



April 11, 2023

Regular Board
Meeting Package

VIRTUAL MEETING

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING # 6

Tuesday, April 11, 2023 7:00 pm CST	Virtual Meeting -Dryden Board Office (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 April 11, 2023 Chair
4. Declaration of Conflict of Interest Chair
5. Presentation of Reports Chair
 - 5.01 Education
 - A. Students Come First - Valleyview Public School C. Moore

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
 - Jackson McCready, Grade 6
 - B. KPDSB Literacy and Numeracy Update S. Bailey/S. Norlock △
6. Business Arising from Committee of the Whole
 - 6.01 – Policy #101-Strategic Improvement Planning C. Radbourne △
 - 6.02 – Policy #502 – Indigenous Education Advisory Committee C. Radbourne △
 - 6.03– Policy #706 –Employee Code of Conduct C. Radbourne △
7. Confirmation of Minutes Chair
 - 7.01 – Regular Board Meeting – March 7, 2023 △

8. Presentation of Reports (continued)
 - 8.01 Operations
 - 8.02 Executive Committee Report
A. Student Trustees' Reports Δ D.McDonald
 - 8.03 Committee Updates
A. Early Years Advisory Committee M. Duncalfe
B. Audit and Finance Committee - nil
C. Indigenous Education Advisory Committee - nil
D. Ontario Public School Boards' Association - nil
E. Parent Involvement Committee - nil
F. Special Education Advisory Committee J. Green
G. Supervised Alternative Learning – nil
 - 8.04 Finance
A. Appointment of External Auditors Δ R. Findlay
9. Correspondence Chair
- 9.01 – Thank you card regarding scholarship funds Δ
10. New Business
11. Observer Comments
12. Next Meeting Date: May 9, 2023 Chair
 - Regular Board Meeting held at Red Lake District High School
13. Adjournment Chair

Δ indicates an attachment included in the meeting package

KPDSB K-12 Literacy and Numeracy Update

Literacy

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.

As part of this focus on intervention, we have trained teachers in nearly all KPDSB schools to provide Empower Reading, a comprehensive reading intervention program for struggling readers, and professional development for educators. We have also provided program supports in schools, so teachers are equipped to address skill areas of phonemic and phonological awareness, decoding, and encoding to students who are not yet fluent readers.

Educators have been provided school and system level training for using high impact teaching strategies, particularly in the area of direct and explicit instruction, to ensure that students are receiving instruction in areas such as vocabulary, language structures and background knowledge. The implementation focus on grades 4 - 8 classrooms will continue to the end of this year and well into next year, including a summer learning opportunity for educators of grades 4 - 10.

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 principal 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.

The Acadience screen was used with all students in the de-streamed Grade 9 English program in order to identify students who require additional support and improve reading outcomes for students. Dryden High School and Ignace School are currently running Empower Reading for small groups of students. Lexia licences were purchased for 91 secondary students in the Grade 9 de-streamed English program and Ontario Literacy Course.

Numeracy

K - 12

With the literacy work underway, we are now turning some of our focus to mathematics in order to create a K-12 numeracy plan. Our EQAO scores indicate that this is our next step, and we are eager to support schools with a plan and the resources to implement it.

The principals and vice-principals have recently started professional development to further their understanding of numeracy leadership centrally and in schools. This work is grounded in the importance of teacher preparation and knowledge of mathematics for instruction, focusing on modelling, reasoning, and problem-based learning. As a team of academic superintendents, we are currently engaged in our own learning about evidence-based math practices and tiered instruction, to ensure that the numeracy plan we create for K-12 supports all learners.

A system-wide focus on Thinking Classrooms, led by a team of educators from Golden Learning Centre, Red Lake District High School, and Beaver Brae Secondary School, includes working with author Peter Liljedahl. Educators are learning about and implementing the concepts of vertical classrooms, non-permanent surfaces, and collaborative problem solving, combined with direct instruction to improve mathematics learning opportunities for students. Liljedahl met with over 40 educators in mid-March to discuss and explore the frameworks necessary to engage math learners in content, problems solving and collaboration. The next session will take place this spring.

