



May 9, 2023

Regular Board Meeting Package

IN-PERSON MEETING
Red Lake District High School
Red Lake, Ontario

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #7

May 9, 2023 Time: 7:00 pm CST	Red Lake District High School (Google Link for internal use only)
AGENDA	

1. Call to Order Chair
2. Land Acknowledgement Chair

Keewatin Patricia District School Board acknowledges that the lands that we live, work, and learn on are located on the traditional lands of the Anishinaabeg encompassing Treaties #3, #5, and #9, as well as unceded territory. We honour those lands and are committed to our relationships with the First Nations, Métis and Inuit. We acknowledge the Indigenous nations who have cared for and stewarded these lands from time immemorial. We recognize and deeply appreciate their historic connection to this place and honour their contributions in shaping and strengthening this community. Keewatin Patricia District School Board is committed to Reconciliation by listening, learning, and working with community partners to share the Truth about Indigenous histories, treaties, and the rich culture and traditions of Indigenous peoples.
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 May 9, 2023 Chair
5. Declaration of Conflict of Interest Chair
6. Business Arising from Committee of the Whole Chair
 - 6.01 – Policy #333 – Environmental Education Δ
 - 6.02 – Policy #717 – Accountability Δ
7. Confirmation of Minutes Chair
 - 7.01 – April 11, 2023 Δ
8. Delegations/Presentations Chair
 - 8.01 – New Student Trustees 2023-2024
9. Presentation of Reports and Accompanying Motions Chair

9.01 Education

A. Students Come First

Red Lake District High School – Budding Minds Δ

- Principal, Taryn Vachon
- Teacher, Darrin Bausch
- Caitlin Fetterly, Grade 11 student
- Jaxon Juniper, Grade 11 student
- Annika Meekis, Grade 10 student

B. Lakehead University Achievement Program Δ

S. Norlock

C. IPRC Δ

C. Moore

D. Children's Mental Health Report Δ

C. Kerkermeier

9.02 Executive Committee Report

A. Student Trustee Reports

G. Tucker /
D. McDonald

9.03 Committee Updates

A. Early Years Education Advisory Committee – nil

B. Audit and Finance Committee – nil

C. Indigenous Education Advisory Committee – May 3 Δ

D. Baxter

D. Ontario Public School Boards' Association – monthly

D. Cornish

E. Parent Involvement Committee – nil

F. Special Education Advisory Committee – April 19

G. Kleist

G. Supervised Alternative Learning – nil

10. Correspondence - nil

11. New Business and Notices of Motion

Chair

12. Observer Comments

Chair

13. Next Meeting Date: June 13, 2023

Chair

Regular Board Meeting Sioux North High School

14. Adjournment

Chair

Δ indicates an attachment included in the meeting package



Policy Section: **School Administration**

300

Policy Name: **Environmental Education**

333

Policy Statement

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to deliver environmental education, to model environmentally responsible practices, and to raise environmental awareness for all staff, students, Trustees, and the community. The Board will consistently consider the impact, on the environment, of decisions that are made in the delivery of curriculum, and in the daily operations of the School Board.

Rationale

The Keewatin-Patricia District School Board is committed to environmental education, environmental action, and care of the environment. The Board recognizes that locally relevant and culturally appropriate environmental education, not only increases students' environmental literacy but also contributes to higher academic achievement in all students. Engaging students with authentic, experiential environmental education will prepare them with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens.

Definitions

"Environmental Education" is education about the environment, for the environment, and in the environment, that promotes an understanding of rich and active experience in, and an appreciation for the dynamic interactions of:

- The earth's physical and biological systems;
- The dependence of our social and economic systems on these natural systems;
- The scientific and human dimensions of environmental issues; and
- The positive and negative consequences, both intended and unintended, of the interactions between human-created and natural systems.

Cross Reference

Shaping Our Schools, Shaping our Futures

Environmental Stewardship Mandate

[Environmental Education, Scope and Sequence of Expectations Gr. 1-8 \(2009\)](#)

[Environmental Education, Scope and Sequence of Expectations Gr. 9-12 \(2017\)](#)

Policies

331, Instructional Practices

401, School Student Activities Outside the Classroom

Date Adopted: 11/05/2010

Date Reviewed: 12/04/2011; 10/02/2015;
08/05/2018

Review By: 2022

“Environmental Literacy” has five (5) essential components:

- General awareness of the relationship between the environment and human life;
- Knowledge and understanding of human and natural systems and processes;
- Attitudes of appreciation and concern for the environment;
- Problem-solving and critical thinking skills; and
- Capacity for personal and collective action and civic participation.

“Experiential Education” ~~— a person(s) or organization(s) acting on behalf of or as an agent of the Board (i.e., bus operators, psychologist(s), etc.)-~~ is an engaged learning process whereby students “learn by doing” in a cycle of experience, reflection, and application of the learning to new contexts. Through experiential learning, students increase knowledge, develop skills, and clarify values in a non-biased manner.

“Barriers to Accessibility” ~~is a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values in a non-biased manner.~~

“Outdoor Education” is planned and organized learning that takes place in the outdoors.

“Land-Based Learning” brings together layered concepts like the importance of language and the geography of stories, cosmologies and world views, land protections and rights, relationality and accountability, a connection to reconciliation, and much more. It is sometimes described as learning from the land, or using regional Indigenous cultures as the compass or guide for learning. Land-based learning uses an Indigenous world view and environmentally-focused approach to education, is tied to language and culture, and includes Indigenous Elders or Knowledge Keepers.

Guidelines

The Keewatin-Patricia District School Board will take on a leadership role in the following areas:

Teaching and Learning

- Placing environmental literacy within the content and methodology of instructional programs in all divisions; and
- Providing opportunities, resources, and training for staff to learn, develop, and implement the cross-curricular nature of environmental concepts.

- Supporting schools to provide experiential learning opportunities, explore multiple environments and engage in learning activities that are situated in the outdoor environment, including land-based learning, and involve actions to improve the environment.

Student Engagement and Community Connections

- Supporting student, parent/guardian, community, and educator partnerships in developing classroom, school, ~~and~~ community /local, and wider environmental actions; and
- Retention and development of natural/green landscaping and wildlife habitats on Board property.

Environmental Leadership

- Ensuring that environmentally sound operational and purchasing practices are consistent with what students are learning in the classroom; and
- Facilitating appropriate waste management procedures (reduce, reuse, repurpose, recycle) and conserving energy and water resources.

Policy Statement

The Keewatin-Patricia District School Board (KPDSB) Trustees, employees, volunteers, external organizations, and/or persons working for the KPDSB are expected to uphold the public trust and demonstrate integrity in all dealings. All individuals are expected to act with honesty and integrity in the fulfillment of their responsibilities in accordance with the laws and regulations, KPDSB's codes of conduct, policies, and procedures. The KPDSB shall make every reasonable effort to discourage wrongdoing and shall establish and maintain internal controls to prevent and detect wrongdoing.

