



March 7, 2023

Regular Board Meeting Package

VIRTUAL MEETING

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING # 5

Tuesday, March 7, 2023 Time: 7:00 pm CST	Virtual Meeting - Kenora Education Centre (Google Link for internal use only)
AGENDA	

1. Call to Order Chair
2. 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
3. Approval of Agenda for March 7, 2023 Chair
4. Declaration of Conflict of Interest Chair
5. Business Arising from Committee of the Whole C. Moore

5.01 - Policy #319 – Substance Abuse by Students △
6. Confirmation of Minutes Chair

6.01 – Regular Board Meeting – February 14, 2023 △
7. Presentations/Delegations Chair
8. Presentation of Reports Chair

8.01 Education S. Bailey

A. Students Come First

King George VI Public School - Structured Literacy △

 - Principal, Nicole Vingerhoeds
 - Lindsay Young, Vice Principal
 - Laurie Carambetsos, Reading Intervention Teacher
 - Ainsley Norlen, Grade 1 Student
 - Kelsey Heaney, Grade 3 Student

B. Special Education Executive Summary Report △ C. Moore

8.02 Operations S. Pilipishen

A. KPDSB Board and School Website Replacement △

8.03 Executive Committee Report G. Tucker / D. McDonald

A. Student Trustees' Reports

8.04 Committee Updates

- A. Early Years Advisory Committee - nil
- B. Audit and Finance Committee
- C. Indigenous Education Advisory Committee
- D. Ontario Public School Boards' Association ^Δ
- E. Parent Involvement Committee - nil
- F. Special Education Advisory Committee
- G. Supervised Alternative Learning - nil

M. Duncalfe
D. Baxter
G. Kleist

N. Van Breda

9. Correspondence

10. New Business

11. Observer Comments

12. Next Meeting Date: April 11, 2023
- Regular Board Meeting held virtually

Chair

13. Adjournment

Chair

Δ indicates an attachment included in the meeting package

Policy Statement

~~It is the policy of the Keewatin-Patricia District School Board that the use of designated substances by students will not be tolerated in order that schools can create and maintain a safe and healthy environment in schools and all school-sanctioned activities.~~

It is the policy of the Keewatin-Patricia District School Board to create and maintain a safe and healthy school environment in schools and all school sponsored activities in or outside of the KPDSB's jurisdiction. The use of alcohol and other drugs (i.e. recreational marijuana, tobacco and vaping products, illicit drugs, inhalants, non-authorized prescription drugs) will not be tolerated and are detrimental to education, injurious to the moral tone of the school, and harmful to the health and well-being of students.

~~The Keewatin-Patricia District School Board will cooperate with students, parents, and families, including addiction service providers through prevention education, discipline procedures, and assistance for students with problems regarding substance use and abuse.~~

The Keewatin-Patricia District School Board (KPDSB) recognizes that interventions and supports may be critical for students, parents, and families. Community partnerships may be leveraged to ensure that interventions and supports are tailored to the circumstances of the student(s) involved.

Cross References

Cannabis Control Act, 2017

Smoke Free Ontario, 2017

Regulation 306

Policies

301, Police Initiated Interviews with Students

302, Search and Seizures in Schools

321, Safe and Supportive Schools

322, Code of Conduct

329, Progressive Discipline and Promoting Positive Student Behaviour

401, School-Student Activities Outside the School

Procedures

319, Substance Use by Students

321, Safe and Supportive Schools

Date Adopted: 12/02/2000

Dates Reviewed: 09/03/2004; 10/04/2007;

14/02/2012

Dates Revised: 12/05/2015; 05/03/2019

07/03/2023

Review By: **2027**

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #4

The minutes of the Regular Board Meeting of the Keewatin-Patricia District School Board Tuesday, February 14, 2023, held via virtual meeting.

Call to Order The meeting was called to order at 7:02 pm.

