



October 10, 2023

Regular Board Meeting Package

VIRTUAL MEETING

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #10

Tuesday October 10, 2023 Time: 7:00 pm CST	Virtual Meeting (Google Link for internal use only)
AGENDA	

1. Call to Order Chair
2. Land Acknowledgement Chair
3. Roll Call Exec Asst
- Observers may participate by submitting questions regarding the agenda items presented at the meeting this evening to the following email address 'questions@kpdsb.ca'. Questions will be responded to under the agenda item, Observer Comments. Chair
4. Approval of Agenda for October 10, 2023 Chair
5. Declaration of Conflict of Interest Chair
6. Business Arising from Committee of the Whole Chair
 - 6.01 - Policy #310 Reporting of Children in Need of Protection Δ C. Moore
 - 6.02 - Policy #314 Video Surveillance for Schools Δ S. Norlock
7. Confirmation of Minutes Chair
 - 7.01 – Regular Board Meeting September 12, 2023 Δ
8. Delegations/Presentations - NIL
9. Presentation of Reports Chair
 - 9.01 Education
 - A. Students Come First – Red Lake Madsen PS Δ S. Bailey

SPARK Ignites the Flame Within

 - Principal, Debra Geary
 - SERT, Kelly Amell
 - Teacher, Tammy Nylund
 - Kala Drager, Grade 4 student
 - B. KPDSB Pathways Δ S. Norlock
 - Vanessa Clark
 - Mike Dean
 - Ann Gentes
 - Sara Cosco
 - C. Math Achievement Action Plan Δ T. Lindstrom
 - Tanis Oberg
 - Tim Flynn

- Tracy Lindstrom

- | | |
|--|--------------|
| 9.02 Executive Committee Report | D. Cornish |
| A. Trustee Retreat Agenda | |
| 9.03 Finance | |
| A. By-Law #71 – Tax Levy 2024 Δ | R. Findlay |
| 9.04 Audit - Nil | |
| 9.05 Human Resources – Nil | |
| 9.06 Operations | |
| A. Suspension Report Δ | J. Gray |
| 9.07 Committee Updates | |
| A. Early Years Education Advisory Committee – NIL | |
| B. Audit Committee – Sep 27 | D. Cornish |
| C. Indigenous Education Advisory Committee – Oct 4 | D. Baxter |
| D. Ontario Public School Boards' Association – monthly | G. Kleist |
| E. Parent Involvement Committee – NIL | |
| F. Special Education Advisory Committee – Sep 20 | N. Van Breda |
| G. Supervised Alternative Learning – NIL | |
| 10. Correspondence - Student Thank you | Chair |
| 11. Observer Comments | |
| 12. Next Meeting Date: November 14, 2023 | Chair |
| • Inaugural Board Meeting held at Open Roads PS | |
| 13. Adjournment | Chair |

Δ indicates an attachment included in the meeting package

Δ



Policy Section: **School Administration**

300

Policy Name: **Video Security Surveillance
for in Schools**

314

Policy Statement

It is the policy of the Keewatin-Patricia District School Board to utilize video surveillance **where it has been demonstrated there is a need** on School Board property and on **Northwestern Ontario Student Services Consortium** Board contracted school buses; ~~where it has been demonstrated that there is a need for surveillance.~~ This is to ensure the safety of students and staff, **provide schools with evidence of** ~~to act as a deterrent~~ to destructive acts (i.e., theft or vandalism, etc.), and to monitor unauthorized individuals on Board property.

Rationale

The Keewatin-Patricia District School Board has the responsibility to ensure the safety, and security, **and well-being** of students, and staff and **visitors** and to protect Board property.

Definitions

For the purpose of this policy and corresponding documents:

“Covert Surveillance” refers to the surveillance where the subject has not been notified of the possibility of surveillance by signage or by any other means.