Rationale

The intent of this policy is to:

- Safeguard public interest, trust, and public confidence;
- Ensure ethical and professional conduct;
- Enable Trustees, employees, and the general public including parents/guardians and students to raise concerns about suspected wrongdoing by a Trustee or employee of the KPDSB in respect to the business and operations of its schools, offices, and facilities; and
- Ensure protection against reprisal related to reporting of suspected wrongdoing.

Responsibility

1. The Director of Education:

- Is responsible for establishing appropriate organizational structures, systems, practices, and controls to ensure compliance with this Policy in relation to the employees of the KPDSB.

2. The Board of Trustees:

- Are responsible for enforcing this Policy in relation to the Director of Education; and
- Are responsible for a complaint that a Trustee has breached the Board Member Code of Conduct.

Principles

The KPDSB is committed to the safety of the learning and working environments in all schools, offices, and facilities and the effective stewardship of its resources in accordance with all applicable laws.

The KPDSB is committed to protecting its students, staff, revenue, property, proprietary information, and other assets.

The KPDSB will not tolerate any misuse or misappropriation of its assets.

The KPDSB will make every reasonable effort to protect itself against wrongdoing and will establish and maintain a system of internal control to ensure, to the fullest extent possible, the prevention and detection of wrongdoing.

Any individual or employee who has knowledge of an occurrence of a wrongdoing or has reason to suspect that a wrongdoing has occurred, has both the right and the obligation to report the occurrence using the methods of reporting already in place under the various policies, procedures, and Collective Agreements.

- An individual or employee may choose to report the incident to their supervisor or to the Director of Education.
- If the matter relates to a Trustee, individuals may report the incident to the Director of Education as Secretary to the Board.
- If the matter relates to the Director of Education, individuals may report the incident to the Chair of the Board.

This Policy does not supersede other KPDSB policies, procedures, and protocols and a person making a report may be directed to use other available complaint resolution processes. For example, any matters with compliance concerning union contracts, are not matters for the Accountability Policy. Such concerns or questions should be directed to an immediate supervisor, the Human Resources department, or the appropriate union.

Provided there are reasonable grounds, the KPDSB shall investigate any and all incidents of suspected or alleged acts of wrongdoings. An objective and impartial investigation will be conducted regardless of the position, title, length of service, or relationship with the KPDSB, of any party who becomes the subject of such investigation. The person who filed the report will be informed of the manner in which the disclosure was addressed.

All participants in an investigation of a suspected wrongdoing, including persons who make a report of suspected wrongdoing, witnesses, and the persons suspected to be responsible for wrongdoing, are expected to keep the details and results of the investigation confidential, and only discuss the matter with those conducting the investigation.

Confidentiality will be maintained to every extent possible, but it should be understood that the nature of the investigation may be expanded beyond the complainant(s) and the respondent(s) to verify factual information.

- Information will only be disclosed by the KPDSB to those necessary to the investigation;
- The KPDSB cannot be held responsible for the actions of the complainant or respondent in relation to any outside agency;
- The KPDSB may be legally required to provide information to an outside authority. As well, the KPDSB may be legally required to speak to the respondent regarding the incident and, where appropriate, take further action;
- It is because of these facts that absolute confidentiality cannot be guaranteed. All those that are involved with the investigation process must abide by the confidentiality guidelines.

Regardless of the outcome of the investigation, no action will be taken against a complainant unless it can be shown that the complaint was made maliciously or in bad faith. Any person who knowingly and purposefully makes a false, frivolous, malicious, or vexatious report may be subject to legal proceedings to obtain redress. Any employee who knowingly and purposefully makes a false, frivolous, malicious, or vexatious report may be subject to discipline, up to and including dismissal.

- Reassignment or relocation for the safety and/or security of individuals involved is not considered discipline.

This Policy does not affect or replace any duty to make a report that is required or permitted under legislation. This Policy does not affect any rights under a Collective Agreement, legislation, the Ontario Human Rights Code, or the Canadian Charter of Rights and Freedoms.

Definition of Wrongdoing

For the purposes of this statement of policy “**wrongdoing**” is used to refer collectively to illegal or inappropriate conduct. Wrongdoing includes, but is not limited to:

- i. Fraud as defined in the Criminal Code of Canada (s. 380 (1));
- ii. Misappropriation of funds, supplies, resources, or other assets;
- iii. Any computer related activity involving the alteration, destruction, forgery, manipulation of data, or unauthorized access for wrongdoing purposes, in violation of KPDSB’s Policy 618, Responsible Use of Learning Technology and Data;
- iv. Irregular and/or improper accounting, internal controls, or auditing practices, or conduct;
- v. Conflicts of interest (personal or otherwise) influencing the objectives and decision making of one’s duties;
- vi. Conduct or practices that create a danger to life, the physical and/or mental health and well-being, safety of students, staff, or other parties where applicable, or to the learning or working environment;
- vii. Time theft (i.e., an act where an employee collects pay for time not actually worked);
- viii. An actual or suspected violation or contravention of any federal or provincial law, regulation, KPDSB policies, or administrative procedures as it relates to the KPDSB;
- ix. Unprofessional conduct or conduct that contravenes KPDSB’s Code of Conduct; and/or
- x. Knowingly directing or counselling a person to commit a wrongdoing of illegal or inappropriate conduct.

The above list is not exhaustive but is intended to provide guidance to individuals as to the kind of conduct which constitutes wrongdoing under this policy. Employees who are in doubt as to whether a concern is an improper activity should contact their immediate supervisor or the Director of Education prior to reporting any wrongdoing.

Reprisal

This Policy prohibits reprisal, or threats of reprisals against individuals or employees acting in good faith who:

- i. Report incidents of suspected wrongdoing;
- ii. Seek advice about making a disclosure;
- iii. Cooperate in any subsequent investigation(s);
- iv. Act as a witness(es) in any subsequent investigation; or
- v. Act in compliance with this Policy.

A reprisal is any measure taken against an individual or employee that adversely affects their employment or appointment and includes, but is not limited to:

- i. Ending, or threatening to end, an individual or employee's employment or appointment;
- ii. Disciplining, suspending, or threatening to discipline or suspend, an individual or employee;
- iii. Imposing, or threatening to impose, a penalty related to employment or appointment of an individual or employee;
- iv. Intimidating, coercing, or harassing an individual or employee in relation to their employment or appointment.

An employee of the KPDSB who retaliates against someone who has reported a suspected wrongdoing in good faith is subject to discipline, up to and including dismissal.

Specific Directives

The Director of Education has authority to issue operational procedures for reporting and investigating alleged wrongdoing involving employees.

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #6

The minutes of the Regular Board Meeting of the Keewatin-Patricia District School Board Tuesday, April 11, 2023, held via virtual meeting.

