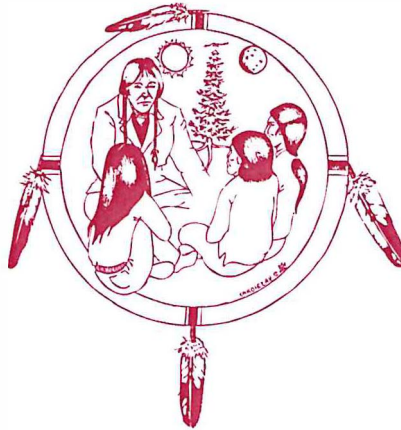


# Ahkwesáhsne Mohawk Board of Education



## Policy 202 Working Together: Responding to Questions and Concerns

### Please Note:

AMBE policies are governance documents that state the Board's decision related to an area of operation by stating purpose, guiding principles, basic procedures, and key responsibilities.

AMBE senior management is accountable for implementing Board policies and expected to exercise good judgment when implementing the policies in the context of day-to-day operations. Where appropriate, senior management may decide to develop specific guidelines and procedures, Administrative Frameworks, to ensure the appropriate implementation of Board policy.

This policy was adopted for the first time by the Ahkwesáhsne Mohawk Board of Education (AMBE) on:  
August 26, 2020

Subsequent amendments:  
\_\_\_\_\_, 20\_\_

# Contents

1.	Purpose .....	3
2.	Definitions.....	3
3.	General Guidelines.....	3
	Key Principles.....	3
4	Process and Procedures.....	4
4.1	Receiving Questions and Concerns .....	4
4.2	Reviewing and Responding to Questions and Concerns.....	5
	Level 1: Requesting a Meeting with a Staff Member .....	5
	Level 2: Requesting Review by the Principal or Center Manager .....	5
	Level 3: Requesting Review by the Director of Education.....	6
	Level 4: Requesting Review by The Board of Trustees.....	6
5	Roles and Responsibilities .....	7
5.1	Parents/Guardians and Community Members .....	7
5.2	The Student .....	7
5.3	Staff .....	7
5.4	Principals and Center Managers:.....	8
5.5	The Superintendent of Student Services/Associate Director .....	8
5.6	The Director of Education.....	8
5.7	Board of Trustees .....	9
5.8	The Board Chairperson.....	9
5.9	Administrative Assistants .....	9
5.10	The Director of Education’s Executive Assistant .....	10
6	Policy Review and Revision .....	10
6.1	Principles and Directives: .....	10
6.2	Procedures:.....	10
6.3	Roles and Responsibilities: .....	11
	ANNEX A: WORKING TOGETHER - QUESTION AND CONCERN FORM <i>LEVEL 1</i> .....	11
	ANNEX A: WORKING TOGETHER – PRINCIPAL OR CENTER MANAGER REVIEW <i>LEVEL 2</i> .....	14
	ANNEX A -: WORKING TOGETHER – DIRECTOR OF EDUCATION REVIEW <i>LEVEL 3</i> .....	16
	ANNEX A: WORKING TOGETHER – REQUEST FOR REVIEW BY BOARD OF TRUSTEES FORM <i>LEVEL 4</i> .....	18

## 1. Purpose

The purpose of *Policy 202 - Working Together: Responding to Questions and Concerns* is to establish the process and procedures for receiving, reviewing, and responding to questions and/or concerns expressed by a member of the AMBE Community.

*Special Note:* Generally, this policy does not respond to AMBE staff for employment related questions and concerns as the resolution mechanisms for these concerns are embedded in the *General Personnel Policy (GPP)* and *Collective Agreements*.

