



May 10, 2022

# Regular Board Meeting Package

**VIRTUAL MEETING**

# KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

## **REGULAR BOARD MEETING # 6**

Tuesday, May 10, 2022 Time: 7:00 pm CST	Virtual Meeting (Google Link for internal use only)
<b>AGENDA</b>	

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 May 10, 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 April 12, 2022 Chair
7. Presentations/Delegations Chair
  - 7.01 – New Student Trustees 2022-2023 SL. Pharand
  - 7.02 – New Staff –Human Resources
8. Presentation of Reports and Accompanying Motions Chair
  - 8.01 Education
    - A. Students Come First – “*Student Agency, Social Issues Competencies for Today and Tomorrow*” – GLCPS S. Bailey
    - B. NAN/KPDSB School Support Program / RRNST S. Bailey
    - C. OHRC Right to Read Summary Recommendations S. Bailey
    - D. Student Success – SMHS Itinerant Teacher J. Lower
    - E. SEAC Self-Regulation Presentation - E. Kaldeway C. Moore
    - F. Children’s Mental Health Report - C. Kerkermeier C. Moore
    - G. #311 Policy – School Scholarships and Awards J. Lower
    - H. #323 Policy – Student Use of Service Animals C. Moore
  - 8.02 Executive Committee Report M. Shakakesic /
    - A. Student Trustees’ Reports M. Gallagher
    - B. June Board Meeting Date Change Chair
    - C. #209 Policy – Trustee Professional Development SL. Pharand
  - 8.03 Finance / Audit - NIL
  - 8.04 Human Resources – NIL

8.05 Operations

- |   |             |
|---|-------------|
| A. #201 Policy - Policy Initiation, Identification, Development,<br>Implementation and Review – Δ | SL. Pharand |
| B. #604 Policy – OMERS Membership Δ   | R. Findlay  |
| C. #606 Policy – Transportation Δ   | R. Findlay  |

8.06 Committee Updates

- |  |             |
|--|-------------|
| A. Early Years Advisory Committee - NIL      |             |
| 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 - NIL        |             |
| 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: June 7, 2022	Chair
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13. Adjournment	Chair
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*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, April 12, 2022, held via virtual meeting.**

Call to Order	The meeting was called to order at 7:01pm.		
Roll Call	E. Bortlis D. Head D. Cornish J. Kitowski M. Gallagher, ST	M. Duncalfe R. Griffiths R. O'Donohue M. Shakakeesic, IST	B. Gauthier M. Guitard C. Marcino
Absent with Regret	G. Kleist		
Absent without Regret			
Officials	SL. Pharand J. Lower	R. Findlay C. Moore	S. Bailey Exec Assistant
Also Present	Media, Staff, and the Interested Public		
Item 3 - Agenda	Moved by: Eric Bortlis Seconded by: Darrin Head		
<b>Motion 94-22</b>	THAT the agenda for the Regular Board Meeting of April 12, 2022, be approved with the deferment of items 8.01C and 8.01D.		
	Defeated _____ Carried <u> X </u>		
Conflict of Interest	Declaration of conflict of interest regarding proceedings on agenda		
Item 6 - Minutes	Moved by: Robert O'Donohue Seconded by: Barbara Gauthier		
<b>Motion 95-22</b>	THAT the minutes of March 8, 2022, Regular Board Meeting, having been duly circulated, be confirmed.		
	Defeated _____ Carried <u> X </u>		
Item 6 - Minutes	Moved by: Marilyn Duncalfe Seconded by: Roger Griffiths		
<b>Motion 96-22</b>	THAT the minutes of March 22, 2022, Special Board Meeting, having been duly circulated, be confirmed.		
	Defeated _____ Carried <u> X </u>		

- |                          |  |
|--------------------------|--|
| Students Come First      | Students Come First Presentation “We are Savant Lake Public School” was presented by S. Leurdo (Teacher), I. Belmore (Teacher/Education Assistant), H. Szumowski (Principal), and student D. Wabano (Grade 8). |
| Item 8.01A – S.C.F.      | Moved by: Roger Griffiths<br>Seconded by: Eric Bortlis   |
| <b>Motion 97-22</b>      | THAT the Students Come First Presentation be received.   |
|                          | Defeated _____ Carried <u> X </u>  |
| Item 8.01B – Hurst       | Moved by: Michelle Guitard<br>Seconded by: Marilyn Duncalfe  |
| <b>Motion 98-22</b>      | THAT the Enacting Leadership in Assessment for Learning Presentation received.   |
|                          | Defeated _____ Carried <u> X </u>  |
| Item 8.02A – S. Trustees | Moved by: Darrin Head<br>Seconded by: Barbara Gauthier   |
| <b>Motion 99-22</b>      | THAT the Student Trustee reports be received.  |
|                          | Defeated _____ Carried <u> X </u>  |
| Item 8.02B – OPSBA       | Moved by: Jennifer Kitowski<br>Seconded by: Roger Griffiths  |
| <b>Motion 100-22</b>     | THAT the Ontario Public School Board Annual General Meeting travel request for Trustees be received.   |
|                          | Defeated _____ Carried <u> X </u>  |
| Item 8.02B – OPSBA       | Moved by: Roger Griffiths<br>Seconded by: Eric Bortlis   |
| <b>Motion 101-22</b>     | THAT the Ontario Public School Board Annual General Meeting travel request for Trustees be approved.   |
|                          | Defeated _____ Carried <u> X </u>  |
| Item 8.02C – Strat Plan  | Moved by: Michelle Guitard<br>Seconded by: Jennifer Kitowski   |
| <b>Motion 102-22</b>     | THAT the Keewatin-Patricia District School Board 2019 - 2024 Strategic Plan update be received.  |
|                          | Defeated _____ Carried <u> X </u>  |

- Item 8.02C – Strat Plan      Moved by: Darrin Head  
Seconded by: Michelle Guitard  
**Motion 103-22**      THAT the Keewatin-Patricia District School Board 2019 -  
2024 Strategic Plan update be approved.
- Defeated \_\_\_\_\_ Carried   X
- Item 8.02D – #501      Moved by: Darrin Head  
Seconded by: Jennifer Kitowski  
**Motion 104-22**      THAT Policy #501 – School Councils and Parent  
Involvement Committee be received.
- Defeated \_\_\_\_\_ Carried   X
- Item 8.02D – #501      Moved by: Darrin Head  
Seconded by: Barbara Gauthier  
**Motion 105-22**      THAT Policy #501 – School Councils and Parent  
Involvement Committee be approved.
- Defeated \_\_\_\_\_ Carried   X
- Item 8.03A – #616      Moved by: Robert O'Donohue  
Seconded by: Marilyn Duncalfe  
**Motion 106-22**      THAT Policy #616 – Signing Authority be received.
- Defeated \_\_\_\_\_ Carried   X
- Item 8.03A – #616      Moved by: Roger Griffiths  
Seconded by: Robert O'Donohue  
**Motion 107-22**      THAT Policy #616 – Signing Authority be approved.
- Defeated \_\_\_\_\_ Carried   X
- Item 8.06A – EYAC      Moved by: Barbara Gauthier  
Seconded by: Eric Bortlis  
**Motion 108-22**      THAT the Early Years Advisory Committee update be  
received.
- Defeated \_\_\_\_\_ Carried   X
- Item 8.06E – PIC      Moved by: Marilyn Duncalfe  
Seconded by: Robert O'Donohue  
**Motion 109-22**      THAT the Parent Involvement Committee update be  
received.
- Defeated \_\_\_\_\_ Carried   X

Item 8.06F – SEAC

Moved by: Michelle Guitard

Seconded by: Darrin Head

**Motion 110-22**

THAT the Special Education Advisory Committee Verbal Update be received.

Defeated \_\_\_\_\_ Carried  X

Correspondence

NONE

New Business and  
Notice of Motions

NONE

Observer Comments

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Next Meeting Date

Tuesday, May 10, 2022.

Item 13 - Adjournment

Moved by: Eric Bortlis

Seconded by: Barbara Gauthier

**Motion 111-22**

THAT the meeting adjourn at 7:54 pm.

Defeated \_\_\_\_\_ Carried  X

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, C. Marcino

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary, SL. Pharand

**Students Come First**  
Student Agency, Social Issues  
Competencies for Today and Tomorrow

Educators are tasked with ensuring students develop the competencies necessary for learning in classrooms today and learning and working as adults. Developing and sustaining these knowledge, skills, behaviours and abilities requires personalized learning (student agency). Researchers have found that, “learning personalization is among the most effective means for accelerating academic and cognitive growth. Students want to be creative and believe they learn more when they have greater voice and choice and receive personalized feedback.” ([Class of 2030 and Life-Ready Learning](#), 2020).

**Learning Overview**

This Winter and Spring, grade six, seven and eight students at Golden Learning Centre participated in a Literacy unit that incorporated student voice, engaging texts and rich learning opportunities. Under the leadership of educators, Katherine Fawthrop and Janet-Marie Ramsaywak, and with funding and professional learning webinars from the Indigo Love of Reading Foundation, the teachers designed and delivered a unit that aligned with Literacy curriculum expectations, was considerate of student interests, addressed current social issues and provided opportunities to create products that were relevant to the adolescent learner. Students selected and read rich, diverse texts, developed critical thinking and questioning skills, discussed social issues, collaborated with peers, and received ongoing daily feedback to guide their learning and next steps.