Call to Order	The meeting was called to order at 7:00 pm.		
Roll Call	Denise Baxter Roger Griffiths Rory McMillan Norine Van Breda Judi Green	Dave Cornish Robert Kitowski Dave Penney Dakota McDonald, Student Trustee	Marilyn Duncalfe Gerald Kleist Steve Poling
Absent with Regret	Gracie Tucker, Indigenous Student Trustee		
Officials	C. Radbourne S. Norlock J. Marion	R. Findlay C. Moore Exec Asst	S. Bailey S. Pilipishen
Also Present	Media, Staff, and the Interested Public		
Item 3 - Agenda Motion #102-23	Moved by: J. Green Seconded by: R. McMillan THAT the agenda for the Regular Board Meeting of April 11, 2023, be approved as amended: Item 8.03 B – Add Audit and Finance Committee updates Item 8.03 D – add OPBSA update, approval of expenses to attend the OPSBA AGM Item 8.04 – Add Finance report.		
Conflict of Interest	None	Defeated _____	Carried <u> X </u>
Item 5	Presentation of Reports		
Item 5.01 A Education Motion #103-23	Moved by: N. Van Breda Seconded by: M. Duncalfe THAT the Students Come First presentation by Valleyview Public School be received.		

Defeated _____ Carried X

Students Come First -

Valleyview Public School

Implementing Evidence-Based Literacy Instruction with Fidelity

- Lisa Achilles, Principal
- Sarah Bennett, Vice Principal
- Kate Mays, Kindergarten Teacher
- Cheri Grandbois, Early Childhood Educator
- Meaghan Liske, Grade 1 & 2 Teacher
- Janna Hall, Special Education Resource Teacher
- Easton Samas, Y1 Kindergarten
- Brock Peacock, Y2 Kindergarten
- Holly Novak, Grade 2
- Ellie Mays, Grade 2
- Jackson McCready, Grade 6

Meeting attendees were invited into classrooms, virtually, to observe quality & proficiency implementing evidence-based literacy programs in both English and French. Students demonstrated examples of phonological and phonemic awareness and targeted reading intervention programs. The cycle of assessment and instruction has never been so precise and targeted to student learning in both our English and French pathways.

Item 5.01 B

Motion #104-23

Moved by: D. Penney

Seconded by: G. Kleist

THAT the KPDSB Literacy and Numeracy Update be received.

Defeated _____ Carried X

Shannon Bailey, Superintendent of Education
Shawnda Norlock, Superintendent of Student Achievement & Equity
Jennifer Gray, Safe and Supportive Schools
Tim Flynn, Elementary Academic Programs
Patti-Jo Brunton, Elementary Early Years, NTIP, Extended Programs
Colleen Hogan, Blended Learning & Digital Skills Curriculum

Elementary

Over the past three years, KPDSB has put significant efforts in place to reform literacy instruction. Starting with a focus on kindergarten and the primary grades, we began implementing a structured literacy approach using the science of reading to guide instruction in classrooms. This year, we have focused implementation on the junior and intermediate divisions to ensure that teachers were provided with the necessary professional development to make changes to the core classroom instruction, while also looking at supports for students who require interventions.

Secondary

The secondary curriculum, instruction, and assessment special assignment teacher has supported system ENG1D (de-streamed Gr. 9 English) teachers with at-the-elbow professional development on high-impact teaching strategies, including modeling and co-constructing success criteria, in an effort to improve Ontario Secondary School Literacy Test (OSSLT) outcomes and targeted intervention for students who were previously unsuccessful on the OSSLT. This same learning was provided for principals and vice-principals. Other professional development opportunities were provided in structured literacy and learning about and next steps from the Right to Read Inquiry. Grade 9 and 10 English teachers will be invited to the summer literacy learning opportunity for educators of grades 4-10.

Item 6 Business Arising from Committee of the Whole

Item 6.01

Motion#105-23

Moved by: R. Kitowski
Seconded by: M. Duncalfe
THAT Policy #101 Strategic Improvement Planning be received.

Defeated _____ Carried X

Motion #106-23

Moved by: D. Cornish
Seconded by: R. Kitowski
THAT Policy #101 Strategic Improvement Planning be approved.

Defeated _____ Carried X

Item 6.02

Motion #107-23

Moved by: N. Van Breda
Seconded by: J. Green

THAT Policy #502 Indigenous Education Advisory
Committee be received.

Defeated _____ Carried X

Motion #108-23

Moved by: R. Kitowski
Seconded by: D. Baxter
THAT Policy #502 Indigenous Education Advisory
Committee be approved.

Defeated _____ Carried X

Item 6.03

Motion #109-23

Moved by: D. Penney
Seconded by: G. Kleist
THAT Policy #706 Employee Code of Conduct be
received.

Defeated _____ Carried X

Motion #110-23

Moved by: N. Van Breda
Seconded by M. Duncalfe
THAT Policy #706 Employee Code of Conduct be
approved.

Defeated _____ Carried X

Item 7 – Confirmation
of Minutes

7.01

Motion #111-23

Moved by: J. Green
Seconded by: R. Kitowski
THAT the minutes of the Regular Board Meeting of March
7, 2023 having been duly circulated, be confirmed.

Defeated _____ Carried X

Item 8 – Presentations
(continued)

8.01 Operations

NIL

8.02

Motion #112-23

Moved by: G. Kleist

Seconded by: D. Penney
THAT the Student Trustee's report be received.

Defeated _____ Carried X

Item 8.03 A
Motion #113-23

Moved by: S. Poling
Seconded by: M. Duncalfe
THAT the Early Years Advisory Committee verbal report for the March 29, 2023 meeting be received.

Defeated _____ Carried X

Item 8.03 B
Motion #113B-23

Moved by: M. Duncalfe
Seconded by: D. Cornish
THAT the Audit Committee verbal report for the March 30, 2023 meeting and the Finance Committee verbal report for the April 6, 2023 meeting be received.

Defeated _____ Carried X

Item 8.03 D
Motion #113D-23

Moved by: G. Kleist
Seconded by: R. Kitowski
THAT the Ontario Public School Boards' Association Northern meeting verbal report be received.

Defeated _____ Carried X

Motion #113D-2-23

Moved by: D. Penney
Seconded by: N. Van Breda
THAT the Board approve expenses related to attending the OPSBA AGM and Regional Meetings June 8 – 11 at Blue Mountain, Collingwood.

Defeated _____ Carried X

Item 8.03 F
Motion #114-23

Moved by: J. Green
Seconded by: R. McMillan
THAT the Special Education Advisory Committee verbal report for the March 22, 2023 meeting be received.

Defeated _____ Carried X

Item 8.04A

Motion #115A-23

Moved By: D. Cornish

Seconded By: M. Duncalfe

THAT the Finance report on External Auditors be received.

