

**Report, re: Sagamok Anishnawbek Department of Education**

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# Report, re: Sagamok Anishnawbek Department of Education

## **INTRODUCTION**

**GOAL:** To assist the Sagamok Anishnawbek Department of Education identify effective strategies to improve its ability to put children first and improve communication, parental involvement and the community perceptions of its educational institutions.

### **METHODOLOGY:**

- Interviews with Biidaaban staff including principal and Director of Education (*24 staff participated.*)
- Interviews with Biidaaban parents and grandparents
- Interviews with Shki Waase Aaban Binoojiih staff (*11 staff participated.*)
- Interviews with Shki Waase Aaban Binoojiih parents and grandparents
- Interviews with community members (including Elders)
- Interviews with Education Committee members
- interviews with Biidaaban school visitors (from outside the community)
- Interviews with employees of Sagamok Anishnawbek First Nation  
(*Approximately 80 interviews, in total, were held.*)
- Examination and analysis of incident reports
- Examination of qualifications and experience of Biidaaban staff
- Examination of qualifications and experience of Shki Waase Aaban Binoojiih staff
- Review of serious incident (August 11, 2015 – Shki Waase Aaban Binoojiih)
- Review of handling of serious incident (allegation of abuse by a staff member of Biidaaban School) – Jan. 5, 2016
- Review of handling of serious incident (March 2016)
- Review of Individuals' Notes
- Review of 'Duty to Report' Policy, related to Biidaaban School and Shki Waase Aaban Binoojiih
- Review of Safe Arrival Policy, re: Biidaaban School and Shki Waase Aaban Binoojiih)

- Review of Matrix Report
- Examination of relevant documents (i.e. policies, incident reports, Sagamok Anishnawbek Child Welfare Protocol Agreement)
- Surveys of grades 4 – 8 students of Biidaaban School
- Observations of classes “in action” at Biidaaban School and Shki Waase Aaban Binoojiinh
- Review of recommendations from the 2014 Biidaaban School Comprehensive School Evaluation and progress made to date (in conjunction with Director of Education and Principal); Inclusion of timelines and persons responsible to ensure carry-out of recommendations
- Discussion with Inspector Mark LeSage of the Anishnawbek Police Service
- Discussion with Nogdawindamin Family and Community Services personnel

**This report contains three Parts. Part 1 refers to Biidaaban Kinoomaagegamik; Part II refers to Shki Waase Aaban Binoojiinh Gamik; Part III refers to both.**

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## **PART 1 – BIIDAABAN KINOOMAAGEGAMIK**

### **MISSION:**

*Biidaaban Kinoomaagegamik will provide a safe and nurturing learning environment that is conducive to the spiritual, physical, emotional, and mental well-being of each student. We will promote Anishnaabe pride through traditional teachings and academic excellence; empowering each student to develop to their fullest potential as life-long learners.*

<b>Objectives</b>	<b>Comments</b>
1. To identify issues of concern to staff of Biidaaban Kinoomaagegamik and to make recommendations for improvement	<ul style="list-style-type: none"> <li>• Have met with staff members (including relief staff), re: concerns/issues and recommendations for improvement</li> <li>• Have identified issues (<i>See Staff Issues table.</i>)</li> </ul>
2. To identify issues of concern to parents, grandparents, community members of Biidaaban School and to make	<ul style="list-style-type: none"> <li>• Have met with parents, grandparents, community members and visitors, re: concerns/issues and recommendations</li> </ul>

recommendations for improvement	<ul style="list-style-type: none"> <li>• Have identified issues (<i>See Parents/Community Issues table.</i>)</li> </ul>
3. To determine the most effective method for delivery of mental health service to the students of Biidaaban Kinoomaagegamik	<ul style="list-style-type: none"> <li>• Have researched various methods and read Ontario Ministry of Education documents, related to mental health.</li> <li>• A brief overview of Ontario’s Well-Being Strategy for Education is found in Appendix F.</li> </ul>
4. To determine the effectiveness of Biidaaban Kinoomaagegamik policies on incident reporting, accountability and timing of reports	<ul style="list-style-type: none"> <li>• Have obtained <u>summary</u> of incident reports for 2014-2015 school year. Summary does not give much information. (Individual incident reports are inserted into the students’ Ontario School Record and then destroyed at the end of the school year to give students ‘clean slate’ for the new school year.)</li> <li>• Parents need to be informed on retention of incident reports.</li> <li>• Incident report needs to be revised to be in sync with Safe School Policy.</li> </ul>
5. To determine the effectiveness of Biidaaban Kinoomaagegamik incident response strategies	<ul style="list-style-type: none"> <li>• The consultant has received a summary of Biidaaban Kinoomaagegamik incident response strategies.</li> <li>• The consultant does not believe that the response strategies, in most cases, are effective. Writing down minor incidents, on an incident form, to be inserted into a child’s Ontario Student Record and sent home to parents is ineffective and negative. Instead of writing an incident form for name calling, can the staff member not speak to the child – perhaps talk about the Grandfather Teachings and respect for each other, treating another as one would want to be treated? Forcing a child to apologize, does not seem appropriate. An apology should come from the heart and be offered only if sincere.</li> <li>• Teachers could speak with the parent/guardian and write a note on a communication log if documentation has a purpose.</li> <li>• For the most part, only the infractions listed in the Safe School Policy (i.e. theft, using drugs, threatening, bringing a weapon to school) should be documented and sent home to parents. (Accident reports, also, should be documented.)</li> <li>• The focus in school should be on the positives – on recognition,</li> </ul>

	affirmation, and rewards. (i.e. Give certificates for acts of kindness, for ‘living’ the Grandfather Teachings; post these on a bulletin board; give these out at weekly assemblies; display ‘positives’ on website.)
6. To determine progress made to date on the recommendations contained within the 2014 Biidaaban Kinoomaagegamik Comprehensive School Evaluation	<ul style="list-style-type: none"> <li>• The review of the progress of the recommendations of the 2014 Comprehensive School Evaluation has been completed. An Implementation Chart (which includes timelines and responsibilities) for the recommendations has been developed.</li> </ul>
7. To determine the effectiveness of the investigation and reporting of recent major incidents to identify recommendations to improve the process in future	<p>re: January 5<sup>th</sup> incident - In the consultant’s view, this was poorly handled. Firstly, the allegation was made to the parent who posted comments on Facebook on the same day; the parent contacted the student support worker who contacted the principal who contacted the teacher (after being advised by the Director of Education to do so). The teacher was told of the Facebook posting and allegation and then, it appears, made comments to students.</p> <ul style="list-style-type: none"> <li>• The seriousness of posting negative comments on Facebook needs to be acknowledged.</li> <li>• Allegations made against employees, if one has “reasonable grounds” should be made forthwith to the CAS and should not be mentioned to the employee. <i>(This is part of the ‘Duty to Report’ training and needs to be stated in the ‘Duty to Report’ policy and Child Welfare Protocol.)</i></li> </ul> <p>re: March 21, 2016 major incident - This was handled immediately and effectively by the Director of Education. Students were suspended for a violation that falls under maintaining a Safe School under the <i>Education Act</i>. Parents were immediately notified.</p>
8. To determine the degree to which Biidaaban Kinoomaagegamik meets the ideal qualifications to support student achievement, including educational and college certification standards	<p>re: Ideal qualifications of staff at Biidaaban.</p> <ul style="list-style-type: none"> <li>• <b><u>Ideal</u></b> qualifications of teaching staff (regular and supply staff) are: university degree; basic qualifications in two areas; Special Education Additional Qualification; and Ontario College of Teachers’ membership. In addition, the teacher is required in his/her area of basic qualifications.</li> </ul>

For example, if a teacher has basic qualifications in primary/junior then he/she is required to teach in the primary (K-3) or junior (4-6) level. If one has Special Education qualifications, he/she may work with students with exceptionalities at any level. Also, a priority in a First Nation school is that teachers, also, be a member of the First Nation. *(Presently, all those in teaching positions at Biidaaban have at least the minimum qualifications except the person who is teaching Physical Education who does not. He is qualified as an Educational Assistant.)*

- **Ideal** qualifications of principal are: university degree; basic qualifications in three areas; Special Education Additional Qualifications; Ontario Ministry of Education Principal Qualifications; and Ontario College of Teachers' membership. *(The present principal has qualifications to be a principal in a First Nation school in Ontario but not in a public school unless qualifications are obtained by the Ontario Ministry of Education.)*
- Sagamok's present job description for principal does not set out the qualifications as required by the Ontario Ministry of Education. *(However, a First Nation School can determine its own requirements for its employees, including principal and Director of Education.)*
- **Ideal** qualifications of Educational Assistants are: Early Childhood Educator (E.C.E.) certificate (for those working with primary children) and membership in the Ontario College of Early Educators; Developmental Services Worker (D.S.W.) certificate for those working with children with special needs. In addition, a First Nation school, ideally, would want Educational Assistants to be native. *(Presently, all Educational Assistants have the required qualifications.)*
- **Ideal** qualifications of a Mental Health worker require that the person be qualified in the field of mental health. *(As far as the consultant can determine, this person must have qualifications as a psychologist or a social worker. – This also applies to the Student Support Worker position.)*

