

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING # 10

Tuesday, November 11, 2014

Time: 7:00 p.m.

Dryden High School

Dryden, Ontario

Video & Teleconference Sites

QEDHS 24A

RLDHS 235

BBSS 250

AGENDA

1. Call to Order
2. Roll Call
3. Approval of Agenda
4. Declaration of Conflict of Interest
5. Business Arising from Committee of the Whole
6. Confirmation of Minutes
 - October 14, 2014 Regular
 - October 15, 2014 Special
7. Presentations/Delegations
8. Observer Comments
9. Presentation of Reports and Accompanying Motions
 - 9.01 Education
 - A. **Students Come First**
 - ***"Four Directions: Where Students Learn to Soar"***
Staff: K. McMonagle; J. McMaster
 - B. FNMI Student Work Study Teacher Report
 - Staff: O. Roberts; L. Carambetsos
 - C. 21st Century Teaching and Learning Update
 - D. Policy 308, Concussions
 - 9.02 Executive Committee
 - A. Policy 210, Expenses of Trustees and Appointed Members
 - 9.03 O.P.S.B.A. Update
 - 9.04 Parent Involvement Committee/School Council Reports
 - 9.05 Operations (nil)
 - 9.06 Finance
 - A. By-Law #62 - Tax Levy

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

- 9.07 Human Resources (nil)
- 9.08 Student Trustee
- 9.09 Special Education Advisory Committee
- 9.10 Native Education Advisory Council
 - A. Junior Elementary Ojibway Language Pilot Project
- 10. Other Motions
- 11. Correspondence
- 12. New Business
- 13. Observer Comments
- 14. Next Meeting Date
December 2, 2014
Dryden High School
Dryden, ON
- 15. Adjournment

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #9

The minutes of Regular Board Meeting # 9 of the Keewatin-Patricia District School Board held October 14, 2014 at the Kenora Education Centre.

Call to Order	The meeting was called to order at 7:00 p.m.					
Roll Call	B. Gauthier C. Marcino M. Ott D. Sidders (vc)	B. O'Donohue (tc) D. Penney D. Wilkinson	G. Kleist R. Onysko G. Seaton (tc) N. Beardy-Miles (vc)			
Absent	S. Boucha					
Officials	Sean Monteith, Dean Carrie, Caryl Hron, Joan Kantola, Susanne Bastable, Scott Urquhart, and visiting school administration.					
Also Present	Media, Staff and interested public.					
Agenda	Moved by: Seconded by:	R. Onysko G. Kleist				
Motion	219-14	THAT the agenda for Regular Board Meeting of October 14, 2014 be approved.				
	Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
	Binding	FOR	10	OPPOSED	0	CARRIED
Conflict of Interest	Declaration of conflict of interest re proceedings on agenda					None
Business Arising from Committee of the Whole	None					
Minutes	Moved by: Seconded by:	R. Onysko G. Kleist				
Motion	220-14	THAT the minutes of Regular Board Meeting held September 9, 2014 having been duly circulated be confirmed.				
	Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
	Binding	FOR	10	OPPOSED	0	CARRIED
Observer Comments	None					
Students Come First	King George VI PS Shining Stars – Gayle Mutrie, Laura Farrell, Kristi Tella and Marg Collins attended with a student from the "Shining Stars" program. Joan Kantola introduced everyone and noted there were supposed to be two students but unfortunately one was ill. Laura Farrell explained the program and how it was made up of vulnerable students. She explained to the trustees the importance of the program and the activities that they are focussing on. For example, life skills that the students will need to know for the future, therapy programs, technology program as well as many different sensory experiences. Each student is assessed on their individual needs.					

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

Regular Board Meeting
October 14, 2014

BSIP		Moved by: R. Onysko Seconded by: G. Kleist				
Motion	221-14	THAT the 2014-2015 Board Strategic Improvement Plan for Student Achievement Report be received.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0		CARRIED
		Binding	FOR 10	OPPOSED 0		CARRIED
Summer Learning Report		Moved by: G. Kleist Seconded by: R. Onysko				
Motion	222-14	THAT the 2014 Summer Learning Report be received.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0		CARRIED
		Binding	FOR 10	OPPOSED 0		CARRIED
KPDSB Efficacy Review and Implementation Report		Moved by: G. Kleist Seconded by: R. Onysko				
Motion	223-14	THAT the KPDSB Efficacy Review and Implementation Report be received.				
		Non-binding (Student trustee)	FOR 1	OPPOSED 0		CARRIED
		Binding	FOR 10	OPPOSED 0		CARRIED
Board Meeting Schedule		Moved by: B. Gauthier Seconded by: G. Kleist				
Motion	224-14	THAT the 2015 Board Meeting Schedule be received.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0		CARRIED
		Binding	FOR 10	OPPOSED 0		CARRIED
		Moved by: B. Gauthier Seconded by: G. Kleist				
Motion	225-14	THAT the 2015 Board meeting schedule be approved.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0		CARRIED
		Binding	FOR 10	OPPOSED 0		CARRIED
Policy 211 Trustee Honoraria		Moved by: B. Gauthier Seconded by: G. Kleist				
Motion	226-14	THAT the verbal report on Policy 211, Trustee Honoraria 2010-2014, be received.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0		CARRIED
		Binding	FOR 10	OPPOSED 0		CARRIED
		Moved by: B. Gauthier Seconded by: G. Kleist				
Motion	227-14	THAT Policy 211, Trustee Honoraria, 2010-2014, be rescinded.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0		CARRIED
		Binding	FOR 10	OPPOSED 0		DEFEATED

		Moved by:	B. Gauthier						
		Seconded by:	G. Kleist						
Motion	228-14	THAT the verbal report on Policy 212, Trustee Honoraria 2014-2018 be received.							
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED		
		Binding	FOR	10	OPPOSED	1	DEFEATED		
		Moved by:	B. Onysko						
		Seconded by:	G. Kleist						
Motion	229-14	THAT the Policy be amended to include the \$50.00 for meeting allowance for SEAC, SAL, Audit and PIC.							
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED		
		Binding	FOR	5	OPPOSED	5	DEFEATED		
Motion	230-14	THAT the Policy 212 Trustee Honoraria 2014-2018, be approved as presented.							
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED		
		Binding	FOR	5	OPPOSED	5	DEFEATED		
Northern Trustee Orientation Conference update		Moved by:	G. Kleist						
		Seconded by:	B. Gauthier						
Motion	231-14	THAT the Northern Trustee Orientation Conference update be received.							
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED		
		Binding	FOR	10	OPPOSED	0	CARRIED		
O.P.S.B.A		Moved by:	G. Kleist						
		Seconded by:	B. Gauthier						
Motion	232-14	THAT the O.P.S. B.A verbal update be received.							
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED		
		Binding	FOR	10	OPPOSED	0	CARRIED		
Sioux Lookout High School Site Report		Moved by:	G. Kleist						
		Seconded by:	B. Gauthier						
Motion	233-14	THAT the Sioux Lookout High School Site Report be received.							
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED		
		Binding	FOR	10	OPPOSED	0	CARRIED		
		Moved by:	G. Kleist						
		Seconded by:	B. Gauthier						
Motion	234-14	THAT the site for the new high school in Sioux Lookout, Ontario be confirmed as the Sioux Mountain Public School site and the Administration be authorized to pursue the rezoning and land acquisitions as set out in the Sioux Lookout High School Site Report dated October 14, 2014.							
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED		
		Binding	FOR	10	OPPOSED	0	CARRIED		

Regular Board Meeting
October 14, 2014

Enrolment Report

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

Motion 235-14

THAT the Enrolment Report as at October 6, 2014 be received.