Researchers have identified many key components of teaching and learning that are likely to positively impact student learning. The following, while not an exhaustive list of the unit's components, were included in the teaching and learning:

- student agency, including an understanding of student individuality, unique traits of the adolescent learner and considerations for the pandemic-influenced learner
- co-planning, co-teaching and professional dialogue to assess student readiness and progress
- careful selection of learning materials, curriculum alignment and task design

Respectfully submitted by:  
Michelle Parrish, Principal Golden Learning Centre



- individualized learning and ongoing feedback, opportunities to develop critical thinking, questioning and dialoguing skills
- nurturing empathy and seeing the “world outside of the classroom”
- data triangulation, using observation, conversation and product to assess knowledge and understanding, thinking, communication and application

The bird’s eye view of this learning provided the opportunity to see students actively engaged with their learning. Scaffolded supports and adjustments to daily and long-term plans helped with some early hesitancy students had in sharing their questions and thoughts with their peers. The selected texts and assignments reflected the needs, interests and abilities of all students and a variety of assessment strategies and opportunities ensured each student could ‘find themselves’ in the learning. Meeting norms, created by the small groups, also guided the students in developing positive interdependence with their peers. Teachers regularly conferenced with groups and individual learners, established learning goals and monitored the learning continuums each child is on.

As noted earlier in this summary, the learning competencies necessary for both today and tomorrow are an important undertaking for educators. Through this Literacy unit, students have had the opportunity to develop competencies that give them the ability to critically think about issues, collaborate with their peers, manage and evaluate information and develop self-advocacy in life-long learning.

Respectfully submitted by:  
Michelle Parrish, Principal Golden Learning Centre  
and  
Shannon Bailey, Superintendent of Education



# Students Come First

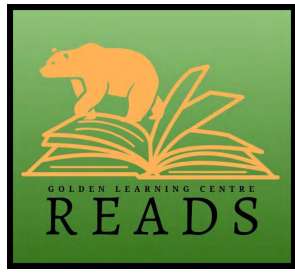
## Student Agency and Social Issues Competencies for Today and Tomorrow

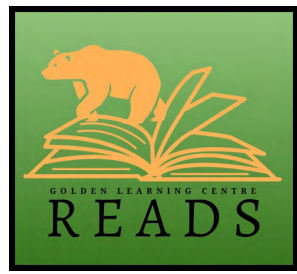
Katherine Fawthrop, GLC Grade 6/7 Teacher  
Janet-Marie Ramsaywak, GLC Grade 7/8 Teacher  
Michelle Parrish, GLC Principal  
KPDSB Board Meeting  
Tuesday, May 10, 2022

[WWW.KPDSB.ON.CA](http://WWW.KPDSB.ON.CA)

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

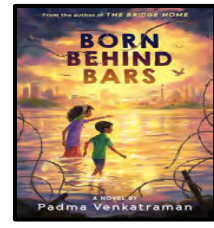
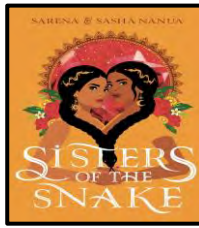
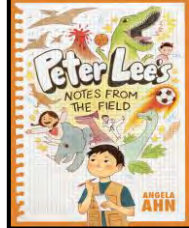
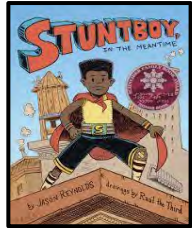
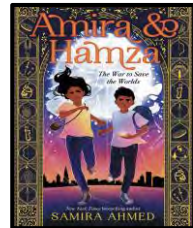
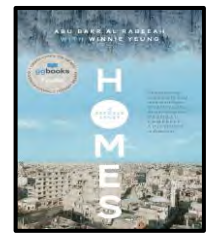
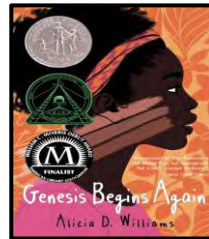
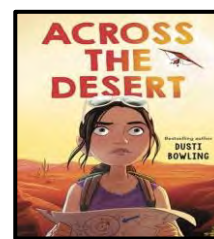
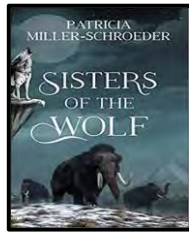
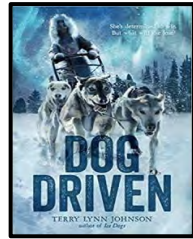
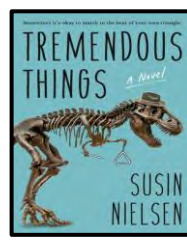
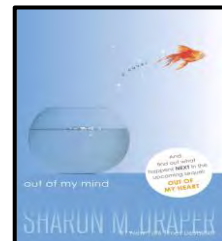
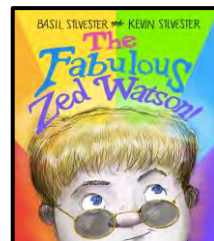
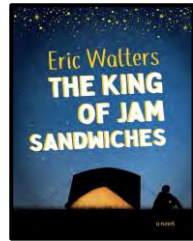
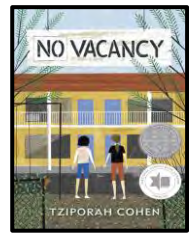
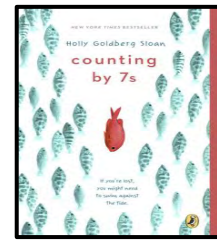
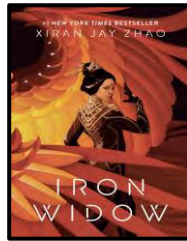
Why is it important to you and your peers that your school provides you the opportunity to read diverse texts?



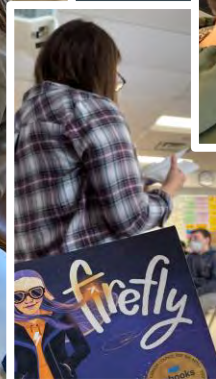




# Book Walks









GOLDEN LEARNING CENTRE  
**READS**

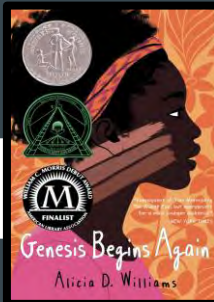
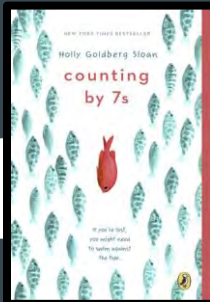
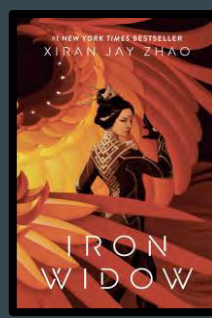
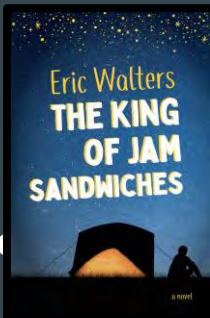
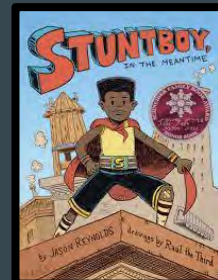
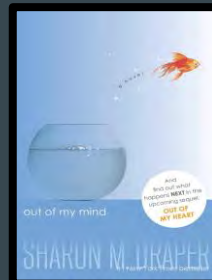
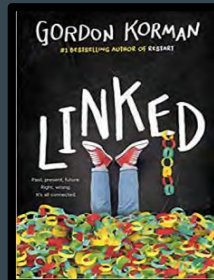






GOLDEN LEARNING CENTRE

READS







# STUNTBOY

2019 PG-13

While trying to calm down from his anxiety with Zola he gets the name stuntboy and stops the bullies from bullying and stops his parents from fighting and arguing over one thing and another

▶ PLAY

+ MY LIST



Starring: Jannifer Aniston,ryan reynolds.

Genre:Action,Adventure,Comedy and drama

This Show is:Funny and interesting

# STUNTBOY

IN THE MEANTIME



# Counting by 7s

2013 TV-PG 100% Match

Counting By 7s tells the story of Willow Chance, a twelve-year-old genius who is obsessed with plants and medical conditions and finds peace in counting by 7s. After a tragic accident with her adoptive parents life hasn't been easy for her, which she learn can be extremely unfair.

▶ PLAY

+ MY LIST



Staring: Quvenzhane Wallis, Lana Condor, Linh Dan Pham, Jack Black, Ki Hong Lee,

Genre: Grief & Fiction

This Show Will Make You: Laugh, Cry And Make You Love Everything Around You

7, 14, 21, 28, 35, 42, 49, 56, 63,  
70, 77, 84, 91, 98, 105, 112, 119,  
126, 133, 140, 147, 154, 161, 168,  
175, 182, 189, 203, 210, 217, 224,  
231, 238, 245, 252, 259, 266,  
273, 289, 287, 294, 301, 308,  
315, 322, 329, 336, 343, 350,  
357

# THE KING OF JAM SANDWICHES

2019 TV-PG

The king of jam sandwiches is about a kid named robby who can't afford to buy a meal for dinner so him and his dad just have jam sandwiches and he has to work at a butcher shop to pay rent

▶ PLAY

+ MY LIST



Staring: nick cage, Walker scobell

Genre: Fiction

This Show is awesome





# Genesis Begins Again

2022 TV-13 **100% match**

There's a whole list of things Genesis Anderson hates about herself.

Her family is always being put out of their house, her dad has a drinking and gambling problem, her mom and dad are always fighting. But most of all, because she is "too black".

Genesis is determined to fix her family, but when she starts to find things she likes about herself, she discovers that changing her own opinions of herself, are the first steps in changing others.

