

### April 12, 2022

# Regular Board Meeting Package

VIRTUAL MEETING

### KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

### **REGULAR BOARD MEETING # 5**

	day, April 12, 2022 : 7:00 pm CST	(Google Link fo	Virtual Meeting r internal use only)
		AGENDA	Timemarase omy)
1.	Call to Order		Chair
2.	Roll Call		Exec Asst
	agenda items presente following email address	pate by submitting questions regarding the ed at the meeting this evening to the s'questions@kpdsb.ca'. Questions will be agenda item, Observer Comments.	Chair
3.	Approval of Agenda for A	pril 12, 2022 ∆	Chair
4.	Declaration of Conflict of	Interest	Chair
5.	Business Arising from Co	ommittee of the Whole	Chair
6.	Confirmation of Minutes 6.01 – Regular Board Me 6.02 – Special Board Me		Chair
7.	Presentations/Delegation	ns	Chair
8.	Presentation of Reports a	and Accompanying Motions	Chair
	B. Enacting Leaders C. NAN KPDSB Sc	First – "We are Savant Lake Public School" ship in Assessment for Learning – Valleyview Δ hool Support Program / RRNST Δ Read Inquiry Recommendations Summary Δ	C. Moore C. Moore S. Bailey S. Bailey
	C. Strat Plan Update D. #501 Policy – Scl	Reports vel Request for Trustees	M. Shakakeesic / M. Gallagher Chair SL. Pharand J. Lower
	8.03 Finance / Audit A. #616 Policy – Sig	ning Authority ∆	R. Findlay
	8.04 Human Resources -	- NIL	
	8.05 Operations – NIL		

8.06 Committee Updates

A. Early Years Advisory Committee S. Bailey

B. Audit and Finance Committee - NIL

C. Indigenous Education Advisory Committee - NIL

D. Ontario Public School Boards' Association - NIL

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: May 10, 2022 Chair

13. Adjournment Chair

 $\Delta$  indicates an attachment included in the meeting package

### KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

### **REGULAR BOARD MEETING #4**

The minutes of the Regular Board Meeting of the Keewatin-Patricia District School Board Tuesday, March 8, 2022, held via virtual meeting.

Call to Order	The meeting was called to order at 7:01 pm.		
Roll Call	E. Bortlis G. Kleist D. Cornish	M. Duncalfe R. Griffiths R. O'Donohue	B. Gauthier M. Guitard C. Marcino
	M. Gallagher, ST	M. Shakakeesic, IS	Т
Absent with Regret	D. Head	J. Kitowski	
Absent without Regret			
Officials	SL. Pharand J. Lower Exec Assistant	R. Findlay C. Moore	S. Bailey S. Pilipishen
Also Present	Media, Staff, and the Interested Public		
Item 3 - Agenda  Motion 68-22	Moved by: Michelle Guitard Seconded by: Marilyn Duncalfe THAT the agenda for the Regular Board Meeting of March 8, 2022, be approved.		
		Defeated	Carried X
Conflict of Interest	Declaration of conflict o	of interest regarding	proceedings on
Trustee Cornish thanked wishes during his family's		r Administration for t	their warm
Item 5 – COTW	Moved by: Michelle Guitard		
Motion 69-22	Seconded by: David Cornish  on 69-22 THAT motion number 6-22, of the March 8 <sup>th</sup> , 2022,  Committee of the Whole – In-Camera Meeting be approve		
		Defeated	Carried X

Item 6 - Minutes	Moved by: Barbara Gauthier Seconded by: Gerald Kleist		
Motion 70-22	THAT the minutes of February 8, 2022, Regular Board Meeting, having been duly circulated, be confirmed.		
		Defeated	Carried X
Kindergarten Reg.	Kindergarten Registration presented by S. Pilipishen		Year Video
Item 8.01A – K.R.	Moved by: Cecile Marcino Seconded by: Eric Bortlis		
Motion 71-22	THAT the Kindergarten ReReport be received.	egistration Presenta	ition and
		Defeated	Carried X
Item 8.02A – S. Trustees	Moved by: David Cornish Seconded by: Barbara Ga	uthier	
Motion 72-22	THAT the Student Trustee		received.
		Defeated	Carried X
Item 8.02B – SEAC	Moved by: Marilyn Duncal Seconded by: Michelle Gu		
Motion 73-22	THAT the SEAC New Members Update be received.		
		Defeated	Carried X
Item 8.02B - SEAC	Moved by: David Cornish		
Motion 74-22	Seconded by: Eric Bortlis THAT Jennifer Borton, representing a parent seat, and Stefanie Trent, and her alternate, Jennifer Reimer, representing Kenora Association for Community Living, be		
	appointed to the Special E (SEAC).	ducation Advisory	Committee
		Defeated	Carried X
Item 8.02C — Cap. Projects	Moved by: Marilyn Duncal Seconded by: Barbara Ga		
Motion 75-22	THAT the Capital Priorities		received.
		Defeated	Carried X

Item 8.03A – #210	Moved by: David Cornish Seconded by: Gerald Kleist		
Motion 76-22	THAT Policy #210 – Expenses of Trustees and Appointed Members be received.		
		Defeated	Carried X
Item 8.03A – #210	Moved by: David Cornish Seconded by: Eric Bortlis	and of Trustano on	d Annaintad
Motion 77-22	THAT Policy #210 – Expenses of Trustees and Appointed Members be approved.		a Appointed
		Defeated	Carried X
Item 8.05A - #312	Moved by: Marilyn Duncalf Seconded by: Cecile Marc		
Motion 78-22	THAT Policy #312 – Administration of Medication to Students be received.		
		Defeated	Carried X
Item 8.05A - #312	Moved by: Marilyn Duncalfe Seconded by: Eric Bortlis THAT Policy #312 – Administration of Medication to Students be approved.		
Motion 79-22			
		Defeated	Carried X
Item 8.05B - #325	Moved by: Michelle Guitare Seconded by: Cecile Marc		
Motion 80-22	THAT Policy #325 – Access to Schools be received.		
		Defeated	Carried X
Item 8.05B – #325	Moved by: Eric Bortlis Seconded by: Michelle Guitard		
Motion 81-22	THAT Policy #325 – Access to Schools be approved.		proved.
		Defeated	Carried X
Item 8.05B - #327	Moved by: Michelle Guitard Seconded by: Barbara Gauthier THAT Policy #327 – Prevalent Medical Conditions be received.		
Motion 82-22			
		Defeated	Carried X

Item 8.05B – #327 Moved by: Gerald Kleist Seconded by: Marilyn Duncalfe THAT Policy #327 - Prevalent Medical Conditions be Motion 83-22 approved. Defeated Carried X Item 8.06B – A&F Moved by: David Cornish Seconded by: Marilyn Duncalfe **Motion 84-22** THAT the Audit and Finance Committee Verbal Update be received. Defeated Carried X Item 8.06C -IEAC Moved by: Eric Bortlis Seconded by: Gerald Kleist **Motion 85-22** THAT the Indigenous Education Advisory Committee Verbal Update be received. Defeated Carried X Item 8.06D – OPSBA Moved by: Gerald Kleist Seconded by: David Cornish **Motion 86-22** THAT the Ontario Public School Boards' Association Verbal Update be received. Defeated Carried X Item 8.06F - SEAC Moved by: Marilyn Duncalfe Seconded by: Barbara Gauthier THAT the Special Education Advisory Committee Verbal **Motion 87-22** Update be received. Defeated \_\_\_\_ Carried X Correspondence NONE New Business and NONE Notice of Motions **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.

Trustee Cornish acknowledged and extended his congratulations to Tracey Benoit for her esteemed recognition as the Woman of Merit by the Saakaate House.

Next Meeting Date

Tuesday, April 12, 2022.

Item 13 - Adjournment

Moved by: Michelle Guitard
Seconded by: David Cornish
THAT the meeting adjourn at 7:58 pm.

Defeated \_\_\_\_\_ Carried\_\_X\_.

Date

ACTING Chair, R. Griffiths

Date

Secretary, SL. Pharand

### KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

### **SPECIAL BOARD MEETING #1**

The minutes of the SPECIAL Board Meeting of the Keewatin-Patricia District School Board Tuesday, March 22, 2022, held via virtual meeting.