Defeated _____ Carried X

Item 8.04 – Finance

Motion #115-23

Moved By: D. Cornish

Seconded By: R. Kitowski

THAT the Board approve the Appointment of External Auditors, BDO Canada LLP (Kenora), for a 5 (five) year term commencing with the 2022-23 fiscal year.

Defeated _____ Carried X

Item 9

Correspondence

Motion #116-23

Moved By: D. Cornish

Seconded By: R. McMillan

THAT the correspondence from Daisy Wagenaar, graduated student be received.

Defeated _____ Carried X

Item 10

New Business

None

Item 11

Observer Comments

None

Item 12

Next Meeting Date

May 9, 2023

Item 13

Adjournment

Motion #117-23

Moved by: J. Green

Seconded by: N. Van Breda

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING

April 11, 2023

THAT the Regular Board Meeting of April 11, 2023 adjourn
8:29 p.m.

Defeated _____ Carried X

Date

Chair, R. Griffiths

Date

Christy Radbourne



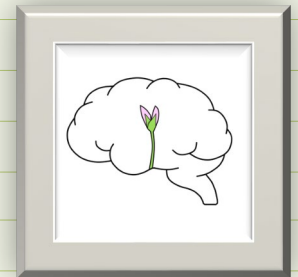
Keewatin Patricia

DISTRICT SCHOOL BOARD

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



Budding Minds



Students Come First

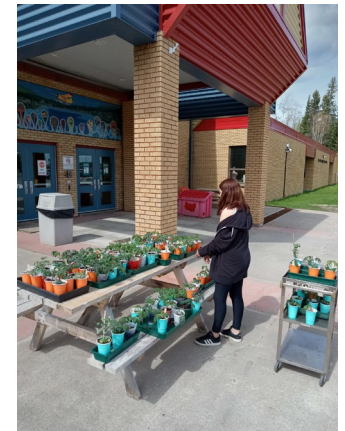
Respectfully submitted by,
Caitlin Fetterly, Jaxen Juniper & Annika Meekis
Board Meeting
Tuesday, May 9, 2023

Community Gardens

20/21 – Students proposed the community garden to the Municipality and were granted the land to develop. Partnerships established with local organizations.

21/22 – Students cleared the site, built raised beds, tables and seating and planted!!

22/23 – Students continue to develop garden including: fencing, pathways, bringing a shed on site, and transplanting



'Link' Project with RLMCMH

Design Process

Objectives:

- Create a tropical seating area for residents of the NWL and Hospital;
- Make the seating area a long lasting and fun environment for many ages;

Design/Presentation:

Concept → tropical, colourful, bright, comfortable, functional.

Refer to slides 5-10

Delivery:

Goal for this semester is to have the mural, plants, and shelves all in the space; Have at least one shelf filled with plants; Find furniture and transplant trees.

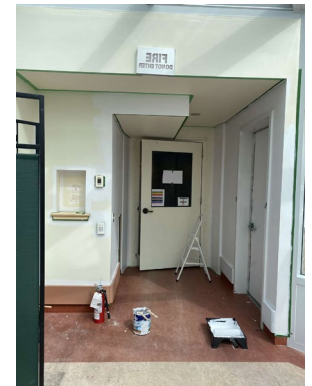
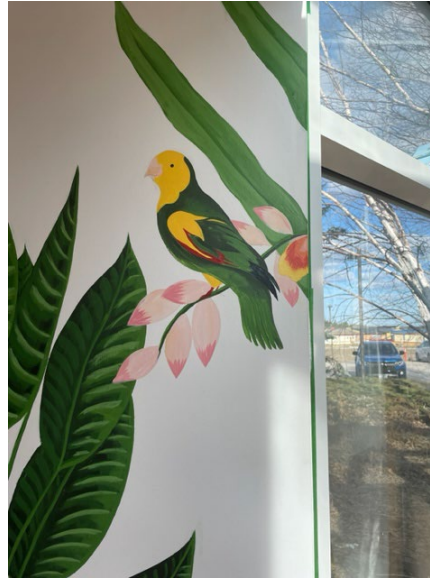
PROGRESS PHOTOS DRIVE LINK

Strategy:

- Kenray will be in charge of finding/building furniture and shelves.
- Donations for stone pots and/or furniture will be sought out (people needed to make advertisements)
- Caitlin and Tianna will be painting the mural.
- Caitlin and Mr. Bausch will collect greenery to fill the space.
- Jared will be watering plants once a schedule is established.
- Make a schedule for painting (weekends)

- Fans will need to be placed in the room for constant air flow; the plants and people using the room will benefit.
- Caitlin will prepare the room for Tianna and others i.e. sweeping, moping.
- To not clutter the walkway, only a straw rug will be placed on the floor to avoid tripping. It will also serve its role in keeping the area lok 'cleaner'.
- Empty coffee containers will be used for clippings (will be painted colours - refer slide 4)
- Sanding and filling holes will be done by construction worker
- Planters will be ordered from HJS

‘Link’ Project with RLMCMH



WWW.KPDSB.ON.CA

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

Green Industries

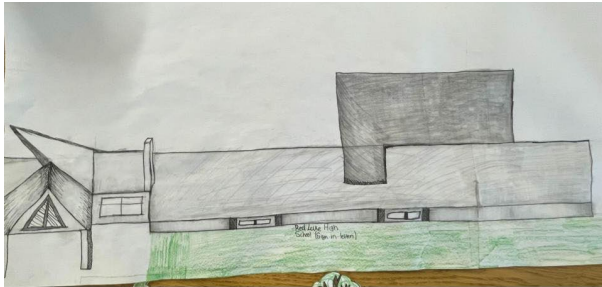


Red Lake District High School Green Industries Product Order Form

The Budding Minds of RLDHS Green Industries have created a variety of home and garden-improving products. These products are all handmade with care by the students of this course. All proceeds go towards funding our community garden project and our Green Industries program.

WWW.KPDSB.ON.CA

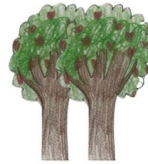
RLDHS Greening



2x Trees



2x Apple/fruit Trees



2x Pink flower bushes



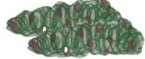
2x Red Flower bushes



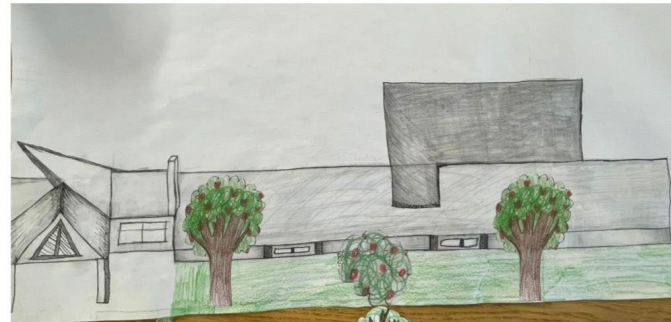
4x Small Bushes



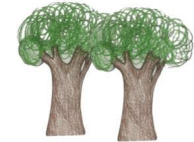
2x Long Pink flower Bushes



2x Long flower Bushes



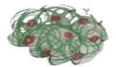
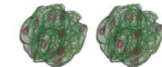
2x Trees



2x Apple/fruit Trees

2x Red Flower bushes

2x Pink flower bushes



4x Small Bushes



2x Long flower Bushes



2x Long Pink flower Bushes





Keewatin Patricia

DISTRICT SCHOOL BOARD

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

Lakehead University Achievement Program

The Keewatin-Patricia District School Board (KPDSB) is a partner school board in the Lakehead University Achievement Program, along with four other regional school boards. The fall of 2022 found our first registrant in the program and today we have 17 Grade 4 students participating as outlined below.

