

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING # 3

Tuesday, February 13, 2018
Time: 7:00 p.m.
Dryden High School
Dryden, Ontario

Video & Teleconference Sites
Queen Elizabeth DHS 24A
Red Lake DHS 235
Kenora Education Centre

AGENDA

1. Call to Order
2. Roll Call
3. Approval of Agenda
4. Declaration of Office – An Individual on the Board to Represent the Interests of Indigenous Students
5. Declaration of Conflict of Interest
6. Business Arising from Committee of the Whole
7. Confirmation of Minutes – January 9, 2018
8. Presentations/Delegations
9. Presentation of Reports and Accompanying Motions
 - 9.01 Education
 - A. **Students Come First - Kindergarten Program Report**
 - Teachers; D. Terry and M. Bradley
 - B. Student Trustee Update
 - C. Canadian Institute of Forestry
 - D. Early Learning Partnership Report
 - E. School Year Calendar 2018-2019
 - 9.02 Executive Committee
 - A. Trustee Travel – OPSBA Symposium, February 14-15, 2018
 - 9.03 O.P.S.B.A. Update
 - 9.04 Parent Involvement Committee (nil)
 - 9.05 Operations
 - A. Capital Projects Report – Valleyview Public School

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

9.06 Finance (nil)

9.07 Human Resources

A. Accessibility Policies Update

- Policy 332, Accessibility Standards for Customer Service
- Policy 605, Accessibility Standards for School Transportation
- Policy 615, Accessibility Standards for Information and Communication
- Policy 713, Accessibility Standards for Employment
- Policy 808, Accessibility Standards for Design of Public Space

9.08 Special Education Advisory Committee

9.09 Indigenous Education Advisory Committee (nil)

9.10 Early Years Advisory Committee

10. Other Motions

11. Correspondence

12. New Business

13. Observer Comments

14. Next Meeting Date – March 6, 2018
Dryden High School
Dryden, Ontario

15. Adjournment

Keewatin-Patricia District School Board

February 13, 2018

NOTICE OF MOTION

THAT the verbal report on an Individual on the Board to Represent the Interests of Indigenous Students be received.

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #2

The minutes of Regular Board Meeting #2 of the Keewatin-Patricia District School Board held January 9, 2018 at Dryden High School, Dryden, ON.

Call to Order	The meeting was called to order at 7:00 p.m.					
Roll Call	C. Marcino (vc)	R. Griffiths	G. Seaton			
	L. Barnes (vc)	D. Penney	P. Zilkalns			
	J. Kitowski (vc)	D. Wilkinson				
	M. Guitard (vc)	B. Gauthier				
Absent with Regret	G. Kleist					
Officials	Sean Monteith, Richard Findlay, Caryl Hron, Joan Kantola, Tania Sterling, Kathleen O'Flaherty (vc) and visiting school administration.					
Also Present	Media, Staff and interested public.					
Agenda	Moved by:	D. Wilkinson				
	Seconded by:	B. Gauthier				
Motion	36-18	THAT the agenda for the Regular Board Meeting of January 9, 2018 be approved.				
	Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED		
	Binding	FOR 9	OPPOSED 0	CARRIED		
Conflict of Interest	Declaration of conflict of interest re proceedings on agenda				None	
Minutes	Moved by:	B. Gauthier				
	Seconded by:	D. Wilkinson				
Motion	37-18	THAT the minutes of Regular Board Meeting held December 12, 2017 having been duly circulated be confirmed.				
	Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED		
	Binding	FOR 9	OPPOSED 0	CARRIED		
Students Come First	"Well-Being and Healthy Schools"					
	Presented by: Lorna Tremonti, Recreation and Wellness Lead, Marissa Ferriolo, Teacher at Open Roads PS along with students shared with trustees how their of their daily activities apply to their learning. Students had trustees up and dancing to one of their routines. Great fun enjoyed by all.					
Student Trustee Update	Moved by:	B. Gauthier				
	Seconded by:	R. Griffiths				
Motion	38-13	THAT the Student Trustee verbal update be received.				
	Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED		
	Binding	FOR 9	OPPOSED 0	CARRIED		

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

Moved by: R. Griffiths
Seconded by: B. Gauthier

Presented by: Steve Poling, Principal of Adult Education and Alternative Learning and Joan Cosco, Administrative Assistant for Continuing Education

Motion 39-18 THAT the Fall 2017 Adult Education Report be received.

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

Director's Annual Report
Moved by: B. Gauthier
Seconded by: R. Griffiths

Motion 40-18 THAT the Director's Annual Report be received.

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

OPSBA
Moved by: R. Griffiths
Seconded by: B. Gauthier

Motion 41-18 THAT the O.P.S.B.A. verbal update be received.

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

Policy 332
Moved by: B. Gauthier
Seconded by: R. Griffiths

Motion 42-18 THAT the verbal report on Policy 332, Accessibility Standards for Customer Service, be received.

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

Moved by: R. Griffiths
Seconded by: B. Gauthier

Motion 43-18 THAT Policy 332, Accessibility Standards for Customer Service, be approved as amended with the next review in February 2018.

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

Policy 605
Moved by: B. Gauthier
Seconded by: R. Griffiths

Motion 44-48 THAT the verbal report on Policy 605, Accessibility Standards for School Transportation, be received.