▶ **PLAY**

✓ **MY LIST**



**Staring:** Corinna Brown, Candice Patton, JD McCrary, Sterling K. Brown

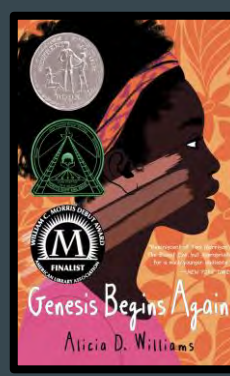
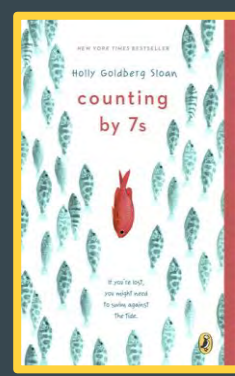
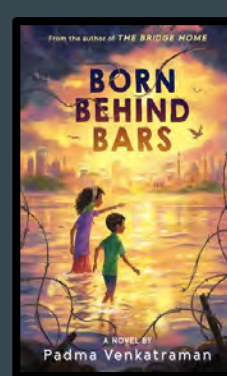
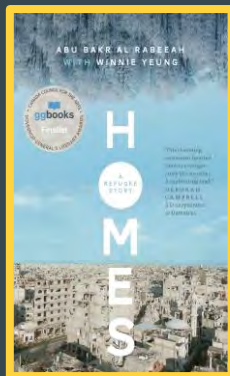
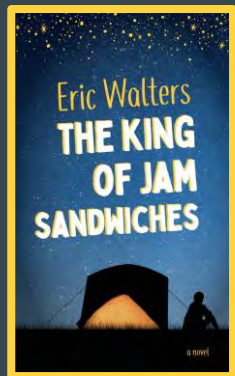
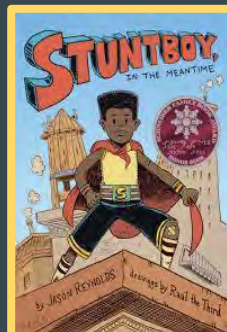
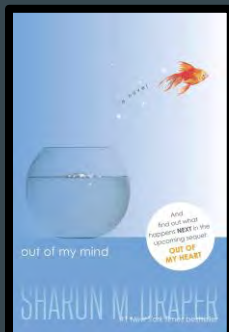
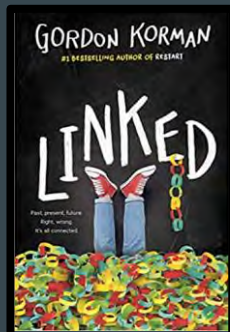
**Genre:** Social Issues, Prejudice & Racism, Self-love, Coming of Age

**This Show is:** Heartfelt, Emotional, Inspiring

100 reasons why we hate Genesis



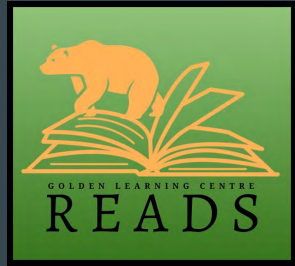
# How does your book create a window, mirror, or sliding door for middle-grade readers?



# Canada Reads Format

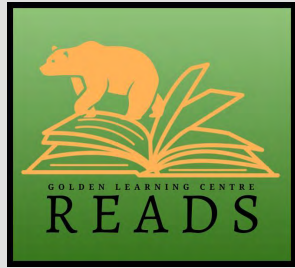
“One Book to Connect Us”

What do you notice? What do you wonder?

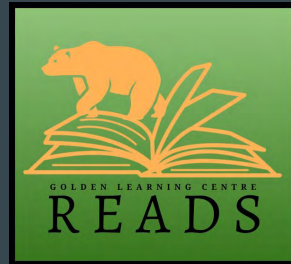
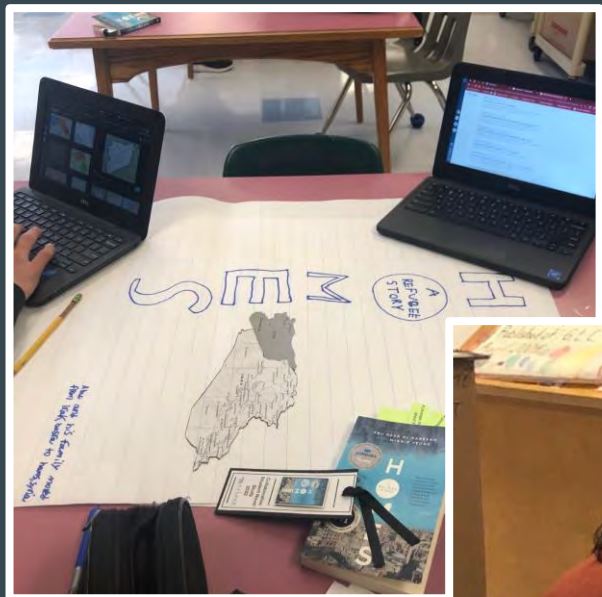




# Success Criteria for Prepared Statements



- ☐ 45 seconds to 1 minute
- ☐ Speak clearly
- ☐ Use evidence from the book
- ☐ Make connections: text-to-world, text-to-self, text-to-text
- ☐ Describe or explain your connections, ideas and points of view
- ☐ Be passionate about the point you are trying to make
- ☐ Use persuasive language and vocabulary









Keewatin  
Patricia  
DISTRICT SCHOOL BOARD

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.<sup>00</sup>. 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. [Click Here](#) 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



# Keewatin Patricia

**DISTRICT SCHOOL BOARD**

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# 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



# 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

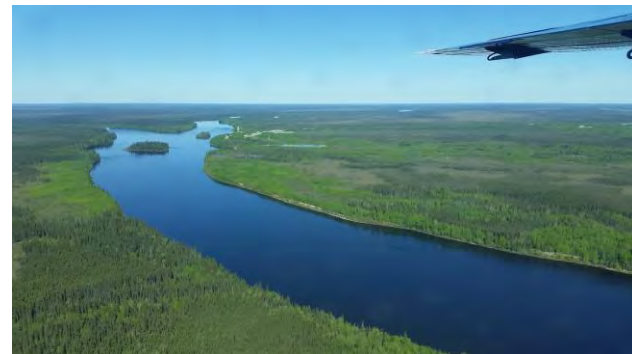
Since the pandemic began, the principal mentor coaching activities take place online, both with individual principals and as a larger group.

*“Networking with other administrators working in a similar environment has been 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 bi-weekly 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:

- OCT Standards of Practice
- 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*

[WWW.KPDSB.ON.CA](http://WWW.KPDSB.ON.CA)

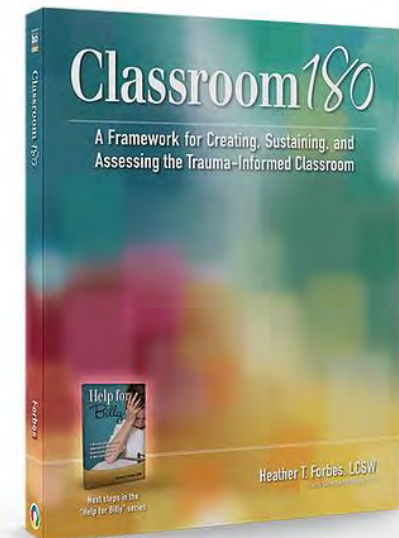
# Training Opportunities



## ***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



**School  
Mental Health  
Ontario**

**Santé mentale  
en milieu scolaire  
Ontario**



## NAN HOPE

**NAN Hope is a Telephone & Virtual Rapid Access Centre that offers 3 services:**

- 24/7 toll-free rapid access to confidential crisis services
- Navigation: Our Navigators provide connection to ongoing mental health and addictions support services in home communities and existing regional supports
- Rapid Access to clinical and mental health counselling



**1-844-NAN-HOPE (626-4673)**

[WWW.KPDSB.ON.CA](http://WWW.KPDSB.ON.CA)


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# Rapid Response Northern School Team



**KPDSB** | **RAPID RESPONSE**  
NORTHERN SCHOOL TEAM

~ Collaborative, Supportive, Compassionate ~

**Ontario** 

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.



## 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. [Brochure](#)
- 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.



# Rapid Response Northern School Team 2021-2022



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

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# RRNST Growth Data

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

\*participation of educators from 37 different communities

\*\*participation of educators from 32 different communities

## What does our work look like this year?

<b>Crisis Response</b>	<b>Educational Support Service</b>
<ul style="list-style-type: none"><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 style="list-style-type: none"><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><li>● Professional development</li><li>● Facilitation of student and educator book studies</li><li>● Transition to Secondary School supports</li><li>● Resource provision</li></ul>





*"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

*"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





# 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.”*

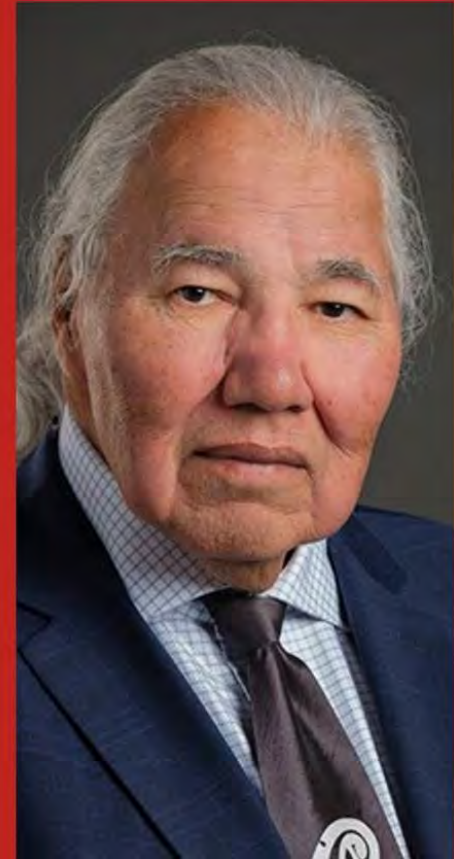
~ Jemima Cutfeet, IFNA EPP Liaison

“

*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

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# 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](mailto:michael.boos@kpdsb.ca)

Natasha Menard- Mousseau

**Rapid Response Northern School Team**

Email: [natasha.menard-mousseau@kpdsb.ca](mailto:natasha.menard-mousseau@kpdsb.ca)

WWW.KPDSB.ON.CA



# Keewatin Patricia

**DISTRICT SCHOOL BOARD**

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## **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 [157 recommendations](#) 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.

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

- 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 evidence-based 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:
    - 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
    - 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.

