved in the education of the students in The Winnipeg School Division.

Specifically the term refers to:

- parents/guardians,
- parent councils/home and school associations,
- social service agencies,
- ethnic groups/organizations,
- employee associations/unions,
- residents of The Winnipeg School Division,
- special interest groups.

- 1.3 Each school should make an attempt to identify community groups and organizations which are interested and involved in schools.

1.4 Parent Involvement

The Board of Trustees of The Winnipeg School Division encourages the involvement of parents/guardians in the education of their children. The Board of Trustees believes that the education of children is a partnership between the home and the school with the objective being to increase the understanding and communication about the child and the educational process so that each may benefit from increased knowledge, awareness, and support.

2. ROLE OF PARENTS/GUARDIANS IN THE EDUCATION PROCESS

2.1 Individual Parents/Guardians

Parents/guardians are encouraged to participate in the education of their children through individual discussions with the appropriate teacher(s) and/or principal, through participation as volunteers, and/or through participation in the parent council.



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2.2 Home and School/Parent Councils

The Board endorses the establishment of and support for organizations such as Parent Councils, Home and School Associations, and Parent-Teacher Committees which are advisory and supportive to the educational process at the school level. The Board expects all staff members, and in particular school principals, to work closely and in harmony with all constituted parent groups in pursuit of the following goals:

- (a) To involve parents/guardians and school personnel in a cooperative and sustained system of activities which will increase the educational opportunities of the children both in school and at home;
- (b) To improve the relationship and communication between parents/guardians and school personnel by:
 - (i) defining their relationship to each other;
 - (ii) defining their roles as they pertain to the children served by the schools;
 - (iii) identifying the specific needs and resources of the community as well as the needs of the school and the resources available.
- (c) To provide teachers and administrators with information that will lead to a better analysis of the needs of the general student population and more relevant program planning.
- (d) Subject to Manitoba Education requirements and the policies and procedures of the Division and without infringing on the duties and responsibilities of professional staff to provide appropriate parental input in curricular areas.
- (e) To assist in the development of policy statements and related regulations and procedures both at the school and the Division levels.

2.3 Selection of School Principals and Vice-Principals

As defined in the procedures for the Selection of Principals and Vice-Principals:

- (a) Input will be solicited from representatives of the Parent Council with respect to identifying the needs of the school when vacancies for school principals occur.
- (b) If interviews are held to fill vacancies for principal positions, a representative(s) of the Parent Council will be given the opportunity to be involved as part of the interview team.
- (c) Input from the Parent Council will be solicited through the school principal during the selection process for vice-principal positions.

2.4 Facilities

(a) Facilities Planning Process

Where a significant change is contemplated for a school or school program (i.e., addition of major program or closing of the school), parents/guardians from the school(s) affected by such a decision shall be involved according to the Facilities Planning Process as adopted by the Board. (April 12, 1983).

(b) Capital Building Projects

In accordance with Policy EC - Facilities Management Process, a representative of the Parent Council shall be involved as a member of the planning committee for all capital projects for major additions, renovations, replacement or the new construction of schools.

2.5 Fund Raising

As defined in Policy IGDF - Fund Raising in Schools:

- (a) Parents/guardians shall be advised of and have the opportunity to be involved in the organization and operation of major fund-raising projects initiated by the school.
- (b) Parent Councils may initiate and coordinate fund-raising projects in consultation and with the approval of the school principal where staff and students are involved and shall provide an accounting of spending from the fund-raising projects.



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2.6 Grants from Outside Organizations

Parent Councils may initiate proposals for funding from outside organizations for human or material resources in consultation with, and the approval of, the school principal.

The school principal shall ensure that the appropriate superintendent is aware of the proposal and has granted approval for submission.

2.7 Student Discipline

Parents/guardians and/or parent councils shall have the opportunity to be involved in the development and review of a policy and procedures on discipline which are to be implemented at each school in accordance with Division guidelines.

2.8 School Volunteers

Volunteers provide an important resource to students and to the school and provide an opportunity for involvement in the education of students.

Volunteers work under the direction and supervision of the instructional staff.

The recruitment and selection of volunteers by the coordinator of volunteers shall follow established procedures. All volunteers who are not parents of students in the Division shall be interviewed by the coordinator of volunteers.

The assignment of volunteers shall be made by the coordinator of volunteers with the concurrence of the school principal and the cooperating teacher. A pre-service orientation program and regular inservice training shall be provided by the coordinator.

The evaluation of the work of each volunteer shall be the responsibility of the school principal who may request the assistance of the coordinator of volunteers.

In recognition of their contributions to the welfare of students, the Division shall provide for the appropriate recognition to the volunteers at the end of each school year.

2.9 Block Parents Association

The Winnipeg School Division endorses and supports the Block Parents Association.

2.10 Ad Hoc Committees

The Board of Trustees may establish Ad Hoc Committees to function in an advisory capacity to the Chief Superintendent or the Board of Trustees to address particular issues. Parent or community input or involvement may be sought through these committees.