“Video Surveillance System” refers to a video, physical or other mechanical, electronic, or digital surveillance systems, or device that enables continuous or periodic video

Cross Reference
Municipal Freedom of Information and Protection of Privacy Act
Ontario Human Rights Code
Information and Privacy Commissioner of Ontario
Guidelines for the Use of Video Surveillance (2015)
NWOSSC Operational Procedure 213, Video Cameras
Policies:
321, Safe and Supportive Schools
606, Transportation
801, Use of School Facilities, Grounds and Equipment
Procedures:
314, Video Security Surveillance in Schools
321, Safe and Supportive Schools

Date Adopted: 13/12/2005
Dates Revised: 04/03/2008; 11/05/2010;
11/02/2014; 24/04/2018

Review By: 2022

recording, observing, or monitoring of individuals in school buildings, on school premises, and school buses.

“**Record**” means any information, however recorded, whether in printed form, on film, by electronic means, or otherwise.

“**School Community**” refers to students, parents and guardians, volunteers, teachers, community members, other staff members, and all facility users and service providers.

Guidelines

1. Personal information will be collected and disclosed in accordance with the Municipal Freedom of Information and Protection of Privacy Act and the Ontario Human Rights Code.
2. ***Signage, in accordance with the notification requirements of MFIPPA, will be posted at applicable sites indicating that video surveillance is in use.***
3. Cameras will only be used when School and/or Board Administration has indicated that surveillance is necessary.

In determining the need for surveillance, Administration may consider the following:

- a) Safety of students, ~~and staff;~~ **and visitors;**
 - b) A history of incidents;
 - c) The physical circumstances of the school; and
 - d) Whether surveillance would be effective in dealing with or preventing future incidents.
4. Cameras will only be **used** ~~sued~~ for the intended purpose.
 - a) Video surveillance cameras will be used to monitor/record for the safety of students and staff.
 - ~~b) Video surveillance cameras will be used as a deterrent to destructive acts.~~



Policy Section: **School Administration**

300

Policy Name: **Video Security Surveillance
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314

- e) b) Video surveillance records may be used as evidence in any disciplinary action brought against any student arising out of the student's conduct and for the enforcement of school rules.
- d) c) Video surveillance records may be used as evidence in any investigation brought against any member of the school community.
- e) d) Video surveillance records may be used as evidence for any criminal act.
- f) e) Video surveillance shall not be used to monitor employee performance.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board that any employee who has reasonable grounds to suspect that a child is or may be suffering or may have suffered abuse and/or neglect shall report to the appropriate authority. The reporting requirements under the Child, Youth, and Family Services Act or successor Act shall be met.

The Keewatin-Patricia District School Board is committed to the prevention of and protection against child abuse and neglect. It is the policy of the KPDSB that all professionals working with children, including teachers and school board personnel, who has reasonable grounds to suspect that a child(ren) may be in need of protection shall immediately report this information, without delay, to a Children's Aid Society.

Rationale

~~Because of their close contact with children, employees may be in a position to help identify children who are being abused and/or neglected and report it to the appropriate authorities.~~

School Board personnel work closely with students and may be in a position to help identify children who are in need of protection and report it to the appropriate Children's Aid Society.

Guidelines

1. The ~~employee~~ ***school board personnel*** who has reasonable grounds to suspect that a child is, or may ***be in need of protection***, ~~be suffering, or may have suffered abuse and/or neglect,~~ shall ***immediately*** report the suspicion to the ~~Child, Youth, and Family Services Agencies~~ ***appropriate Children's Aid Society*** and inform the Principal, or Designate, of the report forthwith.

Policy Section: **School Administration**

300

Policy Name: ~~Child Abuse and/or Neglect~~
Reporting of Children in Need of Protection

310

The duty to report is an ongoing obligation. If a person has made a report about a child to a children's aid society and has additional reasonable grounds to suspect the child is, or may be in need of protection, that person must make a further report to the children's aid society.

