



KWAYACIIWIN
Education Resource Centre

School Review Manual
Introduction and Outline

Kwayaciiwin School Review Manual

Introduction and Outline

Table of Contents

1.	Introduction.....	2
2.	Goal of School Review	3
3.	Characteristics of Effective Schools	3
4.	Focus of the School Review	4
5.	Roles in the School Review Process	4
	5.1 Education Board.....	4
	5.2 Review Committee.....	5
	5.3 Education Management (Education Director and Principal)	5
	5.4 Review Team.....	5
6.	School Review Process	5
	6.1 Overview of Documents in the School Review	6
	6.2 School Review Steps.....	7
	6.2.1 Community Notification of the Review	7
	6.2.2 Community Consultation	7
	6.2.3 Advance Forms and Surveys.....	7
	6.2.4 On-Site Research.....	8
	6.2.5 Analysis of Data	9
	6.2.6 Final Report.....	9
	6.2.7 School Improvement Plan	9

Introduction and Outline

1. Introduction

Kwayaciiwin Education Resource Centre (KERC) coordinates the development and delivery of education programs and services to First Nations in the Sioux Lookout District. KERC received its mandate from the district Chiefs and Councils and currently provides services to a number of First Nations schools in Northwestern Ontario.

KERC administers the First Nations Student Success Program (FNSSP). This is an initiative that provides support for improved learner outcomes in K-12 schools on-reserve. The program aims to:

- Support First Nation educators to plan and make improvements in three priority areas: literacy, numeracy and student retention
- Enhance student learning experiences and improve student and school outcomes
- Assist schools in assessing and tracking how their students are performing

The FNSSP supports the development of three key components:

- School success plans
- Student learning assessments: standardized testing based on provincial standards
- Performance measurement

The school review process is an opportunity for Education Boards and school management to reflect on how education for the children of their community can be improved. A School Review Team works with the Education Board and school management to collect and document information as a way to substantiate the needs and resource requirements of their school.

This is a review and planning process to improve the school system; it is not an evaluation of individuals or classrooms.

The Kwayaciiwin School Review Manual provides an overview of the school review process and the components involved in conducting the review.

2. Goal of School Review

The goal of the Kwayaciiwin School Review is to let community education stakeholders (Chief and Council, Education Board, parents and school staff) know what practices in the school support the success of the students and what should be changed or added. Specifically, the objectives of the school review are as follows:

- 2.1 Involve the Board of Education, parents and staff in reviewing their school and education system according to criteria and standards agreed to by the stakeholders.
- 2.2 Create an opportunity for the people who operate the education system to make conclusions about the effectiveness of their education system based on the information gathered by the Review Team.
- 2.3 Use the school review as part of a process to promote ongoing improvement of education through the creation and implementation of a School Improvement Plan.

3. Characteristics of Effective Schools

The following characteristics of effective First Nations schools have been developed through experience in teaching, research in effective school operation and discussions with students, Education Boards, First Nations Councils and Teachers.¹ These values are the reference points for the development of the materials in this manual.

- 3.1 Student success is assured through the use of wisely selected materials, specifically planned methods, and clear expectations for student work in a safe and orderly learning environment.
- 3.2 Mastery of basic skills in literacy and numeracy is emphasized.
- 3.3 School leaders are strong and are involved in efforts to create better instruction and improved student discipline.
- 3.4 Students develop a sense of identity and skills in their community and culture.

¹ These characteristics of effective First Nations schools also relate to the Characteristics of Effective Schools found in PRIDE: School Review and Renewal. A Guide for School Improvement in First Nations Communities by the Ogemawahj Tribal Council. 2006

- 3.5 Students learn in their own language.
- 3.6 A systematized and frequent monitoring of student achievement is in place.
- 3.7 Goal setting and strategies to achieve them are an integral part of the work of both staff and students.
- 3.8 The community and parents participate in education.