School	Number of Gr. 4 Students Registered
Evergreen Public School - Kenora	2
Open Roads Public School - Dryden	10
Sioux Mountain Public School - Sioux Lookout	5

School boards identify the schools that will participate in the program and take the lead on the recruitment of Grade 4 students. Schools are supported by the Achievement Program Coordinator, Amanda Stefanile.

The program supports students who experience socioeconomic barriers to obtaining post-secondary education. When a student registers in the program in Grade 4, they are supported through Grade 12. By completing specific requirements at their school, community, and at Lakehead University, they become eligible for financial support in their first year at Lakehead, at the amount of their first year tuition plus ancillary fees. In addition to financial support, students and families are provided with ongoing information sessions, school and community events, and school-based activities during their years of elementary and secondary education. Lakehead will hold the financial support for five years after graduation, understanding the multiple pathways students might have.

There are approximately 300 students in the Achievement Program in Grades 4 through 12. 16 students have now graduated from secondary school and five of these students are attending Lakehead University (currently in years 1 and 2 of their program).

Students in close proximity to Lakehead University participate annually in two 'days on campus' where they enjoy recreational activities and educational and cultural programming with camp leaders and varsity athlete mentors. For KP students in the program, we are planning a 'Lakehead University Day on Campus' "on location" this spring where students will participate in a similar day of activities at Open Roads Public School (central location) in June. These, and other Achievement Program special events, help students to build confidence and skills needed to achieve academic success.

Ms. Stefanile will be visiting the participating KPDSB schools in the fall for their welcome back/open house events. She hopes to meet the families of students currently enrolled in the program, recruit new Grade 4 students, and provide information to families and staff.

We are thrilled to be able to provide KPDSB students with this opportunity. Through the programming and supports they will receive as participants in the Achievement Program, students will be equipped with the tools needed to realize and pursue their dreams and will see post-secondary education as both achievable and accessible.

Respectfully submitted by:
Shawnda Norlock, Superintendent of Education



Identification, Placement & Review Committee (IPRC)

Supporting exceptional learners

Focus Questions

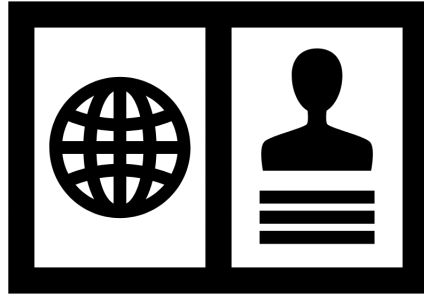


Why would we hold an IPRC?
How do we determine when a student meets criteria for one?

What types of support are available for a student with an IPRC?



Reasons to hold an IPRC



- Individualized attention
- Access to resources
- Post-secondary pathways

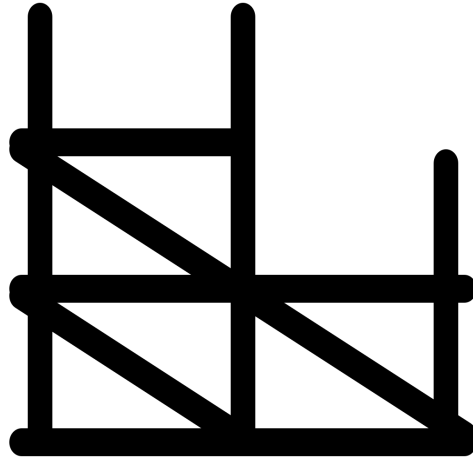


Criteria

Behaviour	Communication	Intellectual	Physical
	Autism	Giftedness	Physical Disability
	Deaf & Hard of Hearing	Mild Intellectual	Blind & Low Vision
	Language Impairment	Developmental Disability	
	Learning Disability		
	Speech Impairment		
Multiple (two or more exceptionalities in two or more categories)			



Supports Available



- Program options
- Placement options



Placement Options

1. A regular class with **indirect** support
2. A regular class with **resource** assistance
3. A regular class with **withdrawal** assistance
4. A special education class with **partial integration**
5. A special education class **full time**



Focus Questions



Why would we hold an IPRC?
How do we determine when a student meets criteria for one?

What types of support are available for a student with an IPRC?





Keewatin Patricia

DISTRICT SCHOOL BOARD

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



Children's Mental Health Update

Respectfully submitted by,
Kathryn Russ, Student Counsellor
Stephanie Bortolot, Prep/Intervention Teacher
Candice Kerkermeier, Mental Health Lead
Regular Board Meeting
May 9th 2023

Kids in the Know

Presented by: Kathryn Russ
Student Counsellor Red Lake

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Identifying a Safe Adult

Helping children identify the adults in their lives they can talk to in the event they are harmed.



Identifying or Labelling Feelings

Promoting awareness of emotions and explaining how to recognize and express feelings in one's self and others.



Healthy versus Unhealthy Relationships

Helping children understand the difference between healthy and unhealthy or controlling behaviours in relationships



Boundaries

Helping children understand the difference between appropriate and inappropriate behaviour.



Assertiveness

Teaching children that it is okay to say "no" to someone that makes them feel confused or uncomfortable.



Safety Considerations around Technology Use

Teaching children about the important safety considerations when using technology.

7 Root Safety Strategies

SHOUT NO!
RUN — TELL Someone
If someone asks you to do something that makes you feel confused, uncomfortable or sad, leave the situation as soon as you can and tell a safe adult about it.

KEEP and SPEAK Secrets
KEEP Secrets have endings. They don't hurt or make you feel mixed-up. They have an ending, like a surprise birthday party. SPEAK Secrets do not have an ending. All secrets about touching are SPEAK Secrets. They need to be told to a safe adult.


The Buddy System
There is safety in numbers. Bring a buddy with you when you go places.

Trust Your INSTINCTS
Your instincts are the feelings inside of you that warn you of danger. Pay attention to your body's alarm.

DIGNITY and RESPECT
All people deserve to be treated with dignity and respect. Everybody is equal regardless of where they come from, or the experiences they have had. You need to recognize your own self-worth and expect to be treated well.

