

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING # 10

Tuesday, November 12, 2013
Time: 7:00 p.m.
Dryden High School, Room 115
Dryden, ON

Video & Teleconference Sites

QEDHS	24A
RLDHS	235
BBSS	250

AGENDA

1. Call to Order
2. Roll Call
3. Approval of Agenda
4. Declaration of Conflict of Interest
5. Business Arising from Committee of the Whole
6. Confirmation of Minutes – October 8, 2013
7. Presentations/Delegations
8. Presentation of Reports and Accompanying Motions
 - 8.01 Education
 - A. ***Students Come First***
 - *Creating Cultures of Learning Where Students Come First at Beaver Brae Secondary School*
 - (Eveline O'Flaherty and Lisa Achilles)
 - B. 2012-2013 Student Success Report
 - C. 21st Century Technology and Learning Update
 - D. 2013-2014 Special Education Plan
 - 8.02 Executive Committee
 - A. Trustee Travel - Public Education Symposium January 2014
 - B. Confederation College Partnership Update
 - 8.03 O.P.S.B.A. Update
 - 8.04 Parent Involvement Committee/School Council Reports (nil)
 - 8.05 Operations (nil)
 - 8.06 Finance (nil)
 - 8.07 Human Resources (nil)

All stakeholders create a culture of learning so that students come first.

- 8.08 Student Trustee
- 8.09 Special Education Advisory Committee
- 8.10 Native Education Advisory Council
- 9. Other Motions
- 10. Correspondence
- 11. New Business
- 12. Observer Comments
- 13. Next Meeting Date
December 10, 2013
Dryden High School
Dryden, Ontario
- 14. Adjournment

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #9

The minutes of Regular Board Meeting # 9 of the Keewatin-Patricia District School Board held October 8, 2013 at Upsala PS, Upsala, ON.

Call to Order	The meeting was called to order at 7:05 p.m.					
Roll Call	B. Gauthier (vc) C. Marcino (tc) M. Ott (vc) D. Sidders (vc)	B. O'Donohue (vc) late D. Penney D. Wilkinson	G. Kleist (vc) R. Onysko G. Seaton T. Dalzell (vc)			
Absent with Regret	N. Kejick					
Officials	Sean Monteith, Dean Carrie, Caryl Hron, Joan Kantola (vc), Steve Poling (vc), Heather Mutch					
Also Present	Media, Staff and interested public.					
Agenda	Moved by: Seconded by:	R. Onysko G. Seaton				
Motion	223-13	THAT the agenda for the Regular Board Meeting of October 8, 2013 be approved.				
	Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED		
	Binding	FOR 9	OPPOSED 0	CARRIED		
Conflict of Interest	Declaration of conflict of interest re proceedings on agenda			None		
Business Arising from Committee of the Whole	None					
Minutes	Moved by: Seconded by:	G. Seaton R. Onysko				
Motion	224-13	THAT the minutes of Regular Board Meeting held September 10, 2013 having been duly circulated be confirmed.				
	Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED		
	Binding	FOR 9	OPPOSED 0	CARRIED		
Students Come First	"Authentic Tasks & Linking Back to our Community" Presented by: Paula Shedden					
EQAO	Moved by: Seconded by:	R. Onysko G. Seaton				
Motion	225-13	THAT the report on the 2012-2013 EQAO Results be received.				
	Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED		
	Binding	FOR 9	OPPOSED 0	CARRIED		

"All Stakeholders create a culture of learning so that students come first."

OSSLT		Moved by: G. Seaton Seconded by: R. Onysko				
Motion	226-13	THAT the report on the 2012-2013 Ontario Secondary School Literacy Test Results (OSSLT) be received.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 9	OPPOSED 0	CARRIED	
		D. Wilkinson left the meeting.				
Summer Learning		Moved by: R. Onysko Seconded by: G. Seaton				
		Presented by: Tracy Lindstrom, Curriculum Administrator				
Motion	227-13	THAT the 2013 Summer Learning Report be received.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 8	OPPOSED 0	CARRIED	
		D. Wilkinson re-joined the meeting. B. O'Donohue joined the meeting.				
Policy 201		Moved by: G. Seaton Seconded by: R. Onysko				
Motion	228-13	THAT the verbal report on Policy 201, Policy Initiation, Identification, Development, Implementation and Review, be received.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	
		Moved by: R. Onysko Seconded by: G. Seaton				
Motion	229-13	THAT Policy 201, Policy Initiation, Identification, Development, Implementation and Review, be approved as amended with the next review in year 2018.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	
First Nation Trustee Appointment		Moved by: G. Seaton Seconded by: R. Onysko				
Motion	230-13	THAT the verbal report on the First Nation Trustee Appointment for 2013-2015 be received.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	
2014 Board Meeting Schedule		Moved by: R. Onysko Seconded by: G. Seaton				
Motion	231-13	THAT the 2014 Board Meeting Schedule be received.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	

