

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING # 8

Tuesday, September 9, 2014
Time: 7:00 p.m.
Open Roads Public 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
 - June 10, 2014 – Regular Board Meeting
 - July 28, 2014 – Special Board Meeting
7. Presentations/Delegations
8. Observer Comments
9. Presentation of Reports and Accompanying Motions
 - 9.01 Education
 - A. **Students Come First**
 - ***Endless Possibilities*** (Syrena Lalonde)
 - B. Early Primary Collaborative Inquiry in Mathematics – Lillian Berg PS
 - C. Meno Ya Win Health Centre Report
 - D. 2014-15 Special Education Plan
 - 9.02 Executive Committee
 - A. Award and Scholarship Recipients
 - i) Good Citizenship Award
 - ii) Secondary School Scholarships and Awards
 - B. Compliance Audit Committee – Municipal Elections Act
 - C. OPSBA First Nation Trustees Council Meeting Update
 - 9.03 O.P.S.B.A. Update
 - 9.04 Parent Involvement Committee/School Council Reports (nil)

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

- 9.05 Operations
 - A. Queen Elizabeth DHS Planning Update
- 9.06 Finance (nil)
- 9.07 Human Resources (nil)
- 9.08 Student Trustee
- 9.09 Special Education Advisory Committee
- 9.10 Native Education Advisory Council
- 10. Other Motions
- 11. Correspondence
- 12. New Business
- 13. Observer Comments
- 14. Next Meeting Date
October 14, 2014
Kenora Education Centre
Kenora, Ontario
- 15. Adjournment

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #7

The minutes of Regular Board Meeting # 7 of the Keewatin-Patricia District School Board held June 10, 2014 at Keewatin Patricia District School Board.

Call to Order	The meeting was called to order at 7:00 p.m.				
Roll Call	B. Gauthier C. Marcino M. Ott D. Sidders	S. Boucha B. O'Donohue (vc) D. Penney D. Wilkinson	R. Onysko G. Seaton (vc) T. Dalzell (vc) Norman Beardy-Miles (student trustee 2014-2015 yr)		
Absent with Regret	G. Kleist				
Officials	Sean Monteith, Dean Carrie, Caryl Hron, Joan Kantola, Steve Poling, Heather Mutch				
Also Present	Media, Staff and interested public.				
Agenda	Moved by: Seconded by:	C. Marcino S. Boucha			
Motion	188-14	THAT the agenda for Regular Board Meeting of June 10, 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:	S. Boucha C. Marcino			
Motion	189-14	THAT the minutes of Regular Board Meeting held May 13, 2014 having been duly circulated be confirmed.			
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED
		Binding	FOR 10	OPPOSED 0	CARRIED
Presentation	Judy Underwood and Melanie Kozak explained the "Making Kenora Home" Program in Kenora. They explained how the local schools have been involved in the program and in "The Action against Poverty Week" and would like to request support at the Board level in the future.				
Observer Comments	None				
Students Come First	Students from Beaver Brae Secondary School performed individual acts. They were thanked by D. Penney and other Trustees for sharing their amazing talent.				

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

Transitions North
Classroom

Moved by: C. Marcino
Seconded by: S. Boucha

Motion 190-14 THAT the Transitions North Classroom Report and the Phoenix Program 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: S. Boucha
Seconded by: C. Marcino

Motion 191-14 THAT the verbal update be received

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

School Council reports

Moved by: C. Marcino
Seconded by: S. Boucha

Motion 192-14 THAT the school council update for the following schools be received:

- | | |
|-----------------------------|-----------------------|
| ➤ Ear Falls | ➤ Open Roads PS |
| ➤ Evergreen PS | ➤ Red Lake-Madsen PS |
| ➤ Golden Learning Centre PS | ➤ Sioux Mountain PS |
| ➤ Ignace PS | ➤ Sioux Narrows PS |
| ➤ Keewatin PS | ➤ Valleyview PS |
| ➤ King George VI PS | ➤ Beaver Brae SS |
| ➤ Lillian Berg PS | ➤ Dryden High School |
| ➤ New Prospect PS | ➤ Queen Elizabeth DHS |
| | ➤ Red Lake DHS |

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

QEDHS Planning Update

Moved by: S. Boucha
Seconded by: C. Marcino

Motion 193-14 THAT the Queen Elizabeth District High School Planning Update be received.

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

Budget Estimates

Moved by: C. Marcino
Seconded by: S. Boucha

Motion 194-14 THAT the verbal report on the 2014-15 Budget Estimates be received

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

Trustee O'Donohue left the meeting at 8:35 p.m. due to technical difficulties.

Moved by: C. Marcino
Seconded by: S. Boucha

Motion 195-14 THAT the 2014-15 Budget Estimates be approved as presented.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	9	OPPOSED	0	CARRIED

Moved by: C. Marcino
Seconded by: S. Boucha

Motion 196-14 WHEREAS the total amount of the estimated revenues of the Keewatin-Patricia District School Board as set out in its 2014-15 Estimates, not including revenues derivable from the sale of assets, borrowings, or issues of debentures or from surplus is Eighty Six Million Three Hundred and Thirty Four Thousand Nine Hundred and Fourteen Dollars (\$86,334,914.00)

AND WHEREAS the Keewatin-Patricia District School Board deems it necessary to borrow up to the sum of Five Million dollars (\$5,000,000.00) to meet, until the current revenue has been received, its current expenditures as defined by the Education Act for the 2014-15 fiscal year and the debt charges of the Board in such year.