If asked to go and your parents don't know, SHOUT NO!
Always ask your parents/guardians before going anywhere. No matter who asks you to go, say "No" if you haven't asked your parents/guardians first. Your parents/guardians must know before you go!

If asked to share and your parents aren't aware, SAY NO!
Always ask your parents/guardians before sharing or accepting treats or gifts from someone. Your parents/guardians must be aware before you share online, too!



4 Root Safety Environments

Stay Safe Everywhere

INTERNET SAFETY

- Remember the Internet is a public place.
- It is easy to lose control of what you send to people.
- Be careful what you share with people. Protect your personal information.
- Always check with your parent/guardian first before sending any photographs, or using the webcam.
- Always check with your parent/guardian first before meeting up with someone you first met online. Remember: meet in a public place and bring a safe adult with you.
- Always trust your instincts. If something doesn't seem right or makes you uncomfortable, speak to a safe adult.

STREET SAFETY

- If asked to go somewhere make sure you have permission from your parent/guardian before you go.
- Use the Buddy System when going to and from places.
- When walking to a friend's house, call your parent/guardian to let them know you've arrived safely. Call your parent/guardian before you leave to let them know you are on your way home.
- Use the same route to and from school daily.
- Be aware of the safe places you can go to for help within your community.

HOME SAFETY

- Keep all emergency phone numbers by the telephone.
- Keep doors and windows locked. Only open the door for people you are expecting and have permission to have over.
- When answering the phone, always pretend a parent/guardian is home. For example, "My mom is busy right now but I can take a message."
- Keep phone conversations with your friends short, so the phone line is not busy, in case someone needs to contact you.
- Do not discuss in public or online that you will be home alone.

PUBLIC PLACE SAFETY

- If separated from your parent/guardian, stay in the building until you are reunited.
- If separated from your parent/guardian, go to a sales person to ask for help.
- If anyone tries to take you out of the building, yell and make noise.
- Use the Buddy System. Avoid separating and leaving one person alone.
- Always have permission from your parent/guardian before going anywhere with anyone.



Kids in the know

FRIENDSHIP

Reproducible

FRIENDSHIP IS ABOUT



This sheet is intended for students. It is important for children to learn how friends should treat each other. This sheet shows the difference between healthy and unhealthy friendships.

KINDNESS » Friends are helpful and thoughtful of each other.

CARING » Friends are concerned about each other.

LISTENING » Friends listen to each other.

ACCEPTANCE » Friends like each other for who they are, and do not make fun of one another.

TOLERANCE » Friends are patient with one another and understand that everybody makes mistakes.

HELPING » Friends help each other out when they are having a hard time.

LOYALTY » Friends stick up for each other and do not talk behind each other's back.

SHARING » Friends are able to share thoughts and feelings with each other.

BEING DEPENDABLE » Friends are there for each other when they say they will be.

ENJOYMENT » Friends enjoy spending time together.

UNDERSTANDING » Friends try to understand the way each other feels and are thoughtful not to hurt each other's feelings.

PROVIDE 3 EXAMPLES FOR THE FOLLOWING: What does friendship look like? sound like? feel like?

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Kids in the know

RELATIONSHIPS

Reproducible

HEALTHY RELATIONSHIPS ARE ABOUT



RESPECT » Valuing a person for who s/he is.

BEING RELIABLE » Following through when someone says they will do something and/or when they make plans with a person.

HONESTY » Being truthful and meaning what is said to a person.

SHARING » Being open to sharing how you feel about things you like and dislike; while also being open to hearing about how someone else feels.

INDEPENDENCE » Giving people personal space and understanding that people need different amounts of time for themselves.

BEING CONSIDERATE » Being careful not to do something that would hurt or offend someone.

TRUST » In a healthy relationship, GFs and/or BFAs can rely on each other and know they will not share each other's private information or say anything that would embarrass each other. (The exception here is if a friend shares information that indicates they are in trouble and need help — such as abuse, emotional distress, addiction, etc. This type of information should be shared with a safe adult.)

HEALTHY NEGOTIATING » When people disagree, each person shares their side and together they come to a decision that they are both comfortable with.

INTIMACY » Getting close to someone by sharing personal experiences, being affectionate and spending time together.

LISTENING » Spending time and paying attention to a person when they want to talk.

HAVING FUN » Laughing and enjoying hanging out with a person.

List 3 more examples of signs of a healthy relationship.
List 3 examples for each: What does a healthy relationship look like? sound like? feel like?

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TIER ONE Mental Health Interventions

Presented by: Stephanie Bortolot
Prep Teacher Sioux Mountain Public
School

WWW.KPDSB.ON.CA

Background

Who am I?

- I am currently assigned as a Kindergarten and Reading Intervention Teacher at SMPS
- I am also the Mental Health Champion
- Whole-School Use of SMHO Resources
- February 2021: Introduction to SMHO Resources
- Morning Announcements used as a jumping off point to introduce coping strategies

Practice: Take 5 Breathing

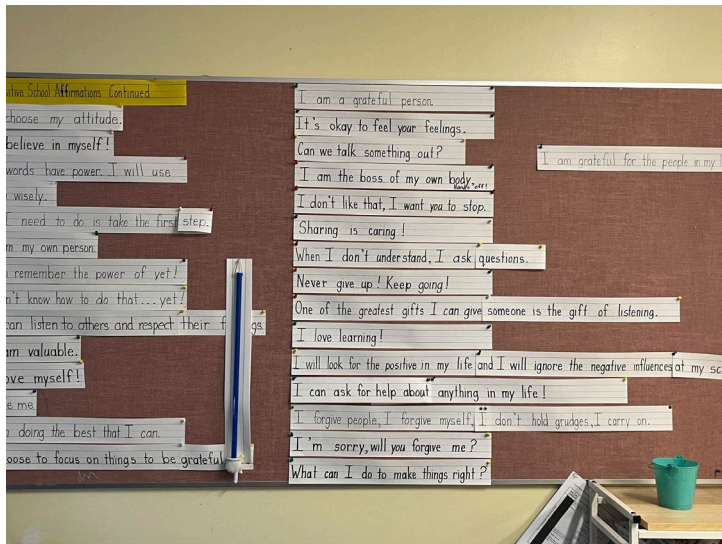


Group Exercise

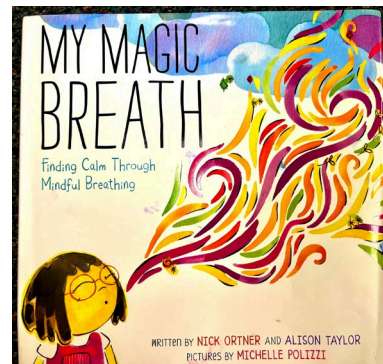
We're going to practice one of the coping strategies offered by SMHO as a group

Examples of Tier 1 Strategies (1)

Affirmation Wall (Grade ½)