We have excellent cross-panel work taking place in mathematics with Gr. 7-10 Lesson/Learning Labs. Learning Labs provide groups of educators with the opportunity to collaboratively plan, teach, observe, reflect upon, analyze, and discuss the lesson and the strategies used to impact student learning. Educators then define the next steps for instruction based on what the team has learned.

A pilot project involving the numeracy screen and assessment, Star Assessment, is underway in a small sample of secondary classrooms. The pilot is now in the planning stages to expand to a sample of elementary classes (in all divisions). This is accompanied by the use of Freckle Math, an online learning platform that allows students to practice math. This program is adaptive, which means it continuously adjusts to individual students' skills, so students are receiving the appropriate challenge to continue to build their numeracy skills.

A school-based leadership model for numeracy is in place at KPDSB secondary schools this year. The six schools have each identified a numeracy lead and these leads meet with the central Academic Programs Principal monthly to collaborate and share best practices related to mathematics instruction, focusing on the De-streamed Math course which is now in year two of implementation. Schools are supported to deliver a spiraled approach to the program, which involves revisiting curriculum expectations throughout the course to help students connect, refresh, and retain their learning.

Respectfully submitted by:
Shannon Bailey, Superintendent of Education and
Shawnda Norlock, Superintendent of Education



Policy Section: Philosophy, Goals, and Structure

100

Policy Name: Strategic Improvement Planning

101

Policy Statement

It is the policy of the Keewatin-Patricia District School Board that all levels of the organization be involved in ongoing planning processes intended to bring continuous improvement to ~~the Board's~~ **KPDSB's** operation and performance.

Effective strategic improvement planning will:

1. **Consult with and** involve members of the education community, **staff, parents, guardians, caregivers, community partners, First Nation, Métis, and Inuit education partners, and other relevant interest holders as needed.**
2. Result in clear goals, timelines, responsibilities, and accountability mechanisms;
3. Focus the board of trustees on:
 - a) establishing the vision, priorities, policies, and budget of the board; **and**
 - b) assessing movement toward achievement of system priorities and goals;
4. Focus the administration on:
 - a) improving student achievement, **opportunities, outcomes, and well-being;**
 - b) **the advancement and implementation of equity principles and goals;**
 - c) the efficient and effective use of resources; **and**
 - d) implementation and monitoring of **KPDSB's vision, board's priorities, policies and system goals.**

Rationale

Cross Reference:

303, School Improvement Planning

501, School Councils and Parent Involvement Committee

504, Early Years Advisory Committee

506, Special Education Advisory Committee

502, Indigenous Education Advisory Committee

503, Equity and Inclusive Education

Other References

Good Governance: A Guide for School Board Trustees

Date Approved: 10/06/2003

Date Reaffirmed: 8/11/2005; 10/11/2015

Date Revised: 8/06/2009; 11/06/2013;
10/11/2015; 11/04/2017

Review by: 2020



Policy Section: Philosophy, Goals, and Structure

100

Policy Name: Strategic Improvement Planning

101

The Keewatin-Patricia District School Board recognizes that well-planned, successfully implemented, and subsequently evaluated actions will create continuous improvement **and equitable opportunities for access and outcomes** in ~~KPDSB's the Board's~~ facilities, programs, services, personnel, and student ~~performances~~ pathways and achievement.

The **Multi-Year Strategic Plan will establish priorities, values, and goals for a minimum of four years and** is composed of the following:

1. **Multi-Year Strategic Plan**

- a) Vision Statement
- b) Mission
- c) Values
- d) Strategic Priorities**
- e) Goals
- f) Evidence of Achievement**

2. **Board Improvement and Equity** ~~Board Strategic Improvement Plan~~

The Board Improvement and Equity Plan ~~The Board Strategic Improvement Plan~~ document will be completed by senior administration **and reviewed by trustees** annually. **It will be aligned with the Strategic Plan's priorities, values, and goals and will provide an action plan for achieving the Strategic Plan priorities.**

3. **School Improvement Plans**

An individual plan ~~for~~ **will be completed by** each school that **is aligned with the Board Improvement and Equity Plan and** reflects the **priorities, values, and goals** expressed in the Strategic Plan.