<p>9. To determine how the relationship between Nogdawindamin Family and Community Services and Biidaaban Kinoomaagegamik can be strengthened to support improved communication and early response.</p>	<ul style="list-style-type: none"> <li>• The consultant met with Sandra Southwind, Protection Resource Manager, of Nogdawindamin Family and Community Services, on June 7<sup>th</sup> and discussed how the relationship can be strengthened. It appears that there has been miscommunication and misunderstanding, regarding the Child Welfare Protocol – particularly with regards to interviewing children at the school.</li> <li>• Presently, Nogdawindamin is in the process of developing a new protocol which will become effective April 1, 2017 when it replaces the Children’s Aid Society of the Districts of Sudbury and Manitoulin.</li> <li>• Since communication is an issue, it is recommended that the Director of Education and rep from Nogdawindamin meet quarterly to discuss any concerns.</li> </ul>
<p>10. To determine how the relationship between Anishnawbek Police Service (APS) and Biidaaban Kinoomaagegamik can be strengthened to support improved communication and early response.</p>	<ul style="list-style-type: none"> <li>• Consultant met with Inspector Marc LeSage (APS) He stated that, presently, APS visits to the school were on an 'ad hoc' basis. He suggested that the process be formalized. (For example, the principal of Biidaaban and the supervisor of the Daycare could meet at a set time every two weeks for a half hour with local APS personnel (Sgt. in Sagamok) to discuss issues/concerns; that APS personnel visit classes on a regularly scheduled basis to talk about various issues, i.e. drug prescriptions and overdose, anti-bullying, school safety, bicycle safety, etc.; that APS and Sagamok sign a ‘Safe Schools’ protocol on how they will work together.</li> </ul>

### **Biidaaban Kinoomaagegamik Staff Issues**

<b>Staff Issues</b>	<b>Recommendations</b>	<b>Comments</b>
<p>1. Fear of losing one’s job (fear of retaliation)</p>	<p>1.1 That contracts be renewed a.s.a.p. (and before April 30<sup>th</sup> of each year).</p>	<p>- There has been a lack of continuity of staff at the school this year; staff is aware of the incidents that directly impacted</p>

	<p>1.2 That teachers who meet the ideal qualifications and satisfactory performance be given a permanent contract after one year. (If performance becomes an issue, the performance appraisal procedures should be employed.)</p> <p>1.3 That Educational Assistants who meet ideal qualifications be given a permanent contract after 2 years.</p>	<p>the employment of 3 staff members and many fear for their jobs.</p> <ul style="list-style-type: none"> <li>- The majority of staff indicated that they do not know why the principal was re-assigned.</li>   <li>- All teachers hired before August 2014 do have a permanent contract. This recommendation would require giving 2 teachers a permanent contract.</li>   <li>- All Educational Assistants hired before Aug. 2012 have a permanent contract. (Only 1 does not.)</li> <li>- This would require giving 1 Educational Assistant a permanent contract.</li> <li>- The rationale for giving teachers a permanent contract after only one year and educational assistants a permanent contract after two years is for teacher retention - the teacher is the primary person responsible for a class of students, <i>according to the Education Act.</i> Educational Assistants, on the other hand, are not responsible for a class of students. They work under the supervision of the principal and teacher and are hired as</li> </ul>
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<p>c) Need for a Safe School Policy</p>	<p>each school year.</p> <p>2.8 That a safe school team be established as required by the Ontario Ministry of Education. (This team should include the principal, at least one student, parent, teacher, support staff member and community partner.)</p> <p>2.9 That a Safe School Policy be developed as soon as possible.</p> <p>2.10 That the Safe School Policy be communicated to students, staff, and parents at the beginning of each school year.</p> <p>2.11 That the Safe School Policy be included on the school webpage (yet to be developed).</p> <p>2.12 That the Safe School Policy be implemented in September 2016.</p> <p>2.13 That a Safe School Protocol between Anishnawbek Police</p>	<p>- The Ontario Ministry of Education website has excellent information, re Safe Schools. This website should be consulted.</p>
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<p>d) Safe Arrivals' Policy</p> <p>e) Code of Conduct</p>	<p>Service and Biidaaban Kinoomaagegamik School/Shki Waase Aaban Binoojiinh Gamik be developed, implemented, and celebrated.</p> <p>2.14 That the School Climate survey be administered to students, parents and school staff in September 2016 and again in May 2017.</p> <p>2.15 That the “Making Ontario’s Schools Safer – What Parents Need to Know” fact sheet be sent to all parents as well as displayed on the website.</p> <p>2.16 That the Safe Arrivals’ Policy be developed and implemented.</p> <p>2.17 That the present Code of Conduct Policy be revised to</p>	<p><i>Refer to Objective #10, page 6 of the report.</i></p> <ul style="list-style-type: none"> <li>- Public school boards are required to administer school climate surveys once every two years. “The surveys are used to assess perceptions of safety and make informed decisions about programs and strategies to prevent bullying and build and sustain a positive school climate,” according to the Ontario Ministry of Education website.</li> <li>- This is available on the MET website.</li> <li>- A Biidaaban brochure “Attendance Matters” states a procedure; yet, this procedure is not implemented. This procedure could be used to develop a policy.</li> <li>- Every school should have a Code of Conduct based on the Provincial Code of Conduct. It promotes respect and sets</li> </ul>
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<p>h) Crisis Prevention Training/Proper Restraint</p> <p>i) Incident Reports - lack of consistency</p>	<p>2.23 That Crisis Prevention training and proper child restraint training to deal with students with behavioural issues, be provided</p> <p>2.24 That the present incident reporting form be eliminated and replaced with discussion with the students and face-to-face discussion or phone conversations with parents, re: minor incidents.</p> <p>2.25 That the Ontario Ministry of Education Safe Schools Incident Reporting Forms be employed</p>	<p>approximately 5 years ago; however, it does not appear to have been consistently implemented. (Part of the reason may be the lack of continuity in staff.)</p> <ul style="list-style-type: none"> <li>- Crisis Prevention training was requested by staff in their presentation to Chief and Council in March.</li> <li>- Some staff indicated that they completed these to cover themselves; others did not bother; a few indicated that they dealt with minor incidents by talking with the students and sometimes contacting the parents. These incident forms should be substituted by dialogue. A communication log can be implemented. <i>(Refer to Objective #5.)</i></li> <li>- The present incident form should be replaced with the Ontario Ministry of Education Safe Schools Incident Reporting Form (found on the MET website). <i>(Refer to Appendix B.)</i></li> <li>- As mentioned, positive measures (i.e. recognition, affirmation, certificates) should be employed as much as possible.</li> </ul>
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j) Supervision	2.26 That the seriousness of ensuring that students are supervised at all times (in the classroom, hall, and playground) is communicated to all staff.	- In addition to learning that not all staff went outside during recess to supervise, the consultant visited the school and observed that some students were unsupervised.
3. Need for mental health worker for staff and students	<p>3.1 That the full time mental health worker position be restored.</p> <p>3.2 That all staff be required to download the document (<u>Supporting Minds...</u>) and read it.</p> <p>3.3 That an overview presentation by a school administrator or mental health professional on the document, <u>Supporting Minds...</u> be provided to staff on a Professional Activity day.</p> <p>3.4 That follow-up presentations on sections of particular interest to the school (perhaps with guest speakers) be held.</p> <p>3.5 That ‘mental health’ be included as a focus of the 2016-2017 School Improvement Plan and strategies included (with timelines, responsibilities,</p>	<p>According to <u>Supporting Minds, An Educator’s Guide to Promoting Students’ Mental Health and Well-Being</u>,</p> <ul style="list-style-type: none"> <li>• Approximately 20 per cent of children and youth have a mental health program.</li> <li>• Mental health problems can seriously impair children’s ability to be successful at school and in their relationships with their peers.</li> <li>• Mental health problems are treatable. Early prevention is important.</li> </ul> <p><i>According to the Ontario Ministry of Education</i>, There is “a need to focus on early intervention and support to protect our children from the many associated costs of mental illness and addictions and help steer them on the road to safe, healthy, and happy futures. We need to provide children, youth and families with fast access to high quality services; to identify and intervene in child and youth mental health and addictions issues early; to close critical service gaps for vulnerable children and youth, children and</p>