- (a) All Ad Hoc Committees established shall be advisory committees.
- (b) All recommendations from Ad Hoc Committees shall be submitted to the Chief Superintendent or the Board of Trustees for consideration.
- (c) Terms of reference and membership of Ad Hoc Committees shall be determined by the Board of Trustees when such a committee is established.

3. COMMUNICATION WITH PARENTS/GUARDIANS

- 3.1 Parent-Teacher interviews shall be held at least twice a year at the elementary level and once a year at the secondary level. The Division shall attempt to provide translation and interpretation services upon request for non-English speaking parents/guardians.



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- 3.2 Regular communication is encouraged between parents/guardians and the members of the professional staff involved with their child/children. Written communication with parents/ guardians shall be clear and concise and translated where appropriate.
- 3.3 In order to resolve educational concerns identified by the individual parents/guardians the following process should be followed:
- (a) The parents/guardians should make the initial contact at the school level with the teacher.
 - (b) If the matter remains unresolved, the parents/guardians should contact the principal.
 - (c) If the matter remains unresolved, the parents/guardians should contact the appropriate Superintendent's Department.
 - (d) If the matter remains unresolved, the parents/guardians should contact the Chief Superintendent.
 - (e) If the matter remains unresolved, the parents/guardians may appeal to the Board of Trustees for final disposition.
- 3.4 In order to resolve general concerns identified by individual parents/guardians or groups of parents/guardians, the following process should be followed:
- (a) The parents/guardians should make the initial contact at the school level.
 - (b) If the matter remains unresolved, the parents/guardians should contact the appropriate department in the Central Office.
 - (c) If the matter remains unresolved, the parents/guardians should contact the Chief Superintendent.
 - (d) If the matter remains unresolved, the parents/guardians may appeal to the Board of Trustees for final disposition.
- 3.5 In accordance with Policy IGBA - Special Education, parents/guardians shall be requested to grant permission for a formal assessment of their child/children for consideration for special education services and any decisions with regard to placement in special education programs shall be discussed with the parents/guardians prior to placement.
- 4. COMMUNITY AGENCIES**
- The Winnipeg School Division shall endeavour to develop and maintain liaison both at the Division and the school level with the community agencies involved in providing services to the students in the Winnipeg School Division in order to ensure the coordination of planning and implementation of programs and services.
- 5. NATIVE AND ETHNIC GROUPS/ORGANIZATIONS**
- 5.1 The Winnipeg School Division shall endeavour to maintain liaison with formally organized native and ethnic organizations both at the Division and at the school level in order to obtain information on the needs of these organizations related to the education of their children and to provide information on the operation of the School Division.
- 5.2 The Winnipeg School Division shall attempt to provide translation services to facilitate communication between the Division and individual parents/guardians or members of native and ethnic groups.
- 6. SUPPORT SERVICES**
- The Winnipeg School Division shall attempt to provide appropriate support services to assist the schools in involving all members of the parent community in the education of their children.
- These support services shall be provided based on identified needs and on resources available and may include volunteer coordinators, community liaison officers, and community education coordinators. (Exhibits 1,2,3)
- 7. COMMUNITY USE OF FACILITIES**
- In accordance with Policy KG - Use of School Facilities, The Winnipeg School Division shall encourage maximum use of its school buildings and facilities during the regular school day and before and after school hours.



**ADMINISTRATIVE RULE/
PROCEDURE** **KMA-R**
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Rules and regulations on the recruitment of volunteers as determined by the Chief Superintendent.

1. Recruitment of Volunteers

- 1.1** The following process shall be used to select all community volunteers who are not currently parents of children attending school in The Winnipeg School Division:
- 0.0.1 Each individual wishing to become a volunteer shall complete The Winnipeg School Division No. volunteer application form.
 - 0.0.2 The names of two references shall be provided with the application. These references will be followed-up by the Co-ordinator of Volunteers.
 - 0.0.3 Individuals shall be interviewed by the Co-ordinator of Volunteers.
 - 0.0.4 Individuals selected as potential volunteers will be requested to provide a Personal Criminal Record Search and give the Division permission to conduct a check of the Provincial Child Abuse Registry.
 - 0.0.5 Upon receipt and review of all information a decision will be made as to whether an individual will be included as a volunteer.
- 1.2** The following process shall be used to select all volunteers who are currently parents of children attending school in The Winnipeg School Division:
- 1.2.1 Each parent wishing to volunteer will complete The Winnipeg School Division volunteer application form and grant the Division access to the Provincial Child Abuse Registry in order to conduct a check.
 - 1.2.2 The names of two references shall be provided with the application. These references will be followed-up by the Co-ordinator of Volunteers.
- 1.3** All individuals who will volunteer in schools shall attend a volunteer orientation program put on by The Winnipeg School Division Co-ordinator of Volunteers.