

# KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

## REGULAR BOARD MEETING # 5

Tuesday, April 11, 2017

Time: 7:00 p.m.

Ignace Public School

Ignace, Ontario

### Video & Teleconference Sites

QEDHS 24A

RLDHS 235

DHS 115

Kenora Education Centre

## 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
  - February 14, 2017 – Regular Board Meeting
  - February 28, 2017 – Special Board Meeting
7. Presentations/Delegations
8. Observer Comments
9. Presentation of Reports and Accompanying Motions
  - 9.01 Education
    - A. **Students Come First**
      - **Ignace School, Exploring Interests, Opportunities and Passions**
      - **Aboriginal Youth Financial Management Awards**
    - B. Naming of New Sioux Lookout High School
      - Committee Recommendation Report
    - C. Student Trustee Update
    - D. The Northwestern Ontario Economy: Building An Inclusive Future
    - E. Policy 311, School Scholarships and Awards
    - F. Policy 504, Early Years Advisory Committee
  - 9.02 Executive Committee
    - A. Policy 101, Strategic Improvement Planning
    - B. Policy 502, Native Education Advisory Council
    - C. Policy 617, Honorariums to Support Students
    - D. Trustee Travel – OPSBA Annual General Meeting, June 8-11, 2017

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

- 9.03 O.P.S.B.A. Update
  - A. Education Labour Relations and Human Resources Symposium
- 9.04 Parent Involvement Committee (nil)
- 9.05 Operations
  - A. Policy 403, Use of Copyright-Protected Works
  - B. Policy 606, Transportation
- 9.06 Finance
  - A. Policy 603, Donations
  - B. Policy 604, OMERS Membership
  - C. Policy 616, Signing Authorities
- 9.07 Human Resources (nil)
- 9.08 Special Education Advisory Committee
  - Appointment to Committee
- 9.09 Native Education Advisory Council (nil)
- 10. Other Motions
- 11. Correspondence
- 12. New Business
- 13. Observer Comments
- 14. Next Meeting Date – May 9, 2017  
Crolancia Public School  
Pickle Lake, Ontario
- 15. Adjournment

# KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

## REGULAR BOARD MEETING #3

The minutes of Regular Board Meeting #3 of the Keewatin-Patricia District School Board held February 14, 2017 at the Dryden High School.

Call to Order	The meeting was called to order at 7:00 p.m.					
Roll Call	C. Marcino L. Barnes (vc) M. Guitard (vc)	R. Griffiths D. Penney D. Wilkinson	D. Buswa G. Seaton J. Duncalfe (vc)			
Absent with Regret	G. Kleist; J. Manitowabi					
Absent	J. Kitowski					
Officials	Sean Monteith, Caryl Hron, Joan Kantola, Dean Carrie, Scott Urquhart, Kathleen O'Flaherty and visiting school administration.					
Also Present	Media, Staff and interested public.					
Agenda	Moved by: Seconded by:	C. Marcino D. Wilkinson				
Motion	38-17	THAT the agenda for the Regular Board Meeting of February 14, 2017 be approved.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 08	OPPOSED 0	CARRIED	
Conflict of Interest	Declaration of conflict of interest re proceedings on agenda				None	
Business Arising from Committee of the Whole	Moved by: Seconded by:	C. Marcino D. Wilkinson				
Motion	39-17	THAT Joan Kantola be appointed as Superintendent of Human Resources and Special Education, for the Keewatin-Patricia District School Board effective April 1, 2017.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 08	OPPOSED 0	CARRIED	
		Moved by: Seconded by:	D. Wilkinson C. Marcino			
Motion	40-17	THAT Tania Sterling be appointed as Superintendent of Education, with responsibility for Secondary Schools and Student Success, for the Keewatin-Patricia District School Board effective August 14, 2017.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 08	OPPOSED 0	CARRIED	
Minutes		Moved by: Seconded by:	R. Griffiths C. Marcino			
Motion	41-17	THAT the minutes of Regular Board Meeting held January 10, 2017 having been duly circulated be confirmed.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 08	OPPOSED 0	CARRIED	

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



Observer Comments None

Students Come First **"Adult Education Strategy"**  
Presented by: R. Hodgkinson, Adult Education Administrator  
Isaac Smith, Adult Education Student

Adult Education Report  
Moved by: C. Marcino  
Seconded by: R. Griffiths  
  
Presented by: R. Hodgkinson, Adult Education Administrator

**Motion 42-17** THAT the Adult Education 2016 Summary Report be received.  
  
Non-binding (Student Trustee) FOR 1 OPPOSED 0 CARRIED  
Binding FOR 08 OPPOSED 0 CARRIED

Student Trustee  
Moved by: C. Marcino  
Seconded by: R. Griffiths

**Motion 43-17** THAT the Student Trustee verbal update be received.  
  
Non-binding (Student Trustee) FOR 1 OPPOSED 0 CARRIED  
Binding FOR 08 OPPOSED 0 CARRIED

Child Care Space Planning Update  
Moved by: R. Griffiths  
Seconded by: C. Marcino

**Motion 44-17** THAT the Child Care Space Planning Update be received.  
  
Non-binding (Student Trustee) FOR 1 OPPOSED 0 CARRIED  
Binding FOR 08 OPPOSED 0 CARRIED

Draft School Year Calendar  
Moved by: C. Marcino  
Seconded by: R. Griffiths

**Motion 45-17** THAT the verbal report on the 2017-2018 Draft School Year Calendar be received.  
  
Non-binding (Student Trustee) FOR 1 OPPOSED 0 CARRIED  
Binding FOR 08 OPPOSED 0 CARRIED

Moved by: C. Marcino  
Seconded by: R. Griffiths

**Motion 46-17** THAT the 2017-2018 Draft School Year Calendar be approved by the Board and forwarded to the Ministry of Education.

Non-binding (Student Trustee) FOR 1 OPPOSED 0 CARRIED  
Binding FOR 08 OPPOSED 0 CARRIED

Policy 201  
Moved by: D. Wilkinson  
Seconded by: C. Marcino

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



Motion	47-17	THAT the verbal report on Policy 201, Policy Initiation, Identification, Development, Implementation and Review, be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	08	OPPOSED	0	CARRIED
-		Moved by:	C. Marcino				
		Seconded by:	D. Wilkinson				
Motion	18-17	THAT Policy 201, Policy Initiation, Identification, Development, Implementation and Review, be reaffirmed with the next review in year 2020.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	08	OPPOSED	0	CARRIED
Policy 501		Moved by:	D. Wilkinson				
		Seconded by:	C. Marcino				
Motion	49-17	THAT the verbal report on Policy 501, School Councils, be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	08	OPPOSED	0	CARRIED
		Moved by:	C. Marcino				
		Seconded by:	D. Wilkinson				
Motion	50-17	THAT Policy 501, School Councils, be approved as amended with the next review in year 2020.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	08	OPPOSED	0	CARRIED
OPSBA		Moved by:	D. Wilkinson				
		Seconded by:	C. Marcino				
Motion	51-17	THAT the O.P.S.B.A. verbal update be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	08	OPPOSED	0	CARRIED
PIC		Moved by:	C. Marcino				
		Seconded by:	D. Wilkinson				
Motion	53-17	THAT the Parent Involvement Committee verbal update be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	08	OPPOSED	0	CARRIED
Capital Projects Planning Report		Moved by:	D. Wilkinson				
		Seconded by:	C. Marcino				
		Presented by:	K. Carlson, Facilities Manager S. Parker, Assistant Manager, Facilities Operation and Maintenance				

**“All Stakeholders create a culture of learning so that students come first.”**

**Motion 54-17** THAT the Capital Projects Planning Report be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	08	OPPOSED	0	CARRIED

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

**Motion 55-17** THAT the Special Education Advisory Committee verbal update be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	08	OPPOSED	0	CARRIED

NEAC Moved by: R. Griffiths  
Seconded by: C. Marcino

**Motion 56-17** THAT the Native Education Advisory Council verbal update be received

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	08	OPPOSED	0	CARRIED

Correspondence

- Thank you letter from award recipient
- Media Release- Minister of Education, Mitzie Hunter

New Business Trustee M. Guitard shared the exciting news about the Beaver Brae SS Bronco Cheerleaders attending competitions in Florida. The team was the only team invited to Game-Day outside of the USA.