## 2. Definitions

Active Listening	Active listening is the ability to focus completely on a speaker’s message, comprehend the information, interpret their intent, and respond thoughtfully.
AMBE Community	Includes everyone actively engaged in ensuring academic, personal, and professional success of AMBE students. AMBE community is comprised of students, parents/guardians, staff, Board members, Elders, Knowledge Keepers, Members of the Mohawk Council of Akwesasne (MCA), and members from the Akwesasne Community.
Board Members	Includes both Trustees ( <i>Elected Members</i> ) and Ex-officio Members ( <i>Portfolio Chiefs and the Director of Education</i> ).
Concern	Something that is of interest, important or worrisome.
Consensus	An accepted agreement.
Dialogue	A conversation or exchange of ideas.
Question	Seeking clarification and/or additional information.
Resolution	The act of finding an answer or solution to a question or concern.
Restorative Justice	Provide the space where everyone involved shares responsibility for working towards a positive solution and is encouraged to act in a way that restores relationships and harmony in the community.
Safe Space	A place that is welcoming, helpful, and free from judgement, so that people feel valued, heard, and appreciated.
The Board	Refers to the <i>Ahkwasáhsne Mohawk Board of Education</i> , which includes both the governance and administrative structure.

## 3. General Guidelines

### Key Principles

- 3.1.1 The AMBE believes that it is essential to create and maintain safe spaces that are welcoming, helpful, and free from judgement, so that people feel valued, heard, and appreciated.
- 3.1.2 This Policy will be used only when members of the AMBE community have questions and concerns that have not been addressed and/or resolved informally.
- 3.1.3 This Policy provides a process to assist and support member(s) of the AMBE community who have a question or concern that cannot be addressed informally.

The AMBE commits to ensuring:

The ability to ask questions and express concerns in a respectful manner are an important part of all relationships and must be received with an open mind to ensure that everyone feels that their voice is being heard, valued, and respected.

- 3.1.4 Everyone engages in dialogue and active listening to ensure they understand each other's perspectives.
- 3.1.5 When a question or concern has been expressed, all members of the AMBE Community work together towards a positive result, building consensus based on the principle of restorative justice in the spirit of Ahkwasáhsró:non culture and values.
- 3.1.6 The best solutions are those that we build together, a member of the AMBE Community sharing a question or concern will be encouraged to bring forth possible solutions for consideration that will first and foremost be in the best interest of the student, students, or system.
- 3.1.7 Our school will always be a safe space for all members of the AMBE Community, and in this spirit, everyone should feel that their questions or concerns can be resolved as close to the source of the question or concern as possible.
- 3.1.8 However, if an individual feels that their question or concern has not been addressed based on these principles, every effort will be made to assist them in completing the *AMBE Working Together: Question and Concern Form* (Annex A).
- 3.1.9 At any time a stakeholder can present themselves in person at the monthly Board of Trustees meeting to ask their question. The procedure to ask your question at a meeting is:
  - 1. Submit your question by email or phone call to the Executive Secretary of the Director of Education by noon on the day of the meeting.
  - 2. Executive Secretary will present the question(s) submitted for presentation to the Director of Education.
    - a. If the question can be resolved informally, the stakeholder will be contacted and redirected.
    - b. If the question is in the prevue of the Board of Trustees, the question will be added to a revised agenda and the agenda sent to the Board of Trustees prior to the meeting.
  - 3. Stakeholders must appear at the Board of Trutees meeting and be seated in the audience area until called upon by the Chairperson.
  - 4. When called upon by the Chairperson, the Stakeholder must read their question, as submitted in writing.
  - 5. The Chairperson will respond to the stakeholder's question or for complex situations, provide a response in writing by the next meeting of the Board of Trustees.
  - 6. All responses and decisions of the Board of Trustees are final.

## 4 Process and Procedures

### 4.1 Receiving Questions and Concerns

- 4.1.1 AMBE staff will advise members of the AMBE community of our process for receiving questions or concerns, which provides for four possible levels. (Policy 706 and Policy 707)
- 4.1.2 Members of the AMBE community will be supported throughout the process, including if necessary, completion of the *AMBE Working Together: Question and Concern Form* (Annex A).
- 4.1.3 Every effort shall be made to address the question or concern closest to the source of the question or concern.
- 4.1.4 Each level in the process will be completed in a timely manner.