2. The reporting procedure will be in accordance with the Keewatin-Patricia District School Board's ~~Child Abuse and Neglect Reporting Forms~~. ***Reporting of Children in Need of Protection Protocol and the Reporting of Children in Need of Protection Form.***



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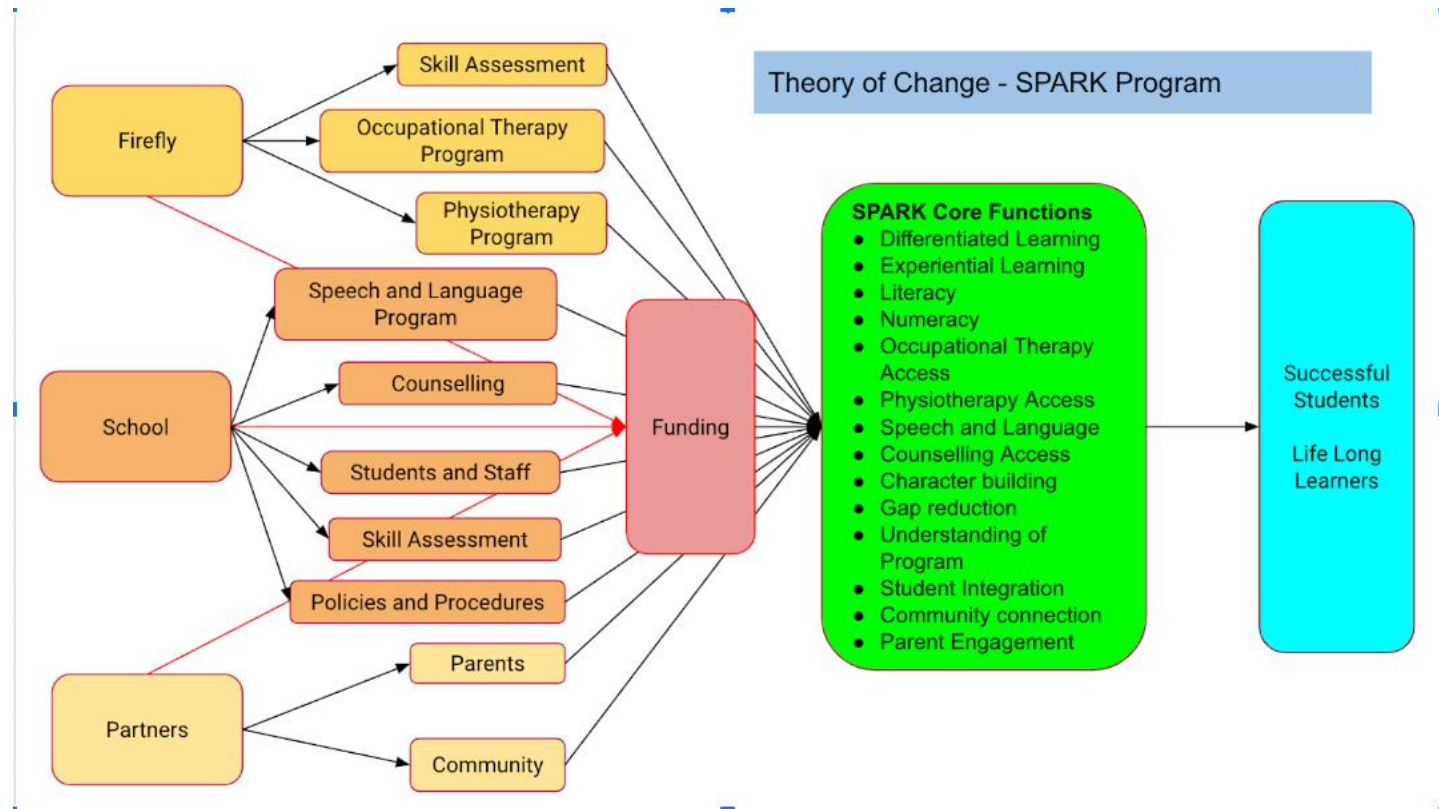
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Spark Ignites the Flame Within

Students Come First

Respectfully submitted by,
RLMPS Team: Debra Geary, Kelly Amell,
Tammy Nylund, Kya Labbe
Spark Ignites the Flame Within
October 10, 2023



Successful Student and Lifelong Learner

Outcomes

- Classroom Integration
- Increase Participation
- Strengthen Motor Skills-
Fine and Gross
- Therapy Engagement
- Increased Resilience

Outcomes

- Improve Academic Skills
- Increase Personal Growth
- Increase Parent
Engagement
- Improved Self Regulation
- Decrease Behavioural
Challenges
- Increased Engagement

Please play the video when
speakers are finished.