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*

## **SECONDARY EXPANDED PROGRAM HIGHLIGHTS**

### **Background**

Keewatin-Patricia District School Board offers a variety of high-quality programs that reflect a continued commitment to student success.

Recognizing that every student learns in their own way, supporting student success includes meeting the needs, interests, and strengths of all students, engaging them in learning and better preparing them for graduation and beyond.

The key elements for student success are guided by the four pillars of the Provincial Targeted Student strategy. These include supporting:

- Literacy;
- Numeracy;
- Community, Culture, and Caring; and
- Ensuring Equitable Access to Pathways.

Expanded programs support student engagement and achievement and provide experiential learning opportunities. Through these programs, students are able to better understand their strengths and interests, plan their individual pathways, and explore future education and career destinations.

Building and sustaining successful intermediate and senior division expanded programs is a shared school and Board responsibility.

### **Situation**

To promote success in school and life, it is essential to provide opportunities and support for all students to plan their individual pathways through school and for each student to make a successful transition to a post-secondary destination, whether that is to community living, the workplace, apprenticeship training, college, or university.

Partnerships and outreach opportunities increase opportunities for experiential learning so that students are able to participate in rich experiences, reflect on those experiences to derive meaning, and then apply their learning to various aspects of their lives. Cooperative Education, Ontario Youth Apprenticeship Programs (OYAP), Specialist High Skills Major Programs (SHSM), Dual Credits (SCWI), and dedicated Pathways Programming provide students opportunities to acquire knowledge and skills needed to make informed education and career/life choices.

In quadmester 4, Dryden High School received funding to hire two additional Education Assistants and Ignace High School received funding to hire 0.5 additional Education Assistant. These additional positions supported students with special education needs to make a positive transition to their Cooperative Education placement and ensure success over the learning period.



Ontario Youth Apprenticeship Program (OYAP) allows a Cooperative Education student to begin learning a skilled trade while completing the requirements for a secondary school diploma.

105 Keewatin-Patricia District School students are signed OYAP participants while completing their Cooperative Education placements.

Increasing staff, caregiver, and student understanding of apprenticeship and the pathways to apprenticeship continues to be a focus at KPDSB. An expert panel discussion ran for KPDSB staff to learn more about the apprenticeship pathway and local opportunities on April 27, 2022.

SHSM programs provide students with an opportunity to earn a Seal of Distinction on their Ontario Secondary School Diploma (OSSD) indicating the completion of a concentrated, sector-specific course of study. Currently there are 2021-2022 school year, 371 KPDSB students enrolled in and working toward a SHSM Seal of Distinction on their diploma. The 2021-2022 SHSM sectors at KPDSB include:

- Arts and Culture
- Business;
- Construction;
- Environment;
- Health and Wellness;
- Manufacturing;
- Mining; and
- Transportation.

2021-2022 SHSM Expansion Funding permitted us to run 10 additional sections of technological education or cooperative education across the system. In addition, \$19000 of school-level innovation project funding at Sioux North High School and \$100000 of Board-level innovation funding were approved through application.

KPDSB Board-level innovation funding supports staffing, program, and travel costs for the KPDSB SHSM Itinerant Technological Education Teacher. This teacher promotes skilled trades to students in grades 7 and 8 at KPDSB. Students learn about apprenticeship programs, industry needs, and related skills. They have had opportunities to engage in up to 3 projects throughout the year. In addition, the teacher co-delivered a technological education course at Crolancia School and Ignace School in quadmester two and is currently supporting the delivery of a transportation course at Ignace School. Technological education had not run at Crolancia School since 2002. This incredible opportunity for students allows them to see the skilled trades as a viable and potential career for their future. The teacher also built relationships with community partners to further support students to obtain certifications and additional training, and participate in reach-ahead opportunities and experiential learning projects. Equity of opportunity for all KPDSB students, especially those in more remote and smaller communities is essential.

Dual credit opportunities under the School College Work Initiative (SCWI) continue to provide students the opportunity to earn a secondary school credit as well as a college credit. In 2021-

2022, KPDSB ran/scheduled 10 dual credit courses. Two of these courses were delivered centrally so all schools were able to access seats in them. Our current registration data shows 145 students registered in dual credit programming over the school year.

School-based Secondary Transition Teams and Elementary Pathway Teachers are responsible for guiding intermediate and secondary students in course selections that ensure a successful transition to post-secondary destinations.

To support student pathway planning in Grades 7 through 12, the Board's current career planning software, *myBlueprint*, continues to be implemented to encourage student planning by providing the knowledge and information they need to help them define their goals and shape their future.

The KPDSB Certification, Microcredentials, and Skills Training Program has been implemented in Grade 7 and 8 classes throughout the system. As students complete learning opportunities, their Pathways Teachers add badges to individual student record sheets. In addition to gaining new skills and understanding, through this program, students meet individuals (presenters) from a variety of career sectors in their community and region. This further supports students to explore opportunities for their future.

### **Next Steps**

Expert panel discussions will run in the fall for parents/guardians and students for further understanding of apprenticeship and the pathways to apprenticeship.

A new SHSM program was approved for 2022-2023 at Red Lake District High School for Hospitality and Tourism.

We have recently learned that from our 2022-2023 Expansion Funding applications, we have been approved for nine additional sections of technological education or cooperative education courses, \$19000 of school-level innovation funding at Ignace School, and \$90000 of Board-level innovation funding. Our projected SHSM enrolment for 2022-2023 is 385 students.

Rather than designated Pathways teacher allocation at some schools, a new model for 2022-2023 will be implemented where there is one Elementary Guidance/Pathways teacher for the following areas:

- Kenora:
- Red Lake:
- Dryden:
- Sioux Lookout: and
- Ignace/Pickle Lake/Savant Lake/Upsala.

Community partnerships that support student pathways will continue to be developed and sustained.

Projects that seek out student voices to inform school and system improvement will continue to be encouraged and supported.

Professional learning conversations and sessions will be provided for all educators to continue to support student success.

Relevant data and other evidence will continue to be used to monitor the success of all Expanded Programs.

### **Conclusion**

KPDSB continues to support students in identifying their personal interests, strengths, needs, and aspirations. Students then use this knowledge of themselves to inform their choices in programming. In addition, KPDSB provides a range of diverse and engaging learning opportunities, courses, and expanded programs, both in and outside the classroom, that meet the interests, strengths, needs, and aspirations of the students and honour all postsecondary destinations – apprenticeship training, college, community living, university, and the workplace.

*Respectfully submitted,*

*Shawnda Norlock, Student Success Lead*

*Brad Bartlett, OYAP Lead*

*Jane Lower, Superintendent of Education*



# Self Regulation

What, why and how?





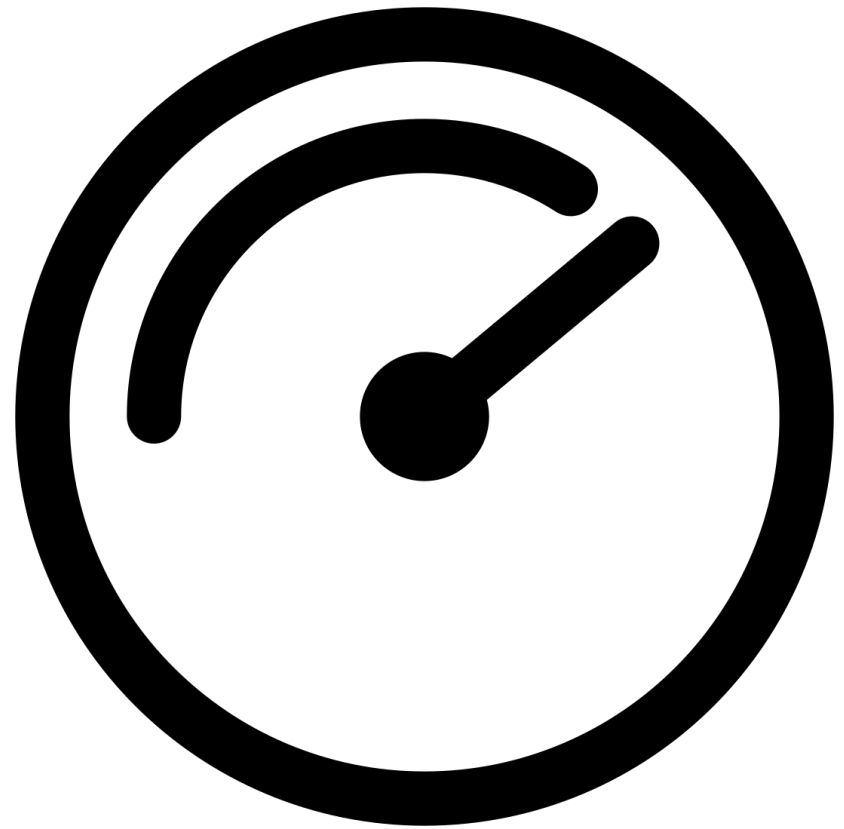
# Self Regulation

What, why and how?