Call to Order	The meeting was called to order at 8:43 pm.		
Roll Call	E. Bortlis G. Kleist D. Cornish D. Head	M. Duncalfe R. Griffiths R. O'Donohue J. Kitowski	_
Absent with Regret	M. Gallager, ST	M. Shakakeesic, IST	
Absent without Regret			
Officials	SL. Pharand J. Lower	R. Findlay C. Moore	S. Pilipishen Exec Assistant
Also Present	Media, Staff, and the Interested Public		
Item 3 - Agenda  Motion 89-22	Moved by: Michelle Guitard Seconded by: David Cornish THAT the agenda for the Special Board Meeting of March 22, 2022, be approved.		
		Defeated	Carried <u>X</u>
Conflict of Interest	Declaration of conflict of interest regarding proceedings on agenda		
Item 5 – D/D Report	Moved by: Gerald Kleist		
Motion 90-22	Seconded by: Cecile Marcino  tion 90-22 THAT the Trustee Distribution and Determination – 20  Elections Report be received.		mination – 2022
		Defeated	Carried <u>X</u>

MARCH 8, 2022 Moved by: David Cornish Item 5– D/D Report Seconded by: Eric Bortlis **Motion 91-22** THAT the Keewatin-Patricia District School Board designates the following municipalities as low population municipalities for the purposes of the 2022 Trustee Election: Township of Ignace Dryden Locality – Ilsley (Ward 2) Sturgeon Lake Locality Township of Ear Falls Red Lake Locality – (Ward 2) Township of Pickle Lake Savant Lake Upsala THAT the Board directs that an alternative distribution of members be done in respect of them for purposes of the election of Board Members; and THAT the sum of the electoral quotients for the municipalities designated as low population municipalities shall be increased by two (2). Defeated Carried X Moved by: Darrin Head Item 5– D/D Report Seconded by: Michelle Guitard **Motion 92-22** THAT the Trustee Distribution of members for the 2022 Trustee Election, as set out in Template B of the Trustee Distribution and Determination – 2022 Elections Report, be approved. Defeated Carried X Item 6 - Adjournment Moved by: David Cornish Seconded by: Cecile Marcino **Motion 93-22** THAT the meeting adjourn at 8:51 pm. Defeated \_\_\_\_ Carried X .

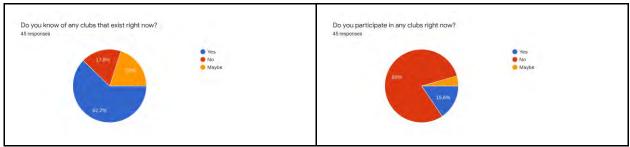


### Student Trustee Report

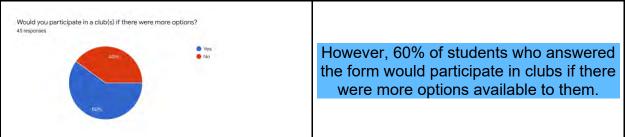
### First Goal:

Determine what clubs/activities students at the high school would want to see and what clubs/activities they are participating in.

A google form was sent out to the teachers with morning classes so that they could share it to their google classrooms for students to fill out. After a week I then met with Ms. Vachon and we looked over the results.



As it turns out, 62.2% of students who answered the form knew about clubs that exist in the school, but 80% of students who answered do not participate in any clubs.



A question on the form was "What would you like to see running at RLDHS?" I had 4 popular answers: intramural sports, guitar club, photography club, and gaming club. Intramural sports were the most popular so I created a document for teachers to fill out saying which activity/sport they would help volunteer to supervise. I presented this chart to the staff at a staff meeting on Monday, April 4th. Friday, April 7th is the first day of intramural sports which is basketball which will be held over lunch.

Respectfully submitted by: Mason Gallagher, Student Trustee



### Student Trustee Report

### Sierra Hoppe

You are likely aware that tragically, Sioux North High School lost a young student, Sierra Hoppe was an amazing student and member of the warriors' hockey team. The Sioux North hockey girls' team played against the Broncos here in Sioux Lookout on Sunday, March 27th. The teams did a moment of silence for her so that she could be remembered. It was such devastating news to hear about the passing of such a young and brilliant girl, she will be remembered by many of the students on the girls' and boys' hockey teams.

### **Student Survey**

I have recently attended a meeting with many of the schools around the district and we have all got together on a google meet to look at a survey that the government is working on to get students to fill out. We got the chance to look at it and give some feedback on it. Although there was one thing most of us weren't too keen on. In this survey they would take your information such as your name and you could not answer anonymously, we wanted to know what they would do with the data. There was a question on there asking what we identified as or if we were LGBTQ. Sometimes people don't want to come out and let anyone know, they usually come out on their own time. We made sure to explain that to them. Other than that, I think the survey was pretty good. We will all be getting together again sometime in the future to see the changes to the survey again.

### Exams

As you know exams for students are coming up and quad 3 is coming to an end. The students here at Sioux North Highschool are feeling pretty anxious and excited about another school term coming to an end. Everyone has been working hard to get their credits and accomplish all their school work. I am feeling very excited about having new classes again. I'm sure this will be another great quad for all of us.

#### **Literacy Test**

I have recently done my OSSLT Literacy test. A lot of the grade 11s and 12s in my outdoor ed class did the test with me in the library of our school. I'm sure everyone has done perfectly well. I felt pretty anxious about doing the test at first because the practice test was longer than the actual test. Once I started doing it, I thought that it was pretty easy and it was short. I am hoping that I pass the test so that I won't have to do it again. I'm glad I got it done.

<u>Respectfully submitted by:</u> Mackenzie Shakakeesic, Student Trustee



### **Enacting Leadership in Assessment for Learning**

### **KPDSB Admin Professional Development with Sandra Herbst**

Over the last year and a half, the KPDSB Admin group has been engaging in professional learning with Sandra Herbst. Sandra is the "CEO of connect2learning, system leader, author, speaker, coach, consultant, and educator with 20 years' experience in assessment and leadership." Sandra engaged us in a variety of learning activities that have deepened our knowledge and understanding as it relates to assessment for learning, the continuum of feedback, and the power of using mediative questions when having feedback conversations "to explore thinking" with the educators in our home schools. *Meditative questions* are open-ended questions used to "intentionally open thinking up" (Herbst & Davies, 2013). During feedback conversations with educators, we use meditative questions to invite safe dialogue, non-judgmental feedback, and open-ended responses that stimulate reflection to create deeper meaning and understanding (Herbst & Davies, 2013).

Recently, we had the opportunity to observe Sandra Herbst's model "quality and proficiency" feedback conversations using the meditative questioning framework with high school educators. These experiences with Sandra have helped us understand the power of using meditative questions and how to effectively implement the process with educators in our own schools as a means to invite people into a safe conversation "to explore and open up thinking." As we transfer this knowledge to our leadership practices, we recognize a timely shift in *how* we currently instructionally lead others. We have committed to implementing Sandra's framework when inviting feedback conversations with the staff in our home schools in an effort to influence professional practice and foster reflective practitioners that in turn drive school improvement.

Thinking in terms of system alignment and organizational growth, it would make sense that we commit to this work by creating a feedback culture of learning within our learning organization. In a collective effort to use feedback conversations to drive school improvement, we have begun to experience a ripple effect in the development of our educators' professional practice as it relates to system-wide improvement. Collectively, we are creating greater system alignment because we are working towards the desired assessment and instruction goals, and positively impacting academic achievement in our KPDSB learning environments.

### **VVPS Leadership Journey with Sandra Herbst**

Our learning journey with Sandra Herbst has allowed the Valleyview admin team to reflect on their instructional leadership skills. Last September, Sandra Herbst led a meditative feedback conversation around our school's problem of practice to encourage reflection on our influence as instructional leaders. "A problem of practice is something you care about that would make a difference for student learning if you improved it. A Problem of Practice should be the focus of staff attention, training, and continued support to address the meaningful Problem of Practice" (City, Elmore, Fiarman & Teitel, 2009).

In previous years, we identified inconsistent evidence of "assessment for learning" in our Valleyview learning environments. As instructional leaders, we felt we had all the right leadership moves of researching, learning, leading, and trying to influence change in our adult learning culture. However, we fell short every time in our effort to influence and build teacher efficacy within our team. Often, we would engage in reflective conversations and wonder how to better support our teachers in transferring the learning into their professional practice and having it "stick." We knew we needed to learn how to lead more effectively, and we identified our instructional leadership problem of practice to be *how* to influence our team of educators in their pedagogical practice to drive school improvement. Through research and reflective conversations with Sandra Herbst and Superintendent Chantal Moore, we recognized a need to shift our own practice as instructional leaders and invited Valleyview educators to form a school leadership team and involve them by co-learning, co-planning, and co-leading the school improvement professional development for their colleagues.

The VVPS Leadership team met for the first time last October. At this meeting, the team consisting of primary and junior English and French teachers, SERTs, an ECE, and VV admin engaged in a co-learning webinar session focusing on "co-creating success criteria" with Sandra Herbst and Anne Davies. Together we identified the steps for co-creating success criteria with our students and what our ladder of implementation would look like. From this learning, the team took the lead (with elbow support from the VV admin) co-planning the professional development and co-leading the learning activities for their colleagues at the November 1st PA Day. Our leadership team received positive feedback from the educators and through observations of teacher engagement and conversations informed the VV admin that we were onto something. We have the privilege of meeting with Sandra virtually to help us guide our next steps.

The VVPS leadership team met again on November 30 to collaborate in another co-learn, coplan, and co-lead session. The meeting started with a conversation protocol to debrief the November 1st PD learning followed by time to collect evidence to measure our impact. We asked the questions, "In what ways have you seen, heard, or engaged in conversations that could help us measure our impact from Nov. 1 PA Day?" or "What have you noticed or been a part of to show evidence of impact?" We also got to analyze the diagnostic data they collected in a Google Form survey where staff were asked to identify where they were in the cycle of assessment and instruction for co-creating success criteria for students.

