



June 14, 2022

Regular Board Meeting Package

VIRTUAL MEETING

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING # 7

Tuesday, June 14, 2022 Time: 7:00 pm CST	Virtual Meeting (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 June 14, 2022 Chair
4. Declaration of Conflict of Interest Chair
5. Business Arising from Committee of the Whole Chair
6. Confirmation of Minutes Chair
 - 6.01 – Regular Board Meeting May 10, 2022 Chair
 - 6.02 – Special Board Meeting May 24, 2022 Chair
7. Presentations/Delegations Chair
8. Presentation of Reports and Accompanying Motions Chair
 - 8.01 Education
 - A. Students Come First – NPPS C. Moore
 - B. Experiential Learning Update J. Lower
 - C. #306 Policy – Use of Volunteers S. Bailey
 - D. #329 Policy - Progressive Discipline and Promoting a Positive School Climate C. Moore
 - E. #321 Policy – Safe and Supportive Schools C. Moore
 - F. #617 Policy – Honorarium to Support Students S. Bailey
 - 8.02 Executive Committee Report M. Shakakesic /
 - A. Student Trustees' Reports M. Gallagher
 - B. 2019-24 Strategic Plan Update SL. Pharand
 - C. Special Education Plan C. Moore
 - D. School Council Year-End Reports J. Lower
 - E. #207 Policy – Trustee Code of Conduct SL. Pharand
 - F. Trustee Information M. Guitard
 - 8.03 Finance / Audit
 - A. Draft 2022-23 Budget Estimates R. Findlay
 - B. #806 Policy – Joint School Capital Projects R. Findlay

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|--|----------------------------|
| 8.04 Human Resources | J. Bullock/
SL. Pharand |
| A. 2021-22 Employee Recognition Report Δ | |
| 8.05 Operations | |
| A. #805 Policy – Naming of Education Facilities Δ | R. Findlay |
| B. #807 Policy – Community Planning and Partnerships Δ | R. Findlay |
| C. Record Information Management System Update Δ | D. Farion |
| D. Suspension Report Δ | C. Moore |
| 8.06 Committee Updates | |
| A. Early Years Advisory Committee | S. Bailey |
| B. Audit and Finance Committee | R. Findlay |
| C. Indigenous Education Advisory Committee | SL. Pharand |
| D. Ontario Public School Boards' Association | G. Kleist |
| E. Parent Involvement Committee | J. Lower |
| F. Special Education Advisory Committee | C. Moore |
| G. Supervised Alternative Learning – NIL | |
| 9. Correspondence | |
| 10. New Business and Notices of Motion | |
| 11. Observer Comments | |
| 12. Next Meeting Date: September 13, 2022 | Chair |
| 13. Adjournment | Chair |

Δ indicates an attachment included in the meeting package

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #5

The minutes of the Regular Board Meeting of the Keewatin-Patricia District School Board Tuesday, May 10, 2022, held via virtual meeting.

Call to Order The meeting was called to order at 7:00 pm.

Roll Call	E. Bortlis	M. Duncalfe	B. Gauthier
	D. Head	R. Griffiths	M. Guitard
	D. Cornish	R. O'Donohue	C. Marcino
	J. Kitowski	G. Kleist	
	M. Gallagher, ST	M. Shakakeesic, IST	

Absent with Regret

Absent without Regret

Officials	SL. Pharand	R. Findlay	S. Bailey
	J. Lower	C. Moore	S. Pilipishen
	Exec Assistant		

Also Present Media, Staff, and the Interested Public

Item 3 - Agenda Moved by: Gerald Kleist
Seconded by: Robert O'Donohue
Motion 112-22 THAT the agenda for the Regular Board Meeting of May 10, 2022, be approved.
Defeated _____ Carried X

Conflict of Interest There was one Conflict of Interest declared by Trustee Guitard with respect to item 8.01G.

Item 6 - Minutes Moved by: Marilyn Duncalfe
Seconded by: Michelle Guitard
Motion 113-22 THAT the minutes of April 12, 2022, Regular Board Meeting, having been duly circulated, be confirmed.
Defeated _____ Carried X

Item 7.01 – NEW STs Moved by: Barbara Gauthier
Seconded by: Jennifer Kitowski
Motion 114-22 THAT the presentation of the new Student Trustees for the 2022-2023 School Year staff be received.
Defeated _____ Carried X

Chair Marcino introduced and welcomed D. McDonald and G. Tucker as the Student Trustees for the 2022-20223 School Year.

Item 7.01 – NEW STS Moved by: Jennifer Kitowski
Seconded by: Eric Bortlis

Motion 115-22 THAT Dakota McDonald from Dryden High School be appointed as Student Trustee; and
THAT Gracie Tucker from Ignace High School be appointed as Indigenous Student Trustee for the 2022-23 school year.

Defeated	Carried	X
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Item 7.02 – HR Staff Moved by: David Cornish
Seconded by: Darrin Head

Motion 116-22 THAT the presentation of new Human Resources staff be received.

Defeated	Carried	X
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Human Resources Manager, J. Bullock, introduced and welcomed new Human Resources Officers Sarah Eqli and Kelsey Wellwood to KPDSB.

Item 8.01A – S.C.F. Moved by: Gerlad Kleist
Seconded by: Michelle Guitard
Motion 117-22 THAT the Students Come First Presentation be received.

Defeated Carried X

Students Come First Presentation “Student Agency, Social Issues Competencies for Today and Tomorrow” was presented by Golden Learning Centre Public School Principal M. Parrish, K. Fawthrop (Gr. 6/7 Teacher), and JM. Ramsaywak (Gr. 7/8 Teacher), and students Victoria, Max, and Aspen.

Item 8.01B – NAN/KPDSB / RRNST

Moved by: Barbara Gauthier
Seconded by: Marilyn Duncalfe
THAT the Nishnawbe Aski Nation/Keewatin-Patricia District School Board School Support Program and Rapid Response Northern School Team report received.

Motion 118-22

Defeated Carried X

Item 8.01C — OHRC R2R

Moved by: David Cornish
Seconded by: Roger Griffiths

Motion 119-22 THAT the Ontario Human Rights Code Right to Read Summary Recommendations report be received.

Defeated Carried X

Item 8.01D – Success Moved by: Jennifer Kitowski
Seconded by: Robert O'Donohue
Motion 120-22 THAT the KPDSB Expanded Program – Student Success
report be received.

Defeated _____ Carried X

Item 8.02E – SEAC S-R Moved by: Eric Bortlis
Seconded by: Darrin Head
Motion 121-22 THAT the Special Education Advisory Committee Self-
Regulation presentation be received.

Defeated _____ Carried X

Trustee Cornish left the meeting at 8:30pm.

Item 8.01F – Mental Health Moved by: Michelle Guitard
Seconded by: Roger Griffiths
Motion 122-22 THAT the Children's Mental Health report be received.

Defeated _____ Carried X

Trustee Guitard was excused from the meeting.

Item 8.01G – #311 Moved by: Marilyn Duncalfe
Seconded by: Gerald Kleist
Motion 123-22 THAT Policy 311 – School Scholarships and Awards be
received.

Defeated _____ Carried X

Item 8.01G – #311 Moved by: Roger Griffiths
Seconded by: Robert O'Donohue
Motion 124-22 THAT Policy 311 – School Scholarships and Awards be
approved.

Defeated _____ Carried X

Trustee Guitard rejoined the meeting.

Item 8.01H – #323 Moved by: Michelle Guitard
Seconded by: Roger Griffiths
Motion 125-22 THAT Policy 323 – Student Use of Service Animals be
received.

Defeated _____ Carried X

- Item 8.01H – #323 Moved by: Eric Bortlis
Seconded by: Roger Griffiths
Motion 126-22 THAT Policy 323 – Student Use of Service Animals be approved.
Defeated _____ Carried X
- Item 8.02A – S. Trustees Moved by: Darrin Head
Seconded by: Jennifer Kitowski
Motion 127-22 THAT the Student Trustees' written reports be received.
Defeated _____ Carried X
- Item 8.02B – Mtg Date Moved by: Gerald Kleist
Seconded by: Darrin Head
Motion 128-22 THAT the June Board Meeting Date verbal update be received.
Defeated _____ Carried X
- Item 8.02B – Mtg Date Moved by: Jennifer Kitowski
Seconded by: Robert O'Donohue
Motion 129-22 THAT the Regular Board Meeting scheduled for June 7, 2022, be changed to June 14, 2022.
Defeated _____ Carried X
- Item 8.02C – #209 Moved by: Gerald Kleist
Seconded by: Robert O'Donohue
Motion 130-22 THAT Policy 209 – Trustee Professional Development be received.
Defeated _____ Carried X
- Item 8.02C – #209 Moved by: Roger Griffiths
Seconded by: Robert O'Donohue
Motion 131-22 THAT Policy 209 – Trustee Professional Development be approved.
Defeated _____ Carried X
- Item 8.05A – #201 Moved by: Barbara Gauthier
Seconded by: Jennifer Kitowski
Motion 132-22 THAT Policy 201 – Policy Initiation, Identification, Development, Implementation, and Review be received.
Defeated _____ Carried X

Item 8.05A – #201

Moved by: Michelle Guitard
Seconded by: Jennifer Kitowski
THAT Policy 201 – Policy Initiation, Identification,
Development, Implementation, and Review be approved.

Motion 133-22

Defeated _____ Carried X

Item 8.05B – #604

Moved by: Barbara Gauthier
Seconded by: Robert O'Donohue
THAT Policy 604 – OMERS Membership be received.

Motion 134-22

Defeated _____ Carried X

Item 8.05B – #604

Moved by: Darrin Head
Seconded by: Roger Griffiths
THAT Policy 604 – OMERS Membership be approved.

Motion 135-22

Defeated _____ Carried X

Item 8.05C – #606

Moved by: Eric Bortlis
Seconded by: Roger Griffiths
THAT Policy 606 – Transportation be received.

Motion 136-22

Defeated _____ Carried X

Item 8.05C – #606

Moved by: Marilyn Duncalfe
Seconded by: Gerald Kleist
THAT Policy 606 – Transportation be approved.

Motion 137-22

Defeated _____ Carried X

Item 8.06A – A&F

Moved by: Barbara Gauthier
Seconded by: Marilyn Duncalfe
THAT the Audit and Finance Committees updates be
received.

Motion 138-22

Defeated _____ Carried X

Item 8.06C – IEAC

Moved by: Darrin Head
Seconded by: Jennifer Kitowski
THAT the Indigenous Education Advisory Committee update
be received.

Motion 139-22

Defeated _____ Carried X

- Item 8.06D – OPSBA Moved by: Jennifer Kitowski
Seconded by: Barbara Gauthier
Motion 140-22 THAT the Ontario Public School Board Association update
be received.
Defeated _____ Carried X
- Item 8.06F – SEAC Moved by: Michelle Guitard
Seconded by: Marilyn Duncalfe
Motion 141-22 THAT the Special Education Advisory Committee update be
received.
Defeated _____ Carried X
- Correspondence NONE
- New Business and
Notice of Motions NONE
- Observer Comments 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.
- Next Meeting Date Tuesday, June 14, 2022.
- Item 13 - Adjournment Moved by: Roger Griffiths
Seconded by: Jennifer Kitowski
Motion 142-22 THAT the meeting adjourn at 9:31 pm.
Defeated _____ Carried X

Date _____ Chair, C. Marcino

Date _____ Secretary, SL. Pharand

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

SPECIAL BOARD MEETING #2

The minutes of the SPECIAL Board Meeting of the Keewatin-Patricia District School Board Tuesday, May 24, 2022, held at Lillian Berg Public School, Vermilion Bay.

Call to Order	The meeting was called to order at 9:30pm.		
Roll Call	E. Bortlis G. Kleist D. Cornish D. Head	M. Duncalfe R. Griffiths R. O'Donohue	B. Gauthier M. Guitard C. Marcino
Absent with Regret	M. Gallagher, ST	M. Shakakeesic, IST	
Absent without Regret	J. Kitowski		
Officials	SL. Pharand J. Lower	R. Findlay C. Moore	S. Pilipishen Exec Assistant
Also Present	Media, Staff, and the Interested Public		
Item 3 - Agenda	Moved by: Cecile Marcino Seconded by: Barbara Gauthier		
Motion 143-22	THAT the agenda for the Special Board Meeting of May 24, 2022, be approved.		
	Defeated _____ Carried <u> X </u>		
Conflict of Interest	Declaration of conflict of interest regarding proceedings on agenda		
Item 5 – Property Matter	Moved by: Robert O'Donohue Seconded by: Gerald Kleist		
Motion 144-22	THAT the Property Matter report be received.		
	Defeated _____ Carried <u> X </u>		
Item 5– Property Matter	Moved by: Marilyn Duncalfe Seconded by: Darrin Head		
Motion 145-22	THAT motion number 6-22, of the May 24th, 2022, Committee of the Whole In-Camera Meeting be approved.		
	Defeated _____ Carried <u> X </u>		

Item 6 - Adjournment

Moved by: Robert O'Donohue

Seconded by: Eric Bortlis

Motion 146-22

THAT the meeting adjourn at 9:32 pm.

Defeated _____ Carried X

Date _____ Acting Chair, R. Griffiths

Date _____ Secretary, SL. Pharand



Keewatin Patricia

DISTRICT SCHOOL BOARD

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



Using the Engineering Design Process to Involve Students in Their Learning

Students Come First

Respectfully submitted by, Theresa Lambert-
Grade 4-5 teacher – New Prospect School
Students Come First Presentation
New Prospect Public School
June 14, 2022

Why Do Students Love STEM? (video #1)

Hands on Learning



Learning Math Through Experiences

Lachapelle- Grade 5-6

Team Members/Country	Trial #2	Time to the nearest hundredth of a second
USA - Jancey, Cooper, Amber, Jayla	0.95	0.97
Latvia - Hailey, Charley, Lucas	0.65	0.96
France - Shyne, Hayzen, Callie	0.75	1.02
Belgium - Bode Brooke Brenya Kaydance	1.06	0.76 #1
Italy - Nathan Raelyn Felix	0.66	1.08
Great Britain - Avery, Alex, Leah	0.85	0.88 #3
South Korea - Brynlee, Griffin, Ethan	0.52	0.91
Australia - Zoey, Ian, Wesley	0.66	1.52

Handwritten notes: 'FIRST PLACE' next to Belgium, 'THIRD PLACE' next to Great Britain.

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Step #1-

What Is the Problem That Needs to Be Solved?

Problem #1-

Students are complaining that there is nothing to do outside.

Problem #2-

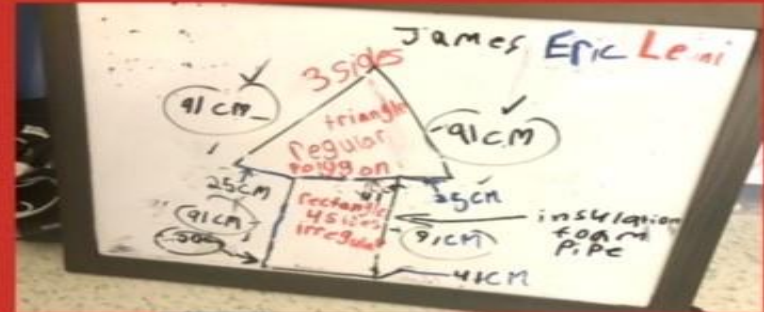
Students are arguing over who can use the soccer nets each recess.

Solution: Teach students that they can build their own outdoor fun. Host a school wide mini putt day and charge \$2 to raise money for more outdoor soccer nets. (June 9th, 2022)

Step 2/3 – Draw, Create and Collaborate

Students drew an irregular polygon, calculated the perimeter and began to construct one hole of the mini-putt course.

Moving from a design plan to construction.



Learning How to Use Various Tools Safely

Making the Connection To The Trades

Removing Gender & Cultural Stereotypes



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Cross Curricular Connections- Math, Reading, Media Literacy, Writing, Science, and Gym

Jordan Kayden Rhy

Calculating the Mean of Your Mini-putt Hole

Player	1st try	2nd try	3rd try
Kayden	5	2	9
Jordan	15	14	16

$$\begin{array}{r} 5 \\ + 7 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 12 \\ + 9 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 21 \\ + 15 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 36 \\ + 14 \\ \hline 50 \end{array}$$

$$\begin{array}{r} 50 \\ + 16 \\ \hline 66 \end{array}$$

$$66 \div 6 = 11$$

The **mean** of our data is 11

The **PARR** of our hole is: 11

Walmart

Garosa full size soccer net \$16.94

45' x 9' netting size 6' x 4' ft \$17.06

free shipping lightweight easy for storage

it can withstand thousand of shoots with great impacts. made of quality polypropylene fiber and can fold up.

Canigantire

Matrix Soccer Net 6' x 4' ft \$90.00 2 in stock Best seller

cubside pickup available

easy to assemble so you can play anytime Great for recreation

choose the walmart one because

We chose

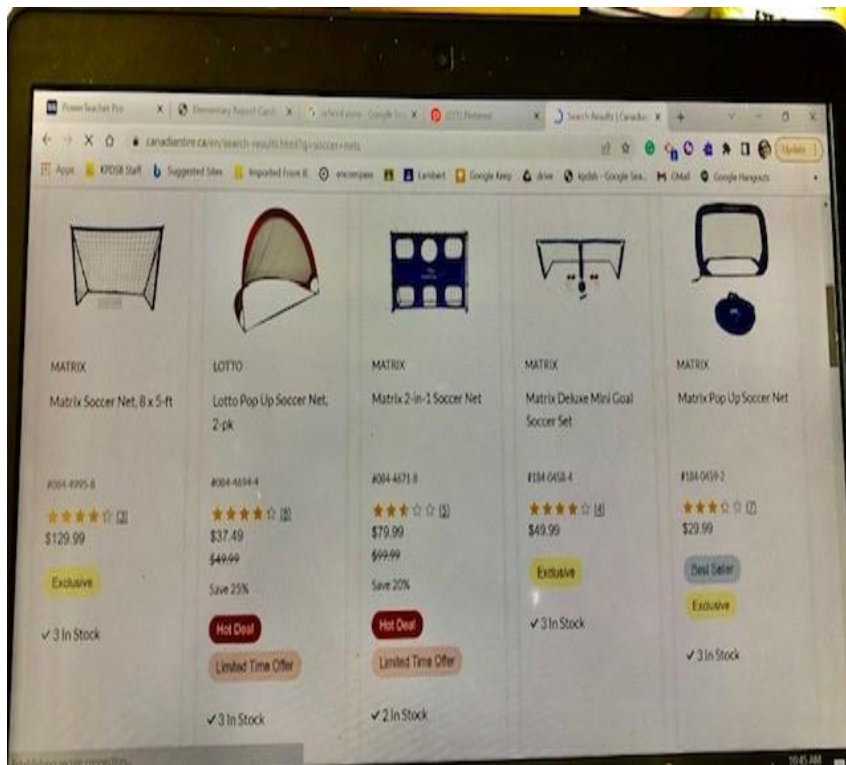
it can fold up, its long lasting, the price is good.

Research to Inform the Principal For the Purchase

Advertising To Inform the School- (video #2)

Problem Solving- Which Soccer Net is the Best One to Purchase?

Learning to Use Google Drawings to Advertise



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Group names: _____

REAL LIFE PROBLEM THAT NEEDS TO BE SOLVED

The students are complaining there is not enough to do outside. What can we design for students to have some fun, as well as raise money for 2 new soccer nets for outdoor recess?

STEM DESIGN TASK:

In your group of 3 design 1 portable mini-put hole of a 9 hole mini putt course using the materials and the criteria provided. The hole must have:

- ☐ a beginning- where the ball starts and an ending point(a hole that the ball must get into)
- ☐ an enclosed ending hole so that the ping ball ball can't roll out of the hole
- ☐ a perimeter of at least 400 cm- your diagram must match your construction in shape and perimeter
- ☐ know the name of at least 2 different angles within your course
- ☐ the parr stated and data to show how the parr was decided upon
- ☐ a flag to show what hole number your hole is
- ☐ at least 2 different 3D shapes are to be used in the design of your course
- ☐ at least 2 different types of obstacles in the course to challenge the golfer- one of the obstacles types will be given to you
- ☐ use at least 4 different types of materials and learn the name of the material and where it is used in real life
- ☐ your labelled design plan beside the hole (the perimeter- with math shown as well as type of polygon and how many sides)
- ☐ at each angle there should be a ricochet item to help the ball not get stuck in angled corners
- ☐ ** golfers will use a ping pong ball and a putter or a mini hockey stick if the putters are too big for a student
- ☐ specific rules for your hole to let the golfer know what to do

TYPES OF OBSTACLES- * see chart paper for examples

- up a ramp/over a bridge
- through a hole or tunnel
- swinging obstacles
- choice of holes within 1 object
- sand hole
- water hole
- through multiple objects set up
- ricochet angles
- coil or maze
- bumpy hill
- multiple holes

Step #1- PLAN OUT YOUR MINI PUTT HOLE:

In your group look at all of the materials provided, (*or come up with materials that you want to use that are not in the classroom*), read over the **criteria**, look at the **types of obstacles** on chart paper, study the **3D shapes** and **irregular polygon shapes** you could use, and begin to draw out your mini putt hole on a whiteboard.

Ask the group-

- ☐ What type of regular polygon or irregular polygon shape do you want the hole to be? How many sides will it have? What is the name of the shape? What will be the perimeter of the shape?
- ☐ What are 2 different obstacles you can use in your hole? What materials can you use?
- ☐ How can you incorporate at least 2- 3D shapes into your hole? What materials would be those shapes?
- ☐ What will the end hole be? What materials will you need?
- ☐ What will you build a stable flag hole number out of?
- ☐ Have you used at least 4 different materials?
- ☐ How will you store the materials for your hole so that it is portable?
- ☐ What tools will you need to learn to use and what are the safety rules?

Step #2- PLAN OUT YOUR MINI PUTT HOLE: BEGIN TO BUILD AND REVISE- collect qualitative data

- ☐ Do you need to make any changes to your design plan? Write down what the changes are and why you need to change them.

Step #3- COLLECT DATA TO DETERMINE THE PARR and ENSURE THERE ARE NO ISSUES WITH YOUR MINI PUTT HOLE

- ☐ Record each group members prediction as to what they think the parr data will be
- ☐ Using a google doc set up a chart to organize and collect your parr data.
- ☐ Can you describe if the data you are collecting is qualitative or quantatative?
- ☐ Calculate the **mode and median** of your data. (show the math)
- ☐ How will you **display the data** so the golfer knows the parr? Be sure to use **probability language** “likely” when displaying the parr
- ☐ Is the parr reasonable or do you need to revise your course if it is too easy or too difficult?
- ☐ Write out the sequence **CODE** of how you can reach the parr by using precise language and mathematical language

Step #4- GATHER FEEDBACK FROM ANOTHER GROUP then REVISE as needed

- ☐ Have another group give you feedback - record their thoughts.

Step #5- Cost of new soccer nets- show the work on chart paper and submit

- ☐ Calculate how much money could be made if every student in each class paid \$2 to play the course
- ☐ Research how much 2 new soccer nets would cost from 2 different places. Would we raise enough money if ½ the school paid to play the course? How many people would need to play the course for us to purchase the 2 nets?

Curriculum Expectations:

<p><u>Data</u></p> <ul style="list-style-type: none">★ Describe the difference between qualitative and quantitative data★ Collect data from primary source and display in a table★ Determine the mode and the median of data★ Make and test predictions about the likelihood of mean and mode data for different groups★ Use math language likely, very likely,,, to describe events happening and to make informed decisions	<p><u>Number</u></p> <ul style="list-style-type: none">★ Round decimals to the nearest 10th★ Round whole numbers to the nearest 10- 100★ Solve problems involving addition of whole numbers and of decimals to the 10th	<p><u>Spatial</u></p> <ul style="list-style-type: none">★ Use metric prefixes to describe the size of different metric units and use appropriate units to measure length and width★ Identify angles-right- straight- acute- and obtuse★ Calculate and compare perimeter of various polygons★ Construct and identify cubes, prisms, pyramids, cylinders, and cones by comparing edges, vertices and angles	<p><u>Algebra</u></p> <ul style="list-style-type: none">★ Create computational representations by writing code	<p><u>Financial Literacy</u></p> <ul style="list-style-type: none">★ estimate and calculate the cost of transactions involving multiple items priced in whole-dollar amounts, not including sales tax, and the amount of change needed when payment is made in cash,	<p><u>Science- Forces Acting on Structures</u></p> <ul style="list-style-type: none">★ Follow established safety procedures working with tools and materials★ Use technological problem solving skills to design, build and test a structure that will withstand the application of an external force★ Evaluate the impact of society and the environment on structures such as a golf course taking <i>different perspectives</i> into account and suggest ways in which the course could be modified to best achieve social and environmental objectives
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<p><u>Gym</u></p> <ul style="list-style-type: none">★ <u>Active Living</u>- demonstrate behaviours that maximize their safety and that of others during physical activity★ <u>Movement and Competence Skills</u>- send and receive objects of a variety of shapes at different levels and speeds <p>-identify common features of specific categories of physical activities (and identify common strategies and tactics that they found effective while participating.</p>	<p><u>Writing</u></p> <ul style="list-style-type: none">★ Purpose and Audience - identify the topic, purpose, and audience for a variety of writing forms (gathering data and recording all revisions) <p><u>Media</u></p> <ul style="list-style-type: none">★ identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a poster advertising the school wide mini-putt course	<p><u>Oral Language</u></p> <ul style="list-style-type: none">★ use speaking and listening skills and strategies appropriately to communicate with different audiences for a variety of purposes;★ reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.
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KPDSB Experiential Learning 2021-22

Experiential learning (EL) is hands-on learning that occurs in person or virtually and provides developmentally appropriate opportunities for students of all ages to participate in rich experiences connected to the world outside of the school, reflect on the experiences to drive meaning, and apply the learning to their decisions and actions ([Experiential Learning Cycle](#)).