Observer Comments Director of Education, Sean Monteith, thanked the Board of Trustees for the significant administrative changes that have recently occurred. This type of restructuring and reorganizing represents the last major milestone of this year. Mr. Monteith also thanked the Senior Administration Team for their assistance throughout these past few months.

Adjournment Moved by: C. Marcino  
Seconded by: R. Griffiths

**Motion 58-17** THAT the meeting adjourn at 8:36 p.m.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	08	OPPOSED	0	CARRIED

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Chair

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Secretary

**SPECIAL BOARD MEETING**



**Keewatin-Patricia District School Board**

April 11, 2017

**NOTICE OF MOTION**

THAT the Naming of the New Sioux Lookout High School Committee Recommendation be received.

THAT the Name of the New Sioux Lookout High School, Sioux North High School, be approved.

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**Naming of New Sioux Lookout High School Report**  
**Executive Summary for April 11, 2017**

Work on the new Sioux Lookout high school continues with progress being made and the site ready for the construction work to resume this spring (2017). In natural conjunction with this progress, is also the completion of the Board's "Naming of the New Sioux Lookout High School" sub-committee ("Naming Committee") appointed by trustees in May, 2016. The Naming Committee began its work in accordance with KPDSB Policy #805 *"Naming of Educational Facilities"*, and held its first face to face meeting shortly thereafter.

While the Naming Committee has engaged in likely more meetings and discussions than in past capital projects, it was felt that both the significance and historical impact of Queen Elizabeth District High School warranted this added energy and investment. Included in the process was a public community consultation held at QEDHS, which asked for input from students, staff, family, and community members. Following that, the Committee's student representatives from QEDHS presented to the student bodies at Sioux Mountain Public School, Sacred Heart Separate School, and Lac Seul First Nation School; all in addition to a school-wide assembly at QEDHS. Following these presentations, public community messages were communicated via social media, newspapers, and local radio, inviting public and student input over a four-week period in June 2016. The on-line input gathering exercise invited submissions of new and existing names for the KPDSB's new high school, and ultimately had close to thirty submissions.

When the school year resumed in September of 2017, the Committee also resumed its work by honoring its commitment to hold one final meeting and discussion in the community of Lac Seul, as guests of the Chief, Clifford Bull, who also sits on the Committee as a community representative. Once that visit was complete, the Committee then went through a "dot-mocracy" exercise that identified each member's top three selections from the submitted names for the new school.

What ultimately resulted was a three-way “tie” between the following names: “Sioux Lookout True North High School”, “Lac Seul District High School”, and “Points North District High School”. At this point, the three names were shared with the Board’s Executive Committee and it was determined that the added and unusual step of bringing the three shortlisted names back to the student, staff and public bodies would lend further opportunity for comment and input before a final recommendation was made. Over the four-week period of December 7<sup>th</sup>, 2016 to January 8<sup>th</sup>, 2017, the three finalist names were again put up for public commentary and a vote by stakeholders. To add excitement and greater input, several media outlets also posted the survey to their websites promoting greater response.

When the survey closed, almost 1,300 responses had been submitted, an unprecedented response, with a clear favourite emerging with “Sioux Lookout True North High School” receiving almost 800 votes; or 58% of the total votes. On February 8<sup>th</sup>, the Naming Committee met one final time, and reviewed the survey responses. It is worth noting that while the entire Committee participated, the student representatives voiced their opinions and reinforced the desire for a decision that supported the nature of Sioux Lookout, what students from other communities would think of the name of their new high school, and the belief that “Sioux” and “North” needed to be included in the new name. The Committee honoured the student voice by unanimously endorsing the students’ choice of an abbreviated “Sioux North High School”; a name that sets a new path and new beginning, welcomes all, celebrates the North, and the futures of generations of young people to come.

The Naming of the New High School Committee respectfully submits the name “Sioux North High School” to the Trustees of the Keewatin-Patricia District School Board, and in accordance with Policy #805 acknowledges that its work is complete.

Respectfully Submitted by,  
Naming of the New Sioux Lookout High School Committee



**9.01 D**

**Keewatin-Patricia District School Board**

April 11, 2017

**NOTICE OF MOTION**

THAT the Northwestern Ontario Economy: Building an Inclusive Future Report be received.

**The Northwestern Ontario Economy: Building an Inclusive Future**

For many across the Northwestern Ontario, our region's communities have not just been home for some time, they have been home virtually all of our lives. Historically driven by a Natural Resource based sector that was powered by forestry, mining, sports and recreational tourism, energy, many young people who graduated, or in some cases...did not graduate, could rely on a very well-paying jobs and stable futures working in one sector. In fact, it was not uncommon, for generations of family members to follow in the footsteps of those ahead of them, grandparents, parents, siblings and cousins; whether it was in the Dryden pulp and paper mill, the Kenora newsprint and stud mills, the rich gold and base metal mines in Red Lake, Ear Falls and Pickle Lake, the iron ore mines and forestry industry in Ignace, or the sawmill and rail lines in Hudson and Sioux Lookout...this experience was the "family experience" for generations.

But times have changed.

A changing market for natural resources, specifically softwood lumber and news print and paper, the costs of producing ore and gold, and in recent times an economy south of the border making travel and tourism to Northwestern Ontario less attractive have initiated massive economic changes for our communities and the entire region as well. The increasing use of digital communication, on-line marketing and sales, and social media have emerged with a new generation of young people in the North that has all but replaced the industry and economic base of our communities. It has also caused massive change to public education in the North, what education looks like and what are our responsibilities in meeting the needs of our learners for both here and around the country. In short, we have had to change and restructure what we mean to provide for our students in a way that is arguably unprecedented across in the country, and amidst a demographic shift that for many of us, had spoken of two decades ago; that shift is now underway and we are well into a changing Northwestern Ontario economy that is challenging many of our communities and our families.

The Keewatin-Patricia District School Board has also been by necessity, had to change not only what we provide and deliver in terms of learning opportunities for our students, but how we deliver it; consequently redefining the "classroom" setting that many of us experienced ourselves. Summer learning opportunities, full-day cooperative education opportunities, youth apprenticeships, virtual learning, and land-based experiences, are just a few of the new 21<sup>st</sup> Century learning reality, that is positioning our students, their families and communities for the evolving Northwestern Ontario 21<sup>st</sup> Century Economy.

Respectfully submitted by;  
Sean Monteith, Director of Education

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

**Keewatin-Patricia District School Board**

April 11, 2017

**NOTICE OF MOTION**

THAT the verbal report on Policy 311, School Scholarships and Awards, be received.

THAT Policy 311, School Scholarships and Awards, be approved as amended with the next review in year 2021.



## Policy Statement

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

## Rationale

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

## Guidelines

### 1. Elementary Good Citizenship Award

- a) The Board will present on an annual basis, a gift to a graduation student in each elementary school who best exemplifies the attributes of a good citizen.
- b) The gift will be in the form of a book **or a gift card for a book**, not to exceed \$60.00 in cost, and will be presented at the graduation ceremonies of each school.
- c) In the selection process, the principal and staff shall consider students who consistently display the 7 attributes of Character Development:
  - Respect
  - Humility
  - Kindness
  - Bravery
  - Honesty
  - Responsibility
  - Wisdom
- d) The principal, in consultation with appropriate staff members shall select the student for their particular school.

## 2. **Secondary School Scholarships and Awards**

- a) The board will contribute the following amounts annually to each secondary school for scholarships and awards:
- |  |   |
|--|---|
| i) Beaver Brae Secondary School          | <del>\$3,000.00</del> <b>\$3,200.00</b> |
| ii) Dryden High School                   | <del>\$3,000.00</del> <b>\$3,500.00</b> |
| iii) Ignace High School                  | <del>\$1,000.00</del> <b>\$1,200.00</b> |
| iv) Queen Elizabeth District High School | <del>\$1,500.00</del> <b>\$3,200.00</b> |
| v) Red Lake District High School         | <del>\$1,500.00</del> <b>\$1,700.00</b> |
| vi) Crolancia High School                | <del>\$500.00</del> <b>\$ 700.00</b>    |
- b) The principal, in consultation with school staff, shall determine the values of scholarships and awards. The values of scholarships and awards shall be:
- Equal in value; **and**
  - No less than ~~\$50.00~~ **\$100.00** and no more than ~~\$500.00~~ **\$600.00** each.
- c) The principal, in consultation with school staff, may develop criteria for naming awards or scholarships. Named awards and scholarships may be granted on a one-time continuous basis **on the approval of the Director of Education or Designate**. Any award or scholarship not specifically named shall be referred to as a "Keewatin-Patricia District School Board" award.
- d) The principal, in consultation with school staff, shall determine which students are to receive the scholarships and awards. Scholarships and awards, shall be awarded on the basis of academic achievement and future goals.
- e) Provision for the scholarships and awards granted under this policy shall be made in the Board's annual operating budget.
- f) The principal, in consultation with school staff and the school council, may use funds from the school budget to make additional awards, following the guidelines as set out in Guideline 2.C.