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Elementary Pathways Highlights – 2022/23

The Elementary Guidance & Pathways Team – A New Central Model in 2023

The Pathways team came together under a new central model in 2022. First reporting to Shawnda Norlock, then Wayne Mercer, and currently Tracy Lindstrom (Secondary Academic & Extended (Summer) Program Principal).

Ann Gentes - Red Lake (GLC, RLMPs) & Ear Falls

Mike Dean - Kenora (Beaver Brae)

Sara Cosco - Sioux Lookout (Sioux Mountain) & Pickle Lake (Crolancia)

Vanessa Clarke - Dryden (Open Roads, New Prospect), Vermilion Bay (LBS), Ignace, and Upsala

Having a central model has positively impacted access to opportunities for Gr. 7 & 8 students. Improved internal collaboration with the expanded programs team, improved relationships between elementary and secondary schools, more consistency with community partners, and collaboration between geographic areas have resulted in higher quality and a greater number of opportunities for students.

Our Overall Goals

All students in Gr. 7-12 will annually update their Individual Pathways Plan.

Increase the number of students participating in experiential learning opportunities.

Increase exposure to skilled trades pathways

High quality transition programming for Grade 8s entering Grade 9.

Individual Pathways Plans (IPP)

Improving completion rates of student Individual Pathways Plans (IPP) was a priority in 2023. The board-wide IPP completion rate for Grade 7-8 students across KPDSB is currently at 84.61%. The Pathways Team will continue to work with students towards the KPDSB goal of having 100% of students complete their IPP annually.

Improved Experiential Opportunities and Transition Programming

In 2023, Gr. 7 & 8 students in all areas of the board participated in an increased number of experiential learning opportunities and transition programs organized and coordinated by members of the Pathways Team. A highlight from each area is outlined below.

Each month in Sioux Lookout, Intermediate classes visited Nick's Nest monthly. During this time, students are focusing on 'Who Am I?', learning their strengths, values, and their identity. Respect is the only rule at Nick's Nest. If students respect themselves, each other and the land, they will gain a deeper understanding of themselves, tradition and their connection to the land. They participate in a cultural opening ceremony which includes a tobacco offering and smudge, a sharing circle and Nick's Bear Song. Nick teaches students traditional ways of being, and shows the students how to honour the land and its resources. Students learn how they can use these resources for survival, including building a shelter as well as collecting medicines and cooking over a fire.

In Red Lake, students visited the Friendship Centre during 3 seasons to do land-based learning with Elder Ed. Students learned about Chaga, residential schools, and medicine walks.

In Dryden, a group of fifteen student leaders from Grade 7 & 8 attended an overnight leadership retreat at Aaron Park. On the first day, the student leaders learned about leadership styles, phases of teamwork, communication, and how to lead activities with a small group. Activities were games-based and used the Experiential Learning Cycle to guide students through having an experience, reflecting on what was learned, and taking the newly learned skills/knowledge with them to other areas of life. On the second full day, the student leaders passed on their new knowledge to a younger group of about 35 student leaders. This was a pilot project with a goal of developing leadership skills in students.

In Kenora, our grade 8 students visited Beaver Brae Secondary elective classes where they learned about the program, met the teacher, and participated in a hands-on activity. These were very beneficial activities, as they help prepare students for Grade 9 course selection. We also organized two groups of students to participate in a welding activity with the secondary Welding teacher. Our future Broncos (grade 6 students) also came to Beaver Brae during the school day where they ate lunch, participated in a scavenger hunt, and explored Beaver Brae with their peers. Students then provided a school tour to their families during our 'Grade 6 Information Night'. In June, 2023, Grade 6 students spent an evening at Beaver Brae, participating in different Pathways activities such as Visual Arts, Culinary Arts, Coding, and Biking. Grade 6 students actually spent the night and continued their activities during the following morning. These transition activities in Kenora are very beneficial for our students and their families as they provide a sense of comfort, connection, community in an area where families have choice of their Secondary School.

