

# KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

## REGULAR BOARD MEETING # 2

Tuesday, January 14, 2014  
Time: 7:00 p.m.  
Dryden High School – Room 115  
Dryden, ON

### Video & Teleconference Sites

QEDHS	24A
RLDHS	126
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 – December 10, 2013
  7. Presentations/Delegations
  8. Presentation of Reports and Accompanying Motions
- 8.01 Education
- A. **Students Come First**
    - Full-Day Early Learning Kindergarten  
*Natalie Northway & Mike Lawrence*
  - B. People for Education – Doreen Armstrong-Ross
    - *Open Roads Public School – Parent Council Chair*
  - C. Sioux Lookout Area Aboriginal Management Board (SLAAMB)
  - D. Beaver Brae Secondary School 7-12 Update
  - E. Policy 309, Emergency Evacuation Plan
  - F. Policy 317, Approval of Textbooks
- 8.02 Executive Committee
- A. Operational By-Laws
  - B. Operating Procedures
    - i. Agenda Setting
    - ii. In-Camera Meetings
    - iii. Suspensions and Expulsions
    - iv. Transportation Appeal
    - v. Regular Board Meetings and Committee of the Whole Meetings
    - vi. Governing Style
  - C. Policy 210 Report, Expenses of Trustees and Appointed Members
  - D. Kenora Education Centre Relocation Update

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

- 8.03 O.P.S.B.A. Update
- 8.04 Parent Involvement Committee/School Council Reports (nil)
- 8.05 Operations (nil)
- 8.06 Finance
  - A. Policy 603, Donations
- 8.07 Human Resources
  - A. Policy 702, Employee Performance Appraisal
- 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
  - Tuesday, February 11, 2014
  - Dryden High School – room 115
  - Dryden, Ontario
- 14. Adjournment

# KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

## INAUGURAL BOARD MEETING

The minutes of Inaugural Board Meeting of the Keewatin-Patricia District School Board held December 10, 2013 at the Dryden High School

Call to Order	The meeting was called to order at 7:00 p.m.					
Roll Call	B. Gauthier C. Marcino M. Ott D. Sidders	B. O'Donohue D. Penney D. Wilkinson S. Boucha	R. Onysko G. Seaton T. Dalzell (vc)			
Absent	G. Kleist					
Officials	Sean Monteith, Dean Carrie, Caryl Hron, Joan Kantola, Susanne Bastable, Heather Mutch					
Also Present	Media, Staff and interested public.					
Agenda	Moved by: Seconded by:	C. Marcino B. Gauthier				
<b>Motion</b>	<b>01-14</b>	THAT the agenda for Inaugural Board Meeting of December 10, 2013 be approved.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 9	OPPOSED 0	CARRIED	
First Nation Trustee	Moved by: Seconded by:	B. Gauthier C. Marcino				
<b>Motion</b>	<b>02-14</b>	THAT the verbal report on the First Nations Trustee be received.				
		Ms. Shelley Boucha took the Declaration of Office conducted by Sean Monteith, Secretary to the Board. The term of office is a two-year term, beginning December 10, 2013, ending November 30, 2015. Trustees congratulated Ms. Boucha and welcomed her as a member of the Board				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 9	OPPOSED 0	CARRIED	
Scrutineers	Moved by: Seconded by:	C. Marcino B. Gauthier				
<b>Motion</b>	<b>03-14</b>	THAT the Superintendent of Business, Dean Carrie, and Superintendent of Education, Caryl Hron, be designated as scrutineers, if required, in the selection process of the offices of Chair and Vice-Chair for the Keewatin-Patricia District School Board.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	
	Moved by: Seconded by:	C. Marcino B. Gauthier				
<b>Motion</b>	<b>04-14</b>	THAT Dave Penney be nominated to the position of Chair of the Board.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	

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



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

**Motion 05-14** THAT the nominations for the position of Chair of the Board be closed.

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

Nominations Vice-Chair  
Moved by: M. Ott  
Seconded by: B. Gauthier

**Motion 06-14** THAT Cecile Marcino be nominated to the position of Vice-Chair of the Board.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	8	OPPOSED	0	CARRIED

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

**Motion 07-14** THAT Gerald Kleist be nominated to the position of Vice-Chair of the Board.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	8	OPPOSED	0	CARRIED

Moved by: G. Seaton  
Seconded by: B. Gauthier

**Motion 08-14** THAT nominations for the position of Vice-Chair of the Board be closed.

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

**Motion 09-14** Trustee Kleist was not in attendance, therefore, name withdrawn from nominations.

Conflict of Interest Declaration of conflict of interest re proceedings on agenda None

Business Arising from Committee of the Whole None

Minutes  
Moved by: B. O'Donohue  
Seconded by: R. Onysko

**Motion 10-14** THAT the minutes of Regular Board Meeting held November 12, 2013 having been duly circulated be confirmed.

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

Students Come First  
Dryden High School – Grade 11 & 12 school band.  
Teacher: Mr. Ryan Graham

Moved by: B. O'Donohue  
Seconded by: R. Onysko

**Motion 11-14** THAT the verbal report on the Draft 2014-2015 School Year Calendar be received.

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



Draft 2014-2015 school year calendar	Moved by: Seconded by:	B. O'Donohue R. Onysko					
<b>Motion</b>	<b>12-14</b>	THAT the Draft 2014-2015 School Year Calendar be approved by the Board and forwarded to the Ministry of Education.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
Audit & Finance Committees	Moved by: Seconded by:	B. O'Donohue B. Gauthier					
<b>Motion</b>	<b>13-14</b>	THAT Barb Gauthier, Robert Onysko and George Seaton be appointed to the Audit and Finance Committees for a one (1) year term.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
NEAC committee	Moved by: Seconded by:	D. Wilkinson G. Seaton					
<b>Motion</b>	<b>14-14</b>	THAT Bob O'Donohue and Robert Onysko be appointed to the Native Education Advisory Council (NEAC) Committee for a one (1) year term.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
OPSBA Director	Moved by: Seconded by:	G. Seaton D. Wilkinson					
<b>Motion</b>	<b>15-14</b>	THAT Gerald Kleist be appointed to the OPSBA Board of Directors.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
OPSBA Director alternate	Moved by: Seconded by:	D. Wilkinson G. Seaton					
<b>Motion</b>		THAT Bob O'Donohue be appointed as the Alternate to the OPSBA Board of Directors.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
OSPBA voting delegate	Moved by: Seconded by:	R. Onysko B. O'Donohue					
<b>Motion</b>	<b>16-14</b>	THAT Barb Gauthier be appointed as the OPSBA voting delegate.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED

OPSBA alternate voting delegate		Moved by: Seconded by:	B. O'Donohue R. Onysko				
<b>Motion</b>	<b>17-14</b>	THAT Cecile Marcino be appointed as the OPSBA voting delegate alternate for the General Meeting.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
PIC committee		Moved by: Seconded by:	R. Onysko B. O'Donohue				
<b>Motion</b>	<b>18-14</b>	THAT Dianne Sidders and Michelle Ott be appointed to the Parent Involvement Committee for a one (1) year term.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
SEAC committee		Moved by: Seconded by:	B. O'Donohue R. Onysko				
<b>Motion</b>	<b>19-14</b>	THAT Dave Wilkinson and Dianne Sidders be appointed to the Special Education Advisory Committee (SEAC) for a one (1) year term.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
Transportation Committee		Moved by: Seconded by:	R. Onysko B. O'Donohue				
<b>Motion</b>	<b>20-14</b>	THAT Gerald Kleist be appointed to the Transportation Policy Committee.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
Director's Annual Report		Moved by: Seconded by:	B. O'Donohue R. Onysko				
<b>Motion</b>	<b>21-14</b>	THAT the Director's Annual Report for year 2013 be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
OSPBA update		Moved by: Seconded by:	R. Onysko B. O'Donohue				
<b>Motion</b>	<b>22-14</b>	THAT the OPSBA verbal update be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
PIC update		Moved by: Seconded by:	D. Wilkinson M. Ott				
<b>Motion</b>	<b>23-14</b>	THAT the Parent Involvement Committee verbal update be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED

Moved by: M. Ott  
Seconded by: D. Wilkinson

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

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

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

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

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

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

<b>Motion</b>	<b>30-14</b>	THAT the rules of order be suspended to allow third and final reading of By-law #60.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED



Moved by: G. Seaton  
Seconded by: M. Ott

**Motion 31-14** THAT By-law #60, being a by-law to authorize the tax levy for 2014, be taken as read a third time and finally passed.

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

Student Trustee report  
Moved by: C. Marcino  
Seconded by: D. Wilkinson

**Motion 32-14** THAT the Student Trustee verbal report be received.

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

SEAC update  
Moved by: M. Ott  
Seconded by: R. Onysko

**Motion 33-14** 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

New Business  
S. Monteith, Director of Education, shared the magazine titled 'Professionally Speaking' which recognizes in one of its articles, our staff member L. Doerksen, our Children's Mental Health Leader.

S. Monteith indicated in year 2014 Dryden HS is hosting the AA OFSAA boys volleyball tournament, and in year 2015 Dryden HS is hosting the AA OFSAA girls volleyball tournament.

S. Monteith sent an email today to all staff regarding travel throughout our district during the winter months; to utilize our VC equipment versus travelling the highways.

Observer Comments  
None

Adjournment  
Moved by: M. Ott  
Seconded by: R. Onysko

**Motion 34-14** THAT the meeting adjourn at 8:40 p.m.

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

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Chair

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Secretary



# Keewatin Patricia

DISTRICT SCHOOL BOARD

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





**Keewatin  
Patricia**

DISTRICT SCHOOL BOARD

# Full-Day Early Learning Kindergarten

Respectfully submitted by,  
Natalie Northway, Full-Day Early Learning Kindergarten Teacher  
Michael Lawrence, Early Childhood Educator  
Sioux Mountain Public School  
Regular Board Meeting, January 14, 2014



# Meet the Team

Natalie Northway



Michael Lawrence



[WWW.KPD.SB.ON.CA](http://WWW.KPD.SB.ON.CA)

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# Environment as the 3<sup>rd</sup> Teacher



“The choices we make about materials, tools, books, furniture set-up, and location of centres indicate our values as educators and our intentions for learning and experiences.”

– p.9 Learning in Centres

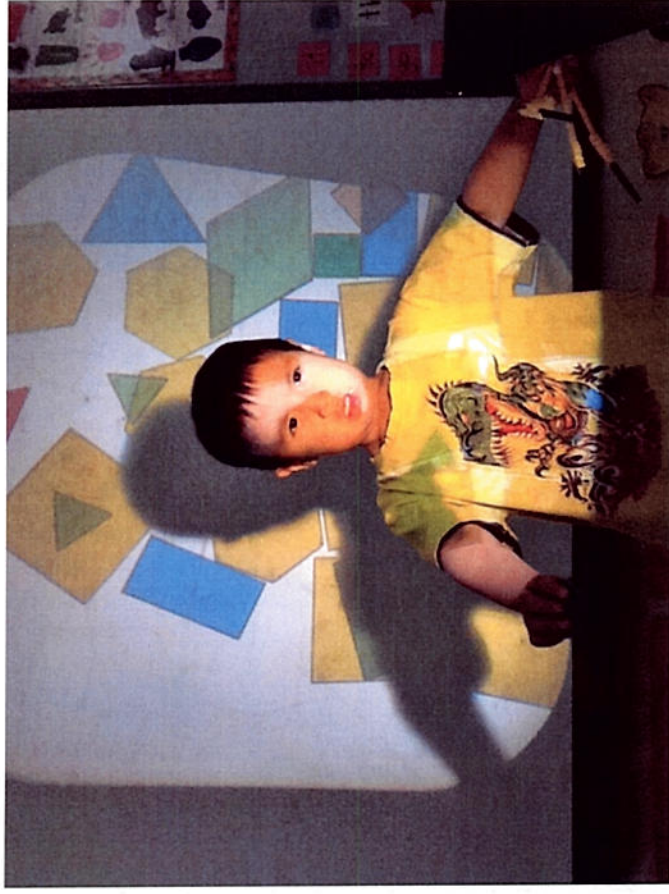
[WWW.KPDSD.ON.CA](http://WWW.KPDSD.ON.CA)

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



# Supporting the whole child

Social, Emotional, Communication, Cognition, Physical Health



**Educating the mind without educating the heart is no education at all.**

[WWW.KPD.SB.ON.CA](http://WWW.KPD.SB.ON.CA)

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



# Reading for the love of it!

The library décor is  
always changing to  
keep children  
interested and  
wondering.





