

2.17 Public Participation

Nanaimo Ladysmith Public Schools recognizes the value of public participation, values the wisdom of our community and is committed to creating appropriate opportunities for students, staff, Indigenous and broad community involvement through a meaningful engagement process.

The district also recognizes that public participation is an important step in the decision-making process that provides the Board an opportunity to make well-informed, data-driven and community inspired decisions.

Policy

The district will approach every public participation process with a goal to be student-centred while taking direction from the [Syeyutsus Learning Framework](#). The district commits to honouring the land and using the Framework to guide and inform by:

1. Working with our students, staff, Indigenous Knowledge Keepers, and community partner groups in a spirit of respect, courage and vulnerability to bridge together different views and beliefs, in a restorative caring way.
2. Providing ongoing and meaningful learning opportunities for all students, staff and community partner groups.

With every public participation opportunity, the district will value:

- **Transparency and Accountability.** It will clearly communicate public participation opportunities, the process it intends to follow and will share the results and outcome of its decision making process.
- **Inclusivity.** With direction from the [Inclusion Policy](#), it will provide public participation opportunities based on the principles of respect, acceptance, safety and equity.
- **Authenticity.** The community will be given the opportunity to participate in a variety of avenues. The district will discern all respectful and authentic feedback during the decision-making process.
- **Relevance.** All public participation, no matter in-person or electronic, will be received and considered provided it is relevant to the respective engagement process.

- **Consistency and Efficiency.** Each public participation opportunity may be unique, depending on size and scope, as the district strives to be efficient in its processes. Each engagement will always include a variety of participatory platforms for gathering feedback.

Process and Guidelines

The district recognizes the engagement framework developed by the [*International Association of Public Participation \(IAP2\)*](#) organization as the basis on which it will approach each engagement.

“IAP2’s Spectrum of Public Participation was designed to assist with the selection of the level of participation that defines the public’s role in any public participation process. The Spectrum is used internationally, and it is found in many public participation plans.”

	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
PUBLIC PARTICIPATION GOAL	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives and/or solutions.	To obtain public feedback on analysis, alternatives and/or decision.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
PROMISE TO THE PUBLIC	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

Legal References:

Monitoring Method: *Board of Education / Superintendent*

Monitoring Frequency: *Triennial*

Adopted: *2020.12.16*