

**MOOSE FACTORY ISLAND  
DISTRICT SCHOOL AREA BOARD**

BOARD POLICY NO. GOV-11	
Approved	
Last Revised	
Board Motion	

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**PARENT AND COMMUNITY RELATIONS**

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**1. PURPOSE**

The Moose Factory Island District School Area Board welcomes and appreciates the ideas, perspectives, and contributions that come from partnerships with parents and the wider community. The Board believes that interaction among parents, community members, and members of the Board will foster mutual understanding and encourage the integration of community services and resources.

Moose Factory Island District School Area Board recognizes that parents are the most important partners in education. This governance policy confirms the commitment of the Board to be proactive and inclusive in employing diverse strategies to attract input from parents and to facilitate their engagement in support of student achievement and well-being.

In Moose Factory Island District School Area Board, parents, families, and the wider community are engaged in a variety of ways. The School Council, Special Education Advisory Committee, and the Aboriginal Education Advisory Committee are examples of school/community partnerships that enhance the programs and opportunities offered to students.

**2. DEFINITIONS**

**Parent and Community Engagement:** This engagement refers to the partnerships established to support student achievement and well-being in alignment with the Ministry of Education's Parent Involvement Policy and Parent Engagement Policy. Parent and community engagement can occur in homes, in the community, in the classroom, at school, and at the board level.

**School Council:** A school council is a legislated committee established in Ministik School to promote the active participation of parents in improving student achievement and well-being. The council acts in an advisory capacity to the principal and/or Board according to applicable legislation.

**Partnership:** Partnership refers to a relationship in which the Board, the school, and staff members are involved with parents, families, First Nations representatives, business partners, various levels of government, volunteers, and community service agencies. It refers to all those who contribute to and have an interest in supporting student success and well-being in Ministik School.

**POLICY**

The Moose Factory Island District School Area Board is committed to supporting, encouraging, and enhancing parent and community involvement in order to improve student achievement and well-being. The following initiatives are examples of effective school/community partnerships that support Ministik School.

**3. The School Council**

- 3.1. The Board is committed to the belief that successful education requires a strong partnership and active involvement between the school, the home, and the community.
- 3.2. It shall be the policy of the Moose Factory Island District School Area Board that a school council be established in Ministik School to improve pupil achievement and to enhance the accountability of the education system to parents.
- 3.3. The school council shall be recognized as the official school community organization representing the interests of the parents and students of the school.
- 3.4. Membership on the school council should be reflective of the ethno-cultural diversity of the community.
- 3.5. As set out in Ontario Regulation 612/00 and the Board's Administrative Procedure 175 School Council, the school council shall be composed of the following people:
  - a minimum of six parent members, as specified by the Board;
  - the principal of Ministik School;
  - one teacher who is employed at the school, other than the principal or vice-principal;
  - one person who is employed at the school, other than the principal, vice-principal or any other teacher;
  - one pupil, if the principal determines, after consulting the other members of the school council, that the council should include a pupil; and
  - two community representatives, as specified by the Board.
- 3.6. The school council shall be chaired by a parent.
- 3.7. The school council is advisory by nature and, as such, may make recommendations on any matter to the principal or to the Board through the principal.
- 3.8. The mandate of the school council, on behalf of the school community, is to:
  - encourage the active participation of parents to improve student achievement and well-being;
  - enhance parent awareness of educational issues and the accountability of the education system to parents;

- provide advice to the principal and, where appropriate, to the Board on school and education issues; and
  - submit an annual report on its activities, including any fundraising activities, to the principal of the school and to the Board.
- 3.9. The school council shall operate in a way that is consistent with the vision, mission, values, and policies of Moose Factory Island District School Area Board, and shall have, as its primary guiding principle, the fostering of the educational interests of students.
- 3.10. The school council shall perform this advisory function while working within the framework of the *Education Act*, the regulations made under the *Act*, Board policies, collective agreements, the *Freedom of Information and Protection of Privacy Act*, *Municipal Conflict of Interest Act*, and any other related requirements. This legislated mandate is vested in a school council acting as a group in accordance with its by-laws; it does not apply to individuals acting independently.