4. Focus of the School Review

The Kwayaciiwin School Review is organized around two aspects of the education system:

- 4.1 **Governance** (activities that provide for direction and governing the organization): including mandate and role of the Chief and Council and Board in education; vision, goals, and planning; policy making; community consultation; accountability indicators; financial direction; and board functioning.
- 4.2 **Operations** (the delivery of service to students and the activities of the school that involve the community): including management of organization; school leadership; student success; curriculum management; evaluation of student progress; early identification/intervention of special needs students; teaching and educational resources; professional development; facilities; health and safety; student transportation; community engagement and ownership; parental involvement in education; and financial management.

Through information the review obtains in these areas, the governance, management, teaching, learning and services provided by the organization are sampled. This establishes a baseline or a profile that can be compared to previous baselines so a school system can measure its progress.

5. Roles in the School Review Process

5.1 *Education Board*

The community Education Board oversees the review process and provides feedback to the Kwayaciiwin Review Team on the goal and focus of the review. The Board is also involved in providing opinion and information to the Review Team during the research phase.

The Review Team presents the final draft review report to the Board for its input and to discuss the recommendations of the report. Finally, the Board reviews and approves the School Improvement Plan.

5.2 ***Review Committee***

A Review Committee is optional and is created at the discretion of the community Education Board. If established, the Review Committee acts as the coordinating body in the community, overseeing the work of the review and working closely with the Review Team in a liaison role. Membership on the committee may include representatives of the Board, a Councillor, the Education Director and staff.

5.3 ***Education Management (Education Director and Principal)***

The Education Director is responsible for the on-site coordination of the data gathering, including setting up interviews and ensuring surveys and forms are distributed, completed and collected. The Principal assists the Review Team in the school to facilitate in-class observation, interviews and environmental checks.

5.4 ***Review Team***

The Review Team conducts the review in conjunction with the Education Board and management utilizing the methodology outlined in the Kwayaciiwin School Review Manual.

6. **School Review Process**

The steps involved in the Kwayaciiwin School Review process are outlined below. There are five accompanying document folders for completion. These are identified by the numbers 1-5, plus their name. The first document folder (1-Advance Review Forms and Surveys) is to be completed by school personnel (Education Director, Principal and school staff) prior to the on-site visit of the Review Team. Folders 2-4 are for completion by the Review Team. The team's role is to analyze all the information and prepare a report for the Board from which a School Improvement Plan is created. Folder 5-Communications are a guide to the letters KEREC will send to the community Education Director to introduce and explain the process.

An Overview of the Documents in the School Review is on the next page (6.1), followed by the School Review Steps (6.2).

6.1 Overview of Documents in the School Review

1 - Advance Forms and Surveys

1. Education Authority Membership Form
2. Staff Information Form
3. Education Facilities Checklist Form
4. Class Enrolment Form
5. Independent Education Plan Form
6. Projected Enrolment Pattern Form
7. Teachers and Teacher's Assistant Survey
8. Non-Teaching Staff Survey
9. Student Survey

2 - Interviews

1. Education Director Interview
2. Principal Interview
3. Teacher Interview
4. Resource Teacher Interview
5. Education Board Member Interview
6. Parent/Guardian Interview

3 - Community-School Information

1. Community Background Information
2. Attendance Statistics for the Past Two Years
3. Student Outcomes (Graduates, School Leavers, Transfers)
4. Summary of Findings Checklist

4 - On-Site Observation Checklists

1. Classroom Observation Checklist
2. Immersion Classroom Observation Checklist
3. Policy and Documents Checklist
4. Environment Checklist

5 – Communications

1. Introductory Letter to Education Director (to be shared with staff)
2. Follow-up Letter to Education Director

6.2 School Review Steps

6.2.1 Community Notification of the Review

Kwayaciiwin sends the Education Director a letter to inform the organization that an independent review of their education system is to be completed in the coming year. The letter details the Review Team selected by Kwayaciiwin. The team may consist of Kwayaciiwin staff or of independent contractors engaged by Kwayaciiwin to do the review.

6.2.2 Community Consultation

The Review Team meets with representatives of the community education organization (the Board, Education Director and the Principal) to go over the Review Manual and to obtain feedback and finalize the review process and timing. (This meeting could take place by video-conference.)