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

Capital Projects Priorities

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

Motion 236-14

THAT the Capital Projects Priorities Report be received.

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

By-Law #61

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

Presented by: Kathleen O'Flaherty, Finance Manager

Motion 237-14

THAT the verbal report on By-Law #61 be received.

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

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

Motion 238-14

THAT By-Law #61, being a By-law to authorize temporary capital borrowing, be taken as read the first time.

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

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

Motion 239-14

THAT By-Law #61, being a By-Law to authorize temporary capital borrowing, be taken as read the second time.

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

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

Motion 240-14

THAT the rules of order be suspended to allow third and final reading of By-law #61.

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

Regular Board Meeting
October 14, 2014

Moved by: D. Wilkinson
Seconded by: G. Kleist

Motion 241-14 THAT By-law #61, being a By-Law to authorize temporary capital borrowing, 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

Audit Committee
Moved by: G. Kleist
Seconded by: D. Wilkinson

Motion 242-14 THAT the Audit Committee report be received.

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

Student Trustee
Moved by: D. Wilkinson
Seconded by: G. Kleist

Motion 243-14 THAT the Student Trustee verbal update be received.

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

S.E.A.C.
Moved by: G. Kleist
Seconded by: D. Wilkinson

Motion 244-14 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

N.E.A.C.
Moved by: D. Wilkinson
Seconded by: G. Kleist

Motion 245-14 THAT the Native Education Advisory Council verbal update be received.

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

New
Business
Adjournment
None
Moved by: G. Kleist
Seconded by: D. Wilkinson

Motion 246-14 THAT the meeting adjourn at 9:40 p.m.

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

Chair

Secretary

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

SPECIAL BOARD MEETING

The minutes of the Special Board Meeting of the Keewatin-Patricia District School Board held Wednesday, October 15, 2014, via teleconference at the Kenora Education Centre, Kenora, Ontario.

Call to Order	The meeting was called to order at 8:00 p.m.			
Roll Call	B. Gauthier R. Onysko D. Penney D. Wilkinson (late)	C. Marcino S. Seymour G. Seaton	B. O'Donohue M. Ott D. Sidders	
Absent	G. Kleist			
Officials	Dean Carrie, and recording secretary			
By-law Waiver	Moved by:	B. Gauthier		
	Seconded by:	D. Penney		
Motion 247 -14	THAT proper procedure was followed with respect to the waiver by the Chair of the requirement of forty-eight (48) hours-notice of the special board meeting held at 8:00 p.m. CDT on October 15, 2014.			
	Binding	FOR 10	OPPOSED 0	CARRIED
Agenda	Moved by:	M. Ott		
	Seconded by:	S. Seymour		
Motion 248 -14	THAT the agenda for the Special Board Meeting of October 15, 2014 be approved.			
	Binding	FOR 10	OPPOSED 0	CARRIED
Conflict of Interest	Declaration of conflict of interest re proceedings on agenda - None.			
Policy 212	Moved by:	B. O'Donohue		
	Seconded by:	B. Onysko		
Motion 249-14	THAT the verbal report on Policy 212, Trustee Honoraria 2014-2018, be received.			
	Binding	FOR 10	OPPOSED 0	CARRIED
	Trustee D. Wilkinson joined the meeting (8:07 p.m.)			
Policy reconsideration	Moved by:	D. Sidders		
	Seconded by:	B. Gauthier		
Motion 250-14	THAT motion # 230-14 from October 14, 2014 Board meeting which states, "THAT Policy 212, Trustee Honoraria 2014-2018, be approved as presented." be reconsidered.			
	Binding	FOR 10	OPPOSED 0	CARRIED

Policy 212 amendment

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

Motion 251-14

THAT Motion # 230-14 from October 14, 2014 Board meeting which states, "THAT Policy 212, Trustee Honoraria 2014-2018 be approved as presented" be amended to include \$50.00 per meeting for the Attendance Amount for regulated committee meetings.

Binding FOR 3 OPPOSED 7 DEFEATED

Policy 212 approval

Moved by: D. Penney
Seconded by: B. Gauthier

Motion 252-14

THAT Motion # 230-14 from October 14, 2014 Board meeting which states, "THAT Policy 212, Trustee Honoraria 2014-2018 be approved as presented" be approved.

Binding FOR 7 OPPOSED 3 CARRIED

Adjournment

Moved by: D. Sidders
Seconded by: S. Seymour

Motion 253-14

THAT the meeting adjourn at 8:24 p.m.

Binding FOR 10 OPPOSED 0 CARRIED

Chair

Secretary

Keewatin-Patricia District School Board

November 11, 2014

NOTICE OF MOTION

THAT the First Nation, Métis and Inuit Student Work Study Teacher Report be received.

FNMI Student Work Study Teacher Report Evergreen Public School 2013 – 2014

Background:


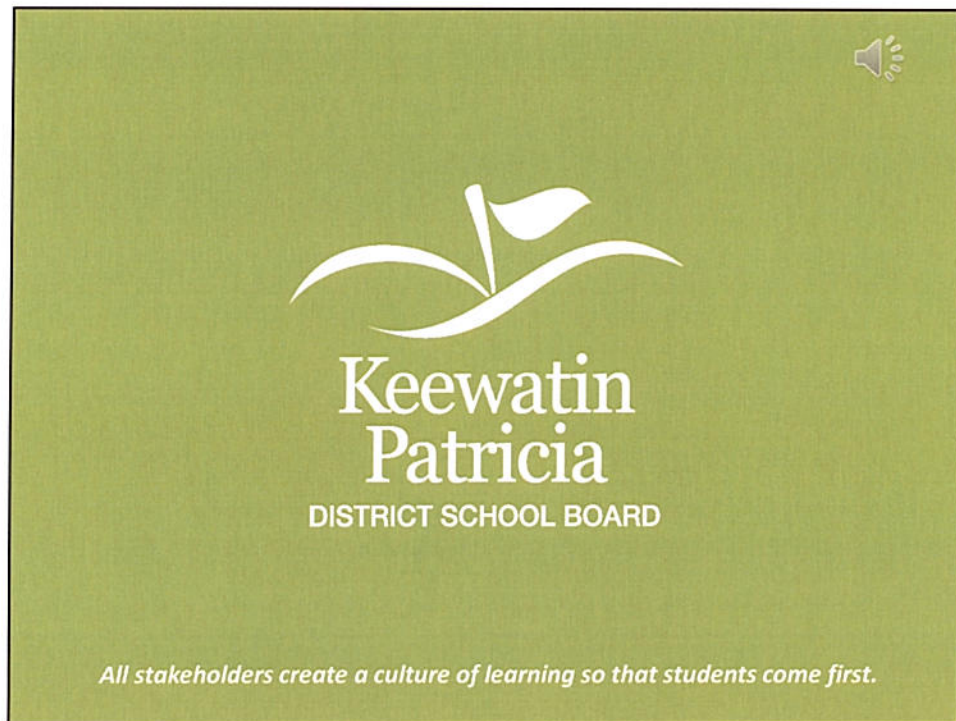
The First Nation, Metis & Inuit-Focused Student Work Study Teacher initiative was offered to ten school boards across Ontario in the fall of 2013, including Keewatin-Patricia District School Board.