#### **4. The Special Education Advisory Committee**

- 4.1. The Board has established a Special Education Advisory Committee (SEAC) with representation as required by the *Education Act* and Ontario Regulation 464/97 Special Education Advisory Committees.
- 4.2. The powers and duties of the Special Education Advisory Committee are mandated by Ontario Regulation 464/97. The committee may make recommendations to the Board on any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the Board.
- 4.3. Under the authority of the Board and in accordance with the *Education Act*, the Special Education Advisory Committee may advise the Board in such policy areas of special education as follows:
- the delivery model;
  - program development;
  - identification and assessment of special needs;
  - transportation practices related to special education;
  - interaction with other boards or committees in related areas; and
  - any other matter in special education as requested by the Board.
- 4.4. The Special Education Advisory Committee will participate in the Board's annual review of the Special Education Plan in accordance with Ontario Regulation 306 Special Education Programs and Services.
- 4.5. The committee will participate in the Board's annual budget process as that process relates to special education.

## 5. The Aboriginal Education Advisory Committee

- 5.1. As set out in Board Policy GOV-07 Learning and Working Environment: Equity and Inclusion, the Board is committed to providing a protected learning and working environment that is supportive of the dignity, self-esteem, and fair treatment of everyone taking part in district activities.
- 5.2. This commitment requires a focus on effective educational programs for aboriginal students and strong partnerships with their parents and communities.
- 5.3. The Board has established an Aboriginal Education Advisory Committee to enhance partnerships and effective working relationships with the aboriginal community. The Aboriginal Education Advisory Committee advises the Board on matters related to aboriginal education as described in the *Ontario First Nation, Métis, and Inuit Education Policy Framework: Delivering Quality Education to Aboriginal Students in Ontario's Provincially Funded Schools*.
- 5.4. "Factors that contribute to student success include teaching strategies that are appropriate to Aboriginal learner needs, curriculum that reflects First Nation, Métis, and Inuit cultures and perspectives, effective counselling and outreach, and a school environment that encourages Aboriginal student and parent engagement." [Ontario First Nation, Métis, and Inuit Education Policy Framework, p. 6 ]

## 6. Additional Educational Partnerships

- 6.1. Moose Factory Island District School Area Board permits and promotes mutually beneficial educational partnerships between municipal, provincial, federal ministries and agencies, or any other individuals, corporations/businesses, or associations deemed to have a positive and direct impact on student learning and programming.
- 6.2. The Board supports the sponsorship of school activities by an organization, provided that these activities are under the jurisdiction of the principal of the school.
- 6.3. The Board believes that co-instructional activities form an integral part of a student's education. The Board supports the use of community volunteers in the delivery of its co-instructional program.

## 7. Communication

- 7.1. The Board believes and advocates that the involvement of parents and community members enriches the learning environment and directly contributes to successful student achievement. The Board shall provide parents with the information they need to support their children's education, and will provide the wider community with information about Board and school initiatives.

- 7.2. A variety of communication procedures shall be developed and maintained at the school and board levels to provide access to information needed by parents and the community and to ensure that all parents and members of the community have opportunities to participate in the school system.

## REFERENCE DOCUMENTS

### ***Legal References:***

*Education Act: Section 57.1 Special Education Advisory Committees*  
*Education Act Section 170 (1) para. 17.1 Duties of Boards--School Councils*  
Ontario Regulation 298 Operation of Schools Section 11 Duties of Principals regarding the School Council  
Ontario Regulation 306 Special Education Programs and Services  
Ontario Regulation 464/97 Special Education Advisory Committees  
Ontario Regulation 612/00 School Councils and Parent Involvement Committees  
*Ontario Parent Involvement Policy 2005*  
*Parents in Partnership: A Parent Engagement Policy for Ontario Schools, 2010*  
*Ontario First Nation, Métis, and Inuit Education Policy Framework: Delivering Quality Education to Aboriginal Students in Ontario's Provincially Funded Schools. 2007*  
*Ontario's Equity and Inclusive Education Strategy 2009*  
*Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*  
*PPM No. 119 Developing and Implementing Equity and Inclusive Education Policies 2013*  
*Municipal Freedom of Information and Protection of Privacy Act*  
*Municipal Conflict of Interest Act*

### ***Board References:***

Board Policy GOV-01 Vision, Mission, and Values  
Board Policy GOV-02 Strategic Directions and Key Priorities  
Board Policy GOV-03 Role of the Corporate Board  
Board Policy GOV-04 Role of the Director of Education  
Board Policy GOV-07 Learning and Working Environment: Equity and Inclusion  
Board Policy GOV-25 Special Education  
Administrative Procedure 175 School Council  
Administrative Procedure 240 Special Education