# “Happiness is only real when shared”

~Jon Krakauer



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

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

# People For Education Making Connections Conference November 2, 2013

KPDSB

Presentation

January 14, 2014

Respectfully submitted by  
Doreen Armstrong-Ross  
Open Roads PS, Parent Council

## Making Connections peopleforeducation



TIME	EVENT	LOCATION
8:15-8:45	Registration	2nd Floor Entry
8:45-9:30	Introductions	2nd Floor Event Hall
9:30-10:30	Keynote	2nd Floor Event Hall
10:30-10:45	Break	
10:45-11:45	Breakout Sessions:	
	Applied	4th Floor Desautels Centre
	Labour Peace	3rd Floor CIBC room
	Let's Get Moving	3rd Floor 368B
	School Councils	3rd Floor 374C
	Get Organized	4th Floor Design Works
11:45-12:00	Break	
12:00-1:00	Plenary: Aboriginal Education	2nd Floor Event Hall
1:00-2:00	Lunch	2nd Floor Event Hall
2:00-3:00	Plenary: Redefining School Success	2nd Floor Event Hall
3:15-4:15	Breakout Sessions:	
	Broader Measures of Success	2nd Floor Event Hall
	The Power of Partnerships	3rd Floor 368B
	Parent Teacher Relations	3rd Floor 374C
	If Textbooks Are Dead	4th Floor Desautels Centre
	Special Education	4th Floor Design Works
4:30	Address by the Minister of Education	2nd Fl. Event Hall
5:00	Reception	3rd Fl. CIBC Room



## Making Connections peopleforeducation

Keynote Speaker Pedro Noguera, Ph.D.  
New York University

### **A Broader and Bolder Approach to School Reform: Closing the opportunity gap and transforming schools**

#### Keynote - Pedro Noguera, Ph.D.

- Education is the path to equality and justice.
- Rather than reducing poverty education is implicated in the reproduction of inequality across generations.
- Inequality in society reinforces inequitable outcomes - achievement gap.
- Significant disparities remain between visible minorities and white middle class students.
- The policies Canada has pursued have failed to disrupt these patterns or break the cycle of poverty.

## Narrow View of Education

- Use pressure to foster accountability
- Focus exclusively on achievement
- Use test scores to rank
- Adopt scripted teacher-proof curriculum
- Hold principles accountable
- Treat parents as consumers
- Punitive approach to discipline
- Encourage competition among schools

## Broad View of Education

- Focus on learning conditions
- Use assessment to diagnose
- Develop teacher skills continuously (life long learning)
- Focus on "whole child" - (Maslow's hierarchy of needs: biological and physiological, safety, belongingness and love, esteem and self-actualization)
- **Hold stake holders accountable** (students, teachers, parents, communities - focus on accountability)

## Broad View of Education

- Treat parents as partners (**all** parents can do a lot to help children when treated with respect and empathy - engaging parents essential to helping children).
- Use discipline to develop character (self discipline is what we should strive too)
- Homework is an equity issue, this puts some children apart. (Kids with computers at home, education level of parents and other resources)
- Expand learning opportunities (**learn from successes** - we do not do this in education enough)
- Promote cooperation between and among schools

## Keynote - Pedro Noguera, Ph.D.

"Not everything that can be counted counts, not everything that counts can be counted"

William Bruce Cameron, 1963

- Need authentic assessments of learning - need a broader set of measures. NO testing as a weapon to schools.
- Biggest Obstacle: Normalization of Failure
  - Tendency for staff to treat patterns of achievement as normal
  - Complacency - staff has grown accustomed to the predictably of academic outcomes
  - rationalizations teachers and admin explain low achievement by blaming parents and students
  - Beliefs - staff believes that culture and biology determine intelligence rather than access to resources and education opportunity



## Keynote - Pedro Noguera, Ph.D.

- Student achievement is affected by a variety of social, psychological and end environmental factors.
  - Services must be provided in a coordinated manner to counter effects of poverty and improve development and learning outcomes.
- **Poverty is not a learning disability but ignoring poverty can be disabling.**
- Education can play a role on breaking the cycle of poverty if it promotes empowerment.
- **Education must also promote excellence** by breaking stereotypes, empowering students and cultivation of mastery.

## Keynote - Pedro Noguera, Ph.D.

### **5 essential ingredients for school improvement:**

1. A coherent instructional guidance system.
2. Development of the professional capacity of faculty.
3. Strong parent-community-school ties.
4. A student centred learning climate.
5. Leadership that drives changes.

## Keynote - Pedro Noguera, Ph.D.

- **Schools must be organized to meet students needs:**
  - Make expectations clear and standards explicit by modelling and exposing students to high quality work.
  - Utilize diagnostic tools to check for understanding.
  - Learn about students interests in order to make learning better.
  - Create an environment where students can thrive.

## Keynote - Pedro Noguera, Ph.D.

- **Stay focused on the right questions.**
  - Instead of "How do we raise achievement?"
    - "How do we promote healthy development and get students excited about learning?"
  - Instead of "How do we hold teachers accountable?"
    - "How do we hold everyone accountable; governors, presidents, superintendents, teachers, students and parents?"
  - Instead of "How do we close the achievement gap?"
    - "How do we close opportunity gaps and create schools where a child's race and class are not predictors of outcomes?"



## Keynote Closing Comments

### Who is keeping the school accountable?

- In affluent communities is the parents, because they feel entitled..... all parents should feel this way.

### Is it cool to be smart at this school?

- What is the culture of the school?

### Leadership and Vision Needed

- Leadership that engages community, has a vision, keeps moral.
- We need a new vision to create schools that can counter the effects of inequality:
  - Teaching and learning - extended learning - safety, mentors - community partners - family engagement - health and nutrition.

## School Councils



**PEOPLE FOR EDUCATION**  
Education matters most

**7 Steps for Building an Engaged Community**

A perennial question for school councils is "How can we get more parents involved at school?" While it is the things that parents do at home that have the biggest impact on student success, parental involvement in school events and activities can help foster a spirit of community and build strong relationships between parents and school staff. Here are some tips for building a strong school community:

#### 1. You have to want it!

Think of the advantages of having an engaged community. You will have a larger number of resources to draw from and a sense of community can also create a sense of responsibility/ownership in the school.

#### 2. Make the School a Welcoming Place

Starting at the front door, make sure that the school is saying "hi" and welcome here. Multilingual welcome signs, friendly greeters and greeters from staff and volunteers, a volunteer room or drop-in program...all go a long way to making the school feel friendly and welcoming.

#### 3. Community Building 101

To truly engage people, they have to feel like they are a part of the community. People need opportunities to get to know each other in a social setting. Feature they will come out to a meeting. Family events don't always have to be educational or focused on making money. Hold events that involve sports, pot luck dinners, and multicultural celebrations. Do some things just for fun!

#### 4. Make Connections Early and Often

This is a job for both staff and school council members. Make sure that staff members have access to information for parents, including contact information for the school council and other parent support activities. The school council can act as a communication hub at all school events, including language registration, parent teacher interviews, and school concerts. Another great idea is to recruit "old" parents to act as mentors for "new" parents.

#### 5. Invite, Invite, and Invite again!

It is never enough to just send notice in a newsletter about a meeting and say "everyone welcome." Parental parents due to various methods of communication, so use as many methods as possible...websites, emails, posters, individual notices, phone trees or automated phone messaging. One of the most effective, but often overlooked, ways to connect is face-to-face. Provide food more comfortable getting involved if they have already made a connection with someone.

#### 6. Make Meetings Friendly and Inviting

Make sure parents know they don't have to feel like they are at a formal meeting, and try to keep meetings friendly and informal. Bring in interesting speakers and find programs for kids, not just book-reading. Make meetings accessible...if possible, or home to as much as by teleconferencing, so people can participate from home. Welcome everyone at every meeting. Explain how the meeting runs, how people can participate, how decisions are made, etc. Stop frequently and ask if people have any questions. Thank everyone for coming, and make sure to follow up with some people-free out of they have any questions, ask for their feedback about how the meeting went.

#### 7. Lower Expectations and Be Patient

Acknowledge all parent contributions and their value. Remember that it takes time to build relationships. Do not judge other parents based on how often they "show up." It is not necessarily a bad thing if there are only a few active school council members, as long as there are a variety of ways for all parents to have input. Use a variety of tools like democracy, surveys, websites, etc., before making a final decision. Make sure there are opportunities for involvement beyond the school council.

#### The Payoff?

An active, engaged parent body ready to support their school and help create a rich learning environment for all students.

People for Education  
441 Bloor Street West, 9th Floor, Toronto, ON M5G 1S5  
Email: info@peopleforeducation.ca  
Website: www.peopleforeducation.ca  
Phone: 416-594-2100 or 1-800-544-5444 (toll-free)

## Aboriginal Education

- **Aboriginal Education for All: What are the real gaps in Ontario's provincially funded schools?**
  - Jesse Wentz, Head of Film Programmes at TIFF Bell Lightbox, weekly columnist on CBC Radio's Metro Morning and 20 other local CBC Radio shows.
  - Wanda Botsford, Education Officer with the Métis Nation of Ontario.
  - Dr. Susan D. Dion, Indigenous scholar (Potawatami /Lenape) working in the field of education for more than twenty-five years.
  - Peter Garrow, awarded the Queen Elizabeth II Diamond Jubilee Medal in recognition of his achievements in native education.
  - Pamela Toulouse, Associate Professor in the School of Education at Laurentian University known for her contributions to First Nations, Métis and Inuit (FNMI) Education

## Aboriginal Education

- Four principles of teaching:
  - Humanize
  - Contemporary stories - not a people of the past
  - Legitimize aboriginal knowledge
  - History of colonization
- Teachers need to have time to learn and work through fear of stories.
- Goal to integrate aboriginal education into curriculum.



## Redefining school success Plenary session

Imagine a public education system focused on what matters most to the success of our children and our country. Imagine a system where student success is measured in terms of creativity, mental and physical well-being, and good citizenship in addition to academic achievement.

- Dr. Bruce Ferguson, Senior Consultant and founding Director of the Community Health Systems Resource Group at SickKids.
- Alison Loat, Co-founder and executive director of Samara, an organization that improves political and civic engagement in Canada.
- Susan Shaw McCalmont, President of Creative Oklahoma.

## Redefining school success Plenary session

- Health and Wellness
  - Physical activity very low rates
  - connection between mental health and achievement
  - self regulation ability declining (health promoting schools)
  - core of mental health and knowing who your are, hearing your own voice
  - if your not falling over the bar, you haven't raised it high enough
- Creativity/innovation
  - ici continuum (imagination, creativity and innovation) – collaborate and innovate
  - torrents creativity testing - online testing available for children
- Citizenship
  - ideas write a position paper, go to a council meeting, identify something in the school they don't like and work through to change it.
  - encouraging teachers to work with children to learn how they can learn to be leaders
- Suggestion that life skills, and financial literacy and media literacy

## Questions

Any questions here today?

Future questions:

Doreen Armstrong-Ross

Work phone: 807-223-8201 ext.2265

Home phone: 807-220-3835

doreenandrew@hotmail.com

## Thank You

Thank you for listening.

Thank you to Sean and KPDSB for the  
opportunity to attend this  
conference.

**8.01 C**

**Keewatin-Patricia District School Board**

January 14, 2014

**NOTICE OF MOTION**

THAT the Sioux Lookout Area Aboriginal Management Board report be received.



**Sioux Lookout Area Aboriginal Management Board/  
Keewatin-Patricia District School Board  
Adult Education Pilot Program**

The Keewatin-Patricia District School Board is proud to partner with the Sioux Lookout Area Aboriginal Management Board (SLAAMB) to pilot an Adult Education Delivery Project for both Sioux Lookout and Northern Community Treaty 9 adult learners wanting to upgrade to college level English and Math or to pursue a High School Diploma. This report provides an update to trustees of progress to date. An MOU Agreement between KPDSB and SLAAMB was signed on September 16, 2013. The project is funded through the Sioux Lookout Area Aboriginal Management Board. The project engages 40 adults learners and consists of both face-to-face and technology enabled face to face teaching and tutoring. Students are earning credits and/or upgrading Mathematics and English courses. The project start date was August 5, 2013 and end date is March 28, 2014.