		Moved by:	R. Onysko						
		Seconded by:	D. Wilkinson						
Motion	232-13	THAT the 2014 Board Meeting Schedule be approved.							
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED		
		Binding	FOR	10	OPPOSED	0	CARRIED		
Policy 202		Moved by:	D. Wilkinson						
		Seconded by:	R. Onysko						
Motion	233-14	THAT the verbal report on Policy 202, Electronic Meetings be received.							
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED		
		Binding	FOR	10	OPPOSED	0	CARRIED		
		Moved by:	R. Onysko						
		Seconded by:	D. Wilkinson						
Motion	234-13	THAT Policy 202, Electronic Meetings, be reaffirmed with the next review in year 2018.							
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED		
		Binding	FOR	10	OPPOSED	0	CARRIED		
Policy 209		Moved by:	D. Wilkinson						
		Seconded by:	R. Onysko						
Motion	235-13	THAT the verbal report on Policy 209, Trustee Professional Development, be received.							
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED		
		Binding	FOR	10	OPPOSED	0	CARRIED		
		Moved by:	R. Onysko						
		Seconded by:	D. Wilkinson						
		THAT Policy 209, Trustee Professional Development, be reaffirmed with the next review date in year 2018.							
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED		
		Binding	FOR	10	OPPOSED	0	CARRIED		
OPSBA		Moved by:	D. Wilkinson						
		Seconded by:	R. Onysko						
Motion	236-13	THAT the O.P.S.B.A. verbal update be received.							
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED		
		Binding	FOR	10	OPPOSED	0	CARRIED		
PIC		Moved by:	R. Onysko						
		Seconded by:	D. Wilkinson						
Motion	237-13	THAT the Parent Involvement Committee verbal update be received.							
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED		
		Binding	FOR	10	OPPOSED	0	CARRIED		

2013 Enrolment Report

Moved by: D. Wilkinson
Seconded by: R. Onysko

Motion 238-13

THAT the 2013 Enrolment Report be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	10	OPPOSED	0	CARRIED

Capital Projects

Moved by: R. Onysko
Seconded by: D. Wilkinson

Motion 239-13

THAT the Capital Project Priorities Report be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	10	OPPOSED	0	CARRIED

Moved by: D. Wilkinson
Seconded by: R. Onysko

Motion 240-13

THAT it be approved that the following two capital project priorities be re-submitted to the Ministry of Education for capital funding consideration:

1. Queen Elizabeth DHS – replacement school
2. Valleyview PS – addition and renovation

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	10	OPPOSED	0	CARRIED

Audit Committee Report

Moved by: R. Onysko
Seconded by: D. Wilkinson

Motion 241-13

THAT the Audit Committee report be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	10	OPPOSED	0	CARRIED

Moved by: G. Seaton
Seconded by: R. Onysko

Motion 242-13

THAT Claudette Edie and Graham Harrison be re-appointed to the Audit Committee for a one-year period commencing December 1, 2013.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	10	OPPOSED	0	CARRIED

Policy 704

Moved by: R. Onysko
Seconded by: G. Seaton

Motion 243-13

THAT the verbal report on Policy 704, Non-Union Staff Terms and Conditions of Employment, be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	10	OPPOSED	0	CARRIED

Moved by: G. Seaton
Seconded by: R. Onysko

Motion 244-13 THAT Policy 704, Non-Union Staff Terms and Conditions of Employment, be approved as amended with an annual review.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	10	OPPOSED	0	CARRIED

Student Trustee Update
Moved by: R. Onysko
Seconded by: D. Wilkinson

Motion 245-13 THAT the Student Trustee verbal update be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	10	OPPOSED	0	CARRIED

SEAC
Moved by: D. Wilkinson
Seconded by: R. Onysko

Motion 246-13 THAT the Special Education Advisory Committee verbal update be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	10	OPPOSED	0	CARRIED

NEAC
Moved by: R. Onysko
Seconded by: D. Wilkinson

Motion 247-13 THAT the Native Education Advisory Council verbal update be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	10	OPPOSED	0	CARRIED

New Business
Sean Monteith introduced Heather Mutch, Principal of Keewatin PS, as the new committee member of the Senior Administration Committee.

Chair Dave Penney informed the Trustees that he and Sean Monteith will be attending the Ministry of Education Regional Consultation, titled "From Good to Excellent". The session takes place in Thunder Bay, October 16, 2013.

Observer Comments
Rachelle Davenport, Vice-Principal of Upsala PS, thanked the Trustees for the opportunity to host the Board Meeting at the school and looks forward to the next visit.

Chair Penney thanked Rachelle Davenport and staff for the school tour and hospitality shown while hosting the meeting at Upsala PS.

Adjournment
Moved by: D. Wilkinson
Seconded by: R. Onysko

Motion 248-13 THAT the meeting adjourn at 9:29 p.m.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	10	OPPOSED	0	CARRIED

Chair

Secretary

"All Stakeholders create a culture of learning so that students come first."

8.01 B

Keewatin-Patricia District School Board

November 12, 2013

NOTICE OF MOTION

THAT the 2012-2013 Student Success Report be received.