**W h a t?**

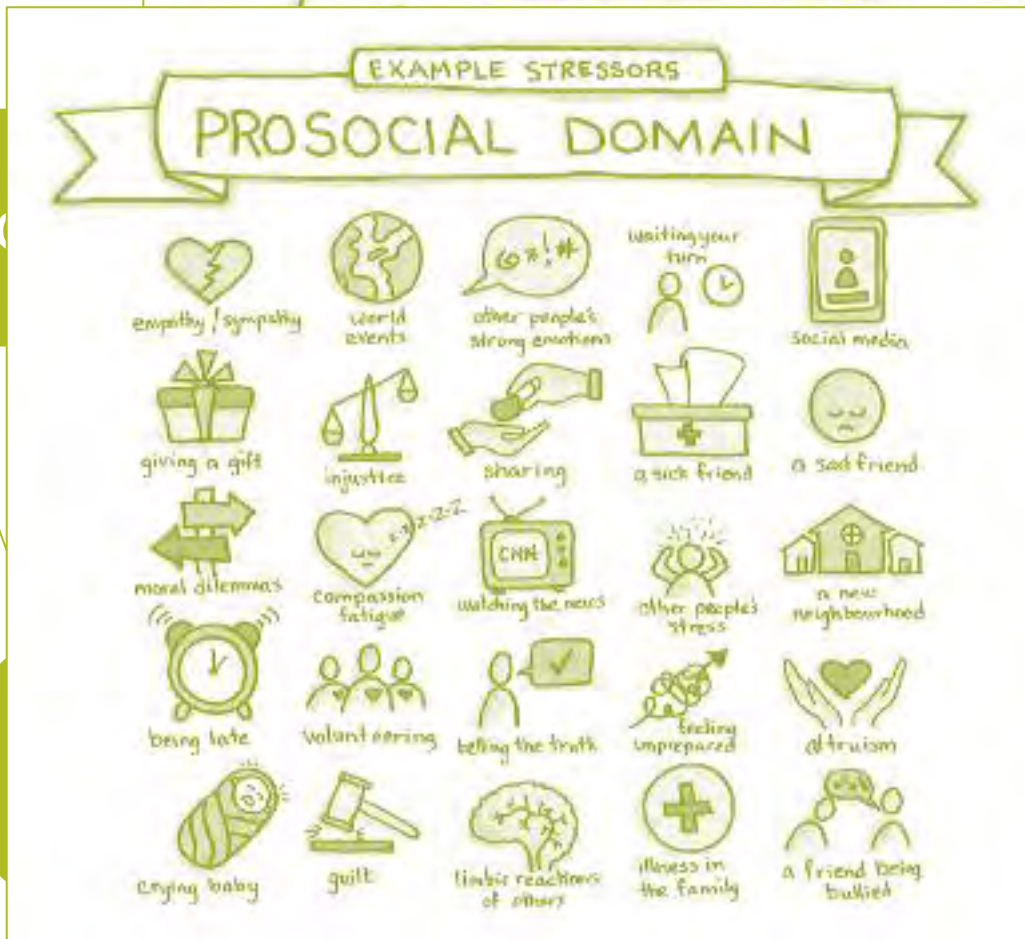


**Our ability to  
manage  
stressors**



# What is it?

prosocial





**W h y ?**



**Self Regulation**  
**Control**



**Self**

# Triune Brain



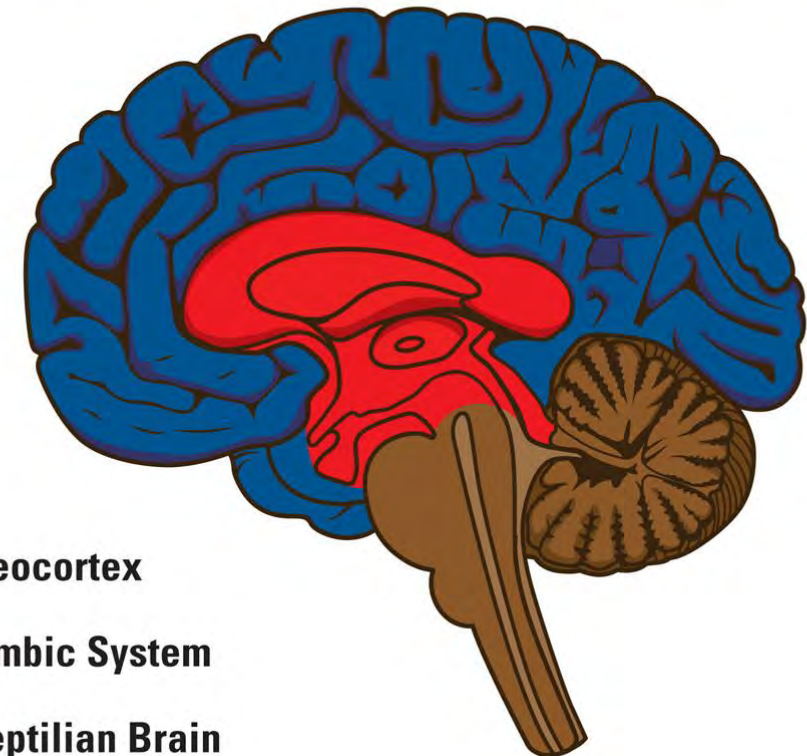
**WE BRAIN**



**ME BRAIN**



**SEEKS** *Balance,* **SEEKS** *Safety*



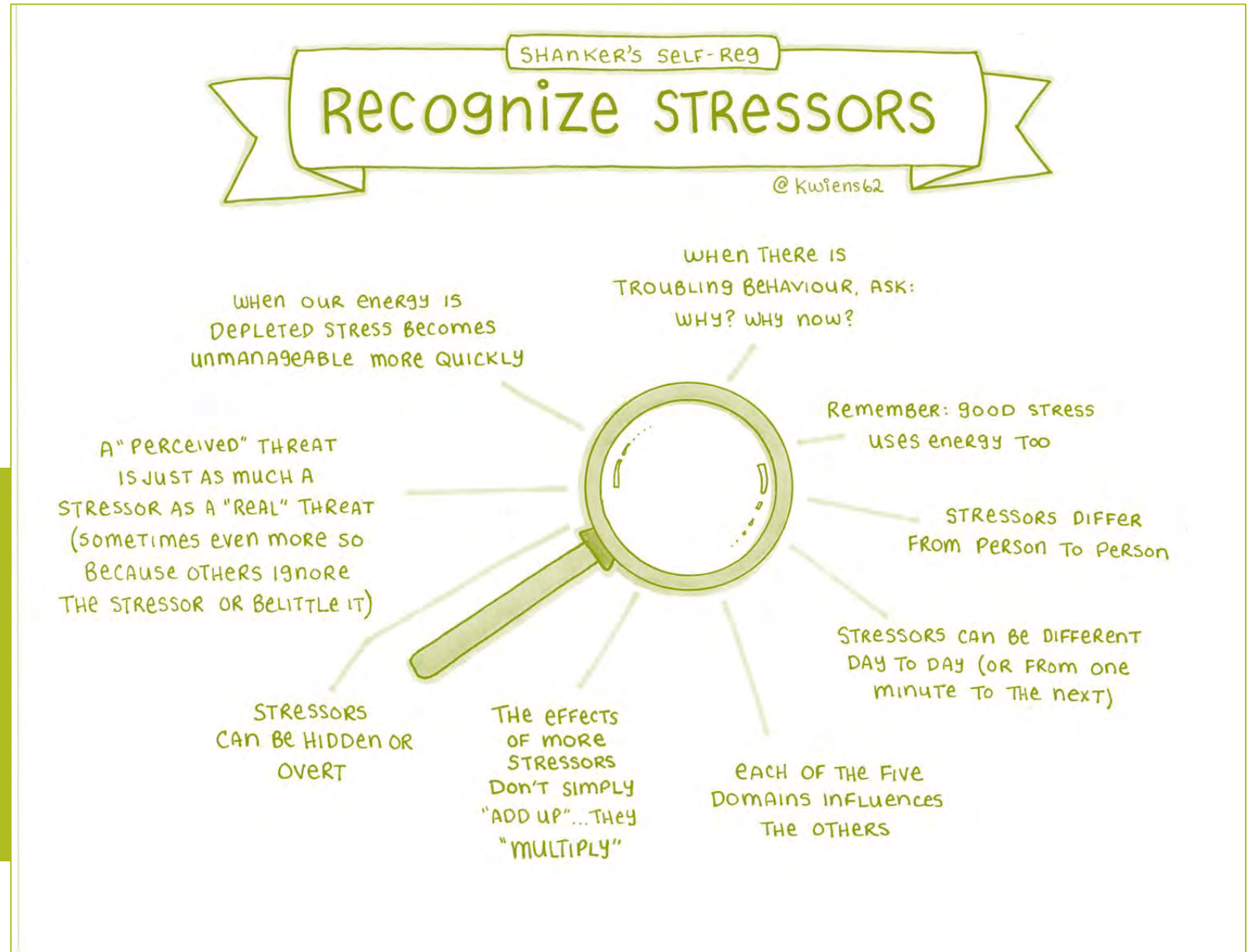
- **Neocortex**
- **Limbic System**
- **Reptilian Brain**

**How?**





# Stress detecting



# Self Regulation

3 primary places we see it in education:



Alternative programming on an IEP

Intervention through small group programs and practice

Classroom instruction

# Resource

THE  
**ZONES** OF  
REGULATION<sup>®</sup>

## SELF-REG SCHOOLS

**A HANDBOOK FOR EDUCATORS**

STUART SHANKER • SUSAN HOPKINS

**Goal**







# Keewatin Patricia

**DISTRICT SCHOOL BOARD**

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# Children's Mental Health Update

Supporting Student Mental Health

Respectfully submitted by,  
Candice Kerkermeier, Mental Health Leader  
Board Meeting  
May 10<sup>th</sup>, 2022

# Mental Health Update

- Executive Summary Attached
- [Mentally Healthy Return to School Action Plan](#)
- Action Plan Highlights
- School Year Data
- Anti-Sex Trafficking Protocol
- Mental Health Promotion

# Mentally Healthy Return to School Action Plan

**Priority #1:** A mentally healthy return to school for all students which includes a re-engagement of students back into the classroom. Educators continue to create a safe, welcoming and inclusive learning space for all students. Creating a sense of belonging and mentally healthy return to school following a period of remote learning. Mobilizing focused support for those disproportionately impacted by COVID-19.

**Priority #2:** Identify and address emerging and escalating student mental health problems. Using TIERs to support student mental health, ensuring students are connected to additional mental health services when required.

# Mentally Healthy Return to School Action Plan

**Priority #3:** Ensure elementary and secondary educators, school support staff and mental health champions feel equipped to intentionally and explicitly support student mental health in the classroom by implementing SMHO materials and resources.