KPDSB is responsible for budgeting, advertising, student recruitment, curriculum delivery for students, financial reporting, including payments to participants, and the granting of credits and diplomas. Each student has received a KPDSB loaned laptop, including the necessary software, for use during the duration of the program. In addition a complete school supplies (binders, paper, pens, pencils, highlighters, calculator etc...) student "care package" was created and delivered to each student.

We employ two full-time continuing education teachers for this program, who also act as online tutors. The program is housed at the SLAAMB office building in Sioux Lookout. Our IT staff upgraded and added equipment required to have a secure and viable internet connection for teachers to provide outreach instruction and facilitation to remote communities. Advertising, in both English and Ojibway, included radio, newspaper and web advertising. Recruitment and applications were done in-person at the SLAAMB office, through phone, email contact or direct application online. All applications were first approved for eligibility by SLAAMB.

A total of 40 students are participating in the program and critical course pathways have been created on the courses that will lead them to upgrading and/or pathway to an Ontario Secondary School Diploma (OSSD). At this time, many of the 40 students are working on Grade 9 and 10 Prior Learning Assessment and Recognition (PLAR), which allows for the granting of up to 17 OSSD credits and will complete grade 11 or 12 courses as a next step.

- 2 students are completing upgrading college English and Math through online blended learning
- 32 students completing Grade 9 & 10 PLAR Packages English, Math, Science and/or Social Science
- 6 students came with 20 or more of the 30 required credits towards their diploma.

An update was presented to the SLAAMB Board in Thunder Bay on December 10, 2013. At this time, the project funding is scheduled to end in the spring. We have had some preliminary discussions with SLAMMB around continuing this relationship and will hear soon regarding their future plans.

Respectfully submitted by Richard Hodgkinson,  
Alternative Learning and Adult Education Administrator

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

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

**8.01 D**

**Keewatin-Patricia District School Board**

January 14, 2014

**NOTICE OF MOTION**

THAT the Beaver Brae Secondary School 7-12 update be received.



## **Beaver Brae Secondary School 7-12 Update**

September 2013 ushered in a new era in educational service delivery in Kenora with the implementation of a 7-12 model at Beaver Brae Secondary School. This initiative arose out of the Kenora Education Strategy and involved an extensive consultation and planning process to alleviate student, parent and staff concerns. Clinton Bruetsch, Principal of Beaver Brae Secondary School facilitated a multi stakeholder transition planning team that systematically reviewed various scenarios to establish a proposed model of incorporating grade 7 and 8 students within the school. The collaborative process was very thorough and resulted in a clear direction and vision for the transition. The key aspects identified were to reconcile parental concerns over safety of students with the benefits of specialized teachers and environments. The vision incorporates a philosophy about inclusion and opportunity and highlights the importance of ensuring that the initial experiences are positive.

The program currently provides service to approximately 150 grade 7 and 8 students; 4 grade 8 classes and 3 grade 7 classes. The students are located primarily in the upper East academic wing of the school which is restricted to the grade 9-12 students. All classes have a home room teacher and they rotate through a variety of subject areas through the day. The schedule closely mimics the rotational schedule of the rest of the school and there is almost seamless integration with the specialized learning environments of the high school. Intermediate students have the benefit of utilizing the school gymnasiums, a dedicated Science lab, Music and Art classrooms and a dedicated grade 7 and 8 shop class. Along with the core subjects and language courses are a selection of exploratory subjects that all students will take at various points during the school year. A unique feature of our program offering was the development of an enhancement program referred to as Academy courses. The students are able to select these enrichment courses based on their own interests and choice; we have this built into their timetable to occur on Wednesdays. The Academy program currently offers opportunities in Art, Music, Technology, Journalism, Family Studies, Personal Fitness, Team Sports and French Culture. An important aspect of Academy programming is to include experiential (out of school) opportunities. The Academy program allows for each student to participate in enrichment opportunities in areas of their interest and aptitude.

The responsibility to operationalize the transition was handled primarily by Eveline O'Flaherty. Evie's experience with the former Lakewood school has proved invaluable in anticipating some of the unique needs required of intermediate programming. We increased the pre implementation visitations for grade 6, 7 and 8 students in the prior year in order to relieve anxiety. In June of last year we actually transitioned the grade 8's (new grade nines) for three days so that they were comfortable with startup in September. Our teachers also had an opportunity to try out teaching in a rotational, specialized subject environment. We met with teachers in August in advance of the school year to organize resources and procedures. We developed consistent behaviour expectations, common terminology and a 'team' approach to a philosophy of how we wanted the new intermediate group to work. Once the year began we met often (daily, weekly and now as needed) to address emerging issues. A major emphasis was placed on timely and relevant communications.



The reaction from students and parents has been overwhelmingly positive. Students have identified exploratory courses and academy classes as their favourite experiences so much so that they have requested us not to organize other events for them on Wednesdays. The energy that these students bring to our special events, sports days and to the building in general is exhilarating. They appreciate that they have access to lockers in their own hallway and that they are not spread out over the whole school. Their class to class transitions are staggered by enough time that they are not passing the senior students in the hallway during breaks. They express how much they feel like they belong and that they feel like real Broncos. They particularly appreciate the opportunity to eat in the cafeteria, meet and get to know a larger group of peers developing more friends and to have different teachers for different subjects as some of the benefits of Beaver Brae. Parents have been reassured that their children are comfortable and safe and that though communication strategies are different, there has certainly been an emphasis placed on home-school communications. We have implemented different parent-teacher interview arrangements and are utilizing email and Synervoice communications in new and informative ways. The single most common reflection is that they are so pleased that it is no longer a fight to get their student out the door in the morning. We have had virtually no specific incidents of bullying or harassment of grade 7 and 8's by older students and the overall atmosphere in the building is quite relaxed and calm.

In terms of the academic results, we believe that the biggest single spinoff benefit has been the engagement of students. We anticipate being able to provide empirical data to support this at the end of the year but there has been anecdotal evidence for increases in attendance, participation and academic performance. We believe our behavioural data will also illustrate positive results when compared to the behaviour data from prior years. We feel that the dynamic between senior students and junior students helps to establish appropriate social norms and promotes levels of expectations for maturity. Teachers have expressed that they are developing new strategies for delivering material because they have more students to facilitate the learning for and in most timetables they teach in their areas of specialization. They are not only able to collaborate with their secondary school peers through department meetings and PLCs but now have the benefit of working with their own intermediate colleagues, in many instances for the first time in their careers.

If the first few months are any indication, the move to deliver grade 7 and 8 programming at Beaver Brae will prove to be a positive and solid decision. The opportunities for the students of Kenora are well served with this model and it will continue to evolve to provide an optimal educational experience into the future.

Respectfully submitted by,  
Clinton Bruetsch, Principal  
Beaver Brae Secondary School

**Keewatin-Patricia District School Board**

January 14, 2014

**NOTICE OF MOTION**

THAT the verbal report on Policy 309, Emergency Evacuation Plan, be received.

THAT Policy 309, Emergency Evacuation Plan, be approved as amended with the next review date in year 2018.



## **Policy Statement**

It is the policy of the Keewatin-Patricia District School Board that schools have current emergency evacuation plans in place.

## **Guidelines**

1. All principals are responsible for developing emergency evacuation plans containing procedures for the following types of emergencies:
  - a) Emergency in the school building (failure of school facilities, bomb threat, etc.), using the Police and School Board Response Protocol as a reference;
  - b) Emergency in the community or surrounding area (forest fires, chemical spills, threatening person etc.).
2. The principal shall submit the school's emergency evacuation plan for approval to the Director of Education or designate annually.
3. The Principal shall provide information annually concerning the emergency evacuation plan for the school to students, parents, including School Council, and staff.
4. Procedures for emergency in the community shall be prepared in consultation with, and under the control of the local community emergency authority and shall be submitted to that authority for review.
5. A school emergency evacuation plan must include the following elements:
  - a) communication with the board and the local Community Emergency Response Team;
  - b) specific procedures regarding evacuation and information regarding routes, alternative routes, destinations, and temporary accommodation;
  - c) specific procedures regarding school lockdown in the event of an armed intruder or similar threat;
  - d) responsibilities of specific personnel during an evacuation;
  - e) where appropriate, plans for students with special needs;
  - f) emergency contact telephone numbers with the community;
  - g) current layout maps of the schools which should be sent to the appropriate police and fire department;
  - h) any specific information about the evacuation by bus which is available in the Temporary Closing of Schools Policy.



## **ADDENDUM**

### **BOMB THREATS**

~~This procedure is intended as a guideline for principals. The principal will be expected to use discretion in the application of the procedures recognizing the primary importance of student and staff health and safety.~~

#### ~~1. General Suggestions:~~

##### ~~ASK CALLER QUESTIONS~~

- ~~- where? when? why? who?~~
- ~~- keep him/her on the line while someone else calls police~~
- ~~- if a note is used to place the threat, take the note out of the building with you~~
- ~~- take notes: sex, age, accent, background noise~~
- ~~- if your school has a mechanism for caller ID remember to use it~~

##### ~~QUIET SEARCHES~~

- ~~- use fire drill routine to evacuate immediately~~
- ~~- each staff member does visual check of own area for any unusual objects — this should be part of a regular fire drill routine~~
- ~~- don't worry about locked areas~~

##### ~~SCHOOL PLAN~~

- ~~- based on the circumstances, the principal will determine if the school should be evacuated~~
- ~~- ensure safety of students and staff~~

##### ~~COMMUNICATIONS~~

- ~~- call Police Dept. immediately — search/advise~~
- ~~- all staff should be informed as soon as possible once the building has been evacuated regarding the status of the emergency and subsequent steps in dealing with it~~
- ~~- call supervisory officer~~
- ~~- record specifics of the event such as time, etc.~~
- ~~- take a megaphone outside to communicate to students and staff~~

~~The direction of the police or fire department supercedes the Board policy.~~

2. Search Procedures:

- ~~— The police may carry out a search of the school and may direct that the following procedures should be used.~~
- ~~— If it is determined by the police that it is safe to conduct a search, the following procedures may apply. The search will be conducted at the direction of the police.~~
- ~~— As a routine procedure, staff should inspect their own work areas daily and make note of anything unusual or out of place.~~
- ~~— Employees of a building, office or area are generally aware of the contents and, as such, are more likely to recognize any suspicious item. Any item that is not immediately recognized should be considered suspect until proven otherwise.~~
- ~~— The searchers should be occupants who are familiar with the areas and designated by the person responsible for the building or area or by police.~~
- ~~— a) The police will select a control point with suitable communications facilities available. This is normally the office. A map of the school shall be available to verify areas checked. A file for this purpose will be established.~~
- ~~— b) Search the selected control point before use.~~
- ~~— c) Allot areas to be searched using the following guidelines:  
(CAUTION – DO NOT TOUCH ANY SUSPECT ITEM)~~
  - ~~— i) areas accessible to the public and entrances or exits should be visually searched first;~~
  - ~~— ii) occupants do a visual search of their own working areas and areas they are familiar with;~~
  - ~~— iii) instruct searchers to report any suspect item immediately and record its description, size, shape, etc., and exact location on floor plan;~~
  - ~~— iv) do not stop if suspect item is found – more than one device may be present – the obvious item may be a hoax – continue to search until the entire area is covered;~~
  - ~~— v) instruct searchers to report to the control point after each search area is completed for additional area to be searched;~~
  - ~~— vi) continue to search until all areas are covered.~~

- ~~—— Note: Evacuation may be temporary pending the search of the building. It is not an automatic dismissal of students.~~
3. ~~—— The decision to return to the school will be made by the police.~~
4. ~~—— Follow-up meeting with police should take place to create a plan for subsequent bomb threats.~~
5. ~~—— At the principal discretion, counselling may be provided for staff and students.~~

Draft



## **PROCEDURE**

Draft

# **Bomb Threats**

## **BOMB THREATS**

This procedure is intended as a guideline for principals. The principal will be expected to use discretion in the application of the procedures recognizing the primary importance of student and staff health and safety.