Student Success Report 2012-2013

This report provides a snapshot for trustees and the public of student success activities within the Keewatin Patricia DSB during 2012-13. The Student Success Strategy 7-12 is multi-faceted work, providing professional learning supports for teachers to improve instruction, providing direct and indirect supports for students and building and supporting innovative and engaging programming and opportunities for students,. Within each area there is a multitude of work that is purposefully designed and delivered to improve student success.

I would like to take the opportunity that this reporting provides to publically thank the endless efforts of our staff and support community that are so key to helping students succeed every day. It is these ongoing, day to day efforts of staff and other support personnel that the necessary spectrum of support to our students.

We know that are key indicators and data that illustrate to us the effectiveness and impact of this work within the Board. This report will present some of these in several different areas to provide a snapshot of successes and works in progress moving forward under the umbrella of student success with Keewatin Patricia.

The scope of this work requires deep knowledge of our student story within the Board. Improving student achievement is always the broad goal. We know that high quality instruction, a caring and responsive support/intervention system for students and engaging, creative and innovative programming are the 3 important pieces of student success. We are serving a student population over a large and disparate geographic area, a large and growing aboriginal student population, many students with high mobility and low SES, all situated in an area of Ontario that is experiencing both economic and related social challenges as the world around us continues to rapidly change and evolve. Students are considered to be "in-risk" for many reasons and students also have cascading risk as the number of risk factors that they deal with increase. Creating conditions to ensure students can learn as well as maximizing learning opportunities are equally important. We are proud to accept all students and see ourselves as the face of public education and positive change agents for students and their families in the region. It is important to communicate our context as it serves to ensure that we give of ourselves the efforts that are required to ensure that our students receive similar opportunities to others within the Province, can create a vision of success for themselves into the future and are completely prepared to participate in both the education space and work space in Canada after secondary school.

Key Student Success Strategies with Keewatin-Patricia

- Professional learning and Improvements in instruction for teachers Grade 7-12 (particularly for students in applied and college streams)
- Wrap around supports for students including Student Success Teachers and Student Counselors in schools, mental health supports, academic intervention in each school, use of partner agencies and other community supports

- Development and delivery of engaging and relevant pathway programming for all students
- Creating and delivering a culture of caring and support from all staff for all students, every time, every day.

The following are examples of work within the categories described above.

Professional Learning for Teachers

- Student Success School Support Initiative (4SI) – professional learning and supports for secondary principals and teacher teams focused on literacy and numeracy in Grade 9 and 10
- Building Innovative Practice (BIP) – professional learning for teachers in the use of differentiated instruction with a focus on development of higher order and critical thinking skills and the use of oral language in secondary instruction
- Professional Learning Communities – instructional development aligned with the Board Strategic Improvement Plan and School Improvement Plans

Wrap Around Supports for Students

- Transition planning and support planning for students, including personalized supports and My Blueprint for students and families
- Student Success Teachers and Student Success Teams in every secondary school to identify, monitor and intervene with students in-risk
- Specialized training for key staff in schools
- Academic intervention for struggling students, including credit rescue and credit recovery, specialized curriculum in literacy and numeracy
- Academic re-engagement program for 12, 12+ students, and specialized re-engagement for secondary FNMI students
- Elders in Residence, Sioux Mountain Public School
- Strength Based Student Success, Ignace School and Lakehead University

Engaging and Relevant Pathway Programming

- 21Century Initiative
- Specialized programming, including Specialist High Skills Majors, Ontario Youth Apprenticeship Program (OYAP), Cooperative Education programming, Dual Credit and School College Work Initiative programming
- Variety of experiential programming for students, including Explore Program at Open Roads School and New Prospect School, Academy programs at BBSS, Outdoor Education programs at secondary schools, variety of Cooperative Education options including Earn and Learn, Summer programming, Science North and other programming by specialized providers
- Crown Ward Initiative in Queen Elizabeth DHS
- Partnerships with Lakehead University, Confederation College, Seven Generations

Respectfully Submitted,
Scott Urquhart,
Supervising Principal, Student Success Leader

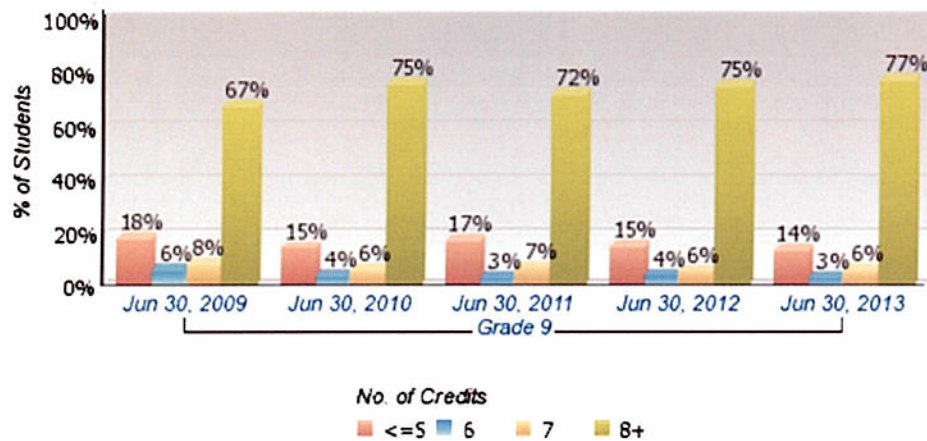
Culture of Caring and Support

- Student voice projects, Students as Researchers
- Restorative practices
- Supports to ensure equity of access and opportunity
- Cultural competency training for staff
- Continuing to build a "Students Come First" organization