Experiential Learning opportunities allow students to see the relevance of their classroom learning and its connection to the broader world. They also help them develop transferable and interpersonal skills and work habits that prepare them for their future and enable them to explore careers of interest as they plan their pathway through school to their postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace.

Traditionally, Experiential Learning is looked at through the lens of skilled trades, Ontario Youth Apprenticeship Program (OYAP), Specialist High Skills Major (SHSM), and Co-operative Education (Co-op), all of which provide students with opportunities, skills, and engagement that help make learning “stick”. In the 2021-22 school year, Experiential Learning at KPDSB was also explored through the lens of Indigenous Education, which is inherently experiential, through outdoor and land-based learning opportunities. Land-based learning benefits Indigenous and non-Indigenous students alike. Experiences in land-based learning are rooted in relationships and community-based learning, moving from *engagement for learning* to *empowerment from learning* for students.

Project-based learning was at the center of Experiential Learning at KPDSB. Projects ranged from career exploration to curriculum-centred learning to community-based connections. These projects covered a range of areas including, but not limited to:

- Learning about special effects and theatrical make-up;
- Experiential Literacy through outdoor cooking;
- Harvesting wild animals with knowledge keepers;
- Connecting with local community partners to create a community garden; and
- Forestry and tree planting exploration with community partners.

Projects were rooted in experience and connecting with the community. Students left each of these experiences with additional positive adults in their growing networks. Research shows the importance of expanding students’ networks, as it contributes to the likelihood of them gaining meaningful employment after graduation.

The KPDSB Experiential Learning projects supported both new and experienced educators alike. Supports were provided to educators who were interested in adding experiential learning to their classroom practice. Learning conversations and networking with others was a way for KPDSB teachers to share ideas, experiences, and resources.

Impact on Learning

Experiential Learning creates opportunities for learning that “sticks”. Academic rigor remains a pillar in Experiential Learning work. Experiential Learning at KPDSB is not based on one-off field trips or experiences but rather is focused on using the [Experiential Learning Cycle](#) which provides students with the opportunity to reflect and apply their new knowledge. Reflection allows students to “think about their thinking” or use metacognition. This often leads to richer learning and results in higher student achievement.

Students document their learning during these Experiential Learning opportunities, through photos, voice memos, videos, and writing. Before and after these experiences students reflect and apply what they have learned and lean on their observations/learning to create final products and to support assessment conversations.

Although Experiential Learning pedagogies are new for some educators and classes, other educators within the KPDSB have been using Experiential Learning as a cornerstone of their programs for years. Teachers invite community partners into the classrooms or take their learning outdoors and within the community. Students learn from community experts, elders, and knowledge keepers while boosting academic engagement and success for students.

Next Steps/Next Year

Through relationship building, instructional coaching, at-the-elbow support, and sharing of best practices, KPDSB schools will continue to see an increase in experiential learning. This exciting work benefits student academic outcomes and strengthens educator pedagogies. KPDSB is continuing with this work with a focus on engagement for learning, leading to empowerment from learning, through land-based, outdoor, and experiential learning. We look forward to continued success in this area of learning for KPDSB.

Respectfully submitted by:

Sarah Caldwell-Bennett, KPDSB Leader of Experiential Learning
Jane Lower, Superintendent of Education



Keewatin Patricia

DISTRICT SCHOOL BOARD

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Experiential Learning

2021/2022

Respectfully submitted by,
Shannon Bailey, Jane Lower, & Chantal Moore
Regular Board Meeting
June 14, 2022

Agenda

1. Experiential Learning
2. Project-based Learning
3. Impact on Learning
4. EL Project Highlights
5. Next Steps/Next Year

What is Experiential Learning?

Experiential learning is hands-on learning that occurs in person or virtually and provides developmentally appropriate opportunities for students of all ages to:

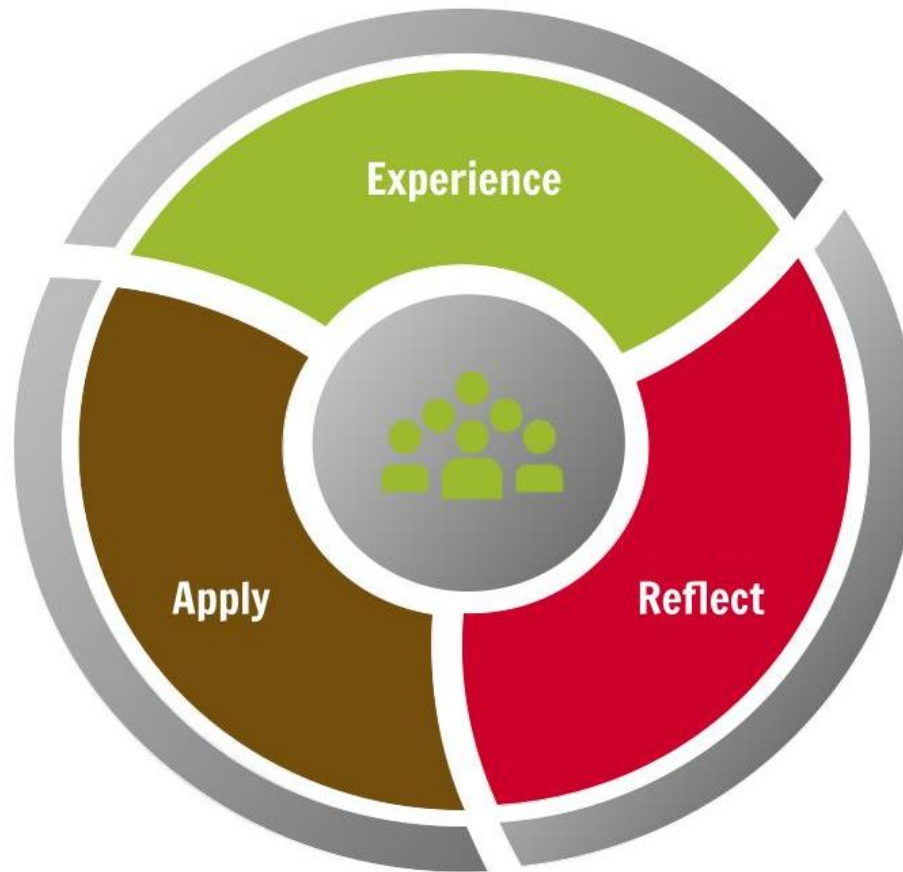
- **participate** in rich experiences connected to the world outside the school;
- **reflect** on the experiences to derive meaning; and
- **apply** the learning to their decisions and actions.

Experiential Learning at KPDSB

Experiential learning can be explored through:

- Co-operative Education (Co-op)
- Ontario Youth Apprenticeship Program (OYAP)
- Specialist High Skills Major (SHSM)
- Outdoor Education
- Land-based Learning
- Community-based learning

The Experiential Learning Cycle



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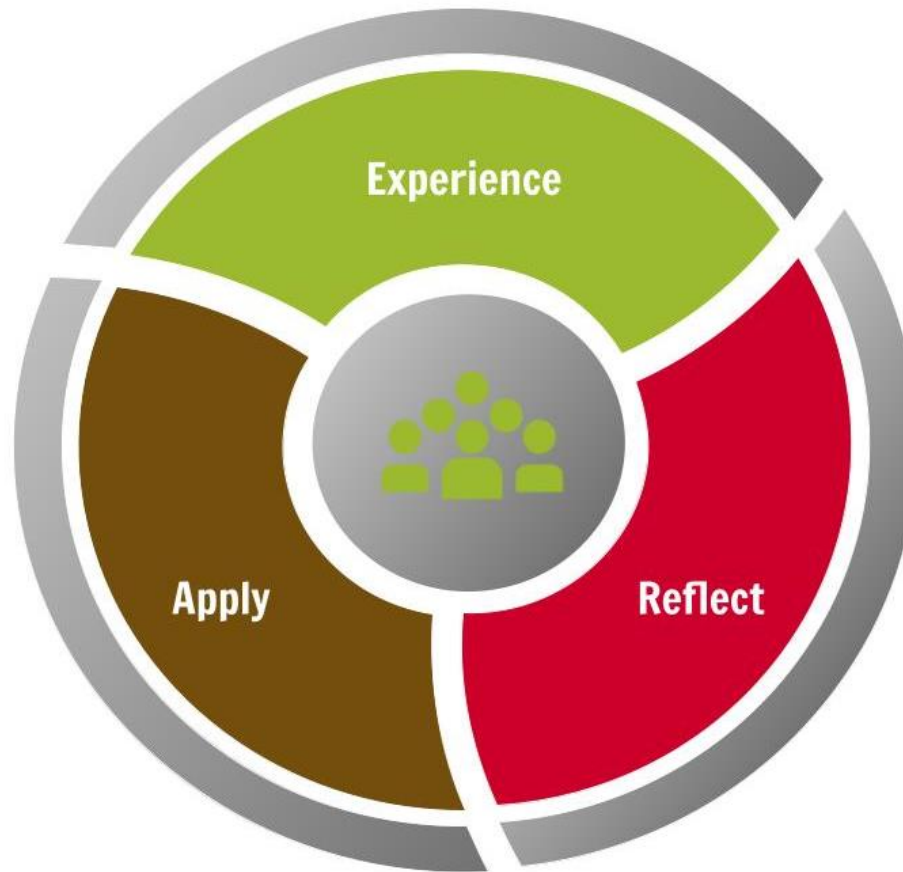
The Keewatin-Patricia District School Board puts students first by creating a culture of learning.

Project-Based Learning

These projects covered a range of areas including, but not limited to:

- Learning about special effects and theatrical make-up
- Experiential Literacy through outdoor cooking
- Harvesting wild animals with knowledge keepers
- Connecting with local community partners to create a community garden
- Forestry and tree planting exploration with community partners
- Dog sledding & Ice Fishing, while learning about Northern Tourism

The Experiential Learning Cycle



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Outdoor Learning/Education

- Supporting educators through training and certifications (ORCKA, Paddle Canada, Wilderness First Aid)
- Outdoor learning beyond high school Outdoor Ed, with a focus on assessment and good pedagogical practices
- The outdoors provided an opportunity for physical and mental well-being, including allowing teachers to have flexible seating for collaborative student inquiries, as well as engage in observation and discussion for assessment.

Grade 9 Geography



“I’ve never
planted
anything
before.”



“This is the
first plant that
I’ve ever had”

Land-based Learning

- KPDSB educators are growing their understanding of Land-based Learning
- Nishnawbe Aski Nation (NAN) Land-based Gathering (May 2022)
- New Teachers Induction Program sessions
- Community connections with local elders and knowledge keepers, as well as organizations like the Friendship Centers, Kenora CA, Seven Generations

Grade 11/12 Anishinaabemowin



“It was an odd thing to do at school but I enjoyed it. And I feel it was a very good learning experience for others that may have not done it before.” - Student

“I enjoyed cutting up deer. I would like to do it again. It was not out of my comfort zone.” - Student



“I have never seen that student speak before” - Teacher

Example: Experiential Literacy

- Jenn Ross, grade 6, Valleyview School (Language Arts - Writing)
- Co-planning and co-teaching, building off work they were already doing, while challenging them to take a step in a new direction.
- Their task began with descriptive writing and moved in comparison writing

Before

I am body smart. I love playing sports and challenging myself to higher levels. I am always moving. I find it hard to sit still sometimes! I don't like dancing very much, but I do like acting. Doing sports and moving are one of my favourite things to do.

I am logic smart. One of my favourite 2 person games is Chess. I am really good at it. I really like solving mysteries and playing with numbers and math. Math and science are 2 of my favourite subjects in school! I like solving math problems because it is solving problems and playing with numbers.

I am word smart. I am always sitting on the couch and reading. Reading is one of my favourite past-times. I also like to write stories. Infact, I get lots of story ideas from my books! I also like to play word games. My dad showed me a game called Wordle, and you get 6 tries to guess a 5 letter word. It is a game on a device.

Everybody is smart! In many more ways than one!

During - Co-Planning & Teaching

- Students were well versed in their learning goals for the activity
- Students had created ways to document their learning during the experience.
- Students were clear in their roles and responsibilities for their learning, including how to stay safe.
- Teacher was documenting learning through observations and discussions based on clear success criteria.

After

Grilled Cheese vs Banana Wow Butter

What kind of sandwiches have you tried? A peanut butter and jam/jelly sandwich? An egg salad sandwich? A nutella sandwich? Those are just the classics, or the oldies. They aren't new, and interesting. Let's see what you think about these ones that I made just a few weeks ago. Have you ever tried a banana wow butter sandwich cooked on an open fire? Or a perfectly golden brown grilled cheese sandwich cooked on a skillet? And if you have, which one did you like more? I can help you pick. Let's get started.

There are many differences, but also many similarities between the two sandwiches. For one, they were both prepared in similar ways, with different ingredients. I started by putting butter on the sandwich, and then proceeded to put the rest of the ingredients on. That is all the similarities in the procedure of creating. They both have a sticky substance to keep them from falling apart. In the cooking, there were more similarities. I cooked them both on a grill or a skillet. Another thing is that both sandwiches were cooked on someone's birthday. The grilled cheese sandwich was cooked on Connor's birthday and the banana wow butter sandwich was cooked on my Oma's birthday (my dad's mom).

However, the sandwiches were cooked on different types of heat. The grilled cheese was cooked on an even heat and the wow butter banana sandwich was cooked on an open fire. The grilled cheese sandwich didn't have very many different flavours. It was mostly just melted cheese. But the wow butter banana sandwich had very many different flavours. It was sweet and bitter at the same time. The preparation/the ingredients of the sandwiches were very different though. We had cheese on one, and bananas and wow butter on the other.

So, in my opinion, I like the banana wow butter sandwich more. I really enjoyed the way it was prepared, the way it was cooked, and the way it tasted. There were more toppings, and it was more filling. Now. Time for you to make your decision. Which sandwich do you think sounds better? And if you can't decide, here are some things that might help you make up your mind.

1. The grilled cheese sandwich was still hot when I ate it.
2. The cheese on the grilled cheese sandwich melted very nicely.
3. It was delicious. (Well both sandwiches were.)

And here are the things that I didn't like.

1. There was no avocado.
2. When I was cooking it, I cooked it too much.
3. There weren't very many flavours.

For the banana wow butter sandwich.

1. There were many different flavours.
2. They tasted wonderful!

And here are the things I didn't like.

1. My sandwich was burnt.
2. The fire cooked the sandwiches too fast.

In conclusion, I liked both sandwiches. They were both delicious. I had lots of fun making them and eating them. During the process of eating the banana wow butter sandwich, Bentley was judging the sandwich by it's looks. Which, by the way, is not the way to do things. And she was being very picky. The whole process was fun! So now, after all that information and reading, it is your turn to pick which sandwich sounds better. So? Had enough time to think? No? OK then. A few more minutes to decide.

5 minutes later...

Time's up! Which one did you choose? The grilled cheese or the banana wow butter sandwich? *Debating answer...debating answer...debating answer. OK! Sounds good! That's a reasonable answer! Maybe someday.*

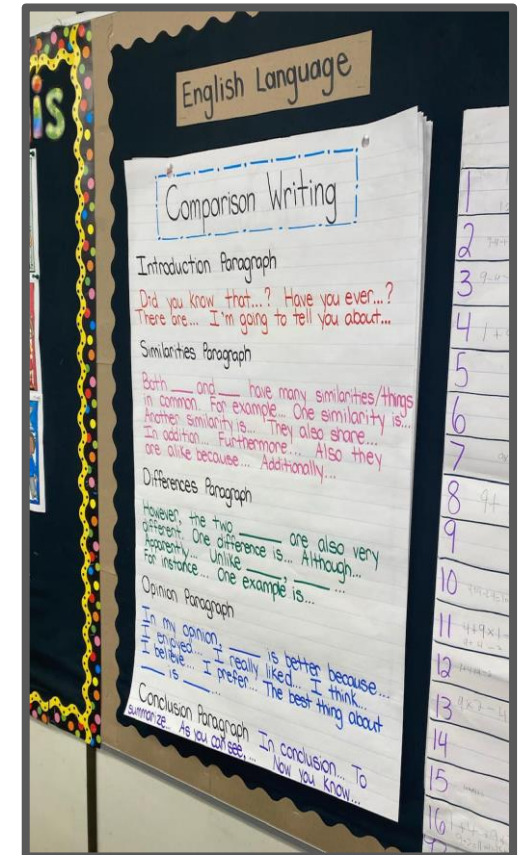
you can make those two sandwiches and decide (for real) which one tastes better and which one was cooked in the way that you prefer. Enjoy!

Grade 6 Language Arts

“That we needed to be responsible in order to do those things. When we used the graphic organizer it helped me write the 5 paragraphs.”

“One important thing that I learned while cooking and the literacy was that it is important to describe writing and that it is fun to try new things like sandwiches! It is good to have an experience!”

“That writing can be fun.”



Impact on Learning

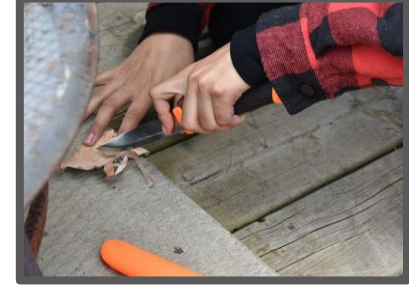
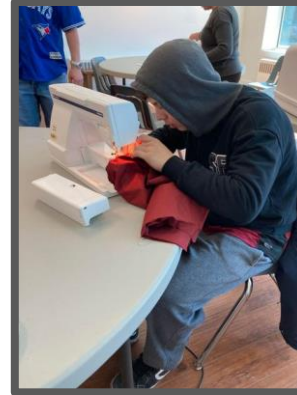
- Experiential Learning creates opportunities for learning that “sticks”.
- Academic rigor remains a pillar of this work.
- Both student and teacher documentation play an important role as learning is focused participating, reflecting, and applying their learning later on.
- This is not an add-on; it’s integrated in our practice.

Experiential Learning is rooted in
relationship and community-based
learning, moving from
engagement for learning
to
empowerment from learning
for students.

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Alternative Education



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Next Steps

- This exciting work benefits student academic outcomes and strengthens educator pedagogies.
- KPDSB is continuing with this work with a focus on engagement for learning, leading to empowerment from learning, through land-based, outdoor and experiential learning.
- We look forward to continued success in this area of learning for KPDSB.

Migweech! Thank you!
Merci!

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Policy Section: **School Administration**

Policy Name: **Use of Volunteers**

300

**BOARD June 14,
2022**

306

Policy Statement

It is the policy of the Keewatin-Patricia District School Board that the use of school volunteers is supported and encouraged.

Rationale

Volunteers enhance the quality of education for students and provide opportunities for family and community involvement in the school.

Guidelines

1. Volunteers fulfill specific needs as approved by the Principal, or Designate, and are responsible to the Principal or Vice-Principal.
2. Some training may be required prior to the commencement of the volunteer activity (i.e., Appendix A of Policy 706, Employee Code of Conduct).
3. School volunteers shall work at all times under the direction of a teacher, Principal, and/or Vice-Principal.
 - a) If a volunteer is required to work alone with a student or to accompany a student on overnight activities or to work with a student for an extended period of time, the volunteer must provide a criminal reference check and vulnerable sector check;

Cross Reference

Policies:

§07, Use of Privately Owned Vehicles
332, Accessibility Standards or Customer Service
§01, School Councils Parent Involvement Committee
701, Criminal Background Checks
706, Employee Code of Conduct
715, Substance Use by Employees and Volunteers
716, Use of Medical Cannabis

Procedures:

401, School – Student Activities Outside of the Classroom

Date Adopted: 09/11/1999

Dates Reviewed: 11/02/2003; 13/06/2006;
11/02/2014; 13/06/2017; 18/05/2022

Review By: 20260

- b) For all other volunteers who do not provide this documentation, a teacher must be present at all times assume supervision responsibilities when the volunteer is with the students; and
 - c) Criminal reference checks and vulnerable sector checks will be paid for upon provision of a receipt out of the school budget and filed at the school.
4. Volunteers shall be required to sign an Oath of Confidentiality (see Appendix A).
5. Volunteers involved in co-curricular activities should be familiar with the Keewatin-Patricia District School Board ~~manual developed for this purpose and the NorWOSSA Coaches' Handbook. Policies and procedures as they apply to the activity as well as school policy and expectations.~~
6. Volunteers are covered by the Ontario School Boards' Insurance Exchange provided they act within the scope of the described role.
7. When an allegation of misconduct is made against a volunteer, the Principal, or Designate, will do the following:
- a) Remove the volunteer during the investigation; and
 - b) Notify the appropriate superintendent.
8. A volunteer found to be guilty of misconduct will no longer be accepted as a volunteer in our Board. If the conduct involves behaviour that contravenes the law, the Principal, or Designate, will refer the matter to Child and Family Services or the police.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to build upon strategies that promote positive student behaviour and to employ an approach to student discipline that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour. In particular, KPDSB will employ the principles and strategies of a restorative practice model when appropriate in addressing inappropriate student behaviour, and as a proactive intervention measure.

This Policy provides direction and supports the implementation of a progressive discipline approach to ensure a safe, orderly, caring, and nurturing learning environment within the schools of the KPDSB.

Rationale

The Keewatin-Patricia District School Board recognizes that programs and activities that focus on the building of healthy relationships, inclusive and equitable learning environments, character development and positive peer relations provide the foundation for an effective continuum of strategies within a school and school-related activities. These supportive and empowerment programs are the basis for creating a positive school climate.

Guidelines

The Keewatin-Patricia District School Board approves and supports the following:

1. The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach their full potential.
2. All inappropriate student behaviour, including bullying, harassment, violence, and racism must be addressed.

3. Responses to behaviours that are contrary to KPDSB's Policy 322 – Code of Conduct must be individualized and developmentally appropriate.
4. Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.
5. The range of interventions, supports, and consequences used by the KPDSB, and all schools, must be clear and developmentally appropriate and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.
6. Information in the student's Individualized Education Plan (IEP) must be considered in the determination of interventions, supports, and consequences for students with special education needs.
7. When imposing discipline, the KPDSB and school administrators must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07.

Definitions

“Progressive Discipline” is an approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build skills for healthy relationships, and build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.

“Restorative Practice” is an approach that focuses on repairing the harm caused by offending behaviour while holding the offender accountable for their actions. It provides an opportunity for the parties directly affected by such behaviour – victim, offender, and community – to identify and address their needs that result from the offending behaviour, and seek a resolution that affords reparation, healing, and reintegration, and prevents future harm.



Policy Section: **School Administration**

Policy Name: **Safe and Supportive Schools**

300

Board June 14, 2022

321

Policy Statement

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to provide peaceful and welcoming learning environments that are safe, orderly, nurturing, positive, and respectful.

This policy is an umbrella statement under which all administrative regulations, operating procedures, and the KPDSB's Codes of Conduct (Policy #322) relating to student discipline will be written. This policy incorporates guidelines that must be administered uniformly throughout KPDSB.

This Policy authorizes all KPDSB Procedures, enacted by the KPDSB, that set out activities leading to possible suspension and/or expulsion.

Rationale

The Keewatin-Patricia District School Board believes that all members of the school learning community have the right to be safe and feel safe within their school community. With this comes the responsibility to demonstrate respect for social justice and human rights, the promotion of the values needed to develop responsible members of a democratic society, and an acceptance that emphasizes equity of opportunity and outcomes.

This will be achieved by establishing and maintaining high expectations for behaviours. The KPDSB promotes a proactive and preventative approach with a strong emphasis on early intervention, conflict prevention and resolution, counselling, inclusion of social skills in the curriculum, and support for all members of the school community.