Mindful Breathing Art (Kindergarten)

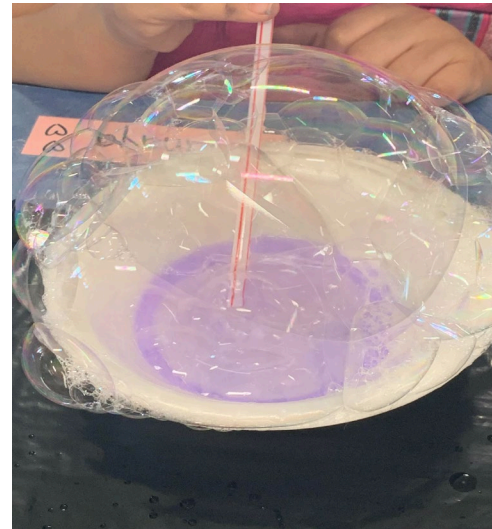


Examples of Tier 1 Strategies (2)

Calm Down Jars (Grade 1)



Bubble Blowing (Kindergarten)



Examples of Tier 1 Strategies (3)

Collaborative Bulletin Boards



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Other Supports

For Staff

- Led an *Ensouling Our Schools* book study
- Advocated for staff participation in *Classroom 180*
- Sharing of mental health information and resources (e.g., staff meetings, Google Drive)
- Supported individual teachers with strategies in their classrooms
- Held events such as a staff Kindness Bingo
- Member of the Employee Wellness Committee

Next Steps

More student-led content

- Student volunteers are starting to do the announcements. Video content (rather than audio) is also an option

Making content more relevant to our school/community demographic

- It is important to establish a mentally healthy school culture where our students see themselves and feel supported and recognized

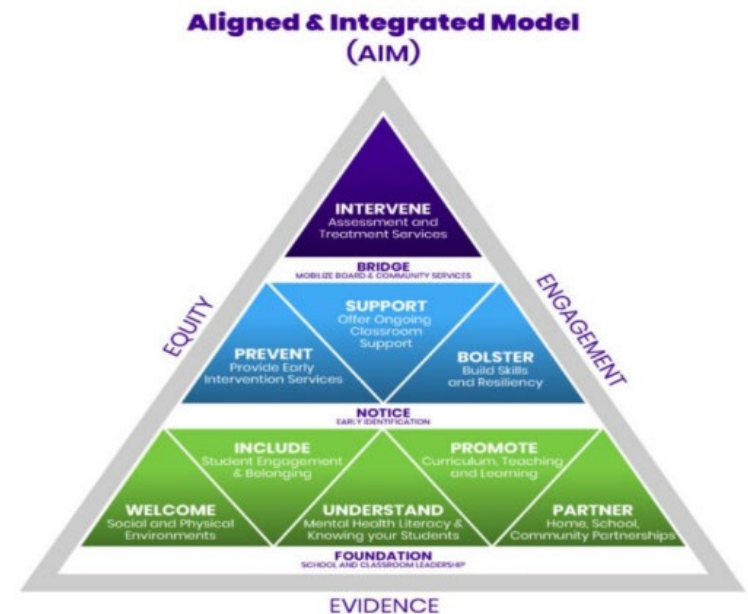
Children's Mental Health Update

Presented by: Candice Kerkermeier
Mental Health Lead

WWW.KPDSB.ON.CA

Mental Health Update

- [Mental Health Action Plan 2022-2023](#)
- Key Priorities
- TIERs for Supporting Student Mental Health



Mental Health Update

- Climate Survey Data Results for Measurable Action Items
- Help Seeking Behaviour
- Implementation of SMHO Materials
- Increase in student disclosures related to child protection
- Preventure Pilot Project
- Continued Community Partnerships for Direct Service & Mental Health Promotion

Thank you, Miigwetch, Be Well

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Keewatin Patricia

DISTRICT SCHOOL BOARD

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

Board: Keewatin Patricia District School Board

Mental Health Leadership Team Members: Candice Kerkermeier, KPDSB Mental Health Lead & Chantal Moore, KPDSB Superintendent of Education, Special Education, and Mental Health

Priorities for a Mentally Healthy Return to School						
Priority #1	Mentally healthy schools for all students, including re-engagement of students in the classroom setting. Educators continue to create a safe, welcoming, and inclusive learning space for all students. Creating a sense of belonging for a mentally healthy school year.					
Priority #2	Identify and address emerging and escalating student mental health problems. Using TIERs for supporting student mental health, ensuring students are connected to additional mental health services when required.					
Priority #3	Ensure elementary and secondary educators, school support staff and mental health champions feel equipped to intentionally and explicitly support student mental health in the classroom with implementing of SMHO materials and resources.					
Priority #4	Students and parents/caregivers have access to resources that support student mental health throughout the school year. Ensure access to resources to support mental health throughout the school year, with a target on promoting help seeking behaviours in youth.					
	Key Activities	Audience	Timeline	Indicators of Success	AIM Tier	Resources SMHO and Board
Priority #1	External Community Agency Protocol	External Community Partners providing mental health services in schools or virtually	Sept/Oct	Updated protocol completed and signed and returned protocol from all community partners	ALL	BOARD
	Transition Support for re-engagement of students	At Risk Students / Students not enrolled	Summer/Sept	Increased enrollment and re-engagement of students into school		



KPDSB Mentally Healthy Action Plan 2022 – 2023

	Educators will prioritize 15 minutes a week to SMHO virtual field trips and use of SMHO school resources	Educators	Ongoing	Evidence of SMHO materials, resources and lesson plans directly in the classroom	1	BOARD SMHO <u>First Ten Days and Beyond</u> <u>SMHO Virtual Field Trips</u> <u>Everyday Mental Health Classroom Resource</u> <u>Classroom Conversation Starters</u>
	Increased awareness of sex trafficking for all KPDSB staff	KPDSB Staff	September PD Day / Ongoing	September PD Day mandatory Anti-Sex Trafficking professional development for all staff Staff, Parent/Caregiver Sex Trafficking Awareness poster series sent to ALL staff, clearly visible in staff rooms	2-3	BOARD
Priority #2	All schools create school specific TIERed document for mental health services available in their school/community	Mental Health Champions, Student Counsellors and Administrators	Winter	Staff able to clearly explain the TIERed system for supporting student mental health	ALL	
	Updated Mental Health Handbook. Orientation purposes, helping to maintain clear boundaries, awareness of tiered intervention for appropriate pathways to	Mental Health Lead and Student Counsellors	Sept/Oct	Student Counsellors	2-3	BOARD