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

Moved by: R. Griffiths
Seconded by: B. Gauthier

Motion 45-18 THAT Policy 605, Accessibility Standards for School Transportation, be approved as amended with the next review in February 2018.

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

Policy 615
Moved by: B. Gauthier
Seconded by: R. Griffiths

Motion 46-18 THAT the verbal report on Policy 615, Accessibility Standards for Information and Communication, be received.

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

Moved by: B. Gauthier
Seconded by: R. Griffiths

Motion 47-18 THAT Policy 615, Accessibility Standards for Information and Communication, be approved as amended with the next review in February 2018.

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

Policy 713
Moved by: R. Griffiths
Seconded by: B. Gauthier

Motion 48-18 THAT the verbal report on Policy 713, Accessibility Standards for Employment, be received.

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

Moved by: B. Gauthier
Seconded by: R. Griffiths

Motion 49-18 THAT Policy 713, Accessibility Standards for Employment, be approved as amended with the next review in February 2018.

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

Policy 808
Moved by: R. Griffiths
Seconded by: B. Gauthier

Motion 50-18 THAT the verbal report on Policy 808, Accessibility Standards for Design of Public Space, be received.

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

Moved by: B. Gauthier
Seconded by: R. Griffiths

Motion 51-18

THAT Policy 808, Accessibility Standards for Design of Public Space be adopted by the Board with the next review in February 2018.

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

SEAC

Moved by: R. Griffiths
Seconded by: B. Gauthier

Motion 52-18

THAT the Special Education Advisory Committee verbal update be received.

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

New Business

None

Observer Comments

None

Adjournment

Moved by: B. Gauthier
Seconded by: R. Griffiths

Motion 53-18

THAT the meeting adjourn at 8:14 p.m.

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

Chair

Secretary



Keewatin
Patricia
DISTRICT SCHOOL BOARD

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



Kindergarten Program Report

Respectfully submitted by:
Dawn Marie Terry and Melissa Bradley, Kindergarten Educators
February 13, 2018



Children succeed in programs where adults are caring and responsive, and in programs that focus on active learning through exploration, play and inquiry. Children thrive in programs where they and their families are valued as active participants and contributors.

From: How Does Learning Happen? (Ontario Ministry of Education, 2014c, p.4)

WWW.KPDSB.ON.CA

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Active Learning



WWW.KPDSB.ON.CA

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

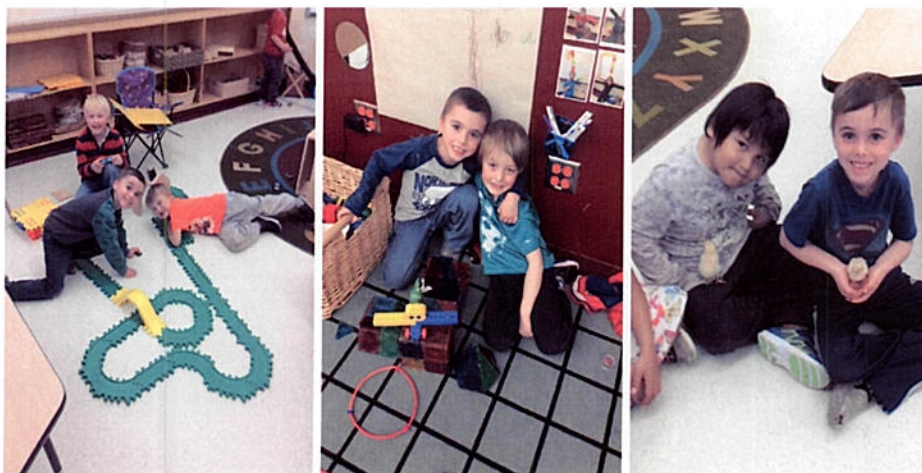
Exploration and Inquiry



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Learning Through Relationships



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Keewatin Patricia
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Engaging Our Learners



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Keewatin Patricia
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Learning Extends to the Outdoors



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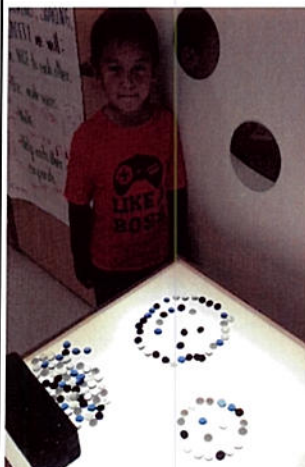
Authenticity Supports Strong Literacy...



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

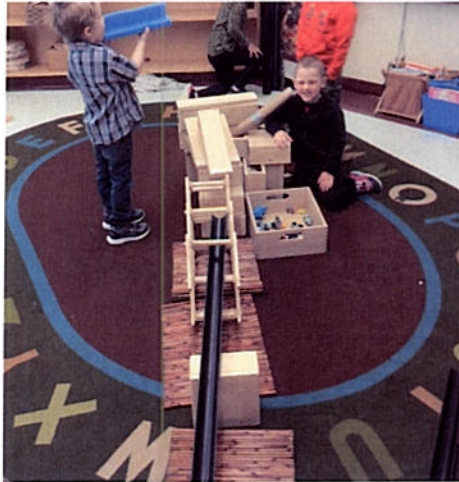
and Mathematics!