Cross Reference

Policies:

302, Search and Seizure in Schools
310, Child Abuse and/or Neglect
319, Substance Use by Students
322, Code of Conduct
325, Access to Schools
329, Progressive Discipline and Promoting a Positive School Climate
330, Character Development
503, Equity and Inclusive Education
706, Employee Code of Conduct
709, Workplace Harassment
Procedures
321, Safe and Supportive Schools
330, Character Development
902, Ontario School Records

Date Adopted: 12/02/2002

Date Reviewed: 13/05/2003

Dates Revised: 12/02/2008; 08/03/2011;
11/06/2013; 09/06/2015; 24/04/2018;
27/04/2022

Review By: 2026

Guidelines

Members of the Keewatin-Patricia District School Board approve and support the following:

1. Bullying adversely affects a student's well-being and ability to learn;
2. Bullying adversely affects the school climate, including healthy relationships;
3. Bullying, including cyber-bullying, is a serious issue and is not acceptable in the school environment (including virtual), in a school-related activity, or in any other circumstances that will have an impact on the school climate;
4. Violence of any type will not be tolerated in any form in our schools;
5. Acts of violence within the school environment will be handled within the parameters of this policy and the Code of Conduct that will provide the principal with the latitude to apply appropriate consequences;
6. Coaches and supervisors will conduct all school-based events in a manner consistent with the spirit of this Safe and Supportive Schools Policy;
7. All members of the school learning community will annually be made aware, by the principal, that the Safe and Supportive Schools Policies are in effect in each school and that there are services to address the needs of those who have been harmed as well as those who have caused harm;
8. All employees of the board must take seriously all allegations of bullying behaviour, including cyber-bullying, and act in a timely, sensitive, and supportive manner when responding to students who disclose or report bullying incidents;
9. All school staff, under the leadership of their principals, must provide ongoing support for offenders and victims of bullying as well as those who have been affected by observing bullying;
10. Schools will focus on the principles of safe schools, non-violence, and violence prevention;
11. Through a system-wide approach, all employees of the KPDSB may be trained in the principles of Restorative Practice;
12. All participants in KPDSB schools - students, parents or guardians, volunteers, employees - are governed by this Policy whether they are on school or Board property, on school buses, participating in school-authorized events or activities off school premises; and

13. For further reference, see KPDSB Procedure 321, Safe and Supportive Schools, which are available on the Board website. [CLICK HERE](#)

Components of Safe School Policy

1. The School Environment

The KPDSB will provide a safe, welcoming, violence-free environment in its schools that promotes a sense of belonging, which includes assurance that:

- Positive behaviour is acknowledged and rewarded;
- Positive behaviour is modelled by all staff;
- Discipline strategies are fair and focus on teaching students about appropriate behaviours while maintaining their self-respect;
- A sense of responsibility, empowerment, and ownership is encouraged in students by all members of the school community;
- Achievement and wellness are fostered in all students;
- Wide participation in extra-curricular activities by all students is encouraged; and
- Parental/guardian involvement and community participation are invited and welcomed.

Principals and/or the Superintendents or Facility Manager will review each school's policy and consider the following elements in creating safe schools:

- Physical plant aspects such as proper lighting, the securing of unsafe areas, safe storage of dangerous objects, maintenance of playground equipment;
- The presence of responsible adults in the schoolyard and in the corridors;
- Procedures for dealing with visitors and strangers in the school (see KPDSB Policy 325 – Access to Schools); and
- Procedures for dealing with police and other emergency services.

2. Violence Prevention

The KPDSB will provide opportunities for students to:

- Develop the attributes of good character;
- Understand how to be alert and prudent about personal safety;
- Develop, practice, and reflect on interpersonal skills, communication, and problem-solving skills such as negotiation, mediation, management of conflict, assertiveness, and the ability to cope with change or frustration;

- Develop self-confidence and enhance self-esteem;
- Acquire the ability to understand, respect, and care for others;
- Acquire skills that will be useful in their existing and future relationships, such as parenting; and
- Develop the ability to value and respect the diversity of people and points of view in society.

3. Equity

The KPDSB will not tolerate discrimination based on the prohibited grounds as defined in the Ontario Human Rights Code, which include, but are not limited to :

- Race;
- National or ethnic origin;
- Colour;
- Creed (religion);
- Age;
- Sex;
- Sexual orientation;
- Family status;
- Physical and/or mental disability;
- Gender identity and gender expression; and/or
- Citizenship.

For further direction, access the KPDSB Policy 503 – Equity and Inclusive Education.

4. Staff Development

The KPDSB will include the following elements in its staff development programs:

- Developing an awareness of KPDSB Code of Conduct and related policies;
- Developing an understanding of the elements of the KPDSB's Character Development Program;
- Recognizing signs of physical, sexual, or mental abuse and/or neglect, and awareness of the protocol in KPDSB Policy 310 – Child Abuse and/or Neglect;
- Applying School Board and school procedures consistently;
- Identifying and eliminating bias and discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation, or other attributes such as income or appearance; and
- Modelling positive behaviour (i.e., treating everyone with respect, interacting peacefully, avoiding stereotypes, etc.).

In addition, staff development for teachers and administration will include:

- Developing a welcoming, inviting, and safe environment;
- Liaising with community agencies to prevent or deal with problems;
- Incorporating instructional strategies such as cooperative learning and role-playing to help students develop interpersonal skills;
- Developing skills in early identification and intervention;
- Supporting the safety and welfare of victims;
- Planning for the reintegration of perpetrators of violence or discrimination;
- Mediating and managing conflict (including those occurring in large group situations) in order to diffuse them;
- Supporting the unique learning styles of all students; and
- Using fair discipline strategies that focus on teaching the student about appropriate behaviours while maintaining their self-respect.

5. Home, School, and Community Involvement

The KPDSB believes it is a shared responsibility among parents/guardians, school, and community:

- To assist students in maintaining their lives and relationships in non-violent ways; and
- To enable students to develop the knowledge, skills, and attitudes necessary to prevent violence and to deal with violent and potentially violent situations.

6. Code of Conduct

The Keewatin-Patricia District School Board Code of Conduct, Policy 322, will be communicated to staff, students, parents/guardians, and the community on an annual basis. School Councils will be involved in the review of the Code of Conduct.

7. Suspensions and Expulsions

- a) It is the policy of the KPDSB to deal with the suspension of students in accordance with the Education Act and the regulations made thereunder.
- b) Activities Leading to Possible Suspension:

Pursuant to section 306 of the Education Act, a Principal shall consider whether to suspend a student if they believe that the student has engaged in any of the following

activities while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate, subject to the mitigating and other factors:

<p>If a student in junior kindergarten to Grade 3 engages in any of the activities listed below, the Principal will conduct an investigation regarding the allegations to determine if the student should be suspended.</p>	<p>For students in Grades 4-12 only. (Students in junior kindergarten to Grade 3 can no longer be suspended for these activities. If a student in junior kindergarten to Grade 3 engages in any of the activities listed below, the Principal must consider what positive behaviour supports could be provided to the student).</p>
<ul style="list-style-type: none"> a. Trafficking in weapons or in illegal drugs; b. Possessing a weapon, including possessing a firearm; c. Using a weapon to cause or to threaten bodily harm to another person; d. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner; e. Committing sexual assault; f. Committing robbery; g. Giving alcohol or cannabis to a minor; h. Issuing a bomb threat or causing a bomb threat to be issued; i. Any activity that is motivated by bias, prejudice, or hate; j. Engaging in a pattern of behaviour that is so refractory that the student's presence is injurious to the effective learning and/or working environment of others; k. Engaging in an act: <ul style="list-style-type: none"> i) That causes the student's continuing presence in the school to be injurious to the physical or mental well-being of other students or persons in the school; or ii) That causes extensive damage to the property of the KPDSB or to goods that are on School Board property. 	<ul style="list-style-type: none"> a. Uttering a threat to inflict serious bodily harm on another person; b. Possessing alcohol or illegal drugs; c. Being under the influence of alcohol or, unless the person is a medical cannabis user, cannabis or illegal drugs; d. Swearing at a teacher or at another person in position of authority; e. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school; f. Bullying, including cyber-bullying; g. Persistent opposition to authority, willful destruction of school property, use of profane or improper language, or conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school; h. Possession of vaping devices/paraphernalia for the purposes of selling; or i. Possession of drug paraphernalia.

8. Mandatory Suspension of Students Pending Possible Expulsion

- a) It is the policy of the KPDSB to deal with expulsion of students in accordance with the Education Act and the regulations made thereunder.
- b) Activities Leading to Mandatory Suspension Pending Possible Expulsion for Students in Grades 4 to 12:

A Principal shall consider whether to recommend to the Board that a student be expelled if they believe that the student has engaged in any of the following activities while at school, at a school-related activity, or in other circumstances where engaging in the activity will have an impact on the school climate, subject to the mitigating and other factors:

- i) Trafficking in weapons or in illegal drugs;
- ii) Possessing a weapon, including possessing a firearm;
- iii) Using a weapon to cause or to threaten bodily harm to another person;
- iv) Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- v) Committing sexual assault;
- vi) Committing robbery;
- vii) Bullying, if the student has been previously suspended for engaging in bullying and the student's continuing presence in the school creates an unacceptable risk to the safety of another person;
- viii) Any activity listed in *section 7* of this policy that is motivated by bias, prejudice, or hate;
- ix) Giving alcohol or cannabis to a minor;
- x) Issuing a bomb threat or causing a bomb threat to be issued;
- xi) Engaging in a pattern of behaviour that is so refractory that the student's presence is injurious to the effective learning and/or working environment of others; or
- xii) Engaging in an act:
 - That causes the student's continuing presence in the school to be injurious to the physical or mental well-being of other students or persons in the school; or
 - That causes extensive damage to the property of the KPDSB or to goods that are on School Board property.



Policy Section: **Business and Administrative Matters**

Policy Name: **Honorariums to Support Students**

600

BOARD June 14, 2022

617

Policy Statement

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to acknowledge and show appreciation and respect for the personal time given ~~to~~by Elders, Knowledge Keepers, Métis Senators, community members, and in some cases special guests who support KPDSB students and staff in their teaching and learning. While this policy statement applies to all Elders, Knowledge Keepers, Métis Senators, and community members who support students in the KPDSB, it is frequently for the sharing of First Nations, Métis, and Inuit (FNMI) knowledge.

Rationale

Traditional information and knowledge that has been learned through cultural teachings and community-based have become a critical part of the learning environment in all KPDSB schools. Elders, Knowledge Keepers, or Métis Senators from the various communities and treaty areas of Treaty #3 and Treaty #9, are important connections for KPDSB students, staff, and administration, and provide unique and proven opportunities for collaboration between First Nations, Métis Nation, and KPDSB schools.

Traditionally, food, clothing, and medicines would have been used to gift the Elder, Knowledge Keeper, or Métis Senators. Today, these items and/or monetary honorariums may be given as a demonstration of respect and appreciation. The practice of giving is culturally appropriate and is implemented through many agencies in Northwestern Ontario that includes the geographic areas of the KPDSB. An Elder, Knowledge Keeper, or Métis Senator does not have the expectation to receive the honorarium, however, appreciates the gesture of what is given. Not all Elders, Knowledge Keepers, or Métis Senators will accept the gift or honorarium, and may voluntarily give their time at no cost as well.

Cross Reference
Broader Public Sector Accountability Act, 2010 (PART IV – Allowable Expenses)
Policies
502, Indigenous Education Advisory Committee
706, Employee Code of Conduct

Date Adopted: 08/12/2015
Dates Revised: 11/04/2017; 09/02/2021;
18/05/2022

Review By: 20264

Guidelines

1. The KPDSB will adhere to and comply with the Broader Public Sector Expenses Directive under the authority of the Broader Public Sector Accountability Act, 2010 (Part IV – Allowable Expenses).
2. The KPDSB will assure transparency in the provision of monetary honorariums when recognizing First Nations, Métis, or Inuit Elder, Knowledge Keeper, or Senator teachings inside and outside of schools and classrooms.
3. The KPDSB will provide fairness, transparency, and consistency across the system when awarding or providing honorariums to Elders or Senators, and First Nations, Métis, and Inuit community members invited to KPDSB schools.
4. The KPDSB will establish consistent rates of honorariums to be paid at a half-day and a daily rate, for all schools and Elders, Knowledge Keepers, Métis Senators, and community members.
5. The KPDSB will ensure that honorariums will be approved prior to a classroom or school visit, and approval will be required in advance by the school Principal or Designate. In some cases where warranted, this approval may also be the appropriate supervisory officer.
6. Employees shall be mindful of conflict of interest, as outlined in KPDSB Policy 706 – Employee Code of Conduct when inviting and/or approving honoraria for Elders, Knowledge Keepers, and Senators particularly avoiding decisions/recommendations that may result in the personal, financial, or material gain of a relative, friend, and/or business associate. School staff may not receive honoraria.
7. In the interests of transparency and the spending of public funds, the KPDSB will not permit immediate family members of staff to be requested as Elders into a classroom or school for which an honorarium would normally be paid.
 - a) An exception may be provided if the Elder is considered a casual employee with the KPDSB and is under contract to provide such services to an identified school and/or has written approval of the appropriate supervisory officer (i.e., Elder in Residence).
8. The KPDSB will provide honorariums to Elders in the following amounts when invited into schools of Board events:
 - a) Half Day (150 minutes or less) – One Hundred and Fifty Dollars (\$~~400~~150.⁰⁰); or
 - b) Full Day – ~~Two-Three~~ Hundred Dollars (\$~~200~~300.⁰⁰)



Policy Section: **Business and Administrative Matters**

Policy Name: **Honorariums to Support Students**

600

BOARD June 14, 2022

617

Guidelines

“FNMI” – First Nation, Métis, and Inuit Students, the terminology officially used by the Ministry of Education in its provincial framework for Aboriginal students and families.

“Elder” – term used to identify a member of a local, or regional, First Nation, Métis, and Inuit community who is deemed to possess cultural expertise and relative teachings for the benefit of students and staff.

“Senator” – term used to identify a member of Métis Nation who is deemed to possess cultural expertise and relative teachings for the benefit of students, staff, and future generations.

“Knowledge Keeper” – is a person who is trusted, respected, and valued by the communities they serve. This acknowledgement has been earned through their many experiences, clean way of living, and willingness to help others in time of need.

“Honorarium” – a gift to an Elder, Senator, or Knowledge Keeper after being invited into a KPDSB classroom, school, or learning setting by a Principal, supervisory officer, and/or Director of Education.

“IEAC” – Indigenous Education Advisory Committee; a KPDSB Committee that meets a minimum of three (3) times per year and to advise the regional partners of the KPDSB progress on First Nation, Métis, and Inuit education, and the Board on identified areas of ongoing need.

Student Trustee Report

I have been working on trying to get one more interview in for my project however the Elder I had lined up for this was unable to attend. I am hopeful that I can reschedule a time to meet with this elder soon, I have chosen a nice location to meet with them. Mr. Len Gardner has been so helpful in assisting with my presentation on Elders in our communities.

It has been very busy for me and everyone at school.

Unfortunately, I won't be attending the OPSBA Annual General Meeting in Ottawa due to my very busy schedule, however, I hope you enjoy your time there.

*Respectfully submitted by:
MacKenzie Shakakeesic
Indigenous Student Trustee*

Student Trustee Report

Prom:

Prom was on June 4, 2022 on a Saturday night. It was held at the Red Lake Legion. We had a good amount of people show up.

Video:

For those of you who do not know about my video, I am in the process of putting together a video for the Grade 8's transitioning to high school. This video will address the concerns and questions that Grade 8's have about high school. I do believe that many 8th graders have anxiety about entering high school. I know that if I was in grade 8, I would appreciate this.

Anyways, I have met with Michelle Parrish a few times regarding the topic. The first time I met her was to discuss my topic with her and give her an idea of what I was planning. The second time we made a google form to send to the schools around the region. I will attach the google form down below. The last time I met with Mrs. Parrish, we put together an email that I would send to all 10 of the principals, to pass on to their grade 8 teachers. The teachers are supposed to discuss this as a class and fill it out, students also have the choice to fill it out themselves.

The google form is planned to be closed June 9 to start collection results and filming of the responses.

Google Form: [google form](#)

Respectfully submitted by:

Mason Gallagher
Student Trustee

2019-2024 Strategic Plan Update

The 2021-2022 school year saw progress towards our goals as indicated in the 2019-2024 Strategic Plan, and included a mid-plan review of the five-year plan to ensure it continues to meet the goals and needs of the system.

This update will include a focus on data collected both at the school and board level with regards to the identified goals and indicators in the revised [2019-2024 Strategic Plan](#).

Student Achievement: Ensure the necessary resources are provided to all students to increase their individual achievement.

Indicator: School and system learning recovery programs are provided for students.

System Learning Recovery

- Reach Ahead Credit (offered to all KPDSB schools and partner schools including First Nation communities)
- Summer School offerings by school along with virtual options across the Board

Each Secondary School in KPDSB created a Re-Engagement/Learning Recovery Plan. An overview of those plans can be found below.

School	Programs/Actions
Sioux North High School	<ul style="list-style-type: none"> • Lac Seul Program/Partnership (more details on this program can be found below this table). • Hired an Indigenous Tutor. • Distance Learning Credit for students attending from communities supported with additional staff. • Pilot of Lexia Reading program in a Grade 9 class.
Dryden High School	<ul style="list-style-type: none"> • Tutoring to provide ongoing credit rescue support during the school day.
Red Lake District High School	<ul style="list-style-type: none"> • Weekend Credit Rescue support for students with transportation. Tutors have been hired to

	<p>work with students outside the school day. On Saturday, May 28th , 12 students attended the Learning Recovery session. More sessions scheduled in June.</p> <ul style="list-style-type: none"> • A teacher from Red Lake travels to Ear Falls to support students who are disengaged and students who have chosen virtual learning. The students and teacher meet at Ear Falls Public School. Students have been successful in completing credits. One student now has a coop placement in Ear Falls.
Crolancia Public School	<ul style="list-style-type: none"> • Released a teacher for one period to focus on student success. • Each secondary student at Crolancia now has a portfolio of strengths, successes and goals for future education and career aspirations.
Beaver Brae Secondary School	<ul style="list-style-type: none"> • Experiential learning focus in alternative program delivery. • Hired an Indigenous Tutor and an Intermediate Graduation Coach to support students 7-12.
Ignace Public School	<ul style="list-style-type: none"> • Credit Rescue opportunities.
Four Directions Indigenous Graduation Coaches	<ul style="list-style-type: none"> • Credit Rescue and supports for students ongoing.

Sioux North High School and Lac Seul Partnership Program

Goal: Re-Engagement and Learning Recovery

Sioux North School had the highest numbers of students who disengaged during the COVID-19 pandemic. In Quadmester Three, a collaborative effort by the Board, school and community has resulted in a successful partnership program and student success. In partnership with Sioux North High School and Lac Seul First Nation, the Rapid Response Northern School Team (two members) have been facilitating a re-engagement classroom based out of the community of Lac Seul. These students have previously been non-attenders. Of the 20 that signed up, 12 are still engaged in some way and there are two potential graduates as a result of the program.

Sioux North Student Quotes:

- Student 1 - *"I like coming here because there is more room to hang out and less pressure."*
- Student 2 - *"I like that I get picked up at my house and it's not so early."*

Teacher Quotes:

- *"It's really great to see kids open up and feel more comfortable in this space. Especially students who I have known in the past and see a different side of them."*
- *"I like that we are able to be more creative in the activities we do with the students."*

Parent Letter:

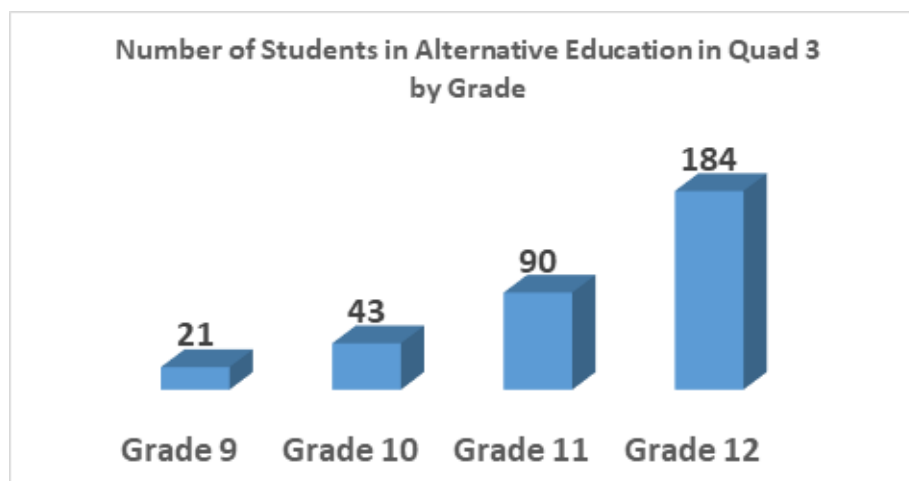
I am writing this letter to say that I am extremely happy with this program in FMH with Sioux North High School and LSFN. Not sure if it has a name. My son is a part of this program and also likes going there. He is doing extremely well and has already gotten a couple of credits already.

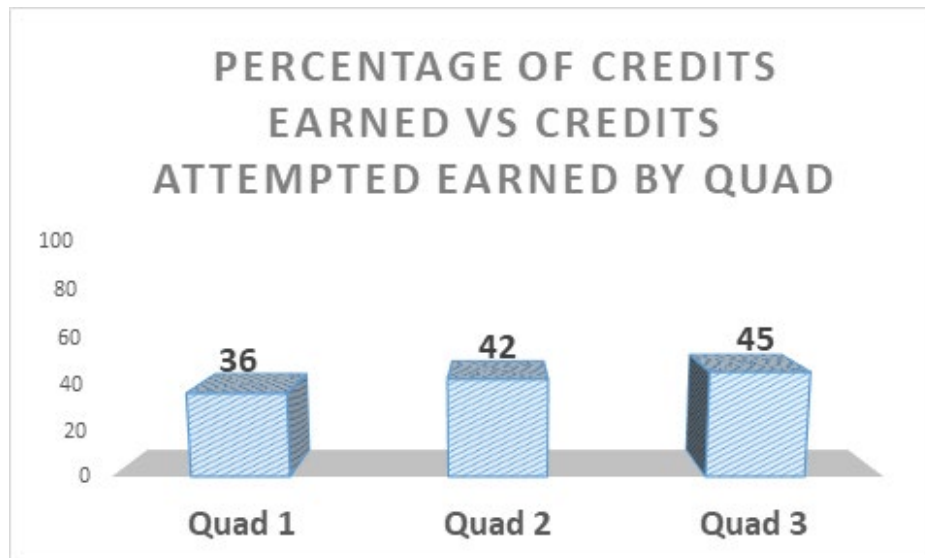
My son has difficulty leaving to go to the actual high school in Sioux Lookout, and also has a hard time learning due to learning issues. And this program has made it a little easier for him to learn and concentrate due to the small class size and not going to far from home.

I really hope that the Education program and Sioux North continue on with this program in September and the years to follow. I just wanted to let you all know that I am happy with this program and Good Job! This can also be shown to whomever is involved from Sioux North.

To date, 20 Sioux North High School students are on the class list for the program taking place in Lac Seul. On average, nine students attend every day. Students have lunch together, participate in team building and wellness activities daily. 12 credits have been earned and two students are looking forward to graduation on June 23, 2022.

Indicator: Alternative Programs that meet individual student needs. Track and monitor student achievement.





Indicator: Improved attendance through tracking and re-engagement strategies.

How many students were referred to attendance counsellors in the 2021-22 school year compared to the 2020-21 school year?

2020-2021	420 Students Referred
2021-2022	185 Students Referred

Indicator: Student leavers data reviewed and shared to board annually.

Early Leaver Data: 2020-2021 and 2021-2022

Reason	2020-2021	2021-2022
All Early Leavers	604 students	<ul style="list-style-type: none"> 437 enrolled at some point this year 108 have yet to earn credits (may be working on it in Quad 4 or through KAE) 329 of these students have earned a total of 1492 credits 12 OSSDs 2 with SHSM <p>54% of all early leavers returned and earned credits.</p>

Retired Prior to Completion - Destination Unknown	120 students	<ul style="list-style-type: none"> • 66 re-enrolled • 26 students earned a total of 105.5 credits and 2 OSSDs <p>22% of early leavers who were unknown/not attending returned and earned credits.</p>
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What steps have been taken to re-engage secondary students?

- Each school has a specific re-engagement plan that involves school administration and the school's Student Success team
- Regular tracking of students
- Referrals to attendance counsellors
- Collaborative school team meetings to plan for student re-engagement
- Collaboratively work with partners to plan for student re-engagement
- Home visits
- Continue to identify barriers to attendance and respond with solutions oriented plans

What challenges were identified that prevented the school from re-engaging students?

- Mental health challenges
- Addiction challenges e.g. drugs, alcohol, video gaming
- Student moved to another board
- Student funding providers removed the student for various reasons
- Historical pattern of non-attendance since elementary school
- Student moved to remote learning
- Transportation
- Home community COVID protocols
- Lack of boarding homes available for students from Northern First Nation communities

Indicator: Graduates participate in exit interviews to inform board improvement plans and goal setting.

Exit surveys are a great way for us to learn more about our students' experiences and their plans for the future. The information collected will help to support system and school planning for the upcoming school year. Please [click here](#) to view KPDSB Exit Survey data as of June 2022.

Indicator: KPDSB will ensure that students have opportunities to develop and strengthen transferable skills which are critical for success in education, career/life.

7/8 Pathways implemented a Certification, Micro-credentials, and Skills Training (C/MST) Program to provide students with learning opportunities and thereby gain knowledge, skills, and experiences in specific areas from presenters from a variety of career sectors in their community, region and beyond. Through these learning opportunities, students developed

relationships with community members and others who shared their knowledge and experience with students. This supported students to explore opportunities for their future.