NOW THEREFORE BE IT RESOLVED

THAT Dean Carrie is hereby authorized to borrow on behalf of the Keewatin Patricia District School Board from TD Canada Trust from time to time by way of overdraft or promissory note or bankers' acceptance a sum or sums not exceeding at any one time Five Million Dollars (\$5,000,000.00)

THAT all sums borrowed pursuant to the authority of this resolution as well as all other sums borrowed in this year and in any previous year from the said bank for the aforesaid purposes shall, with interest thereon, be a charge upon the whole of the revenues of the Board for the current year and all preceding years as and when such revenues are received.

THAT Dean Carrie is hereby authorized and directed to apply in payment of all sums borrowed as aforesaid, together with interest thereon, all of the monies hereafter collected or received whether on account or realized in respect of the taxes levied for the current year and preceding years, or from any other source, which may lawfully be applied for such purposes.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	9	OPPOSED	0	CARRIED

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

Motion 197-14 THAT the Student Trustee verbal update be received.

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

Trustee O'Donohue returned to the meeting at 8:41

Moved by: D. Wilkinson
Seconded by: C. Marcino

Motion 198-14

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

Trustee Penney noted that this was Taylor Dalzell's last meeting as Student Trustee. Taylor was thanked by Trustee Penney on behalf of all the Trustees of the Board.

Trustee O'Donohue left the meeting at 9:15 due to technical difficulties.

Observer Comments

Heather Mutch, Principal of Keewatin Public School, thanked the Trustees for the opportunity to host the Board Meeting at the school and looks forward to the next visit.

Chair Penney thanked Heather Mutch and staff for the school tour and hospitality shown while hosting the meeting at Keewatin Public School.

Adjournment

Moved by: C. Marcino
Seconded by: D. Wilkinson

Motion 199-14

THAT the meeting adjourn at 9:17 p.m.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	9	OPPOSED	0	CARRIED

Chair

Secretary

SPECIAL BOARD MEETING

Keewatin-Patricia District School Board

September 9, 2014

NOTICE OF MOTION

THAT the report on the Early Primary Collaborative Inquiry in Mathematics at Lillian Berg PS be received.



Lillian Berg Public School (KPDSB) Early Primary Collaborative Inquiry 2013-14

Lillian Berg School is a small rural school in the community of Vermillion Bay, ON situated on beautiful Eagle Lake. Vermillion Bay is 40 km west of Dryden & 100 km east of Kenora. We have 77 students in our school ranging from K-8. All our classrooms are double graded.

Who are the co-learners/co-investigators on your team?

Name of co-learners/co-investigators	Role
Megan Gadd	Kindergarten Teacher (Oct. 15-Feb. 15) Grade 3/4 (Feb. 15 – present)
Sara Wilson	ECE in K room
Jolie Kujansuu	Grade 1/2 Teacher
Shannon Elliott	Grade 5/6 Teacher
Arin Boyko	SERT
Tanis Mitani-Oberg	Principal

What is your area of study and question?

First Question:

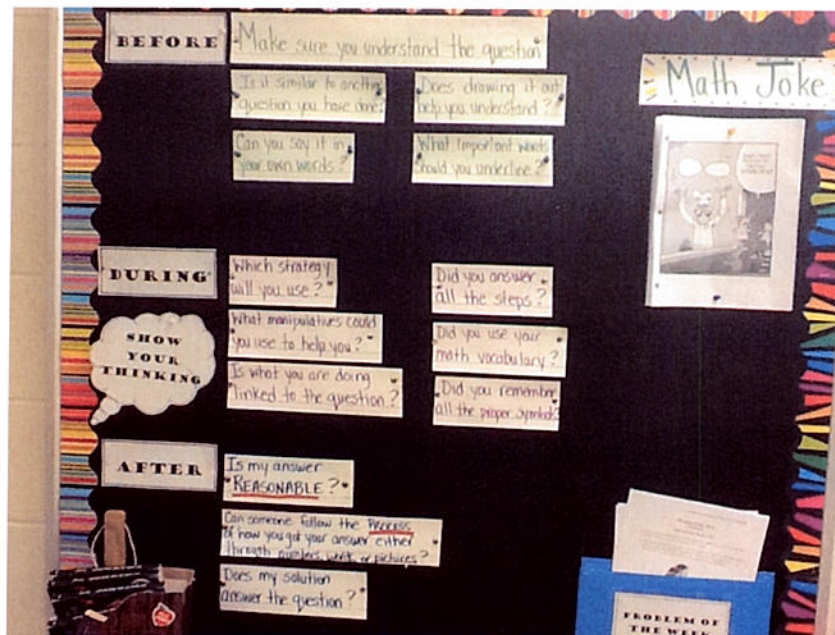
If we challenge students to explore authentic problems and inquiry based tasks, then they will independently communicate their mathematical thinking.

Revision #1: (Disclaimer – it's a little wordy!)

If we, as educational provocateurs, through responsive inquiry based pedagogy, provide students with opportunities to engage and reflect in a variety of best practice tasks (ie. open ended questions, parallel tasks, explicit teaching etc.); then there will be a deepening of student learning through their demonstration of independent mathematical thinking and communication.

Revision #2:

If we promote thinking, Before, During and After and use probing questions then there will be a deepening of student learning through their demonstration of independent mathematical thinking and communication.



**Before, During & After
Prompts from the Grade
5/6 Room**

What are we learning from research?