### 1. General Suggestions

#### **ASK CALLER QUESTIONS**

- where? when? why? who?
- keep him/her on the line while someone else calls police
- if a note is used to place the threat, take the note out of the building with you
- take notes: sex, age, accent, background noise
- if your school has a mechanism for caller ID remember to use it

#### **QUIET SEARCHES**

- use fire drill routine to evacuate immediately
- each staff member does visual check of own area for any unusual objects this should be part of a regular fire drill routine
- don't worry about locked areas

#### **SCHOOL PLAN**

- based on the circumstances, the principal will determine if the school should be evacuated
- ensure safety of students and staff

#### **COMMUNICATIONS**

- call Police Dept. immediately – search/advise
- all staff should be informed as soon as possible once the building has been evacuated regarding the status of the emergency and subsequent steps in dealing with it
- call supervisory officer
- record specifics of the event such as time, etc.
- take a megaphone outside to communicate to students and staff

The direction of the police or fire department supercedes the Board policy.

## 2. Search Procedures

The police may carry out a search of the school and may direct that the following procedures should be used.

If it is determined by the police that it is safe to conduct a search, the following procedures may apply. The search will be conducted at the direction of the police.

As a routine procedure, staff should inspect their own work areas daily and make note of anything unusual or out of place.

Employees of a building, office or area are generally aware of the contents and, as such, are more likely to recognize any suspicious item. Any item that is not immediately recognized should be considered suspect until proven otherwise.

The searchers should be occupants who are familiar with the areas and designated by the person responsible for the building or area or by police.

- a) The police will select a control point with suitable communications facilities available. This is normally the office. A map of the school shall be available to verify areas checked. A file for this purpose will be established.
- b) Search the selected control point before use.
- c) Allot areas to be searched using the following guidelines:  
(CAUTION – DO NOT TOUCH ANY SUSPECT ITEM)
  - i) areas accessible to the public and entrances or exits should be visually searched first;
  - ii) occupants do a visual search of their own working areas and areas they are familiar with;
  - iii) instruct searchers to report any suspect item immediately and record its description, size, shape, etc., and exact location on floor plan;
  - iv) do not stop if suspect item is found – more than one device may be present – the obvious item may be a hoax – continue to search until the entire area is covered;
  - v) instruct searchers to report to the control point after each search area is completed for additional area to be searched;
  - vi) continue to search until all areas are covered.



**Note:** Evacuation may be temporary pending the search of the building. It is not an automatic dismissal of students.

3. The decision to return to the school will be made by the police.
4. Follow-up meeting with police should take place to create a plan for subsequent bomb threats.
5. At the principals' discretion, counselling may be provided for staff and students.

Draft

**Keewatin-Patricia District School Board**

January 14, 2014

**NOTICE OF MOTION**

THAT the verbal report on Policy 317, Approval of Textbooks, be received.

THAT Policy 317, Approval of Textbooks, be rescinded.

## **Policy Statement**

It is the policy of the Keewatin-Patricia District School Board that only textbooks approved by the Ministry of Education on the Trillium List or by the Board shall be used in its schools.

## **Definition**

A textbook is a book or electronic textbook which is made available in numbers sufficient for the use of by students as a classroom resource rather than a book used by an individual.

## **Guidelines**

1. The Trillium List can be accessed on the Ministry of Education website.
2. A list of textbooks not previously approved by the Board, other than those listed on the Trillium List, shall be submitted annually for Board approval.
3. Principals requesting textbook approval shall ensure that each book to be used in a program has an anticipated use and has been read by a teacher.
4. The principal shall ensure that new additions to the approved textbook list are reviewed by the school council and such a review is noted in school council minutes.
5. Once a title has been approved by the Board, it may be used within all schools of the Board.
6. Principals shall provide a complete list of Board approved textbooks upon the request of a parent or guardian.
7. In the selection of textbooks, preference shall be given to books that have been written by Canadian authors and edited, printed and bound in Canada.
8. The Board and principals will make every effort to select textbooks that reflect Northwestern Ontario's Aboriginal population.
9. The Board and Principals will take positive action to remove textbooks that have biased or discriminatory content. An exception to the above may occur when studying racism or stereotypes.



10. Addressing Individual Parent Concerns

In any consideration of parental objection to textbooks, the right of any parent to assume an active role in the education of his or her child must be recognized. Whenever a parent is concerned about the matter of his or her child's reading of a particular text, the parent should be encouraged to meet with the principal and the teacher or department head involved to discuss the matter. This procedure recognizes individual differences and has, as its focus, the welfare of the student involved.

In such a case, every consideration will be made by the teacher or department head to honour the parent's wishes. If, after these two parties have discussed the matter, the parent wishes that the child not read the text in question, a suitable study approach of an alternate text will be provided.

**Keewatin-Patricia District School Board**

January 14, 2014

**NOTICE OF MOTION**

THAT the verbal report on the Operational By-laws be received.

THAT the Operational By-laws be taken as read a first time.

THAT the Operational By-laws be taken as read a second time.

THAT the rules of order be suspended to allow third and final reading of the Operational By-laws.

THAT the Operational By-laws be taken as read a third time and finally passed.



**Keewatin Patricia**  
DISTRICT SCHOOL BOARD

# **OPERATIONAL BY-LAWS**

**January 14, 2014**

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



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## **OPERATIONAL BY-LAWS**

### **Part I      Interpretations**

In these By-Laws:

1. The Keewatin-Patricia DSB recognizes the Education Act and other statutes **statutes**, the Ontario Regulations made thereunder, and Ministry of Education policies and guidelines are of the superior authority to the by-laws of the Board.
2. In these and all other by-laws of the Keewatin-Patricia DSB, the singular includes the plural, and masculine, feminine and plural forms are interchangeable.
3. In these and all other by-laws of the Keewatin-Patricia DSB, the following terms have the following meanings:
  - a. "ACT" means the Education Act R.S.O. 1990 c.E.2 as amended from time to time; and includes, unless the context otherwise necessarily requires, Ontario Regulations and Ministry of Education policies and guidelines made thereunder;
  - b. "BOARD" means Keewatin-Patricia District School Board;
  - c. "CHAIR" means Chair of the Board or of a meeting (whichever the context indicates);
  - d. "VICE-CHAIR" means the Vice-Chair of the Board;
  - e. "MEMBER" means a Trustee of the Keewatin-Patricia DSB, as defined herein;
  - f. "TRUSTEE" means a person elected, acclaimed or appointed to the office of Trustee of the Board pursuant to the Municipal Elections Act, S.O. 2001 c.25;
  - g. "DIRECTOR" means the Director of Education and Secretary of the Board – Chief Executive Officer of the Board;
  - h. "SECRETARY" means the Director of Education;
  - i. "SECRETARY/RESOURCE PERSON" means the member of the administration, or other person, designated as resource person for a Board committee;
  - j. "EX OFFICIO MEMBER" of a committee is one permitted to act by virtue of office. An ex officio member cannot vote and is not counted in determining a quorum;
  - k. ~~EXECUTIVE COMMITTEE OF THE BOARD~~ means the ~~Secretary of the Board, Chair of the Board, and Vice-Chair of the Board.~~

## **Operational By-Laws**

### **Part II Board Meetings By-Law 100:**

#### **1. Inaugural Meeting of the Board**

##### **1.1 Board Meeting**

A board shall be deemed to be constituted when a majority of the members to be elected or appointed has been elected or appointed.

R.S.O. 1990, c. E.2, s. 208 (1).

##### **1.2 Time, Date and Location**

A board that is elected at a regular election under the *Municipal Elections Act, 1996* and a board that is appointed or elected other than at a regular election under the *Municipal Elections Act, 1996* shall hold its first meeting not later than seven days after the day on which the term of office of the board commences on such date and at such time and place as the board determines and, failing such determination, at 8 p.m. at the head office of the board on the first Wednesday following the commencement of the term of office.

R.S.O. 1990, c. E.2, s. 208 (2); 1997, c. 31, s. 106 (1).

##### **1.3 Provision for Changing Date of Inaugural Meeting**

Despite subsection (2), on the petition of a majority of the members of a newly elected or appointed board, the appropriate supervisory officer may provide for calling the first meeting of the board at some other time and date.

R.S.O. 1990, c. E.2, s. 208 (3).

##### **1.4 Declaration**

Except as provided in subsection (2), every person elected or appointed to a board, on or before the day fixed for the first meeting of the new board, or on or before the day of the first meeting that the person attends, shall make and subscribe the following declaration in English or French before the secretary of the board or before any person authorized to administer an affirmation and in default the person shall be deemed to have resigned:

R.S.O. 1990, c. E.2, s. 209 (1); 1997, c. 31, s. 108 (1).



**DECLARATION**

A.B.

I do solemnly declare that I am not disqualified under any Act from being a member of (*name of board*).

I do solemnly declare that I will truly, faithfully, impartially and to the best of my ability execute the office of board member, and that I have not received and will not receive any payment or reward or promise thereof for the exercise of any partiality or malversation or other undue execution of the said office and that I will disclose any pecuniary interest, direct or indirect, as required by and in accordance with the *Municipal Conflict of Interest Act*.

Declared before me at .....	A.B.
.....	
in the Province of Ontario .....	
..... this ..... day	
of ....., 20.....	_____ Signature of Chair

R.S.O. 1990, c. E.2, s. 209 (1); 1997, c. 31, s. 108 (1); 2009 c25, s.23(1)

Idem

- (2) Where a person is elected or appointed to fill a vacancy on a board, the person shall make such declaration on or before the day fixed for holding the first meeting of the board after his or her election or appointment or on or before the day of the first meeting that the person attends and in default the person shall be deemed to have resigned.

R.S.O. 1990, c. E.2, s. 209 (2).

**Filing of declaration**

- (4) The declaration shall be filed with the secretary of the board within eight days after the making or taking thereof, as the case may be.

R.S.O. 1990, c. E.2, s. 209 (4), 2009,c25,s.23(3)

**2. First Meeting of the Board****2.1 Presiding Officer**

2.1.1 At the first meeting in December of each year, the chief executive officer shall preside until the election of the Chair or, if there is no chief executive officer or in his or her absence, the members present shall designate who shall preside at the election of the Chair and if a member of the board is so designated, he or she may vote at the election of the Chair.

R.S.O. 1990, c. E.2, s. 208 (4).

2.1.2 Following the swearing in of trustees elected to the Board, persons named to the Board shall be appointed.

2.1.3 Trustees appointed to the Board in accordance shall be sworn in prior to the election of a Chair and vice-Chair, if they have been identified in accordance with due process before the date of the meeting at which the Chair and Vice-Chair are to be elected.

## 2.2 Election of Chair

2.2.1 At the first meeting in December of each year and at the first meeting after a vacancy occurs in the office of Chair, the members shall elect one of themselves to be Chair, ~~and the Chair shall preside at all meetings.~~

R.S.O. 1990, c.E2, s.208(5)

### 2.2.2 Process for Election of Chair

The election of Chair shall occur by written or verbal nomination duly seconded and voted upon. If there is more than one nominee, the vote shall be by ballot with the nominee receiving the majority of votes cast being declared Chair.

Should no member receive a majority of votes cast, the name of the member receiving the smallest number of votes shall be dropped and the members proceed to vote anew and so continue until a Chair is elected.

In the case of an equality of votes at the election of Chair or Vice-Chair, the candidates shall draw lots to fill the position of Chair or Vice-Chair, as the case may be.

R.S.O. 1990, c. E.2, s. 208 (8).

### 2.2.3 Process for Drawing Lots

Two ballots will be prepared, one stating the name of the position to be filled, the other blank. The first person to draw a ballot returns the ballot to the scrutineers, who, after noting it, return it for the second person to draw. The draw continues until only one of the two people draws the ballot stating the designated position.

### 2.2.4 Scrutineers

The presiding officer will recommend two scrutineers, normally Supervisory Officers of the Board, who are not members of the Board, to distribute, collect and count the ballots and to report the results to the presiding officer. Confirmation of the recommendation or amended recommendation will occur by Board vote.

The scrutineers will participate in the process of drawing lots if requested.

### 2.2.5 Reporting Results

At the conclusion of the election of Chair, the presiding officer shall report the numerical results of the election and declare the member elected as Chair. The Chair will then preside and proceed with the election of Vice-Chair and other business.

## 2.3 Election of Vice-Chair

The members of the board may also elect one of themselves to be Vice-Chair and he or she shall preside in the absence of the Chair.

R.S.O. 1990, c.E.2, s. 208 (7).



The Board will elect the Vice-Chair in accordance with the procedures for election of Chair.