- 4.1.5 If a question or concern is brought for review to the Board of Trustees, the Board will provide a response in the best interest of the student or students as their primary goal, and the response of the Board is final.
- 4.1.6 The Board of Trustees Chairperson will respond to questions in writing, on behalf of the Board, by the next scheduled Board of Trustee meeting. In the case of time sensitive issues the Board of Trustees may call a special meeting to address the concern.

## 4.2 Reviewing and Responding to Questions and Concerns

### Level 1: Requesting a Meeting with a Staff Member

1. As a designated safe space, a parent/guardian, student, or community member should be able to meet with an AMBE staff member involved to share:
  - a. Their question or concern;
  - b. Each other's perspectives; and
  - c. Possible solutions for consideration. (Policy 707)
2. To arrange a meeting with the staff member, the individual will contact the school office to request a meeting, sharing:
  - a. Purpose of meeting; and
  - b. If they would like the Principal/Center Manager to facilitate the meeting
3. The Administrative Assistant will:
  - a. Support the individual to complete and submit the *AMBE Working Together: Question and Concern Form, Level 1 (Annex A)* prior to the meeting;
  - b. Send the completed form to all stakeholders implicated in the issue.
  - c. Inform the individual that, if they need support, the Superintendent of Student Services/Associate Director will ensure they receive the assistance they need;
  - d. Inform the staff member and the Principal/Center Manager that a meeting has been requested;
  - e. Schedule the meeting once they have spoken to the staff member; and
  - f. Inform implicated individuals of the meeting date and time.
4. The meeting will be held in the spirit of the principles of restorative justice as stated above with respect, openness to building consensus, and ensuring the best interest of the student or students remains as the primary goal.
5. When consensus is built, the staff member will confirm with a summary of the details of what was agreed by all concerned. (*AMBE Working Together: Question and Concern Form, Level 1, Annex A*)
6. If consensus has not been achieved, the individual may choose to bring their question or concern to the next level. At that time, at the meeting, the staff member will support the completion of the *Level 2 Form (Annex A)* and submit it to the next level. (Policy 707)

### Level 2: Requesting Review by the Principal or Center Manager

1. As a designated safe space, if their question or concern remains after speaking to the staff member, a parent/guardian, student, or community member should be able to meet with the Principal/Center Manager to share: their question or concern, each other's perspectives, and possible solutions for consideration. (Policy 707)
2. To arrange for a meeting with the Principal/Center Manager, the individual will contact the school office to request a meeting, sharing the purpose of the meeting.
3. The School/Center Administrative Assistant will:
  - a. Advise the individual once the meeting has been confirmed;
  - b. Support the individual to complete and submit the *AMBE Working Together: Question and Concern Form, Level 2 (Annex A)* prior to the meeting; and

- c. Inform every one of the meeting date and time.
4. The Principal/Center Manager shall make every effort to meet with the individual(s) and staff member(s) concerned separately to discuss the question or concern.
5. A joint meeting(s) with the staff member and individual concerned will be held in the spirit of the principles of restorative justice as stated above with respect, openness to building consensus, and ensuring the best interest of the student or students remains as the primary goal.
6. When consensus is built, the Principal/Center Manager will confirm with a summary of the details of what was agreed by all concerned. (*AMBE Working Together: Question and Concern Form, Level 2, Annex A*)
7. If consensus has not been achieved, the individual may choose to bring their question or concern to the next level, by completing the *AMBE Working Together: Question and Concern Form, Level 3 (Annex A)*. (Policy 707)
8. If the individual requires assistance completing the *Form, Level 3 (Annex A)*, a representative of the Superintendent of Student Services/Associate Director's Office will provide the necessary support to complete the form.