Examples of these areas of focus for training include Customer Service, Leadership Skills, Conflict Resolution, Public Speaking, and Safe Work Skills. As students participated in these experiences, their Pathways Teachers added badges to individual student record sheets. For schools that participated, these record sheets will be presented to students at their Grade 8 Graduation. Some certification, micro-credentials, and training also produced formal records of completion from the provider. Connecting students to the broader community such as through the C/MST Program, other guest presenters, and field trips is important to support student decision-making about their future (*see sample record card below*).

Certification, Micro-credentials and Skills Training Pathways Record Sheet					
STUDENT		PATHWAYS TEACHER(S)	Ann Gentes		
SCHOOL	Golden Learning Centre	CONTACT INFORMATION	ann.gentes@k12.kpsdb.ca		
<p><i>Certification, micro-credentials, and training opportunities provide students with knowledge, skills, and experience in a specific area. They may help students obtain a part-time job and develop pride, accomplishment, and confidence. As students complete these, their Pathways Teachers will add badges to this record sheet. For an up-to-date record sheet at any time, contact the Pathways Teacher. Some certification, micro-credentials, and training will also have formal records of completion from the provider, provided to the student.</i></p>					
 October 14, 2021	 November 18, 2021			 March 3, 2022	 April 11, 2022
 October 25 & 26, 2021	 December 1, 2021	 December 9, 2021	 February 24, 2022	 March 7, 2022	insert date
 November 24, 2021	 November 30, 2021	 February 15, 2022	 March 1, 2022	insert date	insert date

Indicator: Through opportunities for career exploration and experiential learning, intermediate and secondary students will have equitable access to all pathways and they and their parents will have the support and information to make informed decisions about their future pathways and goals.

Special Education

KPDSB staff will continue to adapt and revise to meet the diverse needs of students and families. Through opportunities for career exploration and experiential learning, intermediate and secondary students will have equitable access to all pathways and they and their parents will have the support and information to make informed decisions about their future pathways and goals.

We have provided the opportunity for students and families to engage in the IPRC process when they have documentation that meet the criteria. This allows students and families to engage in conversations at least once per year to discuss their identification and placement, as well as pathway and supports needed. (see below for the number of IPRCs this year).

2021-2022			
NUMBER OF IDENTIFICATION, PLACEMENT AND REVIEWS COMMITTEE REFERRALS (Initial IPRCs)	Kenora	----	34
	Dryden		47
	Red Lake		3
	Sioux Lookout		30
NUMBER OF REVIEWS	Kenora	----	57
	Dryden		40
	Red Lake		14
	Sioux Lookout		25
NUMBER OF CONFIRMATION OF CONTINUED IDENTIFICATION	Kenora	----	13
	Dryden		46
	Red Lake		24
	Sioux Lookout		32
NUMBER OF APPEALS	Kenora	----	0
	Dryden		0
	Red Lake		0
	Sioux Lookout		0
STUDENTS DE-IDENTIFIED	Kenora	----	0
	Dryden		0
	Red Lake		0
	Sioux Lookout		0

Indicator: Students will have opportunities for student voice in the classroom, school and system.

Student Senates

The KPDSB hosted two Student Senates during the 2021-2022 school year:

- Students from grades 7-12 participated in two Student Senates through virtual meetings.
- Students were presented with questions and/or topics where student reflection and voice were necessary.
- Students documented their comments in writing and shared them in small and whole group discussions
- Student feedback was incorporated into the topics presented and in many cases, influenced and shaped their delivery/outcomes.

Student Senate 1 - April 6, 2022

Topic: Student Census

Students went through each of the Students Come First Student Demographic Census questions and offered feedback.

Questions areas:

- Languages
- Indigenous Identity
- Ethnic Origins
- Race
- Religion/Spirituality
- Gender Identity and Sexual Orientation
- Disability
- Status in Canada
- Caregiver Information

Students provided feedback on individual questions, potential responses, the frameworks, support resources, the information leading up to each question and more. Questions within the census were added to and modified in some cases to meet the needs of students.

Students contributed greatly to how KPDSB would communicate census information to students and families. KPDSB identified the importance of communication in this process so stakeholders involved understood the “why” and the “how” of the census.

Student Senate 2 – June 1, 2022

Topics: Census, Anti-Sex Trafficking, Semesters

Questions:

- How might our schools raise awareness and develop student knowledge about colonialism, racism, sexism, homophobia and ableism? How do we create caring schools, increase sense of belonging and reduce bullying?

- What are your suggestions to ensure that students have and understand the important information about sex trafficking?
- What are some considerations for administrators and educators in the transition back to the Semester System?

Students provided extensive feedback on each of the questions which will be shared with administration for planning purposes.

For more data around student voice, please see School Climate Survey Data under the 'Safe and Supportive Schools' section of this report.

Safe and Supportive Schools: Ensure all students and staff have safe learning and working environments, where the academic and mental health needs of the child are met.

Indicator: All students and staff feel safe, supported, accepted and ready to learn and work as evidenced by school climate surveys, reduced suspensions/violent incident reports and decreased student and staff absenteeism.

Indicator: Students have a strong sense of belonging, and see themselves and their lived experiences at school. Students are provided with varied opportunities to explore their strengths and interests and are actively involved in the school community.

Please [click here](#) to view the KPDSB School Climate Survey data for the following groups:

- Grade 4-6 Data
- Grade 7-8 Data
- Grades 9-12 Data
- Parent/Caregiver Data
- KPDSB Staff Data

Indicator: Schools have a strong culture of care, and positive relationships are evident between staff, between staff and students and between students. Teachers facilitate positive relationships and connections between students.

Please [click here](#) to view the Board Improvement and Equity Plan data from the KPDSB School Climate Survey.

Indicator: Increased use of restorative practices to foster student voice, relationships, sense of belonging, connections, and importance.

Nearly all staff participated in training on Restorative Practices on the August 31, 2021 PD Day. The following data is from the School Climate Survey results, which are linked to above.

- 43% of teachers use circles often/daily in their classrooms
- 78% of teachers are strongly agree/agree that they are comfortable using circles in their classroom.

- 49.44% of teachers always obtain student voice and do things “with” students, such as collaborate on classroom expectations.
- 48.88% of teachers sometimes obtain student voice and do things “with” students, such as collaborate on classroom expectations.

Indicator: Increased professional development for staff regarding equity, mental health and trauma informed practice/awareness.

The following sessions have been offered during the 2021-2022 school year:

- Equity Committee run by Superintendent Lower
- August 31, 2021 Supporting Student Mental Health and Well-Being / Mentally Healthy Return to School
- Classroom 180 – 30 KPDSB staff participated in certificate training
- Dr Jean Clinton Session for Administration – Sept 22, 2021
- Monthly NAN Mental Health Champion Meetings (Kevin Lameroux, Dr. Chris Mushqwash, NAN Hope, ONECA, Noojimo Health, Educational Impact)
- Mental Health Promotion (random acts of kindness and gratitude February challenge, Be Kind Passport, Chatterhigh)
- 15 NAN Mental Health Champions received Mental Health First Aid training
- New Teacher Induction Program (NTIP) Session: Supporting Student Mental Health
- NTIP Session: NAN Mental Health Champion model
- School Mental Health Ontario (SMHO) New Mental Health Leads webinar
- Kids in the Know training for administration
- Canadian Centre for Child Protection Community Evening Session for parents and caregivers on May 4, 2022
- Anti-Sex Trafficking PD on the April 2022 PD day
- ASIST training for student counsellors, select grad coaches and family navigators
- SNAP in schools training in June 2022
- Critical Thinking Sessions

Indicator: Incorporating mental health and well-being within curriculum content.

The following actions/initiatives have been implemented in the 2021-2022 school year.

- Introduction of Chatterhigh online mental health modules (Red Lake area pilot)
- School Mental Health Ontario (SMHO) materials directly in classrooms - 15 minutes a day
- Be Well NWO Passport
- Group presentations by student counsellors
 - Building Identity (how we see ourselves, and how others see us)
 - Positive Coping Strategies
 - Self-Care
 - Being Respectful to Self and Others
 - Strengths Building
 - Cognitive Distortions (Negative Thinking Traps)
 - Reframing Negative Thoughts
 - Gender and Sexuality
 - Online Safety
 - Cyber Bullying / Bullying

- Social Skills
- Personal Space and Consent
- Bullying
- Safe social Media Use
- Healthy Relationships
- Positive self-talk
- Self-esteem
- Taking Care of your Mental Health
- Eating Disorders/Disordered Eating
- Community Resources
- Careers in Mental Health
- Dynamic Mindfulness
- Zones of Regulation
- Self-regulation
- Self-advocacy
- Confidence Building
- Kindness Series / Overall kindness
- Respect for Yourself and Others
- Inclusivity
- Mental health Introduction (for grade 9 classes)
- Healthy Relationships (Healthy Minds Book Club - Grade 9 and 10 females)
- Life Promotion
- Stress Coping mechanisms (breathing and grounding)

Leadership: Inspiring excellence and building future capacity.

Indicator: Continual identification and support of aspiring leaders for succession planning based on the leadership competency frameworks.

Principal & Vice-Principal Hiring Pools

This year, KPDSB placed 11 new Vice-Principal Candidates into the Vice-Principal Hiring Pool from various communities throughout the board. The Vice-Principal Pool takes part in monthly learning sessions to help grow their skillset while waiting for opportunities present themselves for Vice-Principal roles. This year we also re-established a Principal Pool for current Vice-Principals to identify their interest in, and be interviewed to be placed into the Principal Pool. We have already had the opportunity to hire new administrators from each of the pools for new administrative roles for next year.

Positions of Added Responsibility (PARs) Learning Sessions

Area Leaders or PARS meet every six to eight weeks. The goal of the professional learning conversations is to examine practice and through collaboration make adjustments to improve instruction and student learning. PARs meet regularly with assessment expert and educational consultant, Sandra Herbst to deepen our understanding of quality classroom assessment, learning goals, co-constructing success criteria, how to gather valid and reliable evidence of student learning and more. This opportunity to network; to share resources; and, to discuss

curriculum content and pedagogical strategies allows us to benefit from the expertise of our KP colleagues while we improve student learning and achievement.

January 2021	<ul style="list-style-type: none"> • Adult Learning • Assessment for Learning
March 2021	<ul style="list-style-type: none"> • High Yield Instructional Strategies
September 2021	<ul style="list-style-type: none"> • Understanding Classroom Assessment • Board Improvement and Equity Plan
October 2021	<ul style="list-style-type: none"> • Curriculum Expectations and Learning Goals
December 2021	<ul style="list-style-type: none"> • What counts in an effective PLC? • Deepening our Understanding of Assessment for Learning – Triangulation of Evidence
March 2022	<ul style="list-style-type: none"> • Co Constructing Success Criteria • Valid and Reliable Evidence of Learning
May 2022	<ul style="list-style-type: none"> • What Counts, What Matters in a Quality PLC? • Destreaming Discussion • A Fresh Look at Grading and Reporting in Secondary
June 2022	<ul style="list-style-type: none"> • Leading from the Side • PLC Feedback and Planning

Indicator: Increased opportunities for leadership development of staff at all levels.

We were happy to start the KPDSB LEAD Program this year, which offered any staff across the system to apply to participate in this leadership group. LEAD participants participated in three sessions this year as well as had the option for financial support to put towards approved leadership or knowledge-building courses, workshops or learning sessions. They received books to help consolidate their learning from the sessions.

Indicator: Technology to enhance teaching and learning.

Grade 3 students across KPDSB used Lexia® Core5® Reading this school year. Lexia Core5 is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to read to reading to learn. Teachers are notified through the program of skill areas which students require explicit teaching to improve their learning, and the teacher provides additional instruction in these areas. Lexia Core5 is an evidence-based program, and use of it is supported by the Ministry of Education.

Indicator: Increased opportunities for leadership development of students of all ages, starting as early as Kindergarten.

KPDSB students participated in a variety of leadership opportunities, including School Climate Surveys and Student Senates as mentioned in this report. In addition, as a part of the CRRP project, Indigenous students had the opportunity to participate in Indigenous Student Voice Circles, with the permission of their family, at Open Roads Public School, Lilian Berg Public School and Sioux Mountain Public School. The sessions were led by Len Gardner, KPDSB Indigenous Lead, and a support worker attended the sessions as well to ensure students were adequately supported during the circles.

Truth and Reconciliation: Ensure all schools and staff are actively engaged in responding to the Truth and Reconciliation Commission's Calls to Action.

Indicator: All KPDSB staff receive cultural competency training.

This year the focus was on providing cultural competency training for teachers (during PD Day sessions), including PARs (Secondary Department Leads), teachers of NBE3, teachers of destreamed math, as well as the KPDSB LEAD Leadership group. Sessions were provided by Kevin Lamoureux, Niigaan Sinclair and Nick Bertrand.

Indicator: Learning opportunities are provided for all staff and students to learn about the truth of Canadian history and to understand the intergenerational impacts of the Canadian residential school system.

Schools provide opportunities in classrooms throughout the year by incorporating Indigenous voices and texts into classroom instruction, through Elder visits, by visiting former Residential School sites and by recognizing special days with events in the schools (National Day for Truth and Reconciliation/Orange Shirt Day, Treaties Recognition Week, Indigenous History month and National Indigenous Peoples' Day). A significant number of books were provided to elementary and secondary libraries at the beginning of this year to help provide teachers and students with resources to use in the classroom and for their own learning. This month a KPDSB Culturally Relevant and Responsive Resource Portal will be shared out with staff across the system, that was developed by Indigenous Education Lead, Len Gardner, along with other KPDSB Central Staff.

Indicator: Indigenous Student Trustee to provide advice to and represent student voice to the KPDSB Board of Trustees.

We were pleased to work with Mackenzie Shakakeesic this year in her role as Indigenous Student Trustee. Mackenzie provided voice in student forums, at Indigenous Education Advisory Committee meetings, at the Trustee retreat and by participating at the Board and Committee of the Whole meetings.

Indicator: Every KPDSB site has a framed formal "Government of Canada Statement of Apology for the Residential School System" as well as learning resources to provide education to school communities as to why this is important.

All KPDSB schools will be provided with a framed apology in September, along with sample lessons that teachers may use in the classroom to explain the significance of the apology.

Indicator: Building a community of allyship by working to break down systemic barriers.

Through the work of the schools and the Indigenous Education Advisory Committee, as well as work through the KPDSB Equity Committee, we continue to identify barriers that impact Indigenous students, families and partners. The development of the Policy & Procedure 505: Indigenous Education took place this year. The intent of this policy and procedure is to understand that the KPDSB has a responsibility to act upon, reconcile, and be accountable to addressing the impacts of colonialism. It publicly states and recognizes that each student has the right to an education that is free from harmful dominant narratives, implicit bias, racism, and discrimination. It ensures that it is publicly stated that as a Public School Board, Keewatin-Patricia District School Board believes in the inherent human dignity of all people.

Indicator: An increase in the number of land-based teaching lessons and First Nation, Metis and Inuit credit course options.

This school year, secondary schools provided 18 courses that were strategically focused on land-based lessons. They took place in five of our secondary schools. In elementary schools across the board, students took part in activities that invited elders and knowledge keepers into classrooms, out on the land or to connect virtually with students and teachers to provide opportunities to learn about the land from those that hold the teachings. Connected North also provided learning sessions with providers who taught students about local and national land-based teachings.

Indicator: Enriching opportunities to learn about how Indigenous knowledge, pedagogy and ways of knowing have contributed to many western practices today.

KPDSB has shared resources from the Downie Wenjack Foundation, from the First Nation, Metis and Inuit Education Association of Ontario, through Connected North as well as through a variety of texts that were placed in classrooms and libraries this year that highlighted Indigenous Knowledge, role models, professional and pedagogy. Open Roads Public School took part in a Culturally Responsive & Relevant Math project, in conjunction with Lakehead University and visiting and local First Nation artists. Students in two classrooms learned how loom beading demonstrated many mathematical concepts such as patterning and coding, as students took part in hands-on loom beading lessons.

Indicator: Continue to build partnerships and relationships in each of the communities in KPDSB to increase opportunities for student and staff learning from organizations, Elders, Knowledge Keepers, Language Speakers and other Indigenous community members.

Even during a year where COVID-19 continued to impact our schools, senior leaders, school administration, teachers and students had so many rich opportunities to meet with Elders, Knowledge Keepers, local First Nation leaders, Metis Nation of Ontario leaders, Tribal Council leadership, student counsellors, Education Directors, researchers, professional development providers, Indigenous authors, artists and more to ensure that we could continue to increase opportunities for student and staff learning.

2022-2023 Special Education Plan Update

The 2022-2023 Special Education Plan for the Keewatin-Patricia District School Board (KPDSB) has maintained its core structure in terms of supporting and enhancing an inclusive model of special education. The KPDSB prides itself on being a system that “puts students first” and accepts every student, new or returning. The KPDSB strives to provide all its students, with opportunities to develop the skills, attitudes, and knowledge required to achieve their full potential. The KPDSB is committed to providing optimal educational opportunities for all students.

For students with special needs, the KPDSB is committed to:

- providing programs and services wherever possible in “home schools”;
- providing a range of placement options;
- providing a focus on inclusive practices in its schools as an integral part of school culture;
- developing Individual Education Plans (IEPs) which focus on improved student learning outcomes and on student strengths;
- providing appropriate accommodations and modifications when required;
- promoting respect for differences, diversity, and inclusivity;
- promoting environments for all staff, students, parents (guardians), and stakeholder partners to focus on shared understandings of common goals; and
- collaborative planning with curriculum central support staff to ensure support for the development of quality programs and provision of services for all students.

The Special Education Plan is designed to align and support the priorities identified in KPDSB’s Board Improvement & Equity Plan: Student Achievement (increasing literacy and numeracy skills), Mental Health, Well-being & Engagement, Human Rights & Equity, and Pathways & Transitions. The KPDSB is focused on developing students’ skills, and independence and ensuring high expectations.

The Special Education Plan represents the required consultation process through its Special Education Advisory Committee (SEAC). The Ontario Regulation, which governs special education in Ontario Schools, does not require formal Trustee approval; however, senior staff feel the necessity to ensure that the Trustees are apprised of all changes and updates as this document directly influences daily work.

Summary of Changes Made to the Special Education Plan 2022-2023

1. The table of contents has been updated to reflect the page number changes.
2. Throughout the document changes were made to the pronouns he/she, updated to them/they or the pupil. i.e., p. 11, and p.22.
3. Updated acronyms throughout the document i.e., IPRC-Identification, Placement and Review Committee, IEP-Individual Education Plan, and ABA-Applied Behaviour Analysis.
4. Updated and confirmed contact information and phone numbers.
5. Added “the student” to lists where they were missing specifically around all parties that are involved in decisions being made i.e., p. 8.
6. Ensured that we have person-first language and more inclusive language examples p. 8 “many students with specials needs.” p.98 physical handicap changed to physical disability.
7. Updated wording around modifications throughout the document to align with current process and philosophy i.e., p. 132.
8. Ensured language used throughout is strength-based and focuses on building skills and independence.
9. Updated the roles and numbers in the roles i.e., Student Counsellors, and Special Education Leads.
10. Section 4 - Early Identification Procedures and Intervention Strategies: updated to reflect the KPDSB’s work around the Science of Reading. Changed the wording with regards to the process around the creation of IEPs and processes for modifications, accommodations, and alternative programming, updated that all referrals are in consultation with and consent from parents/guardians i.e. p. 41 ‘At the case conference, the intervention plan and strategies would be developed in consultation with the parents, school team and other agencies involved with the care of the child to best meet the needs of the child through a strength-based approach.’

11. Section 5 - The Identification, Placement and Review Committee Process and Appeals: updated the forms currently being used with Special Programs and updated to reflect IPRC data from the current school year.
12. Section 6 - Individual Assessments: updated to reflect the current IEP process and philosophy and guidance of implementing interventions in the classroom as well as informal assessments prior to more formal assessments such as assessment from a teacher diagnostician. i.e., p. 71. If after informal assessments have been conducted, interventions have been implemented and limited progress has been made, then consideration for assessments will be made. All referrals need to be discussed with the Area Special Education Leader.
13. Section 9 - Exceptionalities: ensured that definitions and criteria to identify a student as exceptional align with the Ministry of Education using the Special Education in Ontario 2018 document, i.e., removed reference to WIAT 2 as no longer using this.
14. Section 10 - Special Education Placements Provided by the Board: Pervasive Development Disorder was removed as it no longer applies.
15. Section 11 - Individual Education Plan- Supporting Transitions: changes were made to align with PPM 156 “Supporting Transitions for Students with Special Education Needs” as well as PPM 140- “Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders.”
16. Section 12 - Provincial Demonstration Schools: ensured information is recent and all contact information up to date.
17. Section 13 - Special Education Staff – updated.
18. Section 14 - Staff Development updated and added work pertaining to Inclusive Education as well as changed Tiered Pyramid of Intervention to Response to Intervention.
19. Section 15 - Individual Equipment: ensured it aligns with what is found in the Ministry of Education Special Education Funding Guidelines Special Equipment Amount 2021-22, list of equipment and the professionals that write the letters of support for the Special Equipment Amount

- 20. Section 16 - Accessibility of School Buildings: updated the changes in the chart in consultation with the Facilities Manager.
- 21. Section 17 - Transportation: ensure that it reflects current practice for students with special needs.
- 22. Appendix A - Special Education Forms: updated to reflect the most recent changes and some additional forms were added.

Respectfully submitted by,

Jennifer Bachynski, Special Education Lead
Chantal Moore, Superintendent of Education

Sioux North High School

School Council Year End Report 2022

May 19, 2022

Submitted by: Carmelia Agustin, School Council Chair

SNHS is very happy to report that it once again has a strong School Council with a diverse membership from Sioux Lookout and the North who are focused on improving the school experience for our students, parents and teachers.

The Council had Three (3) zoom meetings in the fall and due to Covid we weren't able to have meetings during Quad 3. All our meetings have been virtually due to Covid restrictions and precautions. We have since picked up meetings again for Quad 4. We haven't been able to fundraise this year due to Covid restrictions.

Students have been able to participate in sports this year to a degree and they have been excited and grateful as they weren't able to participate last year. Hopefully they will be able to participate next year fully for every sport. This has been significant for students' mental health and physical well-being.

Our school council has grown significantly this year to about 15 members participating, including parents from the North. Our school council consists of the members as follows:

Carmelia Agustin, Krista Marshall, Erin Otto, Bill Bellingham, Brenda Ropek, Carla Duncan, Jennifer Esterreicher, Jon Chum, Josie Oombash, Katie Burch, Kim Lawson, Laurie Boissonneault, Laurie Breton, , Laura Lilly, Miranda Rae, Nicola Phipps-Wetelainen, Nicole Favot, Ramona Quequish, Andy Schardt (VP), and Darryl Tinney, Principal.

Carmelia Agustin
School Council Chair

LaFreniere, Jill

From: Tella, Kristi
Sent: Monday, May 30, 2022 9:58 AM
To: LaFreniere, Jill
Subject: BBSS PC report

Hi Jill,

Here is our BBSS PC Report. Thanks, have a great week!

Kristi

Greetings from Beaver Brae Parent Council,

It has been a very exciting and productive year at BBSS with only a few minor Covid related challenges along the way. We were able to have Parent Council meetings via Zoom this year ,and one in person meeting recently. (Hooray.) A variety of programming and activities were able to re-establish as the guidelines from the Northwestern Health allowed. It has been very positive for the entire school community. The following is a sample of some of the things that have happened throughout the year.

- Athletic teams and events were able to start up.
- Co Op opportunities were available, providing the chance for some amazing connections. Co Ops also offer the possibility of future employment.
- Speakers and community partners such as the OPP were able to come in and share information and meet with students.
- The drama department is back in full swing showcasing the amazing talents in their beautiful new space.
- The weight room and culinary/kitchen area are now also accessible and being thoroughly enjoyed. The cafeteria is also open.
- Students participated in multiple surveys and provided information and data that will be used to assist them throughout high school.
- A clothing swap area has been set up and is a great way for students to share, trade and recycle their clothing
- Grade 6 transitional activities for students from elementary schools allow the kids entering Grade 7 to catch a glimpse of Bronco pride and see what they have to look forward to.
- A variety of mental health resources and counselling appointments are available for any students interested.
- We look forward to hosting our upcoming Pow Wow and putting the funds from our pro grant toward such an important event and opportunity to bring students, staff and families together.

The end of the year is almost here and grade 12 graduates are looking forward to being able to attend their ceremony at the Whitecap Pavilion. We are also very excited to be able to host prom at Beaver Brae and allow students to celebrate and be together.

BBSS is a progressive, welcoming, thriving and ever-growing school community. Our Parent Council and Beaver Brae families extend a huge thank you to all of the staff who work so hard for their students.

We truly look forward to the 2022/23 year and all it has to bring.

Thank you ,

BBSS parent Council



Open Roads Public School

20 Davis Street • Dryden, Ontario • P8N 1R4

Phone (807) 223-4418

Fax (807) 223-5346

Open Roads Public School School Sharing Board Meeting Year End Report 2021-2022

School Council

Our Open Roads School Council remains strong and active. Meetings were once again held at lunch hour, with all but our final meeting being held virtually. Although we may lose a member or two each year, we also consistently gain new members. With new members come fresh ideas, interests, and skill sets.