6.2.3 Advance Forms and Surveys

- 6.2.3.1 Kwayaciiwin sends the Education Director the document folder entitled 1-Advance Forms and Surveys.
- 6.2.3.2 Kwayaciiwin provides the Education Director with a letter to be distributed to all staff outlining the review process, its purpose and timing.
- 6.2.3.3 The forms and surveys are completed by the appropriate individuals, assembled and returned by the Education Director to Kwayaciiwin within two weeks of receipt. The forms and surveys are detailed in the matrix below indicating who is responsible for completing them.

1-Advance Forms and Surveys

Form	Completed by
Education Authority Membership Form	Education Director
Administration and Support Staff List	Education Director
Education Facilities Checklist	Principal
Class Enrolment Form	Principal
Independent Education Plan Form	Principal
Projected Enrolment Pattern Form	Principal
Teachers/TAs Survey	Teachers/TAs
Non-Teaching Staff Survey	Non-Teaching Staff
Student Survey	Senior Students

- 6.2.3.4 The Review Team reads the completed forms prior to traveling to the community and revises interview questions to include any local issues arising from the advance surveys and other information.
- 6.2.3.5 Kwayaciiwin provides the Education Director with a list of documents to be collected for review by the team during the on-site visit. This includes:

Document Review

Subject	Specific Items
Board Mandate	Document establishing the Board of Education and outlining its terms of reference
Vision	Vision Statement
Mission	Mission or Mandate Statement of education system
Policies	Governance Finance Personnel Job Descriptions School/Student policies School Handbook Behaviour Code for Students Sample minutes of Board meetings Planning Documents
Finance	Budget for current year Last 2 financial statements Last year's audited financial statements
School Information	School goals for current year Targets at the conclusion of each school division for Anihshiniimowin, English and Mathematics
School Building Information	Report of most recent safety inspection Report of most recent fire inspections
Schedules	School calendar for the current year Intramural/extramural student activities outline for current year Overview of community use of school Maintenance reports
System Statistics	CTBS results (or other school testing results) Sample of report cards for each division Attendance Statistics (for past 2 years) Information on Graduates, School Leavers and Transfers (for past 3 years) Sample files of special education students

6.2.4 On-Site Research

The Review Team travels to the community to carry out the following activities:

- 6.2.4.1 Meet with the Board (or the Review Committee) to go over the activities to be carried out during the visit.

- 6.2.4.2 Meet with the Education Director and Principal to collect documents for review and to engage their assistance in setting up interviews and observation sessions.
- 6.2.4.3 Conduct interviews with selected non-teaching staff, Board members, teaching staff (from each division), Resource Teacher, Education Director and Principal. (Document folder called: 2-Interviews.)
- 6.2.4.4 Conduct Parent/Guardian face-to-face or telephone interviews using contact information provided by the Principal. (Document folder called: 2-Interviews.)
- 6.2.4.5 Conduct policy and document review. (Document folder called: 4-On-Site Observation Checklists.)
- 6.2.4.6 Conduct in-class observations including Teacher's daybook, anecdotes and long-range plans. (Document folder called: 4-On-Site Observation Checklists.)
- 6.2.4.7 Conduct environment review of facilities by touring the school and grounds with Principal and Head Maintenance staff. (Document folder called: 4-On-Site Observation Checklists.)
- 6.2.4.8 Gather information to complete the required forms. (Document folder called: 3-Community-School Information.) This includes the following:
 - Community Background Information
 - Attendance Statistics for the past two years
 - Student Outcomes (Graduates, School Leavers, Transfers) for the past three years

6.2.5 Analysis of Data

The Review Team compiles and tabulates the information gathered and writes it up as findings and observations for the Review Report. The findings of the Review Team are summarized in the Summary of Findings Checklist (Document folder called: 3-Community-School Information).

6.2.6 Final Report

The Draft Report with an emphasis on recommendations is presented on-site to the Review Committee and/or Board and to management. Some revisions may be required based on feedback. The Review Team submits a Final Report for receipt by the Board.

6.2.7 School Improvement Plan

In the final step, the Review Team works with the Review Committee or school management to create a School Improvement Plan which outlines priorities for school improvement activities based on the report recommendations. The plan includes timelines and designated person(s) responsible for coordinating the activities. The Review Team provides the School Improvement Plan to the Education Director who presents it to the Board.