We had to continue to think about our ladder of implementation because if we were to support teachers by co-creating success criteria with their students, we were missing an important step if we were to continue to support them. We recognized the work we did in October addressed the middle step of the process and that in order to meet the needs of our adult learners, we needed to further break down the process into smaller steps, a beginning, middle, and end.

#### KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD Enacting Leadership in Assessment for Learning April 12, 2022

When there is debate and agreement among educators about what a year's progress looks like, it is the key to accelerating progress and reduces the likelihood of teachers challenging the process, putting up barriers, or not attaining the school improvement plan goals (Hattie, 2015). As we debated how best to support our learners, we decided on several workshops to accompany the various steps in the process (before, middle, and end) if we are to co-create success criteria with our students. As a result, the leadership team was able to secure agreement about what a year's progress looks like and developed a common conception of progress among teachers, differentiating workshops to consider readiness and multiple entry points for our adult learners, and providing purposeful and intentional learning to achieve our school improvement goal. As school leaders, we are now providing professional development that allows for different groups and individuals to receive different types of assistance during implementation, just as implementation of curriculum will occur in different ways in different classrooms.

On March 25th, Sandra Herbst spent the morning at Valleyview School working with system leaders, school administrators, and the VV leadership team where they had the opportunity to watch Sandra plan a lesson and observe her while she modelled "quality and proficiency for cocreating success criteria for revising writing" with a grade 5/6 class. While the Superintendents and school administrators met with Sandra Herbst in the afternoon to reflect and seek further insight from Sandra on their problems of practice, the VV leadership team took advantage of this time to devise a plan to disseminate the learning from the morning session with their fellow colleagues.

Inviting the VV leadership team to join in the learning and leading has been the VVPS turning point in terms of influencing change in the adult culture of learning, building professional capacity in our team of educators, and moving educators closer to achieving the assessment and instruction goals outlined in our 2021-2022 School Improvement Plan. The evidence to date, collected by means of classroom observations, mediative feedback conversations, and products displayed in learning environments throughout the school, points to increased teacher engagement, pedagogical reflection, and educator efficacy. As one educator shared after watching Sandra Herbst model in a classroom with students "I am finally seeing alignment with the system, the school, and the classroom."

Respectfully submitted by:
Lisa Achilles and Kristen Fregeau
Valleyview Public School Admin Team
and
Chantal Moore,
Superintendent of Education





# "Enacting Leadership in Assessment for Learning"

VVPS Leadership Team

Respectfully submitted by, Lisa Achilles & Kristen Fregeau April 12, 2022



### **KPDSB Admin Learning with Sandra Herbst**

- Modeling "Quality & Proficiency"
- Assessment for Learning
- Mediative Questions & Feedback Conversations
- Collectively moving towards KPDSB efficacy





## **Problem**



## Practice



**Instructional Leadership Reflection** 

"How do we make the learning stick with our team of educators at VV?"





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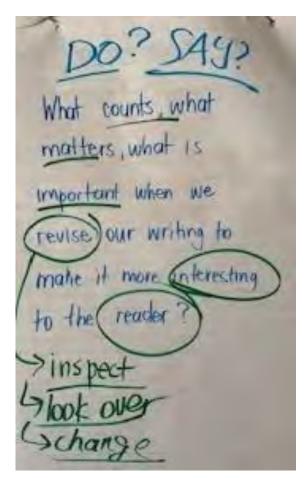
# A Ladder of Implementation



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### Modeling "Quality & Proficiency" at Valleyview





Students involved in the process of assessment





**OBSERVATIONS** 

Students involved in the process of self-peer assessment

SO School Visitseducators engaging in
sharing their practice
about the process of cocreating success criteria
with their students

Educators reaching out to other educators for support and engaging in conversations about pedagogical practices

Of

W leadership team
W leadership team
Google Slideshows
Google Slideshows
to document our
to document journey
learning journey

VV leadership team -Reflective Practitioners (Parking Lot Task)

> Positive Feedback shared by educators after our learning sessions delivered by the VV leadership team

### **PRODUCTS**

### **CONVERSATIONS**

1:1 Coaching
Conversations becoming
normalized and part of
our culture of learning

VV leadership team
leading staff meetings,
PA Days, attending
School Council
meetings, etc.

CLT and educators' willingness to share learning with others Bulletin boards that include learning goal, success criteria and student work

"Collective Efficacy is about the overwhelming power that teachers have to improve student learning and achievement when they work together, explore every avenue open to them, and persist relentlessly once they have found the best way forward." ~ Andy Hargreaves

### <u>WWW.KPD</u>SB.ON.CA



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



### Report of the NAN KPDSB School Support Program and Rapid Response Northern School Team

### NAN KPDSB School Support Program

In 2016, the Nishnawbe Aski Nation (NAN) and the Keewatin Patricia District School Board (KPDSB) signed a Memorandum of Understanding to establish a framework to, "improve educational outcomes for NAN students in both NAN First Nations operated schools and provincial schools". This partnership led to the creation of the NAN KPDSB School Support Program with a focus on mentor coaching to support Principal leadership development. During the last three (3) years, the program has expanded to include the NAN KPDSB New Teacher Induction Program and NAN KPDSB Mental Health Champion Program.

The following eight (8) First Nations currently participate in the Principal Mentor Coaching Program: Bearskin Lake First Nation, Fort Severn First Nation, North Spirit First Nation, Webequie First Nation, Marten Falls First Nation, Long Lake #58 First Nation, Mishkeegogamang First Nation, and Mattagami First Nation. The NAN Principals have received support through mentoring and leadership learning networks in number of areas, including school pandemic plans; school improvement planning, teacher performance appraisals; assessment and report cards; problems of practice; instructional leadership; culturally responsive pedagogy; mental health and wellness; and student attendance and engagement.

The NAN KPDSB New Teacher Induction Program (NTIP) includes the participation of ten (10) teachers from the following First Nations: Bearskin Lake, Webequie, and Long Lac 58. Teachers participate in a variety of professional learning sessions with the KPDSB throughout the school year. Upon successful completion of the program, teachers will receive NTIP accreditation on their Ontario Teaching Certificate.

There are currently 22 Mental Health Champions from seventeen (17) schools/organizations that participate in the NAN KPDSB Mental Health Champion Program. The Mental Health Champions meet monthly and have participated in learning sessions on the following topics: sharing of best practices and challenges; managing mental health and wellness during the pandemic; supporting student's return to school; community-based mental health and wellness resources; crisis and counseling services available to students; trauma-informed practices through a cultural lens; Executive Function; purchase and sharing of resources, including a variety of print resources from School Mental Health Ontario. A large number of school staff have participated in training in Mental health First Aid and Trauma-Informed Practices.

### Rapid Response Northern School Team

The Rapid Response Northern School Team (RRNST) model is fully funded by the Ministry of Indigenous Education and is in its fourth year of operation. For the 2021-2022 school year, the operating budget is \$800,000.00. The model was created as a result of partnerships amongst the Ministry of Education, Nishnawbe Aski Nation, Grand Council Treaty #3, and Keewatin-Patricia District School Board. The RRNST is no longer a pilot program and recently received a three (3) year Transfer Payment Agreement (TPA) from the Ministry.

The team consists of two (2) Administrators, two (2) Educators, and one (1) Crisis Counsellor. The Crisis Counsellor is contracted when the team is requested to support crisis situations in partnership with Kenora Chiefs' Advisory through a Memorandum of Understanding. All educators on the team have specific training related to mental health and wellness such as Mental Health First Aid, Assessing for Suicide in Kids (ASK), and Applied Suicide Intervention Skills Training (ASIST).

The primary purpose of the RRNST is to strengthen relationships and collaborative efforts with First Nation partners to improve education and mental health outcomes for Indigenous students. The work of the team encompasses two main areas: crisis response and educational support service.

The team provides interim support to schools in First Nations communities during times of crisis so that schools remain open as a safe, caring environment for students. When requested, the team works collaboratively with First Nations partners to provide support for staff to continue to deliver education and wellness for students. <u>Click Here</u> to view the KPDSB/RRNST Brochure.

In addition to this, the team also provides educational support services to First Nation operated schools such as professional development, programming for students, teacher-teacher mentorship, and consultation. The team works collaboratively with requesting schools to determine the types of support needed based on the school's identified goals.

#### Respectfully submitted by:

Michael Boos, Principal/NAN KPDSB Support Program, Natasha Menard-Mousseau, Vice-Principal/Rapid Response Northern School Team, and Shannon, Bailey, Superintendent of Education





# Partnerships in Education for Student Success

NAN KPDSB School Support Program

Rapid Response Northern School Team (RRNST)

Michael Boos, Principal - NAN KPDSB School Support Program Natasha Menard-Mousseau, Vice Principal - Rapid Response Northern School Team





## Memorandum of Understanding

In 2016, the Nishnawbe Aski Nation and the Keewatin Patricia District School Board signed a Memorandum of Understanding to establish a framework to, "improve educational outcomes for NAN students in both NAN First Nations operated schools and provincial schools". This partnership led to the creation of the NAN KPDSB School Support Program, with a focus on Mentor Coaching to support principal leadership development. During the last three years, the program has expanded to include the NAN KPDSB New Teacher Induction Program and NAN KPDSB Mental Health Champion Program.