The FNMI-focused SWST uses a collaborative model whereby educators learn from the voice of First Nation, Metis and Inuit students in order to:


- Document the student learning experience;
- Co-reflect on the characteristics of student work, the type of feedback, tasks and prompts that result in FNMI students moving their work to provincial standard and beyond;
- Increase understanding of how assessment impacts FNMI student achievement;
- Increase understanding of culturally relevant and responsive pedagogy, by working in partnership with local FNMI community partners;
- Develop and test suppositions and contribute to collective professional knowledge through the production of a SWST monograph;
- Contribute to the mobilization of the knowledge gained through the SWST initiative and the alignment of approaches within schools, the board and among boards.

This report focuses on the collaborative efforts and learning that occurred between the FNMI SWST Olivia Roberts and classroom teacher Laurie Carambetsos at Evergreen Public School in 2013 – 2014. Their work included supporting students emotionally and socially through establishing caring relationships, coupled with strategies to develop student confidence and success with academic challenge. This partnership continues this year, with a view to expanding on the work begun.

Respectfully submitted by:
Susanne Bastable, School Effectiveness Lead



RELATIONSHIPS



An exploration of the importance of relationship
and how it impacts student achievement

Olivia Roberts and Laurie Carambetsos
FNMI Student Work Study Teacher and Grade ¼ Teacher
2013-2014

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Evergreen Public School



- K – 6 school with a population of 168 full-time students
- 64% Aboriginal, 34% Non-Aboriginal
- 33% (41 of our 123 family units) are known to be living below poverty
- 54% considered “students at risk” due to social, emotional, behavioural, attendance and academic concerns
- 41% of the student body have missed 20.5+ days of school (based on attendance from 2012-13)

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The Classroom



Grade 3/4

10 Boys : 13 Girls

12 Aboriginal students :
11 non-Aboriginal students



Academic Range:
Early Kindergarten – Grade 4

Non-Academic Concerns:
anxiety, emotional instability, anger management, self-regulation, concerns linked to family break up (divorce, separation, children in care)



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Our Students

“Every child deserves a champion — an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be.”

Rita Pierson

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David

- Could not sit still, was easily distracted
- Lacked the ability to pay attention
- School was a “going through motions” process
- Focused on task completion versus the learning experience
- Struggled with self-regulation and conflict resolution with peers

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Darian's Story



- Came to Evergreen in Grade 2
- Took over 3 months for Darian to take his hood down and/or make eye contact with his teacher
- Darian was described as a student with attendance concerns
- He had a fear of making errors, would not take risks in the learning process
- He was often disengaged: head on desk or drawing at his desk
- He lacked self-confidence and struggled with social anxiety

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Jaden



- Enrolled at Evergreen in December
- History of poor attendance, missing on average 40+ days/year
- Quiet student, kept to himself
- Would not engage in conversation with his peers or adults
- Responses were usually short, one word answers or no answer at all
- Typical classroom behaviours included looking down at the floor, head on his desk, appearing tired and often without a smile

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All About Shane:

- Behaviour concerns
- Anxiety – did not want peers to “notice” him
- Would not share/ask questions in front of peers
- Content when receiving one-on-one
- Non-productive (like to converse but unwilling to complete tasks)



Tyler:

- History of oppositional and challenging behaviour
- Struggled with self-regulation
- Reluctant to engage in tasks that he didn't not find highly interesting
- Reluctant to apply himself, focused on task completion rather than the quality of his work
- Demonstrated anxiety with transitions or breaks in routine, especially when his teacher was away
- Demonstrated no accountability for his actions when interacting with people he did not have a connection with or care about





In the Middle...our knowledge, research and observations

- Diverse classroom with a range of social, emotional and academic needs
- Teacher feeling frustrated, over-whelmed and exhausted trying to address all needs and keep up with the curriculum
- Recognized that a different approach was needed to make all parties more successful

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Guiding our Thinking:

"Poverty involves a complex array of risk factors, (including) emotional and social challenges, acute and chronic stressors, cognitive lags and health and safety issues."

Eric Jensen, Teaching with Poverty in Mind, p7.

"Common issues in low-income families include depression, chemical dependence, and hectic work schedules – all factors that interfere with the healthy attachments that foster children's self-esteem, sense of mastery of their environment, and optimistic attitudes. Instead, poor children often feel isolated and unloved ... (which can lead to) poor academic performance, behavioural problems, dropping out of school and drug abuse."

Eric Jensen, Teaching with Poverty in Mind, p.9

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"When attempting to integrate the left and right brain, connect and redirect. When (the) child is upset, connect first emotionally, right brain to right brain. Then, once she(or he) is more in control and receptive, bring in the left brain lessons and discipline."

Dan Siegel, The Whole Brain Child, p161

"It is crucial that Aboriginal students feel they have a place in our schools and that teachers have high expectations of their potential. This can be achieved by ensuring that our own belief in the Aboriginal student is one of utmost respect...It is also key that these students know that their teachers care about them and have the highest regard for their learning."

LNS – What Works Series, Dr. Pam Rose Toulouse, March 2008

"It is not so much the structure of the family, but rather the beliefs and expectations of the adults in the home that contributes most to achievement."

John Hattie, Visible Learning, p71

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Theory of Action:

If students feel supported emotionally and socially in their learning environment, **then** they will be better able to manage challenges and make gains in their overall achievement.

If all students are challenged at an appropriate and obtainable level and if small successes are celebrated, **then** students will become more willing to engage in their learning, making gains in their overall level of achievement.

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The “ACTION” of Action Research:

- Know their story
- Acknowledge feelings, connect then redirect
- Focus on the present
- Understand that behaviours occur for a reason
- Provide space, time, choice
- Model empathy and understanding
- Be consistent and predictable
- Scaffold, support and challenge
- Look for the good, look for the strengths
- Allow every day to be a FRESH START
- CELEBRATE small achievements

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Realistic and Obtainable Goals : Entry Point for All



Small Chunks = Great Success



“I am a capable learner!”

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Relationships, Relationships, Relationships



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Relationships, Relationships, Relationships:



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Building Relationships with all Members of the Team



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Building Relationships with Parents, Students and Colleagues:



Hi everyone,

As some of you know, XXXXX (Grade 3) has been struggling with his behavior since the March Break. I have been working closely with his family to try to get back the XXXXX we knew before the break. We have set up a behaviour plan for him to follow using coloured bracelets. If any of you are in contact with XXXXX during lunch supervision or playground supervision please read the plan below and either follow the plan or let me aware of your issues so I can follow up with the plan. XXXXX has been given 3 yellow bracelets and one green. XXXXX is working on keeping all of his bracelets to earn computer time while he waits for his bus. We have had 2 successful days using this and hopefully we will work our way down as the year ends to him needing fewer warnings around oppositional behaviour and meltdowns. Please remember our usual warnings for kids are not what I am referring to. If the incident is something minor that any kid would be needing a warning for I am not looking for a yellow removal. He is not perfect and is allowed to be a kid however if he is saying things to get a rise out of kids, not listening and/or arguing with adults, then he definitely must give up a yellow bracelet.

Thanks for being so supportive. XXXXX knowing that all of you are on board has made him more accountable for his behaviour outside of the classroom.

Laurie

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An Example of the Relationship

Dear Grade 3,

I wanted to wish you luck this morning. I know you will do great! I want you all to know how proud I am of all of you and I am so happy with how much each of you has grown this year.