**9.01 F**

**Keewatin-Patricia District School Board**

April 11, 2017

**NOTICE OF MOTION**

THAT the verbal report on Policy 504, Early Years Advisory Committee, be received.

THAT Policy 504, Early Years Advisory Committee, be adopted by the Board with the next review in year 2018



## **Policy Statement**

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to establish an Early Years Advisory Committee (EYAC) to provide the Board with advice on programs, services, and matters to support children and families in the Early Years, to ensure that students come first in all matters discussed.

## **Rationale**

The Keewatin-Patricia District School Board recognizes the importance of having a committee comprised of community partners to provide advice and recommendations to the Board on all aspects of the implementation of the Ministry of Education's Early Years vision. By working together, we can ensure that children from birth to age six will have programs and supports in place so children and families have the best possible start in life.

## **Guidelines**

An Early Years Advisory Committee will be established and maintained to provide advice to the Keewatin-Patricia District School Board on all matters concerning the Early Years.

The Early Years Advisory Committee may:

1. Identify community and/or Board matters or issues concerning the Early Years;
2. Identify community and/or Board common interests concerning the Early Years;
3. Suggest enhancements for existing programs or considerations for new programs; and
4. Provide feedback on KPDSB processes that impact community partners.

## **Membership**

The Keewatin-Patricia District School board recognizes the importance of having members represent the interests of children and families from all regions of the board.

1. The Early Years Advisory Committee will be comprised of representatives of recognized organizations and community partners that provide services to young children and families; parent members; Indigenous community partners, designated KPDSB staff and Trustees appointed by the Board.

2. The Keewatin-Patricia District School Board will appoint two Trustees to the Early Years Advisory Committee.
3. The Early Years Advisory Committee members will determine the Chair/Co-Chair(s) to facilitate the meetings.

### **Meetings**

1. Meetings will be held a minimum of three times per year and at times convenient to the majority of committee members.
2. Committee members will establish the format of each meeting (Videoconference, Teleconference or Face-to-Face).
3. The schedule of meetings will be established in advance and communicated to all members.
4. It is the responsibility of the Chair/Co-Chairs, in consultations with the Superintendent or Designate, to determine the order and items on the agenda.
5. The Superintendent or Designate will assist the Chair/Co-Chairs with activities such as; developing the agenda, providing information, and informing the committee on matters related to the Early Years.
6. The Board will provide administrative assistance to support the development, maintenance and circulation of agendas, minutes and committee reports.
7. The agenda will be circulated one week prior to the meeting date to allow members sufficient time to review and suggest any additional items.
8. Draft minutes of meetings will be circulated to all members within one week of the meeting.

The Early Years Advisory Committee is committed to providing a stronger outcome for children and families so that they can have the best possible start to these, their most important, formative years.

**Keewatin-Patricia District School Board**

April 11, 2017

**NOTICE OF MOTION**

THAT the verbal report on Policy 101, Strategic Improvement Planning, be received.

THAT Policy 101, Strategic Improvement Planning, be approved as amended with the next review in year 2020.



## **Policy Statement**

It is the policy of the Keewatin-Patricia District School Board that all levels of the organization be involved in ongoing planning processes intended to bring continuous improvement to the Board's operation and performance.

Effective strategic improvement planning will:

1. Involve members of the education community;
2. Result in clear goals, timelines, responsibilities and accountability mechanisms;
3. Focus the board of trustees on:
  - a) establishing the vision, priorities, policies and budget of the board;
  - b) assessing movement toward achievement of system goals;
4. Focus the administration on:
  - a) improving student achievement
  - b) the efficient and effective use of resources
  - c) implementation and monitoring of board policies

## **Rationale**

The Keewatin-Patricia District School Board recognizes that well planned, successfully implemented and subsequently evaluated actions; will create continuous improvement in the Board's facilities, programs, services personnel and student performance.

The Strategic Plan is composed of the following:

1. Strategic Plan
  - i. Vision Statement
  - ii. Mission Statement
  - iii. ~~Belief Statements~~ **Values**
  - iv. Goals
  - v. Evidence of Achievement



2. Board Strategic Improvement Plan

The Board Strategic Improvement Plan document will be completed by senior administration annually.

3. School Improvement Plans

An individual plan for each school that reflects the beliefs **values** and goals expressed in the Strategic Plan.

**Guidelines**

It is the responsibility of the Director of Education to see that the Board Strategic Improvement Plan is being implemented and evaluated, and reported to the Board on the achievement of goals contained in the Plan at least two times each year.

The Strategic Plan shall include: **the Board** Vision Statement, Mission, ~~Statement~~, **Values**, ~~Belief Statements~~, Goals, and Evidence of Achievement.

It is the senior administration's responsibility to develop, implement and monitor the action plans intended to address goals and priorities identified in the Strategic Plan.

It is the Principals' responsibility to develop, implement and monitor a School Improvement Plan in accordance with Policy 303, School Improvement Planning.

**Keewatin-Patricia District School Board**

April 11, 2017

**NOTICE OF MOTION**

THAT the verbal report on Policy 502, Native Education Advisory Council, be received.

THAT Policy 502, Native Education Advisory Council, be approved as amended with the next review in year 2021.

## **Policy Statement**

It is the policy of the Keewatin-Patricia District School Board to improve our understanding of First Nations, Métis, and Inuit partners in the community and on and off reserve.

## **Rationale**

The Keewatin-Patricia District School Board recognizes the importance of co-operation and communication between First Nation, Métis and Inuit stakeholders and the Board. In order to improve communication and receive input, the council would provide opportunities for senior administration, and trustees to interact directly with representatives of First Nation, Métis and Inuit partners wherever they may reside within the geography of the Board.

## **Guidelines**

### **1. ~~Native Education Advisory Council~~ *Indigenous Education Advisory Committee (IEAC)***

- i. The ~~Native Education Advisory Council~~ ***Indigenous Education Advisory Committee*** shall focus on initiatives and concerns as identified through the geographic areas of the Board.
- ii. The ~~Council~~ ***Committee*** shall act as a liaison among the schools, community, senior administration and trustees.
- iii. ~~NEAC~~ ***IEAC*** will review performance outcomes for First Nation, Métis, and Inuit students.
- iv. Term of members should be a minimum of 4 years.
- v. Meetings will be held a minimum of 3 times per year.

#### **A. Mandate**

The mandate of the ~~Native Education Advisory Council~~ ***Indigenous Education Advisory Committee*** is to make recommendations to the Board relating to the education of students and to ensure the appropriateness of the content of Board curriculum materials and programming and to make recommendations in order to improve outcomes for First Nations, Métis and Inuit students.



The mandate specifically includes:

- a) Expanding the awareness of the educational needs of First Nation, Métis, and Inuit students to improve educational opportunities and ensure successful completion of secondary education.
- b) Increasing the awareness of the nature of Aboriginal educational concepts and the positive impact it has for all students of the Board.
- c) Advising the Board with the development and implementation of Native Language/Studies programs.
- d) Procedure – In order to fulfill the **NEAG IEAC** mandate, a standing agenda item will occur at Board meetings. Trustees from the **NEAG IEAC** will make a report to the Board at each meeting.

**B. Recommended Participants**

- a) Two trustees of the Board are under Section 188 of the Education Act, RSO 1990 who is appointed by the Board to represent the interests of First Nation students, as well as one additional trustee as selected by the Board at its inaugural meeting in December.
- b) One member at large appointed by the Council participants;
- c) Five representatives of First Nations as nominated by these communities and selected and appointed by the Board;
- d) Three members representative of the Métis Nation determined by the Métis Nation of Ontario;
- e) One representative of each Friendship Centre in the five communities within the geography of the Keewatin-Patricia District School Board;
- f) One representative of School Councils from each Area Council;
- g) Ex-Officio Members - The chair and vice-chair of the Board may attend Councils as appropriate.