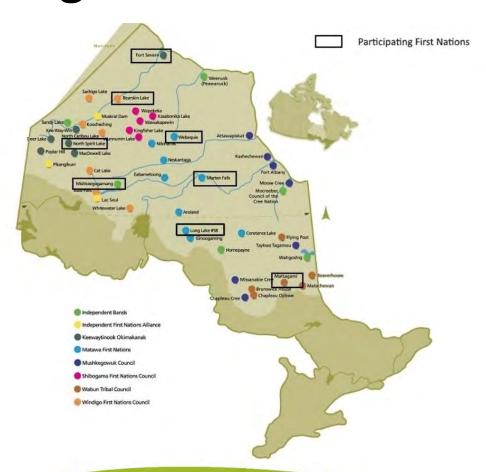




# NAN KPDSB School Support



## Program



The following First Nations currently participate in the support program:

- Bearskin Lake First Nation
- Fort Severn First Nation
- North Spirit Lake First Nation
- Marten Falls First Nation
- Mattagami First Nation
- Mishkeegogamang First
   Nation
- Webequie First Nation
- Long Lake #58 First Nation

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### Overall Goals of the Program

- Provide opportunities for principals to develop expertise in instructional leadership to support exemplary teacher practice in their schools
- Create and implement school improvement plans that are culturally responsive and reflect the needs of students
- Assist principals in the development of a collaborative professional learning environment in which staff work continuously to improve their practice to improve student outcomes
- Provide an opportunity for new teachers in the NAN schools to participate in the KPDSB New Teacher Induction Program (NTIP)
- Support the mental health and wellness of students and staff through the implementation of a Mental Health Champion Program



### **Principal Mentor Coaching**



The Principal Lead with the NAN KPDSB School Support Program provides ongoing mentoring and coaching that includes:

- Instructional leadership focused on high impact strategies
- School Improvement Planning
- Professional learning activities with principals and teachers
- Teacher Performance Appraisals
- Implementation of the New Teacher Induction Program
- Sharing of professional learning resources
- Problem solving with regard to school-level management and instruction, including challenges associated with the pandemic
- Maintaining a shared drive of relevant leadership resources

Since the pandemic began, the principal mentor coaching activities take place online, both with individual principals and as a larger group.

"Networking with other administrators working in a similar environment has been been very informative. Sharing ideas, resources, successes and challenges has been very rewarding. I am not alone in this". - Robin Chamney, Principal in Fort Severn First Nation

### Principal Leadership Meetings



The NAN principal group has met via Zoom on a biweekly basis since September, 2021. The Zoom meetings have included discussion of the following topics:

- Development and ongoing revision of school pandemic plans
- Effective leadership skills and strategies to address the challenges associated with the pandemic
- The Teacher Performance Appraisal Process
- Assessment and evaluation of student work, including report cards
- Culturally responsive instruction and assessment
- Mental health and wellness of students and staff, including trauma-informed practices
- Student attendance and engagement



Marten Falls First Nation



Missabay Community School



# NAN KPDSB New Teacher Induction Program

There are currently 10 teachers from the following three First Nations that participate in the NAN NTIP Program.

- Bearskin Lake First Nation
- Webequie First Nation
- Long Lake #58 First Nation



Migizi Wazisin Elementary School

Upon completion of the NTIP program, teachers will receive accreditation on their Ontario Teacher's Certificate.

# NAN KPDSB New Teacher Induction Program

The NTIP teachers participated in a number of professional learning sessions offered by the Keewatin Patricia District School Board that include:



- Teacher Performance Appraisal Process
- Special Education: Understanding Individual Education Plans
- Progress Reports and Growing Success
- The Kindergarten Program
- Numeracy
- Literacy
- Culturally Responsive Teaching and Learning
- Mental Health and Wellness
- Land-Based Learning and Experiential Education





Fort Severn First Nation



Simon Jacob Memorial Education Centre

# NAN KPDSB Mental Health Champion Program



Twenty two Mental Health Champions from the following First Nations communities/organizations participate in the NAN KPDSB Mental Health Champion Program:

- Fort Severn First Nation
- North Spirit Lake First Nation
- Bearskin Lake First Nation
- Mishkeegogamang First Nation
- Webequie First Nation
- Marten Falls First Nation
- Long Lake #58 First Nation
- Mattagami First Nation
- Matawa Education Centre
- Pelican Falls First Nations High School
- Dennis Franklin Cromarty High School
- Keewaywin First Nation
- Wunnumin Lake First Nation
- Pikangikum First Nation
- Lac Seul First Nation
- Aroland First Nation
- Moose Factory First Nation



Mary Jane Naveau Memorial School



## NAN KPDSB Mental Health Champion Program

We have held Zoom meetings on a monthly basis since September, 2021. Our meetings focus on building capacity in mental health and wellness, while sharing resources that can be implemented in the classroom.

The meetings include the following topics:

- Introduction to new resources
- Sharing of best practices and challenges
- Managing mental health and wellness during the pandemic
- Supporting student's return to school
- Community-based mental health and wellness resources
- Crisis and Counselling services available to students
- Trauma-informed practices through a cultural lens
- Executive Function
- SMHO Resources and Activities

"Overall, the program is amazing. The facilitators are so helpful and organized. It makes the program feel so welcoming and at peace" - NAN Mental Health Champion



## **Training Opportunities**



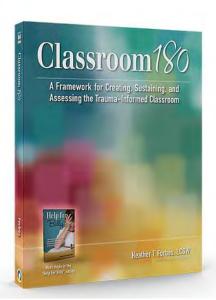
Commission de la santé mentale du Canada



#### Classroom 180 Virtual Bootcamp

"The Classroom 180 Framework is a comprehensive roadmap of what it means to fully create, implement, and sustain a trauma-informed classroom from Kindergarten through the twelfth grade. Additionally, Classroom 180 includes an assessment tool, the Classroom 180 Rubric, that can be used by administrators and other specialists who support teachers on the journey of becoming trauma-informed." - Heather Forbes

"I found this was one of the best trauma-informed practice PD's that we've had because everything was covered so well." - NAN Mental Health Champion





## Partners in Mental Health and Wellness





Santé mentale en milieu scolaire Ontario



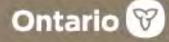


# Rapid Response Northern



## School Team

~ Collaborative, Supportive, Compassionate ~



This project is made possible through funding from the Ministry of Education, Indigenous Education and Well Being Division. The views expressed in this publication are the views of the recipient and do not necessarily reflect those of the Province.



## **Partnerships**

The Rapid Response Northern School Team was created by the Ministry of Indigenous Education and Well-Being Division in partnership with Nishnawbe Aski Nation, Treaty 3 and Keewatin Patricia District School Board to support schools in First Nations communities, specifically in the NAN and Treaty 3 Areas. It is fully funded by the Ministry of Indigenous Education.











"Alone we can do so little; together we can do so much."

~ Helen Keller ~



### **OVERALL GOALS of the RRNST**

- To strengthen relationships and collaborative efforts with First Nation partners to improve education and mental health outcomes for Indigenous students.
- To provide interim support to First Nations operated schools during times of crisis so that schools remain open as a safe, caring environment for students.
   When requested, the team works collaboratively with First Nations partners to provide support for staff to continue to deliver education and wellness for students.
- To provide educational support services to First Nation operated schools such as professional development, programming for students, teacher-teacher mentorship, and consultation. The team works collaboratively with requesting schools to determine the types of support needed based on the school's identified goals.
- To support students and staff as they respond to the ongoing challenges associated with the pandemic.

#### WWW.KPDSB.ON.CA



## Rapid Response Northern School Team 2021-2022



Team Members (left to right): Sarah Flowers, Holly Szumowski, Sheri Blake, Natasha Menard-Mousseau

## **RRNST Growth Data**



	Spring 2019 March to June	2019-2020	2020-2021	2021-2022 *as of February 28th
Total Number of Requests	6	12	18	15
Crisis Response Requests	4	2	3	6
Educational Support Service Requests	N/A	8	15	9
Number of Schools Served	2	10	*27	**19
Average Duration of Assignment	7 days	11 days and/or sessions	5 sessions	5 days and/or sessions

<sup>\*</sup>participation of educators from 37 different communities

#### WWW.KPDSB.ON.CA

<sup>\*\*</sup>participation of educators from 32 different communities



## What does our work look like this year?

Crisis Response	Educational Support Service	
<ul> <li>Virtual meetings to help support educators in navigating and planning for the crisis situation</li> <li>Check Ins</li> <li>Resource provision</li> </ul>	<ul> <li>Student outreach and support</li> <li>At the elbow coaching in classrooms</li> <li>Teacher coverage as a result of shortages</li> <li>New teacher mentorship (formal and informal)</li> </ul>	
	<ul> <li>informal)</li> <li>Professional development</li> <li>Facilitation of student and educator book studies</li> </ul>	
	<ul><li>Transition to Secondary School supports</li><li>Resource provision</li></ul>	



"I really love the PD. It is so specific and targeted. Every time I walk away with concrete ways to improve my teaching. Thank you for your support and hard work. Your commitment to education is so evident!"

~ Nikki Osborne KIHS Graduation Coach "We need the support of partners like RRNST because we are a small school with limited resources and high needs."