Guidelines

It is the responsibility of the Director of Education to see that the Board ~~Strategic- Improvement and Equity~~ Plan is being implemented, evaluated, and reported to the Board on the achievement of **the priorities and** goals contained in the **Strategic** Plan, at least two times each year.



Policy Section: Philosophy, Goals, and Structure

100

Policy Name: Strategic Improvement Planning

101

The Strategic Plan shall include the Board Vision Statement, Mission, Values, **Priorities**, Goals, and Evidence of Achievement.

It is the responsibility of senior administration to develop, implement, and monitor **the Board Improvement and Equity Plan and** the actions ~~plans~~ intended to address **the priorities, values, and** goals identified in the Strategic Plan.

It is the annual responsibility of ~~the school~~ Principals to develop, implement, and monitor a School Improvement Plan in accordance with Policy 303, School Improvement Planning.



Policy Section: **Community Relations**

500

Policy Name: Indigenous Education Advisory Committee

502

Policy Statement

Keewatin Patricia District School Board recognizes the importance of collaboration and communication with Indigenous partners and is committed to the implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework **(2007)** and the Truth and Reconciliation Calls to Action. It is the policy of KPDSB to seek input and recommendations on meeting the needs of First Nations, Métis, and Inuit students, including delivering content that is inclusive of First Nations, Métis, and Inuit peoples. Keewatin Patricia District School Board will seek the input and recommendations from local and regional First Nations, Métis, and Inuit partners through the establishment of a representative advisory committee.

Rationale

The Keewatin-Patricia District School Board recognizes the importance of collaboration and communication between First Nation, Métis and Inuit ~~stakeholders~~ **rights and interests holders**, and the Board. In order to improve communication and receive input, the committee would provide opportunities for senior administration, and trustees to interact directly with representatives of First Nation, Métis and Inuit partners wherever they may reside within the geography of the Board.

Guidelines

The mandate, membership, operating procedures, and meeting dates are established in the Terms of Reference, Indigenous Education Advisory Committee. (Appendix A)

Cross References:	
Policies: 315, Voluntary & Confidential Self Identification for First Nation, Métis & Inuit Students 617, Honorariums to Support Students Procedure: 315, Voluntary & Confidential Self Identification for First Nation, Métis & Inuit Students	Date Adopted: February 8, 2000 Dates Reviewed: Dec 2004/ Feb 13/07; Nov 11/08; Nov 8/11; Feb 10/15; Date Revised: April 11, 2017 Review by: 2021

Indigenous Education Advisory Committee Terms of Reference

Profile

The Keewatin-Patricia District School Board Indigenous Education Advisory Committee (IEAC) is guided by the recommendations of the Truth and Reconciliation Commission Calls to Action and the Ontario First Nation, Métis, and Inuit Education Policy Framework **(2007)**. It is collectively responsible for providing cultural and educational expertise and strategic direction to engage students and improve student achievement and well-being.

Scope

1. The Keewatin-Patricia District School Board (KPDSB) is committed to establishing partnerships with First Nations, Métis, and Inuit peoples to provide quality education for all students at the elementary and secondary level.
2. In order to provide quality education, KPDSB will work with FNMI partners to:
 - i) Consult on relevant policies;
 - ii) Communicate and share information;
 - iii) Support community/parent/guardian/caregiver engagement;
 - iv) Develop strategies and initiatives to engage students and improve student achievement and well-being;
 - v) Promote wise, evidenced-based practices;
 - vi) Maintain a reporting procedure on wise, evidenced-based practices.
3. IEAC will provide guidance that will help improve the effectiveness of the programs offered at KPDSB as they relate to current and future Indigenous students.
4. IEAC will work in collaboration with KPDSB staff to support Indigenous learners, families, and communities by identifying priorities for, and make recommendations on the development of new programs, training and services that meet the existing and future needs of Indigenous communities.