#### 2.3.1 Ballots

The presiding officer shall return the ballots to the scrutineers; the Chair will put a motion to the floor to destroy them.

#### 2.4 Term of Office

The term of office for Chair and Vice-Chair shall be one (1) year; however, both shall remain in office until the first meeting of the board in December, which shall be held in accordance with By-Law 100, subsection 3.1.1.

### 3. Regular Meetings of the Board

Subsequent meetings of the board shall be held at such time and place as the board considers expedient. R.S.O. 1990,c.E2,s.208(6)

**References: Appendix A, EAR 463/97**

**Appendix B, Policy 202, Electronic Meetings**

#### 3.1 Regular Board Meeting Agenda

- a. The Executive Committee of the Board shall be responsible for preparing the Regular Board Meeting agenda prior to being distributed to trustees.

#### 3.2 Time and Dates

Unless otherwise ordered by motion of the Board, the regular meetings of the Board shall be held at 7:00 p.m. on the second Tuesday of every month beginning in September and ending in June.

#### 3.3 Location of Meetings

A schedule of regular meeting locations shall be determined by the Board on an annual basis according to the Operational Procedures – Parameters for Scheduling Board Meetings

#### 3.4 Cancellation and Rescheduling of Meetings

- 3.4.1 Regular meetings in any month may be cancelled by the Board at its discretion at a preceding regular meeting.

- 3.4.2 At the discretion of the Chair, a regular meeting may be cancelled or rescheduled to another date with preference given to the designated location.

#### 3.5 Notice of Meeting

The secretary shall have delivered a notice of meeting, an agenda, and a copy of all applicable reports to each member of the Board at least 72 hours prior to the meeting at which same are to be considered. ***This information shall be delivered by electronic means.***



3.5.1 The agenda shall contain a brief notice of all such matters as may come regularly before the Board meeting and shall set out in full all motions.

### 3.6 Quorum

The presence of a majority of all the members constituting a board is necessary to form a quorum.

R.S.O. 1997, c. 31 s.106 (3).

The number for quorum including First Nation Trustee, where one or more is appointed and on binding votes shall exclude the student trustee where one is appointed.

**Reference; Appendix C - O. Reg 462/97**

Should there be no quorum present within 30 minutes after the time appointed for the meeting, the Board will adjourn for want of a quorum. The secretary shall record the names of the members present and the time of adjournment and the Board shall stand adjourned.

### 3.7 Closing Hour

The Board shall not remain in session later than 10:00 p.m. unless so determined by a vote of two-thirds of the members present.

## 4. Special Meetings of the Board

Special meetings of the board may be called by the Chair and in such other manner as the board may determine.

R.S.O. 1990, c.E2,s. 208 (13)

### 4.1 Calling of a Special Meeting

A special meeting of the Board may be called by the Chair, or by a majority of the Board, on a specific item or items identified in the calling of the meeting.

### 4.2 Agenda

The agenda of a special board meeting is limited to the topic(s) listed on the agenda of the meeting. No other items shall be added to the agenda of a special board meeting, unless all members of the Board are present and grant unanimous consent.

### 4.3 Notice of Special Meeting

In ordinary circumstances, notice of a special meeting will be ~~forwarded~~ provided to all trustees, ~~in writing~~, at least forty-eight (48) hours prior to holding of the meeting, ~~and confirmed by telephone or electronic means, if deemed necessary by the Chair.~~

#### 4.4 Waiving of Written Notice

In emergency or unusual circumstances, as determined by the Chair, the requirement of forty-eight (48) hours notice may be waived and notice **may will** be given by telephone, electronic means or oral communication as circumstances may require. Where such action is taken as required it shall be duly confirmed as proper procedure on the agenda of the meeting concerned. Attempts must be made to reach all trustees and a record of all such attempts shall be kept and made available to trustees if requested.

### 5. Order of Business

The business before the Board shall be dealt with in the following order:

1. Call to Order
2. Calling of a Roll and Noting the Members Present
3. Approval of Agenda
4. Declaration of Conflict of Interest
5. Business Arising out of **from** Committee of the Whole
6. Confirmation of Minutes
7. Delegations/Presentations (see Policy 205)
8. **Observer Comments**
- 8.9. Presentation of Reports and Accompanying Motions
  - 9.01 Education
  - 9.02 Executive Committee Report
  - 9.03 OPSBA Update
  - 9.04 School Council Reports
  - 9.05 Operations
  - 9.06 Finance
  - 9.07 Human Resources
  - 9.08 Student Trustee Report
  - 9.09 Special Education Advisory Committee
  - 9.10 Native Education Advisory Council
- ~~9.10.~~ Other Motions
- ~~10.11~~ Correspondence
- ~~11.12~~ New Business and Notices of Motion
- ~~12.13~~ Observer Comments
- ~~13.14~~ Next Meeting Date
- ~~14.15~~ Adjournment

Note: The term NIL will be used on the agenda where no report is coming forward from a committee of the Board or a department.

#### 5.1 Business Arising From the Committee of the Whole – In-Camera

The Executive Committee determines where Business Arising from Committee of The Whole will be placed on the agenda. Normally, this will be item #5, but some exceptions may apply.



## 6. Access to Meetings and Minutes of Board Meetings

Access to meeting and minutes of meetings of the Board shall be in accordance with the ***Education Act***

R.S.O. 1990, c.E.2, s. 207(1).

### 6.1 Open Meetings of the Board

"The meetings of a board and, subject to subsection (2), meetings of a committee of the board, including a committee of the whole board, shall be open to the public, and no person shall be excluded from a meeting that is open to the public except for improper conduct."

R.S.O. 1990, c. E.2, s. 207 (1).

### 6.2 Closing of certain committee meetings

6.2.1 A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board;  
or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

### 6.2.2 Certain Closed meetings

A student trustee is not entitled to be present at a meeting that is closed to the public under clause 207 (2) (b);

### 6.3 Exclusion of Persons

"The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting."

R.S.O. 1990, c. E.2, s. 207 (3).

### 6.4 Inspection of books and accounts

Any person may, at all reasonable hours, at the head office of the board inspect the minute book, the audited annual financial report and the current accounts of a board, and, upon the written request of any person and upon the payment to the board at the rate of 25 cents for every 100 words **specified by regulation** or at such lower rate as the board may fix, the secretary shall furnish copies of them or extracts there from certified under the secretary's hand.

R.S.O. 1990, c. E.2, s. 207 (4).



## 7. Minutes of Meetings

### 7.1 Account of Proceedings

"Every board shall,

fix the times and places for the meetings of the board and the mode of calling and conducting them, and ensure that a full and correct account of the proceedings thereat is kept."

### 7.2 Duties of the Secretary

"The secretary of a board is responsible for,

- (a) keeping a full and correct record of the proceedings of every meeting of the board in the minute book provided for that purpose by the board and ensuring that the minutes when confirmed are signed by the chair or presiding member;
- (b) transmitting to the Ministry copies of reports requested by the Ministry;
- (c) giving notice of all meetings of the board to each of the members by notifying the member personally or in writing or by sending a written notice to his or her residence;
- (d) calling a special meeting of the board on the request in writing of the majority of the members of the board; R.S.O.1990 C E2, s.62(6)and
- (e) performing such other duties as may be required of the secretary by the regulations, by this Act or by the board. R.S.O. 1990, c. E.2, s. 198 (1).

### 7.3 Confirmation of Minutes

The minutes of the meetings shall be confirmed as accurate at the next regular meeting of the Board.

### 7.4 Record of Trustee Attendance

Attendance of trustees shall be recorded in the minutes of all regular and special meetings of the Board. Absences shall be recorded in the minutes as approved, with regret or without notice, or excused absence.

The onus for reporting absence shall be on the trustee, who must advise the office on the day prior to the meeting.

Trustee absences may be excused by Board motion at a preceding Board meeting as per the Education Act which states:

A member of a board vacates his or her seat if he or she,

- (a) is convicted of an indictable offence;
- (b) absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the board;

- (c) ceases to hold the qualifications required to act as a member of the board;
- (d) becomes disqualified under subsection 219 (4); or
- (e) fails to meet the requirements of section 229. 1997, c. 31, s. 112.

Such excused absence will not count toward the three consecutive meeting rule under the Education Act section 229.(2) which states; "Despite section 208.1, for the period beginning when a member of a board is elected or appointed to fill a vacancy and ending on the following November 30, the member shall be physically present in the meeting room of the board for at least one regular meeting of the board for each period of four full calendar months that occurs during the period beginning with the election or appointment and ending on the following November 30." 1997,c.31,s.112.

n.b. Trustees must advise of their attendance by Monday prior to Board meeting, to ensure quorum, and to improve travel arrangements and to avoid duplicating meal costs.

#### 8. **Temporary Chair**

If, after five minutes, at any meeting there is no Chair or Vice-Chair present, the members present may elect one of themselves to be Chair for that meeting.

R.S.O.1990,c.E2.208(9)

#### 9. **Temporary Secretary**

In the absence of the secretary from any meeting, the Chair or other member presiding may appoint any member or other person to act as secretary for that meeting.

R.S.O. 1990, c. E2,S.208 (10)

10. Subject to subsection 208.8 the presiding officer, except where he or she is the chief executive officer of the board and is not a member, may vote with the other members of the board upon all motions, and any motion on which there is an equality of votes is an equality of votes is lost.

R.S.O. 1990, c.E.2,s. 208(12); 1997, c.31,s.106(4)



## Part III Officers of the Board

### Officers of the Board

1. The Director of Education shall serve as Chief Executive Officer, with the responsibility to carry out or delegate to be carried out all administrative functions of the Keewatin-Patricia DSB.
2. The Director shall also act as Secretary of the Board, but may delegate the duties of Recording Secretary. The Recording Secretary may attend the meeting of the Board electronically.
3. The Superintendent of Business services shall be the treasurer of the Board.
4. The Signing Officers of the Keewatin-Patricia DSB shall be the Chair of the Board, together with one of the Director of Education or the Treasurer.

### Presiding Officer at Board Meetings

5. The Chair of the Board, or in the Chair's absence, the Vice-Chair, shall preside at all regular meetings of the Board.
6. The presiding officer shall call the meeting to order of the hour appointed. He or she shall preserve decorum and decide upon all questions or order.
7. In the event that neither the Chair nor the Vice-Chair are present at five minutes after the hour appointed for the start of the meeting, the Chief Executive Officer or delegate shall call the meeting to order, providing there is a quorum present, and the Board shall choose a Chair pro-tempore, until such time as either the Chair or Vice-Chair of the board arrives.

### Role of the Chair and Individual Trustees

8. The Chair of the Board acts as a spokesperson to the public on behalf of the Board with matters pertaining to governance.
9. Individual board members or groups of members shall not undertake any action, communication or negotiation that may be construed as acting on behalf of the Board, except by explicit direction of the Board.
10. A Trustee may nevertheless act individually as an elected official, providing they do not indicate in any way that they are acting on behalf of the Board.
11. Trustees will act in accordance with Bill 177, ***an act to amend the Education Act with respect to student achievement, school board governance and certain other matters***, and Board policies.



**Part IV Rules of Order By-Law 200:****1. Presiding Officer**

In the absence of the Chair, the Vice-Chair shall preside. In the absence of both the Chair and Vice-Chair, the Chief Executive Officer shall call the meeting to order and a Chair shall be chosen by the members of the Board to preside over the meeting.

**2. Presiding Officer Leaving the Chair**

The Chair shall leave the chair to take part in any debate or discussion or participate for any reason. Before so doing, the Chair shall call upon the Vice-Chair, or if absent, one of the members to fill the chair. The Chair shall not resume the chair until the matter has been disposed of. The Vice-Chair or any member temporarily occupying the chair shall discharge all the duties and enjoy all the rights of the Chair.

**3. Points of Order**

- 3.1 Any member may at any time rise on a point of order, interrupting a speaker if necessary, to point out a breach of rules.
- 3.2 The Chair shall decide whether the point is well taken and shall state the applicable rule without comment.
- 3.3 The ruling of the Chair shall be final and binding subject only to appeal to the Board.
- 3.4 An appeal to the Board will be by verbal motion duly seconded and requires a majority vote to overturn the Chair's ruling. The appeal motion is not debatable and the result of the vote is final and binding.