> ~ Luc St. Jean Victoria Linklater Memorial School Principal





## Fostering Relationship through Collaboration

- Committed to working closely with school administration and/or Tribal Council partners to create and implement community focused plans of support for staff and students.
- Engage in ongoing discussions with KPDSB MOU partners to determine successes, challenges, and next steps in supporting one another.
- Collaborate with First Nations partners and local schools to support re-engagement and credit attainment opportunities for students unable to attend school in person due to community pandemic protocols.
- Foster collaboration amongst communities through the provision of open professional development and student centred learning opportunities.
- Committed to ongoing learning with and more importantly from our partners in service of student success.

"You know our communities and have always been willing to meet and share resources. I like the way you reach out and offer information about the services your program provides."

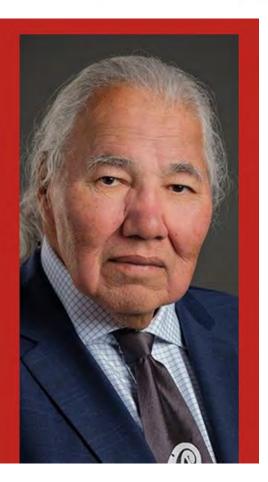
~ Jemima Cutfeet, IFNA EPP Liaison



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We have described for you a mountain. We have shown you the path to the top. We call upon you to do the climbing.

THE HONOURABLE MURRAY SINCLAIR LAWYER, JUDGE, FORMER SENATOR MANITOBAN





## Connect with Us...

If you would like more information about our programs or have any questions after today please feel free to contact us:

Michael Boos

**NAN KPDSB School Support Program** 

Email: michael.boos@kpdsb.ca

Natasha Menard- Mousseau

**Rapid Response Northern School Team** 

Email: <u>natasha.menard-mousseau@kpdsb.ca</u>





#### OHRC Right to Read Inquiry Recommendations Report

#### **Overview**

On October 3, 2019, the Ontario Human Rights Commission (OHRC) announced a public inquiry into human rights issues that affect students with reading disabilities in Ontario's public education system. The OHRC worked with its expert to select a representative sample of eight Ontario English-language public school boards, including the Keewatin-Patricia District School Board. The Boards were selected based on a variety of factors, including lived experience accounts, size and type of school board (public and Catholic), different geographic regions, demographic information, EQAO data including reading test results, boards' Special Education Plans, the proportion of students with different Code-protected identities, and public reports.

The inquiry looked into five (5) requirements that are essential to meeting the right to read:

- 1. Universal Design for Learning (UDL)
- 2. Mandatory early screening
- 3. Evidence-based reading interventions
- 4. Accommodation
- 5. Psychoeducational assessments

The report includes <u>157 recommendations</u> to the Ministry of Education, School Boards, and faculties of education on how to address systemic issues that affect the right to learn to read. The report combines research, human rights expertise, and lived experience of students, parents, and educators to provide recommendations on curriculum and instruction, early screening, reading interventions, accommodation, professional assessments, and systemic issues. Implementing the OHRC's recommendations will ensure more equitable opportunities and outcomes for students in Ontario's public education system.

#### **Summary of Expectations**

Although all 157 recommendations are relevant, the following recommendations are noteworthy:

- The Ontario Ministry of Education and all school boards should provide evidence-based curriculum and classroom instruction in foundational reading skills in a way that is inclusive to all students, including First Nations, Métis, and Inuit students. They should find ways to also incorporate Indigenous experiences, culture, and values throughout classroom content.
- School Boards should stop using textbooks and classroom materials that are inconsistent
  with the scientific evidence, as outlined in this report. School boards should only purchase
  textbooks and classroom materials on the revised Ministry approved lists. School boards
  should replace leveled readers in Kindergarten to Grade 1 or 2, with decodable texts.

- School Boards should immediately begin implementing measures/resources/ programs/guides/training to provide mandatory explicit, systematic, and direct instruction in foundational word-reading skills including phonemic awareness, phonics, decoding, and word study, while awaiting a revised Kindergarten Program and Grades 1–8 Language curriculum. These measures/resources/guides/training can continue to be used to support the delivery of a revised Kindergarten Program and Grades 1–8 Language curriculum once they are released.
- The Ministry should work with an external expert(s) to mandate and standardize evidencebased screening on foundational skills focused on word-reading accuracy and fluency. The Ministry should:
  - Require school boards to screen all students twice a year (beginning and mid-year) from Kindergarten Year 1 to Grade 2;
  - Determine the appropriate screening measures to be used based on the specific grade and time in the year with reference to the recommendations in the IES report that have moderate to strong evidentiary support. At a minimum, measures should include:
    - o Kindergarten: letter knowledge and phonemic awareness;
    - Grade 1 (beginning): phonemic awareness, decoding, word identification, and text reading;
    - Grade 1 (second semester): decoding, word identification, and text reading, and should include speed as well as accuracy as an outcome;
       and
    - o Grade 2: timed word reading and passage reading.
- School Boards should build collaborative teams from personnel with knowledge and experience in the science of reading. Interdisciplinary teams may bring together special education and elementary teachers, psychologists, and SLPs who have advanced their knowledge and experience in this area. These teams can develop and provide comprehensive, sustained, and job-embedded professional learning on the fundamental processes related to reading, early reading skills, and the needs of learners with reading difficulties.

#### Moving Forward

The KPDSB has acted over the past year to begin implementing evidence-based approaches that emphasize direct, explicit, and systematic instruction and an understanding that reading comprehension is the product of word recognition and language comprehension. We have focused on structured, explicit, multi-modal literacy practices, including phonemic and phonological awareness, decoding skills, and matching articulation of speech sounds/phonemes to the letters/graphemes that represent those sounds.

As well, we have examined practices that historically have negatively impacted marginalized students. Through our work with destreaming, providing teachers with increased opportunities to learn about differentiated instruction and universal designs for learning, we are more carefully examining and changing processes that have impacted academic outcomes.

We are pleased with the response of the Ministry of Education, who has taken immediate action to support the acquisition of foundational reading skills by actions such as supporting Boards with evidence-based resources, targeted reading interventions, through tutoring supports and by making revisions to the Ontario Language Curriculum with scientific, evidence-based approaches that emphasize direct, explicit and systematic instruction.

## KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD OHRC Right to Read Report April 12, 2022

The KPDSB is committed to implementing the recommendations of the OHRC Right to Read Report. We are committed to providing teachers and support staff with adequate training for screening, assessments, instructional strategies, and interventions. We will ensure that students are provided with barrier-free interventions that are supported by scientific evidence. We have set clear standards for accommodations and modifications and greater access to professional development for teachers to be able to support students in the classroom.

The KPDSB thanks the OHRC for allowing the Board to represent students of northwestern Ontario during this inquiry. We are committed to working with the Ministry of Education, local First Nation and Metis leaders, families, and students to ensure positive outcomes in the areas of literacy as well as other areas of academics, well-being, equity, and human rights as we move forward.

Respectfully submitted by: Shannon Bailey Superintendent of Education



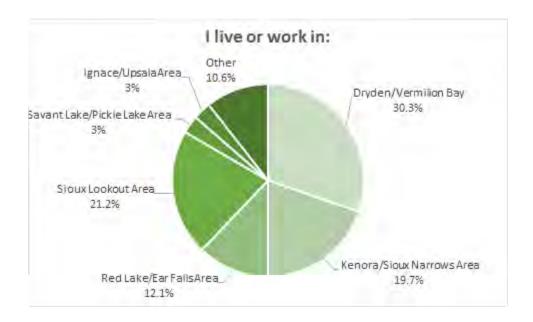
#### Strategic Plan 2019-2024 Update

The KPDSB conducted a mid-plan review of the 2019-2024 Strategic Plan in the form of an electronic survey to ensure it continues to meet the goals and needs of the system. To view a copy of the survey, please <u>click here</u>. The survey was open for two (2) weeks and closed at midnight on February 13, 2022. The mid-plan review survey gathered feedback from specific stakeholders/groups rather than a wide-scale consultation that is used when creating the five (5) year plan. Identified stakeholders that the survey was shared with included:

- KPDSB Staff;
- KPDSB Board Committees for SEAC, IEAC, and EYAC;
- Union leadership;
- First Nation and Metis Partners;
- Partner Agencies of the KPDSB;
- Parent Involvement Committee and School Councils; and
- Student Council Members and/or Student Voice Committee Members.

In total, the survey received sixty-six (66) responses from a variety of stakeholders. The charts below provide some general information on the individuals that completed the survey.