Indigenous Education Advisory Committee Structure

IEAC will be composed of internal and external representation which shall include First Nation, Métis, and Inuit community members and parents. The only members with a term of appointment will be the Trustees, as they rotate membership on committees annually (with the exception of the Indigenous Trustee who will remain on the committee for the duration of their four-year term, and the Indigenous Student Trustee who holds that position for one year).

Structure:

- IEAC will maintain two co-chairs: the Director of Education and the Indigenous Trustee.
- An elder will be an integral member of the committee.
- Indigenous community representatives
- Staff / Resource representatives

- Parent representatives
- Each member must demonstrate their commitment through regular attendance.
- IEAC shall meet a minimum of four (4) times per year.

Decisions will be made by consensus. In exceptional circumstances, if consensus cannot be attained, decisions will be made by a majority vote. Quorum will be defined each year by the number of individuals that are appointed to the committee annually. **Quorum will equal 50% plus 1.** If quorum is not reached at the meeting as determined by the annual membership, an electronic vote will take place. All members of IEAC shall have a single vote. **Resource and staff members do not vote.**

Co-Chairs:

The co-chairs maintain the administrative duties of the committee. They will ensure the moral, legal, and ethical obligations of the Committee are met. They facilitate meaningful discussion at each meeting according to the agenda priorities.

Elder:

The elder maintains the mental, physical, emotional, and spiritual balance of the Committee. They provide a foundation of traditional knowledge and experience to help guide the members.

Community Representatives:

Community members hold the Committee accountable to the needs of Indigenous students and communities.

Staff/Resource Representatives and Trustees:

Staff members, including Trustees are responsible for ensuring that tangible measures are taken to enable students to succeed.

Staff/Resource members are non-voting members of IEAC. They actively support the committee by providing support and guidance in realizing the goals and vision of IEAC.

Parent Representatives:

Parent Representatives hold the Committee accountable to the needs of their children by offering suggestions and engaging in meaningful discussions with all committee members.

Conflict of Interest

Committee members will act with honesty, in good faith, and in the best interest of the Indigenous Education Advisory Committee. If a conflict of interest arises, the member will declare the conflict in advance of the meeting or as soon as reasonably possible and then remove themselves from all proceedings related to the conflict.

Confidentiality

During the course of IEAC committee meetings, individuals may share personal anecdotal stories and experiences. All members shall respect the privacy of each member and their personal stories and experiences. Minutes taken at the meeting can be used for reporting to the Board.

~~Committee members will maintain the confidentiality of any and all information, discussions or~~



Policy Section: **Community Relations**

500

Policy Name: Indigenous Education Advisory Committee

502

proceedings that take place during the meetings. (Minutes can be used for reporting to the Board.)

Policy Statement

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to expect its employees to adhere to the highest standards of personal and professional competence, integrity, and impartiality. **Employees are expected to be, and be seen to be, acting with honesty, care, and due diligence in the best interests of the public they serve. Respect must be demonstrated for each other and for the work environment. Employees are expected to follow KPDSB Policy and Procedures, and in accordance with all laws and other legal obligations, to maintain confidentiality around business, personnel, and student information, and to treat KPDSB resources with highest regard and consistent with all KPDSB and legal expectation, including not being in, or appearing to be in a conflict of interest.**

Cross Reference

Policies

207, Trustee Code of Conduct

306, Use of Volunteers

318, ~~Freedom of Information~~ **Privacy and Information Management**

321, Safe and Supportive Schools

330, Character Development

322, Code of Conduct

401, School-Student Activities Outside the Classroom

503, Equity and Inclusive Education

617, Honorariums to Support Students

701, ~~Criminal Record Checks~~ **Criminal Background Checks for**

Employees, Volunteers, Service Providers, and Others

708, ~~Respectful Working and Learning Environment~~ **Conflict Prevention and Resolution**

709, Workplace Harassment

712, Employee Hiring and Promotion

715, Substance Use by Employees and Volunteers (Drug and Alcohol)