**Priority #4:** Students and parents/caregivers have access to resources that support student mental health throughout the school year and ongoing throughout the global pandemic. Ensure access to resources to support mental health during COVID-19.



# Action Plan Highlights

- System Level Professional Development
- External Community Agency Protocol
- Trauma Informed / Classroom 180 Professional Development
- 15 minutes a week of implementation of SMHO resources within classrooms
- Expansion of Mental Health Team
- School Climate Survey Development & Infographics
- NAN Mental Health Champion Monthly Meetings



## DID YOU KNOW?

**Mental health services are available for all students K-12 at the Keewatin-Patricia District School Board!**

Students and families can access mental health services by contacting the Classroom Teacher or Principal at their assigned school or by emailing us at [mentalhealthsupports@kpdsb.ca](mailto:mentalhealthsupports@kpdsb.ca). Each of our schools has access to school-based mental health professionals including student counsellors and FIREFLY counsellors. In addition, some of our communities and schools have access to additional mental health professionals including Mental Health and Addictions Nurses, NODIN Counsellors, Kenora Chiefs Advisory Services and Mobile Crisis Services.

Our KPDSB website - [www.kpdsb.ca](http://www.kpdsb.ca) - provides access to contact information to refer to mental health services, as well as student, parent/caregiver and staff mental health resources. In addition, students and families are encouraged to access resources from School Mental Health Ontario. The website includes resources for parents, educators, and students specific to supporting mental health. Some of the resources include supporting a mentally healthy return to school; reaching out for help; self-care 101; and tips for supporting your mental health during COVID-19.



**In the event families need support in accessing mental health services for students who are experiencing or could be expected to experience mental health challenges, please:**



Email us at [mentalhealthsupports@kpdsb.ca](mailto:mentalhealthsupports@kpdsb.ca).  
Email FIREFLY at [intake@fireflynw.ca](mailto:intake@fireflynw.ca) or call 1-833-696-5437



NAN HOPE offers 24/7 support for Indigenous families from any of the 49 NAN First Nations. Call 1-844-NAN-HOPE



Kids Help Phone offers free 24/7 counselling. Youth can call 1-800-668-6868 or text CONNECT to 686868



**WWW.KPDSB.ON.CA**

# School Year Data

<b>Students Receiving In School Mental Health Services</b>	<b>Elementary</b>	<b>Secondary</b>
<b>345</b>	<b>248</b>	<b>97</b>

# Anti-Sex Trafficking Protocol

- School Board Requirements
- KPDSB Draft Board Protocol
- Various Levels of Review
- Presented to Trustees for Approval
- Public Facing Access on Board Website

# Mental Health Week 2022



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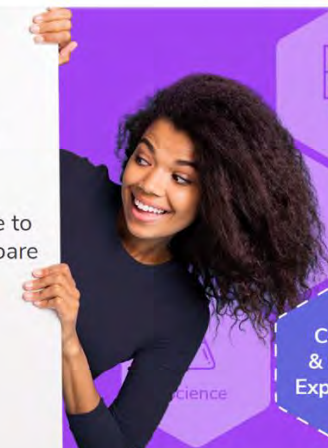
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Math

Dual Credit Options

Mental Health Awareness

College & Career Exploration

Design Your Own

Science

Financial Literacy

WWW.KPDSB.ON.CA

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



*thank you*

be  
well

[WWW.KPDSB.ON.CA](http://WWW.KPDSB.ON.CA)

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



# Keewatin Patricia

**DISTRICT SCHOOL BOARD**

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

## **Policy Statement**

It is the policy of the Keewatin-Patricia District School Board to provide funding for school scholarships and awards in accordance with the guidelines that follow.

## **Rationale**

The Board endorses the granting of scholarships and awards in order to encourage excellence in school performance and the pursuit of further education.

## **Guidelines**

### **Elementary Good Citizenship Award**

1. The Board will present on an annual basis, a gift to a graduation student in each elementary school who best exemplifies the attributes of a good citizen.
2. The gift will be in the form of a book or a gift card for a book, not to exceed \$60.00 in cost, and will be presented at assemblies, ceremonies, or year-end events of each school.
3. In the selection process, the principal and staff shall consider students who consistently display these qualities based on Indigenous Teachings through the Generations:
  - Respect
  - Humility
  - Love
  - Bravery
  - Honesty
  - Truth
  - Wisdom

4. The Principal, in consultation with appropriate staff members, shall select the student for their particular school.

#### Secondary School Scholarships and Awards

1. The Board will contribute the following amounts annually to each Secondary School for scholarships and awards:

Beaver Brae Secondary School	\$3,200.00
Dryden High School	\$3,500.00
Ignace High School	\$1,200.00
Sioux North High School	\$3,200.00
Red Lake District High School	\$1,700.00
Crolancia High School	\$700.00
<u>Adult Education</u>	<u>\$1,000.00</u>

2. The Principal, in consultation with appropriate staff members, shall determine the values of scholarships and awards. The values of scholarships and awards shall be:
  - a) Equal in value; and
  - b) No less than \$100.00 and no more than \$600.00 each.
3. The Principal, in consultation with school staff, may develop criteria for naming awards or scholarships. Named awards and scholarships may be granted on a one-time, recurring basis, on the approval of the Director of Education, or Designate. Any award or scholarship not specifically named shall be referred to as a 'Keewatin-Patricia District School Board Award'.
4. The Principal, in consultation with school staff, shall determine which students are to receive the scholarship and awards. Scholarships and awards shall be awarded on the basis of academic achievement, perseverance, and future goals.
5. Provision for the scholarships and awards granted under this policy shall be made in the Board's annual operating budget.
6. The Principal, in consultation with school staff, and the School Council, may use funds from the school budget to create additional awards, following the guidelines as set out in Guideline 3 of this section.



Policy Section: School Administration

Policy Name: **Student Use of Service Animals**

**300**

Board 05/10

**323**

## **Policy Statement**

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to be committed to the learning of all students and provide supports to facilitate student success. It is the policy of the KPDSB, in accordance with its obligations pursuant to the Ontario Human Rights Code, to provide individualized accommodations to students with disabilities to enable them to have meaningful access to education services. The KPDSB recognizes that for some students attending school with a trained service/support animal is an accommodation that can assist the student to access the curriculum, integrate more fully into the school community, and build independence.

## **Rationale**

When planning for a Guide Dog, Service Dog, or Service Animal to support a student, the KPDSB considers the student's dignity, integration, independence, and disability-related learning needs and the accommodations available to enable meaningful access to education.

The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog, Service Dog, or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds, or at a school-related event.

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### Cross References

Education Act paragraph 29.5 of subsection 8(1)  
Policy on Accessible Education for Students with Disabilities – Ontario Human Rights Commission, 2018  
The Accessibility for Ontarians with Disabilities Act, 2005

### Policies

329, Progressive Discipline & Promoting a Positive School Climate  
503, Equity and Inclusive Education

### Procedures

321, Safe and Supportive Schools  
323, Student Use of Service Animals  
503, Equity and Inclusive Education

Date Adopted: 10/03/2020

Date Reviewed: 19/04/2022

Review By: 20264



### **Student Trustee Report**

I have been working on my special elder presentation. I have some elders that I am going to interview. After the interviews, I will be working on getting the video put together, which I have written an introduction for. It's been difficult trying to get interviewers because the elders I had asked were busy or unwell. It was unfortunate, but I'm glad I finally have some people to interview. I feel like things are progressing well and that I will be able to move forward with this plan.

School has been bus. I am currently in an English class and also a construction class. I enjoy both of these classes. Everyone at school seems to be working hard. All the graduates are working hard to finish up their last quadmester. It's scary and exciting to know that we have a month left of school to go.

*Respectfully submitted by:*  
*MacKenzie Shakakeesic,*  
*Indigenous Student Trustee*

## **Policy Statement**

Keewatin-Patricia District School Board (KPDSB) will endeavor to provide learning opportunities for all Trustees to improve the capacity of members to effectively plan, organize, direct, influence, and provide appropriate leadership.

## **Rationale**

Trustees need solid, background information to make the best possible decision for the interests of Keewatin-Patricia District School Board students. Expenditures to improve decisions making are effective use of monies; Trustees will endeavour to spend such funds in a fiscally responsible manner.

## **Guidelines**

1. Staff will present educational programs and student achievement information to Trustees on an ongoing basis to ensure an increased knowledge base.
2. A Trustee comprehensive orientation will be available to newly elected or appointed trustees.
3. The Strategic Plan development will begin with a complete review of the current Board status including achievement results, enrollment patterns, demographic information, and program reviews.
4. In order for Trustees to monitor the implementation of the Board Strategic Improvement Plan (BSIP), it will be presented to the Board twice annually.
5. While being fiscally responsible, Trustees will be provided with opportunities to participate in professional development (PD) locally, provincially, and nationally on a case-by-case basis as approved by Board motion where travel dollars are required (OPSBA or PLRN, or CSBA). Approval is dependent on budget.
6. If a Trustee attends a PD session, he or she is expected to participate fully or withdraw from the activity before KPDSB incurs a financial penalty.

Cross Reference

Date Adopted: 10/10/2006  
Date Reviewed: 12/02/2008; 09/02/2010;  
08/10/2013  
Date Revised: 8/11/2016; 10/05/2022

Review By: 202~~60~~



Policy Section: **Trusteeship and the Board**

Policy Name: **Policy Initiation, Identification, Development, Implementation, and Review**

**200**  
**Board 05/10**  
**201**

## **Policy Statement**

It is the policy of the Keewatin-Patricia District School Board that policies will be in place, where needed, to promote the ultimate goal of the Board to ensure that students come first, provide quality education for all of our students, and to support the Board's Vision Statement. Policies will be developed, implemented, and reviewed through a process that is consistent with the guidelines and procedures contained herein. Policies developed through this process should reflect rigorous standards against which all individuals within the Board can be held accountable.