Skilled Trades Exposure and Pathway Learning

Trade-U-cation was a collective focus in the spring, with the Pathways teacher in each area partnering with community organizations and coordinating experiential opportunities for students to explore trades pathways. Students had opportunities to visit workplaces to learn about careers in cosmetology, mechanics, aviation, carpentry, forestry, and electricity. K-6 students participated in school-activity days with hands on activities such as painting, building circuits, safe use of tools, cosmetology, plumbing, mining, and masonry. Trades programming also included dress-up days, guest speakers, industry tours, and post-secondary tours.

Conclusion

The Pathways team has aligned our focus with the KPDSB Strategic Plan and is guided by the Education/Career/Life Planning Framework outlined in Creating Pathways to Success (2013). The team supports students in many ways including facilitating transitions to Grade 9, coordinating opportunities for students to explore their interests, developing career exploration partnerships with local organizations for all pathways, coordinating student access to central virtual opportunities, supporting student well-being, guiding intermediate students through Individual Pathways Programming using myBlueprint, and student leadership development. Some key successes from 2022/23 have been highlighted in this report.

Respectfully submitted by:

ANN GENTES, SARA COSCO, MIKE DEAN, VANESSA CLARKE

ELEMENTARY GUIDANCE & PATHWAYS TEAM



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KPDSB Elementary Guidance & Pathways

Respectfully submitted by,
The Elementary Pathways Team
October 10, 2023

Elementary Pathways Team

Ann Gentes – Red Lake / Ear Falls



Mike Dean – Kenora



Sara Cosco – Sioux Lookout / Pickle Lake



Vanessa Clarke – Dryden / Vermilion Bay /
Ignace/ Upsala



WWW.KPDSB.ON.CA

2022/23 Goals

- New Central Model – 4 Pathways Teachers – Geographic Regions
- Significant Improvements in Individual Pathways Planning (IPP) completion rates in myBlueprint (84% completion)
- Improved exposure to skilled trades pathways & experiential learning
- Increased opportunities for students as outlined in Creating Pathways to Success (2013) & KPDSB Strategic Plan

Education/Career/Life Planning Framework



WWW.KPDSB.ON.CA

Sioux Lookout Pathways (85 Students)

Trade-u-cation - Students selected areas of interest and attended local workplaces to learn about careers of interest.



Land Based Learning with Elder Nick - During their time at Nick's Nest the students are learning about themselves and their connection to the land, the plants and animals.



Water First — Students learned about water traditions and careers in water treatment.



Red Lake Area Pathways (95 Students)



The Grade 7/8 students at RLMPs and GLC had the opportunity to participate in hands on learning with local contractors.



Land-Based learning with the Friendship Centre.



Patrick Hunter, Evolution and OPG shared career pathways with the students.



Kenora Pathways (230 Students)

Grade 6 Night at the Brae (Gr. 6) – Students spent the night at BBS participating in pathways activities and getting to know peers and their new environment.

High School electives class visits (Gr. 8) – Students met teachers and did hands-on projects in Gr. 9 elective courses.

Confederation College (Kenora Campus) tour & hands on activities (Gr. 8)



Dryden Pathways (200 Students)

Leadership Retreat – Aaron Park

Trade-U-cation – trades activity days,
Domtar tours, touch a truck (LBS)

Junk Drawer Races – Hydraulic Crane
Competition - 2nd in Ontario (New Prospect)





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Math Achievement Action Plan

Respectfully submitted by:
Tanis Oberg, Central Administrator Numeracy gr. 7-12
Tim Flynn, Central Administrator
Tracy Lindstrom, Principal of Secondary Academics
Chantal Moore, Superintendent of Education

Taking action in mathematics | Look-fors by provincial action

Math achievement efforts across the province should include multiple proven evidence-informed strategies and approaches to address local learning needs in schools.

The ministry has worked with researchers, math specialists, and school boards to identify three interwoven math actions to be prioritized in the 2023–24 school year. Board Math Leads, as they determine board and school priorities in mathematics achievement, will develop, implement, and monitor a Math Achievement Action Plan that includes meaningful and measurable key performance indicators (KPIs) aligned with each of the priority actions below.