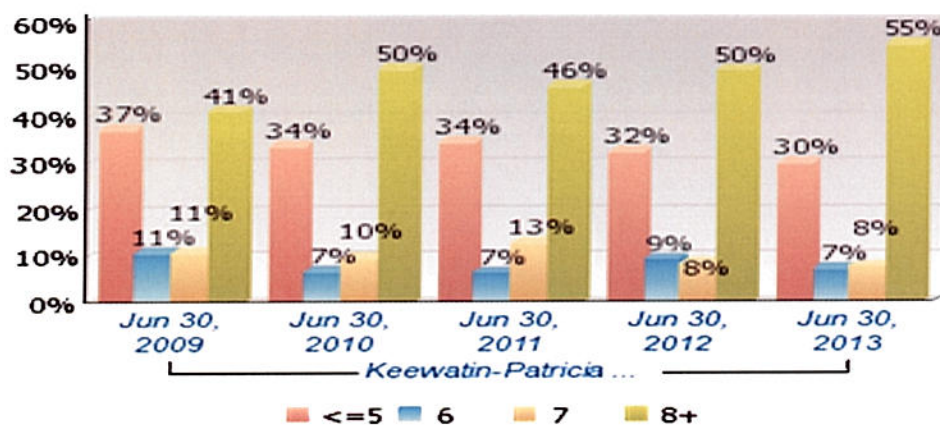
Example Supporting Data

• Credit Accumulation – Grade 9

○ All Students



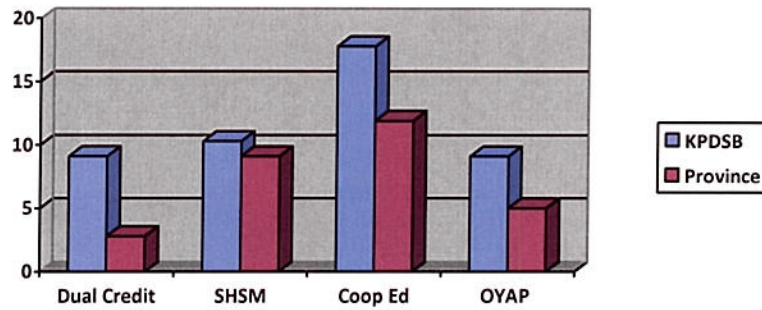
○ FNMI Students



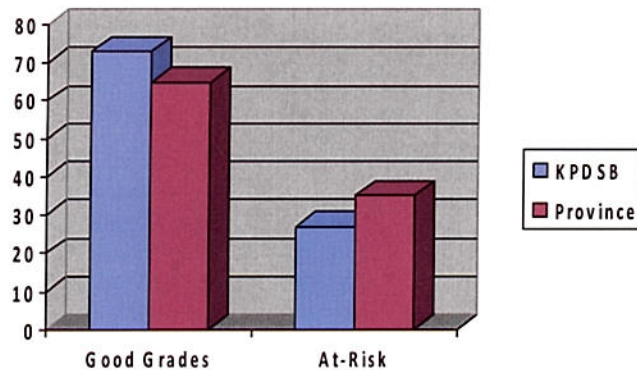
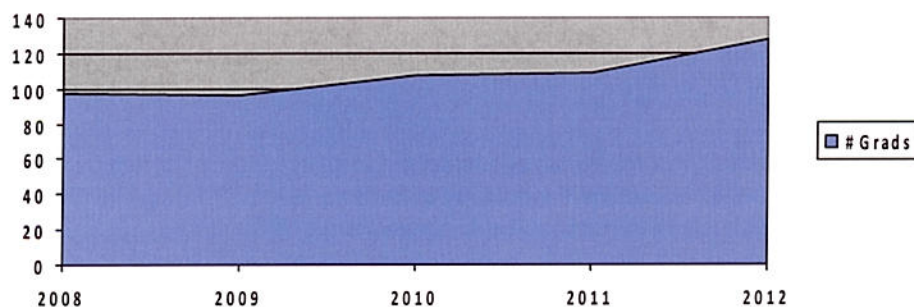
Respectfully Submitted,
 Scott Urquhart,
 Supervising Principal, Student Success Leader

Pathways Footprint, 2012-13

- % Enrolment, KPDSB vs. Province

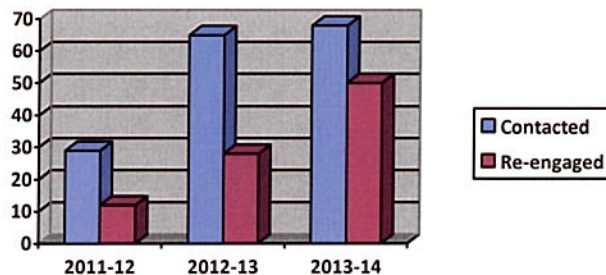
**College Mathematics Achievement (College Mathematics Project)**