Resources:

Making Thinking Visible by Ron Ritchhart, Mark Church, Karin Morrison

Good Questions – Great Ways to Differentiate Mathematics Instruction by Marian Small

Good Questions for Math Teaching – Why Ask Them and What to Ask Grades K-6 by Peter Sullivan and Pat Lilburn

Learning and Teaching Early Math: The Learning Trajectories Approach by Douglas H. Clements and Julie Sarama

LNS Monographs:

Third Teacher, Pedagogical Documentation, Collaborative Teacher Inquiry, Communication in the Math Classroom & Asking Effective Questions

Articles:

Composing and Decomposing Numbers: Five and Ten by the Clarington Lesson Study Team (KPRDSB) <http://www.tmerc.ca/m4yc/clarington.html>

Developing “Five-ness” in Kindergarten by Janice Novakowski

Opportunities to work with SWST and Math SAT:

Theresa Lambert (SWST) and Marcel Arsenault (Math SAT)

Theories of Action:

Statement:

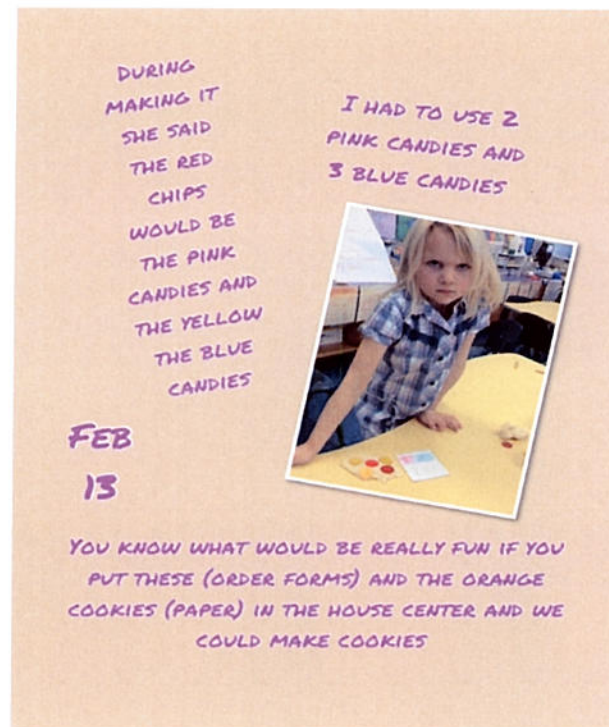
Theories of Action that guided our inquiry included the Constructivist Theory which focuses on teaching and learning that are based on children constructing their own knowledge and conceptual understanding through their own activity. More specifically, Vygotsky's theory which focuses on three major areas: Social Interaction, The More Knowledgeable Other (MKO), and The Zone of Proximal Development (ZPD). Under the Constructivist Theory umbrella we also applied the concepts of Problem-Based Learning (PBL). PBL allows students to apply knowledge to new situations and helps develop their critical thinking and creative skills. Students are self-directed problem solvers and teachers are there to guide the learning.

We applied these theories in the following ways in our classrooms:

- BANSHO & small group work where students worked on multi-strand or open-ended questions together discussing the problem and sharing possible solutions. This promoted social interaction, problem-based learning, and sometimes working with the More Knowledgeable Other to help reach their ZPD.
- Open-Ended Questions that allow for more than one right answer allowed for differentiation and to meet the ZPD for each student, as well as promote critical thinking and having students apply their knowledge in new situations rather than just recall facts.
- Play-based activities and math games which promoted social interaction and self-discovery. Examples included, various kindergarten centres such as, the shopping centre, kitchen centre, and blocks, as well as, math board games, and online math games.
- Probing Questions during small group work or while students are playing at centres were used to help meet the needs of students' ZPD

What are we learning?

- Students are telling us more about what they are thinking – explaining how or what they are thinking
- Students are labelling and organizing their work
- Students are starting to put number knowledge into play and applying it to real life



K student taking what was explicitly taught and taking it into her play

- Learning is more visible in student work
- Feedback is more specific because you can see exactly where the students are making errors
- Feedback is more timely as it is done right when the student is sharing his/her thinking
- Students are gaining confidence
- We need a balance of explicit teaching, small group instruction, exploration & independent practice
- Stable learning communities have led to comfort with each other and risk taking
- Thinking is a process and not just the end product
- Mathematical learning is a continuum across ages and grades
- Collaboration between teachers furthers the continuity when students move through the grades
- Using different forms of technology to document student learning allows us another window into their thinking (Explain Everything app, Pic Collage, videotaping, photos)
- Initial questions can be revised
- The more we learned, the more we realized we had to learn more – endless process
- Asking the “just right” question isn’t easy

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

- Finding the right kind of problem to give the students can be tricky “Questions that encourage students to do more than recall known facts have the potential to stimulate thinking and reasoning. To emphasize problem solving, application and the development of a variety of thinking skills it is vital that we pay more attention to improving our questioning in mathematics lessons. Teachers should use questions that develop their students’ higher levels of thinking. Good questions... require more than remembering a fact or reproducing a skill... students can learn by answering the questions, and the teacher learns about each student from the attempt... there may be several acceptable answers.” Good Questions for Math Teaching – Why Ask Them and What to Ask Grades K-6 by Peter Sullivan and Pat Lilburn

Building Names with Tens and Ones in the Grade 1/2 Class



Next Steps:

- Students need opportunities to practice the strategies, skills and new learning
- How do we get kids to remember new learning in order to apply it later on
- Continue to focus on multi-strand problems or open-ended tasks
- Continue to collaborate across grades
- Continue this next year as we are just scratching the surface
- Continue to use a variety of technology to support student learning

Possible Limitations:

- Are students getting better at explaining their thinking or are they just more comfortable answering these types of questions?
- Was it their understanding of the math concept or lack of understanding of the concept that was making it easier or harder to explain their thinking?
- Have the students had enough time to embed their new thinking strategies so that they will continue to do it next year when they have a new teacher?

Teacher Reflection:

Thoughts from our Teachers:

"My grade 1 & 2 students are much more willing/confident to share their thinking as they work through tasks. Capturing their thinking as it is happening is much more insightful, than having them try to explain their thinking from an end product."