**4. Privilege**

- 4.1 Questions of privilege may be raised in the course of debate, but not so as to interrupt a speaker who has the floor. Such questions usually have to do with the rights or interests of the Board as a whole or of a member personally and arise if in the course of debate it appears that those rights or interests are adversely affected.
- 4.2 The Chair shall rule whether the question is properly one of privilege and admissible.
- 4.3 The ruling of the Chair shall be final and binding subject only to appeal to the Board.
- 4.4 An appeal to the Board will be by verbal motion duly seconded and requires a majority vote to overturn the Chair's ruling. The appeal motion is not debatable and the result of the vote is final and binding.
- 4.5 If the question of privilege is decided in the affirmative, the matter must be dealt with forthwith and be disposed of before debate on the main issue is resumed.

## 5. **Recording of Votes**

- 5.1 The “yeas” and “nays” shall not be recorded upon any question unless requested by two members and such request shall be made before the Chair puts the question. Providing a request is made in the manner mentioned, the names of those who vote for and of those who vote against the motion shall be entered into the minutes. When “yeas” or “nays” have been duly demanded, the same shall be taken by members verbally stating either “yea” or “nay”.
- 5.2 A member may ask for his/her vote to be recorded and such request shall be made before the Chair calls upon the members to vote on the question.
- 5.3 On each vote the chairperson shall call for the vote for and against. The chairperson shall state the count and the count shall be recorded in the minutes.
- 5.4 The student trustee vote will be recorded but such a vote is non-binding.
- 5.4.1 (2) **No membership or binding vote**  
A student trustee is not a member of the board and is not entitled to exercise a binding vote on any matter before the board or any of its committees. 2006, c. 10, s. 6.
- 5.4.2 (3) **Recorded vote**  
A student trustee is entitled to require that a matter before the board or one of its committees on which the student trustee sits be put to a recorded vote, and in that case there shall be,
- (a) a recorded non-binding vote that includes the student trustee’s vote; and
  - (b) a recorded binding vote that does not include the student trustee’s vote. 2006, c. 10, s. 6.

## 6. **Participation by Trustees**

- 6.1 A member prior to speaking to any question or motion shall address the Chair. The member shall confine himself to the question in debate and shall avoid all discourteous language and references to personalities.

A member called to order for breach of proper decorum is expected to comply at once with any directive given by the Chair, withdrawing any offensive words or apologizing for any inadvertent infringement of the rules. If he does not do so, the member may be suspended from the meeting.

- 6.2 When two or more members wish to speak at the same time, the Chair shall name the members who are to speak and the order in which they are to speak.



- 6.3 Members shall not be interrupted while speaking except they be called to order by a member for transgression of the rules of the Board, in which case all members shall be silent until the point of order has been decided by the Chair.
- 6.4 Any member may require the motion under discussion to be read for his information at any time in the course of the debate, provided that no such request shall be made so as to interrupt a member speaking to the question.

## 7. **Motions**

- 7.1 After a motion is read by the Chair, it shall be deemed to be in possession of the Board, but it may be withdrawn at any time before the vote is taken with the consent of the mover and seconder and with the concurrence of a majority of those members present.
- 7.2 Any member may appeal to the chair to have a motion divided. If in the opinion of the Chair, the motion under consideration contains two or more distinct propositions, he/she may grant the request and direct that the members consider and vote on the proposition as separate items.

The Chair's ruling shall be final subject only to appeal to the Board in which case a majority vote is required.

- 7.3 Table 1 on page 14 sets out the order of precedence of motions, from the highest rank at the top of the list to the lowest at the bottom. The order shall prevail during meetings of the Board and its committees.
- 7.4 No motion or amendment shall be debated or put to a vote unless the same be in writing and seconded, except as set out in 7.3 above **Table 1**.
- 7.5 A motion to adjourn the meeting shall be in order, except when a member is speaking or a vote is being taken.

A motion to adjourn only shall not be open to amendment or debate; but a motion to adjourn to a certain time may be amended and debated. After a motion to adjourn has been negated, no second motion to the same effect shall be made until some intermediate question has been disposed of.

- 7.6 A motion to table is not debatable. A motion to table with a consideration attached is debatable.
- 7.7 When a question has been tabled, it shall not be taken up at the same meeting, except by a vote of two-thirds of the members present.
- 7.8 After a motion is made and seconded, a motion to amend may be made, and a motion to amend the amendment. Only two such amendments may be entertained at the same time. One of the amendments must be disposed of before any new amendment can be entertained.
- 7.9 All questions shall be put in the order in which they are moved, except that amendments shall be put before the motion, the last amendment first and so on. After the Chair has put a question to vote there shall be no further debate. Every



member present, when a question is put, shall vote thereon unless prevented by statute, act, or a declared conflict of interest.

- 7.10 Failure to signal a vote by hand or voice shall be deemed to be a vote in the negative unless the member is prevented from voting on the motion by statute, act or a declared conflict of interest.
- 7.11 The Chair of the Board or member presiding at a committee meeting shall vote with the other members on all questions and, when there is an equality vote, the question shall be deemed to be negated.
- 7.12 Every member has the right to speak twice on the same question except that the mover of the motion may respond to questions on the motion at the direction of the Chair. No member may hold the floor for more than three (3) minutes at one time.
- 7.13 Any question, once decided by the Board at a regular meeting shall not be reconsidered at that meeting. A question may be reconsidered at a later meeting provided any member shall give written notice of motion for reconsideration. The question of the reconsideration shall be decided by simple majority vote.

If the reconsideration of the question should be decided in the negative, it shall not be reconsidered again for twelve (12) months unless this rule is suspended by a vote of 2/3 of the members present.

- 7.14 No principle or main motion, other than matters of courtesy, shall be given consideration at any regular meeting of the Board unless a notice of the proposer's intention to introduce such motion has been given in writing to the secretary. Such notice shall be given to the secretary at least ten (10) days before the meeting for insertion on the agenda.

This rule may be suspended by a vote of 2/3 of all members present.

**Part V Committees By-Law 300:****1. Definitions****1.1 Standing Committee**

A Standing Committee shall be one that is appointed in order to have available a cohesive body to which may be referred questions which may arise from time to time in defined areas of the Board's interests or to which may be assigned a continuing responsibility in those areas. It may be required by statute, Board policy, or Board motion and will normally function for a period coinciding with the current term of office of the Chair of the Board.

**1.2 Special Committee**

A Special Committee shall be established to perform a specific mandated function. It exists only as long as may be necessary to discharge that function.

**1.3 Sub-Committee**

A Sub-committee shall be a division of a Special or Standing Committee appointed by the Chair of the committee to deal with an aspect of the Committee's concerns. This Sub-committee shall be responsible to and report to the body appointing it.

**2. Formation of Committees**

2.1 A committee, whether standing or special, shall be established by Board motion.

2.2 The Chair of the Board, in consultation with the Vice-Chair and the Director, shall be responsible for recommending to the Board the number and type of standing committees in addition to those established by statute or Board policy.

2.3 The Board may establish such special committees as it considers expedient.

**2.4 *The Chair of the Board in consulting with the Vice-Chair of the Board and Director of Education shall also be responsible for recommending to the Board an additional trustee to serve a one-year term on the Executive Committee.***

**3. Committee Mandate**

3.1 Each committee established by the Board shall be given a written mandate approved by Board motion. Any alteration of the mandate must be approved by Board motion.

**4. Committee Membership**

4.1 The members of all committees, other than those of an advisory or statutory nature, shall be appointed by the Chair of the Board.



- 4.2 Statutory committee membership shall be approved by Board motion.
- 4.3 Advisory Committee membership shall be as established in Board policy.
- 4.4 The Chair and Vice-Chair of the Board shall be ex officio and non-voting members of all standing and special committees unless appointed as a voting member of the committee.
- 4.5 Unless otherwise directed by the Board, any special or standing committee shall consist of a minimum of three (3) members of the Board, excluding ex officio members and a non-voting secretary/resource person.
- 4.6 ***Where a person has been appointed to represent the interests of native pupils as per the Education Act, Sec. 188, and O.Reg. 462/97, that person shall be a member of NEAC and SEAC. The NEAC and SEAC committees shall therefore have two elected trustee members and one appointed trustee member.***
- 4.7 ***The Executive Committee of the Board shall consist of the Secretary of the Board, Chair of the Board, Vice-Chair of the Board and one additional trustee appointed to serve a one-year term. It is recognized that having an additional trustee appointed to the Executive Committee of the Board, will support leadership and succession planning amongst all trustees.***
- 4.8 ***Audit Committee membership shall be established in accordance with O. Reg. 361/10.***

## 5. **Public Access to Committee Meetings**

A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject matter under consideration involves;

- a) the security of the property of the board;
- b) the disclosure of intimate, personal, or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his parent or guardian;
- c) the acquisition or disposal of a school site;
- d) decisions in respect of negotiations with employees of the board; or
- e) litigation affecting the board." R.S.O. 1990, c.E.2, s. 207 (2)

## 6. **Standing Committees**

### 6.1 **Appointed by Board Motion**

Standing Committees are empowered to examine and enquire into all matters referred to them by the Board and shall report to the Board from time to time.

### 6.2 **Advisory Committees**



Advisory Committees shall be those established through Board policy and their duties and powers shall be as set out therein.

### 6.3 Statutory Committees

#### 6.3.1 Special Education Advisory Committee

The Special Education Advisory Committee shall be established and shall function in accordance with the terms and conditions as set out in the O. Reg 464/97

**Reference: Appendix D – EAR 464/97  
Special Education Advisory Committees**

#### 6.3.2 Supervised Alternative Learning for Excused Pupils Committee

~~The Supervised Alternative Learning for Excused Pupils Committee shall be established and shall function in accordance with the terms and conditions as set out in the Education Act R.R.O. 1990, Regular 308 or its successor.~~

~~**Reference: Appendix E – R.R.O. 1990, Regulation 308,  
amended to O. Reg. 665/91**~~

#### 6.3.2 Supervised Alternative Learning

*The Supervised Alternative Learning procedural steps shall function in accordance with O. Reg 374/10*

**Reference: Appendix E – O. Reg 374/10**

#### 6.3.3 Audit Committee

*The Audit Committee shall be established and shall function in accordance with O. Reg. 361/10.*

#### 6.3.4 Parent Involvement Committee

*The Parent Involvement Committee shall be established and function in accordance with O. Reg. 612/00 as amended by O. Reg. 330/10.*

### 7. Committee of the Whole Board

7.1 A committee of the whole board may be used to permit freer debate and detailed examination of any report or matter under discussion. Although the rules of order as set out in this operational by-law should generally be followed, the Chair shall have the power to modify the rules to enable the committee to effectively fulfill its function.

7.2 When the committee of the whole is convened by Board motion during any regular or special meeting of the Board, it may only deal with such

matters as have been referred to it by the Board; it is not at liberty to go beyond its terms of reference.

- 7.3 When the committee of the whole is convened by the Chair as a scheduled committee meeting outside and separate from any regular or special meeting of the Board, it may deal with all such matters as are contained in the approved agenda for that meeting.
- 7.4 Any committee of the whole may resolve itself into an “in-camera” session upon the majority vote of those members present, provided the item to be discussed is in accordance with R.S.O. 1990, c. E.2, s. 207 (2).

The minutes of the committee of the whole meeting shall record the movement to an “in-camera” session but not the deliberations. A separate agenda and minutes may be maintained for “in-camera” sessions as deemed necessary.

7.5 Procedures for Committee of the Whole Board During a Regular or Special Meeting of the Board

7.5.1 A committee of the whole is created by a motion that the Board resolve itself into a committee of the whole, whereupon the Chair shall resign the chair to the Vice-Chair who shall be Chair of the committee of the whole.

7.5.2 When the committee of the whole has completed its consideration of the subject referred to it, or it wishes to adjourn, or if a time limit was established and it has expired, the committee shall adjourn on a motion to rise and report to the Board. A motion to rise and report shall be decided without debate.

7.5.3 Upon the adoption of the motion to rise and report, the Chair shall resume the chair and the Vice-Chair shall report to the chair the deliberations of the committee.

7.5.4 The secretary shall not record in the minutes of the regular meeting the proceedings of the committee of the whole.