I know that you are caring kids who work hard. I know that some of you have moved your benchmark levels from a 9 to a 24. I know that sometimes you have a tough day because something is going on with your life that is difficult. I know that you are a busy big sister or big brother who is helping out at home. I know that you might have changed schools in the last two months. I know that you are great friends who care about each other and I know you have been a pleasure to teach. I love you and want you to do your best today. Please remember that the people in Toronto do not know you. Give it everything you have to show them what you know and how smart you are.

Let's KICK SOME EQAO BUTT!

Love,
Mrs.C

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How Do We Measure Progress?

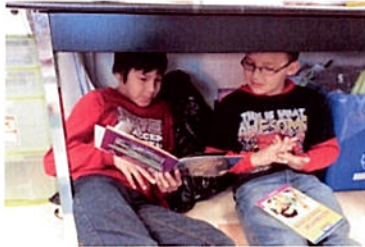
What is the evidence that proves our theory?

- Body language
- Facial expressions
- Participation
- Self-regulation and focus
- Academic gains
- Attendance – shift in mindset
- Student survey/student voice

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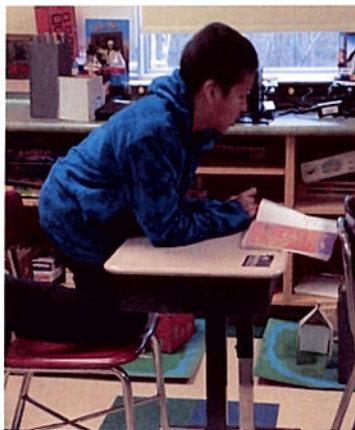
Increased Level of Comfort and a Feeling of Belonging



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ENGAGED IN A READING TASK




WRITING INDEPENDENTLY




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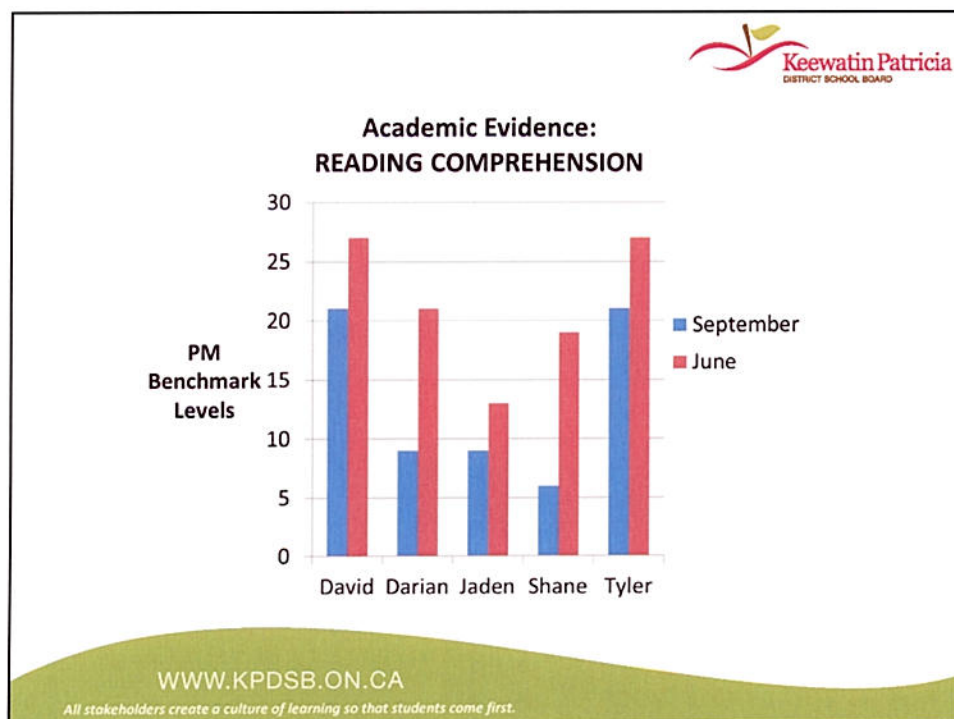
All stakeholders create a culture of learning so that students come first.

WRITER'S WORKSHOP :
STUDENT CHOICE = FOCUSED LEARNING

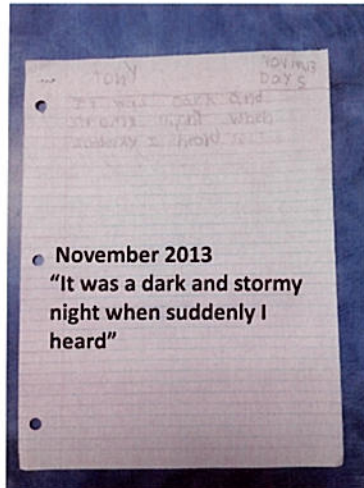



Keewatin Patricia
DISTRICT SCHOOL BOARD

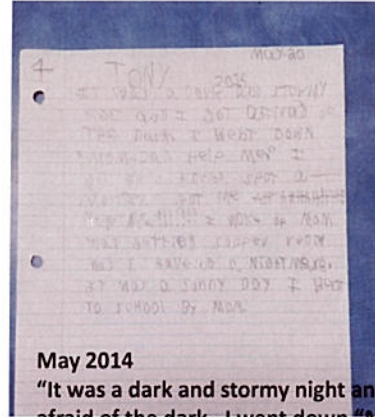
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All stakeholders create a culture of learning so that students come first.



Measuring Progress in Writing



November 2013
"It was a dark and stormy night when suddenly I heard"

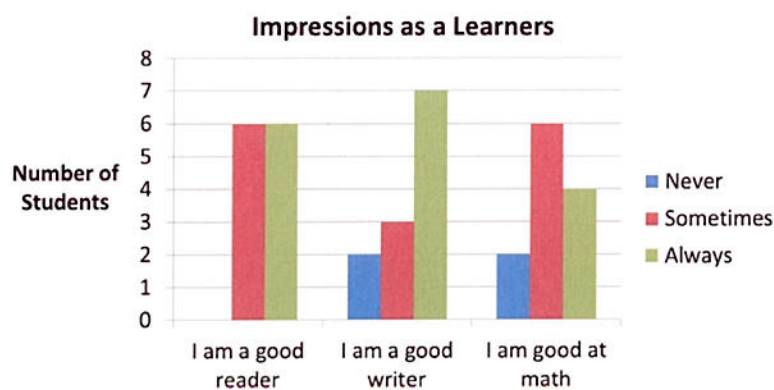


May 2014
"It was a dark and stormy night and I got afraid of the dark. I went down 'Mom, dad help me.' I got to a hideing spot a - monster got me AHHHHHHHH!!! HELP ME!!! I woke up mom was getting supper ready was I having a nightmare. It was a sunny day I went to school by mom."

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

Measuring Progress through Student Attitude:



Results based on 2014 EQAO Student Survey

WWW.KPDSB.ON.CA

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What do you like about Evergreen Public School?



OUR FRIENDS





OUR TEACHERS – MRS. ROBERTS



OUR PLAYGROUND



OUR GREEN SPACE FOR PLAYING



OUR COMPUTERS

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OUR SCHOOL-WIDE ART PROJECT



OUR TEACHER – MRS. CARAMBETSOS





OUR PRINCIPAL – MR. FLYNN



OUR CLASSMATES



OUR LIBRARY



OUR GYMNASIUM

WWW.KPDSB.ON.CA

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What has occurred as a by-product of the FNMI SWST role?