	<p>indicators of success).</p> <p>3.6 That Biidaaban School continues to implement (or re-introduces) various empathy and partnership (counselling) programs for the students, such as Roots of Empathy, Nurturing the Spirit, and Well-being of Our Students, Community Builders;</p>	<p>youth at key transition points”.</p> <p><i>As mentioned earlier, a brief overview of Ontario’s Well-Being Strategy for Education is found in Appendix F.</i></p>
<p>4. Communication (poor lines of communication, lack of response)</p>	<p>4.1 That a Marketing (Communications) Committee be established to develop a strategic communication plan.</p> <p>4.2 That a website be established</p>	<ul style="list-style-type: none"> <li>- This was recommended in the 2014 Comprehensive School Evaluation.</li> <li>- A strategic communication plan can “engage parents, empower students, and foster community relationships”.</li> <li>- “Communication is the foundation of any crisis planning, response, and recovery effort. The essential element to crisis communications – in addition, to clear, accurate, and consistent messages – is the need for rapid delivery of critical information to large numbers of people.</li> <li>- Essential components of a strategic communication plan include: <ul style="list-style-type: none"> <li>• creating an emergency notification plan</li> <li>• establishing the (education) brand</li> <li>• building a strong website presence.”</li> </ul> </li> <li>- <i>(from A Guide for Building a Successful Communication Strategy)</i></li> <li>- The website was recommended in the</li> </ul>

	<p>immediately. On this, the complaint procedure, i.e. lines of communication, be indicated; the policies and procedures.</p> <p>4.3 That the complaint procedure be sent to all parents.</p> <p>4.4 That a “Communication Log” be established by each teacher. <i>(Refer to Appendix G.)</i></p>	<p>2014 Comprehensive School Evaluation. The website can be a great method to build pride and trust.</p> <ul style="list-style-type: none"> <li>- The complaint procedure should be adhered to. (It is apparent to the consultant that parents have been allowed to contact councillors or Chief and Council, re: a complaint related to the school, rather than follow a procedure which requires that parents speak to the school first; if unsatisfied, then, with the Director of Education and then with the Education Committee, the CEO, and then Chief and Council.)</li> <li>- There have been numerous rumours which have hurt reputations and caused stress. <i>(Giving the ‘benefit of the doubt’ should be the norm.)</i></li> <li>- This will increase parental engagement.</li> </ul>
<p>5. Lack of continuity of teachers (Teacher Retention)</p>	<p><i>Refer to recommendations under #1</i></p>	<p><i>(Refer to no. 1.1)</i></p>
<p>6. Poor morale. Treatment of staff; stressed and over-worked staff; lack of trust and respect; staff feel lack of support for their well-being (-that there is no body to ‘protect’ them; no avenue to bring forward their complaints).</p>	<p>6.1 That the “Seven Grandfather teachings” be displayed on the website (yet to be constructed); be prominently displayed at the entrance of the school and in every classroom; and that these be</p>	<ul style="list-style-type: none"> <li>- Staff commented that they felt a lack of support from Chief and Council, the Education Committee, or Director. The “Seven Grandfather Teachings” are values to be lived in all aspects of one’s life.</li> </ul>

	<p>referred to daily and that they be “lived” by all stakeholders.</p> <p>6.2 That the correct communications’ lines for bringing staff concerns forward are reinforced and followed.</p>	<ul style="list-style-type: none"> <li>- Staff feel that there needs to be a protocol on how to handle situations related to staff. <i>(The consultant believes that they should be able to go to the Director of Education and CEO and has seen evidence that they have been able to. It is administration’s responsibility to deal with their concerns – not Chief and Council’s unless brought to them by Administration. To do so, could be viewed as ‘micromanaging’ on Chief and Council’s part. -Yet, a comment made by some staff is that Chief and Council micromanage.)</i></li> <li>- As a result of the poor morale, staff indicated that there was a lack of willingness to volunteer for extra-curricular activities – as a matter of fact, many did not look forward to coming to work; some had taken stress leave.</li> </ul>
<p>7. Lack of school leadership presently (with no principal)</p>	<p>7.1 That the school principal be visible and open by advocating, supporting and communicating the various school initiatives, goals, and priorities to the stakeholders, in collaboration and consultation with the Director of Education.</p>	
<p>8. More qualified staff</p>	<p>8.1 That (whenever possible) the ideal qualifications be employed in hiring school staff.</p>	<ul style="list-style-type: none"> <li>- Presently, the ideal qualifications are not met.</li> </ul>

9. Lack of trust/openness/pride/transparency – a perception of “sweeping things under the rug”	<i>Refer to recommendations under no. 4.</i>	- Many commented on this.
10. Balanced school year (no transparency)	10.1 That the ‘Balanced School Year’ be ‘abandoned’.	- The majority of parents and staff with whom the consultant spoke said that they did not support this (i.e. differing instructional days for students in high school than those at Biidaaban; no air conditioning in the school) and did not feel that the process for implementing the balanced school year was transparent.
11. Lack of parental support (rumours/gossip)	11.1 That parental involvement be a priority for the community.  <i>Refer to recommendations under # 4.</i>	<ul style="list-style-type: none"> <li>- Lack of parental involvement has been an issue for more than a decade (as noted in the 2006 – 2007 Comprehensive School Evaluation and then again in the 2014 Comprehensive School Evaluation); yet, in the 2014 survey, the majority of parents who responded to the survey indicated that they ‘agreed’ or ‘strongly agreed’ that “I am involved in my children’s education”.</li> <li>- In speaking with parents, the consultant learnt that there is very good turnout to school concerts, the “All Souls’ Day” celebration and other celebrations. Parents suggested that celebrations might be the “centre’ of parental involvement. In addition, it may be the task of the Education Committee to engage parents.</li> <li>- Also, as mentioned a “Communication Log” might be established to encourage and document the number of “connections” between home and school.</li> </ul>

<p>12. Quality of Education/Learning Environment</p>	<p>12.1 That staff be required to attend school the last week of August. (At this time a visioning session could be held; the 2016-2017 School Improvement Plan could be developed; professional development in a number of areas (i.e. Standards of Practice; differentiated instruction, Universal Design for Learning, strategies to deal with students with behaviour issues) can occur.</p> <p>12.2 That the use of Student Agendas be consistent.</p> <p>12.3 That a review of the delivery of Special Education be conducted.</p> <p>12.4 That the Individual Education Plan (IEP) for each student with special needs be completed by the classroom teacher by September 20<sup>th</sup> and a meeting held, at a time convenient to the parents, by October 3<sup>rd</sup>.</p>	<ul style="list-style-type: none"> <li>- Children’s needs not being met (in all cases)</li> <li>- More emphasis on traditional/cultural teachings needs to occur.</li> <li>- Inconsistent use of agendas.</li> <li>- This excellent home/school communication tool provides valuable information to parents and teachers on homework policies, instructions, feedback, students’ assignments, and academic progress.</li> <li>- Rigid environment. Students should have ‘voice’ and ‘choice’; however, they need to be respectful as does all staff.</li> <li>- Lack of continuity of Educational Assistants</li> <li>- Loss of time-on-task because of need to go to Education Administration building <i>(The consultant has been told that this will be rectified as a new school has been</i></li> </ul>
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	<p>12.5 That the non-working computers are repaired.</p> <p>12.6 That all parents be contacted by the classroom teacher by September 30<sup>th</sup> to develop relationships and communication.</p> <p>12.7 That a parent meeting be held during the first two weeks of school (in the evening) in which each grade teacher will explain the curriculum for the year.</p> <p>12.8 That in-service in classroom management be provided.</p> <p>12.9 That Sagamok First Nation consider “oversight” services for its educational system from an educator who has Supervisory Officer Qualifications and experience – preferably with First Nation schools.</p>	<p><i>approved.</i>)</p> <ul style="list-style-type: none"> <li>- Lack of routines are evident in some classes.</li> <li>- Some teachers requested this.</li> <li>- Some yelling occurs.</li> <li>- The “oversight” services may be “as needed”, or for five days per month and then gradually decrease as Biidaaban becomes “healthy’ again.</li> </ul>
<p>13. Governance</p>	<p>13.1 That Governance be reviewed and that an Education Authority be considered.</p>	<ul style="list-style-type: none"> <li>- There is a lack of confidence in Chief &amp; Council by the majority of Biidaaban staff.</li> <li>- Majority of staff felt that the situation that arose after the Jan. 5<sup>th</sup> allegation was “political” and that a “crisis” was created</li> </ul>