Roll Call	Denise Baxter	Dave Cornish	Marilyn Duncalfe
	Rory McMillan	Roger Griffiths	Norine Van Breda
	Dave Penney	Steve Poling	
	Gracie Tucker, Indigenous Student Trustee	Dakota McDonald, Student Trustee	

Absent with Regret Gerald Kleist
Robert Kitowski
Judi Green

Absent without Regret Nil

Officials	C. Radbourne	R. Findlay	S. Bailey
	S. Norlock	C. Moore	S. Pilipishen
	Exec Assistant		

Also Present Media, Staff, and the Interested Public

Item 3 - Agenda

Motion 65-23 Moved by: D. Baxter
Seconded by: D. Cornish
THAT the agenda for the Regular Board Meeting of February 14, 2023, be approved as amended:
Item 7 – Presentations / Delegations – Nil
Item 8.01 – Declaration of Oath – delete
Item 8.01 – Add Trustee Committee appointment
Item 8.03 D – OPSBA and CODE update

Defeated _____ Carried X

Conflict of Interest None

Item 5 Business Arising from Committee of the Whole

5.01 Capital Project
Report - BBSS

Motion 66-23

Moved by: D. Baxter
Seconded by: R. McMillan
THAT the Capital Project Report for Beaver Brae Secondary School – Roof Replacement be received.

Defeated _____ Carried X

Motion 67-23

Moved by: D. Penney
Seconded by: S. Poling
THAT the contract for the Beaver Brae Secondary School – Roof Replacement capital project be awarded to Rugged Air (Racco Roofing) for the sum of \$1,070,380 (One million seventy thousand three hundred and eighty dollars) plus applicable taxes and the Administration be authorized to execute the contract.

Defeated _____ Carried X

Motion 68-23

Moved by: R. McMillan
Seconded by: N. Van Breda
THAT Policy #202 Electronic Meetings be received.

Defeated _____ Carried X

Motion 69-23

Moved by: D. Cornish
Seconded by: D. Baxter
THAT Policy #202 Electronic Meetings be approved.

Defeated _____ Carried X

Motion 70-23

Moved by: S. Poling
Seconded by: M. Duncalfe
THAT Policy #204 Observer Comments at Board Meetings be received.

Defeated _____ Carried X

Motion 71-23

Moved by: D. Penney
Seconded by: R. McMillan

THAT Policy #204 Observer Comments at Board Meetings be approved.

Defeated _____ Carried X

Motion 72-23

Moved by: N. Van Breda
Seconded by: D. Cornish
THAT Policy #205 Presentations / Delegations be received.

Defeated _____ Carried X

Motion 73-23

Moved by: S. Baxter
Seconded by: S. Poling
THAT Policy #205 Presentations / Delegations be approved.

Defeated _____ Carried X

Motion 74-23

Moved by: R. McMillan
Seconded by: S. Poling
THAT Policy #304 Supervised Alternative Learning (SAL) be received.

Defeated _____ Carried X

Motion 75-23

Moved by: M. Duncalfe
Seconded by: D. Penney
THAT Policy #304 Supervised Alternative Learning (SAL) be approved.

Defeated _____ Carried X

Motion 76-23

Moved by: D. Cornish
Seconded by: D. Baxter
THAT Policy #313 Anti-Sex Trafficking be received.

Defeated _____ Carried X

Motion 77-23

Moved by: N. Van Breda
Seconded by: R. McMillan
THAT Policy #313 Anti-Sex Trafficking be approved.

Defeated _____ Carried X

Item 6.01 Minutes

Motion 78-23

Moved by: D. Penney
Seconded by: R. McMillan
THAT the minutes of the Regular Board Meeting of January 10, 2023 having been duly circulated, be confirmed.

Defeated _____ Carried X

Item 7

Nil

Item 8.01

Motion 78A-23

Moved by: S. Poling
Seconded by: M. Duncalfe
That Judi Green be appointed as the Trustee to the following committees for a term of one(1) year: Special Education Advisory Committee, Parent Involvement Committee and Alternate Transportation Policy Committee.

Defeated _____ Carried X

Item 8.02 A

Motion 79-23

Moved by: N. Van Breda
Seconded by: D. Cronish
THAT the Students Come First Presentation by Dryden High School be received.

Defeated _____ Carried X

Students Come First –
Dryden High School

Technology Pathways at Dryden High School
Principal: Natasha Menard-Mousseau introduced:
• Dave Darling – Technology Teacher and Department Head
• Kaden Boss, Grade 12
• Colby Lapointe, Grade 12
• Andrew Gumany, Grade 12
Dave Darling – the students in the technology programs use a skill building and problem solving approach. Students learn how to safely operate equipment through project work and solving fabrication problems. The students each shared a completed project and their career aspirations.

Item 8.02 B

2023-2024 School Year Calendar

Motion 80-23

Moved by: D. Baxter
Seconded by: D. Cornish
That the verbal report on the 2023-2024 Draft School Year Calendar be received.