Host teacher response

- More mindful practice (Asking "Why?" "What if?")
- Digging deeper into student learning through dialogue
- More self-reflective in direction, actions, delivery

SWST response:

- Increases the number of caring adults in a student's life
- Places value in the quiet conversations between student/teacher
- Supports relationship building between student/teacher by allowing for private, hallway conversations to occur
- Overall more support for the child
- Promotes growth mindset, empowers teachers
- Provides a opportunity to observe best practices and strengthens a collaborative approach to instruction

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What has occurred as a by-product of the FNMI SWST role?

Principal response

- FNMI SWST role facilitated teamwork, recognizing the power of "co"
- Facilitates and supports mindful and purposeful practice
- Recognizes the value of relationships:
 - student to teacher
 - teacher to student
 - teacher to teacher

"The purpose of co-teaching is to enable groups of teachers to improve their instruction and their understanding of students' thinking and learning through shared observation and analysis of student work. Co-teaching makes it possible for teachers to engage in teaching as collaborative problem-solving."

LNS Coaching Institute

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Next Steps:

- Focus on one classroom to foster a strong, collaborative relationship between teachers
- Dig deeper; explore the importance of relationships with students and extend this to caregivers and community members
- Continue to develop a triad relationship between: host teacher, FNMI SWST and principal
- Nurture and build the collaborative relationship between host teacher and FNMI SWST to push inquiry into the curriculum areas and instructional practice
- Share the learning with fellow teachers to build capacity within the school community

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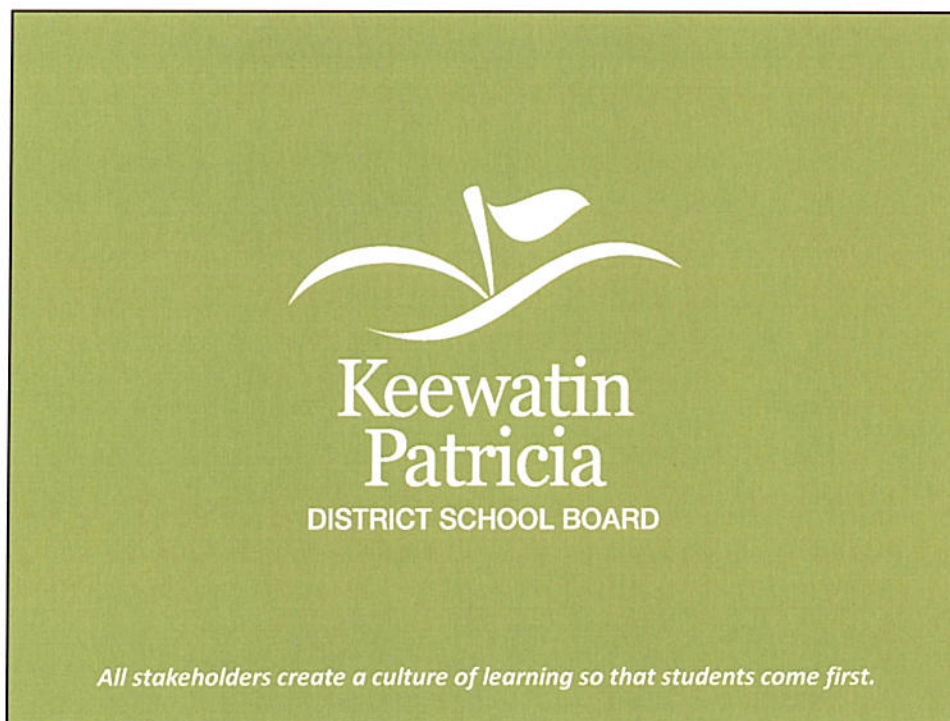
“School turnarounds are accomplished by fostering caring relationships that build students’ resilience and self-esteem, by setting high academic standards in the belief that all students can learn, and by initiating a focused and collaborative effort among staff members, parents, and community to engage and challenge students to learn the things they need to learn.”


Eric Jensen, Teaching with Poverty In Mind, p151



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 Keewatin Patricia
DISTRICT SCHOOL BOARD

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Truebridge , Sara and Bonnie Benard. September 2013. "Reflections on Resilience." Educational Leadership, Volume 71. (Issue 1), p.66-67.

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

Keewatin-Patricia District School Board

November 11, 2014

NOTICE OF MOTION

THAT the 21st Century Teaching and Learning Update be received.

21C Teaching and Learning Update

This report will update trustees on progress and activities regarding 21C Teaching and Learning in the Board. We continue to move forward to create, build and implement the vision of a 21C Learning organization for the Board, with reference to “communicate to students, their families, and community members that 21st century learning (21C@KP) is relevant”, as contained in the Keewatin-Patricia DSB Strategic Plan. This report will highlight teaching and learning activities underway in the 2014-15 school years.

Highlights 2014-15

- Our former Technology Support Teachers are now Curriculum Technology Teachers and work closely with other curriculum and special education staff under the curriculum umbrella of the Board. This reflects an increased focus on deeper implementation and leveraging technology to support curriculum and high quality instruction and assessment practices. Secondary teachers Shawnda Norlock and Duncan Wilkinson have joined the team with existing members Katie Burch and Lindy Henderson. The team now provides a balance of elementary and secondary support with two teachers from each panel. All four teachers have 0.5 release time that enables them to support educators within the 4 main regions of the Board including Kenora, Dryden, Red Lake and Sioux Lookout as well as all of the other outlining areas of the Board. These teachers continue to work tirelessly to support their colleagues at a variety of entry points in both elementary and secondary schools.
- We have 4 family of school professional learning teams, grade 7-10, led by principals and centrally supported, that are focused on improving teaching of critical thinking skills across a variety of subject areas for early adolescents. These PLC's have a significant technology focus to assist with this work.
- We recently attended the Ministry of Education sponsored Council of Ontario Directors (CODE) Roundtable where our work and the work of other Boards was showcased.
- We will be deciding shortly on a common collaborative sharing platform for teaching staff in the Board. This platform will allow for seamless communication and sharing of curriculum materials as well as promoting collaboration between teachers, groups of students and outside expertise. This collaborative platform will leverage the power of technology as a communicative, collaborative tool for all staff and students within the Board.
- We are working with Pearson Learning Services to construct a longitudinal student achievement study in which student engagement and achievement are reportable and linked to this work.

Respectfully submitted by:
Scott Urquhart, Student Success Lead

- This year we have made considerable strides in the implementation of the Provincial eLearning Initiative, which consists of introducing significant numbers of teachers and students to on-line learning materials and supports, including Homework Help. This year we are offering the highest number of eLearning courses in the history of the Board. The 10 courses being offered this year will provide online credit courses for our students that, in the past did not have the opportunity to take when they needed it.
- School principals, with the support of senior staff and curriculum technology teachers, are building a collaborative 21C vision for their respective schools that includes student and staff use of technology and the use of technology to further enable parental involvement and enhance communication within their school.
- The 21C work is transformative in many ways. At the senior level, we are continuing to explore and discuss the linkages the work brings forward. These include the further use of e-curriculum, virtual partnership opportunities, increasing use of and impact of technology in teacher professional learning models, Board operations and so on.

Respectfully submitted by:
Scott Urquhart, Student Success Lead

21C Teaching and Learning Hardware Update 2013-2014

This report will highlight equipment that was purchased for the 21c initiative.