	13.2 That the role of the Education Committee be explained to the community on a regular basis and be displayed on the website to support awareness of protocol, procedures, and accountability.	that hurt and demoralized staff and the community. - (A First Nation Education Authority is comparable to a board of education. Most First Nations have an Education Authority.) In addition, “Policy Governance” might be considered. This separates the administration responsibilities from the policy.
14. January situation not handled well – political	14.1 That all policies and procedures be displayed on the school website (including the <u>revised</u> ‘Duty to Report’ policy)	<i>Refer to the comments under Issue #4.</i>
15. Ojibway/Immersion	15.1 That the feasibility of Ojibway immersion be explored in the future.	- This does not appear to be a priority at this time. (Becoming a “healthy” school – as identified by Chief and Council and administration - needs to be the priority.)
16. Cleanliness of school	16.1 That the hours of work for custodial staff be reviewed so that there is a custodian at the school during school hours.	
17. Need for school and home to work together (School-Home Relationships)	<i>Refer to recommendations under # 4.</i>	- A respect for each other needs to occur. - <i>Appendix E gives sources for Parent Engagement (Parent Toolkit, Guidebook for Parents and Schools, and Planning Parent Engagement).</i>

**Biidaaban Parents/Employees/Community Issues** including Elders, Councillors, and Education Committee members

Note: Many of the same issues identified by staff were identified by parents/employees/community. (In addition, many of the same issues were identified by staff in the June 2015 Quality Scale Survey. *Refer to Appendix C.*)

Issues	Recommendations	Comments
1. Incident reports	<i>Refer to recommendation #2.24</i>	According to a few parents, these are negative a waste of time, and they do not sign them; others were fine with these.
2. Parental Involvement	<i>Refer to recommendations under #4</i>	<p>A few people commented</p> <ul style="list-style-type: none"> <li>- parents need to get involved by promoting values and by volunteering</li> <li>- that there is a lack of parenting</li> <li>- that a lot of the issues stem from home</li> <li>- that there is a lack of discipline in the home - parents need to take ownership</li> <li>- that there is a lack of respect by children</li> </ul> <p>Suggestions made – parents should come in and observe their children; parents should get involved in volunteering in activities for their children outside of the school; there should be more after-school programs for children.</p> <p>There needs to be a discussion on how best to engage parents.</p>

<p>3. Quality of Education/Students' Needs not being met (in all cases)</p>	<p><i>Refer to recommendations under #12</i></p>	<p>Parents commented on:</p> <ul style="list-style-type: none"> <li>- Lack of homework</li> <li>- inconsistency in use of agendas</li> <li>- Individual Education Plans (IEP)s not followed through; some not developed</li> <li>- Need to have IPRCs at a time that is suitable for parents.</li> <li>- broken computers and projector not working</li> <li>- lack of cultural events</li> <li>- lack of continuity of teachers</li> <li>- comments made to students</li> <li>- lack of all qualified teachers</li> <li>- poor staff morale</li> <li>- EQAO results – How do we find these out?</li> <li>- School Growth Plan?</li> <li>- Need to know benchmarks for each grade – How do we find these out?</li> </ul>
<p>4. School Climate</p>	<p><i>Refer to recommendations under #2</i></p>	<ul style="list-style-type: none"> <li>- Not welcoming environment</li> <li>- Rigid/authoritarian</li> <li>- Should be “our school”</li> <li>- Occasional yelling</li> <li>- Treatment by children</li> <li>- Incident reports – negative</li> <li>- Lack of communication</li> <li>- Facebook postings by parents</li> <li>- Teachers need to learn strategies to deal with behaviour issues</li> <li>- Policies need to be consistently applied.</li> </ul>

5. Governance	<i>Refer to recommendations under #13</i>	The consultant was told that governance needed to be looked at as the Education Committee was more of a ‘rubber stamp’. The suggestion was that there be an Education Authority and members would be appointed for 4 years. Comments were made that Council is “way too involved in education that it impacts day to day education and slows things up”; that it puts Sagamok at risk of liabilities -relationships are “too entwined”
6. Immersion	<i>Refer to recommendation #15.1</i>	<i>Refer to #15</i>
7. Balanced School Year	<i>Refer to recommendation #10.1</i>	<i>Refer to #10</i>
8. Lack of continuity of staff.	<i>Refer to recommendations under #1</i>	<i>Refer to #1</i>
9. Communication	<i>Refer to recommendations under #4</i>	Need for workshops for parents on how to communicate as some have been hurt by past situations. IPRCs need to be held at time that is suitable for parents Learning outcomes should be given at the beginning of the school year.
10. Bullying	<i>Refer to recommendations #2.19 – 2.22</i>	Comments heard by the consultant is that bullying is common – that parents bully; that teachers and other staff bully; that Chief and Council bully; that the students bully.
11. Lack of trust/Need for Positivity and healing/respecting different beliefs	<i>Refer to recommendation #6.1</i>	Some parents and community members stated, “We need to move forward” - suggested ‘talking’ and ‘sharing’ circles. One statement a community member made that the consultant found profound was:

		“Each of us needs to reflect on who we are as a person and think about our own behaviour and make the necessary changes. We need to ask ourselves, ‘Am I proud of my actions? My words? My behaviours?’”
12. Need for mental health services for all	<i>Refer to recommendations under #3</i>	<i>Refer to #3</i>
13. Lack of school leadership presently (with no school principal)	<i>Refer to recommendations under #7</i>	A few people mentioned that they did not know why the principal was re-assigned; that it appears to be “political”.
14. Duty to report	<i>Refer to recommendation #2.6</i>	

**Characteristics of an “Effective School”**, *according to the research*, are:

1. A clear and focussed vision for learning;
2. A safe and orderly environment;
3. A climate of high expectations of success;
4. A focus on opportunities to learn and student time on task;
5. Strong instructional leadership;
6. Frequent monitoring of student progress; and
7. Strong home-school relations.

*At this time, does Biidaaban Kinoomaagegamik meet the criteria for an “effective school”?*

**Characteristics of a Positive School Climate**, *according to the Ontario Ministry of Education (See Ontario Ministry of Education website)* are:

- Students, staff members and parents feel – and are – safe, included and accepted.
- All members of the school community demonstrate respect, fairness and kindness in their interactions, and build healthy relationships that are free from discrimination and harassment.

- Students are encouraged and given support to be positive leaders and role models in their school community; for example, by speaking up about issues such as bullying.
- Students, principals, staff members, parents and community members engage in open and ongoing dialogue. All partners are actively engaged.
- Principles of equity and inclusive education are embedded across the curriculum. Strategies for bullying prevention and intervention and awareness-raising are reinforced for students and staff.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.

*At this time, does Biidaaban Kinoomaagegamik meet the criteria required for a positive school climate?*

### **FURTHER RECOMMENDATIONS :**

- 1. That a visioning session be held during the last week of August.** (What is the vision for Biidaaban? We need to know what we envision? What are our hopes? The vision and mission and values are the foundations for a successful organization. From these, the school improvement plan is developed.)
- 2. That summer literacy camps (4- 6 weeks) be held** (to give the children an opportunity to develop knowledge, skills, and attitudes).
- 3. That a full time Special Education Coordinator/teacher who can coordinate and oversee** the Special Education program be considered. This person would ensure that Individual Educational Plans (IEPs) are completed thoroughly and followed; provide in-service to teachers; conduct assessments, make referrals to agencies (when necessary); assist with programming. *(If qualified, this person can also be appointed vice-principal to assist the principal with ensuring the smooth operation of the school.)*

4. That quarterly meetings be held between the Education Director or Designate and a representative from Nogdawindamin to discuss any concerns.
5. That all policies be reviewed and revised, as necessary. (According to the manual, policies are to be reviewed “a minimum of once every three years from the date of enactment; although individual policies may and shall be revised as needed”.)
6. That the Staff and Student Policy and Procedures Manual be replaced by a policy and procedures manual that applies to ALL (including parents) – a Sagamok Anishnawbek Education Policy and Procedures Manual.
7. That Sagamok Anishnawbek First Nation lobby Indigenous and Northern Affairs Canada (INAC) for the NECESSARY FUNDING to implement the recommendations necessary to ensure that Biidaaban Kinoomaagegamik School is a healthy/“effective school” for its students.