C. Resource

- a) Principals or vice-principals as requested;
- b) KPDSB Aboriginal Advisor
- c) Native Language/Studies Teacher, as requested;
- d) The Superintendent of Education or designate.

D. Meeting Dates

Meeting dates will be established by the ~~Council~~ **Committee**. The meeting dates will be posted and the agenda will be communicated to interested stakeholders.

**Keewatin-Patricia District School Board**

April 11, 2017

**NOTICE OF MOTION**

THAT the verbal report on Policy 617, Honorariums to Support Students, be received.

THAT Policy 617, Honorariums to Support Students, be approved as amended with the next review in year 2020.

## **Policy Statement**

It is policy of the Keewatin-Patricia District School Board to acknowledge and show appreciation and respect for the personal time given of Elders, community members, and in some cases special guests, who support our students and staff in their teaching and learning. While this policy statement applies to all Elders and community members who support our students, in the Keewatin-Patricia District School Board it is frequently for the sharing of First Nations, Métis, and Inuit (FNMI) knowledge.

## **Rationale**

Traditional information and knowledge that has been learned through cultural teachings and community-based experiences, have become a critical part of the learning environment in all Keewatin-Patricia District School Board schools. Elders from the various communities and treaty areas of Treaty #3 and Treaty #9 are important connections for our students, staff and administration; and provide unique and proven opportunities for collaboration between First Nations and our schools.

Traditionally, food, clothing, and medicines would have been used to gift the Elder. Today, these items and/or monetary honorariums may be given as a demonstration of respect and appreciation. The practice of giving is culturally appropriate and is implemented through many agencies in Northwestern Ontario that includes the geographic areas of the Keewatin-Patricia District School Board. An Elder does not have the expectation to receive the honorarium, but appreciates the gesture of what is given. Not all Elders will accept the gift or honorarium, and may voluntarily give their time at no cost as well.

## **Guidelines**

- i) The Board will adhere to and comply with the Broader Public Sector Expenses Directive under the authority of the Broader Public Sector Accountability Act, 2010 (Part IV Allowable Expenses).
- ii) The Board will assure transparency in the provision of monetary honorariums when recognizing First Nation, Métis, and Inuit elder teachings inside and outside of schools and classrooms.



- iii) The Board will provide fair, transparent, and consistency across the system when awarding or providing honorariums to Elders and First Nations, Métis, and Inuit community members invited into KPDSB schools.
- iv) The Board will establish consistent rates of honorariums to be paid at a half day and a daily rate, for all schools and Elders.
- v) The Board will ensure that honorariums will be approved prior to an elder visit to a classroom or school; and approval will be required in advance by the school principal or designate. In some cases where warranted, this approval may also be the appropriate supervisory officer.
- vi) Employees shall be mindful of conflict of interest, as outlined in Policy 706, Employee Code of Conduct, when inviting and/or approving honoraria for Elders, senators, and knowledge keepers, particularly avoiding decisions/recommendations that may result in personal, financial or material gain of a relative, friend and/or business associate.
- vii) In the interests of transparency and the spending of public funds, the Board will not permit immediate family members of staff to be requested as Elders into a classroom or school and which an honorarium would normally be paid.
  - **The exception to this guideline would be when the Elder is considered a casual employee with the Board and is under contract to provide such services to an identified school, and only with the approval of the appropriate supervisory officer (i.e. Elder in Residence)**
- vii) The Board will provide honorariums to Elders the following amounts when invited into schools or Board events:
  - Half Day - Seventy Five Dollars (\$75.00)
  - Full Day - One Hundred and Fifty Dollars (\$150.00)

## Definitions

- i) FNMI: First Nation, Métis and Inuit Students, the terminology officially used by the Ministry of Education in its provincial framework for Aboriginal students and families.
- ii) Elder: Term used to identify a member of a local or regional FNMI community and one which is deemed to possess cultural expertise and relative teachings for the benefit of students and staff.

- iii) Honorarium: A gift given to an elder after being invited into a KPDSB classroom, school or learning setting by a principal, supervisory officer, and/or Director of Education.
- iv) **INEAC: Native *Indigenous* Education Advisory *Committee* Council**, the Board Council that meets three (3) times per year, and to advise the regional partners of Board progress on FNMI education, and the Board on identified areas of ongoing need.

**Keewatin-Patricia District School Board**

April 11, 2017

**NOTICE OF MOTION**

THAT the verbal report on Trustee attendance at the Ontario Public School Boards' Association 2017 Annual General Meeting be received.

THAT accommodations and travel arrangements for trustees who wish to attend the OSPBA Annual General Meeting being held in Collingwood June 8-11, 2017, be approved.



**Keewatin-Patricia District School Board**

April 11, 2017

**NOTICE OF MOTION**

THAT the verbal report on Policy 403, Use of Copyright-Protected Works, be received.

THAT Policy 403, Use of Copyright-Protected Works, be approved as amended with the next review in year 2020.

## Policy Statement

It is the policy of the Keewatin-Patricia District School Board to comply with the *Fair Dealing Guidelines* as developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium. The Keewatin-Patricia District School Board will communicate the *Fair Dealing Guidelines* to all school locations on an annual basis in order to ensure that all staff understand the obligations of the school board in accordance with the *Copyright Modernization Act*.

## Rationale

The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the "dealing" must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be "fair." In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary educational institutions. These guidelines apply to fair dealing in non-profit K-12 schools and post-secondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

## Guidelines

1. Teachers, instructors, professors and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.

3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
  - a. as a class handout
  - b. as a posting to a learning or course management system that is password protected or otherwise restricted to students of a school or post-secondary educational institution
  - c. as part of a course pack
4. A short excerpt means:
  - a. up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work)
  - b. one chapter from a book
  - c. a single article from a periodical
  - d. an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works
  - e. an entire newspaper article or page
  - f. an entire single poem or musical score from a copyright-protected work containing other poems or musical scores
  - g. an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work
5. Copying or communicating multiple short excerpts from the same copyright-protected work, with the intention of copying or communicating substantially the entire work, is prohibited.
6. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.
8. ***Copying, scanning, or printing materials intended for one-time use is strictly prohibited. "Materials intended for one-time use" are workbooks and exercise books in which a student records answers. These are materials created and intended for each student to have his or her own copy. Once a student***



***completes the answers, these materials are of no use to another student. Any copying from materials intended for one-time use exposes the person making the copy, the teacher, the school, and the school board to liability for copyright infringement. This prohibition does not apply to reproducibles. A "reproducible" is not intended for one-time use, but is sold or provided with the rights holder's authorization to reproduce it for educational use.***

- 9. *Employees who require assistance in determining whether copyrighted material may be reproduced for educational purposes may consult the following website:***

**[www.copyrightdecisiontool.ca](http://www.copyrightdecisiontool.ca)**

**9.05 B**

**Keewatin-Patricia District School Board**

April 11, 2017

**NOTICE OF MOTION**

THAT the verbal report on Policy 606, Transportation, be received.

THAT Policy 606, Transportation, be approved as amended.