## **Rationale**

The Keewatin-Patricia District School Board recognizes the need for clear, effective policies to provide direction and focus for decision making and action while supporting the implementation of policy requirements through Board operational procedures. Establishing a process which defines how policies will be initiated and/or identified, how policies will be developed, the process for policy implementation, and how policy review is undertaken is essential to the establishment of exemplary policies.

### **1. A Policy of the Board should:**

- a) Reflect the Board's Vision Statement and Principles of Operation, and support the basic philosophy and values of Keewatin-Patricia District School Board;
- b) Create a framework for the stable operation and provide direction to the education system;
- c) Constitute guidelines for decision making and action by those with decision making responsibility;
- d) Provide defined guidelines within which the Board of Trustees will exercise its legislative authority;
- e) Establish limits within which activities of the Board may be carried out by designated staff;

Cross Reference:

[www.kpdsb.on.ca](http://www.kpdsb.on.ca)

Date Approved: 24/02/1998  
Reviewed: 08/03/2005; 04/03/2008;  
13/10/2009; 14/02/2017; **11/04/2022**  
Revised: 08/10/2013

Review by: **2020 2026**



Policy Section: **Trusteeship and the Board**

Policy Name: **Policy Initiation, Identification, Development, Implementation, and Review**

**200**  
**Board 05/10**  
**201**

- f) Reduce inconsistency and duplication by establishing clear criteria and parameters for administrative, employee, and student actions;
- g) Allow for appropriation of relevant operating procedures to enable fluid administration of legislative and compliance responsibilities;
- h) Become procedure after the recommendation of administration and with prior approval of the Board.

## **Guidelines**

1. Board Policy Statements may be:

- a) Statements of philosophy, goals, objectives, or priorities;
- b) Standards or principles by which individuals make judgments, take courses of action;
- c) Guidelines for decision making or to future action by the Board, administrative personnel, or staff; or
- d) Statements or criteria or models for establishing principles and parameters for the development of derivative or subordinate policies (i.e., school policies).

2. Each Board Policy shall:

- a) Be consistent with the Board Vision Statement and Principles of Operation of the Board;
- b) Provide rationale;
- c) Be written in clear, concise, inclusive language;
- d) Be sufficiently broad to allow administrators to be guided in their decisions and actions; and
- e) Conform to current legislation and regulations.

3. Board Policies should:

- a) Be designed in a standard format;
- b) Be reviewed according to prescribed procedures;



Policy Section: **Trusteeship and the Board**

Policy Name: **Policy Initiation, Identification, Development, Implementation, and Review**

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**201**

- c) Be developed by involving individuals who are clearly identified by the Board;
  - d) Be clear on how they are to be implemented.
4. Trustees, employees, and students are responsible for ensuring that any decisions or actions taken conform to Board policy.

Procedures for policy initiation, development, implementation, and review are found in Appendix A – Procedural Guidelines.





Policy Section: **Trusteeship and the Board**

Policy Name: **Policy Initiation, Identification, Development, Implementation, and Review**

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## **Appendix A – Procedural Guidelines**

### **Policy Process – Identification/Development/Implementation/Review**

#### **1. Responsibility for Policy Identification/Development/Review**

a) The Board will facilitate the policy development and review process. The Board will:

- i) Identify new policies that should be developed;
- ii) Determine the appropriate methodology for development or review of policies;

Methods may include, but are not limited to:

- Formation of an ad hoc committee;
- Designating individuals and/or Committees of the Board who will assume responsibility; and/or
- Designating appropriate stakeholders who should be involved

- iii) Review policies;
- iv) Consider policies for final approval;
- v) Adopt policies for implementation.

From time to time, policies may be referred back to the staff with suggested areas for revision.

b) Senior administration responsibilities included:

- i) Identifying the requirements for the development of policy within their specific areas of responsibility;
- ii) Working with the Board in the development and review of policies as appropriate;
- iii) Ensuring that policies are implemented in accordance with the provisions contained therein;
- iv) Working with the Director of Education to develop a schedule for policy development and review, ensuring that policies are reviewed regularly and at least within five (5) years from the effective date; and
- v) For purpose of legislative compliance and fluid implementation, developing for the Board, appropriate procedures emanating from policies.

#### **2. Implementation of Policy**

a) On approval by the Board of Trustees, the policy will become part of the Policy Website.

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Policy Section: **Trusteeship and the Board**

Policy Name: **Policy Initiation, Identification, Development, Implementation, and Review**

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**Board 05/10**  
**201**

- b) Policies that have been approved by the Board will be posted on the Board website for immediate access by the system and the public. The public shall be provided with copies of the policy(ies) at the school, or at the Board's Administrative office upon request.
- c) If the approved policy has further implementation implications, the Director of Education will assign responsibility to a senior administrator as appropriate.
- d) The Director of Education is responsible for the monitoring of the organization's adherence to the provisions of the policy and reporting the results to the Board as appropriate.

3. Policy Format

- a) All policies will include a policy statement and rationale. Guidelines and/or appendices may form part of the policy.
- b) Each policy will include:
  - i) Policy name and number;
  - ii) Policy statement and rationale;
  - iii) Guidelines/appendices where necessary;
  - iv) Cross reference to other policies, if necessary;
  - v) Date approved; and
  - vi) Date for review.



Policy Section: **Business and Administrative Matters**

Policy Name: **OMERS Membership**

**600**  
**Board 05/10**  
**604**

## **Policy Statement**

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to participate in the Ontario Municipal Employees Retirement System (OMERS) to provide pension benefits for non-teaching staff. All non-teaching employees meeting the criteria set out in the following guidelines shall participate in OMERS except for any such employee who is required to contribute to the Ontario Teachers' Pension Plan Board. Contributory earnings are the earnings on which contributions to OMERS are calculated and are defined in the OMERS Employee Administration Manual.

## **Rationale**

Since participation in OMERS is only compulsory for continuous full-time employees, it is necessary for the Board to set criteria for compulsory participation by Other-than-Continuous Full-Time (OTCFT) employees.

It is also necessary to establish a clear policy outlining what kinds of earnings are included in contributory earnings for OMERS purposes.

## **Guidelines**

1. For the purpose of this Policy, employee means any person who is employed by the ~~Keewatin-Patricia District School Board~~ KPDSB, except those employees required to contribute to the Ontario Teachers' Pension Plan Board and those employed on a temporary basis.
2. All continuous full-time employees are required to enroll in OMERS as of their date of hire.
3. Other-than-Continuous Full-Time employees hired after August 31, 1998, are required to enroll in OMERS as of their date of hire if their regular work schedule meets or exceeds fifteen (15) hours per week.

Other-than-Continuous Full-Time employees whose regular work schedule is revised after August 31, 1998, such that they meet or exceed fifteen (15) hours per week minimum, shall enroll in OMERS as of the date their work schedule is revised.

### **Cross References**

OMERS Employer Administration Manual

Date Adopted: 09/06/1998  
Dates Reviewed: 12/04/2005; 11/04/2017  
Dates Revised: 04/03/2008; 14/05/2013;  
04/19/2022



Policy Section: **Business and Administrative Matters**

Policy Name: **OMERS Membership**

**600**  
**Board 05/10**  
**604**

4. Contributory earnings for OMERS purposes are defined in the OMERS Employer Administration Manual

Cross References

[OMERS Employer Administration Manual](#)

Date Adopted: 09/06/1998  
Dates Reviewed: 12/04/2005; 11/04/2017  
Dates Revised: 04/03/2008; 14/05/2013;  
[04/19/2022](#)

Review by: 202~~60~~



<b>TRANSPORTATION POLICY</b>	NWOSSC - 001
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	Page 1 of 8
	Date: Effective September 2020

<b>Statement</b>	The Northwestern Ontario Students Services Consortium, comprised of the Kenora Catholic District School Board, Northwest Catholic District School Board, Conseil Scolaire De District Catholique des Aurores boréales, and the Keewatin-Patricia District School Board provides harmonized student transportation services that are safe, efficient and effective.
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<b>Rationale</b>	The Education Act states that School Boards may provide transportation for students enrolled in schools operated by the Boards. As such, transportation is considered a privilege and not a right. This policy sets out the terms and conditions under which the Northwestern Ontario Student Services Consortium will exercise its discretion to provide transportation service.
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<b>1.0 Eligibility</b>	<p>Transportation may be provided for students meeting the following conditions of eligibility:</p> <p>1.1 Pupils of the Boards registered in and attending a school operated by the Boards.</p> <p>1.2 Other Pupils of the Boards who attend a school operated by the Boards.</p> <p>1.3 Eligible students who reside, or whose caregiver resides, more than the following distances by public road or publicly owned and maintained access route from the designated school may be provided transportation:</p> <table> <tr> <td>JK, SK</td><td>Over 500 metres</td></tr> <tr> <td>Grades 1,2,3</td><td>Over 1.0 km</td></tr> <tr> <td>Grades 4 -8</td><td>Over 1.6 km</td></tr> <tr> <td>Grades 9-12</td><td>Over 3.2 km</td></tr> </table>	JK, SK	Over 500 metres	Grades 1,2,3	Over 1.0 km	Grades 4 -8	Over 1.6 km	Grades 9-12	Over 3.2 km
JK, SK	Over 500 metres								
Grades 1,2,3	Over 1.0 km								
Grades 4 -8	Over 1.6 km								
Grades 9-12	Over 3.2 km								