**PART II – SHKI WAASE AABAN BINOJJIINH GAMIK**

Objectives	Comments
1. To identify issues of concern to staff and parents of Shki Waase Aaban Binoojiinh Gamik and to make recommendations for improvement	<ul style="list-style-type: none"> <li>- Have met with all staff members (including relief staff), re: concerns/issues and recommendations</li> <li>- Issues identified (<i>Refer to Shki Waase Aaban Binoojiinh Gamik Staff Issues table</i>)</li> </ul>
2. To identify issues of concern to parents, grandparents, community members and to make recommendations for improvement	<ul style="list-style-type: none"> <li>- Have met with parents, grandparents, community members, re: concerns/issues and recommendations</li> <li>- Issues identified (<i>Refer to Shki Waase Aaban Binoojiinh Gamik</i></li> </ul>

	<i>Parents'/Community Issues table.)</i>
3. To determine the degree to which) Shki Waase Aaban Binoojiinh Gamik staff and supply staff meet the ideal qualifications to support students including educational and college certification standards	<ul style="list-style-type: none"> <li>- <b>Ideal</b> Qualifications of teaching staff (regular and supply) are Early Childhood Education (E.C.E.) qualifications and registration in the Ontario College of Early Educators. (The consultant did check the website and learned that all staff (regular and supply) are registered with the Ontario College of Early Childhood Educators and are in good standing.)</li> <li>- The chef has a 'food handlers' certificate and a certificate in children's nutrition.</li> </ul>
4. To determine the effectiveness of the investigation and reporting of the major incident (August 11, 2015) at the Daycare; to identify recommendations to improve the process in future	<ul style="list-style-type: none"> <li>- The consultant read the 'Serious Occurrence Report', re: the serious occurrence at Shki Waase Aaban Binoojiinh Gamik on Tuesday, August 11, 2015, prepared by Director of Education, Anna Marie Abitong.</li> <li>- The report gives a <b>very detailed chronology</b> of events.</li> <li>- <b>The Director of Education, as soon she was notified of the incident, initiated and conducted an investigation.</b> It found that the Van Rules Policy regarding unloading had not been followed on that particular day.</li> <li>- The Director of Education took immediate steps to remedy the situation by speaking with the parties (Daycare Supervisor, Daycare staff, and van driver); cancelling van transportation after one day with notification to the parents.</li> <li>- She also met with the CEO and advised him of meeting with the Day Care Supervisor and van driver.</li> <li>- The Director of Education telephoned the CEO and advised him of actions taken and documents received.</li> <li>- The CEO met with the child's grandmother and father who arrived at the office that afternoon. They were naturally quite distraught. The CEO offered an immediate apology to them. Although the father was offered to fill out a community complaint, he did not as he was too distraught and did not have enough time as he wanted to be home with his family. The CEO and his assistant filled out a form based on notes from their</li> </ul>

	<p>understanding of being advised of the incident but the parents did not sign the form. The grandfather was at the office. Notes of interaction were taken by the CEO’s assistant, Julie Toulouse. Counselling was not immediately offered during the discussion.</p> <ul style="list-style-type: none"> <li>- The Chief was advised and was in contact after the incident; he was the spokesperson.</li> <li>- The Director of Education obtained the Ontario Ministry of Education “critical incident” report form and contacted the Ministry immediately</li> <li>- The Director, also, contacted the grandmother of the child to inquire as to how the child was.</li> <li>- After ensuring that the matter had been thoroughly investigated, the Director then closed the Daycare Centre for three days during the following week so that staff could debrief regarding the incident and review and revise policies as directed by the Ministry. (The Van Rules Policy was revised on August 20, 2015 and appears to be thorough; the Safe Arrivals Policy needs to include a minor revision. – <i>See recommendation Part II, #1.</i>)</li> </ul> <p><b>In the consultant’s view, the investigation was very well-handled. Reporting by the Education Director to the CEO and Ministry of Education was immediate.</b></p> <p>(However, the consultant believes that the Daycare should have called 9-1-1 immediately. Although Chief was informed immediately, Councillors and the Education Committee should have been notified as soon as reasonably possible; and a press release should have been given to the media by the CEO.)</p>
<p>5. To determine the effectiveness of policies on incident reporting, accountability and timing of reports</p>	<ul style="list-style-type: none"> <li>- Have obtained <u>summary</u> of incident reports for 2015-2016 school year.</li> <li>- The ‘Serious Occurrence Notification Form’ is a Ministry of Education form and is appropriate.</li> </ul>
<p>6. To determine the effectiveness of incident</p>	<ul style="list-style-type: none"> <li>- The consultant examined every incident report and strategy used to</li> </ul>

response strategies	respond to the incident (from the past year) and believes that the incident response strategies employed were appropriate and effective.
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### **Skhi Waase Aaban Binoojiinh Gamik Staff Issues**

Staff Issues	Recommendations	Comments
1. Communication	<i>Refer to recommendation Part I, #4</i>	Staff felt that they were often left “out of the loop”. ( <i>Staff indicate that communication has improved greatly over the past six weeks.</i> ) Policies and procedures, related to the Daycare should be included on the website; in addition, the website is an avenue to provide information about recent happenings or upcoming events and to provide recognition.
2. Poor Morale	<i>Refer to recommendation Part I, #6.1</i>	Past issues continue to be raised by a minority of staff. <ul style="list-style-type: none"> <li>- lack of respect</li> <li>- lack of listening</li> <li>- perceived nepotism</li> <li>- negativity</li> <li>- needing to treat everyone fairly</li> <li>- stressful</li> <li>- lateral violence</li> <li>- some staff tension</li> <li>- blaming</li> <li>- bickering and gossiping</li> <li>- not all staff carrying out their duties</li> <li>- Facebook postings</li> <li>- Personal issues</li> </ul>

		<p>-Daycare staff are excluded in recognitions, i.e. staff appreciation dinner</p> <p>Suggestions:          Improve communication, recognition, teambuilding; look at the positives. <i>(As a matter of fact, the consultant has learnt that there is already improvement in this area.)</i></p>
<p>3. Aug. 11, 2015 serious incident</p>	<p>II. 3.1 That serious incidents be reported immediately to 9-1-1 by Daycare staff. (Parents did contact Children’s Aid Society and Police who began looking into the incident as soon as they were notified.)</p> <p>II. 3.2 That serious incidents be relayed to Chief and Council, by the CEO, as soon as possible after the incident.</p> <p>II. 3.3 That the CEO be determined to be the sole spokesperson when speaking with the media, re: serious incidents.</p> <p>II. 3.4 That the CEO meet with the persons (in this case, the parents) directly affected by the serious incident, offer counselling or a ‘sharing circle’ and provide an apology on behalf of Sagamok First Nation.</p>	<p>- Some staff felt that the community turned against them; that there was no support; that there was a lot of stress and pressure.</p> <p>- The consultant was told that negative comments were posted on Facebook.</p> <p>The serious incident was relayed to Chief as soon as possible after the incident.</p> <p>The rationale for this is that this is an administrative matter and the CEO is the person who has the most knowledge about the incident. (The CEO should be the spokesperson for administrative matters; the Chief for political matters.)</p> <p>The CEO did meet directly with the persons directly affected and did offer an apology.</p>

	<p>II. 3.5 That Daycare staff be gathered as soon as possible (in the evening, or early the next morning), and given a ‘debriefing’ session in which they would be given the chronology of events and could express their feelings.</p> <p>II. 3.6 That the Safe Arrivals’ Policy be amended to account for <u>all</u> children enrolled at the Daycare – not just those who come by van.</p>	<p>Daycare staff who were not at work on the day of the incident learnt of the event from Facebook and felt that they should have been informed; some of the staff that were at work indicate that they were told not to say anything to anyone and felt that the staff should have been called together for a debriefing.</p> <p>A Safe Arrivals’ Policy was revised in August 2015. However, upon reviewing this, the consultant noted that this was not complete in that it did not account for students who did not arrive by van. – A change was implemented as soon as this was brought to the attention of the Daycare Supervisor and Director of Education (May 2016)</p>
<p>4. Need for more relief staff</p>	<p>II. 5.1 That more relief staff be hired when available.</p>	<p>- More relief needed; the serious incident occurred on a day when there was a shortage of staff.</p>
<p>5. Need for van transportation to resume</p>	<p>II. 6.1 That van transportation be re-instituted. (A revised van policy was developed by the Daycare Staff and Director of Education in August 2015. However, there has been no van transportation since August 12, 2015)</p>	<p>- Van transportation allows children to participate in many fieldtrips and outings, (i.e. activities at Elders’ Lodge, “Halloween activities in community).</p>

## Re: Shki Waase Aban Binoojiinh Gamik Staff

The staff consensus (May 2016) is that morale and communication are greatly improving. Staff are more informed and feel “in the loop”; staff are aware of the policies; they are feeling more appreciated and valued.

### **Shki Waase Aaban Binoojiinh Gamik Parents/Community Issues**

There were very few comments regarding the Daycare. Most seemed pleased – especially since new policies (i.e. Van Policies and Safe Arrivals’ Policy) were developed and implemented.

