

Policy 2.20

Category: Charter Board Governance and Operations

Role of the Community

BACKGROUND

“ Preamble 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; “

Education Act

The Alberta Education *Guide to Education* states that progress in learning is enhanced when the student, the parents and the teacher have a clear understanding of what is to be achieved and that a shared understanding of what is expected enables the student, the parents and the teacher to work together.

Alberta Education’s *Inclusive Education Policy Framework* outlines six policy directions. They are designed to help bring a shared vision of inclusive education to life in Alberta.

One of the outcomes within Policy Direction 2. Engaging families and communities reads as follows: Community members and groups have meaningful opportunities to participate in and contribute to an inclusive education system.

CAPE believes that the community is a partner in the learning as it provides the domain for opportunities and experiences, which expand beyond the school including leadership, collaboration, diversity and resourcefulness. To encourage and support effective and timely collaboration within the CAPE community and shared decision-making, the CAPE Board of Directors consists of parents of students currently enrolled as well as community members, equally represented.

POLICY STATEMENT

The CAPE Charter Board recognizes the valuable role the community plays in the education, growth and development of a child/student. The CAPE Charter Board recognizes the community as a partner in education with the responsibility to act as mentor and role model and to provide opportunities for learning.

DEFINITIONS

1. **Responsibility** - answerable, or accountable for something within one's power, control, or management.
2. **Collaboration** - working or acting together (co-labor) on a single shared goal, for a common purpose or benefit.

**CAPE-Centre for Academic and Personal Excellence
Policy Manual**

Policy 2.22

Category: Charter Board Governance and Operations

3. **Engagement** - the emotional commitment.
4. **Empowerment** - measures designed to increase the degree of autonomy and self-determination in people and in communities in order to enable them to represent their interests in a responsible and self-determined way, acting on their own authority.
5. **Life-long learning** - ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability.

GUIDELINES

6. The purpose of this policy is to define the role of the community.
7. The CAPE Charter Board supports the community's active participation in the child/student's success.
8. Members of the community can engage with a child/student and the school community in any or all of the following:
 - 8.1 be aware of the educational philosophy and principles that are foundational to the CAPE program as defined in the CAPE charter 2016;
 - 8.2 participate in the decision-making process at the Board of Directors level or the School Council level;
 - 8.3 provide feedback to inform decision-making at all levels within the school community;
 - 8.4 be a role model for life-long learning and engagement for all members of the school community, especially the children/students;
 - 8.5 provide opportunities for participation in citizenry;
 - 8.5 support the school community in whatever role the community member is comfortable assuming such as being a guest speaker, hosting field trips, providing learning opportunities through mentoring, judging fairs and providing feedback to the students and the school, supporting fundraising, to name only a few;
 - 8.6 advocate in support of the school;
 - 8.7 be a CAPE ambassador;
 - 8.8 provide targeted community supports.
9. Members of the community engage with the staff in collaborative learning initiatives that foster life-long learning and build staff capacity.
10. Members of the community act as knowledgeable peers and foster the development of knowledge, skills and attitudes within the CAPE learning and teaching community that ultimately support student learning.

**CAPE-Centre for Academic and Personal Excellence
Policy Manual**

Policy 2.20

Category: Charter Board Governance and Operations

11. The Superintendent will ensure that procedures are developed to expand on this policy and that community members are aware, as much as possible, of the content of this policy.

References:

CAPE charter 2020

Canadian Human Rights Act

The Inclusive Education Policy Framework

Guide to Education

Alberta's Plan for Promoting Healthy Relationships and Preventing Bullying.

Adopted: April 27, 2016

Reviewed: August 2018

Reviewed: October 2021

Motion: #2016-04-27-10