WWW.KPDSB.ON.CA

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

We ♥ Kindergarten!



WWW.KPDSB.ON.CA

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

9.01 C

Keewatin-Patricia District School Board

February 13, 2018

NOTICE OF MOTION

THAT the verbal report on the Canadian Institute of Forestry be received.

Keewatin-Patricia District School Board

February 13, 2018

NOTICE OF MOTION

THAT the Early Years Partnership Report be received.

Early Years Partnership Report

The goal of the Ministry of Education is to provide 100,000 more new child care spaces across the Province. This includes expanding Child Care and EarlyON Programs into schools to provide better access to these services for children and families in one location. Since 2012 the Keewatin-Patricia District School Board (KPDSB) and the Kenora District Services Board (KDSB) have been working in partnership by jointly applying for Schools-First Child Care Capital Retrofit funding to see this goal come to fruition.

In the first round of Child Care Capital Retrofit Funding the Keewatin-Patricia District School Board along with the Kenora District Services Board received \$749,800 from the Ministry of Education, to renovate school spaces for Child Care Programs and Outdoor Spaces to accommodate younger students. The following were the renovations undertaken during this first round of funding.

- | | |
|--------------------------------|------------------------------------|
| • King George VI Public School | New Child Care Space/Outdoor Space |
| • Evergreen Public School | New Child Care Space |
| • New Prospect Public School | Playground Renovations |
| • Sioux Mountain Public School | Playground Renovations |

In the second round of Child Care Capital Retrofit Funding the KPDSB along with the KDSB received 3.6 million dollars from the Ministry of Education in order to continue to retrofit schools to accommodate both Child Care and EarlyON Programs. These projects will be done in three phases with the completion date of all phases to be completed by 2020. The following are the projects that will be occur over the next several years.

Phase One-Dryden Area:

- Relocate Child Care Programs from The Dryden Children's Resource Centre to New Prospect (NPPS) and Open Roads Public Schools (ORPS), as well to renovate space in ORPS to accommodate a new kitchen space, and NPPS to accommodate a new outdoor playground space. As well minor renovations will take place in the existing programs in each of the schools to create an office at ORPS and to create a better site view for washrooms at NPPS.

Current Status:

- The Preschool Program has been relocated to Open Roads Public School
- The Toddler Program has been relocated to New Prospect Public School
- The Kitchen at ORPS has been renovated to provide a school kitchen to continue to service school programs, as well as a Child Care kitchen to service all Child Care Programs in the Dryden area
- The outdoor playground fencing at NPPS has been put in place and the outdoor space will be completed in the spring
- The Minor Renovations at both NPPS and ORPS are currently under way

Phase Two-Sioux Lookout Area:

- Relocate some of the Child Care Programs from Norah Love Children's Centre in Sioux Lookout to Sioux Mountain Public School (SMPS).
 - Will relocate the Toddler Program to SMPS and renovate a space to accommodate the program
 - Will renovate a classroom space for the current Preschool Program
 - Will renovate a classroom space for the current EarlyON Program
 - Will build a new outdoor playground space to accommodate the new programs, as well as reorganize parking and drop off areas for these programs
 - Will renovate the current kitchen space to accommodate both the school programs and child care programs

Current Status:

- The KPDSB, KDSB, as well as other program operators have had two meetings to discuss the renovations to SMPS with the start date to occur this spring. In order to retrofit spaces to accommodate these programs, the school will also receive renovations to relocate staff related spaces.

Phase Three-Kenora Area:

- Relocate the Child Care Programs from Cameron Bay Children's Centre to Evergreen Public School (EGPS) and Keewatin Public School (KPS).
 - Will relocate the Toddler Program to Evergreen PS
 - Will relocate the Preschool Program to Keewatin PS

Current Status:

- Meetings will be held in the spring to discuss the renovations for both Evergreen Public School and Keewatin Public School.

Over the last six years the KPDSB and the KDSB have worked collaboratively and efficiently to enhance services for parents and children throughout the region. In the first round of Schools-First Child Care Capital Retrofit Funding we were able to renovate indoor classroom spaces, as well as renovate outdoor playground areas to support the additional programs. In this second round of Child Care Capital Retrofit Funding we plan to expand these programs to other schools and areas within the board to increase services for more families in the board. As part of the **'Students Come First'** Vision to support children in our board, it has been our goal to provide the best services for our families by providing Child Care and EarlyON Programs in our schools.

"As child care, early learning and the education system become increasingly integrated, more children will benefit from a stronger start in life."

Respectfully Submitted by;
Caryl Hron, Superintendent of Education
Sarah Stevenson, Director of Integrated Social Services

Keewatin-Patricia District School Board

February 13, 2018

NOTICE OF MOTION

THAT the verbal report on the 2018-2019 Draft School Year Calendar be received.

THAT the 2018-2019 Draft School Year Calendar be approved by the Board and forwarded to the Ministry of Education.

2018-2019 DRAFT SCHOOL YEAR CALENDAR

Background

The Draft School Year Calendar for 2018-2019 was developed as per the guidelines outlined in Regulation 304, School Year Calendar and Professional Activity Days. The calendar includes 194 school days, 7 professional activity days and 10 examination days for secondary schools.