Issues	Recommendations	Comments
1. Serious Occurrence	<i>Refer to recommendations under Part II, 3.1- 3.6</i>	
2. Lack of van transportation	<i>Refer to recommendation Part II, #6</i>	

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### **PART III – BIIDAABAN KINOOMAAGEGAMIK and SHKI WAASE AABAN BINOOJIINH GAMIK**

Objectives	Comments
1. To determine the effectiveness of and compliance with the current Sagamok Anishnawbek Community Complaint Policies and Quality Assurance process (Critical Incident Report Form) in responding to Shki Waase Aaban Binoojiinh Gamik parent and	<ul style="list-style-type: none"><li>- The consultant has reviewed the Sagamok Anishnawbek <i>Concerns and Complaints Form</i> and understands that this was completed in the Aug. 11, 2015 incident; however, the consultant is not aware that the complaint has been satisfactorily resolved.</li><li>- There is no Sagamok Anishnawbek Community Complaint Policy – just the form. (The Community Complaints form, once it has been completed</li></ul>

<p>student allegation and complaints</p>	<p>and submitted to Sagamok Anishnawbek, is forwarded to the CEO who will review and provide a response to the individual who submitted the complaint. The Chief and Council's office is copied on the responses provided to the complainant. A memorandum and a copy of the complaint form is forwarded to the respective department director for follow up. The department has 30 days to provide the response and resolve the issue, and is also required to copy the CEO's office with the response. <i>(This explanation was provided by the CEO's assistant.)</i></p> <ul style="list-style-type: none"> <li>- In examining the Quality Assurance Manual, this evaluation confirms management's responsibility to customer focus, to reviewing input by obtaining band membership feedback, to obtaining the status of preventive and corrective actions; and to taking follow-up actions from earlier management reviews and recommendations for improvement.</li> <li>- re: 5.5.3 – Internal Communications – This evaluation is an effort to improve internal (and external communications).</li> <li>- re: 7.2.3 - Customer Communications – Sagamok Anishnawbek communicates with their band members in a number of ways. However, a Strategic Communications Plan should be developed to improve and increase communication to develop trust, transparency, and pride.</li> <li>- re: 8.4 - Analysis of Data – Through this evaluation, Sagamok Anishnawbek is identifying Band member satisfaction and/or dissatisfaction in order to make improvements.</li> <li>- re: 8.5 Improvements – Sagamok Anishnawbek will take: 1. Corrective action (8.5.2) and preventive action (8.5.3) by implementing recommendations of this report.</li> </ul>
<p>2. To determine an appropriate schedule for Duty to Report training and refreshers for Biidaaban Kinoomaagegamik and Shki Waase Aaban Binoojiinh Gamik.</p>	<ul style="list-style-type: none"> <li>- Have spoken with Director of Education</li> <li>- 'Duty to Report' workshop for Shki Waase Aaban Binoojiinh staff was held April 29<sup>th</sup></li> <li>- 'Duty to Report' workshop for Biidaaban staff was held on Monday,</li> </ul>

	<p>May 9.</p> <ul style="list-style-type: none"> <li>- Duty to Report refresher should be held at the beginning of each school year.</li> <li>- Particular attention should be given on how to handle allegations against employees.</li> <li>- ‘Duty to Report’ Policy needs to be revised to include allegations against employees/colleagues</li> </ul>
<p>3. To determine the degree to which staff feel confident in their ability to bring forth concerns regarding school governance and leadership</p>	<ul style="list-style-type: none"> <li>- In general, staff members of Biidaaban, did not have confidence in their ability to bring forward their concerns regarding school governance and leadership. There was some ‘confusion’ as to who was ‘leadership’. Most viewed leadership as Chief and Council. It appears that this lack of confidence is a result to the handling of staff issues from January – March 2016 and to the Chief and Council meeting of March, 2016 at which some staff were in attendance.</li> <li>- In speaking to staff of Shki Waase Aaban Binoojiinh Gamik, generally, there is confidence in their ability to bring forward their concerns regarding school governance and leadership. There was some ‘confusion’ as to who was ‘leadership’. Most viewed leadership as Chief and Council</li> </ul>
<p>4. To determine if existing Sagamok Anishnawbek policies, procedures and protocols related to the recent major incidents meet current professional standards across comparable institutions</p>	<ul style="list-style-type: none"> <li>- Once Sagamok Anishnawbek policies, procedures and protocols related to the recent major incidents are reviewed, revised and implemented, they will meet professional standards across comparable institutions.</li> </ul>

## **APPENDICES**

### **APPENDIX A – POLICIES RELEVANT TO THE BIIDAABAN KINOOMAAGEGAMIK ISSUES**

Policy #	Name	Comments
A.040	School Announcements and Communication	- An effective and efficient system is not in effect. Need to develop a strategic communications plan.
A.061	Emergency Response Procedure	- Not being followed
A.080	Code of Conduct	- Needs revision to reflect revised Incident Report Form; not being adhered to; refer to Safe Schools information on Ministry of Education website
A.140	School Excursions and Extracurricular Activities	- See point 15 of policy.
A.160	Parent/Guardian Roles and Responsibilities	- How do parents know these since this is in a <u>Staff and Student Policies and Procedures Manual</u> ?
B.010	Student Responsibilities	- Are these being reinforced?
B.020	Rewards/Awards for Respectful Students	- A recommendation of the 2014 Comp School Evaluation.
B.030	Non-Threatening Environment	- Is point #2 followed for staff? Do points #4 & 5 occur? Is Biidaaban a non-threatening environment?
B.040	Bullying	- This policy states, “A whole school approach involving all education and community partners is needed to bring about necessary systemic change”. – Is this occurring?
B.060	Consequences of Misbehaviour	- This might be part of the Safe School Policy.
B.070	Dealing with Aggression and Violence	- This should be part of the Safe School Policy.
B.090	Progressive Discipline	- The policy states that, “Positive behaviour is grounded in the Seven Sacred Teachings and will be actively promoted throughout the school environment...” – Has this been consistently applied?
B.100	Suspensions, Expulsions and Appeals	- The components should be included in the Safe School Policy
B.110	Homework	- Needs to be conveyed to parents/guardians
B.170	Student Complaints	- Is this necessary? Should there be a (48 hour) time limit for

		making complaints? What about parent complaints, re: the school? Should point #4 under 'procedure' not apply to all?
B.190	Playground Policy	- Not adhered to
B.200	Student Incident/Injury Report Form	- Needs to be revised
C.090	Duty to Report	- Needs to be revised to include reporting of allegations against colleagues/employees
D.020	Parent/Guardian Responsibilities	- How are parents made aware of this since this is in the <u>Staff and Student Policies and Procedures Manual</u> ?
E.010	Seven Sacred Teachings	- Is this policy being followed?
E.040	Duties	- Is this policy being adhered to? Points nos. 4,7, 8?
E.050	Responsibilities and Expectations	- Needs to be reviewed
F.030	Performance Appraisal	- Was this policy followed before the principal was re-assigned?
G.020	Employee Discipline	- Was this followed before the principal was re-assigned?
G.030	Dispute Resolution Procedures	- Was this adhered to?
G.060	Hiring Family Members	- Should the procedure, point one, be a 'shall' (rather than 'may')?
G.180	School Success Plan	- Suggest revision of dates.

Is there a policy on how to deal with employees against whom there is an allegation of misconduct?

# APPENDIX B – SAFE SCHOOL INCIDENT REPORTING FORM



Ministry of Education

## APPENDIX: SAFE SCHOOLS INCIDENT REPORTING FORMS

<b>Report No:</b> _____	<b>CONFIDENTIAL</b>  <b>SAFE SCHOOLS INCIDENT REPORTING FORM – PART I</b>
<b>Name of School</b> _____	
<b>1. Name of Student(s) Involved (if known)</b> _____	
<b>2. Location of Incident (check one)</b>	<input type="checkbox"/> At a location in the school or on school property (please specify) _____ <input type="checkbox"/> At a school-related activity (please specify) _____ <input type="checkbox"/> On a school bus (please specify route number) _____ <input type="checkbox"/> Other (please specify) _____
<b>3. Time of Incident</b>	Date: _____ Time: _____
<b>4. Type of Incident (check all that apply)</b>	<p><b>Activities for which suspension must be considered under subsection 306(1) of the Education Act</b></p> <input type="checkbox"/> Uttering a threat to inflict serious bodily harm on another person <input type="checkbox"/> Possessing alcohol or illegal drugs <input type="checkbox"/> Being under the influence of alcohol <input type="checkbox"/> Swearing at a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school <input type="checkbox"/> Bullying <input type="checkbox"/> Any other activity for which a student may be suspended under board policy <i>[Note: Boards must specify on this form any other activities for which the principal may suspend according to board policy.]</i> <p><b>Activities for which expulsion must be considered under subsection 310(1) of the Education Act</b></p> <input type="checkbox"/> Possessing a weapon, including possessing a firearm <input type="checkbox"/> Using a weapon to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or in illegal drugs <input type="checkbox"/> Committing robbery <input type="checkbox"/> Bullying (if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person) <input type="checkbox"/> Any activity listed in subsection 306(1) that is motivated by bias, prejudice, or hate <input type="checkbox"/> Giving alcohol to a minor <input type="checkbox"/> Any other activity for which a student may be expelled under board policy <i>[Note: Boards must specify on this form any other activities for which the board may expel according to board policy.]</i>
<b>5. Report Submitted By:</b> Name: _____ Role in School Community: _____ Signature: _____ Date: _____ <b>Contact Information:</b> Location: _____ Telephone: _____	
<b>6. FOR PRINCIPAL'S USE ONLY:</b> Check if incident was a <b>violent incident</b> , as defined in Policy/Program Memorandum No. 120. <input type="checkbox"/> <b>Violent incident</b> <small>Information is collected is under the authority Part XIII of the Education Act in accordance with the Municipal Freedom of Information and Protection of Privacy Act, and shall be used for the purpose of student discipline. Questions about information collected on this form shall be directed to the school principal.</small>	