Defeated _____ Carried X

Motion 81-23

Moved by: N. Van Breda
Seconded by: R. McMillan
That the 2023-2024 Draft School Year Calendar be approved by the Board and forwarded to the Ministry of Education.

Defeated _____ Carried X

Item 8.03 A

Motion 82-23

Moved by:
Seconded by:
THAT the Student Trustees' reports be received.

Defeated _____ Carried X

Item 8.03 B

Motion 83-23

Moved by: S. Poling
Seconded by: D. Baxter
THAT the Keewatin-Patricia District School Board Leadership Update be received.

Defeated _____ Carried X

Item 8.04 C

Motion 84-23

Moved by: S. Poling
Seconded by: D. Baxter
THAT the Indigenous Education Advisory Committee verbal report for the February 1st, 2023 meeting be received.

Defeated _____ Carried X

Item 8.04 D

Motion 84B-23

Moved by: D. Baxter
Seconded by: S. Poling
THAT the OPSBA verbal reports be received.

Defeated _____ Carried X

Item 8.04 E

Motion 85-23

Moved by: N. Van Breda
Seconded by: R. McMillan
THAT the Parent Involvement Committee verbal report for the February 13, 2023 meeting be received.

Defeated _____ Carried X

Item 8.04 F

Motion 86-23

Moved by: D. Baxter
Seconded by: D. Cornish
THAT the Special Education Advisory Committee verbal report for the February 1st, 2023 meeting be received.

Defeated _____ Carried X

Item 8.04 G

Motion 87-23

Moved by: S. Poling
Seconded by: N. Van Breda
THAT the Supervised Alternative Learning Committee verbal report for the January 26, 2023 meeting be received.

Defeated _____ Carried X

Item 9
Correspondence

Nil

Item 10
New Business

C. Radbourne noted every February, people across Canada participate in Black History Month events and festivities that honour the legacy of Black people in Canada and their communities.

Item 11
Observer Comments

None

Item 12
Next Meeting Date March 7, 2023

Item 13

Adjournment

Motion 86-23

Moved by: D. Penney
Seconded by: R. McMillan

THAT the Regular Board Meeting of February 14, 2023
adjourn 8:42 p.m.

Defeated _____ Carried X

Date
Chair, R. Griffiths

Date Christy Radbourne



KING GEORGE VI
PUBLIC SCHOOL

Structured Literacy



Targets: A universal screening and progress monitoring assessment that happens at the beginning, middle and end of the year. It informs schools of students who are at risk in certain areas of reading.

Looks Like: Small group. The data is analysed by the Teacher and specific goals are set for each student.

Through instruction supported by the programs below

Targets: Phonological and Phonemic Awareness - the ability to recognize that words are made up of a variety of sound units (phonemes) and to manipulate those sound

Looks Like: Whole Group, spoken only, hand gestures to match strategies as we manipulate words



Targets: Letter formations, phonological and phonemic awareness, sound mastery, word study, vocabulary, fluency and comprehension strategies

Looks Like: Whole Group and Small Group, skills data dictates groupings, progress monitoring is built in and lots of time for practice



Targets: Decodable books provide beginning and struggling readers with abundant opportunities to practice isolating, blending, and segmenting skills as well as word instruction, connecting spelling to meaning, reading and fluency.

Looks Like: Whole Group and Small Group, skills data dictates groupings, progress monitoring is built in and lots of time for practice

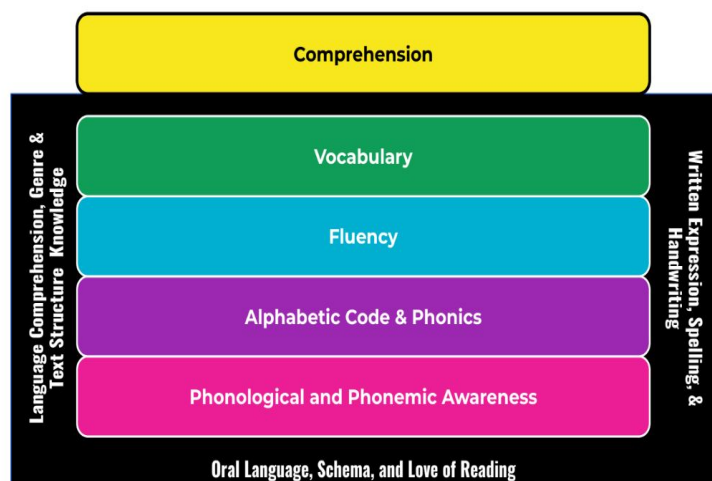


Targets: a systematic and structured approach to six areas of reading: phonological awareness, phonics, vocabulary, structural analysis, automaticity/fluency, and comprehension.