The calendar was created by a committee representing the following five boards; Northwest Catholic DSB, Rainy River DSB, Kenora Catholic DSB, CSDC des Aurores boréales, and the Keewatin-Patricia DSB and is based on the following requirements:

- Adherence to the Education Act;
- A balanced number of days in each semester;
- Shared bussing with coterminous Boards;
- Scheduling of co-curricular activities; and
- Feedback from the School Year Calendar Survey.

As part of the standard practice for developing the School Year calendar the committee asks for individuals to fill out the School Year Calendar survey to indicate their preference for; the start and end date of the school year, PA days on Mondays or Fridays, and any other additional comments they want to share. This year the committee received 1512 family responses to the survey of which 59% indicated a preference to start after Labour Day. This information was also considered during the creation of the 2018-2019 School Year Calendar.

The draft 2018-2019 School Year Calendar was circulated within Board communities and to school councils and staff members, so everyone had an opportunity to provide feedback as part of this consultation process. All stakeholders that responded to the consultation process, received an email acknowledging their feedback, as well any questions that were asked were answered. In creating this calendar, all of the Education Act requirements were met, as well as all feedback was reviewed and considered, and it is believed that the attached calendar is the best option for the 2018-2019 School Year.

Recommendation

That the Draft 2018-2019 School Year Calendar be approved by the Trustees of the Board to be submitted to the Ministry of Education.

Respectfully submitted by:
Caryl Hron, Superintendent of Education

2018-2019 School Year Calendar

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

DRAFT

<div></div>	<div></div>	<div></div>
SCHOOL HOLIDAY	PA DAY	EXAMS

September 2018						
Su	M	Tu	W	Th	F	Sa
	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2019						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

89 Instructional Days - Semester 1

Full Disclosure - November 23, 2018

88 Instructional Days - Semester 2

All students begin school on September 5, 2018 and end on June 28, 2019

School Holidays

September 3, 2018 Labour Day
October 8, 2018 Thanksgiving
December 24-Jan 4, 2019 Christmas Holidays
February 18, 2019 Family Day
March 11-15, 2019 March Break
April 19, 2019 Good Friday
April 22, 2019 Easter Monday
May 20, 2019 Victoria Day

Professional Activity Days

September 4, 2018 PA Day
September 28, 2018 PA Day
October 26, 2018 PA Day
November 26, 2018 PA Day
February 1, 2019 Elem - Report Card Day
April 26, 2019 Sec - Union PA Day
June 14, 2019 PA Day
June 14, 2019 Elem - Report Card Day
May 14, 2019 Sec - Union PA Day

Elementary

Progress Report November 14, 2018
Elementary Report February 12, 2019
Elementary Report June 28, 2019

Secondary

Semester 1 September 4, 2018, January 31, 2019
Semester 1 Term 1 September 4 - November 9, 2018
Semester 1 Term 2 November 12 - January 31, 2019
Mid Term Report November 23, 2018
Exams January 28, 29, 30, 31, 2019
Final Report February 12, 2019
Semester 2 February 1, 2019 - June 28, 2019
Semester 2 Term 1 February 1 - April 17, 2019
Semester 2 Term 2 April 18 - June 28, 2019
Mid Term Report April 25, 2019
Exams June 21, 24, 25, 26, 27, 28, 2019

Secondary Late Start Dates 2018-2019

Sept 17
Feb 4
Oct 16
Mar 5
Nov 14
Dec 13
Apr 17
May 16

Keewatin-Patricia District School Board

February 13, 2018

NOTICE OF MOTION

THAT the verbal report on Trustee attendance at the OPSBA Symposium be received.

THAT accommodations and travel arrangements for Trustee Kitowski to attend the OPSBA Symposium held in Toronto on February 14-15, 2018 be approved.

9.05 A

Keewatin-Patricia District School Board

February 13, 2018

NOTICE OF MOTION

THAT the Capital Projects Report on Valleyview Public School be received.

Keewatin-Patricia District School Board

February 13, 2018

NOTICE OF MOTION

THAT the verbal report on the Accessibility Policies be received.

THAT the Accessibility Policies be reaffirmed by the Board.

- A. Policy 332, Accessibility Standards for Customer Service
- B. Policy 605, Accessibility Standards for School Transportation
- C. Policy 615, Accessibility Standards for Information and Communication
- D. Policy 713, Accessibility Standards for Employment
- E. Policy 808, Accessibility Standards for Design of Public Space

Policy Statement

It is the policy of the Keewatin-Patricia District School Board to provide an environment in all of its facilities that builds independence, dignity and respect for our students, parents/guardians, the public and our staff. Further, the KPDSB is committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we serve.

Rationale

The Keewatin-Patricia District School Board is committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Keewatin-Patricia District School Board strives to ensure that key principles of independence, dignity, inclusion and equality of opportunity are reflected and valued in our learning and working environments. Our conduct will demonstrate our belief in the strength diversity brings to our communities.

Definitions

1. **Customer:** A person who uses the services of the Board.
2. **Assistive Device:** Device(s) used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, and electronic communication devices.
3. **Service Animal:** An animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a medical practitioner.
4. **Support Person:** A person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.
5. **Third Party Contractor(s):** A person(s) or organization(s) acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).