716, Use of Medical Cannabis

Procedures

401, School-Student Activities outside the Classroom

706, ~~Employee Code of Conduct~~ **Employee Code of Conduct:**

Progressive Discipline

717, Accountability

Legal References

Education Act

Ontario Human Rights Code

Employment Standards Act

Occupational Health and Safety Act

Broader Public Sector Accountability Act.s. 12

Broader Public Sector Procurement Directive

Other KPDSB Standards

Professional Standards at KPDSB (Appendix A)

Teaching Profession Act

Ontario College of Teachers Act

Child and Family Services Act

Date Adopted: 13/11/2001

Dates Reviewed: 11/02/2003; 09/05/2006;
10/02/2009

Dates Revised: 12/02/2013; 12/04/2016;
10/11/2020

Review By: 2024

Rationale

The Keewatin-Patricia District School Board believes that all ~~stakeholders~~ **students, staff, and volunteers** have the right to function in a safe learning **and working** environment. ~~Thus, all actions taken under this Policy will be premised on the need to protect the child(ren), volunteers(-), or employee(s) who has been subjected to the alleged misconduct.~~ **KPDSB has a mandate to maintain public trust through accountability.**

Scope

1. General Standard

This Employee Code of Conduct represents general standards **for all employees**. **Any employee who contravenes the KPDSB Code of Conduct, KPDSB Professional Standards, other applicable professional codes of ethics and standards, and any other KPDSB Policy or Procedures may be subject to disciplinary action up to and including termination.**

2. Other Professional Codes

It is understood that many employees are governed by a professional code of ethics **and standards**. **Any employee who contravenes their own governing body's professional codes of ethics and/or standards may be subject to disciplinary actions up to and including dismissal.**

3. ~~Extension~~ Keewatin-Patricia District School Board Professional Standards

~~Individual administrators may, with the approval of the Director of Education, augment the standards contained herein with specific procedures which are more stringent and that will apply to individual employees or groups under their authority (i.e., requirements for Student Field Trips, etc.). When this is done, it shall be in writing with a copy to the Director of Education.~~ **All staff are important contributors and provide important supports to achieve the goals in the KPDSB Strategic Plan. As such, KPDSB has developed a common set of professional standards for all employees. (Appendix A).**

Definitions

“Misconduct” ~~includes but is not limited to physical or sexual abuse, assault, harassment, theft, fraud, vandalism, public intoxication, possessing or creating pornographic material.~~

“Fraud” ~~is a deliberate act of deception, manipulation, or trickery, with the specific intent of gaining an unfair or dishonest personal gain or advantage. It may be perpetrated by one (1) individual or done in collusion with others. It involves willful misrepresentation or deliberate concealment of material facts.~~

“Employee” refers to any employee or any person providing contractual services to the KPDSB.

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #5

The minutes of the Regular Board Meeting of the Keewatin-Patricia District School Board Tuesday, March 7, 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 Gracie Tucker, Indigenous Student Trustee
Absent with Regret	Nil		
Absent without Regret	Nil		
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 #89-23	Moved by: D. Baxter Seconded by: D. Cornish THAT the agenda for the Regular Board Meeting of March 7, 2023, be approved as amended: Item 5.01B – Letter Item 5.01C – Expenses to attend OPSBA Education Labour Relations and Human Resources Symposium Item 5.01D – Executive Committee Trustee Appointment Defeated _____ Carried <u> X </u>		
Conflict of Interest	None		
Item 5.01 A Policy #319 Motion #90-23	Moved by: M. Duncalfe Seconded by: J. Green THAT Policy #319 Substance Abuse by Students be received. Defeated _____ Carried <u> X </u>		

Motion #91-23

Moved by: R. Kitowski
Seconded by: S. Poling
THAT Policy #319 Substance Abuse by Students be
approved as amended.

Defeated _____ Carried X

Item 5.01 B

Motion#91B-23

Moved by: R. McMillan
Seconded by: N. Van Breda
THAT the Director of Education be directed to respond to a
letter.

