

Purpose/Background

RVS is committed to the establishment of productive relationships between parents/guardians and school staff members in support of student learning. The *Education Act* clearly outlines responsibilities of students, parents, and employees of the Board in ensuring that each member of the school communities conduct contributes to a welcoming, caring, respectful and safe learning environment.

RVS believes that concerns of the public should be addressed and encourages community members to bring them forward so that they can be resolved as close to their origin as possible. In the interests of open communication and resolving issues, inquiries must first be directed to the staff members most directly involved in the operations in question. RVS wishes to resolve concerns fairly and expects that interested persons will be given the opportunity to express their complaints expeditiously. If the parent/guardian, member of the public, or school council is not satisfied with the response at that level, they are to be encouraged to follow the channels of communication as outlined.

Definitions

Community Member

A parent / guardian, a student 18 years old or older, or member of the community serviced by the specific school.

Divisional leader

A management role in RVS that supports schools for a specific area of responsibility (e.g., senior manager of transportation, director of inclusive education, area director, associate superintendent of learning).

Area Director

Individual assigned to be a support to a select group of schools and school administrators for a geographic region of RVS.

Procedures

1. Concerns must be expressed in person, over the telephone or in writing/email to the person or persons involved. Concerns and complaints must be made in a respectful manner, at a mutually agreeable appropriate time and space and should not be in the presence of students; during instructional time; or in the presence of an employee's co-workers.
2. Concerns about teaching, instruction, programming, supports and services, learning that occurred with their child in class or while at school should be directed to the classroom teacher or if unable to be resolved after discussing the matter with the teacher, then to the principal.
3. Should the concern be a school-wide concern, then the discussion should be with the school principal.
4. If the matter cannot be resolved at the school level, then the community member should contact the appropriate divisional leader responsible for the area of concern. If a parent/community member is unsure, call the Education Centre at 403-945-4000 and ask to speak to the Area Director for their school and they can help navigate to the appropriate divisional leader at the Education Centre.
5. The divisional leader, upon receiving a concern, will contact the individual(s) to ascertain if all local avenues have been considered. If not, the individual(s) will be advised to do so as the first means of achieving resolution.

6. If all local avenues have been exhausted, the divisional leader will work with the individual(s) and school-based administrators in an attempt to resolve the issue.
7. If, in the community member's opinion, resolution of the issue has not been achieved by the divisional leader then the individual(s) shall be notified of their right to appeal to the appropriate Associate Superintendent.
8. If, in the community member's opinion, resolution of the issue has not been achieved by the Associate Superintendent then the individual(s) shall be notified of their right to appeal to the Superintendent.
9. If, in the community member's opinion, resolution of the issue has not been achieved by the Superintendent, then the individual(s) shall be notified of their right to appeal to the Board if the matter significantly affects the education of a student of the Board. Appeals of Superintendent decisions are guided by [Board Policy 13 – Appeals and Hearings Regarding Student Matters](#).
10. If, in the community member's opinion, resolution of the issue has not been achieved by the Board, in select circumstances (see *Education Act* sections 43 and 44) a review by the Minister of Education could be requested by the community member.

Overview of Process

Community member expresses their concern to:

The classroom teacher (community member concern on matters related to teaching, instruction, programming, supports and services, learning)



The school Principal (unresolved parent concern/school-wide concerns)



The divisional leader or Area Director (appeal of decision by principal or bring forward concerns on transportation matters, finance, technology, school operations, inclusive education)



The Associate Superintendent of Schools (appeal of decision by divisional leader or Area Director)



The Superintendent of Schools (appeal of decision by Associate Superintendent)



The Board of Trustees (appeal of decision by Superintendent on matters significantly affecting the education of a student)



The Minister of Education (in select circumstances review a decision of the Board – see *Education Act* 43 & 44)

Reference:

- Section 33, 40, 41, 42, 43, 44, 52, 53, 55, 196, 197, 222 Education Act