*Policy Section:* **Business and Administrative Measures**

**600**

*Policy Name:* **Transportation**

**606**

Draft Attached for approval

Cross Reference:  
314, Video Security Surveillance in Schools  
613, Board, Lodging & Transportation Assistance  
804, Temporary Closing of Schools/Early Dismissal

Date Approved: June 29, 1998  
Reviewed: June 25/02; Nov 8/05 ; June 13/06;  
June 12/07; June 8/09; Apr 10/12; Apr 2013; May  
2014; April 2015; April 2016

Review by: Annually





<b>TRANSPORTATION POLICY</b>	NWOSSC - 001
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<b>Statement</b>	It is the policy of the Northwestern Ontario Students Services Consortium, comprised of the Kenora Catholic District School Board, Northwest Catholic District School Board, Conseil Scolaire De District Catholique des Aurores boreales and the Keewatin-Patricia District School Board to provide harmonized student transportation services which are safe, efficient and effective.
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<b>Rationale</b>	The Education Act states that school boards may provide transportation for students enrolled in schools operated by the Boards. As such, transportation is considered a privilege and not a right. This policy sets out the terms and conditions under which the Northwestern Ontario Student Services Consortium will exercise its discretion to provide transportation service.
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<b>1.0 Eligibility</b>	<p>Transportation may be provided for students meeting the following conditions of eligibility:</p> <p>1.1 Pupils of the boards registered in and attending a school operated by the Boards.</p> <p>1.2 Other pupils who attend a school operated by the boards providing there is a cost recovery agreement in place.</p> <p>1.3 Eligible students who reside, or whose caregiver resides, more than the following distances by public road or publicly owned and maintained access route from the designated school may be provided transportation:</p> <table> <tr> <td>JK, SK</td><td>Over 500 metres</td></tr> <tr> <td>Grades 1,2,3</td><td>Over 1.0 km</td></tr> <tr> <td>Grades 4 -8</td><td>Over 1.6 km</td></tr> <tr> <td>Grades 9-12</td><td>Over 3.2 km</td></tr> </table>	JK, SK	Over 500 metres	Grades 1,2,3	Over 1.0 km	Grades 4 -8	Over 1.6 km	Grades 9-12	Over 3.2 km
JK, SK	Over 500 metres								
Grades 1,2,3	Over 1.0 km								
Grades 4 -8	Over 1.6 km								
Grades 9-12	Over 3.2 km								

<b>Reference to Policy</b>	REVISED and all Member Boards Approved JUNE 2017. Next Review annually as required.
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Conseil scolaire  
de district catholique des  
Aurores boréales.ca



<b>TRANSPORTATION POLICY</b>	NWOSSC - 001
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<p><b>2.0</b> <b>School Boundaries</b></p>	<p>In cases where students have been granted permission to attend a school other than the designated school according to established school boundaries, the parents are responsible for transportation. If the transportation address/stop is within the attending school boundary transportation may be provided however there must be room on the bus.</p> <p>Children in Care For the purposes of continued stability and continuity during otherwise tumultuous circumstances, children who have been apprehended by a children's aid society may be considered for cross school boundary transportation to remain in their attending school providing the following conditions are met:</p> <ul style="list-style-type: none"> <li>• the accommodation would involve existing school bus routes</li> <li>• there is room on the bus</li> <li>• there is no route extension,</li> <li>• no route deviation and</li> <li>• no additional cost to the system</li> <li>• if space is required by another eligible student, the student may lose his/her riding privileges if no other reasonable alternative can be found</li> <li>• the change is intended for a placement not respite or an intake situation</li> </ul> <p>The Consortium reserves the right to require appropriate documentation from the appropriate agency.</p>
<p><b>3.0</b> <b>Safety</b></p>	<p>3.1 Students may be transported for reasons of safety rather than distance and this will be at the discretion of the Manager of Transportation.</p> <p>3.2 The Consortium has a responsibility to provide a bus stop which is at a location which is safe for students boarding/disembarking as well as for those already on the bus.</p> <p>3.3 Parents/Guardians are responsible for the safety and conduct of students to and from the stop.</p>
<p>Reference to Policy</p>	<p>REVISED and all Member Boards Approved JUNE 2017. Next Review annually as required.</p>





<b>TRANSPORTATION POLICY</b>	NWOSSC - 001
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	<p>3.4 <del>Elementary</del> School principals are responsible for ensuring that school bus safety practices are taught annually which would include evacuation drills. It is recommended that the <del>elementary</del> schools work in co-operation with the local police services or detachment.</p>
4.0 Bus Stops	<p>4.1 Bus stops will be located where deemed appropriate by the Manager of Transportation.</p> <p>4.2 The distance between bus stops will be approximately 275 metres apart where it is reasonable and safe to do so.</p>
5.0 Route Design/Changes	<p>The Consortium considers safety of students to be of paramount importance and will take all reasonable measures to ensure that routes are designed and maintained in a manner which is safe, effective, efficient and fiscally responsible.</p> <p>5.1 All routes are designed to operate only on publicly owned roads and roads which are publicly and adequately maintained twelve months of the year. The exceptions may be turnarounds which may be located on private property which are subject to review. The Consortium is not responsible for maintenance or snow clearance for any road infrastructure or turnarounds. Transportation will not be provided in any situation that does not provide adequate accommodation for the safe operation of buses.</p> <p>5.2 Route extensions may be considered if the following conditions are met:</p> <ul style="list-style-type: none"> <li>i) the change, modification or extension shall not adversely affect the route <del>becomes ii)</del></li> <li>ii) the roads conditions are adequate - <del>becomes iii)</del></li> <li>iii) an adequate turnaround is available and properly maintained <del>and is within a reasonable distance from the stop - becomes iv)</del></li> <li>iv) the <del>extension</del> distance is not excessive <del>becomes v)</del></li> <li>v) the financial impact is deemed reasonable <del>becomes vi)</del></li> <li>vi) the route extension is over 1.0 km <del>move to i) and rephrase to ' i) the route</del></li> </ul>
Reference to Policy	REVISED and all Member Boards Approved JUNE 2017. Next Review annually as required.





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	<p>extension is over 1.0 km based on the address of the student making the request</p> <p>Becomes:</p> <p>5.2 <i>Route extensions may be considered if the following conditions are met:</i></p> <ul style="list-style-type: none"> <li><i>i) the route extension is over 1.0 km based on the address of the student making the request</i></li> <li><i>ii) the change, modification or extension shall not adversely affect the route</i></li> <li><i>iii) the roads conditions are adequate</i></li> <li><i>iv) an adequate turnaround is available and properly maintained and is within a reasonable distance from the stop</i></li> <li><i>v) the extension distance is not excessive</i></li> <li><i>vi) the financial impact is deemed reasonable</i></li> </ul> <p>5.3 i) Where the request for route change meets all other criteria and the total change exceeds ten (10) km. (one way) between the existing closest stop and the route change request, there must be a minimum of four (4) Consortium students requesting service <i>before a school bus route extension will be considered.</i></p> <p>ii) <i>There may be occasions where parent contracted transportation would be the most appropriate mode of transportation. As such, financial assistance may be available as determined by Consortium procedure.</i></p> <p>5.4 Route changes or modifications may be made at any time however every effort will be made to provide reasonable notice to parents.</p> <p>5.5 In the event of any facility change (eg: school opening/closing) or in an immediate or</p>
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Reference to Policy	REVISED and all Member Boards Approved JUNE 2017. Next Review annually as required.
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	<p>extended emergency, the Consortium reserves the right to make any necessary changes or modifications in routing.</p> <p>5.6 Students may be required to transfer buses.</p> <p>5.7 Routes are subject to review and students must continue to meet all criteria in order to maintain service levels.</p>
<b>6.0 One Destination/One Pick Up</b>	<p>For reasons of safety and efficiency, students are permitted to have one pick-up and one destination point only. These points may be different, providing this is a daily occurrence and there is room on the bus to accommodate daily different a.m./p.m. arrangements. Transportation is provided from home to/from caregiver or home to/from school only. Requests that students be picked up and dropped off at other locations will not be accommodated.</p> <p><del>Secondary students (Grades 9 – 12)</del> <b>Students in Grades 7-12 may occasionally utilize alternate pick-ups or drop offs providing it is the same bus and the stop meets the required distance criteria for eligibility.</b></p>
<b>7.0 Shared Custody</b>	<p>Transportation may be considered in situations where parents have shared custody as court ordered. The Consortium cannot guarantee that the route configuration will remain the same which would allow both addresses to be serviced.</p> <p>The following conditions would apply:</p> <ul style="list-style-type: none"> <li>• The Consortium reserves the right to withdraw services if, in its sole discretion, the safety of the student is compromised unduly.</li> <li>• Parents/guardians and the student accept all responsibility for the management of the alternating schedule, boarding the correct bus, and disembarking at the correct stop location.</li> </ul>
<b>Reference to Policy</b>	<b>REVISED and all Member Boards Approved JUNE 2017. Next Review annually as required.</b>