- Achievement In College Mathematics after Graduation
(% of students with good and at-risk grades)

**Aboriginal Student Graduates over Time**

Respectfully Submitted,
 Scott Urquhart,
 Supervising Principal, Student Success Leader

- **Late Leaver Engagement**



KPDSB Graduation Report 2013

The Graduation Report reports on graduates from the Keewatin-Patricia District School Board in 2013. We report in detail on our defined “cohort students”. These are students that are with us from September 30th of their Grade 9 year until graduation. We also have additional students who come to during or after Grade 9, from various jurisdictions. The approximate split between these two groups of students is 70% cohort, 30% non-cohort at the end of Grade 9 and this increases to 60% cohort and 40% non-cohort in the grade 12 and 12+ year as students and families move about.

We also report graduation rates for our cohort self-identified aboriginal students as per the KPDSB Voluntary Self-Identification Policy and for the first time, rates for our non-aboriginal students, to help us identify and measure progress in closing the graduation gap that exists for First Nations, Metis and Inuit (FNMI) learners.

Students may meet OSSD requirements up to age 21 in an Ontario day school. Most students complete their requirements in 4 or 5 years. Some students take 6 years to complete their OSSD.

Provincial and Local Graduation Rate Calculations

The provincial target for graduation rates in the Province of Ontario is 85%. The 2011-12 provincial reported rates for 4 year graduates and 5 year graduates are currently 73% and 83% respectively. Provincial data for 2012-3 is not yet available. Provincial rates are calculated using an “own all students” methodology. This means that all students that were present in KPDSB at the end of their grade 9 year continue to “belong” to us, regardless of where they ultimately complete their schooling. Students, as a matter of family or personal circumstance, often transfer to other public or separate DSB’s, continue education under Federal jurisdiction, attend private schools, leave the province and enroll in another system or seek employment. At present, we cannot track the graduation success of students who leave us after grade 9. The province, as previously reported, continues to work on both standardizing and publishing graduation rates to compare rates accurately between Boards. At present, comparisons of rates may not account for differences in methodology between Boards themselves or between Boards and the Province.

Respectfully Submitted,
Scott Urquhart,
Supervising Principal, Student Success Leader

KPDSB Cohort Graduation Rates**Graduation Rates (4, 5 years) All Cohort Students (%)**

Cohort	2010	2011	2012	2013
2006	73	81		
2007		76	84	
2008			71	82
2009				75

Graduation Rates (4, 5 years) Cohort Aboriginal Students (%)

Cohort	2010	2011	2012	2013
2006	52	67		
2007		51	67	
2008			45	69
2009				55

Graduation Rates (4, 5 years) Cohort Non Aboriginal Students (%)

Cohort	2010	2011	2012	2013
2006	81	90		
2007		85	92	
2008			85	89
2009				83

Interpretation of Results

The graduation rate for all "cohort students" in KPDSB is 75% and 82% respectively for four and five year graduates. The four and five year graduation rates for our self-identified aboriginal students are 55% and 69% respectively and show small improvements over time. There is no provincially reported graduation rate for self-identified aboriginal students. As the tables illustrate there continues to be a significant gap between cohort rates for FNMI and non FNMI learners.

Our cohort leaver rate, the percentage rate for students from the cohort who leave for employment and unknown reasons and are assumed not to be presently working towards an OSSD, is 8.9%. This rate has improved slowly over time and is an important statistic to reference the Board's graduation rates.

417 KPDSB students, cohort and non-cohort, including 114 aboriginal students, received diplomas in 2013. We have significant numbers of non-cohort students attending our Board. Approximately 40% of our Grade 12, and 12+ students came to us sometime after the beginning of Grade 9. These students come from a variety of communities and circumstances and have varying numbers of accrued credits. Many non-cohort students require additional time to earn credits and graduate. We use Prior Learning and Assessment (PLAR) and other strategies to help these students earn credits moving forward. When we consider these students in an annualized graduation rate for KPDSB, our rates drop significantly from our reported cohort numbers.

Respectfully Submitted,
 Scott Urquhart,
 Supervising Principal, Student Success Leader

Additional Adult Education Graduates

We have an Adult Education partnership with Seven Generations Education Institute to serve our adult learners. 44 adults received diplomas in 2013, a significant increase from the previous year.

A Note

The above report presents numerical data on our graduates, but not the individual stories of their successes. Some students, for reasons often beyond their individual control, take longer to achieve a diploma. These student stories are often compelling and inspirational and speak to the work that is necessary for staff, parents, caregivers and community to "Reach Every Student" and the continuing work of all stakeholders in "creating a culture where all students come first."

Respectfully Submitted,
Scott Urquhart,
Supervising Principal, Student Success Leader

8.01 C

Keewatin-Patricia District School Board

November 12, 2013

NOTICE OF MOTION

THAT the 21C Technology and Learning update be received.