"What is 5? Such a simple question was able to lead into so many areas of learning. We talked about strategies, manipulatives, stories. From one question we were able to dig deeper into learning numbers than we had before. Students were beginning to make the multi strand connections. For example - connecting time and numeracy: "5 minutes left is like a 5 frame!"

"Using PicCollage to document student work and record their thinking allowed me to see more of how the students understood the process. Having them explain what they did or what their pictures were about, encouraged them to reflect on what they had done, begin making authentic connections as well as held them accountable for their thinking."

"Finding ways to prompt students while they are thinking about a math problem without giving them a hint or swaying their thinking can be tricky. It was something we had to be very conscious about."

"We found we needed to name their thinking for the students so they could apply previous knowledge to new situations. We explicitly told them the connections they were making."

"We feel learning is more explicit when the students slow down and have to think and talk about what they are doing."

"We are shifting our thinking from looking at the end product that students were producing and focused more on the process while the students were working."

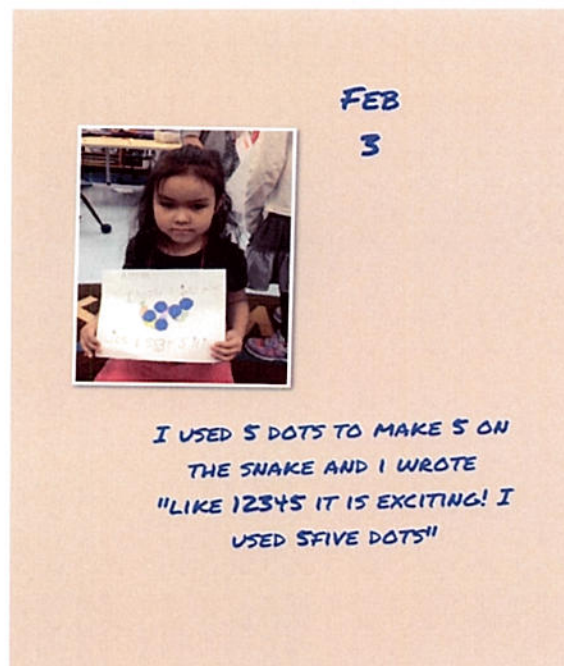
All stakeholders create a culture of learning so that students come first.

"We feel it is easier to give accurate and specific feedback to students because you can see the exact spot where they have made their errors when we listen to them explain how they solved the problems."

"The students seem to have more confidence because they can see what they got right and that there is not only one way to get an answer as long as they can explain how they got their answer."

"I'm excited about seeing different strategies the students used and that leads them to get excited too!"

K Student excited about her new learning



"Students need exposure to different applications, a balance of explicit teaching, small group instruction, time to practice new skills and time to explore in order to expand their thinking."

"At the beginning, documentation was anything and everything, it was taking picture after picture without realizing why you were taking that picture other than to gather documentation. As time went on and my understanding of the process of documenting and gathering developed I was able to begin taking more purposeful pictures and making meaningful notes about it."

"I think it is ok to start off taking picture after picture and not necessarily fully having your purpose but as you develop the confidence and routine of taking documentation you need

to start becoming more purposeful. The documentation you take in the beginning will/should be different than the end of the year. Just as your students are growing so are you. “

Thoughts from our Principal:

“Being a small school, we had a hard time getting going on our PLC’s , we didn’t know if we should join another school within our Board to collaborate with similar grade groups like our Grade 7/8 teacher was doing, or for the remainder of us to try to have a whole school Year 1- Grade 6 PLC. Well, what we decided to do was to work together as a small group and to be honest, this EPCI group worked and hard! This teacher driven inquiry absolutely focused on what was best for kids and the teacher efficacy and learning that was supported by the whole group led to a positive collaborative process. The climate within our group was established and everyone was comfortable discussing, learning and working together. The remarkable benefits of working together enhanced our understanding of communication and its impact on teacher learning as well as student learning. Our school is small like a family, and everyone knows everyone and everyone has taught most of the students at one point. The alignment and consistency that was brought to the table at each and every meeting benefited the whole school community. We soon realized how lucky we were to be able to help and assist one another with challenges, but also to take pride in successes as well. When we first started on this journey, we did not know what to expect, but now as a journey comes to an end, we realize that this is not the end of what we have just began, it really is just the beginning.....”

“We don’t inquire to eliminate alternatives but to find more functional understandings- to create diversity, broaden our thinking and ask more complex questions.” (Burke and Short 1991)

- ❖ The more I live, the more I learn. The more I learn, the more I realize, the less I know. Michel Legrand
- ❖ Tell me and I’ll forget, show me and I may remember, involve me and I’ll understand. Chinese proverb
- ❖ Education and learning are tools of empowerment!

Keewatin-Patricia District School Board

September 9, 2014

NOTICE OF MOTION

THAT the Meno Ya Win Health Centre Report be received.

Meno Ya Win Health Centre Report

The Keewatin-Patricia District Board partnered with the Meno Ya Win Health Centre and The Sioux Lookout First Nation Health Authority to support expectant mothers and their families, as part of a pilot project funded by the Ministry of Education. The pilot project's objective was to provide academic programming for expectant moms and their young children during their prolonged stays at the Meno Ya Win Health Centre. These children would normally attend their First Nation's Schools in their home communities, but were not attending school while their mothers received care. This pilot project provided educational support for both these young children and their expectant mothers.

As part of the pilot project, daily instruction for children and their mothers was provided by qualified teachers employed by the Keewatin-Patricia District School Board. As part of this partnership, a classroom was established in the Health Centre where the young children attended school daily. The elementary program focused on reading, writing and oral language skills, as well as computer and technology skills. Instruction for the young mothers was delivered in a one to one setting to meet the specific requirements and needs of each student. These young moms received this personalized support, as they continued to work towards obtaining their high school credits to eventually achieve their high school diploma.

