

**MOOSE FACTORY ISLAND  
DISTRICT SCHOOL AREA BOARD**

<b>BOARD POLICY NO. GOV-22</b>	
Approved	
Last Revised	
Board Motion	

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**COMMUNICATIONS**

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**1. PURPOSE**

The Moose Factory Island District School Area Board values the views and ideas of all members of the school community. The Board recognizes the need to foster harmonious, positive relationships among all partners in the education system. For this reason, the Board is committed to promoting efficient and effective communication with students, parents, the staff, and with the broader public and media.

The Board believes in inviting open communications and listening attentively to all constructive suggestions to improve its educational services, consistent with the Board's vision, mission, and values; the role descriptions for the Board and staff; and the *Municipal Freedom of Information and Protection of Privacy Act*.

To this end, the Board supports a common approach to communication with the school community, as set out in this policy and related administrative procedures.

**2. POLICY**

- 2.1 The Moose Factory Island District School Area Board is committed to enabling and fostering a school community that supports student learning through the use of open, clear, and timely communication.
- 2.2 All Moose Factory Island District School Area Board communications are to be based on the following general principles:
- a) System and school administrators are responsible for maintaining effective and consistent channels of communication with students, parents, the staff, the Board, the broader community, and the media.
  - b) All communications shall support the Board's mission, vision, and values.
  - c) Information is provided openly, honestly, and with integrity.
  - d) Communications are provided in a timely manner to ensure prompt access to relevant information.
  - e) Release of information complies with legislation, including the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*.
  - f) Communications are prepared with sensitivity to language and tone, and are appropriate to the circumstances and audience.

- g) All communications must be reflective of the Board's commitment to fairness, equity, and inclusive education as essential principles of the Moose Factory Island District School Area Board.

### **3. SPECIFIC DIRECTIVES**

#### **3.1 Board Communications**

- 3.1.1 Board communication with the Ontario government is encouraged in order to provide the perspective of a small northern board; to support student success; and to identify, discuss, and find solutions to policy and financial issues. The Board supports the role of the Ontario Public School Boards' Association (OPSBA) as the key advocacy partner in publicly-funded education and is committed to maintaining membership in OPSBA to enhance ongoing communication about educational issues.
- 3.1.2 When the Ministry of Education announces proposed legislation, the supervisory officer or designate shall inform the Board and staff of the implications of the legislation for the Board and/or the staff and students.
- 3.1.3 When legislation is passed, the supervisory officer or designate shall provide the staff and/or Board, as appropriate, with a plan of action to respond to the full implications of the new legislation. The plan of action may include the development of Board policy and/or an administrative procedure to direct implementation of the legislation.
- 3.1.4 The supervisory officer or designate shall establish effective ongoing communication strategies to keep the Board, staff, and community informed of key monitoring reports, student and staff achievements, local issues, and Board and/or administrative decisions.
- 3.1.5 The supervisory officer or designated administrator will provide the Board with accurate, timely information on issues that the Board has raised. The supervisory officer or designate will respond to concerns the Board may have about situations in the school; matters involving parents, students, or community members; or administrative issues.
- 3.1.6 Personal information will not be used or disclosed in any form of communication for purposes other than those for which it was collected, except with the consent of the individual or as required by law.

#### **3.2 Consultation**

- 3.2.1 The Board is committed to developing specific strategies to encourage input from the school community on critical matters.
- 3.2.2 The school council serves as an ongoing mechanism for effective communication and consultation among the school community, the staff in Ministik School, school and system administrators, and the Board of trustees.

- 3.2.3 School improvement plans, results, and reports will be prepared by the principal in collaboration with the staff, school council, and where appropriate, students. There will be clear evidence of staff ownership of the plan; for example, teachers working together to assume leadership for the school goals.
- 3.2.4 The progress report cards and the provincial report cards ensure that all students and their parents receive standard, clear, detailed, and straightforward information about student progress and achievement, based on the expectations and standards outlined in the Ontario curriculum. Parents are encouraged to become partners in education, and to work in collaboration with the staff to help their children attain desired goals and to resolve any issues that might impede their progress.

### **3.3 Continuous Improvement**

- 3.3.1 Trustees and staff members are committed to continuous improvement and to supporting students and parents in achieving a positive learning environment in Ministik School. This involves a continuous exchange of information and ideas.
- 3.3.2 Ministik School will implement its own standard processes for open and effective communication at the school level, such as communication between teachers and parents and between administration and the school council.
- 3.3.3 Trustees and staff members share the goal of fostering a climate of respect and trust which focuses on working towards mutually acceptable solutions to concerns. The Board provides parents and community members with a mechanism to find positive solutions to issues and to share ideas for improvement in Administrative Procedure 170 Communications: Addressing Concerns.

### **3.4 Trustee Response to School Matters**

- 3.4.1 If a parent brings a concern directly to a trustee about a school matter (related to the classroom or a teacher or to a school policy, procedure, activity, event, or situation) the trustee will refer the matter to the principal and supervisory officer for their attention.
- 3.4.2 If the trustee makes a referral to the principal or supervisory officer about a parent's concern, the trustee may discuss the concern with the principal or supervisory officer in order to receive additional information or provide advice to resolve the concern.
- 3.4.3 If the trustee, in consultation with the supervisory officer, determines that the concern relates to a matter beyond the scope or jurisdiction of the school, the trustee will advise the parent accordingly and inform the supervisory officer and any other relevant staff for follow up.

### 3.5 Spokespersons for the Board

- 3.5.1 The Board recognizes the right of the public media to seek facts that are pertinent in the conduct of their work and will cooperate with the media in the release of such facts, provided this does not violate legislation, contractual obligations, and/or Board policy.
- 3.5.2 The chair of the Board and the supervisory officer are the Board's primary spokespersons in all situations where a system level comment or response is required. As the Board's elected representative, the chair issues statements to the media on the Board's behalf and provides comments from a political perspective. The supervisory officer provides the administrative view as the Board's Chief Executive Officer and Chief Education Officer.

## REFERENCE DOCUMENTS

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

*Education Act, section 207 Access to Board Meetings and Records*  
*Education Act sections 302-303 Boards to Consider Views of School Councils*  
Ontario Regulation 298—Operation of Schools, subsections 11(12-20) Duties of Principals Regarding School Councils  
Ontario Regulation 612/00—School Councils, Parent Involvement Committees  
*Municipal Freedom of Information and Protection of Privacy Act*

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

Board Procedural By-Laws, clauses 3.17, 3.18: Protocol for Trustee Inquiries  
Board Procedural By-Laws, Article 4: Delegations to the Board  
Board Policy GOV-01 Vision, Mission, and Values  
Board Policy GOV-02 Strategic Directions  
Board Policy GOV-03 Role of the Corporate Board  
Board Policy GOV-04 Role of the Supervisory Officer  
Board Policy GOV-07 Working and Learning Environment: Equity and Inclusion  
Board Policy GOV-09 Safe Schools: Board Code of Conduct  
Board Policy GOV-11 Parent and Community Relations  
Administrative Procedure 170 Communications: Addressing Concerns  
Form ADMIN 170-01 Recording and Disposition of Concerns  
Administrative Procedure 115 School Planning and Reporting  
Administrative Procedure 175 School Council  
Administrative Procedure 250 Student Assessment and Evaluation