7.5.5 A recorded vote shall not be called for in committee of the whole.

8. **Committee Procedures**

- 8.1 The first meeting of a committee will be called by the secretary/resource person. Subsequent committee meetings will be called by the committee Chair.
- 8.2 At the first meeting of the committee, the order of business shall be:
- a) to elect a committee Chair,
  - b) to receive the mandate of the committee from the Board, and
  - c) to proceed with the committee business.
- 8.3 The committee Chair and secretary/resource person shall prepare the agenda and shall give notice of meetings together with agendas and all



matters so far as known that are to be brought before the committee at such meeting. Such notice shall be delivered or mailed to each member of the said committee at least 72 hours prior to the meeting.

- 8.4 A majority of the voting members constituting any committee shall be a quorum.
- 8.5 All recommendations of committees shall be reported to the Board.
- 8.6 The committee Chair may take part in any debate without leaving the chair.
- 8.7 The rules of order applicable to Board meetings, as far as possible, shall apply to committee meetings. Although the rules of order as set out in this operational by-law should generally be followed, the Chair shall have the power to modify the rules to enable the committee to effectively fulfill its function.
- 8.8 Minutes or transactions of every committee shall be maintained, and at each meeting of the committee the minutes or record of transactions of the previous meeting shall be submitted for confirmation or amendment and, after approval, shall be signed by the committee Chair. The approved minute or record of transactions shall be submitted to the Board for information.
- 8.9 All committee meetings of the Board including committee of the whole shall be open to the public except where the Board determines that ~~certain meetings of a committee or the committee of the whole shall not be open to the public~~ **as provided for in Bylaw 100, section 6.2.1.**



**TABLE 1**  
**ORDER OF PRECEDENCE FOR MOTIONS**

Motions	Amendments	Written Motions	Debatable	Vote Required	Reference
a) to fix time of next meeting	Yes	yes	Yes	majority	
b) adjourn the meeting	No	no	No	majority	By-law 200 7.5
c) to appeal a ruling of the chair	No	no	No	majority	By-law 200 3.3; 3.4
d) move to an "in-camera" session	No	no	No	majority	By-Law 300 7.4
e) to move to committee of the whole board	No	no	No	majority	By-Law 300 7.5.1
f) to rise from committee of the whole and report to the Board	No	no	No	majority	By-law 300 7.5.2
g) to suspend the rules	No	yes	No	2/3 majority	By-law 200 7.1.4
h) to withdraw a motion	No	no	No	majority	By-law 200 7.1
i) to lay on/take from the table	No	no	No	majority	By-law 200 7.6; 7.7
j) to refer or commit to	No	no	No	majority	
k) to amend	yes (1)	yes	Yes	majority	By-law 200 7.8
l) to divide a motion	No	no	No	chair ruling	By-law 200 7.2
m) main motion	yes (2)	yes	Yes	majority	By-law 200 7.14
n) to reconsider – first time	No	yes	Yes	majority	By-law 200 7.13
o) to reconsider – second or subsequent times	No	yes	Yes	2/3 majority	By-law 200 7.13
p) to rescind	Yes	yes	Yes	majority	

**Part VI Conflict of Interest By-Law 400:**

Each trustee shall be responsible for acquainting himself-herself with the requirements contained in *The Municipal Conflict of Interest Act*, 1994 or its successor, which is attached to these By-Laws as a reference.

Reference: Appendix F, R.S.O. 1990, Chapter M.50

**Part VII Amendments to Operational By-Laws By-Law 500:**

1. No amendments, alteration or addition to the Operational By-Laws shall be made unless due notice, in writing, setting forth the proposed amendment, alteration or addition, shall have been given at a regular meeting previous to that at which the same comes up for consideration. Any amendment, alteration or addition shall be made by majority vote.
2. All words in the preceding Operational By-Laws in the singular and masculine shall, when the context so requires, include the plural and the feminine.
3. Any changes made in numbering or content to any Act or Regulation referred to in the Board's Operational By-Laws at any time after the By-Laws have been passed shall be considered as written into the present By-Laws using the revised number and/or content.
4. All points of order, or procedure, not covered by these Operational By-Laws shall be decided in accordance with **Procedures for Meetings and Organization (Second Edition)**, written by Kerr and King, insofar as they are applicable.
5. The rules and regulations contained in these Operational By-Laws shall be observed in all proceedings of the Board and shall be the rules and regulations for the order and dispatch of the business of the Board and its committees except where any statute or legislative regulation otherwise provides.

**Part VIII Recording of By-Laws and Proceedings Therein By-Law 600:**

1. Every by-law shall be introduced upon motion by a member and such motion shall specify the title of the by-law.
2. Every by-law when introduced shall be in typewritten form and shall be complete with the exception of the date.
3. Every by-law shall have three (3) readings prior to being passed. The first and second readings may be decided at the same meeting. The third reading must be decided at a subsequent meeting unless this rule is suspended by a 2/3 majority of the members present.
4. The first reading of a by-law shall be decided without amendment or debate.
5. If the Board so determines, a by-law may be taken as read.

6. Every by-law enacted by the Board shall be dated and shall be sealed with the seal of the Board and signed by the secretary and the presiding officer.

Revised Jan 6-14



**Part IX Board Motions By-Law 700:**

Operating Procedures will be established from time to time to include as reference with the By-Laws.

- A. Agenda Setting
- B. In-Camera Meetings
- C. Suspensions and Expulsions
- D. Transportation Appeal
- E. Board Meeting Schedule
  - i. Regular Board Meetings
  - ii. Committee of the Whole Meetings
- F. Governing Style

Revised Jan 6-14

**Keewatin-Patricia District School Board**

January 14, 2014

**NOTICE OF MOTION**

THAT the Operating Procedure, Agenda Setting, be received.

THAT the Operating Procedure, Agenda Setting, be approved as amended.

## Operating Procedure Agenda Setting

1. The agenda is developed by the Executive Committee prior to the Board mailing, Normally on the Monday of the week preceding either the Board or Committee of the Whole meeting
2. Trustees who wish to add agenda items should speak to the Chair or Vice-Chair prior to that Executive meeting.
3. Draft agendas are reviewed by the Senior Administration team prior to the Executive meeting for input.
4. Committee of The Whole is a Committee of the Board and therefore votes are non-binding. Decisions requiring a vote will come to the Regular Board meeting.
5. In order to facilitate increased exposure to discussion of an item, normally, but not always, agenda items will be brought to the Committee of the Whole first before reappearing at the Regular Board meeting. Items reappear at Regular Board meetings even when there is consensus in order to facilitate the public's access to information.
6. Exceptions to the above include routine items such as Tax Write-offs, ~~the Personnel report~~, and reports from standing committees of the Board such as Finance, SEAC, and ~~NAEF~~ **NEAC** and presentations to the Board which are for information only.



**Keewatin-Patricia District School Board**

January 14, 2014

**NOTICE OF MOTION**

THAT the Operating Procedure, In-Camera Meetings, be received.

THAT the Operating Procedure, In-Camera Meetings, be reaffirmed.



## Operating Procedure In-Camera Meetings

DRAFT

At meetings of the Committee of the Whole, on occasion, there is a need to convene outside of the public meeting. The Education Act is clear about the public's access and only certain agenda items are permitted to be held in-camera. These items are normally to protect the rights of individuals or to protect the legal rights of the Board.  
*See: R.S.O. 1990, c.E.2, s.207(2)*

Senior Administration team, including the principal and manager representatives are permitted to stay in the room for in-camera session unless the items discussed reflect on the personal interests of the member.

All items discussed in-camera may not be disclosed to the public.

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

Revised: \_\_\_\_\_ Adopted: October 10, 2006

**Keewatin-Patricia District School Board**

January 14, 2014

**NOTICE OF MOTION**

THAT the Operating Procedure, Suspensions and Expulsions, be received.

THAT the Operating Procedure, Suspensions and Expulsions, be approved as amended.





# Operating Procedure Suspensions and Expulsions

DRAFT

Matters of discipline, as per the “**Safe and Supportive Schools Procedures**” Education Act (**O. Reg. 472/07**), are in the purview of the principal, however, principal decisions in such matters are guided by a series of Safe School policies set by the Board (~~Policy 319, Substance Abuse by Students, and Policy 325, Access to Schools~~).

Parents have routes for complaint depending on the matter under review. Parents should be directed in progressive order to speak with:

- a) the Teacher (if involved)
- b) the Vice-Principal or Principal
- c) the Principal, if (b) was the Vice-Principal
- d) the appropriate Superintendent
- e) the Director

If a discipline matter results in a suspension or expulsion the following process is implemented:

- i) The parent or student is given prompt notification by the Principal using Board guidelines. Whenever possible, follow-up is provided in writing.
- ii) If a suspension is longer than ~~40~~ **5** days, the appropriate Superintendent is contacted for verification prior to the notification being given if at all possible.
- iii) For serious infractions, resulting in an expulsion or a suspension of 20 days, Superintendents will bring the matter to an In-Camera session of the Board for information only. Discussion of the suspension is not permitted as trustees may be required to adjudicate an appeal at a later date.

## **APPEALS**

~~Policy 323~~ **329, Suspension of Students and Policy 324, Expulsion of Students, lay out Progressive Discipline and Promoting a Positive School Climate, provides** the process for an appeal of a suspension or expulsions. ~~Appeals are a legal matter, so the mechanism has been reviewed by Board counsel.~~

An appeal does not stay a suspension or an expulsion.

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

Adopted: October 10, 2006

Revised: \_\_\_\_\_

**Keewatin-Patricia District School Board**

January 14, 2014

**NOTICE OF MOTION**

THAT the Operating Procedure, Transportation Appeal, be received.

THAT the Operating Procedure, Transportation Appeal, be approved as amended.

## Operating Procedure Transportation Appeal

***Transportation Issues including appeals shall be directed to the Northwestern Ontario Student Services Consortium (NWOSSC). Issues shall be dealt with as per the NWOSSC Transportation Policy.***

~~The Board adopted Policy 606, Transportation, to set distance criteria for transportation service. The Keewatin-Patricia District School Board implements the policy to ensure consistent application across a system with geographic boundaries the size of France.~~

~~Any exceptions to the policy, while minor on the surface, might have far reaching implications when applied consistently throughout the system.~~

~~A request for transportation service follows the process below:~~

- ~~➤ Request comes to front line Transportation staff, policy applied~~
- ~~➤ Request referred to Manager of Transportation, case reviewed to double check policy applied fairly and consistently — request granted or denied~~
- ~~➤ If denied, and parent chooses to continue request, referred to Director of Education — request granted or denied~~
- ~~➤ If denied, and parent chooses to continue request, the Transportation Department provides instructions to the parent on how to appeal a transportation decision to the Board of Trustees~~
- ~~➤ The parent then has the option of presenting to the Committee of the Whole session either in person, via teleconference or the case being heard in the absence of the parent~~
- ~~➤ A presentation made by Administration is also provided to Trustees explaining the rationale on why the request has been denied~~
- ~~➤ After the presentation at the Committee of the Whole session, neither the parent nor Administration is part of any discussion held between the trustees unless the Trustees ask the parent or Administration a clarifying question~~
- ~~➤ The information is then forwarded to the next Regular Board meeting for final decision~~
- ~~➤ At the Regular Board meeting, Trustees vote on whether to grant or deny the request. The majority vote determines the decision~~

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

Adopted: October 10, 2006

Revised: \_\_\_\_\_



**Keewatin-Patricia District School Board**

January 14, 2014

**NOTICE OF MOTION**

THAT the Operating Procedure, Board Meeting Schedule, be approved as amended.

# Operating Procedure Board Meeting Schedule

## Regular Board Meetings and Committee of the Whole Meetings

The following are the parameters—is the **Board Meeting Model** upon which the schedules are created.