**SAFE SCHOOLS INCIDENT REPORTING FORM – PART II**

**ACKNOWLEDGEMENT OF RECEIPT OF REPORT**

Report No: \_\_\_\_\_

Report Submitted By: Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Investigation completed**

- Principal to communicate results to the teacher at a mutually convenient time\*
- Principal to communicate results to other board employee at a mutually convenient time, as appropriate\*

**Investigation in progress**

- Once investigation is completed, principal to communicate results to the teacher at a mutually convenient time\*
- Once investigation is completed, principal to communicate results to other board employee at a mutually convenient time, as appropriate\*

Name of Principal: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note: Only Part II is to be given to the person who submitted the report.

\* In accordance with s.300.2 of the Education Act, after investigating a matter reported by an employee, the principal shall communicate the results of the investigation to the teacher or other board employee who is not a teacher, as appropriate. In accordance with the Municipal Freedom of Information and Protection and Privacy Act and the Education Act, when reporting the results of the investigation, the principal shall not disclose more personal information than is reasonably necessary for the purpose of communicating the results of the investigation

# APPENDIX C – JUNE 2015 QUALITY SCALE SURVEY

BILDABAN STAFF RESPONSES      JUNE 26, 2015  
**QUALITY SCALE SURVEY**

THIS SURVEY IS CONDUCTED TO ENGAGE STAFF IN IMPROVING SCHOOL RELATIONS WITHIN THE SCHOOL ENVIRONMENT AND WITHIN THE COMMUNITY. YOUR OPINION IS IMPORTANT IN HOW WE CAN WORK TOGETHER ON RAISING THE PROFILE OF THE SCHOOL AND ENGAGING THE COMMUNITY IN TAKING MORE OWNERSHIP AND PRIDE IN OUR SCHOOL. PLEASE COMPLETE THE SECTIONS BELOW FOR REVIEW BY THE DIRECTOR OF EDUCATION.

PLEASE **CIRCLE** ONE THAT APPLYS TO YOUR POSITION:  
 TEACHER (7) EDUCATIONAL ASSISTANT (3) SUPPORT STAFF (5) ADMINISTRATION (0) NO ID (3) = 18

For each item identified below, circle the number to the right that best fits your judgment of its quality. Use the rating scale to select the quality number.

Survey Item	Scale					
	P o o r	1	2	3	4	5 E x c e l l e n t
1. Team teaching by divisions	1 0	2 5	3 3	4 6	5 1	
2. School environment, i.e. physical building, cleanliness, is it inviting, etc... *	1 1	2 6	3 9	4 1	5 1	<i>Staff responses</i>
3. Professional development throughout the year	1 1	2 4	3 10	4 2	5 0	
4. Leadership of the school (Principal/Vice Principal) *	1 2	2 3	3 1	4 6	5 5	
5. Administrative supports for staff	1 1	2 2	3 5	4 6	5 3	
6. Playground supervision *	1 1	2 3	3 9	4 5	5 0	
7. Reporting, i.e. report cards, IEP's, agenda's, incident reports, etc... *	1 0	2 3	3 8	4 5	5 2	
8. Support services – i.e. student support, mental health, LRT, special ed., educational assistants, etc... *	1 1	2 2	3 3	4 9	5 3	
9. Parent involvement *	1 10	2 6	3 2	4 0	5 0	
10. Language and cultural activities or events inclusion within the school	1 2	2 7	3 6	4 3	5 0	
11. Staff morale *	1 2	2 4	3 5	4 5	5 1	
12. Administrative supports for students	1 1	2 1	3 9	4 6	5 1	
13. Classroom supplies and resources	1 0	2 4	3 7	4 6	5 1	
14. Is the school safe and secure *	1 0	2 0	3 2	4 11	5 4	

**PLEASE PROVIDE THREE STRENGTHS ABOUT OUR SCHOOL OF THE LAST SCHOOL YEAR.**

- Staff support each other, get along pretty well.
- Teamwork
- Resources available
- Bully awareness
- Extracurricular activities
- Principals support
- Team work – when something needs to be done, we work together as a team
- Events the school puts on
- Very supportive EA in GR. 1
- Very supportive SPEC Ed. staff
- More teachers are utilizing the leveled library
- LRT & NRT are within the school to assist teaching staff with programming
- Extra support was given to staff to assist with classroom management & programming
- Dedicated staff – most of them
- Numeracy and literacy resource
- Literacy & Numeracy program
- LRT
- Flexibility of staff
- Principal support & teacher support
- Student no longer had to go to MEC for breakfast – towards end of school year.
- Supports for students
- Open door policy with respect to supervisory staff
- Dedication of staff
- Early intervention/assessments
- Extracurricular sports
- Use of assessments
- Teachers willing to share knowledge and expertise
- Mental health worker on site.
- School safe environment
- Breakfast provided each day for children.

**PLEASE PROVIDE THREE GAPS OR WEAKNESSES THAT WE CAN IMPROVE UPON.**

- More playground supervision, need for more equipment for older grades outdoors, i.e. basketball nets, tether ball, etc...
- Staff room should only be for staff, too often student wonder in and help themselves to what they might need/want.
- Training for all staff – teacher & EA's – geared to class assignments or students
- Teacher/Parent Involvement
- Cleanliness of school yard
- Technology not fixed-computers/smart boards
- Staff appreciation
- The culture & language
- Recess supervision
- Parental involvement
- No use of language in the school.
- No signs/posters translated in the school
- Communication \*\*
- Building staff morale, delegating responsibilities
- Management listening to staff concerns or suggestions
- Language level poor
- Parental involvement

- Staff concerns are not consider important
- Lack of parental involvement
- Breakfast program run into class time @9:00-students need to be brought inside early
- Attendance & lates
- Lack of parent support
- Communication to parents & school
- After school program – attendance dropped
- Low pay
- No parent involvement
- Attendance & lates – maybe all and operated buildings show open same time as school so students will be at school on time.
- More information out in community about Biidaaban.
- Lack of language used in school
- Internet service often did not work
- Not enough computer for student use for project, research, etc...
- PA system @morning announcement @ times inaccessible due to meetings or phone in the A.M.
- Improve parent/community involvement
- Work towards student/community Pride of our School
- Increased Personnel for Yard Supervision
- Staff need to keep kitchen clean
- IT support & knowledge – to get the most out of all our technology.
- Conflict resolution – walk the talk.
- Knowledge & understandings of IEPs/process
- Raising students' academic levels
- Student punctuality
- Loss of instructional time day to day, not because of holidays or P.D. days
- Leadership of the school
- Language & culture activities
- Staff morale

**WHAT THOUGHTS OR IDEAS DO YOU HAVE FOR THE 2015-2016 SCHOOL YEAR THAT MAY IMPROVE OUR SCHOOL – HOME - COMMUNITY RELATIONS AND RAISE THE PROFILE OF OUR SCHOOL SO PARENTS AND COMMUNITY MEMBERS CAN TAKE PRIDE AND/OR OWNERSHIP OF OUR SCHOOL?**

- More cultural based activities
- More involvement from different departments in the community
- This is hard but the parents need to take ownership of their children. We cannot bribe them to come in, but to put your foot down and let them take responsibility.
- Parent volunteers to do recess duties
- Parent volunteers to help with breakfast & lunch programs
- Parent volunteers to help with special events such as Christmas Concert, Track & field, Play days, X-Country, etc...
- Acknowledgement of the volunteers, monthly & yearly
- PTAG
- More opportunities for parents to be involved in a non-threatening environment
- Increase the evening activities (once monthly) to involve community members & see what our students are doing, eg) literacy night, math game night.
- A Biidaaban update in Sagamok News – What's happening at Biidaaban? Not all members have a child at Biidaaban but may have an interest in what's going on at our school.
- Full time VP
- Support of teachers from Chief & Council
- Research what's happening in other schools to see what's going on.
- Think outside the box.
- Invite parents to the school regarding their child/ren's improvements, not just negative behaviours. Have parents come to assist with their child ie) meetings, assessments – whether the child is identified or not. If they feel uncomfortable in the school, go to their homes for meetings & then once they feel comfortable move to school environment.