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<b>7.0 Shared Custody (continued)</b>	<ul style="list-style-type: none"> <li>The custodial parents must choose a primary address and secondary address for service, and the addresses are subject to the following conditions: <ul style="list-style-type: none"> <li>Both addresses must be eligible for transportation (cross attendance areas will not be permitted as consistent with the policy)</li> <li>Both addresses must be the place of residence of the custodial parents or their appointed caregivers</li> <li>There must be room on the bus(es) servicing the secondary address</li> <li>No route deviations or extensions will be granted.</li> </ul> </li> <li>Where the parents cannot agree on the primary and/or secondary addresses or the schedule, the parent with the greater share custody (as per court documents) will make the determinations.</li> <li>If the situation involves a 50/50 joint custody situation, and the parents cannot agree on either of the primary and/or secondary addresses or the schedule, transportation will not be provided by the Consortium.</li> <li>For JK to Grade 6 students only: <ul style="list-style-type: none"> <li>The drop off location can be based on either the primary or secondary address, but <u>must be at the same location every day of the school year.</u></li> <li>The pick-up location can be based on either the primary or secondary address, but the pick-up schedule must be for a week at a time from Monday to Friday with a schedule provided to the bus operator and Consortium at least one month in advance. Schedule changes will not be accommodated.</li> </ul> </li> </ul>
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<b>7.0 Shared Custody (continued)</b>	<ul style="list-style-type: none"> <li>For students in Grades 7-12 only: <ul style="list-style-type: none"> <li>On a daily basis, the student can utilize the pick-up location based on either the primary or secondary address.</li> <li>On a daily basis, the student can utilize the drop off location based on either the primary or secondary address.</li> <li>The student is not required to inform the Consortium of his or her daily schedule regarding pick-up and drop off locations and the Consortium or bus operator/driver does not assume any responsibility in managing or tracking the student's daily schedule.</li> </ul> </li> </ul>
<b>8.0 Exceptional Students</b>	Transportation may be provided for exceptional students who have been identified under the IEP (Individual Education Plan) assessment upon the approval of the Manager of Transportation after consultation with the appropriate board/school staff. <b>There may be circumstances where parent contracted transportation would be the most appropriate for the exceptional student (s) once all other options have been exhausted. As such, financial assistance may be available as determined by Consortium procedure.</b>
<b>9.0 Temporary Physical Challenge</b>	The Consortium may provide transportation for students who cannot access regular modes of transportation for prolonged temporary physical challenge. Transportation will be provided at the discretion of the Transportation Manager in consultation with the school principal for injuries/medical conditions where the lack of access to school transportation presents a hardship for the parent/guardian at the expense of the individual Board.
<b>10.0 General</b>	<p>10.1 The Consortium transportation rules and regulations shall be available on the Consortium website at <a href="http://www.nwobus.ca">www.nwobus.ca</a> as well as through a link from Kenora Catholic, Northwest Catholic, Keewatin-Patricia and Conseil Scolaire de District Catholique Aurores boreales. A transportation brochure will also be available to parents and schools.</p> <p>10.2 All requests, concerns and complaints concerning school bus transportation shall be referred to the Manager of Transportation for appropriate action.</p>

Reference to Policy	REVISED and all Member Boards Approved JUNE 2017. Next Review annually as required.
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	<p>10.3 In the interest of safety and an in an effort to reduce student discipline problems and vandalism, video camera surveillance may be utilized on school buses.</p> <p>10.4 <del>An emergency plan will be established and reviewed on an annual basis as provided by each of the bus operators under contract.</del></p> <p>10.4 Every <del>pupil</del> <b>student</b> is responsible for his/her conduct to the principal of the school where the <del>pupil</del> <b>student</b> attends. The <del>Code of Behaviour</del> <b>school code of conduct</b> developed by the attending school shall govern the conduct of the student. <b>Consistent with transportation being a privilege and not a right, any breach of any individual school's Code of Conduct may result in the suspension or cancellation of bussing privileges.</b></p> <p>10.5 The <del>Boards or</del> Consortium will not provide <b>transportation other than additional funding outside home to school transportation.</b> Any decision to fund transportation outside home to school <b>transportation</b> is the responsibility of the board.</p> <p>10.6 While Consortium staff will provide charter contact information for schools, the Consortium is not responsible for organizing charter and/or field trips.</p> <p>10.7 In the interest of ensuring competition and continued flexibility, the boards limits the ownership of any one bus operator or members of his/her family to not more than <del>49%</del> <b>60%</b> of the total number of vehicles in the transportation system.</p>
11.0 <b>Appeals</b>	Appeals with respect to the application of this policy may be made to the Board of Directors of the Northwestern Ontario Student Services Consortium.
12.0 <b>Procedures</b>	The Board of Directors in conjunction with the Manager shall be responsible for the development of Transportation Procedures based on the Transportation Policy. The Manager will be responsible for the implementation of the transportation policy and the subsequent procedures.

Reference to Policy	REVISED and all Member Boards Approved JUNE 2017. Next Review annually as required.
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<b>13.0 Review of Policy</b>	The Transportation Policy of the Northwestern Ontario Student Services Consortium will be reviewed on an annual basis. Consistent with 2.2.12 of the Consortium Agreement, the Policy Committee consists of one senior business official per board and one trustee per board. The Policy Committee may develop procedures to govern its operation.
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Reference to Policy	REVISED and all Member Boards Approved JUNE 2017. Next Review annually as required.
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**9.06 A**

**Keewatin-Patricia District School Board**

April 11, 2017

**NOTICE OF MOTION**

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

THAT Policy 603, Donations, be approved as amended with the next review in year 2020.

## **Policy Statement**

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

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

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

## **Rationale**

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

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

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

## **Guidelines**

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

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

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

2. Assistance to Non-profit Organizations

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

3. Donations to the Board

- A. Any donation of money or real property to a school or the Board shall, if accepted, become the property of the Board.
- B. Authorization to accept donations on behalf of the Board is delegated to the Director of Education, Superintendent of Education, Superintendent of Business, and School Principals. Decisions to accept donations shall be based on the expected benefit to pupils and any costs associated with the donation (e.g. maintenance of equipment being donated). Donor of real property requesting a charitable donation receipt shall provide, at their own expense, a qualified third-party appraisal of the market value of the item(s) being donated.



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

**9.06 B**

**Keewatin-Patricia District School Board**

April 11, 2017

**NOTICE OF MOTION**

THAT the verbal report on Policy 604, OMERS Membership, be received.

THAT Policy 604, OMERS Membership, be reaffirmed with the next review in year 2020.

## **Policy Statement**

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

## **Rationale**

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

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

## **Guidelines**

1. For the purposes of this Policy, employee means any person who is employed by the Keewatin-Patricia District School Board, except those employees required to contribute to the Ontario Teachers' Pension Plan Board and those employed on a temporary basis.
2. All continuous full time employees are required to enroll in OMERS as of their date of hire.
3.
  - a) Other-than-Continuous Full-Time employees hired after August 31, 1998, are required to enroll in OMERS as of their date of hire if their regular work schedule meets or exceeds 15 hours per week.
  - b) Other-than-Continuous Full-Time employees whose regular work schedule is revised after August 31, 1998, such that they meet or exceed the 15 hour per week minimum, shall enroll in OMERS as of the date their work schedule is revised.
4. Contributory earnings for OMERS purposes *are defined in the OMERS Employer Administration Manual.*



**Keewatin-Patricia District School Board**

April 11, 2017

**NOTICE OF MOTION**

THAT the verbal report on Policy 616, Signing Authorities, be received.

THAT Policy 616, Signing Authorities, be reaffirmed with the next review in year 2021.

## Policy Statement

It is the policy of the Keewatin-Patricia District School Board to delegate its signing authority to the Director of Education to facilitate the signing of documents necessary for the effective and efficient operation of the Board. Such signing authority may be further sub-delegated to officers and employees of the Board by the Director of Education through the establishment of a Signing Authorities Procedure.

Notwithstanding the above, the Chair and/or Vice-Chair of the Board may sign such documents as Board and Committee meeting minutes; correspondence issued on behalf of the Board; expense claims of trustees in accordance with Policy 210; documents where the other party (e.g. Ministry of Education) requires the signature of the Chair and/or Vice Chair; and any other documents which have been specifically approved by the Board for signature by the Chair and/or Vice-Chair.

## Rationale

The geography of the Board and the nature of trustee's responsibilities make it impractical to require the signatures of trustees to execute documents needed for the operation of the Board. The Board gives direction to staff through by-laws and resolutions and these authorizations will guide the Director of Education in determining whether documents should be signed and by whom.