Our Council consisted of the following members:

Chairs: Lindsay Burry and Pame Williams

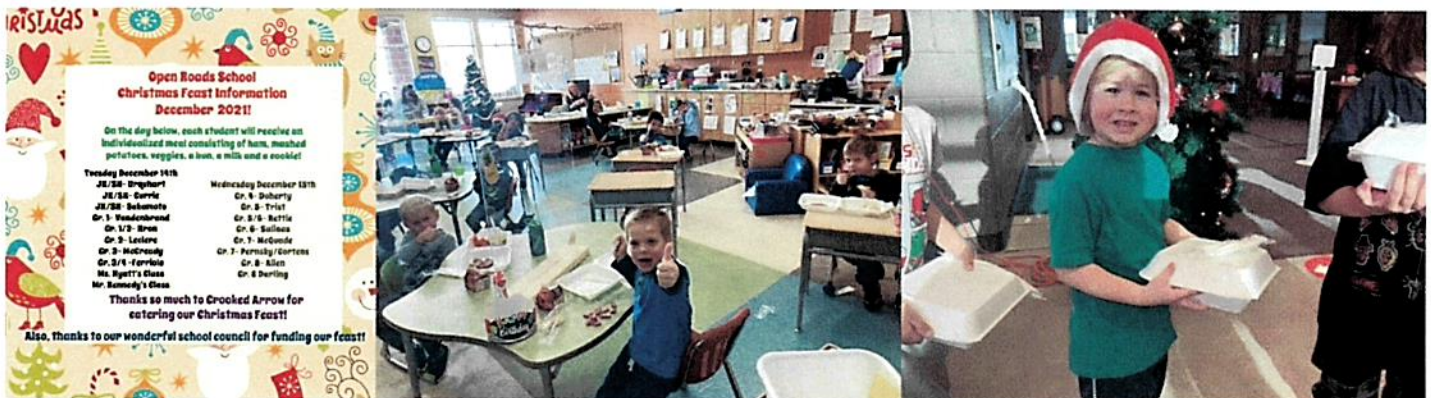
Secretary: Jenn McMillan

Parents: Leslie Norman, Trish Wearne, O'Hara Adams.

Staff in attendance were Tanis Oberg, Terri Jackson, and Adrienne Lang.

Highlights of the school year

This year we sponsored two successful meals for students and staff. In December we held our holiday feast which consisted of ham, potatoes, vegetables, a bun, cookies, and milk. In April we had a spring luncheon of spaghetti, meatballs, vegetables, a bun, cookies, and juice. Both meals were catered by a local caterer Crooked Arrow. We are also planning an end of year BBQ for our school community.



Open Roads School Christmas Feast Information December 2021!

On the day below, each student will receive an individualized meal consisting of ham, mashed potatoes, veggies, a bun, a milk and a cookie!

Tuesday December 14th

JR/SR: Drighart

JR/SR: Corrie

JR/SR: Belmont

Gr. 1: Vandenberg

Gr. 1/2: Brown

Gr. 2: Leane

Gr. 2: McCreedy

Gr. 2/3: Ferriola

Ms. Byett's Class

Mr. Kennedy's Class

Wednesday December 15th

Gr. 4: Doherty

Gr. 4: Trist

Gr. 4/5: Rattle

Gr. 5: Salinas

Gr. 5: McQuinn

Gr. 5: Parnaby/Cortese

Gr. 6: Allen

Gr. 6: Dering

Thanks so much to Crooked Arrow for catering our Christmas Feast!

Also, thanks to our wonderful school council for funding our feast!



Fundraising

Due to the lack of activities while learning was virtual over the last 2 years, we had an abundance of funds remaining, therefore no fundraising activities were completed this school year.

We also still plan on purchasing Gaga pits this spring and hope to have them functional for our students to use.

As always, we look forward to continuing the work of parent engagement in the 2022-23 school year and working together with parents, teachers, and staff to ensure our Open Roads students continue to thrive!

Please see attached financial statement.

Respectfully submitted,

Lindsay Burry and Pame Williams, Co-Chairs
Open Roads School Council

Open Roads Public School
 Alterra Savings
 Open Roads Public School

Detailed Category Summary - All Transactions To Date

Report #2

02/03/2021 05/18/2022
 Date ... Range
 2021-2022

Summary for: Parents for Kids - Fundraising for o
 Cat. #: 5008

Contact Person:
 Balance Forward: \$7,540.15

Date	Transaction	Description	Debit	Credit	Tax Paid	Tax Rebate	Cleared	Balance
12/01/2021	Cheque 3504	Dryden Regional Health Centre Cookies for Winter Feast Inv#	\$242.65				<input checked="" type="checkbox"/>	\$7,297.50
12/14/2021	Cheque 3511	NICCOLE WHITELEY - Crooked Arrow Catering 2021 Student Winter feast Inv#	\$3,371.65		\$359.15	\$299.48	<input checked="" type="checkbox"/>	\$3,925.85
04/11/2022	Cheque 3586	Niccole Whiteley Catering for Spring Luncheon Inv#	\$3,011.45		\$346.45	\$288.89	<input checked="" type="checkbox"/>	\$914.40
			\$6,625.75		\$705.60	\$588.37		\$914.40
Opening Balance: \$7,540.15			6,625.75	0.00	705.60	\$588.37		\$914.40



Red Lake District High School



May 28, 2022

RLDHS School Council Chair Report 2021 - 2022

Chairpeople:

- Chrissy St. Jean
- Pam Gagne (resigned in March)

Meetings & Events:

- Meeting Dates: September 23rd, October 28th, December 2nd, February 10th, March 31st, May 27th
- School Christmas Feast - School Council provided desserts and helped serve
- Teacher Appreciation Week - School Council provided food all week and supported our Foods class in preparing a lasagna for every staff member to take home on Friday
- June 1st Pro Grant Event (held in conjunction RLMPs and GLC)



Fundraising: None

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

Ms. Taryn Vachon, Principal

Mr. Robert Grant, Acting Vice-Principal

**Box 310, 60C Hwy 105, Red Lake, Ontario, P0V 2M0
Office Telephone (807)727-2092 Fax (807)727-3136**



Golden Learning Centre School Council



2021 - 2022 Annual Report

Meetings:

- November 11, 2021
- January 27, 2022
- March 29, 2022

Events:

- PRO Grant Event, held in conjunction with Red Lake District High School and Red Lake-Madsen Public School on Wednesday, June 1st, 2022
- Family Engagement Evening on Tuesday, June 14th

Chairpeople:

- Rikki O'Donnell
- Katherine Greenwood

Fundraising:

- No fundraising in 2021-2022

Summary:

The 2021-2022 school year provided the opportunity to explore how we can rebuild and restart the best practices of previous school years. Council members explored how to bring families back into the school community after COVID-19 restrictions created barriers to volunteering and attending informal and formal school events. Council members also shared their thoughts on the successful ways Golden Learning Centre staff have supported their children throughout the last two years. As well in terms of goal setting, council members explored how we might continue to engage all learners and families in learning and leading within the school community. We will end the school year with a family outdoor event that will include a grand opening of our Gaga Pit, a bar-b-q and various games like hopscotch, corn hole and bocce ball.



SCHOOL COUNCIL ANNUAL REPORT

SCHOOL: Red Lake Madsen Public School

REPORTING YEAR: 2021/2022

EXECUTIVES:

Principal: Debra Geary
Chair: Jaclyn Jenner
Other: Danielle Marion

Teacher: Kelly Amell
Secretary: Erin James

MEETING DATES:

September 21	January 20	June TBD
October 26	March 9	
November 30	April 12	

SCHOOL COUNCIL ACTIVITIES:

First Term

Breakfast Club - The breakfast club in the "Give and Go" format (due to continued Covid restrictions) continued. Council continued to support this program by:

- shopping for the food weekly and delivering to the school;
- baking and packaging muffins & cheese for one morning and granola & yogurt for another; and
- requesting donations to continue to support this program.

Second Term

Legion Meat Draw – February RLMPs Breakfast Program was given the month of February for the local Legion Meat Draw which takes place each Friday. Council provided the volunteers for each Friday, and the proceeds went towards Breakfast Club.

Family Day Challenge – For Family Day in February, Council had a fun challenge to our families. Enjoy an outdoor activity with family or friends and submit for a chance to win a prize.



PRO Grant – RLMPs was invited to join other area KPDSB schools (GLC and RLDHS) to combine efforts to create a community garden. We were successful in securing the grant and the HS has been leading the efforts. Opening BBQ event is taking place June 1.

Cultural Event – Council identified the importance of hosting a cultural event for families, and the School with support from the NSL teacher organized the Asham Stompers to come to the school for an evening show, complete with a meal of Bannock and moose stew. Unfortunately, due to area flooding the event has been postponed.

Education Week – Council organized snacks and treats to be delivered to the staff throughout this week in May to show our appreciation for all of the wonderful teachers and staff at RLMPs.

Spring Clean Up – Council supported this event by providing a volunteer to weigh the amount of garbage collected for the eco-school report.

Ongoing:

Google Calendar – RLMPs Google Calendar was promoted and School Council members encourage parents to use this to be informed about upcoming events at RLMPs.

Newsletters - These newsletters share what the School Council is working on, or provides updates to families from the Principal or Eco-School initiatives. 6 School Council newsletters were issued for September, October/November, December, January, February/March, and the final to be issued in June.

SUMMARY OF FINANCES:

<u>Description of Fundraising/Donation</u>	<u>Amount</u>
Second Chance Thrift Shop	
Legion Meat Draw proceeds to Breakfast Club	\$2,700
Pro Grant (in partnership with RLDHS, GLC)	\$5,000



Evergreen Public School

675 Brinkman Road

Kenora, ON P9N 2R5

Phone: 468-8607 Fax: 468-9301

Evergreen Public School: School Council Meeting Year End Report 2021 – 2022

The Evergreen School Council consisted of the following members:

Chair: Tekla Rundle

Teacher Rep: Candice Holstrom

Principal: Gayle Mutrie

Secretary: Cody Shaw

Other: Evergreen Parents

Over the 2021 - 2022 school year, the Evergreen PS School Council held several meetings. Our main goal was to increase communication between the school and parents as many were feeling disconnect. A monthly calendar was distributed most of the year to accomplish this and has received positive feedback. Activities this school year were few due to initial covid restrictions limiting student activities and limiting volunteers in the school. The council did not participate in any fundraising activities as there were funds remaining from previous fundraising activities which needed to be spent first.

The school council put existing money towards swimming lessons and transportation for same. We also allotted each teacher with money to plan student activities for their classroom. Evergreen School Council received a PRO Grant and will be hosting a family barbeque in June in hopes to reconnect families with the school and increase awareness of the school council.

We hope to increase recruitment of parents and build our council numbers to have a solid volunteer base from which to carry out activities in the next school year. We plan to have our first meeting in the September of the next school year although planning for next year has already begun.

Respectfully submitted,

Tekla Rundle

Evergreen PS School Council Chair

LaFreniere, Jill

From: Amy Bremner <amybremner87@gmail.com>
Sent: Tuesday, May 31, 2022 1:28 PM
To: LaFreniere, Jill
Subject: King George Year End Report

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

King George Public Elementary School – Kenora ON

Year End Report

King George's parent council continues to grow and strengthen each year. As the new Chair, we had a lot of new interest in parent council this year, specifically from Kindergarten parents. And we have had returning parents as well, which is a nice collaboration of new and old, that allows us to be able to deliver new experiences to the students within our school.

As most we were only able to have our first in-person meeting in April, however, continued to have our monthly parent council meetings virtually. Even though we were not able to get together, the sharing of ideas and experiences for the kids did not stop.

King George Fundraising for 2021-2022 School Year:

1. Frost Food Fundraiser
2. Christmas Raffles – Tickets were chosen at our Xmas family fun night (replaced Christmas concert and was held outside, to ensure COVID protocols were followed)

Parent Council support funds:

1. Come meet the teacher night in Sept – Parent Council purchased donuts for all the student and parents who attended
2. Xmas family fun night – purchase of hot chocolate, hot dogs, marshmallows, for all students and families that attended the event
3. Grade 1 – Ski Hill Day – two classes requested to have a day at the ski and parent council supported with half the cost
4. Kindergarten Christmas Fun – two of the JK/SK classes asked if they could purchase lunch for the kids. Parent council supported the cost
5. Grade 6 Year end trip – All classes will be going to the Winnipeg Zoo for the day. Parent council will support half the cost of the trip
6. All students at King George Public school will receive a KG T-shirt as a year end gift
7. All grade 6 students will receive a Bronco's hoodie, to send them off on their next adventure
8. Year-end family night – Parent Council will support and assist with the cost
9. Teacher appreciation lunch – The Grade 6 class will serve the teachers a pre-packaged lunch; as a thank you and appreciation of their support, guidance, and council. As it is not goodbye but see you soon!

Please let me know if you require any further information. I apologize for the delay.

Sioux Narrows Public School
2020-2021 School Council Year End Report
Submitted by: Lauri Mayer (May 31st, 2022)

The SNSC was involved in planning, organizing and implementing the following activities and events in whole or in part. Each of the endeavors were planned in collaboration with Mr. Flynn/Ms. Vingerhoeds and our teachers. The events and fundraisers were a success. SNSC members were present for the events and/ or played a part in the planning/decision making process.

Events & Activities

Kenora Tubing Trip
School Year End Park Day
Remainder of Swimming at Kenora Pool as most was donated.
Christmas supplies/presents – we received a \$800 donation for gifts.
Outdoor toys/supplies for school yard
Halloween supplies
Winter break supplies
Terry fox walk

Fundraisers

SNSC chose the following fundraisers with the interest of our community in mind. Each was a financial success. We were able to contribute well once again with purchases that best meet the needs of our students.

Mom's Pantry (fall event)- \$1072.79		
Bottle Drive(ongoing)- \$2367.55		

School Council Purchases

Tubing Trip - \$ 1216.73	Christmas supplies - \$ 599.66
Outdoor toys/supplies- \$3000.00	Terry Fox - \$74.71
Halloween - \$60.90	Year end Park day - \$300 (approx.)
Swimming Field Trip- \$800 (approx.)	
Winter Break - \$ 78.09	(approx. are future payments)

**Valleyview School Council
Annual Report 2021-2022
May 31, 2022**

The 2021-2022 School Council is wrapping up another successful year and a big thank you goes out to all our Valleyview and KPDSB families for their support this year!

2021-2022 School Council Executive

- Chair Shauna Aubin
- Treasurer Jayme Blyth
- Secretary Amanda Brennan
- Principal Lisa Achilles-Belanger
- Vice Principal Kristen Fregueau
- Staff Representatives Kate Mays and Janna Hall

The Council held 10 meetings throughout the school year, on the first Tuesday of every month. No meetings were cancelled or postponed.

Council projects and events - highlights

- Family engagement activities:
 - PRO Grant – We partnered with our school Vice Principal Kristen Fregeau on her endeavor of the Trades Week. We purchased 2 activity-based projects to support the learning the student were obtaining within the school and brought it to their home. We purchased lumber to create “Bird Nesting box kits” and sourdough family sized dough balls for a Pizza Night. Both activities were done at home with parents as an extension of being a trades person. The nesting boxes we had our Bronco Builder cut and package the kits. The sourdough pizza dough balls were purchased and supplied by The Black Oven and Sharalei Cunningham. This was a huge success! Ms. Fregueau created a padlet where our student and families posted pictures of their creations.
 - We will be generating a survey to parents to gain further feedback surrounding their engagement in the trades and how our contributions help spark the conversation of trades and career pathways at home. The survey will also help us gather their feedback about future family engagement activities.
- Make it Local March:
 - Our new fundraising strategy for 2021-2022. We opted to purchase and support our local business after the hard times placed upon them due of covid.
 - We purchased items from 60+ local small business and grouped them into daily prize packages for the month of March.
 - 4000 tickets @\$5/ticket printed with Wake Media & Design

- Each day we highlighted the vendors on our Facebook page that we purchased the gift packs from as a way to provide additional support. It was a really busy media week for our Vipers!
- Draw Dates were weekdays @ 12 noon at Valleyview
- Over 3300 tickets sold equating to \$16,000+ less expenses
- Funds raised during this event will go to the following:
 - Transportation costs for swimming lessons and field trips
 - Outdoor enhancements
 - Playground equipment
 - Student activities and clubs
- Outdoor Enhancement sub-committee:
 - Money raised through our fundraising efforts paid for a new Gaga Pit, new sliders and other winter activity items. We rented a generator to assist our maintenance staff in the building of the Gaga pits. Our outdoor enhancement team met with board members to discuss the next phases of work to be completed on the grounds.
- Holiday Cinnamon bun day December 10th, 2021
 - The last week of school, School Council purchased a tasty treat for our entire school. The Black Oven supplied each student with cinnamon bun and we purchased bananas for all students. For those students with specific dietary restriction, we supplied alternative treats. It was nice to see all the happy faces eating a holiday treat
- Festival Du Voyageur February 24th, 2022
 - Council members reached out to our teachers organizing the event and we supplied a food snack to coincide with the Voyager life. The students had a sugar covered "donut" that would have been the tasty fried dough that the voyageurs would have known as "Beaver Tails"
- Valleyview Happenings:
 - Council supplied updates to Administrators to be included the school's newsletter that was sent out monthly. Information such as family engagement activities, upcoming council meeting, council events, celebrations and thank you's. A total of 9 will be sent out this year.
- Hot Lunch Subcommittee:
 - Vendors used: Ristorante
 - Supplied a variety of meals over the course of October to June (with a bit of down time from Covid in January – March) following the the Healthy School Guidelines. Vendors have to meet the necessary requirements in order to supply a meal.
 - Funds generated went directly to the School Council account.
- 2021-2022 School Council Packages:
 - preparing for next year and getting information home to parents prior to next year.
 - School Council information will go home with new registration students so new incoming families could be involved and welcomed.

Looking forward to next year...

Now that we are coming out of our global pandemic, we are excited for what we can do next year. We've started our recruitment for 2022-23 school year. Everyone is welcome and we are grateful for any level of contribution. We are excited to build on our momentum from this year!!

Submitted by,

Shauna Aubin Chair
Lisa Achilles-Belanger, Principal

~Volunteers don't have the time, they have the heart~

New Prospect School
Year End Report
2021-2022

New Prospect School had their initial school council meeting on October 13, 2022. The council voted Karen Antoine as chair and Stephanie Laviolette/Mandy Montgomery as vice-chair(s). Our staff representative is Danis Lachapelle, the secretary is non-teaching staff representative Chelsie Schmidt and the student representative is Alex Toews.

We discussed the changes to our practice with regards to updated COVID protocols for the 2021-2022 school year which included; enhanced hand hygiene, daytime custodian, ill child protocol and NPS isolation room protocol (Mrs. Brunton reviewed the protocol created for this purpose), physical arrangement of classrooms, visitor and volunteer requirements, fire drills (by class rather than school), and extended student and staff absences due to self-isolation and waiting on testing results. It was shared that we have additional French Immersion staff to welcome to our school this year; Lauren Butts, Clayton Wilkinson and Rebecca Reid! We shared that our Terry Fox Walk Challenges raised \$3700 from pledges and teacher challenges. NPS had another high participation rate for our annual Hawk Trot-with Mrs. Schollie and Mrs. Brunton participated in the 3 km run as part of their Terry Fox staff challenge! NPS acknowledged Orange Shirt day, with every classroom focussing on learning about reconciliation in their own way. All students participated in wearing orange shirts on September 30th.

The council received the student nutrition report. We are offering a grab and go type of snack and breakfast program as well as a Nutrition on Weekends program. We focus on healthy and whole foods for all of our nutrition programs offered to students. We discussed how we were having a difficult time finding a milk provider since Loudon's increased their minimum order beyond our supply needs.

The council reviewed previous years top fundraisers and decided on the fundraising plan for this school year while considering restrictions due to COVID; Bothwell cheese, Little Caesars, and Colibri.

Our second school council meeting was held November 10, 2022. We reviewed the Board Improvement Equity Plan and the New Prospect School Improvement Plan. We discussed the ways the two plans demonstrate alignment and a focus on student

New Prospect School
Year End Report
2021-2022

achievement, equity and wellness. We discussed the professional learning opportunities our staff were involved in on the October PD day; which included Heggerty and Lexia training, an Equity session and school improvement planning as a school team. We discussed the priorities occurring in Pathways programming for our students, with Ministry funding being made available to promote experiential learning and trade promotion for Indigenous and female students. We discussed how New Prospect School works to incorporate experiential learning and STEM in rich, cross-curricular ways, such as our garden project. One of our parents suggested a connection to the Agri-grow contact to explore the possibility of getting standing hydroponic gardens for our school. We are happy to report that we will be receiving two hydro-ponic gardens for the upcoming school year!

Our third school council meeting occurred early in December and it was a planning meeting. We discussed the menu for our school wide Feast, decided on volunteers and created shopping lists.

Our fourth and final meeting was held in March. We discussed kindergarten promotion, the importance of securing high registration rates and we discussed how staffing is linked to our overall school enrollment. We shared our NPS kindergarten promotion video with the council. Mrs. Lachapelle shared how EQAO will look different for our grade 3 and grade 6 students this year; offered in an online format, more built in accommodations for all students, shorter testing sessions, and a larger window for the administration of the assessment.

We shared our school wide STEM report; kindergarten students designed and built bird feeders, groundhog houses, and snowman traps. Our junior classrooms designed bobsleds and held a bobsled competition to celebrate the Olympics. They designed and built Leprechaun traps, they described the planning and designing process for building the traps, and demonstrated how their traps worked. Intermediate students designed, built and tested thermoses, bridges, as well as flying machines/aircrafts, musical instruments, and hydraulic arms. The council enjoyed a video of the "Battle of the Bots" presented by our intermediate school council representative.

We reviewed our fundraising update for the school year:

Bothwell Cheese \$2440

New Prospect School
Year End Report
2021-2022

Little Caesars	\$1560
Colibri	\$410

Profits are for student extracurricular activities, STEM materials and the continued development of NPS garden and outdoor experiential learning. The council was thanked for a wonderful and productive year, working together to support our students at New Prospect School!



DRYDEN HIGH SCHOOL COUNCIL Year End Repot 2022

Executive: Doreen Armstrong-Ross, Chair
Sheri McMenemy, Vice-Chair
Christine McLeod, Secretary

Membership: Council meetings saw an average of 6-8 parent members attend, which is up significantly from previous years. DHS staff including Principal Hodgkinson, Michelle May, and Cynthia Seitz were in attendance. We also had special guests from the OPP and NWHU attend meetings.

Meetings: All meeting were held virtually this year. Four were held with a a couple extra to discuss PRO grant.

Priorities: 2021/2022 PRO Grant

- \$1000 has been awarded to DHS to support/educate parents re: current issues being experienced by students (mental health and addiction issues, eating disorders).
- Plan included purchasing resources to be provided to parents (books, traditional resources) that will help parents understand these issues, including how to talk to and support students; these resources will be available to all parents to use/return as they see fit.
- Council exec created a list of available resources with info about each and how/when they can be used, who they would best suit, perhaps include a survey for parents to complete regarding usefulness of resources/further info needed.
- School to assist by identifying students that may need support and provide the resources to parents; some classes may be addressing these things and can build off it (and engage parents in the process)

DAIRS (Dryden and Area Impaired Reduction Strategy) (Partnership with OPP and NWHU)

- DAIRS came to council looking to engage and support school efforts (to reconnect/regroup after COVID). Parent engagement is a priority. It was identified that it is an ongoing struggle to engage parents on these issues
 - <https://asklistenlearn.org/> – a great resourse for parents
 - Messaging from parents – feelings of guilt, overwhelmed with everything (especially with COVID)

Principal's update

- Important part of all meeitngs. Areas of discussion included:
- Facilities, COVID Protocols, Lockers, Lunch and Cafeteria, Construction, Sports & Extracurricular, Reporting and Quads, Graduation celebrations, Student enrollment projections 2022-23, Student Success, 4D Navigator, Student Success Team, Courses, Student Voice, and Issues.

Fundrasing: No Fundrasing took place.





Keewatin Public School Council

2021-2022 YEAR END REPORT

Parent Council

Shayla Smith, Chair

Sam Carlson, Co-chair

Jill Hager, Secretary

Sandie Carlson, Treasurer

Principal, Heather Mutch

Staff Representative,
Colleen Randell

Jaclyn Rankin, Member-at-Large

Parent council held four meetings throughout the year, with one cancelled in January due to the late start back from holidays, and one postponed twice due to illness and a late-season blizzard.

Attendance per meeting varied throughout the year, with 4-6 parents attending each meeting.

Increasing attendance and parent involvement will continue to be one of our goals next year. We look forward to a hopefully "normal" year and a return to in-person meetings and events.

EVENTS & ACTIVITIES

Hot Lunch Program

Brought back hot lunch on Wednesdays, catered by Gropp's. We applied for a subsidy from Copperfin Credit Union, and received \$3,000, allowing us to lower the price of each meal to \$2 and \$3. Further, \$0.50 from every meal sold went to help pay for swimming lessons.