Defeated _____ Carried X

Item 5.01 C

Motion #91C-23

Moved by: D. Cornish
Seconded by: G. Kleist
THAT the Board authorize the payment of the expenses of
the Trustees attending the OPSBA Education Labour
Relations and Human Resources Symposium, April 27-28,
2023.

Defeated _____ Carried X

Item 5.01 D

Motion #91D-23

Moved by: R. Kitowski
Seconded by: N. Van Breda
THAT Denise Baxter be appointed to the Executive
Committee for April 16, 2023 to November 15, 2023.

Defeated _____ Carried X

Item 6.01

Motion #92-23

Moved by: R. McMillan
Seconded by: D. Penney
THAT the minutes of the Regular Board Meeting of
February 14, 2023 having been duly circulated, be
confirmed.

Defeated _____ Carried X

Item 8.01 A

Motion #93-23

Moved by: S. Poling
Seconded by: N. Van Breda

THAT the Students Come First Presentation by King George VI Public School be received.

Defeated _____ Carried X

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

Structured Literacy is 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. The data is analysed by the Teacher and specific goals are set for each student.

A video was shared of skills students are learning supporting them in learning to read and write.

Item 8.01 B
Special Education
Presentation
Motion #94-23

Moved by: G. Kleist

Seconded by: R. Kitowski

THAT the Special Education Executive Summary report be received.

Defeated _____ Carried X

Chantal Moore, Superintendent of Education

Jennifer Gray, Special Education & Safe and Supportive Administrator

Jennifer Theriault, Special Education Leader and Teacher Diagnostician (SEL)

Ali Gow, Speech Language Pathologist (SLP)

Crystal Ogilvie, Applied Behaviour Analysis Lead (ABA)

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.

Item 8.02 Operations

Motion #95-23

Moved by: J. Green

Seconded by M. Duncalfe

THAT the KPDSB Board and School Website Replacement Report be received.

Defeated _____ Carried X

Item 8.03 A

Motion #96-23

Moved by: D. Cornish

Seconded by: N. Van Breda

THAT the verbal reports from the Student Trustees' be received.

Defeated _____ Carried X

Item 8.04 B

Motion #97-23

Moved by: M. Duncalfe

Seconded by: D. Cornish

THAT the verbal reports for the Audit Committee meeting on February 16, 2023 and the Finance Committee meeting on February 23, 2023 be received.

Defeated _____ Carried X

Item 8.04 C

Motion #98-23

Moved by: D. Baxter

Seconded by: N. Van Breda

THAT the Indigenous Education Advisory Committee verbal report for the March 1, 2023 be received.

Defeated _____ Carried X

Item 8.04 D
Motion #99-23

Moved by: S. Poling
Seconded by: G. Kleist
THAT the Ontario Public School Boards' Association report
be received.

Defeated _____ Carried X

Item 8.04 F
Motion #100-23

Moved by: J. Green
Seconded by: D. Penney
THAT the Special Education Advisory Committee verbal
report for the February 15, 2023 meeting be received.

Defeated _____ Carried X

Item 9
Correspondence

None

Item 10
New Business

None

Item 11
Observer Comments

None

Item 12
Next Meeting Date

April 11, 2023

Item 13
Adjournment
Motion #101-23

Moved by: D. Penney
Seconded by: R. McMillan
THAT the Regular Board Meeting of March 7, 2023 adjourn
8:32 p.m.

Defeated _____ Carried X

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD
REGULAR BOARD MEETING
March 7, 2023

Date

Chair, R. Griffiths

Date

Christy Radbourne

Good evening everyone, I apologize in advance because this is going to be an exceedingly long report. I am happy to report that multiple schools have reached out to me this and the past month educating and contributing to my research about the schools in the district.

Red Lake District High School: Taryn Vachon

- Indigenous Youth Alliance group
 - planning the school Pow Wow in June
 - identifying ways to bring FNMI culture to the large school population
 - work with the local Indian Friendship Center's Wasa-Nabin Youth Program
- Guests and Elders
 - Speaker Shibastic visited RLDHS in February
 - Local elders come into the school regularly, recently:
 - bannock making
 - pulling in the fishing net
 - historical perspective 'panel' of elders

The boys' hockey team reported that one of our players was being called racial slurs during a hockey game. They had brought in an elder to work with the team to heal and move forward. The feedback was that the elder was well received.