Cross Reference:

KPDSB Accessibility Plan / Special Education Plan
 Policy 306, Use of Volunteers Policy 325, Access to Schools
 Policy 330, Character Development
 Policy 708, Respectful Working and Learning Environment

Date Approved: June 8, 2009
 Date Reviewed: March 9, 2010
 Last Revised: April 8/14; Jan 9/18;

Review by: 2020

6. **Barriers to Accessibility:** Means anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, or a technological barrier.
7. **Accommodation:** Is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.

Board Responsibilities

1. The Board will make all reasonable efforts to ensure that all policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equality of opportunity to all with particular attention for persons with disabilities.
2. The Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities, such service to incorporate measures that include but are not limited to the use of assistive devices and service animals.
3. The Board will provide accessible customer service training to all employees and volunteers, anyone involved in developing our policies and anyone who provides goods, services or facilities to customers on our behalf.
4. Staff will be trained on accessible customer service within thirty days after being hired. Training will include:
 - Purpose of the Accessibility for Ontarians with Disabilities Act, 2005, and the requirements of the customer service standard
 - Board's policies related to the customer service standard
 - How to interact and communicate with people with various types of disabilities
 - How to interact with people with disabilities who use an assistive device or require the assistances of a service animal or a support person
 - How to use the equipment or devices available on-site or otherwise that may help with providing goods, services or facilities to people with disabilities.

- What to do if a person with a disability is having difficulty in accessing the Board's goods, services or facilities

Staff will also be trained when changes are made to our accessible customer service policies.

3. The Board will ensure that its policies and procedures related to the *Accessibility for Ontarians with Disabilities Act, 2005* are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.
4. The Board will ensure when services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site and on the Board's website.
5. In order to monitor the effectiveness of implementation of the Accessible Customer Service Standard, the Board will develop a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods.
6. The Board will ensure that adherence to this policy can be achieved efficiently and effectively; the Board and all its managers and school-based administrators will take into account the impact on persons with disabilities when developing space plans, purchasing new equipment, designing new systems or planning a new initiative.
7. The Board will create a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include Special Education Advisory Council (SEAC), Federations, unions, citizens' groups, school councils. Methods could include the use of electronic means such as websites.
8. The Board will establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board to ensure that accessible school transportation services are provided for students with disabilities/special needs in a manner that meets their unique needs and ensures their safety. Where appropriate and practicable, integrated accessible school transportation services will be provided.

The provision of accessible student transportation services will be included in the student's individual education plan (IEP), for each student who has a disability/special need that affects their transportation to and from school. The plan will be developed by the Board's Special Education Services in collaboration with the Transportation Provider and in consultation with the student's parents or guardians.

Rationale

The Keewatin-Patricia District School Board is committed to providing high quality services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Keewatin-Patricia District School Board strives to ensure that key principles of independence, dignity, inclusion and equality of opportunity are reflected and valued in our learning and working environments. Our conduct will demonstrate our belief in the strength diversity brings to our communities.

Definitions

1. Individual school transportation plan is: a plan that provides details of the arrangements that meet the transportation needs of an individual student who has a disability
2. Operator means: the driver of the school transportation vehicle
3. Transportation Provider is: an entity or person who has entered into an agreement with the board for the transportation of students in accordance with the *Education Act*
4. Transportation Services means: transportation that a board provides for students in accordance with the *Education Act*.
5. Student Transportation manager means: the General Manager of the Northwestern Ontario Student Services Consortium (NOSSC).

Guidelines

1. Responsibility

- 1.1 The Board will ensure that the provisions of this policy are in place by January 1, 2014.
- 1.2 The Superintendent responsible for Special Education and the managerial staff responsible for student transportation will ensure that the provisions of this policy are implemented.
- 1.3 The Board will provide training for its employees and volunteers regarding the Integrated Accessibility Standards Ontario Regulation (IASR) and the Ontario Human Rights Code as they pertain to individuals with disabilities. Training will also be provided to individuals who are responsible for developing Board policies, and all other persons who provide goods, services or facilities on behalf of the Board.

2. Individual School Transportation Plans

- 2.1 The Superintendent responsible for Special Education, or his/her designate, will, in consultation with parents or guardians, annually identify students with disabilities/special needs who require specific transportation services; such identification will, wherever possible, be made prior to the commencement of the school year.
- 2.2 Following consultation with parents or guardians, the Superintendent responsible for Special Education, or his/her designate, will work with the Student Transportation Manager, or his/her designate, to develop an individual student transportation plan for each student with a disability/special need who requires specific transportation services; which will be included in the student's IEP.

3. Content of Individual School Transportation Plans

- 3.1 An individual school transportation plan shall, in respect of each student with a disability/special need requiring specific transportation services, include the following:
 - i. Details of the student's assistance needs with respect to transportation to and from school
 - ii. Provisions for the boarding, securement and debording of the student as applicable.