Spirit Wear

We sold a variety of Keewatin Public School t-shirts, hats, and hoodies again this year, as it continues to be a popular item with our school community.

Halloween Donuts

We purchased 180 halloween themed donuts from Safeway, as well as enough milk for every student, and delivered them to each class as a treat for Halloween.

Christmas Open House

KPS Staff hosted an outdoor Christmas Open House in December. Parent council supplied snacks and hot drinks for all visitors.

Forest School Upgrades

Purchased a new classroom set of splashsuits for the Grade 1/2 class, and replacement suits (wear and tear) for the Kindergarten and Grade 1 classes. Most funds were raised through a promotion with our supplier (Bearheart Kids Boutique) and through generous donations from the KPDSB. We also purchased a class set of Kindergarten-sized snowshoes, which were paid for through the funds raised with our Christmas Basket Draw.

Year-End Classroom Activities

Parent council provided funds up to \$15 per student for each classroom to take their students out for year-end activities. Some of the classroom events included field trips to the movies, to the art centre and museum, and to the beach. After two years of missed year-end activities (due to the pandemic) we felt it was a good idea to ensure the students had a really fantastic end to the 2021-2022 school year.



Keewatin Public School Council

2021-2022 YEAR END REPORT

GRANTS

KLWCF Community Grant

Parent council received a \$4,000 grant from the Kenora & Lake of the Woods Community Foundation to support our swimming lessons.

Copperfin Credit Union

Parent council received \$3,000 from Copperfin Credit Union in order to subsidize our hot lunch program, making each meal more affordable (\$1.50 cheaper per meal).

FUNDRAISERS

Hot Lunch Program

\$0.50 from every meal sold went to support swimming lessons.

Photos in the Forest

Parent council decorated a small section of our forest with a holiday theme so families could have their photos taken "in the forest" before Christmas. One of our parents volunteered to take the photos, and we had about a dozen families participate/order photos.

Christmas Basket Raffle

With donations from local businesses we put together three Christmas baskets and raffled tickets to school members and family. Approximately \$900 was raised.

Luck of the Irish 50/50 Draw

After a three year hiatus we held our 50/50 draw again this spring. We sold nearly all of the 1,000 tickets we printed (those unsold were lost or missing) within days of printing. We raised approximately \$2,200. Plans will be revised for next year to a different draw format (three winners, tiered prizes) and with more tickets printed, as we sold out of these ones so quickly!

White Pine Seedlings

In partnership with the Lake of the Woods Stewardship Association we sold bundles of five white pine seedlings for \$5 each. We sold 75 bundles (375 seedlings) and made \$125.

Swimming Lessons

Through fundraising and grants, parent council was able to pay for all of our students to attend two-week swimming lessons with their class throughout the school year. This cost was approximately \$12,000.



Policy Section: **Trusteeship and the Board**

Policy Name: **Trustee Code of Conduct**

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BOARD JUNE 14, 2022

207

Purpose

A Trustee is an elected position which carries with it the understanding that the electorate will decide at election time its support for the effectiveness of a Trustee. At the same time, it is important to recognize the public trust and responsibility the collective body carries and that this trust and responsibility is honoured through determining and enforcing norms of behaviour.

A Code of Conduct Policy contributes to confidence in public education and respect for the integrity of Trustees in the community. It deals with acceptable and respectful behaviours.

The Board is guided by its Vision and Values as follows:

Vision:

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

Values:

- Students Come First
- Innovation in Classrooms
- Student Achievement & Mental Health
- High Standards
- Digital Citizenship
- Partnership
- Inclusiveness

Cross Reference
Municipal Elections Act
Education Act: 207.(1), (3)
Broader Public Sector Procurement Directive
Criminal Code, s.122
Statutory Powers Procedure Act

Policies

322, Code of Conduct
330, Character Development
503, Equity & Inclusive Education
701, Criminal Record Checks
706, Employee Code of Conduct
708, Respectful Working & Learning Environment
709, Workplace Harassment
715, Substance Use by Employees and Volunteers (Drug and Alcohol)
716, Use of Medical Cannabis
717, Accountability

Procedures

706, Employee Code of Conduct
717, Accountability

Date Adopted: 10/11/2020

Date Reviewed: 12/05/2022

Review By: 2026

Policy

The Trustees of the Keewatin-Patricia District School Board occupy positions of public trust and confidence. They are expected to discharge their duties and responsibilities in a professional and impartial manner. Their behaviours are guided by integrity, impartiality, independence, accountability, transparency, leadership, responsiveness, honesty, confidentiality, legality, and respect. As a result, every Trustee of the Board, including Student Trustees, shall uphold the letter and spirit of this Trustee Code of Conduct.

Trustees have clearly defined duties and powers. As a Board, Trustees are responsible for promoting student achievement and well-being, and for the effective stewardship of resources. These duties and powers are outlined in the Education Act. Trustees are elected to represent students, parents, and stakeholders on the Board. This relationship with the electorate is governed by the Municipal Elections Act and the Education Act.

This Code of Conduct is a covenant among the Trustees of the Board. It is intended to instruct and guide Trustees through the challenges of public office as they undertake their individual and joint responsibilities. It is meant to provide clarity regarding Trustees' conduct and the management of their relationships with the Board of Trustees, staff, students, parents, and stakeholders in public education. A Code of Conduct Policy contributes to confidence in public education and respect for the integrity of Trustees in the community.

Definitions

In this Trustee Code of Conduct, the following definitions apply:

"Bias" means and includes an inclination; bent, preconceived opinion; and a predisposition to decide a cause or an issue in a certain way, which does not leave the mind perfectly open to objectively treat all matters fairly and equally.

"Broder Public Sector Procurement Directive" or **"BPS Procurement Directive"** means the Broader Public Sector Procurement Directive issued by the Management Board of Cabinet, effective July 1, 2011, as same may be amended from time to time.

"Conflict of Interest" means and includes a situation which financial or other personal considerations have the potential to compromise, or bias, professional judgment and

objectivity. An apparent conflict of interest is one in which a reasonable person would think that the Trustee's judgment is likely to be compromised.

A conflict of interest may exist when the decisions and/or actions of Trustees, during the course of exercising their duties, are affected by, or perceived by, another party or person to be affected by the Trustee's personal, financial, or business interests, or the personal, financial, or business interests of a relative, friend, and/or business associate of the Trustee.

"Economic, Financial, or Commercial Advantage" means the receipt, or expectation of receipt, of anything of value by either a Trustee of the Board, or a relative, friend, and/or business associate of the Trustee, resulting from a personal relationship.

"Favour" means any act on the part of a Supplier for the benefit of a Trustee, or a relative, friend, and/or business associate of the Trustee, which may be perceived as having been made with a view to influencing process.

"Mitigating Action" means and includes an action to avoid, minimize, reduce, eliminate, or rectify a conflict of interest.

"Preferential Treatment" includes unfairly affording opportunities to one or more Suppliers at the expense of all other Suppliers that are eligible to participate in the opportunities.

"Supplier" includes any person or organization that based on an assessment of that person's or organization's financial, technical, and commercial capacity is capable of fulfilling the requirements of the Board's procurement of goods and/or services.

"Supply Chain Activities" means and includes all activities directly or indirectly related to the Board's planning, sourcing, procurement, moving, and payment processes. Budgeting, planning, and requesting, as well as the approval and processing of the acquisition for goods and services are all Supply Chain Activities.

"Trustee" means a Trustee of the Keewatin-Patricia District School Board.

Code of Conduct

1. Respect for Confidentiality

A Trustee shall:

- a) Keep confidential any information disclosed or discussed at a meeting of the Board or committee of the Board, or part of a meeting of the Board, that was closed to the public (private session), and keep confidential the substance of deliberations of a meeting closed to the public (private session), unless required to divulge such information by law or authorized by the Board to do so;
- b) Not use confidential information for either personal gain or to the detriment of the Board, a fellow Trustee, a staff person, a student or a student's family, community members, or partners;
- c) Not divulge confidential information, including personal information about an identifiable individual or information subject to solicitor-client privilege that a Trustee becomes aware of because of their position, except when required by law or authorized by the Board to do so; and
- d) Accept that the duty of confidentiality with respect to private and confidential financial business and/or commercial information, personnel information, student information, and legal matters and opinions, survives their term as Trustee.

2. Compliance with Legislation

A Trustee shall:

- a) Ensure that student success and well-being are considered foremost;
- b) Fulfill their duties in accordance with the Education Act and any regulations, directives, or guidelines thereunder; and comply with the Municipal Freedom of Information and Protection of Privacy Act, and any other relevant legislation, such as but not limited to the Broader Public Sector Procurement Directive;

- c) Ensure Board resources are not used for personal gain, for themselves, relatives, friends, and/or business associates. Trustees recognize that such use of Board resources, directly or indirectly, for their personal benefit may constitute a criminal breach of trust contrary to s.122 of the Criminal Code (Canada);
- d) Accept that authority rests with the Board, and that Trustees have no authority other than that exercised as or delegated through the Chair of the Board;
- e) Respect and understand the roles and duties of the individual Trustees, Board of Trustees, the Director of Education, and the Chair of the Board;
- f) Entrust the day to day management of the Board to its staff through the Board's Director of Education; and
- g) Uphold the letter and spirit of this Code of Conduct.

3. Integrity and Dignity of Office and Civil Behaviour

A Trustee shall:

- a) Fulfill their duties loyally, faithfully, impartially, and in a manner that will inspire the public confidence in the abilities and integrity of the Board;
- b) Recognize that the expenditure of school board funds is a public trust, and endeavor to ensure that the funds are expended efficiently, in the best interest of the students;
- c) Act with decorum and respect the differing points of view of other Trustees, staff, students, and all other stakeholders;
- d) Represent all constituents (with or without children in our school system) at the Board table;
- e) Respectfully explain a minority position in context of a decision;
- f) Respect the rights of individual Trustees while honouring the will of the majority;

- g) Express individual opinions on issues under consideration, refraining from personal, demeaning, or disparaging comments;
- h) Render all decisions based on available facts and independent judgment;
- i) Carefully review all materials provided with agenda packages to prepare for attending and participating in meetings of the Board or committees of the Board;
- j) Participate in Trustee development opportunities to enhance their ability to fulfill their obligations as a Trustee; and
- k) Not advance allegations of misconduct and/or a breach of this Code of Conduct that are trivial, frivolous, vexatious, made in bad faith, or vindictive in nature against another Trustee of the Board.

4. Upholding Decisions

A Trustee shall:

- a) Accept that authority rests with the Board, and that Trustees have no authority other than that exercised as or delegated through the Board;
- b) Uphold the implementations of any Board resolution after it is passed by the Board;
- c) Be prepared to explain the rationale for any decision passed by the Board. A Trustee may respectfully state their position on a resolution, provided it does not in any way undermine the implementation of the resolution;
- d) Comply with Board policies, procedures, By-laws, and Rules of Order;
- e) Accept the Chair of the Board as spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall speak on behalf of the Board unless expressly authorized by the Chair of the Board to do so; and
- f) Monitor the decisions and direction of the board in accordance with the Education Act and applicable law.

5. Conflict of Interest

A Trustee shall:

- a) In all situations where a Trustee or their spouse, child, or parent has a pecuniary interest in a matter before the Board, declare a conflict of interest, disclose the general nature of the interest, and abstain from discussions and voting with respect to that issue. Where such conflict of interest arises during an in-camera session of the Board, the Trustee must absent themselves from the room during discussion and deliberation of the issue for which they have a conflict;
- b) Avoid conflicts of interest as defined by this Code of Conduct, as well as the Broader Public Sector Procurement Directive;
- c) If involved in Supply Chain Activities, declare actual or potential conflicts of interest. Where a conflict arises, it is to be evaluated and an appropriate mitigating action is to be taken;
- d) Be responsible and accountable for exercising good judgment and avoiding situations that might present a conflict of interest or the appearance of a conflict of interest. Where a conflict of interest might exist, each Trustee has an affirmative duty to disclose such conflict when it becomes apparent;
- e) Not use their position, authority, or influence for personal, financial, or material gain or personal business purposes or for the personal, financial, or material gain or business purposes of a relative, friend, and/or business associate. A Trustee shall not use their office to advance the Trustee's interests or interests of any family member, or person, or organization with whom or with which, the Trustee is related or associated;
- f) Not use their position to obtain employment within the Board for the Trustee, or a family member; and
- g) Not accept a gift from any person or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the Trustee when performing their duties of the Board.

Enforcement of Code of Conduct

1. Identifying a Breach of the Code

A Trustee who has reasonable grounds to believe that a Trustee of the Board has breached the Board's Code of Conduct may bring the alleged breach to the attention of the Board through the Chair or Vice-Chair of the Board. The Code of Conduct applies equally to the Chair and Vice-Chair of the Board. In the case of an allegation of a breach of Code of Conduct by the Chair, wherever a process requires action by the Chair, it shall be modified to read the Vice-Chair or alternate.

Any allegation of a breach of the Code must be brought to the attention of the Chair or Vice-Chair of the Board no later than six (6) weeks after the breach comes to the knowledge of the Trustee reporting the breach. Notwithstanding the foregoing, in no circumstance shall an inquiry into a breach of the Code be undertaken after the expiration of six (6) months from the time the contravention is alleged to have occurred.

Any allegation of a breach of the Code of Conduct shall be investigated following the Informal or Formal Complain Procedures below, as the case may be.

It is expected that wherever possible, allegations of a breach of the Code of Conduct by a Trustee shall be investigated following the Informal Complaint Procedure. It is recognized that from time to time a contravention of the Code may occur that is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting a Trustee to a breach of the Code is to assist the Trustee in understanding their obligations under the Code. Only serious and/or reoccurring breaches of the Code by a Trustee should be investigated following the Formal Complaint Procedure.

2. Chair/Presiding Officer (Decision Point – Chair or Committee of the Board)

The Code of Conduct applies equally to the Chair of the Board. In the case of an allegation of a breach of the Code by the Chair, wherever a process requires action by the Chair, it shall be modified to reach the Vice-Chair of the Board.

Each year, two (2) alternate Trustees shall be chosen by the Board to be used when the circumstances warrant that one, or both, Trustees are needed in place of the

Chair and/or Vice-Chair of the Board to carry out any of the duties required under this Code of Conduct and Enforcement. In no circumstances shall the Trustee who brought the complaint of a breach of the Code of Conduct be involved in conducting any Formal inquiry into the complaint, nor shall the Trustee who is the respondent.

Nothing in this Code prevents the Chair or Presiding Officer of any meeting of the Board or committee of the Board, from exercising their power pursuant to s.207(3) of the Education Act to expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting. For greater certainty, this may be done at the sole discretion of the Chair or Presiding Officer, as the case may be, and without the necessity of a complaint or conducting an inquiry before an expulsion or exclusion from a meeting. The rationale for this provision is that a Chair or Presiding Officer must have the ability to control a meeting. Any Trustee who does not abide by a reasonable expulsion or exclusion from a meeting is deemed to have breached this Code.

The Chair of the Board or Presiding Officer of any meeting of the Board or committee of the Board shall exercise their powers in a fair and impartial manner having due regard for every Trustees' opinion or views.

The Chair of the Board or Presiding Officer shall follow the special Rules of Order of the Board and/or the adopted Rules of Order and meeting procedures contained in a Policy or By-law of the Board. A breach of a Rule of Order should be dealt with at the meeting in a question by a Trustee rising to a point of order or appealing a ruling of the Chair in accordance with any applicable Rule of Order. Once such a motion is dealt with by the Board of Trustees, all Trustees shall abide by that decision and no further action shall be undertaken pursuant to the Enforcement of the Code of Conduct, except for persistent improper use of the applicable Rules of Order by the Chair or Presiding Officer.

3. Informal Complaint Procedure

The Chair of the Board, following discussion with Executive, or at the request of a Trustee of the Board (without necessity of providing a formal written complaint) who alleges a breach of the Code has occurred, may meet informally with a Trustee of the Board who is alleged to have breached the Code, to discuss the breach. The purpose of the meeting is to bring the allegation of the breach to the attention of the Trustee

and to discuss remedial measures to correct the offending behaviour. The Informal Complaint Procedure is conducted in private.

The remedial measures may include, for example, a warning, an apology, and/or the requirement of the Trustee to engage in the successful completion of professional development training such as that offered by the Ontario Education Services Corporation Professional Development Program for School Board Trustees. If the Chair of the Board and the Trustee alleged to have breached this Code cannot agree on a remedy, then a formal complaint may be brought against the Trustee alleged to have breached this Code, and that complaint will be dealt with in accordance with the Formal Complaint Procedure below.

4. Formal Complaint Procedure

A Trustee who has reasonable grounds to believe that another Trustee of the Board has breached the Board's Code of Conduct, may bring the breach to the attention of the Board by first providing to the Chair of the Board a written signed complaint setting out the following:

- a) The name of the Trustee who is alleged to have breached the Code;
- b) The alleged breach or breaches of the Code;
- c) Information as to when the breach came to the Trustee's attention;
- d) The grounds for the belief by the Trustee that a breach of the Code has occurred;
and
- e) The names and contact information of any witnesses to the breach, or any other persons who have relevant information, regarding the alleged breach. Except as provided below, if a written complaint is filed with the Chair of the Board, then a formal inquiry shall be undertaken, unless the complainant subsequently withdraws the complaint or agrees that the complaint may be dealt with in accordance with the Informal Complaint Procedure.

In an election year for Trustees, a Code of Conduct Complaint respecting a Trustee who is seeking re-election shall not be brought during the period commencing two (2)

months prior to election day and ending after the first Board meeting after the new term of office of the Board commences, unless the claim is in the public interest. If the Trustee accused of a breach of the Code is not re-elected, no inquiry by the Board into the alleged breach of the Code by that Trustee shall be undertaken. The limitation period for bringing a complaint shall be extended as necessary.

The Chair of the Board shall provide to all Trustees of the Board, a confidential copy of the complaint within ten (10) days of receiving it. The complaint, any response to the complaint, and the investigation of the complaint shall be confidential until it is before the Board of Trustees for a decision as to whether or not the Trustee has breached this Code.

5. Refusal to Conduct a Formal Inquiry

If the Executive Committee of the Board are of the opinion that the complaint is out of time, trivial, frivolous, vexatious, or not made in good faith, or that there are no grounds or insufficient grounds for a formal inquiry, they shall prepare a confidential report to all the Trustees of the Board stating their opinion and the rationale for it. The Trustee who is alleged to have breached the Code of Conduct shall not vote on the resolution. If the opinion is adopted by the Board of Trustees, a formal inquiry shall not be conducted.

If an allegation of a breach of the Code of Conduct on its face is with respect to the non-compliance with a more specific Board Policy with a separate complaint procedure, the allegation shall be processed under that procedure.

If a complaint is deemed to be frivolous or vexatious, the Trustee who brought the complaint is subject to sanctions outlined in section 9 of this policy.

6. Steps of Formal Inquiry

If a formal inquiry of an allegation of a breach of the Code of Conduct is undertaken, it shall be done by the Executive Committee of the Board, if appropriate, or any three (3) of the Chair, Vice-Chair, and the alternate Trustee(s), or by an outside consultant chosen by the Executive Committee of the Board.

Regardless of who undertakes the formal inquiry, the following steps shall be followed:

- a) The Statutory Powers Procedure Act does not apply to anything done regarding the Enforcement of this Code of Conduct. No formal trial-type hearing will be conducted.
- b) Procedural fairness shall govern the formal inquiry. The formal inquiry will be conducted in private.
- c) The formal inquiry may involve both written and oral statements by any witnesses, the Trustee bringing the complaint, and the Trustee who is alleged to have breached the Code of Conduct.
- d) The Trustee who is alleged to have breached the Code of Conduct shall have an opportunity to respond to the allegations both in a private meeting with the person(s) undertaking the formal inquiry and in writing.
- e) It is expected that the formal inquiry will be conducted within ninety (90) calendar days of the receipt of the written response to the complaint. If a longer period of time is required to complete the inquiry, the reason for the extension shall be explained in the final report to the Board. The Trustee who is alleged to have breached the Code of Conduct shall provide a written response to the allegations within ten (10) days of receiving the written allegation, or such extended period of the time as the investigators deem appropriate in the circumstance.
- f) If the Trustee who is alleged to have breached the Code of Conduct refuses to participate in the formal inquiry, the formal inquiry will continue in their absence.
- g) The final report shall outline the finding of facts and a recommendation or opinion as to whether the Code of Conduct has been breached.
- h) If the Executive Committee of the Board, when conducting the formal inquiry, cannot agree on the final findings of facts, it shall be referred to an outside investigator to complete the formal inquiry.

7. Suspension of Formal Inquiry

If the investigators, when conducting the formal inquiry, discover that the subject matter of the formal inquiry is being investigated by police, that a charge has been

laid, or is being dealt with in accordance with a procedure established under another Act, the formal inquiry shall be suspended until the police investigation, charge, or matter under another Act has been finally disposed of. This shall be reported to the rest of the Board of Trustees.

8. Decision

The final report shall be delivered to the Board of Trustees, and a decision by the Board of Trustees as to whether or not the Code of Conduct has been breached and the sanction, if any, for the breach shall be made as soon as practical after receipt of the final report by the Board.

Trustees shall consider only the findings in the final report when voting on the decision and sanction. No Trustee shall undertake their own investigation of the matter.

If the Board of Trustees determine that there has been no breach of the Code of Conduct, or that a contravention occurred although the Trustee took all reasonable measures to prevent it, or that a contravention occurred that was trivial, or committed through inadvertence, or an error of judgement made in good faith, no sanction shall be imposed.

The determination of a breach of the Code of Conduct and the imposition of a sanction with respect to a complaint investigated in accordance with the Formal Complaint Procedure must be done by resolution of the Board at a meeting of the Board, and the vote on the resolution shall be open to the public. The resolutions shall be recorded in the minutes of the meeting. The reasons for the decision shall be recorded in the minutes of the meeting. Both resolutions shall be decided by a majority of the Trustees of the Board present and voting.

Despite s.207(1) of the Education Act, the part of the meeting of the Board during which a breach, or alleged breach, of the Board's Code of Conduct is considered may be closed to the public when the breach, or alleged breach, involves any of the matters described in clauses 207(2) (a) to (e), being:

- a) The security of the property of the Board;

- b) The disclosure of intimate, personal, or financial information in respect of a member of the Board or committee, an employee or prospective employee of the Board, or a pupil or their parent(s) or guardian(s);
- c) The acquisition or disposal of a school site;
- d) Decisions in respect of negotiations with employees of the Board; or
- e) Litigation affecting the Board.

The Trustee who is alleged to have breached the Code of Conduct shall not vote on a resolution to determine whether or not there is a breach or the imposition of a sanction. The Trustee who brought the complaint to the attention of the Board may not vote on those resolutions.

The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above, but shall not participate in the deliberations, and shall not be required to answer any questions at that meeting.

The Trustee who is alleged to have breached the Code of Conduct shall not in any way, after the final report is completed, influence the vote on the decision of breach or sanction, except as permitted below after these decisions have been made.

9. Sanctions

If the Board determines that the Trustee has breached the Board's Code of Conduct the Board may impose one or more of the following sanctions:

- a) Censure of the Trustee;
- b) Barring the Trustee from attending all, or part of, a meeting of the Board or a meeting of the committee of the Board. Where a Trustee is appointed to represent the interests of Indigenous students, consideration of the role of First Nation's Trustee when imposing any sanction for a breach of the Code of Conduct should be considered, including items to be considered at meetings of the Board; and/or

- c) Barring the member from sitting on one or more committees of the Board, for the period of time specified by the Board. Where a Trustee who is appointed to represent the interests of Indigenous students, the Trustee shall not be barred from attending IEAC meetings, except under exceptional circumstances.

The Board shall not impose a sanction which is more onerous than the above but may impose one that is less onerous such as a warning or requirement that the Trustee successfully complete specified professional development courses at the expense of the Board. The Board has no power to declare a Trustee's seat vacant.

A Trustee who is barred from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that relate to that meeting or that part of the meeting and that are not available to members of the public.

The imposition of a sanction barring a Trustee from attending all or part of a meeting of the Board shall be deemed to be authorization for the Trustee to be absent from the meeting and therefore, not in violation of the Education Act regarding absences from meetings.

10. Reconsideration

If the Board determines that a Trustee has breached the Board's Code of Conduct, the Board shall:

- a) Give the Trustee written notice of the determination, the reasons for the decision, and any sanction imposed by the Board;
- b) The notice shall inform the Trustee that they may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least fourteen (14) days after the notice is received by the Trustee; and
- c) Consider any submissions made by the Trustee and shall confirm or revoke the determination or sanction within fourteen (14) days after the submissions are received.

If the Board revokes a determination, any sanction imposed by the Board is revoked.

If the Board confirms a determination, the Board shall, within the fourteen (14) days above, confirm, vary, or revoke the sanction.

If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination was made.