	care, supporting students with suicidal ideation and homicidal ideation.					
	Continued partnerships with external agencies providing tier 3 mental health supports	BOARD/ FIREFLY/ NODIN/ KCA/ CHOOSE LIFE/ Home and Community Care	Ongoing	Continued pathways and referrals for students experiencing complex, multilayer mental health concerns to community partners	3	BOARD COMMUNITY PARTNERS
Priority #3	Continued access to SMHO resources to support student mental health and well-being	Mental Health Lead Mental Health Champions	Ongoing	Educators are able to easily identify SMHO resources for implementation in the classroom	1	BOARD
	Professional development, printing of resources, supplied directly in the classroom SMHO materials	Mental Health Lead	Ongoing	Implementation of and SMHO resources visually in every classroom	1	BOARD SMHO Virtual Field Trips SMHO Everyday Mental Health Classroom
	Student Counsellor support directly in the classroom	Student Counsellors and Classroom Teachers	Ongoing	Referrals to student counsellors for direct support in the classroom in implementing SMHO virtual field trips (deep breathing, muscle relaxation, visualization, distraction, thought changing, gratitude strategies)	1	BOARD
Priority #4	Increased awareness of help seeking behaviours in youth	Student Counsellors and Classroom Teachers	October / Ongoing	Targeted classroom presentations by student counsellors on help seeking behaviours, followed by	ALL	BOARD / Student Counsellors



				promotion of help seeking behaviour posters		
	Successful Recruitment of School Based Mental Health Service positions	Mental Health Lead / SO / Human Resources	Summer / Sept	Kenora and Dryden Communities	ALL	BOARD
	Provide parents / caregivers with resources to support their child's mental health	Parents / Caregivers	Ongoing	Resources are made available and are accessible to all parents and caregivers. Added to family guide and school-based guides for families. New SMHO parent resources provided Added to KPDSB website	1	<p><u>How to Support a Mentally Healthy Back to School for your Child</u></p> <p><u>SMHO Noticing Mental Health Concerns for your Child</u></p> <p><u>SMHO Parent Info Sheet Supporting Mental Health and Well-being During Return to School</u></p> <p><u>Suicide Prepare, Prevent, Respond</u></p>
	Increasing and identifying pathways/referral process for students with emerging mental health concerns	Principals, Mental Health Champions, Student Counsellors, Students, Student Trustees, Jack Chapters	Ongoing though our school year	Increased awareness of signs and symptoms of mental health concerns in students Identifying and creating pathways to care for students with emerging mental health concerns. Easily identifiable and accessible service both in school and remotely	2-3	<p>SMHO ONE CALL Desk Reference</p> <p>P/VP Referral Awareness</p> <p>KPDSB Mental Health Handbook</p>

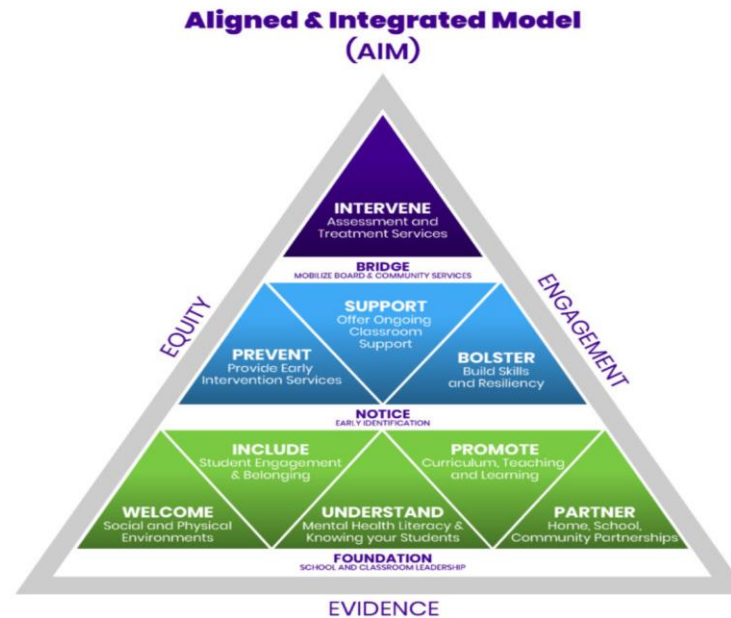




KPDSB Mentally Healthy Action Plan 2022 – 2023

	Increasing supports for students related to addictions and substance use	Student Counsellors Grad Coaches Family Navigators NHWU MHANs	August-October Training Winter Implementation	Access to and implementation of Preventure Training Target Grade 8-9 Increased referral pathways to Mental Health and Addictions Nurses Naloxone Kits	1-3	BOARD and Community Partners
	Increased awareness of sex trafficking, including recognizing signs and how to reach out for support for youth and parents/caregivers	Teachers, Administrators, Students and Parents/Caregivers	September/October	Roll out of sex trafficking awareness posters for students and parents/caregivers. Targeted teaching in Grades 7-12 for students regarding sex trafficking	2-3	BOARD Educators Students Parents/Caregivers





Indigenous Education Advisory Committee
May 3, 2023
Report submitted by Trustee Denise Baxter

1. Report by Michael Boos, Principal Lead seconded to NAN/KO School Support Program
 - a. Co-funded through several streams
 - b. Shared schools and organizations involved in the initiative
 - c. Mental Health champions at 22 schools
 - d. Wayne Mercer will be assuming the role of Principal Lead 2023 Fall, as Michael Boos is retiring
2. Outreach to 41 communities/organizations to invite them to name a person(s) to sit on the IEAC
3. Suggestion to have school education staff and leadership visit the communities for a part of the day to discuss student progress
4. Strategic planning process- revised policy to include many advisory committees and Indigenous communities to contribute to the strategic planning process
5. Education update
 - a. Working with communities and school staff to get to know who the students are and which community they come from – more formalized
 - b. Four Direction coaches are becoming more informed on PSFunding to assist students
 - c. Christine Suprovich will be the Indigenous Education Lead for KPDSB; Len Gardner will be the Indigenous Languages Lead; the Indigenous Community Liaison has not been filled as of yet
 - d. Working with Ministry ensure the board action plan will be visible shortly
 - e. Waking Up Anishinaabemowin App developed by Seven Generations and Say it First, working to adapt the app to local dialects to use as a support resource
6. Board Action Plan- IEAC would like to hear back from the Trustees as to what the leadership is doing to increase indigenous staff among KPDSB at all levels (wide area - T3,9,5, M) that speak the language of the communities and look like the students & pathways to education roles – want to see an Indigenous Education Lead as part of the team
7. Mentoring Indigenous staff including teachers- also would like to hear how the management is going to mentor and grow Indigenous education staff – grow capacity
8. Sylvia Parker is hiring language Keepers in their schools (K-2) and child care centres whose role will be to speak the language all day with kids as they learn
9. Discussion on Self Identification policy- 6 weeks to give feedback
10. Land Acknowledgement approved to move forward
11. Student leadership projects to share voice and further develop leadership skills
12. Language rejuvenation - recognize the differences in voices of what students want and require for themselves and the variation across generation
13. Next Meeting June 7, 2023 hybrid in Lac Seul