4. Communication of responsibilities re Individual School Transportation Plans

4.1 The Superintendent responsible for Special Education and, where appropriate, the Student Transportation Manager, will identify and communicate roles and responsibilities with regard to the implementation of the individual school transportation plan to the following:

- (i) The Transportation Provider
- (ii) The parents or guardians of the student with the disability
- (iii) The operator (driver) of the student transportation vehicle
- (iv) The appropriate members of the school staff (e.g., principal, teacher, educational assistant)
- (v) The student with the disability/special need.

Policy Statement

The Keewatin-Patricia District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as do all others we serve. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to information and communications.

Rationale

The Keewatin-Patricia District School Board is committed to providing high quality services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Keewatin-Patricia District School Board strives to ensure that key principles of independence, dignity, inclusion and equality of opportunity are reflected and valued in our learning and working environments. Our conduct will demonstrate our belief in the strength diversity brings to our communities.

Definitions

1. Information includes: data, facts, and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.
2. Communications means: the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.
3. Accessible formats include but are not limited to: options such as large print, screen readers, braille, audio format, captioning.
4. Conversion-ready is: an electronic or digital format that facilitates conversion into an accessible format.
5. WCAG refers to: the World Wide Web Consortium Web Content Accessibility Guidelines

Guidelines

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Departmental Managers will ensure that all staff, volunteers and others providing services and programs on behalf of the board have received training in the requirements of the Integrated Accessibility Standards including the Standards related to Information and Communications.
- 1.2 Initial training will be completed by January 1, 2014

2.0 Feedback

- 2.1 The Board will ensure that its processes for receiving and responding to feedback are accessible to persons with disabilities.
- 2.2 Upon request the Board will provide or arrange for the provision of accessible formats and/or communication supports to facilitate feedback.
- 2.3 The Board will notify the public about the availability of accessible formats and communications supports with regard to its feedback processes.
- 2.4 The above provisions will be in place by January 1, 2014

3.0 Procurement

- 3.1 The Board and all its managers and school-based administrators will, wherever practicable, incorporate accessibility criteria and features when procuring or acquiring goods and services, designing new systems or planning a new initiative that are related to provision of information and communication services.
- 3.2 The above approach will be in place by January 1, 2013

4.0 Provision of information and communications in accessible formats

- 4.1 Upon request, the Board will provide, or arrange for the provision of, accessible formats and communications supports for persons with disabilities to facilitate their access to the services of the Board.
- 4.2 Accessible formats and communications supports will be provided in a timely manner that takes into account the person's accessibility needs and at a cost no greater than the regular cost charged to other persons.
- 4.3 The Board will determine the suitability of an accessible format or communication support and, in so doing, will consult with the person making the request.
- 4.4 The Board will notify the public, through websites, general publications and other relevant means, about the availability of accessible formats and communications supports.
- 4.5 The Board will ensure that the provisions of 4.0 are in place by January 1, 2014

5.0 Accessible Websites

- 5.1 The Board will ensure that, as of January 1, 2014, all new websites and web content on these sites will conform with the WCAG 2.0 at Level A.
- 5.2 The Board will ensure that, as of January 1, 2021, all its internet websites and web content will conform with WCAG 2.0 at Level AA.
- 5.3 These requirements do not include Live Captions or Pre-recorded Audio Descriptions
- 5.4 These requirements apply to:

- (a) websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product
- (b) web content published on a website after January 1, 2012

5.5 Where the Board determines that meeting these requirements is not practicable, such determination will include consideration of:

- (a) the availability of commercial software or tools or both; and
- (b) significant impact on an implementation timeline that was planned or initiated before January 1, 2012.

6.0 Educational and training resources and materials

- 6.1 The Board will, upon notification of need, provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided.
- 6.2 To do so, the Board will procure through purchase or obtain by other means an accessible or conversion-ready electronic format, where available.
- 6.3 If the resources cannot be procured or converted into an accessible format the Board will arrange for the provision of comparable resources.
- 6.4 The Board will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.
- 6.5 The Board will, upon notification of need, provide student records in an accessible format to persons with disabilities.
- 6.6 The Board will ensure these services are in place as of January 1, 2013

7.0 Training for Program/Classroom Staff

- 7.1 The Board will ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.
- 7.2 The Board will keep a record of the training provided including the dates on which training was provided and the number of individuals to whom training was provided.
- 7.3 The effective date for provision of this training is January 1, 2013.

8.0 School Libraries

- 8.1 The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion ready format of print resources upon request by a person with a disability.
- 8.2 The effective date of the provision in 8.1 is January 1, 2015.

8.3 The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion ready format of digital or multimedia resources materials upon request by a person with a disability.

8.4 The effective date of the provision in 8.1 is January 1, 2020.

Policy Statement

The Keewatin-Patricia District School Board is committed to ensuring that people with disabilities have the same opportunity of access to employment opportunities and services as do all employees and prospective employees. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to employment.

Rationale

The Keewatin-Patricia District School Board is committed to providing high quality services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Keewatin-Patricia District School Board strives to ensure that key principles of independence, dignity, inclusion and equality of opportunity are reflected and valued in our learning and working environments. Our conduct will demonstrate our belief in the strength diversity brings to our communities.