The Board decisions to confirm or revoke a determination or confirm, vary, or revoke a sanction shall be done by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public. Both resolutions shall be decided by a vote of at least two thirds (2/3) of the Trustees present and voting. The resolutions shall be recoded in the minutes of the meeting, together with the reasons for confirming or revoking a determination. The Board shall provide to the Trustee, alleged to have breached the Code of Conduct, written notice of the decision to confirm or revoke the determination together with reasons for the decision and written notice of any decision to confirm, vary, or revoke a sanction. The Trustee alleged to have breached the Code of Conduct shall not vote on those resolutions. The Trustee who brought the complaint may not vote.

The Trustee who is alleged to have breached the Code of Conduct may be present during the deliberations regarding the above, but may not participate in the deliberations, and shall not be required to answer any questions at that meeting.

If appropriate, the original sanction may be stayed pending the consideration by the Board of the determination or sanction.

Director of Education

The Director of Education shall provide Trustees with a copy of this code, and copies of the documents referred to herein and upon which it relies, in a timely fashion so that they may be read and understood prior to signing this document.

The Director of Education shall ensure that each Trustee signs this document when being sworn into office.

The Director of Education shall ensure an opportunity for training on this Code of Conduct is provided for Trustees near the beginning of each Trustee's term of office.



Policy Section: **Trusteeship and the Board**

Policy Name: **Trustee Code of Conduct**

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BOARD JUNE 14, 2022

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Acknowledgement and Undertaking

As a Trustee of the Board, I shall uphold this Code of Conduct.

I confirm that I have read, understand, and agree to abide by the Board's Code of Conduct, Policies, and By-Laws and the Enforcement Procedures.

Date: _____

Signature: _____

Please Print Name: _____

Witness Signature: _____

Please Print Witness Name: _____

Analysis of 2022-23 Estimates

Respectfully submitted by:
Richard Findlay, Superintendent of Business
Natalie Pearson, Finance Manager

Introduction

All dollar amounts referenced are in thousands (000) of Canadian dollars unless otherwise noted.

The budgeting process starts with enrolment projections, which are the primary driver of our funding. The senior leadership team then determines how the funds will be allocated based on student achievement needs and alignment to the board's goals identified in the Strategic Plan.

The 2022-23 Estimates resulted in a balanced budget for Ministry of Education compliance purposes. Since we have a balanced compliance budget, we do not require Ministry approval prior to Board approval.

The 22-23 Estimates also show an in-year deficit of \$647 on a Public Sector Accounting Board (PSAB) basis. The difference between PSAB deficit and the Compliance balanced budget is due to a negative adjustment for amortization of committed capital projects.

Table 1 in *APPENDIX A* shows the calculation of the PSAB and Compliance surplus (deficit) for the 22-23 Estimates, the 21-22 Revised Estimates, and the 20-21 Actuals.

Revenues

Total revenues for 22-23 are projected to increase by \$2.6 Million (2.5%) compared to the 21-22 Revised Estimates. **Table 2** in *APPENDIX A* provides a breakdown by revenue category.

Grants for Student Needs (GSN) funding increased by \$4 million (5.9%) over the 21-22 Revised Estimates. Most of the increase was due to increased enrolment and an increase of 2.7% in average per-pupil funding. There was also an additional \$1.1 million in Covid-19 funding for temporary additional staffing to support learning recovery and maintaining enhanced cleaning standards. We have flexibility in how we use these funds based on local needs but cannot use them for Covid-19 supplies. For 22-23 this funding has been allocated as follows:

Temporary Custodians (16.38 FTE)	\$789
Supply Teachers	243
Long Term Occ Teachers (Virtual: 2 x 0.5 FTE)	117
Total	<u>\$1,149</u>

Other Provincial Grants includes Priority and Partnerships Fund (PPF) funding. This is additional funding outside the GSN for targeted investments to directly support students in the classroom with accountable, time-limited funding. For 22-23, the Ministry has already announced PPFs totaling almost \$2.5 million to promote learning recovery, positive mental health, and the growth and development of our KPDSB students, including:

Rapid Response Northern Schools Team	\$800
Math Strategy	446
Tutoring Supports	370
Indigenous Grad Coach	346
First Nation School Supports Program	210
Special Education Needs in Math & Summer Learning	195
Other Supports	<u>88</u>
Total	<u>\$2,455</u>

Federal Grants and Fees have increased by 1.8% based on the Average Daily Enrolment (ADE) of Other Pupils of the Board (OPB) projected for 22-23. Most of this revenue is generated by tuition-paying students from First Nation communities that attend schools in our district.

Other Fees and Revenues includes amounts from the Dryden Training Centre and reimbursements for staff Secondments to other organizations.

Deferred Capital Contribution is the amount taken into revenue to cover supported amortization on capital expenditures. This is how we expense the amortization of our assets over time. The cash to purchase the assets has already been flowed to the board by the Ministry of Education.

Operating Expenses

Total operating expenses are projected at \$105.5 million in 22-23, an increase of \$2.7 million (2.6%) from 21-22 Revised Estimates. **Table 3A** in APPENDIX A provides a breakdown by expense “function”.

Administration expenditures are up \$128 (2.4%). Most of this is due to an increase in administrative staffing to address needs and succession planning.

Transportation costs are up \$1 million (16.6%) due to increased contract costs with bus operators for home to school transportation.

Pupil Accommodation is up \$1.4 million (8.4%) due to an increase in amortization expenses on building additions and capital improvements.

Table 3B in APPENDIX A shows that breakdown of operating expenses by “object”.

Salaries and Benefits are up by \$1.6 million (2.1%), mostly due to an increase in instructional staff (\$1.2 million) and administrative staff to address needs and succession planning (\$300).

Amortization of Capital Assets increased by \$1 million (14.1%) due to an increase in capital improvements and capital assets.

Rental, Fees, and Contract expenditures are up \$577 (6.3%), mostly due to the increase in contracts with bus operators for home to school transportation for students.

Other Expenses decreased by \$394 (28.7%) because we are no longer allowed to budget for Covid-19 supplies. In 21-22 we spent just over \$400 on Covid-19 supplies for Transportation (\$334) and School Operations (\$100).

Capital Expenditures

Major capital expenditures for 22-23 include the deficiency rectification at Sioux North High School (\$2.7 million) and the HVAC upgrades at New Prospect PS (\$2.5 Million). Beaver Brae also has capital projects worth about \$3.2 million to address accessibility issues, roof replacement, and civil drainage. Child Care planning at both Ignace and Lillian Berg schools (\$1.7 million) are also include in the budget. See **Table 4** in APPENDIX A for a complete list of the planned capital expenditures for 22-23.

Enrolment

The Board's Average Daily Enrolment (ADE) projection for 22-23 is 4,651.75 students. See **Tables 5, 6, and 7** in APPENDIX A for projected ADE breakdowns and head counts by school and by grade.

Elementary enrolment will remain stable with a projected decrease of 18.5 students (a change of less than 1%). Open Roads PS will see the biggest enrolment decline (56 students, or 13.4%).

Secondary ADE will increase by 89.5 (5.3%) students compared to 21-22. Red Lake DHS will see an increase of thirty students (14.6%) due to a large incoming Grade 9 cohort.

Staffing

Table 8 in APPENDIX A shows an overall staffing increase of 17.4 FTE positions compared to the 21-22 Revised Estimates. Most staffing increases are in the classroom and schools. Overall, 72% of all expenditures are related to staff salaries and benefits.

Secondary teachers increased by 7.3 FTE (5.3%) and Education Assistants increased by 7.0 FTE (5%) over 21-22 Revised Estimates. The increase in the Secondary panel reflects the increased enrolment projected for 22-23. The increase in Education Assistants is due to additional positions created through *Jordan's Principle* funding.

The *Coordinators-Tchrs&P/VP* line includes an Itinerant Trades Teacher, *Rapid Response Northern Support Team* members, and central Special Assignment Teachers (SATs).

Custodial/Maint-Schools remained stable. We will continue to backfill daytime custodians in 22-23 with temporary custodial staff for the evening shift. This will allow for enhanced cleaning protocols in all our schools during the day to help ensure the safety of our students and staff for the duration of the pandemic.

The *Other* line includes recoverable salary positions for Secondments (2.0 FTE), the Dryden Training Centre Events Coordinator position (1.0 FTE), and Bargaining Unit representatives (3.3 FTE).

Budget Risks

There are a variety of risks that could cause the Board to fail to achieve the results projected in the approved budget. The risks are similar each year. A summary of these risks and our strategies to mitigate these risks is in **Table 9** in APPENDIX A.

APPENDIX A**Table 1****Summary Statement of Operations**

	2022-23	2022-23	2021-22	2021-22	2020-21	2020-21
	Estimates	Estimates	RevEstimates	RevEstimates	Actuals	Actuals
	PSAB	Compliance	PSAB	Compliance	PSAB	Compliance
Total Revenue	104,813	104,223	102,207	100,644	102,830	102,266
Total Expenses	105,460	104,223	102,804	100,644	98,483	98,588
Annual Surplus (Deficit)	(647)	-	(596)	-	4,347	3,678
Opening Accum Surplus	27,531	23,615	28,610	24,754	31,025	28,518
Ending Accum Surplus	26,884	23,615	28,013	24,754	35,372	32,196

Table 2**Consolidated Revenues**

				2022-23 Est	2022-23 Est
				to 2021-22	to 2021-22
	2022-23	2021-22	2020-21	RevEstimates	RevEstimates
Revenue	Estimates	RevEstimates	Actuals	\$	%
Grants for Student Needs	71,878	67,857	67,750	4,021	5.9%
Other Provincial Grants	2,698	4,249	5,876	(1,551)	-36.5%
Local Taxation	13,906	13,906	14,055	-	0.0%
School Generated Funds	590	1,563	565	(973)	-62.3%
Federal Grants and Fees	7,043	6,917	6,476	127	1.8%
Investment Income	-	-	10	-	
Other School Bds' Revenue	160	248	13	(88)	-35.6%
Other Fees and Revenues	1,361	1,265	1,722	96	7.6%
Deferred Capital Contrib'n	7,177	6,202	6,364	975	15.7%
TOTAL REVENUE	104,813	102,207	102,830	2,605	2.5%

Table 3A**Operating Expenses by Function**

				2022-23 Est	2022-23 Est
				to 2021-22	to 2021-22
	2022-23	2021-22	2020-21	RevEstimates	RevEstimates
Expenses	Estimates	RevEstimates	Actuals	\$	%
Instruction	72,537	71,495	69,364	1,042	1.5%
Administration	5,542	5,414	5,282	128	2.4%
Transportation	7,117	6,105	4,748	1,013	16.6%
Pupil Accommodation	18,455	17,023	16,642	1,431	8.4%
School Generated Funds	590	1,563	694	(973)	-62.3%
Other Expenses	1,219	1,203	1,754	16	1.3%
TOTAL EXPENSES	105,460	102,804	98,483	2,656	2.6%

Table 3B
Operating Expenses by Object

				2022-23 Est to 2021-22 RevEstimates	2022-23 Est to 2021-22 RevEstimates
	2022-23 Estimates	2021-22 RevEstimates	2020-21 Actuals	\$	%
Expenses					
Salaries & Benefits	75,693	74,128	72,458	1,565	2.1%
ProfDev, Supplies, Services	9,983	10,033	8,477	(50)	-0.5%
Amort'n of Capital Assets	8,505	7,456	7,586	1,049	14.1%
Interest Charges on Capital	625	716	825	(90)	-12.6%
Rental, Fees, Contracts	9,673	9,096	7,229	577	6.3%
Other Expenses	980	1,374	1,909	(394)	-28.7%
TOTAL EXPENSES	105,460	102,804	98,483	2,656	2.6%

Table 4
Capital Expenditures

School	Description	Amount	Funding Source
Sioux North HS	Deficiency Completion	2,713	SNHS Surplus / Board Surplus
New Prospect	HVAC	2,500	School Condition Improvement (SCI)
Beaver Brae	Accessibility	2,000	School Condition Improvement (SCI)
Beaver Brae	Roofing Replacement	1,000	School Condition Improvement (SCI)
Red Lake DHS	Civil Drainage & Accessibility	965	School Renewal
Ignace	Child Care Planning	909	Child Care Capital Grant
Lillian Berg	Child Care Planning	856	Child Care Capital Grant
Dryden RTCC	Roofing Replacement	600	School Condition Improvement (SCI)
Ear Falls PS	Major Renewal Project - Landscaping	500	School Condition Improvement (SCI)
System	Automatic flushing elementary schools	500	School Condition Improvement (SCI)
Crolancia SS	Energy Efficiency - Backup Utilities	310	Crolancia Surplus
Sioux Narrows	Roof Replacement	250	School Condition Improvement (SCI)
Dryden HS	M&E Commissioning	250	School Condition Improvement (SCI)
Beaver Brae	Civil Drainage & Accessibility	222	School Condition Improvement (SCI)
Red Lake-Madsen	Civil Drainage & Accessibility	215	School Condition Improvement (SCI)
Total		13,790	

Table 5
Enrolment Summary

				2022-23 Est to 2021-22	2022-23 Est to 2021-22
	2022-23	2021-22	2020-21	RevEstimates	RevEstimates
Avg Daily Enrolment	Estimates	RevEstimates	Actuals	#	%
Elementary	2,860.00	2,878.50	2,794.75	-18.50	-0.6%
Secondary	1,791.75	1,702.27	1,688.02	89.48	5.3%
TOTAL	4,651.75	4,580.77	4,482.77	70.98	1.5%

Table 6
Projected ADE by School

				2022-23 Est to 2021-22	2022-23 Est to 2021-22
	2022-23	2021-22	2020-21	RevEstimates	RevEstimates
School	Estimates	RevEstimates	Actuals	#	%
Beaver Brae Elem	238.00	232.00		6.00	2.6%
Crolancia Elem	65.00	65.00		-	0.0%
Ear Falls	97.00	97.00		-	0.0%
Evergreen	129.00	130.00		(1.00)	-0.8%
Golden Learning Ctr	185.00	187.00		(2.00)	-1.1%
Ignace	106.00	101.00		5.00	5.0%
Keewatin	151.00	139.00		12.00	8.6%
King George VI	255.00	265.00		(10.00)	-3.8%
Lillian Berg	79.00	83.00		(4.00)	-4.8%
New Prospect	299.00	284.00		15.00	5.3%
Open Roads	362.00	418.00		(56.00)	-13.4%
Red Lake - Madsen	167.00	157.50		9.50	6.0%
Savant Lake	7.00	7.00		-	0.0%
Sioux Mountain	321.00	324.00		(3.00)	-0.9%
Sioux Narrows	48.00	43.00		5.00	11.6%
Upsala	11.00	11.00		-	0.0%
Valleyview	340.00	335.00		5.00	1.5%
Elementary Total	2,860.00	2,878.50	-	(18.50)	-0.6%
Beaver Brae SS	460.50	441.00		19.50	4.4%
Crolancia HS	22.25	20.13		2.12	10.5%
Dryden HS	544.50	523.64		20.86	4.0%
Ignace HS	53.00	51.50		1.50	2.9%
Red Lake DHS	235.00	205.00		30.00	14.6%
Sioux North HS	476.50	461.00		15.50	3.4%
Secondary Total	1,791.75	1,702.27	-	89.48	5.3%
Board total	4,651.75	4,580.77	-	70.98	1.5%

Table 7
Projected October 2022 Head Count by School by Grade

Elementary											
School/Grade	JK	K	1	2	3	4	5	6	7	8	Total
Beaver Brae									111	127	238
Crolancia	3	9	6	3	10	8	8	5	8	5	65
Ear Falls	9	11	11	11	7	10	9	5	9	15	97
Evergreen	12	7	16	15	16	19	24	20			129
GLC	20	18	20	18	18	13	22	23	14	19	185
Ignace	12	11	6	11	11	11	10	16	11	7	106
Keewatin	20	20	18	29	16	21	18	9			151
King George VI	35	37	29	38	31	26	32	27			255
Lillian Berg	5	7	5	9	12	11	4	10	7	9	79
New Prospect	30	32	32	34	30	36	29	23	31	22	299
Open Roads	30	29	35	31	34	35	34	40	43	51	362
Red Lake-Madsen	12	18	21	20	15	15	19	12	21	14	167
Savant Lake	1	-	1	1	2	-	1	-	1	-	7
Sioux Mountain	30	33	27	30	30	30	42	34	40	25	321
Sioux Narrows	7	6	12	8	5	3	4	3			48
Upsala	-	1	2	-	-	2	-	1	3	2	11
Valleyview	42	46	46	39	39	41	44	43			340
ELEM TOTAL	268	285	287	297	276	281	300	271	299	296	2,860
Secondary											
School/Grade	9	10	11	12	Total						
Beaver Brae SS	103	123	108	157	491						
Crolancia	5	7	5	7	24						
Dryden HS	135	140	112	179	566						
Ignace HS	15	14	13	11	53						
Red Lake DHS	68	47	61	66	242						
Sioux North HS	100	110	111	171	492						
SEC TOTAL	435	451	421	603	1,868						

Table 8
Staffing

				2022-23 Est	2022-23 Est
				to 2021-22	to 2021-22
	2022-23	2021-22	2020-21	RevEstimates	RevEstimates
EFIS Appendix H October 31	Estimates	Rev Estimates	Actuals	FTE	%
Classroom Teachers-Elem	210.7	215.9	225.2	(5.2)	-2.4%
Classroom Teachers-Sec	144.7	137.4	144.7	7.3	5.3%
Teacher Assistants	147.5	140.5	136.5	7.0	5.0%
Early Childhood Educators	21.0	22.0	24.0	(1.0)	-4.5%
Prof/Para-prof/Technicians	38.3	37.3	40.3	1.0	2.7%
LibTechs&Guidance Tchrs	22.6	21.7	20.0	0.9	4.1%
Principals&VP-Admin time	28.0	26.0	30.0	2.0	7.7%
School Admin Assistants	35.5	35.5	36.0	-	0.0%
Coordinators-Tchrs&P/VP	19.3	18.8	13.8	0.5	2.7%
Custodial/Maint-Schools	82.3	81.4	81.3	0.9	1.1%
Facilities - Mgmt, Clerical	2.0	2.0	2.0	-	0.0%
Transp'n-Mgmt & Tech	4.0	4.0	4.0	-	0.0%
Admin-Director/SO's	5.0	5.0	5.0	-	0.0%
Director's Office	5.0	3.0	3.0	2.0	66.7%
Finance	5.5	5.5	5.5	-	0.0%
Capital Planning Capacity	2.0	1.0	1.0	1.0	100.0%
Procurement	1.5	1.5	1.5	-	0.0%
Human Resource Admin	5.5	4.5	4.5	1.0	22.2%
Payroll Administration	4.0	4.0	4.0	-	0.0%
Information Tech	1.0	1.0	1.0	-	0.0%
Other Support Staff	1.0	1.0	1.0	-	0.0%
Other (BU Reps; Secondments; DTC)	6.3	6.3	3.0	-	0.0%
Trustees	13.0	13.0	13.0	-	0.0%
Total	805.7	788.3	800.3	17.4	2.2%

Table 9
Budget Risks and Mitigation Strategies

Description of risk element	Probability of Risk Occurring	Mitigation strategies employed
Actual enrolment is less than projected, causing reduction in grant or tuition revenues.	Moderate	- conservative estimates used in budget - staff cannot be decreased once hired. This could put pressure if the enrolment is less than projected.
Unexpected cost pressures (e.g., utility rates, salary settlements, benefit costs) cause expenses to exceed budget	Moderate	- access Reserves - Reallocate budget lines in-year to cover unexpected costs - Ministry recognition of in-year costs
Expense items overlooked in budget preparation	Low	- budgets are developed by those responsible for the activity and subject to multiple reviews
Interest rates higher or lower than projected	Moderate	- long term liabilities financed at fixed rates - somewhat conservative estimates for both investments and short-term borrowing
Staff responsible for budget centres overspend the approved budget	Moderate	- monthly variance reports are provided to the staff and Finance monitors all budgets on a regular basis
Catastrophic events requiring substantial funds to address (e.g., property damage due to fire or weather)	Low	- insurance is carried for all major types of losses (property, liability, crime, auto, cyber, etc.)
Capital project costs exceed budget projections	Moderate	- capital projects are tendered to ensure competitive, fixed price - change orders require approval in accordance with authorization limits - redesign and/or retender as needed - highly regulated by Ministry of Education
Ministry fails to provide funding to support the programs and activities it mandates	Moderate	- lobbying efforts directly and through OPSBA to ensure provincial accountability
Revenues prove to be uncollectable (e.g., tuition fees and rent)	Low	- allowance made for doubtful accounts in prior year financial statements - collection efforts focused on large accounts

Catastrophic events would include the collapse of the roof of a school. In that type of circumstance, our OSBIE insurance has a deductible of \$25,000 per occurrence.



Policy Section: **Facilities and Equipment**
Policy Name: **Joint School Capital Projects**

800
806
Board June
14, 2022

Policy Statement

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to participate in the development of Joint School Capital Projects with partners such as School Councils, municipalities, other educational institutions, associations, and businesses. Some examples of Joint School Capital Projects include outdoor sports facilities, playground equipment, outdoor classrooms, community kitchens, and classroom ~~retrofitting and~~ equipping.

KPDSB participation will occur through:

- The promotion of the community use-partnerships aspects of these projects;
- Limited financial contributions to projects; and
- Providing technical assistance to groups through the facilities staff of the KPDSB.

Safety of users of school buildings, grounds, and equipment is paramount. All new facilities and equipment will be installed to current building codes, Canadian Standards Association (CSA), and other applicable technical standards.

Rationale

1. Contributions from partners will permit the KPDSB to provide facilities and equipment it could not otherwise afford on its own.
2. Involving partners in the development of Joint School Capital Projects helps build support for KPDSB schools, while providing an opportunity for partners to demonstrate their commitment to public education.
3. Students' physical and mental health will be improved through the use of facilities and equipment provided by these projects.
4. The community will benefit from the availability of higher quality community-use facilities.

Guidelines

1. To ensure safety and regulatory standards are met:
 - All projects must have development plans approved by the KPDSB; and
 - All equipment must be approved by the KPDSB prior to purchase.
2. All equipment will be inspected and maintained by KPDSB facility personnel.
3. The KPDSB's financial contribution to projects will be determined by the Director of Education, taking into account the following:
 - Funds available in the operating and/or capital budget(s);
 - The projected amount of partner contributions; and
 - The capacity of the local community to raise funds for the project.
4. Equipment, once purchased, becomes the property of the Keewatin-Patricia District School Board.
5. Joint School Capital Project proposals may be submitted to the Director of Education, or Designate, by schools or partner organizations at any time **during the school year to allow for future school year project planning**. Proposals must include:
 - A full description of the proposed project;
 - A cost estimate for each element of the project;
 - The proposed timeline for the project;
 - The proposed source(s) of funding including partner contributions and the expected contributions from school and KPDSB funds; and
 - Letters of endorsement from the School Council Chair and the school Principal.

The Director of Education, or Designate, will conduct a cost-benefit analysis of all project proposals in consultation with the school community and KPDSB staff. The timing of the cost-benefit analyses will be dependent on the availability of staff resources.

6. Final authority for approving Joint School Capital Projects and the timelines for their completion shall rest with the Director of Education.