Sioux Mountain Public School: Barbara van Diest

SMPS has an Elder In Residence and his name is Elder “Uncle” Nick. Uncle Nick is a living treasure to our students and staff. He provides and cultivates through his Teachings, care, compassion and so importantly, HOPE, for all of the students. Uncle Nick has a beautiful and sacred outdoor forested area that he calls “Nick’s Nest”. Every week, students go to Nick’s Nest with Uncle Nick, and being out on the land is healing, regenerative, and a lot of fun for the students. They learn so much about themselves as individuals, and about the land we come from.

More recently, the school’s grade 6 class, along with their teacher, Sarah Rowe-Mueller, participated in the Beading Project, which weaves together literacy, mathematics, and culture. We continue to strive to have culture and academics go hand in hand so that our students see themselves in what they are learning at school.

We have jointly planned activities and culturally significant events both at school and within the community of Sioux Lookout, including National Day for Truth and Reconciliation and National Indigenous Peoples Day. Knowledge Keeper, Victor Lyon, and his wife, Elder Romaine Lyon, continue to share their Teachings and Knowledge in an ongoing way with our students and staff throughout the school year.

Through our Pathways program, local people are invited to speak with our students and share their career pathways. This is invaluable for all our students, giving them possibilities for building a good life for themselves, one day, through continued education and hard work.

Every month, our Intermediate division recognizes and celebrates the successes of the students who have actively demonstrated one of the Grandfather Teachings. There is an acknowledgment of the students which includes an award and photo on our Sioux Mountain Public School Facebook page.

Savant Lake Public School: Holly Szumowski

Savant Lake School is unique as it only has three students, who are all Indigenous.

- They have an Indigenous Language teacher (who is Indigenous herself), who shares the language with the students
- They participate in Orange Shirt Day, Treaties Week, Secret Path Week, Indigenous Peoples Day, Powley Day, and other days that are dedicated to Indigenous and Metis People
- They are a DWF Legacy School
- They work in Indigenous books, authors, music, and art in all subject areas
- They have Indigenous staff members

Lillian Berg Public School: Doris L. St. Jules

- They have an Elementary Indigenous Pathways and Grad coach working in our school two days every week. She does weekly Medicine Wheel Check-ins with the students over one of the breaks on Fridays, brings in guest presenters and partners to work with small groups of students, and organizes monthly Judgment Free Lunches with Tiffany.
- Our teachers bring in Elders, Knowledge Keepers, Senators, and other Indigenous leaders and teachers to share their knowledge with our students. They often have staff members from the Dryden Native Friendship Centre come to the school to provide cultural lessons on various topics and will often have the students participate in completing a craft item related to the lesson,
- Our morning announcements include an Ojibwe Word of the Day to encourage our students to learn the language,

King George VI Public School/ Sioux Narrows Public School: Nicole Vingerhoeds

Host an annual Pow Wow at the school in collaboration with Whitefish drummers.

Recognize National Indigenous Peoples Day, Truth and Reconciliation Day, and Louis Riel Day school-wide. Start each morning with our announcements that have both English and Ojibway.

Ear Falls Public School: Jennifer Olsen

Grade 3/4-8 Native Language/Culture class

Indigenous resources- large selection of books/use Connected North sessions

Curriculum expectations followed

Student-created Indigenous art displayed in the school

They honour Orange shirt day/Powley Day/Treaty week/ Indigenous Veterans Day/Louis Riel Day

Rock your Mocs- 1/2 students make a moccasin from felt- sewing it and using math symmetry to decorate

Close working relationship with Wabauskang

Wabauskang hosts a pow wow in June for the school

We are hoping to host a spring event at the school with Wabauskang- traditional games

With this information that I gather from the principals, I will be making a chart that I ask to be put on the school's website so that other schools in the district can use it as a resource for Indigenous representation. As a select few schools have a much higher and richer representation, I believe that other schools can see this as a reliable resource for their own school.