## Guidelines

1. The Director of Education shall issue a Signing Authorities Procedure to implement this policy, including guidelines governing the sub-delegation of signing authority.
2. Exercising Prudence - All persons with delegated signing authority have the responsibility to exercise their authority in a prudent manner. Depending on the nature of the document to be signed, this responsibility shall include an assessment of some or all of the following:
  - a. The ability of the Board to meet any financial obligations resulting from the contract, agreement, or financial or other instrument;
  - b. The ability of the other party(ies) to meet its(their) obligations;
  - c. Specific authority granted by the Board to execute the document;

- d. Compliance with labour legislation, tax legislation , other legislative and regulatory requirements and applicable Board policies;
  - e. Whether all approvals required by any applicable policy or practice have been obtained for the contract or agreement; and
  - f. Whether legal advice is needed (consult with the Director of Education or designate.)
3. Corporate Seal – The seal of the Board when required will be affixed to contracts, agreements, documents or written instruments. The seal of the Board will be the responsibility of the Director of Education and will be stored at the head office of the Board.
  4. Electronic and Mechanical Signatures – the use of electronic and mechanical signatures is authorized, subject to those persons with signing authority having direct control over the application of such signatures or having a rigorous control system to prevent the unauthorized application of such signatures (e.g. requiring two independent persons to operate a cheque printer which prints cheques bearing an electronic signature.)
  5. Approval Authority – *Approval authority* is distinct from *signing authority*. Prior to signing a document such as a purchase order, lease, or contract, the individual must first ensure that he or she has sufficient approval authority as set out in Policy 607, *Purchasing*, or by virtue of a by-law or resolution of the Board.
  6. Borrowing Authority – *Borrowing authority* is distinct from *signing authority*. Prior to signing a document such as a loan agreement, mortgage, or other borrowing instrument, the individual must first ensure that he or she has sufficient borrowing authority as set out in a by-law or resolution of the Board.



**Keewatin-Patricia District School Board**

April 11, 2017

**NOTICE OF MOTION**

THAT the Special Education Advisory Committee verbal report be received.

THAT the Special Education Advisory Committee Membership Report be received.

THAT the appointment of Ms. Eveline O'Flaherty, a community representative from Kenora, to the Special Education Advisory Committee, be approved.

**Special Education Advisory Committee  
Appointment Recommendation**

Over the current school year, the existing SEAC committee engaged in active recruitment of new SEAC members to represent the different areas of the KPDSB.

It is with great pleasure that we have successfully engaged one new community member, for the Kenora area.

SEAC wishes to recommend formal appointment to our committee of Eveline O'Flaherty.

Eveline O'Flaherty has been very involved in Special Education departments of four different school Boards in Ontario and has been involved internally within KPDSB with the development of Special Education Plans and processes within her career at KPDSB.

Eveline has been retired from KPDSB since January of 2014 and is no longer employed with KPDSB.

Respectfully submitted by:  
Joan Kantola,  
Superintendent of Education

*Eveline P. O'Flaherty*  
*516 Sixth Avenue South*  
*Kenora, Ontario P9N 2G5*  
*807-466-8044*

Nicole Perron  
240 Veterans' Drive  
Kenora, ON P9N 3Y5

Dear Ms Perron:

Please accept this letter as my application to be a member of the Keewatin Patricia District School Board's Special Education Advisory Committee.

During my career in education I was very involved in the Special Education departments of four different school boards in Ontario and have been a part of the development of special education plans and processes since the early 1980's. I have been a Special Education Resource Teacher, administrator in charge of the Special Education department for Beaver Brae Secondary School and a strong advocate for all students, but in particular those with special needs and cultural differences. In 2011, along with Sean Monteith, I facilitated having the additional qualifications course, Special Education for Administrators, taught in Kenora. Eleven KPDSB administrators and one Special Education Resource Teacher took the course that was taught by two KPDSB administrators.

Since my retirement in January 2014 I have enjoyed a hiatus from Education. I have not been an employee of the KPDSB, in any capacity, since July 2016. My background in Special Education and my experience with the changes in Special Education, Special Education Plans and the needs of all students would be valuable assets to this committee.

Please contact me at my e-mail address [evieof@hotmail.com](mailto:evieof@hotmail.com) or the contact information above.

Sincerely,  
Evie O'Flaherty



Ministry of Education

Minister

Mowat Block  
Queen's Park  
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat  
Queen's Park  
Toronto ON M7A 1L2



March 20, 2017

Mr. Sean Monteith  
Director of Education  
Keewatin-Patricia District School Board  
4th Floor, 240 Veterans Drive  
Kenora ON P9N 3Y5

*Sean,*

Dear Mr. Monteith,

Thank you so much for your wonderful Northern hospitality during my January 24<sup>th</sup> visit to Sioux Lookout. It was extremely helpful to have your assistance to ensure that my tour went smoothly. I very much appreciated the chance to see Sioux Mountain Public School and hear firsthand from your colleagues and the community members about some of the issues happening at the Keewatin-Patricia District School Board. As I said during the visit, it is important that we continue to work together to address these concerns in order to ensure our students are able to achieve the supports they need to succeed and thrive, both academically and personally.

I'd also like to thank you for joining me on the visit to Pelican Falls First Nations High School. Your guidance, insights and introductions were extremely valuable. I thoroughly enjoyed my visit and look forward to my next trip to the North.

Thank you again for your warm welcome and I wish you a wonderful 2017!

Sincerely,

A handwritten signature in dark ink, appearing to read "Mitzie Hunter".

Mitzie Hunter, MBA  
Minister

## MEDIA RELEASE

# **Mitzie Hunter, Minister of Education, visits Sioux Mountain Public School in Sioux Lookout**

**January 27, 2017**

The staff and students of Sioux Mountain Public School were honoured to welcome Ontario Minister of Education Mitzie Hunter to Sioux Lookout yesterday (Tuesday, January 24, 2017).

Minister Hunter toured the Kindergarten classrooms at Sioux Mountain Public School, where the staff and students of the Full-Day Kindergarten program were excited to welcome her. Following that, at the invitation of the Keewatin-Patricia District School Board, the Minister participated in a closed-door meeting with KPDSB staff, agency partners, and First Nation leadership representatives. The focus of the meeting was a sincere but serious conversation around the unique challenges of helping and supporting northern children.

The Keewatin-Patricia District School Board remains a strong advocate for children, their families, and the staff that work with them every day, and accepts this leadership role willingly. Minister Hunter listened and offered her support to all staff in the region who work with children.

Mitzie Hunter, Ontario Minister of Education, stated "I am inspired by the educators and school leaders working hard on behalf of students, and I am so appreciative of this visit to learn more about their unique circumstances and challenges. We need to work together through the many complexities affecting our students here in the north."

Sean Monteith, KPDSB Director of Education, added "The Keewatin-Patricia District School Board has welcomed senior Ministry officials before; but unlike those visits, the focus was on a serious and candid discussion around the sense of urgency we feel in addressing the needs of northern children."

Dave Penney  
Chair

-30-

Sean Monteith  
Director of Education

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

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

Contact Sheena Valley, Communications Officer, in the Dryden Office at extension 247 regarding this release.



FASD Initiative, Public Health Agency of Canada  
Thank you dated February 24, 2017

Correspondence for Regular Board Meeting, April 11, 2017

February 24, 2017

Dear Sean, Joan, Mike, Holly and Heather,

Thank you again for taking the time to prepare such excellent presentations for the January 18<sup>th</sup> FASD Initiative's webinar! Your practical approaches, innovation and hard work are clearly valued by the many people who participated, and certainly by our team.

Our Executive Director, Karen McKinnon (Division of Children and Youth), attended the webinar and enjoyed your presentations immensely. Our team also heard directly from others who participated in the March FASD ONE Symposium. They found that they learned more at this webinar, so that is also good feedback for you.

I have attached a word document summarizing the polling questions and feedback from participants. Your presentations resonated with other parts of the country such as the Atlantic provinces, as they noted that they have many similar challenges and particularly appreciated the practical concrete examples. No doubt your presentations will help them in their thinking as they move forward.

From your end, if you have any feedback for the FASD Initiative's team in terms of the process and event, that would be helpful. We are so appreciative of the thoughtful preparation that you undertook - everyone's hard work and dedication on behalf of the students with FASD in the KPDSB are valued!

Thank you again- please stay in touch.