21C Teaching and Learning Update

This report will update trustees on progress and activities regarding 21C Teaching and Learning in the Board. We continue to move forward to create, build and implement the vision of a 21C Learning organization for the Board, with reference to “communicate to students, their families, and community members that 21st century learning (21C@KP) is relevant”, as contained in the Keewatin-Patricia DSB Strategic Plan. This report will highlight teaching and learning activities underway in the 2013-14 school years.

Highlights 2013-14

- Our former Technology Support Teachers are now Curriculum Technology Teachers and work closely with other curriculum and special education staff under the curriculum umbrella of the Board. This reflects an increased focus on deeper implementation and leveraging technology to support curriculum and high quality instruction and assessment practices. Darrin Bosch, a secondary science teacher from Red Lake DHS, is a great addition to our support group. Darrin brings a wealth of secondary experience and expertise to the group and to us at the senior level as we move forward. These teachers continue to work tirelessly to support their colleagues at a variety of entry points in both elementary and secondary schools.
- We have 4 family of school professional learning communities, grade 7-10, led by principals and centrally supported, that are focused on improving teaching of critical thinking skills across a variety of subject areas for early adolescents. These PLC's have a significant technology focus to assist with this work.
- Teachers from our Board have recently presented their work at the Northern Ontario Leaders Conference (NOEL) in Thunder Bay and at ECOO (Educational Computing Organization Ontario) in Niagara Falls. We also attended the Ministry of Education sponsored Council of Directors (CODE) Roundtable where our work and the work of other Boards was showcased. We are currently awaiting an announcement of additional CODE funding from 2013-14.
- Pearson Learning Services is currently conducting information and consultation sessions with selected aboriginal communities within the Board to help us better understand how 21C Teaching and Learning can better support aboriginal students and further engage aboriginal parents and communities.
- We will be deciding shortly on a common collaborative sharing platform for teaching staff in the Board. This platform will allow for seamless communication and sharing of curriculum materials as well as promoting collaboration between teachers, groups of students and outside expertise. This collaborative platform will leverage the power of technology as a communicative, collaborative tool for all staff and students within the Board.

All stakeholders create a culture of learning so that students come first

Respectfully submitted by:
Scott Urquhart, Student Success Lead

- We are working with Pearson Learning Services to construct a longitudinal student achievement study in which student engagement and achievement are reportable and linked to this work.
- We continue to move forward implementing the Provincial E Learning Initiative, which consists of introducing significant numbers of teachers and students to on-line learning materials and supports, including Homework Help.
- School principals, with the support of senior staff and curriculum technology teachers, are building a collaborative 21C vision for their respective schools that includes student and staff use of technology and the use of technology to further enable parental involvement and enhance communication within their school.
- The 21C work is transformative in many ways. At the senior level, we are continuing to explore and discuss the linkages the work brings forward. These include the further use of e-curriculum, virtual partnership opportunities, increasing use of and impact of technology in teacher professional learning models, Board operations and so on.

All stakeholders create a culture of learning so that students come first

Respectfully submitted by:
Scott Urquhart, Student Success Lead

21C Teaching and Learning Hardware Update 2012-2013

This report will highlight equipment that was purchased for the 21c initiative. This report goes back to June 2012 when the 21st Century Technology for Teaching and Learning Plan was approved by trustees. This report is broken up into the different sections as per the original report.

Wireless

The Board already had a preferred vendor and some wireless infrastructure in place. We ordered additional wireless access points and Local Area Network (LAN) switches. In many schools we had to install additional LAN wiring to accommodate the new wireless access points. The wiring was done predominantly by the Information Systems technicians during the summer months of 2012. During the 2012-2013 school-year we evaluated the wireless coverage throughout our buildings. We have had to make some adjustments to a number of access points and locations in schools. This is still somewhat on-going as schools identify problem areas that our department are unaware of. Our current central controllers do give us real-time information as to how the wireless network is performing, problem areas, and end points that are not working.

Our budgeted amounts for the wireless upgrade was \$62,410, we actually ended up spending \$63,756.

IPads

The iPads were ordered directly from Apple in the summer of 2012. We chose the iPad II as the unit that gave the best overall value. Before we ordered we went through our numbers again and ordered 360 units. In addition to purchasing the actual units we also purchased a very robust iPad cover made by Gumdrops.

Our budgeted price for the iPads was \$177,500 we actually spent \$162,191.

Student Netbooks JK-3

We had selected the Dell 2120 machine for the JK-3 laptops. These are netbooks that are quite rugged and built for elementary students. Dell also makes a cart that will automatically charge the units and management can be performed on them while they are in the cart.

We purchased a cart for all schools that had more than 12 of these units allocated to them. These machines are loaded with OESS software, and Microsoft Office.

We had budgeted \$269,320 but we ended up actually only spending \$208,800.