<b>2.0 School Boundaries</b>	2.1 In cases where students have been granted permission to attend a school other than the designated school according to established school boundaries, parents or guardians are responsible for transportation. If the transportation address/stop is within the attending school boundary transportation may be provided.
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<b>Reference to Policy</b>	APPROVED February 2020
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<b>TRANSPORTATION POLICY</b>	NWOSSC - 001
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	<p>2.2 Children and youth in care may be considered for cross school boundary transportation to remain in their attending school providing the following conditions are met:</p> <ul style="list-style-type: none"> <li>▪ the accommodation would involve existing school bus routes;</li> <li>▪ there is room on the bus;</li> <li>▪ there is no route extension;</li> <li>▪ there is no route deviation; and</li> <li>▪ there is no additional cost to the system;</li> <li>▪ if space is required by another eligible student, the student may lose his/her riding privileges if no other reasonable alternative can be found.</li> </ul> <p>The Consortium may require documentation from the appropriate agency.</p>
<b>3.0 Safety</b>	<p>3.1 Students may be transported for reasons of safety rather than distance at the discretion of the General Manager.</p> <p>3.2 Parents/Guardians are responsible for the safety and conduct of students to, from and at the bus stop.</p> <p>3.3 School principals are responsible for ensuring that school bus safety practices are taught annually, including evacuation drills for all elementary students (Kindergarten to Grade 8).</p>
<b>4.0 Bus Stops</b>	<p>4.1 The Consortium has a responsibility to provide a bus stop at a location that is safe for students boarding/disembarking as well as for those already on the bus.</p> <p>4.2 Bus stops will be located according to established operational procedures.</p> <p>4.3 The distance between bus stops will be approximately 275 metres apart where it is reasonable and safe to do so.</p>

Reference to Policy	APPROVED February 2020
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<b>TRANSPORTATION POLICY</b>	<b>NWOSSC - 001</b>
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<p><b>5.0</b> <b>Route Design/Changes</b></p>	<p>Student safety is the first priority of the Northwestern Ontario Student Services Consortium and all reasonable measures will be taken to ensure that routes are designed and maintained in a manner which is safe, effective, efficient and fiscally responsible.</p> <p>5.1 All routes are designed to operate only on publicly owned roads that are adequately maintained year-round. The exceptions may be turnarounds which may be located on private property, subject to review and approval by the General Manager. The Consortium is not responsible for maintenance or snow clearance for any road infrastructure or turnarounds. Transportation will not be provided in any situation that does not provide adequate accommodation for the safe operation of buses.</p> <p>5.2 Route extensions may be considered if the following conditions are met:</p> <ul style="list-style-type: none"> <li>i) the route extension is over 1.0 km based on the address of the student making the request, and the extension distance is not excessive;</li> <li>ii) the change, modification or extension shall not adversely affect the route;</li> <li>iii) the road's conditions are adequate;</li> <li>iv) an adequate turnaround is available and properly maintained and is within a reasonable distance from the stop;</li> <li>v) the financial impact is deemed reasonable.</li> </ul> <p>5.3 Where the requested route change meets all other criteria and the total change exceeds ten kilometres (10 km) one-way between the existing closest stop and the route change request, there must be a minimum of four (4) eligible students requesting service before a school bus route extension will be considered.</p> <p>5.4 There may be occasions where parent contracted transportation would be the most appropriate mode of transportation. As such, financial assistance may be available as determined by Consortium procedure.</p>
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Reference to Policy	APPROVED February 2020
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<b>TRANSPORTATION POLICY</b>	<b>NWOSSC - 001</b>
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	<p>5.5 Route changes or modifications may be made at any time. However, every effort will be made to provide reasonable notice to parents.</p> <p>5.6 In the event of any facility change (eg: school opening/closing) or in an immediate or extended emergency, the Consortium may make any necessary changes or modifications in routing.</p> <p>5.7 Students may be required to transfer buses.</p> <p>5.8 Routes are subject to review and students must continue to meet all criteria in order to maintain service levels.</p>
<p><b>6.0</b> <b>One Destination/One Pick Up</b></p>	<p>6.1 For reasons of safety and efficiency, students are permitted to have one pick-up and one destination point only. These points may be different, providing this is a daily occurrence and there is room on the bus to accommodate daily different a.m./p.m. arrangements.</p> <p>6.2 Transportation is provided from caregiver to/from school or home to/from school only. Requests that students be picked up and dropped off at other locations will not be accommodated.</p> <p>6.3 Students in Grades 7 to 12 may occasionally use alternate stops, providing it is the same bus and the stop meets the required distance criteria for eligibility.</p> <p>6.4 For eligible registered bus students, school bus transportation is intended to be the primary mode of transportation to and/or from school. As such, regular ridership is required as determined by the operational procedure.</p>

Reference to Policy	APPROVED February 2020
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<b>TRANSPORTATION POLICY</b>	<b>NWOSSC - 001</b>
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<b>7.0</b> <b>Shared Custody</b>	<p>The Northwestern Ontario Student Services Consortium recognizes that special consideration may be required for families with shared custody of students. The following guidelines will be used when providing transportation in shared custody situations:</p> <p>7.1 Parents must provide a Primary Transportation Address and Secondary Transportation Address, subject to the following conditions:</p> <ul style="list-style-type: none"> <li>i) Both addresses must be the place of residence of the parent/guardian or their appointed caregivers;</li> <li>ii) Both addresses must be eligible for transportation as outlined in section 1.0 of this Policy;</li> <li>iii) When either the primary or secondary transportation address is outside of the attending school boundary area, transportation may be provided to an existing stop within the attending school boundary area, as outlined in section 2.0;</li> <li>iv) There must be room on the bus(es) servicing the secondary address;</li> <li>v) No route extensions will be granted.</li> </ul> <p>7.2 Where applicable, court documents will dictate which of the primary and secondary transportation address receives afternoon bus service. If this is not specified and parents/guardians cannot agree, the parent with the greater share custody (as per court documents) will make the determination. If the situation involves a 50/50 joint custody situation or no custody agreement is in place, and the parents cannot agree on either of the primary and/or secondary addresses, transportation may not be provided.</p> <p>7.3 For students in JK to Grade 6:</p> <ul style="list-style-type: none"> <li>▪ On a daily basis, morning pick-up may be provided at either the primary or secondary address.</li> <li>▪ The afternoon service will be provided to one of the primary or secondary address, and drop-off must be at the same location every day.</li> </ul>
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Reference to Policy	APPROVED February 2020
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<b>TRANSPORTATION POLICY</b>	<b>NWOSSC - 001</b>
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	<p>7.4 For students in Grades 7 to 12:</p> <ul style="list-style-type: none"> <li>On a daily basis, students can use the pick-up or drop-off location based on either the primary or secondary address, providing there is room to assign a student to two buses.</li> <li>Families are not required to inform the Consortium of daily schedules regarding pick-up and drop off locations and the Consortium or bus operator/driver does not assume any responsibility in managing or tracking the student's daily schedule.</li> </ul> <p>7.5 Parents/guardians are responsible for ensuring that school administration has an accurate and up to date custody schedule.</p> <p>7.6 The Consortium has the right to withdraw service if, in its sole discretion, the safety of the student is compromised.</p> <p>7.7 For students with special needs or exceptional circumstances where a visible parent is required to accompany and meet the student at the bus stop and/or if the student travels with an Education Assistant, the policy for students in JK to Grade 6 will apply due to the specialized transportation plan involved.</p>
<p>8.0 <b>Students with Special Needs</b></p>	<p>8.1 Transportation may be provided for students with special needs upon the approval of the General Manager after consultation with the appropriate Board/school staff regarding the student's needs.</p> <p>8.2 There may be circumstances where parent contracted transportation would be the most appropriate for students with special needs once all other options have been exhausted. As such, financial assistance may be available as determined by Consortium procedure.</p>

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<b>9.0 Temporary Physical Challenge</b>	<p>9.1 The Consortium may provide transportation for students who cannot access regular modes of transportation due to a prolonged temporary physical challenge. Transportation will be provided at the discretion of the General Manager in consultation with the school principal for injuries/medical conditions where the lack of access to school transportation presents a hardship for the parent/guardian at the expense of the individual Board.</p>
<b>10.0 General</b>	<p>10.1 The Consortium transportation rules and regulations shall be available on the Consortium website at <a href="http://www.nwobus.ca">www.nwobus.ca</a> as well as through a link from Kenora Catholic, Northwest Catholic, Keewatin-Patricia and Conseil Scolaire de District Catholique des Aurores boreales.</p> <p>10.2 All requests, concerns and complaints concerning school bus transportation and school bus drivers shall be referred to the General Manager for appropriate action.</p> <p>10.3 In the interest of safety and in an effort to reduce student discipline problems and vandalism, video camera surveillance may be used on school buses.</p> <p>10.4 Every student is responsible for his/her conduct to the principal of the school where the student attends. The school code of conduct developed by the attending school shall govern the conduct of the student. Consistent with transportation being a privilege and not a right, any breach of any individual school's Code of Conduct may result in the suspension or cancellation of bussing privileges.</p> <p>10.5 The Consortium will not provide transportation other than home-to-school transportation. Any decision to fund transportation outside home-to-school transportation is the responsibility of the Board.</p> <p>10.6 While Consortium staff will provide charter contact information for schools, the Consortium is not responsible for organizing charter and/or field trips.</p>

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	10.7 Bus Operators may not, without prior Board approval, obtain new routes, or receive a transfer of existing routes where, as a result of the proposed actions, an existing or proposed Bus Operator would control, directly or indirectly, more than 60 percent of the transportation requirements.
11.0 <b>Appeals</b>	11.1 Appeals with respect to the application of this policy may be made to the Board of Directors of the Northwestern Ontario Student Services Consortium.
12.0 <b>Procedures</b>	12.1 The Board of Directors in conjunction with the General Manager shall be responsible for the development of Transportation Procedures based on the Transportation Policy. The General Manager will be responsible for the implementation of the Transportation Policy and the subsequent procedures.
13.0 <b>Review of Policy</b>	13.1 The Transportation Policy of the Northwestern Ontario Student Services Consortium will be reviewed on an annual basis. Consistent with 2.2.12 of the Consortium Agreement, the Policy Committee consists of one senior business official per Board and one trustee per Board. The Policy Committee may develop procedures to govern its operation.

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