Kind regards,

Holly MacKay



**Thank you from the FASD Initiative**  
**Public Health Agency of Canada**

**Registration and Participations:**

236 Registered  
175-185 Participated

**Polling Questions:**

*What Province/Territory/Country are you from?*

39% attended from Newfoundland and Labrador  
26% attended from Ontario  
1 person attended from the United States.

*What sector are you from?*

29% were from Education  
21% were from Provincial Governments

*Are you or do you know someone who is affected by FASD?*

81% of people said yes

**Are you aware of specialized educational initiatives for children and youth living with FASD in your area?**

40% of people are aware

**Post CHNET Survey:**

*How will you use the information presented in this webinar in your work and/or personal life?*

- ☐ Not all of the information applied to my situation as a teacher of a student with FASD in an inclusive classroom in an urban center. However I particularly liked the daily log the Mike presented. I intend to use something like that moving forward.
- ☐ Strategies for students, teacher and administration.
- ☐ I work to support students in schools with the diagnosis of FASD (amongst other issues) as a school social worker. Having heard this team speak before it's reassuring to know that with the right attitude and supports students can do really well in school - taking this information and sharing stories/specifcs with teachers will further aid in my own suggestions and recommendations being "heard".
- ☐ Inform others of the information presented, and how beneficial FASD specific classrooms can be.
- ☐ I will share the information with my supervisor
- ☐ There may be students I work with that have FASD, the information may give me ideas about how to support those students
- ☐ As a school speech-language pathologist, I plan to use the information presented in the webinar to help my special education teachers arrange their classrooms and structure their day, in order to optimize productivity (and build better relationships!)
- ☐ I will share this information with families and agencies that are looking for a better learning experience for folks they support with FASD.
- ☐ I work as a community coordinator for our provincial FASD Centre. I will use the information presented in this webinar to help advocate for the children that I work with.
- ☐ Currently we are developing a Children Who Witness Abuse program and I believe that many of the suggestions in the Alert program will be transferable.
- ☐ I have already linked my son's education facility to the webinar and hope that they will review the material and consider introducing similar ideas and tools into their program.



- ☐ I am a social worker, often working with children with FASD who are in care. Very good information re: how beneficial and needed alternate classrooms are for these children.
- ☐ I am taking more training next month, and this will help me for that!
- ☐ I am in a unique situation in that I had already seen the presentation at the FASD ONE Symposium and I work with these concepts everyday so I am not really qualified to answer this question.
- ☐ I have been involved with FASD for almost 37 years, the first 18 of which, unknowingly!
- ☐ The last almost 17 years have taught me that the only (current) methodology that works to support people with FASD in the brain-based, FASD-informed, neurobehavioural model. That is what they do in Keewatin Patricia, the model I already believe in.
- ☐ I am not sure how I could use it in my area in S. C. USA now. The psychiatric hospital where I work at , is not receptive to diagnosing children with FASD much less offering services . However my child's school is receptive to alternative services for special needs children but a medical diagnosis is required . It is a great resource
- ☐ **I will implement strategies discussed by the teachers in the presentations used in their classrooms.** I found all information useful and informative.
- ☐ this project is similar to what is happening locally. It is validating and reinforces the need for comprehensive approach to treatment.
- ☐ I am a parent of a child with FASD. I am also invited to provide FASD awareness sessions to organizations and schools. My background is mental health and addictions, and over the last 5 1/2 years of first hand lived experience parenting FASD and researching FASD (and taking a post graduate diploma in FASD), it's nice to see that the work I am doing is current and relevant. I only wish that my child could have had the experience of caring, compassionate and open teachers and administrators in Ontario so that she could have had a safe and positive JK year. All of the information reiterates and confirms the knowledge and neurobehavioural approach to FASD that my husband and I implement at home and strive to implement in non-FASD competent school and frontline experiences. It should not have to be that parents home-school their kiddos with FASD because schools and school boards won't have a paradigm shift. Thank you all for your understanding, compassion, expertise and commitment to our children.



- ☐ The information I most liked was about the classrooms and how they were set up, as well as how the teacher dealt with these children. I would love to see classroom in every school like this and will advocate for them in our community.
- ☐ Information was fine, presenters were good....simply no new information. For me personally, as a parent with 2 children with FASD I always seek new information. We practice many treatment plans in our home....have been fighting with schools and government for many years to get the buy in.
- ☐ Very applicable to my work life as I currently work with clients with FASD
- ☐ I appreciated most the comments that were made by Mike and Holly emphasizing how their work requires shifting within both the teachers and the administration and guidance from a strong knowledge base in the Firefly? counselling group to really allow the work to have the impact it is showing.

*What did you like most about the webinar?*

- ☐ Concise, to the point
- ☐ Concrete examples, real children, and connection to my experiences as a teacher.
- ☐ As well as the information shared (particularly the personal stories of success) - the question and answer period was well managed. Often in presentations/at conferences there is little time for this, building in a longer period of time was really a positive feature for me.
- ☐ The detailed explanations of the classrooms, as well as the statistics that showed the comparisons from prior to entering the program to after two years.
- ☐ I liked hearing from the teachers that have implemented the programs in the classroom successfully. The stories about the students' progress made me feel hopeful.
- ☐ I really enjoyed seeing the pictures of the two example classrooms, and hearing about the specific changes those professionals made for their students with FASD. I also LOVED the video that the school board put together last year.
- ☐ I loved the enthusiasm when each speaker shared their experience in this project. Awesome!

- ☐ I liked hearing from the multiple voices, it kept the presentation fresh and made the time pass quickly.
- ☐ The presentations
- ☐ It provided an absolutely wonderful success story for the staff and students.
- ☐ Presenters were very enthusiastic and knowledgeable about work with children with FASD. I enjoyed the real life stories and pictures of the classrooms.
- ☐ I liked the real life stories of the young people!
- ☐ When the case study of the girl was presented.
- ☐ To hear about the progress that she has made was incredible.
- ☐ Loved it!
- ☐ The educators were passionate and committed.
- ☐ I thought the visual examples of the classrooms were very helpful and gave me an idea how a FASD classroom could be set up . I was pleased to see the Alert Program was taught to the children and incorporated in the program
- ☐ I enjoyed how there was a powerpoint available which provided me useful information and we were permitted to ask questions after the presentations.
- ☐ great to see the success of the classroom, especially in a Northern community that is often isolated. Kudos to all involved in the success of the project.
- ☐ Hearing about the typical rhythm of the school day. Seeing how the classrooms are set up :) Really, the whole thing! It was wonderful! Makes me feel hopeful that I can create enough awareness in Nunavut to begin FASD classrooms like the ones you are running.
- ☐ The above
- ☐ Hearing from people in terms of their specific work and the successes that they shared.



*Any other comments?*

- ☐ Thank you so much for this webinar! It made me very hopeful that this program can be replicated in Hamilton. Also, thank you to the teachers for spending their time with us explaining their program and providing us with student success stories. Your students are very lucky to have such kind, supportive teachers in their lives.
- ☐ Overall I enjoyed the webinar. Thanks!
- ☐ It was a lovely experience! Thank you so much for allowing me to participate! :)
- ☐ As I said, it just gave me pause. I recognize the professionalism and dedication of all involved.
- ☐ This was excellent, thank you! Loved hearing about the children's success stories! Some more support with how teachers/schools should be interfacing with parents. There were good points about the necessity of parents buying in, but what if the teachers don't believe your child has FASD and refuse a safety plan (for a runner that is highly explosive and cannot process or anticipate danger) and IEP for accommodated learning or support self reg by providing sensory breaks or an EA because of the nature of the invisible complex disability that FASD is. What if the school works a child with FASD and trauma just as hard as their peers at 4 years old and it creates harm in the home and increased rage and risk-taking in the child, yet the school refuses to a) communicate with you and b) believe you? It's a real heartbreaker. And it alienates parents. There are those kids with FASD competent parents running an NB home and providing 24/7 supervision, an FASD friendly environment and routine, visual schedules, employing FASD strategies, sensory breaks/toys, etc at all times and anticipating needs so much so that the child's presentation at school is 'invisible' if they have enough visual cues from other students to perform like their peers. It's helpful to hear from teachers and admin like yourselves in the trenches who actually 'get' FASD, speak to the issue of blocking parents from their child's wellbeing and school life with a serious disability like FASD on board, especially when children are so young. Thank you for everything. It makes this mama's heart burst with hope to hear about what you are all doing to promote awareness and accommodate the learning environments and strategies for students with FASD.