Student mobile device

In the spring of 2014 we began our investigation of which device to purchase for our Grade 4 and Grade 9 students. Our practice has been to wait until later in the school year so that we can buy the latest device at the best price.

During the 2013-2014 school year we piloted a classroom at Sioux Mountain with Lenovo Chromebooks. These were very well received by the teacher and the students. The simplicity of the Chromebook makes for a robust operating system and the Lenovo devices are built with the K-12 environment in mind. The hardware has really performed well and the units have withstood the harsh physical use put on them by young students.

After a lot of discussion primarily with the Tech Teachers the decision was made in May to purchase the Dell Chromebook. These devices were purchased through OECM buying collaboration. The device price was approximately \$295 and we purchased 850 devices for a total pre-tax cost of \$250,750. The units arrived in Mid-August and distributed to the school so the librarians could begin the inventory of the units.

The units were fully distributed to students by the fourth week of September. It was up to the individual schools as to when the devices were actually rolled out to students.

We also purchased a sleeve with unit cost of \$10.30 for a total pre-tax cost \$8755. Student will use the sleeve to transport the Chromebook.

The Chromebooks are being managed by using the Google Management portal along with an application that we purchased call Flash Panel. This allows us to push applications centrally onto all units. As well as keeping some control over our inventory. This Google Management cost approximately \$30 per unit.

Respectfully submitted by,
Del Schmucker, Information Systems Manager

Some interesting information on the Chromebooks:

- The units will boot up in 6-7 seconds.
- The units will only have a Chrome Browser.
- The devices have a battery life of 9-12 hours.
- Screen is 11.6 inches
- Nearly full size keyboard.
- Hundreds of thousands of web apps available.
- Easily managed.
- Easily integrate with Google apps
- Have limitations if not connected to the Internet
- The hard drives have been replaced by Solid State Drives
- No moving parts inside device.
- Does not use PC type programs/applications

Wireless

The Board's current Wireless infrastructure is providing wireless signals throughout all KPDSB Schools. We have 3 current centralized Wireless controllers. Two of the units are in operation and manage all access points throughout the Board. The third unit is configured to be on standby should either of the production controllers fail.

The wireless access points that are in place will need to be replaced in the next 2 years. We will be working this year on identifying costs associated with the replacement of the access points in next year's budget.

Teacher Laptops

The earliest teacher laptops that were in the original three pilot schools are now getting aged. We will be starting the budget process to begin the refresh on these laptops. We will be purchasing laptops that can easily integrate with our current docking stations so they can seamlessly integrate with the sound systems and Smart Boards in the classroom.

Older netbook

The first ASUS netbooks that we purchased have now aged and have become problematic in keeping up with the repairs and software updates. We are finding that the computing power of units with their limited memory is causing issues. With all of the of Malware, Spyware, and the required Microsoft upgrades the units need to be looked at as to how to keep them operating. We will look seriously this year as to whether the machines are actually operating sufficiently enough to consider using them for another school year or replacing them.

Respectfully submitted by:
Del Schmucker, Information Systems Manager

Repairs

We continue to have a significant number of repairs to the ASUS netbooks(pilot schools and first generation). We are using parts from the Grade 8 returned netbooks to repair broken machines. The majority of physical problems include broken screens and failed hard drives. Since we are using recycled parts the actual part cost is not significant.

Smart Boards

Smart Boards were purchased in the summer of 2013 for the remaining elementary classrooms. There was quite a delay in getting the units so they didn't arrive until late fall. We struggled as a system to get the units installed. We finally did get a contractor to complete the installation. Every elementary classroom now has a Smart Board.

Respectfully submitted by:
Del Schmucker, Information Systems Manager

Keewatin-Patricia District School Board

November 11, 2014

NOTICE OF MOTION

THAT the verbal report on Policy 308, Concussions, be received.

THAT Policy 308, Concussions, be adopted by the Board and reviewed in year 2015.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board to develop and implement policies and procedures that create awareness of the seriousness of concussions, along with strategies for the prevention of concussions, the identification and management of diagnosed concussions, and training for school board staff and school volunteers. It is also the policy of the Keewatin-Patricia School Board to work with community partners to promote awareness and prevention of concussions.

Rationale

Recent research has made it clear that a concussion can have a significant impact on a student's cognitive and physical abilities. In fact, research shows that activities that require concentration can actually cause a student's concussion symptoms to reoccur or worsen. It is equally important to help students as they "return to learn" in the classroom as it is to help them "return to physical activity".

Definitions

Concussion is the term for a clinical diagnosis that is made by a medical doctor or a nurse practitioner.

A concussion:

1. Is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
2. May be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;

3. Can occur even if there has been no loss of consciousness (in fact most concussions occur without loss of consciousness); and
4. Cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

Guidelines

We recognize that educators and school staff play a crucial role in the identification of a suspected concussion, as well as the ongoing monitoring and management of a student with a concussion. Awareness of the signs and symptoms of concussions and knowledge of how to properly manage a diagnosed concussion is critical in a student's recovery and is essential in helping to prevent the student from returning to learning or physical activities too soon and risking further complications. Ultimately, this awareness and knowledge could help contribute to the student's long term health and academic success. As part of the Keewatin-Patricia District School Board's Policy on Concussions, the procedures document will reflect the following components:

1. Development of Awareness of Concussions
2. Prevention of Concussions
3. Identification of Concussions
4. Management of Procedures for a Diagnosed Concussion
5. Regular and Ongoing Training on Concussions

Keewatin-Patricia District School Board

November 11, 2014

NOTICE OF MOTION

THAT the verbal report on Policy 210, Expenses of Trustees and Appointed Members, be received.

THAT Policy 210, Expenses of Trustees and Appointed Members, be approved as presented and reviewed in year 2018.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board that trustees and appointed non-trustee members of Board committees be reimbursed for reasonable, authorized expenses incurred in the course of fulfilling their duties on behalf of the Board.

Rationale

The Education Act permits the Board to reimburse trustees and non-trustee members of Board committees for:

- i) Travel expenses to attend Board and committee meetings;
- ii) Out-of-pocket expenses for other travel authorized by the Board;
- iii) Other out-of-pocket expenses reasonably incurred in connection with carrying out the responsibilities of a board or committee member

Given the large geographic area and remote location of the Board, it is necessary for trustees and committee members to incur travel and other expenses to participate effectively and to carry out their responsibilities on behalf of the Board.

Guidelines

1.0 Scope

- 1.1 This policy applies to the following individuals: elected trustees, student trustees, trustees appointed to represent the interests of First Nation students, appointed non-trustee members of Board committees, and School Council members. This policy does not apply to employees of the Board or volunteers acting under the direction of Board employees (see Policy #602). This policy applies to all expenses of trustees and appointed members, whether they are paid out-of-pocket and claimed for reimbursement, paid by Board procurement card, or direct-billed to the Board.

2.0 Claims for Reimbursement

- 2.1 Claims for reimbursement of expenses, with original receipts attached, must be submitted to the appropriate approving authority using the designated expense claim form. Where a credit or debit card was used, the itemized/detailed sales slip must be provided. The approving authority will determine the amount of reimbursement to be made on the basis of policy guidelines and rates approved by the Board.