A mathematics community of excellence: In order to promote effective math instruction, it is important for educators to foster mathematics communities in classrooms and schools, and to recognize that not all students learn math in the same way or within the same time frames. Effective math instruction is supported by an inclusive, positive, and safe learning environment where all students feel valued and engaged, and in which educators clearly communicate expectations and establish norms and routines with their students at the beginning of instruction. Educators at all levels of the school system have a role to play in establishing a culture of excellence in mathematics and setting conditions for success. This includes leaders reviewing practices to determine barriers to success, creating accountability, and attending to mathematics attitudes and mindsets in school and system improvement plans.

PRIORITY ACTION: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement	PRIORITY ACTION: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching	PRIORITY ACTION: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive
<ul style="list-style-type: none">● How are all educators throughout the system focused on developing a comprehensive understanding and precise implementation of the mathematics curriculum?● How do grade, course, and daily lesson plans reflect the current curriculum, including the mathematical processes and connections between curriculum strands?	<ul style="list-style-type: none">● What systems, supports, and resources are available to support teachers and leaders in determining a focus area for their math content knowledge development?● How are all educators engaged in ongoing learning that strengthens their own mathematics knowledge, skills, and attitudes about math teaching and learning?	<ul style="list-style-type: none">● How is student assessment data and prior mathematics knowledge used to guide interventions and planning?● How do educators learn about the mathematics strengths, needs and interests of all students to inform their instructional decisions?● How are educators supporting inclusion and engagement for all students, especially those with diverse learning needs?
Board <ul style="list-style-type: none">● Prioritize understanding of the curriculum and the continuum of learning across grades● Align resources, including staffing, with mathematics priorities● Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans● Leverage digital math resources to support curriculum-linked practice at home	Board <ul style="list-style-type: none">● Utilize student achievement data and student work to establish focus areas for mathematics professional learning● Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement● Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing	Board <ul style="list-style-type: none">● Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus● Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks● Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students● Develop a system-wide attendance strategy for students with more than 10 days of absences as part of board's existing prolonged absence strategy

<div>School</div> <div><ul style="list-style-type: none">● Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the Curriculum and Resources website regularly to ensure alignment)● Engage in ongoing professional learning (e.g., in grade/division/ department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands● Make intentional staffing decisions to ensure teachers of key grades have deep understanding of the curriculum, including understanding instructional practices to effectively teach and assess curriculum concepts and skills</div>	<div>School</div> <div><ul style="list-style-type: none">● Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning● Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions● Engage families and communities to support different ways of understanding and doing mathematics (e.g., families and communities are asked to contribute to planning and execution of family math nights)</div>	<div>School</div> <div><ul style="list-style-type: none">● Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement● Integrate common open and parallel learning tasks across grades/divisions that foster student ownership of mathematics, while ensuring all students have accessible entry points into learning● Monitor and respond to students' perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements)● Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum</div>
<div>Classroom</div> <div><ul style="list-style-type: none">● Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices)● Connect instruction and assessment to curriculum expectations and long-term essential mathematical understandings using developmental continuums● Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the Curriculum and Resources website, exit cards to inform lesson planning in response to student needs)</div>	<div>Classroom</div> <div><ul style="list-style-type: none">● Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching● Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners (e.g., regularly using “think-alouds”, making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/ problems with students)</div>	<div>Classroom</div> <div><ul style="list-style-type: none">● Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys)● Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the Curriculum and Resources website, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants● Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning of, and progress in, mathematics● Monitor and re-engage students at the earliest sign that attendance is impacting learning (e.g., at 3 days and 6 days of absence) and implement board’s 10-day and prolonged absence strategy</div>

Actions to Date

- P/VP Introduction of the Math Achievement Action Plan (MAAP)
- My Math Path Teacher Professional Development Gr. 1-8
- Implementation of My Math Path
- Star and Freckle Training Gr. 9/10
- Weekly Math Team Lead Meetings
- Math Team Leads School Visits
- Professional Development for Instructional Coaches
- Secondary Math Professional Learning Communities
- Professional Development for Math Team Leads
- Mathify
- Ministry Math Content Knowledge Learning Series for Schools
- Ministry Strategic Planning Sessions for Board Math Leads & KPDSB Check-ins
- Math Team Classroom Observations
- Math Team meeting with EQAO