### **Level 3: Requesting Review by the Director of Education**

1. As a designated safe space, if the question or concern remains after speaking to the Principal/Center Manager, a parent/guardian, student, or community member should be able to meet with the Director of Education or designate to share: their question or concern, each other's perspectives, and possible solutions for consideration. (Policy 707)
2. To arrange for a meeting with the Director of Education or designate, the individual will contact the Office of the Director of Education to request a meeting, sharing the purpose of the meeting.
3. The Director of Education's Executive Assistant will:
  - a. Advise the individual once the meeting has been confirmed;
  - b. Support the individual to complete and submit the *AMBE Working Together: Question and Concern Form, Level 3 (Annex A)* prior to the meeting;
  - c. Inform the individual that, if they need support, the Superintendent of Student Services/Associate Director will ensure they receive the assistance they need; and
  - d. Inform every one of the meeting details.
4. The Director of Education shall consider the question or concern which may include:
  - a. Gathering information; and
  - b. Involving members of AMBE leadership staff as required.
5. A joint meeting with all concerned will be held in the spirit of the principles of restorative justice as stated above with respect, openness to building consensus, and ensuring the best interest of the student, students or system is the primary goal.
6. When consensus is built, the Director of Education will confirm with a summary of the details of what was agreed by all concerned. (*AMBE Working Together: Question and Concern Form, Level 3, Annex A*)
7. If consensus has not been achieved, the individual may choose to bring their question or concern to the next level, by completing the *AMBE Working Together: Request for Review by Board of Trustees Form, Level 4 (Annex A)*. (Policy 707)
8. If the individual requires assistance completing the *Form, Level 4 (Annex A)*, a representative of the Superintendent of Student Services/Associate Director's Office will provide the necessary support to complete the form.

### **Level 4: Requesting Review by The Board of Trustees**

1. As a designated safe space, if the question or concern remains after speaking to the Director of Education or designate, a parent/guardian, student, or community member should be able to request a review of their question or concern by the Board of Trustees.
2. The individual will contact the Director of Education's Executive Assistant requesting that their question or concern be presented to the Board of Trustees.
3. The Director of Education's Executive Assistant will:
  - a. Inform the parent/guardian, student, or community member that the members of the Board of Trustees will review all previous documentation;
  - b. Request the individual to complete and submit the *AMBE Working Together: Request for Review by Board of Trustees Form, Level 4 (Annex A)*; and
  - c. Inform the individual that, if they need support, the Superintendent of Student Services/Associate Director will ensure they receive the assistance they need.
4. The Board of Trustees in considering their response, may ask to meet with the Director of Education, Principal/Center Manager, and staff member(s) concerned to confirm their understanding of the documentation.
5. The *Form*, Level 4, page 2 will be completed by the Director of Education to reflect the Board's response, approved by the Board Chairperson, and provided to the individual concerned.

## 5 Roles and Responsibilities

### 5.1 Parents/Guardians and Community Members

The Parents/Guardians or Community Members will:

- 5.1.1 Work together with staff, senior leadership, and members of the Board to create a safe, respectful, and positive environment, reflective of our Ahkwesáhsró:non cultural values and principles;
- 5.1.2 Engage in dialogue and active listening in the spirit of the principles of restorative justice as stated above with openness to building consensus, and ensuring the best interest of the student or students remains as the primary goal;
- 5.1.3 If required, review and be familiar with the process outlined in this policy;
- 5.1.4 Share their concerns in a collaborative, respectful, and confidential manner to facilitate a resolution; and
- 5.1.5 Implement steps outlined in Level 1 to 4 as applicable.

### 5.2 The Student

The Student will:

- 5.2.1 Work together with staff, senior leadership, and members of the Board to create a safe, respectful, and positive environment, reflective of our Ahkwesáhsró:non cultural values and principles;
- 5.2.2 Engage in dialogue and active listening in the spirit of the principles of restorative justice as stated above with openness to building consensus;
- 5.2.3 If required, review and be familiar with the process outlined in this policy;
- 5.2.4 Share their concerns in a collaborative, respectful, and confidential manner to facilitate a resolution; and
- 5.2.5 Implement steps outlined in Level 1 to 4 as applicable.