- 2.2 With respect to the above requirement for original receipts, where original receipts are not available because they have been submitted to the Ministry of Education or other funding agency, photocopies of receipts will be accepted at the discretion of the approving authority.
- 2.3 Expense claims should be submitted on a timely basis. Individuals may not be reimbursed for expenses submitted more than 2 months after the end of the month in which they were incurred.
- 2.4 Approving authorities for claims for reimbursement of expenses are as follows:

<u>Claimant</u>	<u>Certifies Policy Compliance</u>	<u>Approves Payment</u>
Board Chair	Supt. of Business	Director of Education
Trustee	Board Chair	Board Chair
Committee Member	Board Chair	Board Chair
School Council Member	School Principal or Supt. of Education	Supt. of Education

3.0 Cash Advances

- 3.1 Except as noted below, cash advances are not provided for the purpose of travel and meeting expenses. Trustees and individuals who are expected to regularly incur travel and meeting expenses may be provided with a board purchasing card to reduce their personal cash outlays in the performance of their duties.
- 3.2 In order to avoid financial hardship, a cash advance may be granted to an individual that has been authorized to incur travel and meeting expenses, upon the approval of the Director of Education or designate (e.g. a student trustee or committee member traveling to a conference outside the jurisdiction of the Board.)

4.0 Purchasing Cards

- 4.1 In recognition of the need to trustees in our jurisdiction to incur significant expenses for travel, meals and other items to carry out their duties, trustees may be issued board purchasing cards with a credit limit of \$2,000.00.

- 4.2 Trustees accepting purchasing cards will be required to sign the standard cardholder agreement and submit detailed card receipts to the Chair of the Board or designate with explanations on a monthly basis. For all purchasing card transactions, the itemized/detailed sales slip must be provided. Trustees not in compliance will have their cardholder privileges revoked.

5.0 Direct Billing and Direct Payments

- 5.1 The Director of Education or appropriate Superintendent may authorize the following, provided other required authorizations are in place:

- i) Direct payment of registration fees on behalf of an individual for a specific event.
- ii) Purchase of travel tickets on behalf of an individual for a specific event.
- iii) Purchase of standard equipment, supplies, & services for trustees (e.g. computer, fax, printer, telephone/fax line, Internet service.)

- 5.2 Processing of any direct billings and payments must be approved by the Director of Education or the appropriate Superintendent.

- 5.3 The Board is to be reimbursed for any ineligible expenses included in direct billings.

6.0 Travel and Meals

- 6.1 Reasonable out-of-pocket and automobile per-kilometer expenses for authorized travel may be claimed for reimbursement and the amounts paid are subject to maximums and/or rates established from time to time by Board resolution (see Appendix A). In setting rates the Board will consult with external sources such as the Canadian Automobile Association, Canada Revenue Agency, other school boards, the Ontario Public Service, etc.

- 6.2 Travel within the jurisdiction of the Board shall be by Board-owned vehicle or, where a Board-owned vehicle is unavailable or impractical, by personal vehicle or rental vehicle. Individuals using personal vehicles will receive a per-kilometer allowance for authorized travel beyond normal home to work travel.

Individuals claiming a per-kilometer allowance may not claim vehicle operating expenses (e.g. gasoline, repairs) for the same trip. The Board will not reimburse fines for traffic and parking violations. Individuals opting to accept reimbursement of gasoline costs-only shall claim them on an expense claim form and shall not use a Board purchasing card to buy gasoline for a personal vehicle.

- 6.3 It is expected that individuals travelling outside the jurisdiction of the Board will use the most cost-effective means of travel. If a personal vehicle is used, the approving authority may determine that the amount eligible for reimbursement is the lesser of the regular allowance per kilometer plus other allowable expenses and the applicable commercial fares.
- 6.4 Amounts claimed for accommodation, commercial transportation, registrations, and miscellaneous expenditures must be supported by original invoices or receipts. Amounts claimed for meals are subject to maximums established from time to time by the Board, and receipts are required (see Guideline 2.1) Meals cannot be claimed in situations where an alternative meal is provided at no expense to the individual (e.g. as part of a conference package).
- i) Individuals may incur authorized expenses for single accommodation in a standard room.
 - ii) In lieu of incurring authorized expenses for single accommodation in a standard room, a maximum of \$30 per night is allowed for accommodation including any meals for private stays with family or friends at a location other than the claimant's principal residence. Instead of a receipt, you must submit a written explanation identifying the host and the number of days you stayed. The \$30 value may be given in the form of a small gift (which must be accompanied by a receipt) or by cash or cheque.
- 6.5 Individuals are expected to travel in the most practical mode (such as sharing vehicles, using Board vehicles, obtaining reduced air fares, etc.). Approving authorities may limit reimbursement amounts where this practice has not been followed. Preference shall be given to services offering specifically negotiated (e.g. "government") rates.
- 6.6 Certain expenses may be paid for directly from board accounts (e.g. airfare) Individuals are expected to pay all other travel and meal expenses and claim reimbursement for approved amounts (less any amounts charged to a board purchasing card.)

6.7 Meal expenses can be claimed for reimbursement if:

- i) The individual is required to remain overnight at a location other than their home, or
- ii) The individual is required to be more than 40 km from his/her home or normal work location at the regular meal time.

Where a claimant is eligible to claim for more than one meal for any day, the maximum amounts for each meal may be combined. For example, the claimant could claim over the maximum amount on one meal, and less than the maximum amount on another meal, so long as the total claimed does not exceed the combined maximum. Alternatively, the meal limits for two or more meals may be combined to form a maximum amount for a single meal. (Example: breakfast and lunch may be combined to be claimed as "brunch.") Note that the claimant must not combine maximum amounts for ineligible meals, such as when a meal is provided at no cost to the claimant as part of a conference or meeting.

6.8 Reasonable personal telephone expenses to the individual's home community can be claimed provided the individual is required to remain overnight at a location other than their home. Individuals are encouraged to use calling cards to limit the cost to the board and maximize available calling time.

6.9 Reasonable gratuities for meals, taxis, hotel room services, and porters may be incurred. Examples of reasonable amounts for gratuities are:

- i) 10%-15% on a restaurant meal
- ii) 10% on a taxi fare
- iii) \$2-\$5 for housekeeping for up to two nights in a hotel, up to \$10 for a longer stay
- iv) \$2-\$5 per bag for a porter

6.10 Alcoholic beverages are not an eligible expense under this policy. (See Policy 602 re alcohol in connection with Hospitality events.)

6.11 Authorization

- i) Trustees

Travel to meetings and other travel on Board business, including incurring related meal expenses, within the jurisdiction of the Board is deemed to be authorized.

Travel outside the jurisdiction of the Board must be authorized by specific Board resolution.

ii) Board Chair

Travel to meetings and other Board related travel within the jurisdiction of the Board is deemed to be authorized. Travel outside the jurisdiction of the Board on the business of the Board is deemed to be authorized. The Board Chair will keep the Board informed concerning outside travel.

iii) School Council Members and Non-Trustee Committee Members

Travel to regularly scheduled committee meetings is deemed to be authorized. Any other travel or meal expense must be authorized by specific board resolution.

7.0 Meeting Expenses

7.1 In some situations it may be more efficient and/or economical to locate a meeting in an outside facility and/or to provide meals for meeting participants (e.g. in conjunction with board or committee meetings). These situations must be authorized in advance by the Board Chair or Director of Education.