Michael Boos, Principal of Sioux Mountain PS was the local administrator who supervised the teacher, Danielle Gibson and the ECE worker, Shannon Dumonski. Wayne Mercer, Vice-Principal of Queen Elizabeth DHS supervised Angelynn Koss who was the continuing education teacher who worked with the young moms in this pilot project. Scott Urquhart, Student Success Lead and Caryl Hron, Superintendent of Education for the Keewatin-Patricia District School Board oversaw the project at the board level. David Murray the CEO of the Meno Ya Win Health Centre and Jim Morris from the Sioux Lookout First Nations Health Authority provided health related programs and the instructional space for the classroom.

The pilot project was only in place for a few months (March 2014-June 2014), and a good part of this time was spent communicating the program to families in the north, as well as building trusting relationships with these Aboriginal Communities. This year if funding is available the Keewatin-Patricia District School Board would look at expanding the partnerships to provide programming for other mothers and their children in the Sioux Lookout area.

Respectfully submitted by,
Caryl Hron, Superintendent of Education
Scott Urquhart, Student Success Lead

WWW.KPDSB.ON.CA

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



Sioux Lookout
First Nations
Health Authority



SIoux LOOKOUT
Meno Ya Win
HEALTH CENTRE



Working together to support families!

The Keewatin-Patricia District School Board, the Sioux Lookout Meno Ya Win Health Centre, and the Sioux Lookout First Nations Health Authority are working together to support you.

1. Daily school programs for children of mothers staying at the Meno Ya Win Health Centre.

Your child will be instructed by a qualified teacher. The program will focus on:

- Reading, writing and oral language skills
- Problem solving skills in mathematics
- Learning in an interesting and engaging academic classroom environment
- Preparing for your child's return to their home school
- Computer and technology skills

2. Support for families staying at the Meno Ya Win Health Centre who are working towards their high school diploma.

- Continue to work on obtaining high school credits toward your diploma
- Customize a program that works for you
- Use technology to help you learn

To learn more, or to sign up for the programs, please contact:

Mr. Michael Boos, Principal, Sioux Mountain Public School 737-3480 (Ext. 2002)

Mr. Wayne Mercer, Vice-Principal, Queen Elizabeth District High School 737-3500 (Ext. 1224)

Ms. Barbara Friesen, Client Services Representative, Sioux Lookout First Nation Health Authority 737-6161





SIoux LOOKOUT

Meno Ya Win
HEALTH CENTRE

Meno Ya Win News

Volume 12, Issue 2

Working Hand in Hand with our Communities to Build a Healthier Future.

Fun Facts:

Nerve impulses to and from the brain travel as fast as 170 miles per hour.

Ever wonder how you can react so fast to things around you or why that stubbed toe hurts right away? It's due to the super-speedy movement of nerve impulses from your brain to the rest of your body and vice versa, bringing reactions at the speed of a high powered luxury sports car.

Have your say

Want to see something in the newsletter?

Have an idea for a story?

Send your ideas and submissions to:
Mary Spray at
mspray@slmhc.on.ca

(put "newsletter" in the subject line of the email.)

Inside this issue:

Education Station	3
Back Space	6
Anishinaabemodaa.....	8

SCHOOL IS IN SESSION AT SLMHC



(L-R) Danielle Gibson, grades K to 8 teacher, and Sharon Dumonski, Early Childhood Educator.



Angelynn Koss,
Secondary program teacher

The Keewatin Patricia District School Board in collaboration with the Sioux Lookout Meno Ya Win Health Centre and the Sioux Lookout First Nations Health Authority has started daily school programming for kindergarten to grade eight students, as well as daily high school programs for mothers, families and children that are staying at the Sioux Lookout Meno Ya Win Health Centre or the Jeremiah McKay Hostel.

The classroom is open Monday to Friday from 9:00am to 2:30pm and will be offering school programs from kindergarten up to high school diploma credits.

Classes are instructed by qualified teachers and an early childhood edu-

cator. Those that sign up for the high school program will receive a free net-book. There is no age limit for these programs.

The classroom is located on the lower level of the hospital in room ED-B1018 across from the cafeteria.

Enrollment in the Meno Ya Win classroom does not affect your enrollment in your home community school.

For more information or to sign up for the programs stop by the classroom or contact teachers, Danielle Gibson or Angelynn Koss at 737-3030 extension 4304.



Keewatin-Patricia District School Board

September 9, 2014

NOTICE OF MOTION

THAT the report on the 2014-2015 Special Education Plan be received.

2014-2015 Special Education Plan Update

The 2014-2015 Special Education Plans for the Keewatin-Patricia District School Board has maintained its core structure in terms of supporting and enhancing an inclusionary model of special education: while recognizing that there are some opportunities that allow for very individualized instruction and student support in a withdrawal setting. We pride ourselves for being a system that “puts students first” and accepts every student, new or returning. We program for all students based on individual student learning needs. The defining attribute of our Keewatin-Patricia schools and staff is our acceptance of all students and families with the intent to positively impact the lives for many of our students.

The 2014-2015 Special Education Plan represents the required consultation process through its Special Education Advisory Committee (SEAC). The Ontario Regulation which governs special education in Ontario Schools does not require formal trustee approval; we feel the necessity to ensure that you are apprised of all changes and updates as this document directly influences our daily work. We have highlighted a substantial number of changes in the plan in which you will find the specific amendments on page 2 of this summary.

All staff maintain and have embraced the Board’s vision statement “*All stakeholders create a culture of learning so that students come first*”. This vision has allowed us to effectively set the stage to ensure that all programming and service decisions for students will continue to stem from the understanding that supports our collective stance which puts students at the center of all dialogue and decision-making.