### 5.3 Staff

The Staff Member will:

- 5.3.1 Work together with students, parents/guardians, and community members to create a safe, respectful, and positive environment, reflective of our Ahkwesáhsró:non cultural values and principles;
- 5.3.2 Engage in dialogue and active listening in the spirit of the principles of restorative justice as stated above with openness to building consensus, and ensuring the best interest of the student or students remains the primary goal;
- 5.3.3 Review and be familiar with the process outlined in this policy;
- 5.3.4 Approach questions or concerns raised by parents/guardians, students, and community members in a collaborative, respectful, and confidential manner to facilitate a resolution;
- 5.3.5 Implement steps outlined in Level 1 to 4 as required; and
- 5.3.6 Maintain confidentiality of question or concern raised by parents/guardians, students, and community members.

#### **5.4 Principals and Center Managers:**

The Principal or Center Manager will:

- 5.4.1 Work together with parents/guardians, students, community members, and staff to create a safe, respectful, and positive environment, reflective of our Ahkwesáhsró:non cultural values and principles;
- 5.4.2 Engage in dialogue and active listening in the spirit of the principles of restorative justice as stated above with openness to building consensus, and ensuring the best interest of the student or students remains as the primary goal;
- 5.4.3 Ensure that staff, students, parents/guardians, and community members are familiar with the process outlined in this policy;
- 5.4.4 Ensure that employees receive support to continue to develop their communication and problem- solving competencies;
- 5.4.5 Approach questions or concerns raised by parents/guardians, students, and community members in a collaborative, respectful, and confidential manner to facilitate a resolution;
- 5.4.6 Implement steps outlined in Level 1 to 4 as required; and
- 5.4.7 Maintain confidentiality of question or concern raised by parents/guardians, students, and community members.

#### **5.5 The Superintendent of Student Services/Associate Director**

The Superintendent of Student Services/Associate Director will:

- 5.5.1 Work together with parents/guardians, students, community members, and staff to create a safe, respectful, and positive environment, reflective of our Ahkwesáhsró:non cultural values and principles;
- 5.5.2 Engage in dialogue and active listening in the spirit of the principles of restorative justice as stated above with openness to building consensus, and ensuring the best interest of the student or students remains as the primary goal;
- 5.5.3 Ensure that employees receive support to continue to develop their communication and problem-solving competencies;
- 5.5.4 Ensure parents/guardians, students, and community members are provided with support during the entire process including completion of the *AMBE Working Together: Question and Concern Form* (Annex A); and
- 5.5.5 Maintain confidentiality of questions or concerns raised by parents/guardians, students, and community members.

#### **5.6 The Director of Education**

The Director of Education will:



- 5.6.1 Work together with parents/guardians, students, community members, and staff to create a safe, respectful, and positive environment, reflective of our Ahkwesáhsró:non cultural values and principles;
- 5.6.2 Engage in dialogue and active listening in the spirit of the principles of restorative justice as stated above with openness to building consensus, and ensuring the best interest of the student or students remains as the primary goal;
- 5.6.3 Ensure that Superintendents/Associate Directors/Principals/Managers are familiar with the process outlined in this policy and their role in ensuring the policy is being implemented accordingly;
- 5.6.4 Ensure that employees receive support to continue to develop their communication and problem-solving competencies;
- 5.6.5 Approach questions or concerns raised by parents/guardians, students, and community members in a collaborative, respectful and confidential manner to facilitate a resolution;
- 5.6.6 Implement steps outlined in Level 1 to 4 as required;
- 5.6.7 Complete the *Form*, Level 4, page 2 to reflect the Board's response;
- 5.6.8 Secure the approval from the Board Chairperson once the *Form*, Level 4, page 2 has been completed;
- 5.6.9 Provide the completed *Form*, and a letter on behalf of the Board of Trustees, if required, in response to the question or concern raised by parents/guardians, students and community members;
- 5.6.10 Maintain confidentiality of questions or concerns raised by parents/guardians, students, and community members; and
- 5.6.11 Ensure that this policy is reviewed as required to ensure that it meets the needs of the AMBE community.