Student Netbooks 4-12

After the plan was approved by trustees the I.S. Department scrambled to evaluate the available netbooks. We invited potential customers to send us equipment that we evaluated. A number of companies responded including, IBM, Dell, ASUS, and HP. We ended up selecting the ASUS machine as the overall device that could meet our requirements including price. Our purchasing department sent out an RFQ for approximately 3800 netbooks with the final vendor being CDW. For the elementary students we settled on the ASUS 1025 model and at secondary we settled on the ASUS 1011 model. We developed an image for each machine and had the vendor place that image the machines. The machines began arriving in the middle of August 2012 and all deliveries were completed by the first week of September 2012.

The image that was preloaded on the units required information to be loaded on the initial boot up of the units. The Information Systems (I.S.) department along with the Technology SATs went to each school and worked with the groups of students to complete the initial setup. We had students do the initial unboxing, turning on and inputting the required information. It took us approximately six weeks to complete the rollout. Our department felt it important for the students having the opportunity to unwrap the machine personally hoping it placed a larger ownership value.

The units are loaded with Open Office, Microsoft anti-virus, and other rudimentary applications that were no cost to the Board. We were not able to load the OESS software applications because of the student take-home restrictions. Our Board Corporate Microsoft license also prohibited us from loading Microsoft Office on each machine.

We had budgeted \$1,339,100 we actually spent \$1,205,989

Teacher Laptops

The teacher laptops are a full 14 inch Dell 5420 and 6430 models. We chose the Latitude models so they would work with docking stations. The laptops were ordered in the summer of 2012 and dispersed throughout the fall. We had to make several purchases as gaps in order numbers appeared. We replaced the desktops that were on teacher desks with docking stations as we had opportunities to do so.

All stakeholders create a culture of learning so that students come first

Respectfully submitted by:
Del Schmucker, Information Systems Manager

All teacher desks now have docking stations that teacher can dock their laptops into. This gives mobility to all teachers and in all teaching desks/stations.

We had budgeted \$294,000 but we actually ended up spending \$361,224.

Inventories

All netbooks and iPads are inventoried in our Library automation systems. The librarians have worked diligently in getting all the devices placed into inventory. Devices have their own library bar code attached to the unit that is unique. Each netbook is then scanned out to an individual student. Netbooks are handed back in to schools in June when students leave for the summer. The same netbook is then reassigned back to the same student in September when the students return.

At secondary schools even though netbooks were made available to all students there were many students that did not take a netbook. Since these are new unused machines they are still available for new students or as loaner units. I.S. does redistribute these machines to schools that need machines for new students in grades other than 4 or 9.

We have had quite a number of students that did not turn in their netbooks, mostly in Secondary Schools. We know that schools worked over the summer to account for the missing netbooks and many students did bring their netbooks back to school in September.

Schools are responsible for looking after the inventory of their devices; this is part of the changes in practice that as a Board we are still working through.

Repairs

During the first year the actual repair costs have been approximately equal to what I.S. had traditionally been spending on repairs. The total repair costs totalled \$37,319 but this figure also includes other repairs and is not inclusive of netbooks. We did not break out the repair costs associated only with netbooks. The amount of time that is spent repairing computers however has substantially increased due to the additional computer numbers. Our most common repairs have been virus/malware issues, broken keyboards, broken screens and broken cases. We can purchase replacement screens from a third party at \$28-\$35.

We also use surplus of machines and working parts from machines so that our purchasing of replacement parts is minimized. We have taken approximately 130-150 units out of circulation that were damaged beyond repair but have used parts from them to repair other units.

This year we have approximately 800 units that have been returned from graduating grade 8 and 12 students these units will be used as loners, parts, and redeployed as needed throughout the school year.

The I.S. department continues to work with senior administration and schools to minimize repairs, and to continue to teach accountability to students, this is still a work in progress.

Before the netbooks, KPDSB had approximately 2500 computers that the I.S. Department managed and suddenly we are tasked with repairing over 5000 computers. This has put a lot of strain on the department, currently we have assistance from 3 co-op students that work on machines and work with high school students in the use of netbooks. As a department we are currently looking at ways to improve our services and reorganize ourselves so that we can continue to offer services beyond just repairing broken computers.

2013-2014 School Year

In keeping with the 21st Century plan we have purchased new units for all grade 4 and grade 9 students. In June of 2013 the I.S. department met with the technology teachers and Humberto Pacheco and looked at available devices for the 2013-2014 school year. Unfortunately deciding what devices to purchase are not easy decisions, as there is no one device that is affordable that does everything we would like students to be able to do.

This year we have chosen the Dell 2120 netbook. This device is a bit more costly than the ASUS units but is more robust and should give a better physical life.

We have purchased 888 units at a price of \$366 per unit for a total of \$325,000.

This fall we have purchased an additional 22 laptops for the ECE teachers and an additional 24 laptops for schools, to use for temporary or supply teachers.

The purchase orders have been submitted for the purchase 46 additional SmartBoards. Upon installation of these units all elementary classrooms will have an electronic whiteboard in the classroom.

8.01 D

Keewatin-Patricia District School Board

November 12, 2013

NOTICE OF MOTION

THAT the 2013-2014 Special Education Plan be received.