7.2 Invoices for meeting accommodation and related meals must be approved by the authorizing official.

8.0 Other Expenses

8.1 Office Expenses

~~Trustees may be provided with the following standard items at board expense during their term of office for use on board business:~~

- ~~i) laptop computer~~
- ~~ii) printer~~
- ~~iii) Internet service~~
- ~~iv) desk and chair~~
- ~~v) reasonable office supplies (printer ink, stationery items)~~

8.1 Office Expenses (Effective December 1, 2014)

Trustees may procure and claim reimbursement for the following items:

Reimbursable Items	Maximum in first year of term	Maximum/year in subsequent years of term
One of: laptop or tablet computer with WiFi and 10" or larger screen (excluding cellular data services)*	\$1,000.00	\$0.00
Printer or Multi-function Device	\$500.00	\$0.00
Internet service	\$750.00	\$750.00
Stationery, printer ink or toner, and other office supplies	\$500.00	\$500.00

*** Does not apply to student trustees as they are provided with devices by the schools.**

The claims approval process shall be in accordance with Guideline 2 above. Once a monthly claim amount for Internet service has been submitted and approved, this amount shall be paid monthly until the yearly maximum is reached or the Board is advised that the service has been discontinued. Trustees must submit a new claim for Internet service each year of their term.

Trustees also have the option of using their board-issued purchasing card to pay for office expenses provided they comply with the above limits.

Trustees may request the Director of Education or designate to arrange for the purchase of any of the above goods or services on their behalf by the Board in which case the Board will choose the supplier and the goods or services to be purchased in consultation with the trustee, and the Board will cover the full cost.

All trustees shall be provided with necessary technical support upon request to the I.T. Manager.

Non-consumable items are considered to be the property of the Board during the trustee's term of office. At the end of the full term of office, items shall become the property of the trustee. Trustees who resign prior to the end of their full term shall turn in all board property to the Director of Education or designate.

8.2 Cell Phone Allowance

Upon request, trustees may be provided with a cell phone allowance of \$30 per month during their term of office. As a condition of receiving the allowance trustees must provide their personal cell phone number and a copy of their cell phone bill and agree that they may be contacted by other trustees and board staff on board business at reasonable hours.

Cell phone allowances will be treated as a taxable benefit and the Board will issue T2200 tax forms upon request to permit trustees in receipt of the allowance to claim the expenses of their personal cell phone.

Requests for any other equipment, supplies, or services by individuals may be considered and approved by the Board at its discretion.

8.3 Child Care

Trustees may claim out-of-pocket expenses for child care (dependent children 12 and under) incurred as a result of attending meetings or conferences on behalf of the Board. The total amount claimed cannot exceed \$50.00 per day or \$500.00 per year (December 1 to November 30).

8.4 Miscellaneous

Individuals seeking reimbursement for any other type of expense should obtain approval from the Board, preferably in advance. Unless board approval is obtained by specific resolution, the claim shall be denied. For clarification, the following expenses are deemed ineligible:

- i) donations and fund raising events of other organizations
- ii) loss of wages or vacation time
- iii) political activities or events
- iv) household expenses

9.0 **Budgeting and Reporting**

9.1 An annual budget for trustee expenses shall be prepared and approved as part of the annual budget estimates process for the Board. The budget shall include provisions for:

- i) travel, accommodation, and meal costs
- ii) meeting costs
- iii) professional development including trustee conferences
- iv) equipment costs
- v) telephone and data line costs
- vi) advertising costs for board & committee meetings
- vii) miscellaneous costs including gifts of appreciation, condolences, etc.

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.

10.0 **Audit**

10.1 The Superintendent of Business is responsible for the periodic review and audit of travel and meeting expenditures to ensure adherence to this policy. The results of the review and audit shall be reported to the Audit Committee.

DRAFT
November 11, 2014

APPROVED RATES FOR EXPENSE CLAIM PURPOSES

MILEAGE CLAIMS (rate per km)

For the first 5,000 business kilometers claimed per year \$0.49

For any additional business kilometers in that year \$0.43

Note: The reporting year for trustees is December 1st to November 30th
The reporting year for all others is September 1st to August 31st

Exception: Where a board vehicle was available and was not used \$0.10

CLAIMS FOR MEALS (Includes gratuities and gross taxes)

Breakfast	Maximum amount	\$15.00
Lunch	Maximum amount	\$20.00
Dinner	Maximum amount	\$50.00

Note: If more than one meal per day is eligible to be claimed, limits may be combined.

Personal Telephone Expenses (guideline 6.8)

To a maximum of \$5.00 per day

CHILD CARE EXPENSES (Trustees only)

Maximum amount that can be claimed per day	\$50.00
Maximum amount that can be claimed per year	\$500.00

Kenora - Head Office
240 Veterans Drive, 4th Floor
Kenora, Ontario P9N 3Y5
Phone: (807) 468-5571
Fax: (807) 468-3857
Toll Free: 1-877-275-7771

Dryden Office
79 Casimir Ave
Dryden, Ontario P8N 2Z6
Phone: (807) 223-5311
Fax: (807) 223-4703
Toll Free: 1-877-287-5430



DRAFT – November 11, 2014

Trustee Cell Phone Allowance

See Policy 210 Expenses of Trustees and Appointed Members for terms and conditions governing cell phone allowances

Trustee Name: _____ Cell Phone #: _____

Trustee Agreement

I have read the board policy 210 Section 8.2 Cell Phone Allowance and agree to its terms and conditions.

Trustee's Signature

Date

Trustee: Please fill in the form, scan and send it to the Board Chair along with a copy of a current cell phone bill.

Authorization of Board Chair

I hereby authorize the payment of a \$30 per month cell phone allowance commencing on the following date: _____.

Board Chair's Signature

Date

Board Chair: Please authorize the allowance and send the form and cell phone bill on to
pam.ricklefs@kpdsb.on.ca

Code cell phone allowance to 31-40510-6000-700

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

November 11, 2014

NOTICE OF MOTION

THAT the verbal report on By-law #62 be received.

THAT By-law #62, being a by-law to authorize the tax levy for 2015, be taken as read a first time.

THAT By-law #62, being a by-law to authorize the tax levy for 2015, be taken as read a second time.

THAT the rules of order be suspended to allow third and final reading of By-law #62.

THAT By-law #62, being a by-law to authorize the tax levy for 2015, be taken as read a third time and finally passed.

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

BY-LAW #62

**BEING A BY-LAW TO PROVIDE FOR THE 2015 TAX LEVY IN LOCALITIES WITHIN
THE AREA JURISDICTION OF KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD**

Whereas subsection 257.7(1) of the Education Act (Act) requires the Board to levy the tax rates prescribed under section 257.12 of the Act;

And whereas Ontario Regulation 400/98 prescribes the tax rates under subsection 257.12(1) of the Act;

Now therefore the Board enacts as follows:

The rates set out in Regulation 400/98 for 2015 are hereby levied in localities within the area of jurisdiction of the Board on the property indicated in section 257.7 of the Act.

READ A FIRST TIME THIS 11th DAY OF November, 2014

READ A SECOND TIME THIS 11th DAY OF November, 2014

READ A THIRD TIME AND FINALLY PASSED

THIS 11th DAY OF November, 2014

Chair

Secretary

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

November 11, 2014

NOTICE OF MOTION

Whereas the Native Education Advisory Council has recommended the implementation of a junior elementary Ojibway language pilot project, be it resolved that the Administration be directed to study the feasibility of such a project and report its finding to the Board at the January 13, 2015, Regular Board Meeting.