Additional and more minor changes reflect the changes to system staff roles and clearly defined responsibilities within these roles. In addition, minimal changes were made to the Principal/Vice-Principal/Administrative Assistants list to reflect this year’s staffing changes.

The 2014-2015 Special Education Plan maintains a strong focus on the identification and interventions to support our students with mental health issues and conditions. The pyramid of interventions used as a current model of practice at the classroom and school levels will continue to assist in providing the required pathways to care or to implement the appropriate school based supports. Students will continue to be adequately supported with access to assistive technology devices and applications to support their learning and ultimately improve student achievement outcomes. Communication and collaboration has begun and will continue between the Tri-Ministry area leads and our system special education team to develop a comprehensive transition plan and protocols based on the Ministry directive.

The 2014-2015 Special Education Plan is designed to align and support the priorities identified in all three areas of our Board Strategic Improvement Plan: practicing in a 21C culture of learning, integrated and assessment model of instruction and effective interventions.

Respectfully submitted by:
Joan Kantola, Superintendent of Education

Special Education Plan Changes

1. Cover Page – updated the year, maintained the Board's Vision Statement, changed the updated date to June 2014.
2. The table of contents has been updated to reflect the page number changes.
3. Table of Contents – added Transition Planning to section 11.
4. Section 4 – updated to reflect current board practices, support from curriculum and FDELK Administrators.
5. Section 5 – updated to reflect the current names of forms used, IPRC information.
6. Section 5 – Parents' Guide to Special Education – updated to reflect current school year, numbers updated, school board address updated and school administration lists.
7. Section 16 – school board address changes to new location at Seven Generations, updated square footage of Valleyview's new "footprint"
8. Section 20 – updated the forms list

Respectfully submitted by,
Joan Kantola, Superintendent of Education

9.02 A

Keewatin-Patricia District School Board

September 9, 2014

NOTICE OF MOTION

THAT the 2013-2014 Award and Scholarship Recipients Report be received.

2013-2014 ELEMENTARY GOOD CITIZENSHIP AWARD

The following individuals were chosen for the Elementary Good Citizenship Award as per Policy 311 for the school year 2013-2014.

School	Recipient
Beaver Brae SS (<i>Elementary</i>)	Kenan Bird
Crolancia PS	Ethan Dalzell
Ear Falls PS	Cassidy Johnson, Amber Henstridge
Evergreen PS	Aimee Jordens
Golden Learning Centre PS	Rosalynn Dela Cruz
Ignace PS	Riley Tucker
Keewatin PS	Kiley Berringer, Dakara McDonald, Natalina Reynard
King George VI PS	Joshua Wolfe
Lillian Berg PS	Kallie Ritchie
New Prospect PS	Sara Becker
Open Roads PS	Matthew Peters
Red Lake-Madsen PS	Alexander Laevens
Savant Lake PS	Taylor Machimity
Sioux Mountain PS	Ceaira McKay
Sioux Narrows PS	Riah Motlong
Upsala PS	Brandon Nelson
Valleyview PS	Olivia Fortner

Respectfully submitted by:
Caryl Hron, Superintendent of Education

2013-2014 SECONDARY SCHOLARSHIPS AND AWARDS

The following individuals were chosen for the Secondary School Scholarships and Awards as per Policy 311 for the school year 2013-2014.

Beaver Brae Secondary School
Lindsey Abrams
Erin Lockhart
Katie Lockhart
Ryan Maki
Robyn Bowes
Liam McAughey
Crolancia High School
Sasha Fox
Dryden High School
Alexa Nault
Devin Deschene
Emilee Smith
Hannah Keefe
Stefani Walter
Stevie Fishwick
Ignace High School
Felicial Lotsios
Andrew Matthews
Johanna Mousseau-Krahn
Marlee Zappitelli
Queen Elizabeth District High School
Andrew Edwards
Bethany Friesen
Kaitlyn Marshall
Jenna Poirier
Ryan Dasno
Jordan Hyatt
Red Lake District High School
Mikaela Harland
Emma Robertson

Respectfully submitted by:
Caryl Hron, Superintendent of Education

Keewatin-Patricia District School Board

September 9, 2014

NOTICE OF MOTION

THAT the Compliance Audit Committee – Municipal Elections Act Report be received.

THAT the Keewatin-Patricia District School Board approve the agreement to establish Compliance Audit Committees with the Rainy River District School Board, Kenora Catholic District School Board, Northwest Catholic District School Board, and Conseil Scolaire De District Catholique Des Aurores Boréales; and the Chair and Director of Education be authorized to execute the agreement on behalf of the Board.

THAT the Keewatin-Patricia District School Board appoint Laura Mills, Alison Smith, Chris Howarth, and Yvon Bolduc to the Compliance Audit Committee to serve the Keewatin-Patricia District School Board for the term of office commencing December 1, 2014.

Compliance Audit Committee - Municipal Elections Act

Background:

The Municipal Election Act, section 81, requires that all municipal councils and local boards appoint a compliance audit committee. This committee must be appointed before October 1 of an election year and be composed of 3 to 7 members. Employees or officers of the municipality or local school board, members of the council or local board or any candidates in the election are not eligible to be appointed to the committee. The term of office for the committee is the same as the term of office of the council or local board. The committee will be in place for any by-elections that occur during the term.

The committee has the authority to:

- ✓ Grant or reject a compliance audit application;
- ✓ Appoint an auditor to conduct the audit where the application is granted and receive the results;
- ✓ Commence legal proceedings against the candidate for any apparent contravention within 30 days of receiving the auditor's report; and,
- ✓ Make a finding whether or not there were reasonable grounds for making the application if the auditor's report concludes the candidate did not appear to have contravened a provision of the act relating to election campaign finances.