Looks Like: Individual practice that provides Teachers with data to inform whole group and/or small group instruction



The Big Picture: 5 Pillars of Reading Instruction



Sample Literacy Block
120-130 min

- Please Note:
- Oral Language is embedded throughout the day, with multiple opportunities provided.
 - Media Literacy is embedded throughout a term and can be integrated into other subject areas.
 - Additional Read Alouds included outside of the literacy block and within other subject areas.
 - Additional writing opportunities are embedded in other subject areas.

8:45-8:55 8:55 - 9:10	<u>K - 3</u> Morning Transition activities/ Optional time for fine motor practice <u>Phonological/Phonemic Awareness Lesson - Tier 1 (Heggerty)</u> Gr. 3 - Heggerty OR Morphology/Vocabulary	Whole Class Whole Class and Small Group	Variety of activities
9:10-9:30 9:30-10:00	<u>K - 2 -</u> <u>Sound Wall</u> <u>Phonics/Encoding</u> (Foundations) Gr. 3 - <u>Lexia Core 5</u> <u>Reading Instruction</u> Refer to Ontario Language Curriculum Document to address reading expectations.	Whole Class Whole Class and Small Group	Option: Introduce sound wall letters using Foundations scope and sequence
10:00-10:20 10:20-10:45	<u>K - 3</u> <u>Small Group Tier 2 Intervention</u> Additional support to meet student needs <u>Decoding Lessons (Flyleaf)/ Tier 1 Instruction</u> Use assessment data to place students in larger skill based groupings. <u>Gr. 3</u> <u>Writing Instruction</u> Refer to Ontario Language Curriculum Document to address writing expectations	<u>Teacher At the Table</u> Small Groups or Individual (multiple opportunities, multimodal) Whole Class and/or Large Groupings	Rest of the Class: Rich, purposeful and engaging literacy centres linked to the learning.
11:25- 11:40	<u>K-2</u> <u>Read Aloud</u> Focus on specific reading skill, vocabulary, and comprehension building through oral language. <u>K - 2</u> <u>Writing</u> Refer to Ontario Language Curriculum Document to address any further writing expectations not already being covered <u>Gr. 3</u> <u>Read Aloud</u> Purposefully planned for explicit teaching	Whole Class	Adjust schedule as needed, to allow for periodic explicit writing instruction. Additional writing opportunities are instructed and assessed in other subject areas.

Family Feedback

Mr. K,

Lea was SO PROUD (I was super proud too!) that when we were reading our Robert Munsch book at bedtime - she was able to read AN ENTIRE PAGE by herself!



Thank You For teaching me stuff
can we do more writing please and Thank you From Beckham

Special Education Executive Summary

KPDSB is dedicated to providing the best possible learning environment for each student and is committed to the inclusion of all students. The goal of special education support services is to provide appropriate resource and program support to all teachers so that as many students as possible remain in regular classes for program delivery. The Central Special Education team consists of Special Education Leaders (SELs), Teacher Diagnosticians, Speech Language Pathologists (SLPs), and Applied Behaviour Analysis (ABA) Leaders who support Special Education Resource Teachers (SERTs), education assistants, classroom teachers, and administrators to provide the resources and support to students with special education learning needs.

The role of the Special Education Leader (SEL) remains the same, however, the way that they connect with school staff and students has changed considerably. SELs connect in-person, virtually or via telephone to provide support, increasing their accessibility to schools. This has allowed SELs to offer PD sessions, meetings with school teams, and IPRC meetings in a more timely manner, and this has offered greater flexibility to staff and families. The focus this year has been on ensuring the Central Special Education team services and resources are provided in a way that is clear to both staff and families. The Central Special Education team has had the opportunity to work with a clear language specialist and are reviewing and updating special education resources for greater understanding. One highlight is the development of a quick reference guide for administrators on the development of an IEP, an updated document for families on what an IEP is, and the development of an informed decision-making form for modified expectations in an IEP.

The Teacher Diagnosticians work directly with students in all KPDSB communities. Reports are written and tailored to the individual strengths, needs and profile of the student. The goal of the report is to provide an understanding of the student's cognitive abilities compared to their achievement abilities, and ensure proper supports are in place for students. After assessments, the Teacher Diagnostician meets either in person or virtually with school teams and parents and guardians to review the report. The educational report is a basis for consultation services and gives a breakdown of the student's strengths and needs, as well as classroom strategies and recommendations to support each student's learning. One highlight this year is KPDSB's work in exploring different service providers for psychological consultation, and streamlining reports to reduce the number of meetings and to increase understanding of the results and recommendations for both school teams and families.