I am a		I am a	
Staff Member or a Member of an Indigenous Agency, Community, or Partner	1.5%	KPDSB Non-Classroom Teacher	3.0%
Staff Member or Member of an organization that is a Partner of the KPDSB	7.6%	KPDSB Occasional Teachers	1.5%
KPDSB Parent Involvement Committee or School Council Member		KPDSB Adult Education Staff	1.5%
KPDSB Board Office Staff (HR, Learning Technologies, Finance, Facilities)	1.5%	KPDSB Principal or Vice-Principal	9.1%
KPDSB Central Support Staff (SATs, SERTs, Indigenous Lead, Mental Health Lead, etc.)	4.5%	KPDSB School-Based Non-Teaching Support Staff (EAs, ECEs, Family Case Managers, Graduation Coaches, Student Counselors, etc.)	10.6%
KPDSB Special Education Advisory Committee (SEAC) Member	1.5%	KPDSB Classroom Teacher	37.9%
KPDSB Early Years Advisory Committee (EYAC) Member	3.0%	KPDSB Union Leadership	1.5%
KPDSB Facilities Staff (custodial and maintenance)	4.5%	Other	3.0%
KPDSB Indigenous Education Advisory Committee (IEAC) Member	1.5%		



The feedback from the survey was coupled with the in-depth mid-plan review of the Strategic Plan earlier in the school year by Trustees and the Senior Administration Team.

#### Respectfully submitted by:

## Revised 2019-2024 Strategic Plan Following Feedback from March Committee of the Whole

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

#### Indicators:

- High expectations for all students.
- Improved attendance through tracking and re-engagement strategies.
- School and system learning recovery programs are provided for students.
- Alternative Programs that meet individual student needs. Track and monitor student achievement.
- All students will be reading at standard and interventions and supports are provided to
  ensure students are proficient readers. Data analysis is ongoing to ensure board
  improvement in literacy.
- The student achievement gap which currently exists between board and provincial results on EQAO assessments will decrease.
- Increase opportunities for students to participate in or be exposed to the skilled trades
  pathways and increase parent/guardian and staff awareness of the apprenticeship
  pathway.
- Focused effort by all schools and systems to build and strengthen community partnerships and parent engagement. Track and measure increased engagement.
- Student leavers data are reviewed and shared with the Board annually.
- Graduates participate in exit interviews to inform board improvement plans and goal setting.
- KP staff will continue to adapt and revise to meet the diverse needs of students and families
- KPDSB will ensure that students have opportunities to develop and strengthen transferable skills which are critical for success in education, career, and life.
- 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.
- Students will have opportunities for student voice in the classroom, school, and system.

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.

#### Indicators:

- 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.
- 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.
- 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.

- Increased use of restorative practices to foster student voice, relationships, sense of belonging, connections, and importance.
- Supports and interventions are in place to ensure all students are successful.
   Intervention starts first in the classroom. Appropriate programming/educational accommodations are in place for students requiring individualized support.
- Increased professional development for staff regarding equity, mental health and trauma informed practice/awareness.
- Increased visibility of safe spaces and inclusive environments that reflect our diverse student populations.
- Incorporating mental health and well-being within curriculum content.

#### Leadership: Inspiring excellence and building future capacity.

#### Indicators:

- Continual identification and support of aspiring leaders for succession planning based on the leadership competency frameworks.
- Increased opportunities for leadership development of staff at all levels.
- · Technology to enhance teaching and learning.
- Increased opportunities for leadership development of students of all ages, starting as early as Kindergarten.
- Create awareness with our students of job/career opportunities, including those in the KPDSB.

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

#### Indicators:

- All KPDSB staff receive cultural competency training.
- 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.
- The development and implementation of a Truth and Reconciliation Strategic Plan.
- Indigenous Student Trustee to provide advice to and represent student voice to the KPDSB Board of Trustees.
- Creation of a formal policy and statement for "Land Acknowledgement."
- 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.
- An increase in the number of Self-Identified Indigenous staff.
- Building a community of allyship by working to break down systemic barriers.
- An increase in the number of land-based teaching lessons and First Nation, Metis, and Inuit credit course options.
- Enriching opportunities to learn about how Indigenous knowledge, pedagogy, and ways
  of knowing have contributed to many western practices today.
- KPDSB will demonstrate value and respect for Indigenous knowledge, culturally relevant pedagogy, and Calls to Action by ensuring schools are providing learning opportunities for all students and school communities.
- 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.



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Policy Name: School Councils and Parent Involvement Committee

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#### **Preamble**

The purposes of School Councils are:

- 1. To work in partnership with schools;
- 2. To improve student achievement and success; and
- 3. To enhance the accountability of the education system to parents/guardians and communities through their active participation.

The primary way to achieve these purposes is by making recommendations (in accordance with this policy and Ontario Regulation 612/000) to the Principal of the school and to the Keewatin-Patricia District School Board (KPDSB).

**Policy Statement** 

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It is the policy of the Keewatin-Patricia District School Board (hereinafter known as the Board or KPDSB) that each school shall annually establish and maintain a School Council which will be instrumental in supporting school quality. School Councils shall operate in accordance with this policy and make the overall interests of the school and students their first concern.

#### **School Council Mandate**

School Councils shall operate within the parameters of the Education Act, Regulations 612/00, 613/00, 298, and other relevant legislation. School Councils shall act in an advisory capacity to

Cross Reference Ontario Regs: 612/00, 613/00, 298 Policies

101, Strategic Improvement Planning 303, School Improvement Planning

306, Use of Volunteers

320, Appropriate Dress for Students

602, Travel, Meeting, and Hospitality Expenses

608, School Fundraising

Procedures

320, Appropriate Dress for Students

Parent Involvement Committee Terms of Reference and Procedures 2011

Date Adopted: 06/2001 Dates Reviewed: 04/2004; 12/2005 Dates Revised: 08/06/2009; 14/05/2013;

14/02/2017

Review By: 2020



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Policy Name: School Councils and Parent Involvement Committee

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#### the school's Principal and will place the overall interests of the students and the school first.

School Councils shall also operate within the guidelines of the Board's policies and agreements, including Collective Agreements. While the Board recognizes the important advisory role of the School Councils, it is the policy of the Board that the ultimate responsibility for the administration and management of the day-to-day operation of the school, and the system, rests with the Principals, Superintendent(s) of Education, and the Director of Education.

#### The purpose of the School Councils are:

- To advocate for and consider the overall interests of the school and students;
- To work in partnership with schools;
- To encourage and honour student achievement and success through active participation of parents/guardians;
- To establish effective communication within the school community;
- To increase participation of parents/guardians in the education of their children;
   and
- To enhance the accountability of the education system to parents/guardians and communities through their active participation.

The primary way to achieve these purposes is by making recommendations to the Principal of the school and to the Keewatin-Patricia District School Board in accordance with this policy (see page 7, section 6. c) and Ontario Regulation 612/00,

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Cross Reference Ontario Regs: 612/00, 613/00, 298 Policies 101, Strategic Improvement Planning

303, School Improvement Planning

306, Use of Volunteers

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Review By: 2020



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Policy Name: School Councils and Parent

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**Involvement Committee** 

Cross Reference Ontario Regs: 612/00, 613/00, 298 Policies 101. Strategic Improvement Plannir

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Review By: 2020



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Policy Name: School Councils and Parent Involvement Committee

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#### **Rationale**

Keewatin-Patricia District School Board recognizes that education is a shared responsibility involving schools, students, families, and members of the community. School Boards are required to establish School Councils in accordance with Regulation 612/00 of the Education Act.

#### **Regulations**

#### 1. Administrative Detail

- a) It is the responsibility of the Principals to implement this policy in accordance with Regulations 612/00, 613/00, and 298.
- b) The Director's Annual Report to the Ministry of Education and Training, and to the Board, shall include a statement on the operation of School Councils.
- c) It is the responsibility of the Principals to implement this policy in accordance with Regulations 612/00, 613/00, and 298.
- d) The Director's Annual Report to the Ministry of Education and Training, and to the Board, shall include a statement on the operation of School Councils.

#### 2. Membership

The School Council shall ensure that parents/guardians constitute the majority of the members of the School Council. It is expected that the membership on a School Council shall reflect the diversity of the school community. In the event that the elected parents/guardians do not reflect the diversity in terms of demographics, divisional representation (i.e., primary, junior, intermediate, senior, etc.), and all related programs (i.e., extra-curricular, etc.), the School Council shall consider the issue of balance in the selection of community representatives. The size of the School Council shall be set by the By-laws at the school level.

a) Parents/Guardians:



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Policy Name: School Councils and Parent Involvement Committee

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- The parent/guardian representative shall be elected by and from parents and guardians of students currently enrolled in the school and shall form the majority of the School Council.
- A Trustee of the Keewatin-Patricia District School Board cannot be a member of a School Council within the Board.
- iii) Board employees are not eligible to run for School Council as a parent/guardian representative in a school where they are employed as per Ontario Regulation 612/00. This includes casual employees at the school.

#### b) Principals:

The Principal of the school shall be a non-voting member of the School Council.

#### c) Teachers:

One (1) teacher, other than the Principal or Vice-Principal employed at the school, shall be elected as per Ontario Regulation 612/00, the Ministry of Education Election Procedure, and sections 3.a)iii and 3.b) of this policy.

#### d) Non-Teaching Staff:

One (1) person employed at the school, other than the Principal, Vice-Principal, or a teacher, shall be elected as per Ontario Regulation 612/00, the Ministry of Education Election Procedures, and sections 3.a)i and 3.b) of this policy.

#### e) Student Representatives:

Does not apply to schools primarily for adults.