As well prior to this meeting, I have received reports from Tracy Benoit of Beaver Bre in Kenora, Teri Jackson of New Prospect in Dryden, and Adi Lang, the Aboriginal Case Family manager of Open Roads Public School in Dryden, which will all be included in my next report

If anyone has any questions I will be happy to answer.

Thank you, Miigwech

APPOINTMENT OF EXTERNAL AUDITORS FOR 2022-23 TO 2026-27

Section 253 of the Education Act states, “Every board shall appoint one or more auditors for a term not exceeding five years who shall be a person licensed under the *Public Accounting Act, 2004*.”

Section 9 of Ontario Regulation 361/10 *Audit Committees* contains the following provision:

“(4) An audit committee of a board has the following duties related to the board’s external auditor:

1. To review at least once in each fiscal year the performance of the external auditor and make recommendations to the board on the appointment, replacement, or dismissal of the external auditor and on the fee and fee adjustment for the external auditor.”

Request for Proposals

In order to select an audit firm to be recommended to the Board, a Request for Proposal (RFP) process was undertaken. This process included Keewatin-Patricia District School Board and Kenora Catholic District School Board (a.k.a. the “Northern Purchasing Consortium.”)

The RFP document was posted on the Biddingo electronic procurement site and brought to the attention of firms servicing the Northwestern Ontario market. Only one firm, BDO Canada LLP (Kenora), submitted a proposal.

Evaluation

The following criteria and weighting were used in the scoring process:

a)	<u>Quality Criteria</u>	<u>Weighting Percentage</u>
	1. Company Profile	5
	2. Experience	15
	3. Technical Qualifications	5
	4. Audit Approach	15
	5. Audit Team/Special Qualifications/Experience	<u>5</u>
		<u>45</u>
b)	<u>Audit Fees</u>	
	([lowest bid/submitted bid] x 55)	<u>55</u>
	Total	<u>100</u>

The evaluation team was comprised of two representatives from each of the participating boards and Arlene Szesztopalow, Procurement Officer for KPDSB.

Individual scoring of the quality criteria for each proposal was completed using the evaluation criteria noted above. Then the evaluation team met to reach a consensus score on each of the quality criteria. The BDO Canada LLP (Kenora) proposal met the minimum required quality score of 31.5 out of 45.

Pricing was provided separately for each school board, so it is up to each board to calculate the scores for the audit fees component of the evaluation and to add the quality and fee scores together to determine a ranking of the proposals.

Following are the scores and ranking for Keewatin-Patricia District School Board:

	<u>Quality</u>	<u>Audit Fee</u>	<u>Total Score</u>
BDO Canada LLP	45.00	55.00	100.00

The detailed scoring results can be found in *Appendix A*.

Recommendation

That BDO Canada LLP (Kenora) be recommended to the Board as external auditors for a term of five years, commencing with the 2022-23 fiscal year and ending with the 2026-27 fiscal year, subject to satisfactory performance of duties at the quoted fees.

Appendix A

Consensus Scores – Quality Criteria

	BDO Canada LLP (Kenora)
Company Profile	5.00
Experience	15.00
Technical Qualifications	5.00
Audit Approach	15.00
Audit Team	5.00
Total	45.00

Audit Fees & Scores – Keewatin-Patricia DSB

	BDO Canada
Year 1	\$ 44,450
Year 2	\$ 45,340
Year 3	\$ 45,795
Year 4	\$ 46,700
Year 5	\$ 47,170
Total	\$ 229,455
Score based on Year 1	55.00

Respectfully submitted by:
Richard Findlay, Superintendent of Business

Dear Scholarship Selection Committee,

Thank you very much for the Keewatin-Patricia District School Board Scholarship that I received at the BBS S graduation ceremony. I had a wonderful highschool experience and I am enjoying my time at the University of Victoria. The support provided by your organization is greatly appreciated.

Sincerely,

Daisy Wagenaar