KPDSB has four Speech Language Pathologists (SLP) who work indirectly with students and directly supervise 10 Speech Language Assistants (8 are full time, and 2 are half time), servicing approximately 200 students per month (with some students remaining on the active caseload for multiple months). The new literacy resources and

Respectfully submitted by:

Chantal Moore Superintendent of Education &

Jennifer Gray Special Education & Safe and Supportive Schools Administrator

The Keewatin-Patricia District School Board puts students first by creating a culture of learning.

programming is positively impacting SLP assessments as students are using the strategies they are learning in the classroom during assessment sessions. With the alignment of new literacy resources, there has been increased opportunities for collaboration between SLPs and classroom teachers.

The KPDSB Applied Behaviour Analysis (ABA) Leaders provide support in the implementation of ABA and positive behaviour intervention strategies for students with Autism Spectrum Disorder (ASD) and for students who require Tier 3 interventions for behaviour. The ABA Leaders provide support to school teams, individualized student consultations, and student observations both in person and virtually. We have partnered again this year with George Jeffrey Children's Centre to virtually deliver evidence-based social skill programs for students with the diagnosis of ASD aged 6 to 17. A highlight this year is KPDSB's partnership with Looking Ahead Clinical Services, who provide a Board Certified Behaviour Analyst (BCBA) to work with the ABA Leaders, as well as school teams, to provide non-identifying consultations to help with student programming and resources for school teams.

A big part of KPDSB's learning this year has been on what inclusion means and teaching to diversity and identity. New processes have been implemented to support this work, one example is the development of a list of accommodations that are available to all students with a focus on reducing barriers to learning. Special Education Leaders continue to work with Special Education Resource Teachers and classroom teachers to ensure that practices that are necessary for some and good for all are implemented with fidelity, such as the Zones of Regulation, visuals to support learning, and de-escalation strategies. Resources have been developed to support schools, including effective instructional strategies, updated behaviour resource lists, and elementary and secondary intervention strategies. KPDSB's special education team and curriculum team continues to support the implementation of evidence-based programs and evidence-based practices. For example, 19 elementary teachers were trained in Empower, a Tier 3 program which focuses on essential reading skills specifically spelling and decoding program. In addition, 2 high school teachers were trained to implement Empower at the high school level for credit. KPDSB's special education and curriculum teams are committed to ongoing collaboration, teamwork, and coherence to optimize classroom instruction, intervention and support to ensure the best possible outcomes for our students.

Respectfully submitted by:
Chantal Moore Superintendent of Education &
Jennifer Gray Special Education & Safe and Supportive Schools Administrator

KPDSB Board and School Website Replacement

Our current websites (www.kpdsb.ca and all school websites) were launched in 2014. While updates with regard to meeting accessibility requirements have been made, the original infrastructure of the sites can no longer be updated to meet our needs. There are many benefits to moving to new websites, as new abilities exist today that were not an option when our original sites were built. Examples of this include a more efficient and easier-to-use content management system (the backend of the website where updates are made), interconnectivity between websites (posting information to multiple school sites in one click), and integration with existing programs already in use in the Board.

While the work to replace our websites began during the 2021-2022 school year, the COVID-19 pandemic ultimately put the project on hold. The 2022-2023 school year saw a return to this work. The following steps have been taken to date:

- A committee was created to choose a new website provider. The committee included the Communications and Strategic Branding Officer, Learning Technology Manager, central executive assistants, elementary and secondary administrative assistants and elementary and secondary school administration. Individuals from these employee groups were strategically chosen for the committee as they most often work with the websites and interact with staff and the public who are users of the sites.
- Following work to explore providers and speaking with other Ontario school boards, three companies were identified to provide quotes and demos for the committee. Each member completed a survey after each demo identifying what they liked about each provider.
- Ultimately, [School Messenger](#) was selected by the committee as the preferred provider. There were several reasons that this provider was chosen, including:
 - School Messenger provides our existing communication platform that sends emails, calls and texts families. The committee valued the ability to seamlessly integrate the two platforms, particularly for emergency communication purposes but also for 'one-click' information sharing. Using products from the same company allows us to send messages to families while also posting information to our websites and social media all from one platform.
 - School Messenger offers the option of 'refreshing' our websites after three years as a part of the overall cost, resulting in the opportunity to update our websites with new features or visuals at no cost.
 - School Messenger offers unlimited support and training, a variety of weekly webinars and an extensive library of short tutorial videos that staff can access at a time that works for them.