- In secondary schools with a Student Council, one (1) student enrolled in the school shall be appointed by the Student Council;
- ii) In secondary schools without a Student Council, one (1) student enrolled in the school shall be elected as per Ontario Regulation 612/00, the Ministry of Education Election Procedure, and sections 3.a)i and 3.b) of this policy; or
- iii) In elementary schools, the Principal shall appoint one (1) student enrolled in the school if the School Council decides to include a student.

#### f) Community Representatives:

- The School Council shall appoint at least one (1) community representative.
   More community representatives may be appointed as long as the majority of School Council members are parents/guardians.
- ii) Employees of the Keewatin-Patricia District School Board are not eligible to be community representatives on School Councils unless:
  - The person is not employed at the school; and



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Policy Name: School Councils and Parent Involvement Committee

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 The School Council is informed of the person's employment before the appointment.

#### 3. Elections of School Council Members

a) Elections of all members shall be held during the first thirty (30) days of each school year, on a date fixed by the Chair or Co-Chair(s) of the School Council after consultation with the Principal of the school.

If a new school is established, the first election of members shall be held during the first thirty (30) days of the school year, on a date fixed by the Board. The Board will set a common election period for the purpose of enhanced communication.

- i) A person is eligible to be a parent/guardian member of a School Council if they are a parent/guardian of a pupil who is enrolled in the school, unless:
  - They are employed at the school; or
  - They are not employed at the school but are employed elsewhere by the Board and the individual has not taken reasonable steps to notify people eligible to vote in the election of parent/guardian members of their employment.
- ii) A person is eligible to vote in an election of parent/guardian members of a School Council if they are a parent/guardian of a pupil who is enrolled in the school. The vote shall be by secret ballot.
- iii) Only teachers employed at the school are eligible to vote for a teacher representative who is employed at the school.
  - Neither the Principal nor Vice-Principal shall be a teacher representative or vote for a teacher representative.
- iv) Non-teaching staff employed at the school, excluding Principal(s)/Vice-Principal(s), are eligible to vote in an election of the non-teaching staff representative of the School Council.
- v) In a secondary school where there is no Student Council, a person is eligible to vote in an election of a pupil enrolled in the school if they are a pupil enrolled in the school.
- School Councils shall outline a specific election process in their constitution/ procedural guidelines.
- c) Notice of School Council Elections:

The Principal of a school shall, at least fourteen (14) days before the date of the election of parent/guardian members, give written notice of the date, time, and location of the election to every parent/guardian of a pupil who on the date the notice is given is enrolled in the school. The principal may give notice by email or other electronic means,

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sending a note home with each pupil and posting the notice in the school in a location that is accessible to parents/guardians.

The Keewatin-Patricia District School Board will assist in advertising a common election period at all-schools.

d) The Ministry of Education School Council Guide for Members (2002) and the Keewatin-Patricia District School Board's The Joy of Making a Difference: Getting Started for Principals (2004), further describes election procedures.

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#### 4. Term of Office

- a) A term of office shall not exceed one (1) year;
- b) Members may be elected/appointed for additional terms at subsequent elections unless otherwise provided by the By-laws of the School Council; and
- c) All School Councils shall be in place within thirty (3) days of the start of the school year.

#### 5. Membership Vacancies

- a) Vacancies may occur when either:
  - Positions on the School Council have not been filled after election and appointment; or
  - ii) A member resigns.
- b) A School Council shall fill a vacancy by election or appointment in accordance with the By-laws of the School Council.
- c) A term of office ends (for the filled vacancy) with the current School Council's term of
- d) A vacancy in the membership of a School Council does not prevent the School Council from exercising its authority unless the number of vacancies means that parents/guardians no longer form the majority or that the number of vacancies will not meet the By-law requirements for quorum in the School Council By-laws.

#### 6. Role of the School Councils



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#### a) Consultation:

School Councils shall consult with parents/guardians of students enrolled in the school about matters under consideration by the School Council.

#### b) Advisory Authority:

School Councils may make recommendations to the Principal or to the Keewatin-Patricia District School Board on any matter, excluding personnel matters and other matters that the Board is required to deal with in-camera such as: the security of property, the acquisition or disposal of a school site, negotiations of litigation affecting the Board as set out in the Education Act. The Principal shall consider each recommendation and, in a timely manner, shall advise the Council of the action taken in response to the recommendation.

- i) Each School Council shall annually:
  - Review the school code of conduct;
  - · Review the school improvement plan;
  - Establish annual priorities or goals;
  - Participate in the development of School Improvement Plans; and
  - Submit an annual report on its activities and fundraising as per section 8.f).
- c) Recommendations made in writing to the Board shall be considered by the Board and the School Council shall be advised in writing of the action taken in a timely manner. Recommendations so made, shall reflect the majority opinion of the School Council in the form of a resolution.
- d) Consultation by Board:

The Keewatin-Patricia District School Board shall consult School Councils on the following issues:

- Policies and implementation plans with respect to the Code of Conduct regarding the conduct of persons in schools;
- ii) Policies and implementation plans with respect to appropriate dress for pupils;
- iii) Policies with respect to fundraising;
- iv) Policies with respect to conflict resolution for internal School Council disputes;
- Policies with respect to reimbursement by the Board of expenses incurred by School Councils;
- vi) Policies with respect to the allocation of funding by the Board to School Councils;
- vii) School Improvement Plans and the communication of these plans to the public;



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- viii) The process and criteria applicable to the selection of Principals and Vice-Principals and the process and criteria applicable to the placement of Principals and Vice-Principals;
- ix) The development of implementation plans for new Ministry mandated education initiatives that relate to student achievement or to the accountability of the education system; and
- x) Other areas determined by the Ministry of Education and the Board.

In matters in which the Board must consult, the consultation shall be initiated through School and Board websites and local Media from the Director of Education, or Designate, seeking input and outlining an appropriate timeframe for such input.

On all other issues, consultation will occur at the discretion of the Board.

#### 7. Responsibilities of School Council Members

#### a) School Council Members:

The members of the School Council shall:

- i) Place overall interests of students and the school first;
- ii) Participate in School Council meetings;
- iii) Participate in information and training programs if possible;
- iv) Act as a link between School Council and the community;
- Encourage the participation of parents/guardians and others within the school community;
- vi) Seek to reach consensus in the decision-making processes of the School Council:
- vii) Not speak on behalf of the School Council regarding Board policies and affairs unless authorized by the Council to do so; and
- viii) Be accountable to the school community for their actions.

#### b) The Chair/Co-Chair:

The Chair/Co-Chair must be elected from among the parent/guardian members of the School Council but shall not be employed by the Keewatin-Patricia District School Board.

- i) The Chair/Co-Chair of the School Council shall:
  - Call School Council meetings;
  - Prepare the agenda for meetings in consultation with the Principal;
  - Chair the meetings;

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 Ensure that the minutes of the meetings are recorded, circulated, and maintained:

- Communicate with the Principal (i.e., involve the Principal in the planning of all School Council activities and/or initiatives that involve or impact upon the school's staff or students, etc.); and
- Be a member of the Parent Involvement Committee and attend meetings
  as a representative of their School Council.
- ii) The Chair/Co-Chair of the School Council may and should:
  - Ensure that parent/guardian consultation has been sought before the decision-making process begins;
  - Participate in information and training programs if possible;
  - Encourage collaborative decision-making;
  - Ensure that there is regular communication with the school community; and
  - Consult with Senior Administration and Trustees as required.
- iii) The Chair/Co-Chair, in consultation with the Principal, shall be responsible for communications on behalf of the School Council.

c) The Principal:

- i) The Principal of the school shall:
  - Attend all School Council meetings;
  - Adhere to responsibilities outlined in Regulations 298, 612/00, and 613/00 regarding School Councils;
  - Ensure that copies of the minutes of the School Council's meeting(s) are kept at the school in an area easily and comfortably accessible to parents/guardians (i.e., school library, posted on the school's website, etc.);
  - Facilitate and assist the School Council and the Chair in its operation:
  - Seek input and consider all recommendations from the School Council and advise the School Council of the action taken in response to its recommendations;
  - Act as a resource on laws, Regulations, Board policies, and Collective Agreements;
  - Obtain and provide information required by the School Council to enable it to make informed decisions;
  - Maintain regular communication with the Chair/Co-Chair of the School Council;
  - Assist the School Council in communication with the school community;
  - Encourage the participation of parents/guardians and other people within the school community;

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- Approve all materials from the School Council distributed through the school; and
- Promptly distribute materials identified by the Ministry for distribution to School Councils. These materials shall also be posted in a prominent location accessible to parents/guardians.
- ii) The Principal of the school may:
  - Delegate the duties to the Vice-Principal where appropriate; and
  - Encourage the School Council to exercise its advisory capacity whenever input is being sought by the Board or Ministry.

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#### 8. Operations of School Council

#### a) Meetings:

- i) A School Council shall meet at least four (4) times during the school year.
- A School Council shall meet within the first thirty-five (35) days of the school year after elections are held. The date of the first meeting is decided by the Principal.
- iii) On behalf of the School Council, the Principal shall give written notice of the dates, times, and locations of the School Council meetings to every parent/guardian of students enrolled in the school on the date of the notice. Such notice may be posted in the school in a prominent location accessible to parents/guardians and/or given to students for delivery to parents/guardians/
- All meetings shall be open to the public in a location accessible to the public.
   School Councils are entitled to hold meetings at the school.
- v) A meeting of the School Council cannot be held unless a majority of the current members of the School Council are present at the meeting, and a majority of the members of the School Council who are present at the meeting are parent/guardian members.