## 5.7 Board of Trustees

The Board of Trustees will:

- 5.7.1 Work together with parents/guardians, students, community members, and staff to create a safe, respectful, and positive environment, reflective of our Ahkwesáhsró:non cultural values and principles;
- 5.7.2 Engage in dialogue and active listening in the spirit of the principles of restorative justice as stated above with openness to building consensus, and ensuring the best interest of the student or students remains as the primary goal;
- 5.7.3 Approach questions or concerns raised by parents/guardians, students, and community members in a collaborative, respectful and confidential manner to facilitate a resolution;
- 5.7.4 Implement steps outlined in Level 4;
- 5.7.5 Maintain confidentiality of questions or concerns raised by parents/guardians, students, and community members; and
- 5.7.6 Ensure that this policy is implemented and reviewed as required.

## 5.8 The Board Chairperson

The Board Chairperson will:

- 5.8.1 Review, approve and sign the *Form*, Level 4, page 2 completed by the Director of Education to ensure that it is reflective of the Board's response to the individual concerned; and
- 5.8.2 Sign Board letter completed by Director of Education in response to the individual's concern or question.

## 5.9 Administrative Assistants

The Administrative Assistants will:

- 5.9.1 Work together with staff, students, parents/guardians, and community members to create a safe, respectful, and positive environment, reflective of our Ahkwesáhsró:non cultural values and principles;
- 5.9.2 Request the individual (and or assist) to complete and submit the *AMBE Working Together: Question and Concern Form*, (Annex A) prior to the meeting;
- 5.9.3 Inform the individual that, if they need support, the Superintendent of Student Services/Associate Director will ensure they receive the assistance they need;
- 5.9.4 Inform every one of the meeting date and time;
- 5.9.5 Engage in dialogue and active listening in the spirit of the principles of restorative justice as stated above with openness to building consensus, and ensuring the best interest of the student, students or system remains as the primary goal;
- 5.9.6 Provide administrative support to members of the AMBE community during the entire process;
- 5.9.7 If the response to the question or concern has been addressed at the school or center level, maintain a copy of *AMBE Working Together: Question and Concern Form (Annex A)*; and
- 5.9.8 Maintain confidentiality of questions or concerns raised by students, parents/guardians, and community members.

### **5.10 The Director of Education’s Executive Assistant**

The Director of Education’s Executive Assistant will:

- 5.10.1 Work together with staff, students, parents/guardians, and community members to create a safe, respectful, and positive environment, reflective of our Ahkwesáhsró:non cultural values and principles;
- 5.10.2 Request the individual to complete (and or assist) and submit the *AMBE Working Together: Question and Concern Form*, (Annex A) prior to the meeting;
- 5.10.3 Inform the individual that, if they need support, the Superintendent of Student Services/Associate Director will ensure they receive the assistance they need;
- 5.10.4 Inform every one of the meeting date and time;
- 5.10.5 Engage in dialogue and active listening in the spirit of the principles of restorative justice as stated above with openness to building consensus, and ensuring the best interest of the student, students or system remains as the primary goal;
- 5.10.6 Provide administrative support to members of the AMBE community during the entire process;
- 5.10.7 If the response to the question or concern has been brought to the Director of Education and the Board of Trustees, maintain a copy of *AMBE Working Together: Question and Concern Form (Annex A)* in the office of the Director of Education; and
- 5.10.8 Maintain confidentiality of questions or concerns raised by students, parents/guardians, and community members.

## **6 Policy Review and Revision**

### **6.1 Principles and Directives:**

- 6.1.1 It is important for the policies of the Ahkwesáhsne Mohawk Board of Education to remain current and serve the best interest of Akwesasne students and the Akwesasne community.
- 6.1.2 The Board of Trustees recognizes that this policy should be reviewed at a minimum of every 5 years and/or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.

### **6.2 Procedures:**

6.2.1 The Board of Trustees will establish a timeline for the regular review of this policy that requires the policy be reviewed at the minimum 5 years from the date of approval by the Board or as required by new circumstance or obligations.

**6.3 Roles and Responsibilities:**

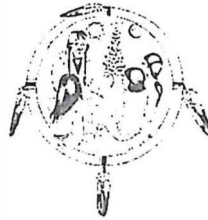
6.3.1 Board of Trustees will:

- Establish a timeline for the regular review of this policy and ensure that it is respected; and
- Ensure that this policy is reviewed at a minimum every 5 years from the date of approval, or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.