2013-2014 Special Education Plan

The 2013-2014 Special Education Plan for the Keewatin-Patricia District School Board has maintained its core structure in terms of supporting and enhancing an inclusionary model of special education: while recognizing that there are some opportunities that allow for very individualized instruction and student support in a withdrawal setting. We pride ourselves for being a system that “puts students first” and accepts every student, new or returning. We program for all students based on individual student learning needs. The defining attribute of our Keewatin-Patricia schools and staff is our acceptance of all students and families with the intent to positively impact the lives for many of our students.

The 2013-2014 Special Education Plan represents the required consultation process through its Special Education Advisory Committee (SEAC). The Ontario Regulation which governs special education in Ontario Schools does not require formal trustee approval; we feel the necessity to ensure that you are apprised of all changes and updates as this document directly influences our daily work. We have highlighted a substantial number of changes in the plan in which you will find the specific amendments on page 2 of this summary and contained in your Board package.

The most significant and valuable change is the new addition of the Board's vision statement on page 5 “*All stakeholders create a culture of learning so that students come first*”. This new vision sets the stage to ensure that all programming and service decisions for students stem from the understanding that supports our collective stance which puts students at the center of all dialogue and decision-making.

The updated plan reflects necessary in-service and support schedule for the year to roll out our new IEP program. We have purchased eLite software from Cardinal. We are using the IEPWriter and Meeting Management Modules. The IEPWriter is a streamlined IEP program that can integrate with Trillium. It is very user friendly. We have surveyed our SERTs who have reported back to us that they like the streamlined interface, and find it very easy to use. Eventually, all of our Special Education forms will be integrated into this and be a one stop access point for our SERTs and Administrators. We are looking to roll out the next phase of our training of the Meeting Management Module in the third week of November. This module allows us to manage our IPRC process much more efficiently (flags IPRCs when parent/guardian hasn't signed and the 30 days have passed, or when waivers have not been returned - entered). These programs will allow us to have tighter controls on our data, ensuring its accuracy.

In addition, we are exploring the Interventions & Referral Module - which will allow us to track the number of referrals we have in place and the time it takes to get to these referrals. Finally, we are also looking at the Safety Plan module, allowing us to integrate this.

The 2013-2014 Plan maintains a strong focus on the identification and interventions to support our students with mental health issues and conditions. The pyramid of interventions will continue to be used as a current model in practice at the classroom and school levels. It will assist in providing the required pathways to care or to implement the appropriate school based supports. Students will continue to be adequately supported with access to assistive technology devices and applications to support their learning and ultimately improve student achievement outcomes.

The 2013-2014 Special Education Plan is designed to align and support the priorities identified in all three areas of our Board Strategic Improvement Plan: practicing in a 21C culture of learning, integrated and assessment model of instruction and effective interventions.

All stakeholders create a culture of learning so that students come first

Summary of Changes

1. The table of contents has been updated to reflect the page number changes.
2. Page 5 – The Board Vision statement has been added.
3. Page 15 – System Behaviour Support Coordinator title has been changed to reflect this year's title (Shelley St. Hilaire's position) – Special Education/Safe & Supportive Schools Lead Principal. This has been changed throughout the document.
4. Page 16 – Assistive Technology SAT position has been changed to Special Education Amount Administrator to reflect Tanis Oberg's position. This has been changed throughout the document.
5. Page 16 – student counselor number has been changed from 3.5 to 4.0 (this reflects the actual number of positions).
6. Page 17 – updated information under the Speech Language Pathologist Section provided by Tara Barber SLP.
7. Page 30 – added (Year 1 & 2) beside JK/SK to reflect Full Day Early Learning Kindergarten Programs. This has been updated throughout the document.
8. Page 46 - updated to reflect last year's IPRC numbers.
9. Page 48 – updated link at bottom of page.
10. Page 49 – changed DSM IV to DSM V to reflect most current. Added WIAT III and CCPT.
11. Page 56 – updated Principal/Vice-Principal/Administrative Assistants List to reflect this year.
12. Page 82 – beside 'Regular classroom with indirect support', some had (EA crossed out and SERT beside in brackets, some did not). Changed to reflect (SERT) beside each under all of the exceptionalities. (Indirect support is in relation to the teacher with special education qualifications)
13. Page 100 – updated to reflect this year's staff
14. Page 102-104 – updated to reflect this year's timelines and PD
15. Page 112 – updated information to reflect this year's SEAC
16. Page 115 – updated to reflect changes at last SEAC meeting
17. Page 116-117 – updated to reflect this year's forms

Keewatin-Patricia District School Board

November 12, 2013

NOTICE OF MOTION

THAT the verbal report on Trustee attendance at the Ontario Public School Boards' Association (OPSBA) 2014 Public Education Symposium, be received.

THAT accommodations and travel arrangements for Toronto at the OPSBA Public Education Symposium for January 30 – February 1, 2014 for all trustees who wish to attend, be approved.

Keewatin-Patricia District School Board

November 12, 2013

NOTICE OF MOTION

THAT the Confederation College Partnership verbal report be received.