- Parent/teacher association
- More open houses – information sessions for parents/grandparents.
- More invitations to parents to come to visit the school.
- Continue with monthly calendar, newsletter
- More landscape (beautify) front of school – trees, flowers, etc...
- Create/implement program and or activities that will involve community involvement.
- Create a welcoming atmosphere, through paint, lighting, décor so parents and visitors feel like they are at home.
- Implement an attendance policy and support staff to carry out the duties.
- Website – update – share info
- Research other initiatives, opportunities to get parental involvement
- Share info learning
- Clean up school and school yard
- Making the school more inviting
- Have principal be visible at functions (activities)
- Don't overload teacher (staff) with work
- More teaching less testing

**WHAT DO YOU FEEL IS THE MOST IMPORTANT THING THAT WOULD MAKE YOUR JOB MORE EFFICIENT IN THE UPCOMING SCHOOL YEAR?**

- More special needs training and ELK training.
- Stress relief/R & R day!
- Proper training for class or student assignment
- To have everyone on base with the plans
- To not say but do!
- R&R Day –stress relief
- Team building Activities (fun)
- Inclusion of (Community/Band Office) activities such as training, workshops that are offered.
- Educational Assistants in classrooms grades JK to Gr. 6.
- Clear responsibilities
- Idea of what kind of budget is available to support health and wellness initiatives
- Consideration of activities/transportation outline provided when budgeting
- Admid needs to take teachers and staff concerns as important
- If an EA is absent than he/she should have a replacement/supply, programming is interrupted when there is no relief to cover the EA's duties.
- There should be an EA or 2 in the larger class sizes.
- Time to collaborate with other teachers in regards to program planning – best practices, etc....
- Updated technology ex. Smart board
- SERT TO BE MORE INVOLVED WHEN WORKING with identified students ie) follow up meetings
- To include all staff (primary area) to rotate on yard supervision for a student. So student can familiarize self with other staff.
- Training
- School/wide re-cycle program
- To have more parental involvement – so they can be working with staff/teachers
- Overall I am rather happy and satisfied with my position at Biidaaban.
- A cohesive team effort
- Appreciation of staff
- Happy teachers - happy students
- Go back to regular school day (hours) there has not been any improvement
- A Friendly place to work
- More space (classrooms)

Inputted July 30, 2015  
AMA

## APPENDIX D - Biidaaban Kinoomaagegamik School

### Grades 4 – 8 Student Opinion Survey

Here are some opinions that students in other schools have expressed about their schools. Indicate how much you agree with each of these 20 opinions as it relates to *your* experience at this school by circling the number of your choice.

**Key: 1= Strongly Agree 2=Agree 3=So-So 4=Disagree 5=Strongly Disagree**

	May 2016 N=57					April 2014 N=65				
1. I like going to school.	9	11	31	3	3	11	18	21	4	11
2. This school is a friendly place.	12	11	24	8	2	6	18	28	10	3
3. I feel safe at this school.	14	24	14	3	2	16	23	16	6	4
4. The work in my classes really makes me think. I feel challenged.	11	13	21	10	2	11	20	27	3	4
5. This school is a good place for me to learn.	17	16	19	5		24	25	12	1	3
6. My teachers really listen to what I have to say.	12	12	25	7	1	16	26	15	6	2
7. My teachers make me feel good about myself.	18	14	18	6	1	21	19	18	5	2
8. I feel that I belong at this school.	12	17	19	7	2	19	14	22	7	3
9. Students at this school show respect for each other.	8	5	26	7	11	12	10	29	10	4
10. I know how I am supposed to act at school (i.e. I know the rules.)	19	22	10	4	2	27	25	11	1	1
11. I think it is important to obey class and school rules.	22	16	13	2	4	29	16	13	5	2
12. The rules at this school have to be followed (i.e. they're enforced).	20	20	14	2	1	28	17	15	1	4
13. I can talk to my teachers about private things.	7	6	21	13	10	10	10	13	11	21
14. My teachers treat me fairly.	13	12	26	4	2	24	17	15	6	3
15. Students who break the school rules get into trouble.	20	16	12	6	3	33	17	10	1	4
16. All students who break the school rules are treated the	6	12	20	10	9	16	15	18	12	4

same.										
17. I get along well with other students in this school.	12	13	25	4	3	14	24	18	7	2
18. I am an important person at this school.	8	8	25	10	6	7	13	26	12	7
19. I like learning Ojibway.	22	11	16	4	4	40	15	7	1	2
20. I am proud of my culture.	29	13	11	2	2	48	11	4		2

**Comments:**

The April 2014 and May 2016 student survey responses with respect to questions, re: respect, rules, being treated fairly are generally the same. However median scores for the following statements have declined since 2014:

- My teachers really listen to what I have to say.
- My teachers treat me fairly.
- Students who break the school rules get into trouble.
- I get along well with others in the school.
- I like learning Ojibway.

It must be remembered that the cohort group has changed to some degree (with the graduation of the 2014 and 2015 classes and the incoming of new grades 4 and 5 classes).

## APPENDIX E – RE: Parent Engagement: Relationships

What parents can do to help their children develop healthy relationships



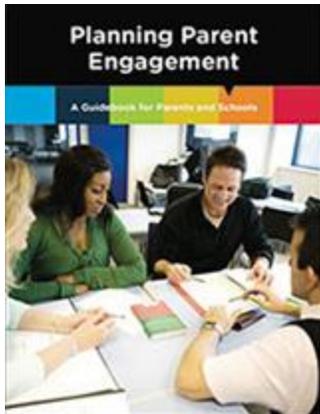
Copies of our Parent Engagement: Relationships Tool Kit and Guidebook were delivered to all publicly funded school boards during the fall of 2014. Extra copies may be downloaded and printed without infringement on copyright.

We hope that you, the parent, will find this useful in conversations with your child. There are six sections in the Tool Kit, which can be explored in any order. They are: Be a Mentor, Be Involved, Be a Role Model, Be a Learner, Be a Coach, Be a Guide.

The accompanying Guidebook is intended to help in developing parent workshops on important topics as outlined in the Tool Kit. We hope that Parent Involvement Committees (PICs), School Councils and other parent groups will find this helpful when working with school leaders in encouraging their students to succeed, and in building positive school climates.

# Planning Parent Engagement

## A Guidebook for Parents and Schools



As school system leaders, the members of the Council of Ontario Directors of Education are very aware of the power and benefits of parent engagement. Thus, we are pleased to provide this Planning Parent Engagement Guidebook to accompany the Parent Tool Kit.

In this Guidebook you will find examples of useful exercises and proven techniques for involvement and support.

{from Council of Ontario Directors of Education (CODE) website }

## APPENDIX F – ONTARIO’S WELL-BEING STRATEGY FOR EDUCATION

### Promoting Well-Being in Ontario’s Education System

#### Ontario’s Well-Being Strategy for Education:

- [Discussion Document \(PDF\)](#)
- [Fact sheet for Parents \(HTML\)](#)
- [Fact sheet for Parents \(PDF\)](#)

As the proverb says: “It takes a village to raise a child”.

Parents, educators, and community partners collectively understand how true this statement is. Together, we understand that children and students who have strong relationships and a positive sense of self are best positioned to reach their full potential. And it is through expressions of happy and healthy childhood development and a positive sense of well-being that our learners are supported to become more resilient and better able to overcome challenges now and in the future.

**Well-being** is that positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met. As our Indigenous partners have long affirmed, healthy development of the mind, body and spirit is contingent on balance and interconnectedness.

It is our job to work collectively to make sure that our children feel this way, all the time. When the well-being of children and students is supported – whether they are at home, in the community or at school – we are meeting the conditions needed to help them learn, grow, and develop a positive sense of self.

Read More On Ontario's Well-Being Strategy

### What is Well-Being?

Well-being is a positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met. It is supported through equity and respect for our diverse identities and strengths. Well-being in early years and school settings is about

helping children and students become resilient, so that they can make positive and healthy choices to support learning and achievement both now and in the future.

## The Four Domains of Well-Being

- **Cognitive:** The development of abilities and skills such as critical thinking, problem solving, creativity, and the ability to be flexible and innovative.
- **Emotional:** This involves learning about experiencing emotions, and understanding how to recognize, manage, and cope with them.
- **Social:** The development of self-awareness, including the sense of belonging, collaboration, relationships with others, and communication skills.
- **Physical:** The development of the body, impacted by physical activity, sleep patterns, healthy eating, and healthy life choices.



(from Ontario Ministry of Education website)