Definitions

1. Performance management means: activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.
2. Career development and advancement includes: providing additional responsibilities within an employee's current position and the movement of an employee from one job to another that may be higher in pay, provide greater responsibility or be at a higher level, or a combination of these. For both additional responsibilities and employee movement this is usually based on merit or seniority or a combination of these.
3. Redeployment means: the reassignment of employees to other departments or jobs as an alternative to layoff when a particular job or department has been eliminated.
4. Information includes: data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.
5. Communications means: the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.

6. Accessible formats include: but are not limited to options such as large print, screen readers, braille, audio format, captioning.
7. Conversion-ready is: an electronic or digital format that facilitates conversion into an accessible format.
8. WCAG refers to: the World Wide Web Consortium Web Content Accessibility Guidelines

Guidelines

1.0 Scope

- 1.1 This policy with regard to Accessibility Standards for Employment applies only to employees and does not apply to volunteers and other non-paid individuals.

2.0 Responsibility

- 2.1 Supervisory Officers, Principals, Departmental Managers and other staff who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board will ensure that the provisions in this policy are implemented.
- 2.2 Staff of the Board's Human Resources department will ensure that the provisions of this policy are incorporated in their practices.
- 2.3 Unless otherwise stated, the provisions of this policy will be in place by January 1, 2014.
- 2.4 The Board will provide training for its employees and volunteers regarding the IASR and the Ontario Human Rights Code as they pertain to individuals with disabilities. Training will also be provided to individuals who are responsible for developing Board policies, and all other persons who provide goods, services or facilities on behalf of the Board.

3.0 Recruitment

- 3.1 The Board will ensure that in its recruitment outreach practices the public is made aware that the Board will provide accommodation for applicants with disabilities in its recruitment processes.
- 3.2 Employees of the Board will be made aware that the Board provides accommodation for applicants with disabilities in its recruitment processes.
- 3.3 When the Board selects job applicants for a job selection process, the Board will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant selection and that they will be consulted about the necessary accommodations that take into account their accessibility needs due to disability.

3.4 When the Board makes an offer of employment, the Board will notify the successful applicant of its policy of accommodating employees with disabilities.

4.0 Supports for Employees

4.1 The Board will inform employees of the Board's policy of supporting employees with disabilities and policies that provide for job accommodations.

4.2 The Board will make this information available as soon as practicable to new employees and will provide updated information as policies are revised.

5.0 Accessible Formats and Communication Supports

5.1 Where an employee with a disability so requests, the Board will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace and that the employee needs to perform the employee's job.

5.2 The Board, in determining the suitability of an accessible format or communication as required by 4.1, will consult with the employee.

6.0 Workplace emergency response information

6.1 The Board will ensure that individualized workplace emergency response information is provided to employees who have a disability provided the disability is such that individualized information is necessary and the Board has been made aware of the need for accommodation due to the disability. The Board will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.

6.2 If an employee who receives individualized workplace emergency response information requires assistance, the Board will, with the consent of the employee, provide such information to the person designated to provide assistance to the employee.

6.3 The Board will review individualized workplace emergency response information:

- (a) When the employee moves to a different location in the board;
- (b) When the employee's overall accommodations needs or plans are reviewed, and
- (c) When the Board reviews its general emergency response policies.

6.4 The Board will ensure that the requirements of this section are in place as of January 1, 2012.

7.0 Individual Accommodation Plans

7.1 The Board will have in place a written process for the development of documented individual accommodation plans for employees with disabilities.

7.2 The Board's written process will address:

- (a) How the employee requesting accommodation can participate in the development of the individual accommodation plan.
- (b) The means by which the employee is assessed on an individual basis.
- (c) How the Board can request an evaluation by an outside medical or other expert, at the Board's expense, to assist in determining if accommodation can be achieved and, if so, how it can be achieved.
- (d) How the employee can request to have a representative of their bargaining unit, or another workplace representative if the employee is not a member of a bargaining unit, participate in the development of the accommodation plan.
- (e) The steps taken to protect the privacy of the employee's personal information.
- (f) The frequency with which the individual accommodation plan will be reviewed and updated and how this will be done.
- (g) How the reasons for denying an individual accommodation plan will be provided to an employee, if accommodation is denied.
- (h) How the Board will ensure that the individual accommodation plan is provided in a format that takes into account the employee's accessibility needs due to disability.

7.3 The Board will provide individual accommodation plans that:

- (a) Include, if requested any information regarding accessible formats and accommodation supports provided;
- (b) Include, if required, individualized workplace emergency response information; and
- (c) Identify any other accommodation to be provided.

8.0 Return to Work Process

This return to work process does not replace or override any other return to work process created as a result of any other statutory compliance, e.g. under the Workplace Safety and Insurance Act.

8.1 The Board will develop, put in place and document a return to work process for its employees who have been absent from work due to a disability and require disability-related accommodations in order to return to work.

8.2 The return to work process will:

- (a) Outline the steps the Board will take to facilitate the return to work of employees who were absent because their disability required them to be away from work; and
- (b) Use documented individual accommodation plans (as in 7.0) as part of the process.
- (c) Ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

9.0 Performance Management

9.1 In administering performance appraisal processes in respect of employees with disabilities, the Board will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans.

10.0 Career Development

10.1 Where the board provides career development and advancement to its employees, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans.

11.0 Redeployment

11.1 Where the Board has in place a redeployment process, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans during the redeployment process.