1. The First Meeting of the Board in December of each year shall be **face-to-face**. **At least one regular meeting of the Board to occur in each community throughout a four-year cycle.**

Month	Location			
	Year 1	Year 2	Year 3	Year 4
January	Dryden	Dryden	Dryden	Dryden
February	Dryden	Dryden	Dryden	Dryden
March	Dryden	LBPS	Dryden	Dryden
April	BBSS	UPS	SLPS	VVPS
May	SNPS	Crolancia	KPS	Ignace
June	LWPS/EGPS	GLCPS	QEDHS	EFPS
September	Dryden	Dryden	Dryden	Dryden
October	RLMPS	SMPS	KGVIPs	RLDHS
November	Dryden	Dryden	Dryden	Dryden
December	Dryden	Dryden	Dryden	Dryden

5. **2. Committee of The Whole** meetings will be held via videoconference; **unless, otherwise determined by the Executive Committee, at least one month in advance. The Executive Committee will have the responsibility to request the commencing the 'Face-to-Face' Committee of the Whole, if it believes agenda items would be better served by a face-to-face discussion format. Trustees, not able to attend in person the Committee of the Whole meeting, may still participate via videoconference or teleconference means.** except for four (4) meetings which will be held in Vermilion Bay (without videoconference). Trustees are encouraged to attend in person. and will rotate between the communities from which a trustee resides as follows:

Site	Year
Ear Falls	2013, 2020
Kenora	2014, 2021
Red Lake	2015, 2022
Sioux Lookout	2016, 2023
Dryden	2017, 2024
Ignace	2018, 2025
Pickle Lake, Savant Lake or Upsala	2019, 2026

## Operating Procedure Board Meeting Schedule

Continued . . . .

2. ~~The meetings will rotate throughout the region at a ratio each year of:~~

~~Dryden—3~~

~~Kenora—3~~

~~Ignace / Sioux Lookout—2~~

~~Ear Falls / Red Lake—2~~

~~\_\_\_\_\_ Pickle Lake, Savant Lake, Upsala~~

3. ~~Four (4) Regular Board face-to-face meetings throughout the year:~~

~~—One (1) in each area of the Board;~~

~~—One (1) in each quarter of the year.~~

4. ~~Alternating the location for the December meeting so that it occurs in each community over a period of five (5) or six (6) (7) years.~~



**Keewatin-Patricia District School Board**

January 14, 2014

**NOTICE OF MOTION**

THAT the Operating Procedure, Governing Style, be received.

THAT the Operating Procedure, Governing Style, be reaffirmed.

## Operating Procedure Governing Style

### Guiding Principle

The authority of the Trustee is invested only in the Board not in the individual.

### Process for handling issues for the public

- A) If Trustees wish more information on any issues regardless of meeting dates, he or she may contact any member of the Executive
- B) Trustees may receive contact from time to time from individuals in the community. When this occurs, the following process is suggested:
  - 1) Refer the citizen to the appropriate manager for the issue, ie; school principal, transportation manager, etc.
  - 2) Employees should be referred to their appropriate supervisor
  - 3) The Trustee may call the Director of Education on behalf of the citizen who will then investigate or delegate the matter appropriately
  - 4) The Trustee may contact the Board Chair or Vice-Chair, particularly on matters that may require policy revisions and are not operational

**Keewatin-Patricia District School Board**

January 14, 2014

**NOTICE OF MOTION**

THAT the Policy 210 Report, Expenses of Trustees and Appointed Members, be received.



## Policy 210 Report

Policy 210, *Expenditures of Trustees and Appointed Members* contains the following provision:

- 9.2 An annual report on actual expenses incurred versus budget shall be presented to the Board and posted to the Board website following the approval of the annual financial statements of the Board.

The results for the fiscal year ended August 31, 2013 are shown below (in \$CDN). This report includes more than just those out-of-pocket expenses claimed for reimbursement by trustees. It includes all costs incurred to support the governance process including: board and committee (SEAC, NEAC, Audit, ARAC) meeting expenses; OPSBA membership; computers, office supplies, and Internet services for trustees; and advertising of board & committee meetings. Trustee honoraria expense is not included.

Item	2011-12 Expense	2012-13 Budget	2012-13 Expense	2012-13 Variance
Travel, Accommodation, Meals	29,307	54,765	24,659	30,106
Meetings	4,880	8,800	3,431	5,369
Professional Development	53,529	46,000	79,720	(33,720)
Equipment Costs	1,093	2,200	206	1,994
Telephone & Data Lines	8,234	13,100	7,101	5,999
Advertising	2,011	3,000	590	2,410
Miscellaneous	1,684	2,500	765	1,735
Total Expenses	100,828	130,365	116,472	13,893

### Notes on Budget Variances:

Travel, Accommodation, and Meals were lower than the prior year, and less than 50% of the current year budgeted amount. Some budget will be shifted to Professional Development in future years' budgets.

Meeting expenses were lower than the current year budget and the prior year, due mainly to increased use of electronic meetings.

Professional Development was over budget, due to increased attendance of trustees at professional development events. The unfavourable variance in this category is effectively offset by the favourable variance in Travel, Accommodation, and Meals.

Telephone and Data Lines expense was lower due to the elimination of fax lines for trustees.

Advertising expenses reflect a reduction in newspaper advertising of board meetings.

Overall, total expenses of \$116,472 were below budget by \$13,893 or 10.7%.

Respectfully submitted by:  
Dean Carrie, Superintendent of Business

**8.02 D**

**Keewatin-Patricia District School Board**

January 14, 2014

**NOTICE OF MOTION**

THAT the verbal report on the relocation of the Kenora Education Centre be received.

**Keewatin-Patricia District School Board**

January 14, 2014

**NOTICE OF MOTION**

THAT the verbal report on Policy 603, Donations, be received.

THAT Policy 603, Donations, be approved as amended with the next review date in year 2018.



## **Policy Statement**

It is the policy of the Keewatin-Patricia District School Board to deny requests for donations for any and all purposes.

It is the policy of the Keewatin-Patricia District School Board to provide, subject to the guidelines below, other forms of assistance to non-profit organizations whose objectives are consistent with, or complementary to, those of the Board, provided such assistance can be granted at no cost to the Board and does not interfere with the Board's primary mandate to provide elementary and secondary education to its pupils.

It is the policy of the Board to accept, subject to the guidelines below, donations that in its opinion will enhance the education of its pupils, or support other educational opportunities for them.

## **Rationale**

The Education Act, R.S.O. 1990 c. E.2, as amended, established the duties and powers of District School Boards. The prevailing legal view is that unless a duty or power is specifically granted by the Education Act, school boards may not presume to have the duty or power. There is no specific provision in the Education Act for school board to make donations.

There is a provision in the Education Act, subsection 173 (3) (2), for school boards to award bursaries or prizes to its pupils under such terms and conditions as the Board may prescribe. Therefore, these would not be considered donations for the purposes of this policy.

The acceptance of donations of cash, equipment, and services may enable the Board to offer a type or level of programs and services to its pupils that the provincial funding model does not support.

## **Guidelines**

### **1. Donations by the Board**

- A. All requests for cash donations received by Board staff shall be denied.
- B. Surplus assets having no market value, which are transferred to an organization or individual by the Board in accordance with Policy 610, Surplus Asset Management and Disposal, are not considered donations.

- C. Scholarships and awards, which are not considered donations, may be awarded to pupils attending Board schools in accordance with Policy 308, Good Citizenship Award and Policy 311, Secondary School Scholarships and Awards.
- D. All expenditures of the Board must have a valid educational or administrative purpose and obtain reasonable value for the amount expended, so as not be construed as having a donation element in part.

**2. Assistance to Non-profit Organizations**

- A. Assistance to non-profit groups making use of board facilities and equipment shall be in the form of lower rental rates as governed by Policy 801, Use of Facilities, Grounds, and Equipment.
- B. Assistance to non-profit groups through student participation in fund-raising shall be governed by Policy 608, School Fund Raising.
- C. Non-profit groups wishing to distribute material or make presentations requesting donations from all Board employees, or a group of Board employees (e.g. bargaining unit, school, or region), must direct their request to the Director of Education or designate. The Director of Education or designate may approve such requests, taking into consideration such factors as he or she may consider relevant in the circumstances.
- D. Any requests for employee donations through payroll deduction must be made to the Board. The Board may approve such requests, taking into consideration such factors as it may consider relevant in the circumstances.

**3. Donations to the Board**

- A. Any donation of money or real property to a school or the Board shall, if accepted, become the property of the Board.
- B. Authorization to accept donations on behalf of the Board is delegated to the Director of Education, Superintendent of Education, Superintendent of Business, and School Principals. Decisions to accept donations shall be based on the expected benefit to pupils and any costs associated with the donation (e.g. maintenance of equipment being donated). Donor of real property requesting a



charitable donation receipt shall provide, at their own expense, a qualified third-party appraisal of the market value of the item(s) being donated.

- C. Donations of used computers and peripheral equipment shall only be accepted with the concurrence of the Information Services Manager.
- D. The Superintendent of Business shall establish and maintain a charitable registration in the name of the Board with the Canada Revenue Agency (CRA). Receipts for donations shall be issued in accordance with CRA regulations. Receipts shall not be issued for donations less than ~~Ten Dollars (\$10.00).~~ **Twenty-five Dollars (\$25.00).**
- E. The Superintendent of Business shall establish separate trust fund accounts for donations greater than Five Thousand Dollars (\$5,000.00) that will not be fully disbursed for a period longer than two years from the date of the donation (e.g. scholarship and bursary funds). The annual receipts, disbursements, and closing balance of such trust fund accounts shall be reported in the Board's annual financial statements until such time as the funds are fully disbursed.

*Draft*



**Keewatin-Patricia District School Board**

January 14, 2014

**NOTICE OF MOTION**

THAT the verbal report on Policy 702, Employee Performance Appraisal, be received.

THAT Policy 702, Employee Performance Appraisal, be reaffirmed with the next review date in year 2018.

## **Policy Statement**

It is the policy of the Keewatin-Patricia District School Board to conduct performance appraisals with all permanent employees of the Board.

## **Rationale**

Regularly scheduled and effectively conducted performance appraisals will result in increased employee effectiveness and job satisfaction, which will most often translate into more effective service delivery for students.

## **Guidelines**

1. The Human Resources Manager will work jointly with union representatives/groups of representatives to develop a Performance Appraisal Procedure for all staff groups.
2. The Human Resources Manager or designate will establish schedule of a Performance Appraisals for all staff (in accordance with the jointly established Performance Appraisal Procedure) and will share this report, on an annual basis, with the appropriate Principals and Supervisors.
3. Human Resources staff will ensure that performance appraisals for all groups/individual staff are tracked and documented. The reports will:
  - a) Identify staff and/or groups of staff who will participate in a performance appraisal for the coming school year.
  - b) Indicate the number of performance appraisals that were conducted in the previous school year by staff positions.
4. Performance appraisals should be an opportunity to improve employee effectiveness and recognize good job performance.
5. The following groups will be identified in comprehensive performance appraisal instruments:
  - a) Director of Education
  - b) Superintendents of Education
  - c) Superintendent of Business
  - d) Managers

- e) Office/Clerical/Library Staff
  - f) Education Assistants
  - g) Administrative Management Staff
  - h) Administrative Support Staff
  - i) School Support Staff
  - j) Maintenance and Custodial Staff
6. Teacher Performance Appraisals will be conducted in accordance with the Education Act and its accompanying Regulations.
7. Principal and Vice Principal Appraisals will be conducted in accordance with the Education Act and its accompanying Regulations.
8. Performance Appraisal instruments will address the following topics:
- a) basic principles of performance appraisal;
  - b) target dates for appraisal process;
  - c) records;
  - d) appraisers;
  - e) position responsibilities;
  - f) skills;
  - g) conferencing;
  - h) process for the written report;
  - i) under review procedure.
9. Failure to Meet Expectations While Under Review
- Upon completion of the Performance Appraisal Process and where an employee fails to meet the expectations outlined in a Plan for Improvement (Under Review Procedure per Guideline 8.i) above) a recommendation for termination will be submitted by the Principal/Supervisor to the Human Resources Manager. Under such circumstances, the following will apply:
- i) A meeting will be convened with the employee, their union representative (if applicable), the Principal/Supervisor and the Human Resources Manager (and/or Superintendent);
  - ii) The purpose of the meeting will be to:
    - a) Advise the employee that their continued employment is in jeopardy and;
    - b) To identify the specific areas requiring improvement and,



- c) To mutually determine if additional supports (training, time or resources) may assist the employee or if all possible avenues have been exhausted.
- iii) Within five (5) working days of the above meeting, the employee will be provided with written correspondence summarizing the content of the meeting and advising of the employer's recommendation (i.e. termination or a Last Chance Improvement Plan which would be outlined in the same correspondence).
- iv) Where the employee meets the expectations outlined in a Last Chance Improvement Plan, this process will be deemed to have ended and the employee will be placed back in the performance appraisal schedule.
- v) Where termination is the selected course of action, the employee will be advised verbally via their union representative (where applicable). Such information shall also be confirmed, in writing, including the reasons for termination, directly to the employee.