EMPLOYEE RECOGNITION REPORT
2021-2022

RETIREMENTS			
<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Date</u>
Bullock, Jocelyn	Human Resources Manager	Dryden Board Office	June 30, 2022
Derouard, Michelle	Administrative Assistant	Beaver Brae Secondary School	May 31, 2022
Devins, Conrad	Trades Maintenance	Beaver Brae Secondary School	September 30, 2021
Dexter, Robin	Secondary Teacher	Beaver Brae Secondary School	January 27, 2022
Farrell, Laura	Elementary Teacher	King George Public School	June 30, 2022
Fejos, Sandor	Secondary Teacher	Dryden High School	August 31, 2022
Griffiths, Kelly	Secondary Teacher	Dryden High School	June 30, 2022
Hildebrand, Lance	Secondary Teacher	Sioux North High School	January 31, 2022
Hodgkinson, Richard	Principal	Dryden High School	June 30, 2022
Hofteig, Brenda	Education Assistant	Ear Falls Public School	June 30, 2022
Iverson, Deneen	Elementary Teacher	Evergreen Public School	December 31, 2021
Lambert, Theresa	Elementary Teacher	New Prospect School	June 30, 2022

Respectfully submitted by,
Sherri-Lynne Pharand, Director of Education

RETIREMENTS			
Leutschaft, Susan	Education Assistant	Open Roads Public School	June 30, 2022
MacRae, John	Secondary Teacher	Sioux North High School	June 30, 2022
Magel, Betty Ann	Head Custodian	Red Lake District High School	September 27, 2021
McDonald, Ann	Central Vice Principal	Kenora Board Office	June 30, 2022
McDonald, Jason	Central Principal	Kenora Board Office	June 30, 2022
Mutch, Heather	Principal	Keewatin Public School	June 30, 2022
O'Hearn, Rosemary	Elementary Teacher	Evergreen Public School	June 30, 2022
Pacheco, Deanna	Central Principal	Dryden Board Office	August 30, 2022
Reid, Maureen	Elementary Teacher	Golden Learning Centre PS	October 31, 2021
Salinas, Laura	Elementary Teacher	Open Roads Public School	June 30, 2022
Smit-Fisher, Wendy	Human Resources Officer	Dryden Board Office	May 31, 2022
Southwell, Pamela	Secondary Teacher	Sioux North High School	June 30, 2021
Stemkens, Jennifer	Elementary Teacher	New Prospect Public School	June 30, 2022
Tinney, Evelyn	Education Assistant	Sioux Mountain Public School	June 30, 2022
Urquhart, Michelle	Elementary Teacher	Open Roads Public School	June 30, 2022
Wild, Kathleen	Elementary Teacher	Evergreen Public School	June 30, 2022
Wlasiuk, Heather	Education Assistant	King George Public School	January 27, 2022

Respectfully submitted by,
 Sherri-Lynne Pharand, Director of Education

Acknowledgement of 25 Years of Service

<u>Name</u>	<u>Position</u>	<u>Location</u>
Barber, Holly	Secondary Teacher	Beaver Brae Secondary School
Belrose, Trevor	Secondary Teacher	Beaver Brae Secondary School
Benoit, Tracey	Principal	Beaver Brae Secondary School
Boucha, Patricia	Elementary Teacher	Evergreen Public School
Degagne, Helle	Casual Education Assistant	Kenora Area Schools
Desautels, Todd	Secondary Teacher	Dryden High School
Devlin, Lorelei	Library Assistant	Keewatin & Evergreen Public School
Dexter, Robin	Secondary Teacher	Beaver Brae Secondary School
Dumas, Lawrence	Education Assistant	Sioux North High School
Fejos, Sandor	Secondary Teacher	Dryden High School
Hayward, Cindy	Education Assistant	Beaver Brae Secondary School
Hintz, Deana	Elementary Teacher	Valleyview Public School
Hird, Marlene	Occasional Teacher	Kenora Area Schools
Holmstrom, Candice	Elementary Teacher	Evergreen Public School
Hopkins, Chris	Secondary Teacher	Beaver Brae Secondary School
Johnson, Mark	Learning Systems Technician	Dryden Board Office
Kudlacek, Karen	Elementary Teacher	Open Roads Public School
Kuemper, Jana	Elementary Teacher	King George Public School
Lalonde, Michael	Secondary Teacher	Dryden High School

Respectfully submitted by,
 Sherri-Lynne Pharand, Director of Education

MacDonald, Sylvie	Occasional Teacher	Sioux Lookout Area Schools
Mackie, Shelley	Secondary Teacher	Dryden High School
MacNaughton, Christopher	Secondary Teacher	Beaver Brae Secondary School
McAughey, Lynn	Occasional Teacher	Kenora Area Schools
McCoy, Susan	Elementary Teacher	Beaver Brae Secondary School
Nummelin, Alice	Secondary Teacher	Red Lake District High School
Parker, Shawn	Education Assistant	Keewatin Public School
Penner, Chris	Secondary Teacher	Beaver Brae Secondary School
Poje, Janice	Custodian	Golden Learning Centre Public School
Polson, Peggy	Education Assistant	Golden Learning Centre Public School
Tella, Antonio	Elementary Teacher	King George Public School
Tobin, William	Casual Custodian	Sioux Lookout Area Schools
Ulisse-Caren, Joanna	Secondary Teacher	Dryden High School
Vandusen, Phyllis	Library Technician	Red Lake District High School
Wagenaar, Nancy	Secondary Teacher	Beaver Brae Secondary School
Zillinski, Pete	Secondary Teacher	Beaver Brae Secondary School

Respectfully submitted by,
Sherri-Lynne Pharand, Director of Education

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

Acknowledgement of 15 Years of Service

<u>Name</u>	<u>Position</u>	<u>Location</u>
Bruce, Ashley	Elementary Teacher	Evergreen Public School
Cain, Mirelle	Elementary Teacher	Beaver Brae Senior Elementary School
Campbell, Trina	Secondary Teacher	Sioux North High School
Carlucci, John	Event Services Coordinator	Dryden Regional Training Cultural Centre
Coady, Denise	Elementary Teacher	Ignace Public School
Cosco, Sara	Elementary Teacher	Sioux Mountain Public School
Desserre, Randahl	Education Assistant	Dryden High School
Durocher, Lisa	Secondary Teacher	Dryden High School
Fellowes, Alvina	Education Assistant	Crolancia Public School
Fournier, Dale	Custodian	Dryden High School
Gardner, Len	Indigenous Lead	Dryden Board Office
Gray, Delphus	Custodian	Upsala School
Greene, Brendan	Secondary Teacher	Sioux North High School
Harrison, Jennifer	Elementary Teacher	Ear Falls Public School
Hillier, Colin	Learning Systems Technician	Dryden Board Office
Jeswiet, Jacob	Elementary Teacher	Keewatin Public School
Jones, Colleen	Purchasing Clerk	Kenora Board Office
Milne, Jodi	Casual Admin Assistant	Kenora Area Schools
Olsen-Thompson, Irene	Custodian	Red Lake District High School

Respectfully submitted by,
 Sherri-Lynne Pharand, Director of Education

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

Penner, Tracy	Secondary Head Admin Assistant	Dryden High School
Pitchenese, Phyllis	Elementary Teacher	Open Roads Public School
Sakamoto, Kate	Elementary Teacher	Open Roads Public School
Skead, Eleanor	Secondary Teacher	Beaver Brae Secondary School

Respectfully submitted by,
Sherri-Lynne Pharand, Director of Education

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

Acknowledgement of 5 Years of Service

<u>Name</u>	<u>Position</u>	<u>Location</u>
Amell, Sydney	Occasional Teacher	Red Lake Area Schools
Anderson, Emily	Early Childhood Educator	Golden Learning Centre Public School
Ankney, Mikaela	Occasional Teacher	Open Roads Public School
Appleby, Kathleen	Occasional Teacher	Kenora Area Schools
Byrne, Shelia	Casual Education Assistant	Crolancia Public School
Cadger, Kristal	Secondary Alternative Program Admin Assistant	Kenora Board Office
Caldwell, Kimberly	Secondary Teacher	Sioux North High School
Coombs, Amanda	Elementary Teacher	Ear Falls Public School
Dalzell, Senia	Occasional Teacher	Crolancia Public School
Doner, Jordan	Secondary Teacher	Beaver Brae Secondary School
Dumontet, Julie	Education Assistant	King George Public School
Elliott, Krista	Elementary Teacher	Valleyview Public School
Fediuk, Renee	Casual Admin Assistant	Dryden Area Schools
Gallik, Mercedes	Education Assistant	Valleyview Public School
Goushleff, Katrina	Early Childhood Educator	Ear Falls Public School
Gow, Ali	Speech Language Pathologist	Kenora Board Office
Gunderson, Natasha	Occasional Teacher	Kenora Area Schools
Hager, Samantha	Accounting Technician	Kenora Board Office
Halverson, Robert	Custodian	Red Lake Madsen Public School

Respectfully submitted by,
 Sherri-Lynne Pharand, Director of Education

Houlden, Carli	Education Assistant	Valleyview Public School
Jidkine, Emily	Secondary Teacher	Red Lake District High School
Kacan, Charity	Education Assistant	Red Lake District High School
Keating, Jennifer	Education Assistant	Lillian Berg Public School
Kirouac, Alyssa	Secondary Teacher	Dryden High School
Kovac, Sandra	Elementary Administrative Assistant	Upsala Public School
LaFreniere, Jill	Executive Assistant	Dryden Board Office
Langevin, Melinda	Elementary Teacher	Ear Falls Public School
Lawrance, Shannon	FNMI Graduation Coach	Sioux North High School
Letkeman, Jennifer	Education Assistant	Dryden High School
Lira, Lisa	Accounts Payable Clerk	Kenora Board Office
Longe, Allison	Occasional Teacher	Kenora Area Schools
Lozenski, David	Occasional Teacher	Kenora Area Schools
MacGillivray, Katelyn	Elementary Teacher	Open Roads Public School
Marchand, Delaney	Occasional Teacher	Kenora Area Schools
Marsh, Jacquelynn	Education Assistant	Keewatin Public School
McDonald, Shelly	Event Services	Dryden Region Training Cultural Centre
McLean, Kathleen	Student Nutrition Program Provider	Golden Learning Centre Public School
McNeish, Connie	Occasional Teacher	Kenora Area Schools
Meier, Leigh-Ann	Education Assistant	Beaver Brae Secondary School
Moncrief, Tessa	Long-term Occasional Teacher	Evergreen Public School
Neniska, Stacy	Accounts Receivable Clerk	Kenora Board Office
Novak, Deborah	Elementary Head Administrative Assistant	Valleyview Public School

Respectfully submitted by,
 Sherri-Lynne Pharand, Director of Education

Olson, Sheryl	Lunch Hour Supervisor	Kenora Area Schools
Perreault, Christine	Education Assistant	Sioux Mountain Public School
Phillips, Meghan	Education Assistant	New Prospect Public School
Piche, Tenaya	Casual Education Assistant	Kenora Area Schools
Prager, Alicia	Elementary Teacher	Ignace Public School
Prager, Johann	Elementary Teacher	Ignace Public School
Puls, Ainslie	Elementary Administrative Assistant	Valleyview Public School
Raine, Kevin	Occasional Teacher	Dryden Area Schools
Rice, Alyssa	Occasional Teacher	Sioux Lookout Area Schools
Ricklefs, Jamie	Occasional Teacher	Kenora Area Schools
Rottler, Tracy	Casual Education Assistant	Dryden Area Schools
Slowe, Savannah	Education Assistant	King George Public School
Stasiuk, Shauna	Elementary Teacher	King George Public School
Suprovich, Sheila	Secondary Head Administrative Assistant	Sioux North High School
Thurston, Mathew	Education Assistant	Keewatin Public School
Tucker, Chantelle	Occasional Teacher	Ignace Public School
Werstler, Nicholas	Casual Education Assistant	Dryden Area Schools
Whitney, Ronald	Trades Maintenance	Sioux North High School
Wiebe, Robyn	Casual Education Assistant	Kenora Area Schools
Wilcox, Melissa	Occasional Teacher	Kenora Area schools
Woods, Amanda	Education Assistant	Ignace Public School

Respectfully submitted by,
 Sherri-Lynne Pharand, Director of Education

Policy Statement

It is the policy of the Keewatin-Patricia District School Board (KPDSB) that KPDSB-owned facilities be named and that the naming of the facilities shall be the sole responsibility of the KPDSB.

Rationale

The naming of special areas within schools, Board office building(s), and other KPDSB-owned facilities provide an opportunity to recognize contributions to education of individuals associated with this jurisdiction, contributions of individuals to Canadian and/or international society, and/or geographical features the Keewatin-Patricia District School Board's jurisdiction.

Guidelines

1. Anyone may submit a name relative to a KPDSB facility or special area within a facility to the Keewatin-Patricia District School Board, care of the Director of Education, or Designate.
2. The submission of a name should be accompanied by a written presentation outlining the merits of the recommendation.
3. When names are to be selected for a facility or other facilities, the Board Chair shall, with the approval of the KPDSB, establish a committee. The Committee should be composed of:
 - Director of Education, or Designate;
 - One (1) representative from the staff of the facility, where appropriate;
 - One (1) representative from the student body of the facility, where appropriate;
 - Two (2) Trustees;
 - Two (2) members of the community; and
 - One (1) representative from the School Council of the facility, where appropriate.

4. The name of the facility may be chosen from one (1) of the following areas:
 - The street on which the facility is located;
 - The area which the facility serves;
 - A historical name that once applied to the area;
 - The name of a person recognized as one who made a significant contribution to the community and/or to Canadian or international society;
 - Special geographical features in the KPDSB jurisdiction; or
 - An individual associated with the system whose contributions have been unique to the school(s) and/or system.
5. The Director of Education, or Designate, shall from time to time, by appropriate means, inform the staff and general public that they may submit names for consideration.
6. The final decision in each case, with respect to the naming of a facility, shall rest with the KPDSB.
7. Once the KPDSB has made a determination relative to the naming of the facility, the Director of Education, or Designate, shall facilitate a proper occasion for the designation of the name.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to work with its community partners in order to share its facilities to the benefit of the KPDSB, its students, and the community, and to optimize the use of the assets owned by the KPDSB. The KPDSB will seek opportunities to share facilities with community partners when building new schools and/or undertaking significant renovations, and when considering the use of unoccupied space in schools. The KPDSB will attempt to expand the number of partnerships in a way that is transparent, sustainable, and supportive of student achievement.

Rationale

Cooperative and collaborative partnerships are part of the foundation of a strong, vibrant, and sustainable publicly funded education system. Offering space in schools to partners can strengthen the role of schools in communities, reduce facility operating costs for the KPDSB, provide a place for programs and facilitate the coordination of, and improve access to, services for students and the wider community, as well as provide transitional school-to-work experiences for students.

Guidelines

1. Authority for entering into facility partnerships on behalf of the KPDSB is delegated to the Director of Education or Designate.
2. All facility partnerships shall meet the following requirements:
 - Health and safety of students must be protected;
 - Partnerships must be appropriate for the school setting;
 - Partnerships must not compromise the KPDSB's student achievement strategy; and
 - Entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, and credit offering entities that are not government funded, are not eligible partners.
3. A notification list of potential partners will be maintained by the Director of Education, or

Designate, consisting, at a minimum, of the applicable entities listed in Ontario Regulation 44/98, and will specifically include:

- All municipalities within the geographic boundaries of the KPDSB;
- The Kenora District Services Board; ~~and~~
- ~~All Public Health Boards, Local Health Integration Networks,~~ and Children's Mental Health Centres within the geographic boundaries of the KPDSB; ~~and~~
- Other appropriate entities or public institutions deemed beneficial to student learning and experiences.-

If childcare operators and government-funded agencies request it, they will be added to the notification list. Other eligible agencies may be added to the notification list by the Director of Education or Designate.

4. Information on space available to partners will be posted on the KPDSB's website and the information will be updated on an annual, or more frequent, basis. Entities on the notification list will be notified when information is updated.
5. A public meeting will be held once per year in a community of the KPDSB to discuss potential facility partnerships and to receive information on the needs of the communities within the KPDSB. Details on the time and location of the meeting will be provided to the entities on the notification list and posted on the KPDSB website at least thirty (30) days in advance of the meeting.
6. When the KPDSB is considering building a new school or undertaking a significant addition or renovation, it will notify the entities on the notification list one (1) to three (3) years prior to the potential construction start date. The KPDSB will provide as much information as possible about its plan and the site to support potential partners in determining the project's sustainability for their purposes.
7. The rent and/or fees charged to partners should cover the operations and capital cost, including administrative costs and property taxes (if applicable), to the KPDSB of the space occupied by the partner. Additional costs to perform minor renovations to protect student safety, provide appropriate washrooms, and otherwise make the space suitable for use by facility partners, should be borne by the partners.
8. Notwithstanding the above, where suitable partners cannot be found or where the KPDSB considers it to be in the best interest, surplus space may be sold or leased in accordance with Ontario Regulation 444/98 as amended. KPDSB Policy 802 – School Viability and Closure governs the study of schools for potential closure.
9. Any requirements contained in the Ministry of Education Community Planning and Partnership Guideline (March 2015) as amended, that are not contained in this policy shall also be adhered to, and where there is any discrepancy between the provisions of this policy and that of the Guideline aforementioned, the provisions of the Guideline shall prevail.

Record Information Management (RIM) System **Update**

Background

Keewatin-Patricia District School Board (KPDSB) is responsible for the records and information in its custody and control. After reviewing the practices of many Boards throughout Ontario, a Records Information Management (RIM) system has been developed to meet the needs of KPDSB.

This system will enable KPDSB to look after all records properly and in a cost-effective manner. It will also provide access to records in a timely manner, in accordance with legislation.

A Record Information Management System authorizes the destruction of records once they are no longer required for administrative, legal, or financial purposes. It also identifies records of enduring value and ensures that they are protected while in operational use and transferred to an archival facility as soon as feasible. Responsibility for ensuring that the policy and procedures associated with a RIM system are carried out should be the assigned task of the Director of Education or designate. The widespread use of electronic information systems has made the application of systematic controls and protective measures even more critical to the survival and accessibility of information.

A Record Information Management System should:

- 1) assign responsibility for records management to a senior official;
- 2) clearly state policies and procedures to control access and disclosure, protection, and disposition of all records in the custody or under the control of the Board;
- 3) comply with all statutory and regulatory records management obligations;
- 4) include a Records Retention and Disposition Schedule for all records of the Board;
- 5) designate an archive location for the permanent records of the Board; and
- 6) be adopted by the KPDS Board of Trustees by means of a formal resolution.

To Date

To date, KPDSB staff have created a Records and Information Management (RIM) Retention and Disposition Schedule (developed from practices of the above-mentioned many Boards' current procedures) and have since tailored and refined the schedule to meet the needs of the Keewatin-Patricia District School Board. The KPDSB RIM Retention and Disposition Schedule is a living document broken down into twelve (12) areas of function, each of which is further broken down by record series:

1. Administrative Management (ADM)
2. Communications and Public Relations (COM)
3. Facilities Management (FAC)
4. Finance and Accounting (FIN)
5. Governance and Policy (GOV)
6. Human Resources (HUM)
7. Information and Computer Technology (ICT)
8. Legal (LEG)
9. Program Design and Development (PPD)
10. Research and Planning (RPL)
11. Programs and Services in the Community (PSC)
12. Student Services (STU)

This has allowed staff and departments to take a good look at their current records management and allow for fulsome discussion on what has been historically organized appropriately and what areas require improvement. This process has established 'Responsible Sites' for records, i.e., who is the responsible department/position for maintaining records for the purposes of this system. This will create more efficient access to information, eliminating the possibility for multiple copies of items to be stored/maintained amongst different departments within KPDSB; reducing overlap, confusion, and redundant copies of documents.

The RIM Retention and Disposition Schedule contains the minimum retention periods for various documents. Administration will modify those time limits from time to time as required by Federal and Provincial legislation and regulations. A Record Destruction Log has been drafted; this will allow an admissible record of items that have been destroyed once their retention period is up.

Departmental Organizational Charts have been developed and focus on the position title and description of role rather than staff names. This will allow for clarity in who maintains which records in the event of staff changeover. The goal of this is that if there is staff change over the position itself will still manage the retention and maintenance of specific records assigned to it, allowing for a continuity of, and access to, information when long-term staff leave the organization, taking years of corporate knowledge with them.

Drafts of what the Record Information Management System will look like in reality are underway now that the Retention Schedule has been refined to suit KPDSB.

Goals - To Do

Implementation of the KPDSB Record Information Management System. As stated above, KPDSB staff have begun mapping out what this system will look like in a functional capacity. As this is a large-scale project it will need to be implemented one department at a time, starting with Board Offices and Administrative departments before moving on to schools. Implementing this strategically one department at a time will allow for the safeguarding of records, until such a time that the system is operating seamlessly, avoiding any unnecessary record mishandling or inadvertent record destruction.

Implementation of KPDSB Record Information Management System Policy and Procedures. KPDSB staff have drafted the procedures for this system. The policy and procedures on this project will evolve as the implementation of the RIM System unfolds and develops, and as such, these drafts are not ready to be published.

Digitalization and/or reformatting of archived records, including the destruction of unnecessary archived records. Once the RIM System has been realized, adjusted for functionality, and has been working well under administrative departments, it will be brought to the school level. At that time, addressing KPDSB archived files can begin. This will be a significant part of this project and one that comes with a lot of hesitation. There is always the fear that once something has been destroyed it will be needed. In recognition of this, a Destruction Log will be instituted as part of this process, and as stated above, this will allow for an admissible record of records destroyed.

Respectfully submitted by:

Danica Farion

Executive Assistant, KPDSB

Suspension Report

There has been a significant decline in suspensions in 2021-2022 compared to the 2018-2019 school year. Suspensions have dropped by fifty (50%) percent. In the 2018-2019 school year, there were 250 suspensions (from September to May), in the 2019-2020 school year there were 206 suspensions (from September to June), and in the 2020-21 school year there were 61 suspensions (from September to June). In the 2021-2022 school year, there were 124 suspensions (from September to May).

In 2021-2022, the most common reason for suspension is conduct injurious to the moral tone of the school or the physical or mental well-being of others in the school. There were 38 suspensions in grades 5-8 and 86 suspensions in grades 9-12. There were zero (0) suspensions in junior kindergarten to grade 4.

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

There have been new regulations that change how students in grades junior kindergarten to grade 3 behaviour is addressed. The new regulations remove the discretion of the principal to suspend students in junior kindergarten to grade 3 for activities listed in subsection 306(1) of the *Education Act*. These behaviours should be addressed using appropriate positive behaviour supports. Students in junior kindergarten to grade 3 may only be suspended for activities listed in subsection 310(1) of the *Education Act* pending the results of an investigation.

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

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



Keewatin Patricia

DISTRICT SCHOOL BOARD

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



Suspension Data

Respectfully submitted by
Jennifer Gray Safe and Supportive Schools Administrator
Chantal Moore, Superintendent of Education
Regular Board Meeting
June 14, 2022

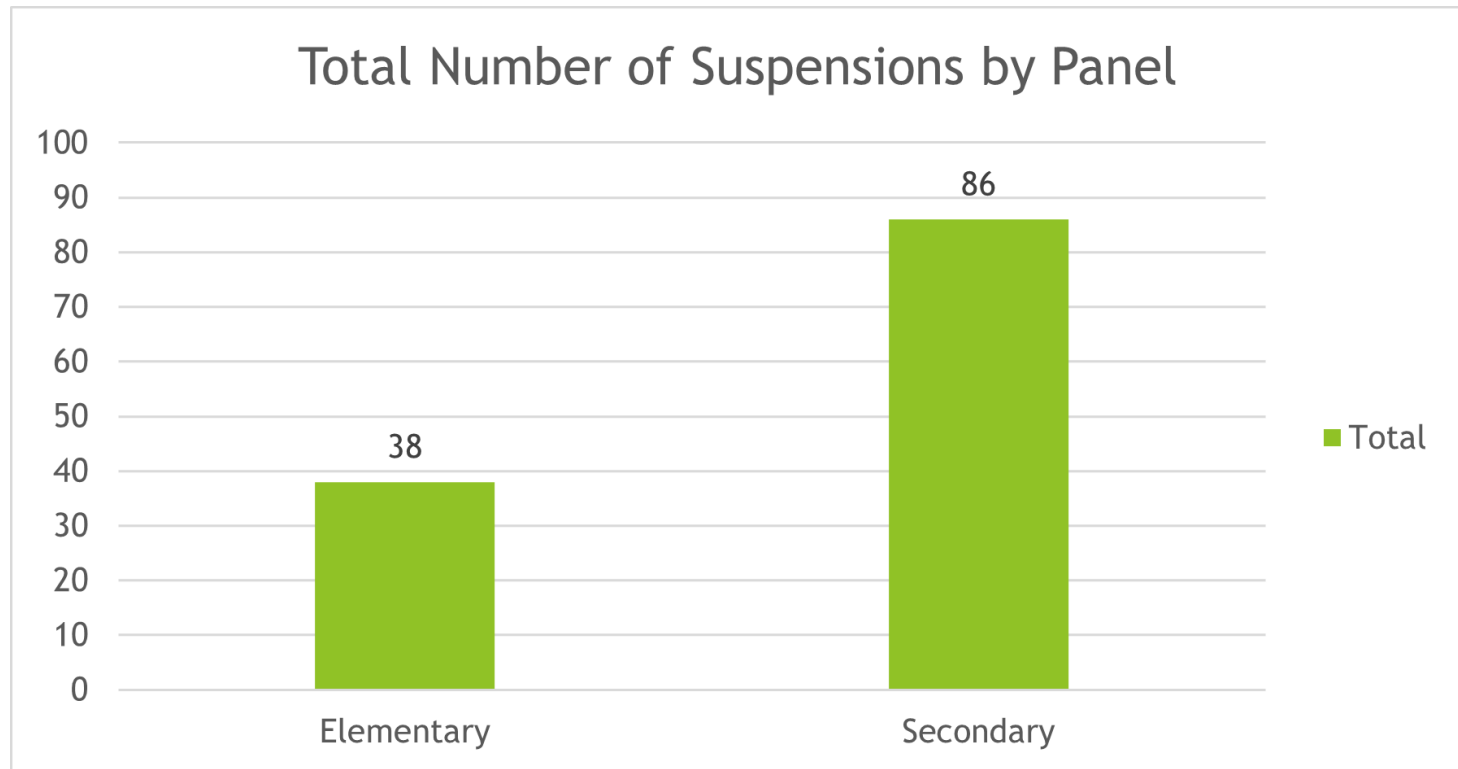
Suspension Data as of June 1, 2022

WWW.KPDSB.ON.CA

Suspensions All Grades

	All Students
2018-2019 (Sept-May)	250
2019-2020 (Sept-June)	206
2020-2021 (Sept-June)	61
2021-2022 (Sept-May)	124

Number of Suspensions by Panel



Suspension Data

- Total of 95 students suspended
- 325 days suspended
- Average of 3 days per student
- Conduct injurious to the moral tone of the school or to the physical or mental-well being of others in the school was the number one reason for suspension



Keewatin Patricia

DISTRICT SCHOOL BOARD

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