Next Steps

- Draft MAAP
- Assist Schools in Developing School Math Achievement Plans
- Star and Freckle Implementation
- Math Priority Schools Math Team Visits
- Extra Support for Priority Schools
- Math Professional Development for Instructional Coaches
- Secondary Math Professional Learning Communities
- Mathify
- Ministry Math Content Knowledge Learning Series for Schools
- Ministry Strategic Planning Sessions for Board Math Leads & KPDSB check-ins
- EQAO Data Tool Professional Learning
- P/VP Math Learning Communities
- Math Lesson Labs (gr. 7-10)



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KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

October 10, 2023

NOTICE OF MOTION

THAT the verbal report on By-law #71 be received.

THAT By-law #71, being a by-law to authorize the tax levy for 2024, be taken as read a first time.

THAT By-law #71, being a by-law to authorize the tax levy for 2024, be taken as read a second time.

THAT the rules of order be suspended to allow third and final reading of By-law #71.

THAT By-law #71, being a by-law to authorize the tax levy for 2024, be taken as read a third time and finally passed.

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

BY-LAW #71

BEING A BY-LAW TO PROVIDE FOR THE 2024 TAX LEVY IN LOCALITIES WITHIN
THE AREA JURISDICTION OF KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

Whereas subsection 257.7(1) of the Education Act (Act) requires the Board to levy the
tax rates prescribed under section 257.12 of the Act;

And whereas Ontario Regulation 400/98 prescribes the tax rates under subsection
257.12(1) of the Act;

Now therefore the Board enacts as follows:

The rates set out in Regulation 400/98 for 2024 are hereby levied in localities within the
area of jurisdiction of the Board on the property indicated in section 257.7 of the Act.

READ A FIRST TIME THIS 10th DAY OF October 2023

READ A SECOND TIME THIS 10th DAY OF October 2023

READ A THIRD TIME AND FINALLY PASSED

THIS 10th DAY OF October 2023

Chair of the Board
Roger Griffiths

Secretary to the Board
Christy Radbourne

Suspension Report

There has been a significant decline in suspensions in 2022-2023 compared to the 2019-2020 school year. Suspensions have dropped by almost fifty (50%) percent. In the 2019-2020 school year, there were 206 suspensions (from September to June), and in the 2020-21 school year there were 61 suspensions (from September to June). In the 2021-2022 school year, there were 130 suspensions (from September to June) and in the 2022-2023 school year, there were 108 suspensions (from September to June).

In 2022-2023, of the 109 suspensions, there were six violent incidents. All of these involved possession of a weapon. The most common reason for suspension is conduct injurious to the moral tone of the school or the physical or mental well-being of others in the school. There were 54 suspensions in grades 5-8 and 55 suspensions in grades 9-12. There were zero (0) suspensions in junior kindergarten to grade 3.

When considering a suspension, a principal must complete an investigation and consider mitigating factors and other factors.

During the 2022-23 school year, the Board created supporting documents for administrators on the changes to regulations for suspensions for students in grades junior kindergarten to grade 3. This includes updating Policy and Procedure 321 – Safe and Supportive Schools, as well as the Suspension and Expulsion Administrative Procedures.

A positive school climate ensures that all members of the community, including students, staff, and parents, feel welcomed, safe, and respected. Promoting healthy relationships and contributing to a positive school climate helps to encourage positive student behaviour. A progressive discipline approach is used in schools to address inappropriate student behaviour and includes early and ongoing interventions and supports to promote positive student behaviour. Schools use a range of options to determine the most appropriate way to respond to inappropriate student behaviour and consider each individual circumstance, including reviewing the mitigating and other factors. In some cases, suspension or expulsion may be necessary.

Respectfully submitted by:
Jennifer Gray, Safe and Supportive Schools Administrator
Shawnda Norlock, Superintendent of Education

Dear Keewatin-Patricia DSB,

I want to thank you for the Outstanding Student Award. It means the world to me that I was offered this, I know your contribution will help significantly in my pursuits of a university degree. I have had a great start to university and I am excited to see where it will take me.

Thank you,

Chloe Keene-Schatzler