#### b) Committees:

A School Council may establish committees to make recommendations to the School Council. Every committee must include at least one (1) parent/guardian member of the School Council but may include non-members of the School Council. Committee meetings are subject to items 8.a)iii and 8.a)iv.



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Committees must work in accordance with this policy, Ontario Regulation 612/00, and their own School Council By-laws and Operational Guidelines.

#### c) Voting:

Each member of the School Council or committee is entitled to one (1) vote in votes taken by the School Council or committee. The Principal is a non-voting member of a School Council or committee.

#### d) By-laws:

- i) A School Council may make By-laws governing the conduct of its affairs.
- ii) A School Council may wish to consider establishing an executive in its By-laws.
- iii) Every School Council shall make the following By-laws:
  - A By-law that governs election procedures and the filling of vacancies in the membership of the School Council.
  - A By-law that establishes rules respecting participation in School Council proceedings in cases of conflict of interest.
  - A By-law that establishes a conflict resolution process for internal School Council disputes. The By-law shall be in accordance with any applicable policies established by the Board.
  - A By-law that sets the size of the School Council at the school level.

#### e) Fundraising:

School Councils may engage in fundraising activities. The activities and the funds raised shall be in accordance with Policy 603 – School Fundraising, established by the Board.

#### f) Annual Report:

Every School Council shall annually submit a written report on its activities and fundraising to the Principal and the Keewatin-Patricia District School Board. The Principal shall give every parent/guardian of current students a copy of the report on behalf of the School Council. The report may be given to each child for delivery to parents/guardians and posted in the school in a location accessible to parents/guardians.

#### g) Records:

A School Council shall keep minutes of all of its meetings and records of all of its financial transactions for a period up to four (4) years. Records shall be available at the school, in an accessible place, for examination by any person at no charge.



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#### h) Incorporation:

A School Council shall not be incorporated.

#### i) Remuneration/Reimbursement:

No person shall receive any remuneration for serving as a member or officer of a School Council. The Keewatin-Patricia District School Board shall reimburse members and officers of a School Council in accordance with Board Policy 602 – Travel and Meeting Expenses for expenses they incur as members or officers of the School Council, where authorization has been granted prior to the travel occurring.

#### j) Collecting Information:

The Ministry of Education may collect names, mailing addresses, phone numbers, and e-mail addresses of any, or all, members of the School Council. This information is to consult and communicate directly with School Council members by the Ministry of Education and the Parent Engagement Office.

#### k) Liability:

School Councils have specific mandates as per Ontario Regulation 612/00, relevant Keewatin-Patricia District School Board policies, and their School Council By-laws and Operational Procedures. Operating within these policy frameworks, School Councils are covered under the Board's liability insurance.

#### l) Operational Resources:

The Keewatin-Patricia District School Board supports the work of School Councils and as such has developed a number of operational resources available in each school, including:

- The Joy of Making a Difference: School Council Pamphlet;
- The Joy of Making a Difference: School Councils, Getting Started for Principals;
- \* The Joy of Making a Difference: Toolkit for School Councils; and
- The Joy of Making a Difference: School Council Training Tools.

Additional School Council resources can be found on the Government of Ontario website: <a href="https://www.edu.gov.ca/eng/parents/PIC.html">www.edu.gov.ca/eng/parents/PIC.html</a>



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#### 9. Parent Involvement Committees

The Keewatin-Patricia District School Board has one (1) PIC that represents each area of the Board. The Parent Involvement Committee (PIC) will follow the Terms of Reference and Procedures as established on April 26, 2011 or until revoked.

The Parent Involvement Committee shall focus on area initiatives and concerns. The Parent Involvement Committee shall act as a liaison among the School Councils, the community, and the Board of Trustees.

#### a) Membership:

- i) KPDSB Director or Designate.
- ii) One (1) voting representative appointed by each KPDSB School Council.
- iii) Two (2) appointed Trustees by the KPDSB.
- iv) One (1) KPDSB-PIC student representative.
- v) The number of community representatives specified in the By-laws of the committee.
- vi) The KPDSB-PIC parent/guardian members shall be in the majority.
- vii) One (1) KPDSB voting member shall be a student representative from the same secondary school that the Student Trustee is selected from.

#### b) Resource Staff:

- i) Superintendent of Education;
- ii) Area Trustee(s); and/or
- iii) Director of Education.

#### c) The Parent Involvement Committee shall:

- Focus on area concerns;
- ii) Support the sharing of information among School Councils;
- iii) Provide advice to the Superintendent of Education and the area Trustee(s) on any area matters;
- iv) Meet at least four (4) times during the school year; and
- v) Share agendas and minutes with the Trustees, the Director of Education, and Superintendents.
- d) The Parent Involvement Committee may hold an event within the KPDSB in order to provide opportunities for School Council members to network and share information.



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#### e) Responsibilities of Members:

- i) Represent the views and opinions of their School Council(s);
- ii) Share information from the Parent Involvement Committee meetings with their School Council(s);
- iii) Act as a link among School Councils, the community, and the Board; and
- iv) Attend meetings and/or ensure representation of their School Council(s).
- f) The Director of Education, or Designate, shall:
  - i) Attend all Parent Involvement Committee meetings;
  - ii) Facilitate the scheduling, notification of meetings, and distribution of minutes;
  - iii) Facilitate the election of a Chair;
  - iv) Maintain regular communication with the Chair; and
  - v) Act as a resource on Board initiatives, policies, laws, and regulations.

#### 10. General

The Board may provide expertise, leadership, and training to School Council members and Principals on request.

Resource: http://www.edu.gov.on.ca/eng/teachers/HandbookPIC.pdf



Policy Section: **Business and Administrative** 

Matters

Policy Name: Signing Authorities

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**Board April 12/22** 

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#### **Policy Statement**

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to delegate its signing authority to the Director of Education to facilitate the signing of documents necessary for the effective and efficient operation of KPDSB the Board. Such signing authority may be further subdelegated to officers and employees of KPDSB the Board by the Director of Education through the establishment of a Signing Authorities Procedure.

Notwithstanding the above, the Chair and/or Vice-Chair of the Board may sign such documents as Board and Committee Meeting Minutes, correspondence issued on behalf of-KPDSB the Board, expense claims of Trustees in accordance with KPDSB Policy 210, documents where the other party (i.e., Ministry of Education, etc.) requires the signature of the Chair and/or Vice-Chair, and any other documents which have been specifically approved by the BoardKPDSB for signature by the Chair and/or Vice-Chair.

#### **Rationale**

The geography of the BoardKPDSB and the nature of Trustees' responsibilities make it impractical to require the signatures of Trustees to execute documents needed for the operation of the Board. The Board gives direction to staff through By-laws and Resolutions and these authorizations will guide the Director of Education in determining whether documents should be signed and by whom.

#### **Guidelines**

1. The Director of Education shall issue a Signing Authorities Procedure to implement this Policy, including guidelines governing the sub-delegation of signing authority.

Cross Reference
Policies
210, Expenses of Trustees and Appointed Members
607, Procurement
Procedures
616, Signing Authority



Policy Section: **Business and Administrative** 

**Matters** 

Policy Name: Signing Authorities

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#### 2. Exercising Prudence

All persons with delegated signing authority have the responsibility to exercise their authority in a prudent manner. Depending on the nature of the document to be signed, this responsibility shall include an assessment of some, or all, of the following:

- The ability of the Board KPDSB to meet any financial obligations resulting from the contract, agreement, or financial or other instrument;
- The ability of the other party(ies) to meet its/their obligations;
- Specific authority granted by the BoardKPDSB to execute the document;
- Compliance with labour legislation, tax legislation, other legislative and regulatory requirements, and applicable Board policies;
- Whether all approvals required by any applicable policy or practice have been obtained for the contract or agreement; and
- Whether legal advice is needed (consult with the Director of Education, or Designate).

#### 3. Corporate Seal

The seal of the Board, when required, will be affixed to contracts, agreements, documents, or written instruments. The seal of the Board will be the responsibility of the Director of Education and will not be stored at the head office of the Board.

#### 4. Electronic and Mechanical Signatures

The use of electronic and mechanical signatures is authorized, subject to those persons with signing authority having direct control over the application of such signatures or having a rigorous control system to prevent unauthorized application of such signatures (i.e., requiring two (2) independent persons to operate a cheque printer which prints cheques bearing electronic signature, etc.).

#### 5. Approval Authority

Approval Authority is distinct from Signing Authority. Prior to signing a document such as a purchase order, lease, or contract, the individual must first ensure that they have sufficient approval authority as set out in KPDSB Policy 607 – Purchasing Procurement, or by virtue of a By-law or Resolution of the Board.

#### 6. Borrowing Authority

Borrowing Authority is distinct from Signing Authority. Prior to signing a document such as a loan agreement, mortgage, or other borrowing instrument, the individual must first ensure that they have sufficient borrowing authority as set out in a By-law or Resolution of the Board.