The clerk of a municipality or secretary of the board shall establish administrative practices and procedures for the committee and shall carry out any other duties required under the Act to implement the committee's decisions. The council or local board is responsible for paying all costs in relation to the committee's operation and activities.

A compliance audit can be requested by an elector who is entitled to vote in an election; and believes on reasonable grounds, that a candidate has contravened the Act relating to election campaign finances, by filing a written application with the clerk or secretary of the board. The clerk or secretary will forward the application to the committee and provide a copy to council or board.

The senior business officials at the Keewatin-Patricia District School Board, Rainy River District School Board, Northwest Catholic District School Board, Kenora Catholic District School Board, and Conseil Scolaire De District Catholique Des Aurores Boréales have developed a proposed agreement (see attached) in which each Compliance Audit Committee will be composed of the senior business officials employed by the School Boards, except that the senior business official of the School Board establishing the Compliance Audit Committee will not be a member of that School Board's Compliance Audit Committee.

Respectfully submitted by:
Dean Carrie, Superintendent of Business

Recommendations:

1. That the Keewatin-Patricia District School Board approve the agreement to establish Compliance Audit Committees with the Rainy River District School Board, Kenora Catholic District School Board, Northwest Catholic District School Board, and Conseil Scolaire De District Catholique Des Aurores Boréales; and the Chair and Director of Education be authorized to execute the agreement on behalf of the Board.
2. That the Keewatin-Patricia District School Board appoint Laura Mills, Alison Smith, Chris Howarth, and Yvon Bolduc to the Compliance Audit Committee to serve the Keewatin-Patricia District School Board for the term of office commencing December 1, 2014.

Respectfully submitted by:
Dean Carrie, Superintendent of Business

COMPLIANCE AUDIT COMMITTEE AGREEMENT

entered into this ____ day of _____, 2014

BETWEEN:

CONSEIL SCOLAIRE DE DISTRICT CATHOLIQUE DES AURORES BORÉALES
hereinafter called "CSDCAB" or "School Board"

-and-

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD
hereafter called "KPDSB" or "School Board"

-and-

KENORA CATHOLIC DISTRICT SCHOOL BOARD
hereafter called "KCDSB" or "School Board"

-and-

NORTHWEST CATHOLIC DISTRICT SCHOOL BOARD
hereafter called "NCDSB" or "School Board"

-and-

RAINY RIVER DISTRICT SCHOOL BOARD
hereafter called "RRDSB" or "School Board"

WHEREAS all parties hereto are hereafter collectively referred to as the "School Boards" and individually as "School Board" as the case may be;

AND WHEREAS the School Boards are constituted by and under the authority of the Education Act of Ontario;

AND WHEREAS the School Boards wish to cooperate in the establishment of Compliance Audit Committees as required by the Municipal Elections Act of Ontario;

Now therefore in consideration of the mutual obligations and terms hereafter set forth, in witness the parties hereto agree as follows:

1. ESTABLISHMENT OF COMPLIANCE AUDIT COMMITTEES

- 1.1 Each School Board that is a party to this agreement shall before October 1, 2014 establish a Compliance Audit Committee in accordance with Section 81.1 of the Municipal Elections Act of Ontario.
- 1.2 Each Compliance Audit Committee will be composed of the senior business officials employed by the School Boards, except that the senior business official of the School

Board establishing the Compliance Audit Committee will not be a member of that School Board's Compliance Audit Committee.

- 1.3 School Boards will appoint senior business officials to Compliance Audit Committees by way of resolution, duly entered into the minutes of their meetings.
- 1.4 Each School Board shall advise the other School Boards of the name of its senior business official for appointment to their Compliance Audit Committees.
- 1.5 Any change in the senior business official position in a School Board shall be reported to the other School Boards promptly such that a new appointment to the Compliance Audit Committee can be made.

2. TERM OF COMPLIANCE AUDIT COMMITTEES

The term of the Compliance Audit Committees shall be from December 1, 2014 to November 30, 2018, and be subject to any change in the term of office for trustees of the School Board.

3. COSTS OF COMPLIANCE AUDIT COMMITTEES

- 3.1 Each School Board shall be responsible for the costs of operation of its Compliance Audit Committee. Without limiting the generality of the foregoing, such costs would include audit expenses, meeting expenses, travel expenses for members in accordance with the expense policies of the senior business official's School Board, communication expenses, office supplies and services expenses, and the time of senior business officials.
- 3.2 Costs for senior business officials' time will be charged by the sending School Board to the School Board whose Compliance Audit Committee is required to meet at a rate of \$500.00 per day or \$250.00 per half-day or less. Charges will be made only for time to attend, and if necessary travel to, meetings of Compliance Audit Committees.
- 3.3 In the event of an application for a compliance audit by an elector of the Conseil Scolaire De District Catholique Des Aurores Boréales, the cost of language translation services to meet the needs of the elector shall be borne by the Conseil Scolaire De District Catholique Des Aurores Boréales.

4. INDEMNIFICATION OF COMMITTEE MEMBERS

The School Boards agree that they will defend, hold harmless and indemnify the senior business officials serving on the Compliance Audit Committees, now and following termination of employment for any reason, from any and all demands, claims, suits, and legal proceedings brought against the senior business officials in their official capacity as members of Compliance Audit Committees, including payment of costs, charges, expenses of a civil, criminal or administrative action or proceeding where:

- a) the senior business official acted honestly and in good faith with a view to the best interests of the School Boards; and,
- b) in the case of a criminal or administrative action or proceeding that is enforced by a monetary penalty, the senior business official had reasonable grounds for believing the conduct was lawful.

5. NO WITHDRAWAL

No School Board may withdraw from this agreement during the term of this agreement.