Policy Statement

The Keewatin-Patricia District School Board is committed to ensuring that people with disabilities have the same opportunity of access to public spaces as do all employees and prospective employees. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to design of public spaces.

Rationale

The Keewatin-Patricia District School Board is committed to providing high quality services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Keewatin-Patricia District School Board strives to ensure that key principles of independence, dignity, inclusion and equality of opportunity are reflected and valued in our learning and working environments. Our conduct will demonstrate our belief in the strength diversity brings to our communities.

Definitions

1. Accessible Formats – Include but are not limited to large print, recorded audio and electronic formats, braille and other formats usable by persons with disabilities.
2. Environmental Mitigation – Activities that are intended to address any negative effects on the environment caused by the standard.
3. Environmental Mitigation – Activities that will benefit the environment.
4. Exterior Paths of Travel – Refers to sidewalks and walkways designed and constructed for pedestrian travel and intended to provide a functional route from Point A to Point B, rather than a recreational experience.
5. Redeveloped – A planned significant alteration to a public space. It does not include maintenance activities, environmental mitigation or environmental restoration.

Guidelines

1.0 General Principles

In accordance with the *Integrated Accessibility Standards, Ontario Regulation 191/11*, this policy addresses the following:

- A. Outdoor Play Spaces
- B. Exterior Paths of Travel
- C. Off-Street Accessible Public Parking
- D. Obtaining Services
- E. Maintenance
- J. Exceptions
- K. Review

2.0 Scope

This policy is intended to meet the requirements of the Integrated Accessibility Standards Ontario Regulation 191/11 for the Design of Public Spaces Standard set forth under the Accessibility for Ontarians with Disabilities Act, 2005. This policy applies to removing barriers in two (2) areas:

- Buildings; and
- Public spaces

- 3.0 The Board will establish, implement and maintain and document a multi-year accessibility plan outlining its strategy to prevent and remove barriers and meet its requirements under the IASR. Accessibility plans will be made available in an accessible format, upon request, and will be posted on our website.

The Board will review and update its accessibility plan once every five (5) years. Annual status reports will be prepared that will report on the progress of the steps taken to implement the Board's accessibility plan. This status report will be posted on our website. If requested, the report shall be created in an accessible format.

4.0 Training

The Board will provide training for its employees and volunteers regarding the IASR and the Ontario Human Rights Code as they pertain to individuals with disabilities. Training will

also be provided to individuals who are responsible for developing the Board's policies, and all other persons who provide goods, services or facilities on behalf of the Board.

5.0 Outdoor Play Spaces

Consultation

Prior to constructing or redeveloping an outdoor play space, the Board shall consult on the needs of children and caregivers with disabilities with the public and persons with disabilities.

Accessibility in Design

The Board will ensure that any new or redesigned outdoor play spaces incorporate various accessibility features (e.g. sensory and active play components) into their design and are constructed in accordance with the requirements outlined in the *Integrated Accessibility Standards, section 80.20*.

6.0 Exterior Paths of Travel

To ensure the health and safety of all pedestrians, any newly constructed or redeveloped exterior paths of travel will meet, and where possible exceed, the technical requirements of the *Integrated Accessibility Standards, section 80.23*, and where applicable, sections 80.24 – 80.28.

7.0 Off-Street Accessible Public Parking

Types of Spaces and Access Aisles

The Board will ensure that any newly constructed or redeveloped off-street parking facilities provide the following two (2) types of parking spaces available for persons with disabilities:

- Type A – Parking space with a minimum width of 3.4 m; and
- Type B – Standard parking space with a minimum width of 2.4 m.

Access aisles will be provided for all accessible parking spaces and will meet the requirements of the *Integrated Accessibility Standards, section 80.35*.

Minimums

The Board will ensure that any newly constructed or redeveloped off-street parking facility meets, and where possible exceeds, the required number of accessible parking spaces based on the size of the lot. The number of accessible spaces will be aligned with the requirements specified in the *Integrated Accessibility Standards*, section 80.36.

Signage

The Board will ensure that the proper signage is provided for each accessible parking space. Type A parking spaces will have signage indicating van accessibility.

8.0 Obtaining Services

Service Counters

When constructing or replacing any service counters, the Board will ensure that at least one (1) counter is made accessible in accordance with the *Integrated Accessibility Standards*, section 80.41.

Fixed Queuing Guides

When constructing new fixed queuing guides, the Board will ensure that they are made accessible to people with various disabilities in accordance with the *Integrated Accessibility Standards*, section 80.42.

Waiting Areas

When constructing or redeveloping an existing waiting area, The Board will ensure that a minimum of 3% of the seating is made accessible. The Board will ensure that there will be at least one (1) accessible seat.

9.0 Maintenance

The Board shall ensure that our multi-year accessibility plan addresses:

- Preventive and emergency maintenance procedures for the accessible elements in public spaces; and
- Procedures for temporary disruptions to accessible elements.

10.0 Exceptions

There may be times where it is not possible for the Board to meet all technical requirements as outlined within legislation. In these instances, the Board will strive to meet the requirements to the fullest extent to allow for accessible use with particular constraints as addressed in legislation.

11.0 Review

This policy will be reviewed regularly to ensure that it is reflective of the Board's current practices as well as legislative requirements.