6.3.2 The Director of Education will:

- Initiate a review of this policy at a minimum every 5 years from the date of approval, or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.

*Akwesasne Mohawk Board of Education*



**ANNEX A: WORKING TOGETHER - QUESTION AND CONCERN FORM LEVEL 1**

Parent/ Guardian / Student/ Community Member Information:

Name: \_\_\_\_\_ Date: 20\_\_/\_\_/\_\_

*The best way to contact me is:*

Telephone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_  Email: \_\_\_\_\_

Address: \_\_\_\_\_

Student Information (if Applicable)

Student Name: \_\_\_\_\_ Grade-Class: \_\_\_\_\_

Day Care  AMS  Kana:takon  Tsi Snaihne  Secondary  Iohahi:io

Received by:

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Date: 20\_\_/\_\_/\_\_ Initial: \_\_\_\_\_

**1. DESCRIPTION OF QUESTION OR CONCERN**

Please provide a detailed description of your question or concern. Attach a copy of any additional information that you would like to provide.

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(Please use the back of this sheet if additional space is required.)

Parent/ Guardian / Student/ Community Member Signature: \_\_\_\_\_

**2. RESPONSE TO QUESTION OR CONCERN**

AMBE staff member(s) to provide a detailed response to the question or concern.

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**3. AGREED UPON RESPONSE TO QUESTION OR CONCERN (*Build Through Consensus*)**

AMBE staff member(s) to provide details of agreed upon response.

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**4. NEXT STEPS, IF ANY**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Parent/Guardian/Community Member:

\_\_\_\_\_

Date: 20\_\_/\_\_/\_\_

**Student:**

\_\_\_\_\_

Date: 20\_\_/\_\_/\_\_

**Staff Member:**

\_\_\_\_\_

Date: 20\_\_/\_\_/\_\_

**Principal or Center Manager:**

\_\_\_\_\_

Date: 20\_\_/\_\_/\_\_

*Ahkwesáhsne Mohawk Board of Education*



**ANNEX A: WORKING TOGETHER – PRINCIPAL OR CENTER MANAGER REVIEW LEVEL 2**

**Parent/ Guardian / Student/ Community Member Information:**

Name: \_\_\_\_\_ Date: 20\_\_/\_\_/\_\_

*The best way to contact me is:*

Telephone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_  Email: \_\_\_\_\_

Address: \_\_\_\_\_

**Student Information (if Applicable)**

Student Name: \_\_\_\_\_ Grade-Class: \_\_\_\_\_

Day Care  AMS  Kana:takon  Tsi Snaihne  Secondary  Iohahi:io

**Received by:**

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Date: 20\_\_/\_\_/\_\_ Initial: \_\_\_\_\_

**Please attach LEVEL 1 DOCUMENTATION if available**

**1. REASONS FOR THE REVIEW REQUEST - Please include detailed reasons for the review request.**

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(Please use the back of this sheet if additional space is required.)

**Parent/ Guardian / Student/ Community Member Signature:** \_\_\_\_\_

**2. RESPONSE TO QUESTION OR CONCERN**

AMBE Principal or Center Manager to provide a detailed response to the question or concern.

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**3. AGREED UPON RESPONSE TO QUESTION OR CONCERN (*Build Through Consensus*)**

AMBE Principal or Center Manager to provide details of agreed upon response.

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**4. NEXT STEPS, IF ANY**

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- ---
- ---
- ---

**SIGNATURES AS REQUIRED:**

**Parent/Guardian/Community Member:**

\_\_\_\_\_ Date: 20\_\_/\_\_/\_\_

**Student:**

\_\_\_\_\_ Date: 20\_\_/\_\_/\_\_

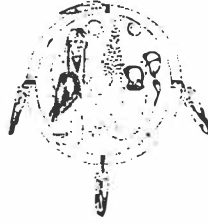
**Principal or Center Manager:**

\_\_\_\_\_ Date: 20\_\_/\_\_/\_\_

**Superintendent of Student Services/Associate Director:**

\_\_\_\_\_ Date: 20\_\_/\_\_/\_\_

*Ahkwesáhene Mohawk Board of Education*



**ANNEX A -: WORKING TOGETHER – DIRECTOR OF EDUCATION REVIEW *LEVEL 3***

**Parent/ Guardian / Student/ Community Member Information:**

Name: \_\_\_\_\_ Date: 20\_\_/\_\_/\_\_

*The best way to contact me is:*

Telephone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_  Email: \_\_\_\_\_