6. ARBITRATION

In the event of disagreement among the parties hereto which cannot be resolved, to the satisfaction of each School Board, it will be brought to the attention of the Director of Education of the affected School Boards first. In the event two of the School Boards request it, any matter arising under this Agreement which cannot be resolved may be referred to Arbitration in compliance with the provisions of the Arbitration Act of Ontario. Costs of arbitration will be shared equally by the parties to the Arbitration.

7. MISCELLANEOUS

- 7.1 The laws of the Province and the laws of Canada shall govern as to the interpretation, validity and in effect of this Agreement. The parties hereby consent and submit to the jurisdiction of the courts of the Province of Ontario in any action or proceeding instituted under this Agreement.
- 7.2 The business of the Compliance Audit Committee shall be conducted in the English language with French translation services provided where necessary for electors.
- 7.3 Should any provision of this Agreement be found to be invalid by a court of competent jurisdiction, that provision shall be deemed severed and the remainder of this Agreement shall remain in full force and effect.
- 7.4 This Agreement shall enure to the benefit of and be binding upon each of the parties hereto, their administrators, successors and assigns, receivers, trustees and any statutory successors.

8. AMENDMENT AND TERMINATION

This agreement may be amended or terminated by mutual agreement of all parties.

9. ACCEPTANCE OF CONTRACT

IN WITNESS WHEREOF the CSDCAB, KPDSB, KCDSB, NCDSB, and RRDSB have set their hands and seals and by their representatives duly authorized on that behalf,

BOARD

ADMINISTRATION

**Conseil Scolaire De District
Catholique Des Aurores Boréales**

SEAL

Signing Officer

Signing Officer

Date

**Keewatin-Patricia
District School Board**

SEAL

Signing Officer

Signing Officer

Date

**Kenora Catholic
District School Board**

SEAL

Signing Officer

Signing Officer

Date

**Northwest Catholic
District School Board**

SEAL

Signing Officer

Signing Officer

Date

**Rainy River
District School Board**

SEAL

Signing Officer

Signing Officer

Date

Keewatin-Patricia District School Board

September 9, 2014

NOTICE OF MOTION

THAT the Ontario Public School Boards' Association – First Nation Trustees Council Meeting update be received.

9.05 A

Keewatin-Patricia District School Board

September 9, 2014

NOTICE OF MOTION

THAT the Queen Elizabeth DHS Planning Update be received.

Queen Elizabeth District High School Planning Update

Selection of Architect and Engineers

The architectural services contract was awarded to Evans Bertrand Hill & Wheeler from North Bay, ON as approved by the Board. We expect to have the client-architect agreement signed off shortly. The architect named Profor Engineering Services Ltd. from Thunder Bay in its proposal for mechanical and electrical engineering. We have also approved the use of Hatch Mott MacDonald from Thunder Bay for civil and structural engineering and TBT Engineering Ltd. for geotechnical and survey work.

Selection of Independent Cost Consultant

The cost consultant contract was awarded to Marshall & Murray Inc. from London, Ontario after the RFP process was complete. They have experience with northern school construction and our architect has worked successfully with them on past projects.

Selection of Building Site

We are focusing on the Sioux Mountain PS site as it provides many benefits and only a small number of potential hurdles. Our approach is to see if all conditions necessary to make it a suitable and successful site can be fulfilled. If they can, we will proceed with the planning and design work for locating the high school on this site. This avoids the time and cost of a multi-site evaluation process. If they can't be fulfilled, we will revisit other potential sites. TBT Engineering will undertake preliminary soil testing and a topographic survey on the Sioux Mountain PS site. We are in communication with the municipality around possible land acquisition to improve site access and amenities. Rezoning to the institutional classification may be necessary for certain parcels of land.

Building Space Planning

We will be meeting on September 18th with the architect and school administration & staff to begin the development of the "program" for the building. This is not a physical design but rather a preliminary listing of the number, size, and types of spaces that will be required and what "adjacencies" are preferred.

Community Consultation

A tentative date of Monday, September 29th in the evening has been set for the first community consultation session. Details on the format of the session will be available soon. The consultation session will provide stakeholders the opportunity to express their views on various aspects of the school's design and operation.

Respectfully submitted by
Dean Carrie, Superintendent of Business
Caryl Hron, Superintendent of Education

Parents Reaching Out Grants for School Councils 2014-2015

Keewatin-Patricia DSB - List of Recommended School Applications

Board Name	MIDENT	School Name	Project Title	Amount Recommended
Keewatin-Patricia DSB				
Keewatin-Patricia DSB	905283	Dryden High School	Overcoming Obstacles	\$ 1,000
Keewatin-Patricia DSB	157503	Ear Falls Public School	Social Networking Workshop	\$ 1,000
Keewatin-Patricia DSB	30759	Golden Learning Centre	Digital Citizenship	\$ 1,000
Keewatin-Patricia DSB	570516	Lillian Berg Public School	Overcoming Obstacles	\$ 1,000
Keewatin-Patricia DSB	406929	New Prospect Public School	Parent Presentations	\$ 1,000
Keewatin-Patricia DSB	486663	Open Roads Public School	Overcoming Obstacles	\$ 1,000
Keewatin-Patricia DSB	937789	Red Lake District High School	Digital Citizenship Symposium	\$ 1,000
Keewatin-Patricia DSB	478997	Red Lake Madsen Public School	Digital Citizenship Symposium	\$ 1,000
Keewatin-Patricia DSB Total			8	\$ 8,000

THANK YOU

Keewatin-Patricia District School Board,

Thank you for selecting me as one of the recipients of the Keewatin-Patricia District School Board Award.

I am very excited to start my undergraduate degree in Life Sciences at McMaster University in a few weeks! Your support of my post-secondary education as well as your generous financial contribution is greatly appreciated. I can't thank you enough!

Sincerely,

Hannah Keefe ☺