- More than 50% of Ontario school boards have websites through School Messenger, and many of their products are designed specifically for education.
- School Messenger products integrate well with Google products and services.
- School Messenger's annual cost for website hosting was lower than other providers that provided quotes. Overall one-time costs to develop new websites with School Messenger were in-between the quotes of the two other providers.

Next steps include updating all existing websites in preparation for content migration so that outdated content or content that is no longer relevant isn't pulled into the new sites. This work is ongoing and has experienced some delays due to staffing challenges and changes in school offices but is nearing completion. A survey will soon be launched that will allow school office staff, school administration, central executive assistants and department managers to provide input with regard to selecting a template for our new websites to ensure the needs of our schools and Board departments are met. Once a template is chosen and content migration has occurred, we will launch the new sites. A launch of the new sites is anticipated for June 2023.

*Respectfully submitted by,
Sheena Pilipishen, Communications & Strategic Branding Officer*

OPSBA Board of Directors Meeting – February 24 and 25, 2023

The Ontario Public School Boards' Association Board of Directors held a meeting in Toronto on February 24th and 25th, 2023. This was the first Board of Directors meeting attended by Stephanie Donaldson in her new role as Executive Director.

On the evening of Feb. 24th, the Board of Directors members received presentations on the following topics:

- An overview of the TDSB's Centre of Excellence for Black Student Achievement was presented by the System Superintendent, Equity, Anti-Oppression and Early Years, Karen Murray; and
- Training on the background and terminology stemming from questions connected to recent school board equity and human rights-related issues, misinformation, and controversy was presented by OPSBA Associate Director of Equity, Diversity, and Inclusion, Ken Jeffers.

Labour Relations

Updates were provided in a private session on recent developments related to labour relations and collective bargaining.

OPSBA is hosting the 2023 Labour Relations and Human Resources Symposium on April 27th and 28th in Toronto at the Sheraton Center. Online registration is now open.

Legislative Update

GSN

In late November, OPSBA sent its submission regarding the 2023-24 Education Funding Consultation Guide to the Minister of Education. It was also shared with the opposition critics and key stakeholders. The Association's Draft included feedback from a survey of our Board of Directors, the Indigenous Trustees' Council, senior business officials, and member board correspondence.

Electronic Meetings

Minister of Education Stephen Lecce has indicated plans to consult on the issue of Electronic Meetings, noting that there are issues for large geographic boards. There may be changes coming to O. Reg. 463/97: Electronic Meetings and Meeting Attendance, but the timing is currently unknown.

OPSBA Advocacy Day

OPSBA's Nov. 28, 2022, Advocacy Day was a tremendous success. Board of Directors members and student trustees spent the day at Queen's Park attending Question Period, meeting with their local MPPs, and participating in the evening reception. In total, OPSBA representatives met with over 50 MPP offices either in meetings or at the reception.

Indigenous Education / ITC

At the February ITC meeting, Elaine Johnston was acclaimed as Chair of the ITC and Claudine VanEvery-Albert was also acclaimed as Vice-Chair of the ITC.

The Council discussed post-pandemic planning for First Nation Schools, and issues such as Mental Health, learning recovery, and access to high-speed internet. The ITC was pleased to welcome Greg Rickford, Minister of Indigenous Affairs, and Patrice Barnes, Parliamentary Assistant, and the Minister of Education to the Council's January 28th meeting held at PES.

Strategic Planning Process

The process to identify multi-year strategic priorities to guide the association is well under way.

Actions taken to date include:

1. Approval of the Project Plan (Fall 2022)
2. Seeking input from outgoing members of the Board of Directors (Fall 2022: prior to the end of the 2018-2022 term of office)
3. Informal input from community and educational partners through the Executive Director (December 2022-February 2023)
4. Regional Councils were engaged in a brainstorming exercise on Jan. 28th, 2023.
5. A survey was sent to 365 trustees and 31 Directors of Education from across the province requesting individual input for consideration in the identification of priority areas. If you haven't fill out the survey, please do. It has been extended to March 6th. To date, only 24% of trustees have responded to the online survey.

www.surveymonkey.com/r/2023OPSBAMYSP

Respectfully submitted by
Gerald Kleist, KPDSB Trustee