Address: \_\_\_\_\_

**Student Information (if Applicable)**

Student Name: \_\_\_\_\_ Grade-Class: \_\_\_\_\_

Day Care  AMS  Kana:takon  Tsi Snaihne  Secondary  Iohahi:io

**Received by:**

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Date: 20\_\_/\_\_/\_\_ Initial: \_\_\_\_\_

Please attach **LEVEL 1 AND 2 DOCUMENTATION** if available

1. REASONS FOR THE REVIEW REQUEST - Please include detailed reasons for the review request.

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(Please use the back of this sheet if additional space is required.)

Parent/ Guardian / Student/ Community Member Signature: \_\_\_\_\_



**2. RESPONSE TO QUESTION OR CONCERN**

AMBE Director of Education to provide a detailed response to the question or concern.

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**3. AGREED UPON RESPONSE TO QUESTION OR CONCERN (*Build Through Consensus*)**

AMBE Director of Education to provide details of agreed upon response.

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**4. NEXT STEPS, IF ANY**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**SIGNATURES AS REQUIRED:**

Parent/Guardian/Community Member:

\_\_\_\_\_ Date: 20\_\_/\_\_/\_\_

Student:

\_\_\_\_\_ Date: 20\_\_/\_\_/\_\_

Director of Education:

\_\_\_\_\_ Date: 20\_\_/\_\_/\_\_

Superintendent of Student Services/Associate Director:

\_\_\_\_\_ Date: 20\_\_/\_\_/\_\_

*Akwesáhsne Mohawk Board of Education*



**ANNEX A: WORKING TOGETHER – REQUEST FOR REVIEW BY BOARD OF TRUSTEES FORM LEVEL 4**

**Parent/ Guardian / Student/ Community Member Information:**

Name: \_\_\_\_\_ Date: 20\_\_/\_\_/\_\_

*The best way to contact me is:*

Telephone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_  Email: \_\_\_\_\_

Address: \_\_\_\_\_

**Student Information (if Applicable)**

Student Name: \_\_\_\_\_ Grade-Class: \_\_\_\_\_

Day Care  AMS  Kana:takon  Tsi Snaihne  Secondary  Iohahi:io

**Received by:**

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Date: 20\_\_/\_\_/\_\_ Initial: \_\_\_\_\_

Please attach **LEVEL 1 – 3 DOCUMENTATION** if available

**1. REASONS FOR THE REVIEW REQUEST - Please include detailed reasons for the review request.**

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(Please use the back of this sheet if additional space is required.)

Parent/ Guardian / Student/ Community Member Signature: \_\_\_\_\_

**2. RESPONSE TO QUESTION OR CONCERN**

AMBE Director of Education on behalf of the Board to provide a detailed response to the question or concern.

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**3. NEXT STEPS, IF ANY**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**4. DETAILS OF LETTER SENT TO PARENT/GUARDIAN, STUDENT, OR COMMUNITY MEMBER**

AMBE Director of Education to prepare a letter on behalf of the Board in response to the question or concern raised.

Letter Prepared by the Director of Education:

\_\_\_\_\_ Date: 20\_\_/\_\_/\_\_

Review by the Board of Trustees Chairperson:

\_\_\_\_\_ Date: 20\_\_/\_\_/\_\_

Revisions made (if necessary) and Letter sent to the Parent/Guardian, Student, or Community Member:

\_\_\_\_\_ Date: 20\_\_/\_\_/\_\_

Director of Education

Confirmation that the letter was sent, attach a file copy:

Additional Notes (if required):

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