

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING # 2

Tuesday, January 9, 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 Conflict of Interest – Agenda
5. Business Arising from Committee of the Whole
6. Confirmation of Minutes – December 12, 2017
7. Presentations/Delegations
8. Presentation of Reports and Accompanying Motions
 - 9.01 Education
 - A. **Students Come First**
 - Well-Being and Healthy Schools
Teachers - L. Tremonti, M. Ferriolo
 - B. Student Trustee Update
 - C. Fall 2017 Adult Education Report
 - D. 2017 Director's Annual Report
 - 9.02 Executive Committee
 - 9.03 O.P.S.B.A. Update
 - OPSBA - Public Education Symposium
 - 9.04 Parent Involvement Committee (nil)
 - 9.05 Operations (nil)
 - 9.06 Finance (nil)

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

9.07 Human Resources

- 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

9.08 Special Education Advisory Committee

9.09 Indigenous Education Advisory Committee (nil)

9.10 Early Years Advisory Committee (nil)

10. Other Motions

11. Correspondence

12. New Business

13. Observer Comments

14. Next Meeting Date – February 13, 2018
Dryden High School
Dryden, Ontario

15. Adjournment

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

INAUGURAL BOARD MEETING #1

The minutes of Regular Board Meeting # 1 of the Keewatin-Patricia District School Board held December 12, 2017 at Dryden High School, Dryden, Ontario

Call to Order	The meeting was called to order at 7:00 p.m.				
Roll Call	L. Barnes M. Guitard D. Penney B. Gauthier	R. Griffiths D. Wilkinson J. Kitowski	G. Kleist C. Marcino G. Seaton P. Zilkalns		
Absent with Regret	Nil				
Officials	Sean Monteith, Richard Findlay, Caryl Hron, Joan Kantola, Tania Sterling, Kathleen O'Flaherty, and visiting school administration.				
Also Present	Media, Staff and interested public.				
Agenda	Moved by:	L. Barnes			
	Seconded by:	M. Guitard			
Motion	01-18	THAT the agenda for Inaugural Board Meeting of December 12 2017 be approved.			
		Non-binding (Student Trustee)	FOR 1	OPPOSED	CARRIED
		Binding	FOR 10	OPPOSED	CARRIED
Conflict of Interest	Declaration of conflict of interest re proceedings on agenda				None
Scrutineers	Moved by:	M. Guitard			
	Seconded by:	L. Barnes			
Motion	02-18	THAT the Superintendent of Business, Richard Findlay, and Superintendent of Education, Caryl Hron , be designated as scrutineers, if required, in the selection process of the offices of Chair and Vice-Chair for the Keewatin-Patricia District School Board.			
		Non-binding (Student Trustee)	FOR 1	OPPOSED	CARRIED
		Binding	FOR 10	OPPOSED	CARRIED
Nominations Chair	Moved by:	L. Barnes			
	Seconded by:	M. Guitard			
Motion	03-18	THAT Dave Penney be nominated for the position of the Chair of the Board.			
		Non-binding (Student Trustee)	FOR 1	OPPOSED	CARRIED
		Binding	FOR 10	OPPOSED	CARRIED

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

Nominations closed	Moved by: L. Barnes Seconded by: M. Guitard				
Motion 04-18	THAT the nominations for the position of the Chair of the Board be closed.				
	Non-binding (Student Trustee)	FOR	1	OPPOSED	CARRIED
	Binding	FOR	10	OPPOSED	CARRIED
Board Chair's Remarks	Dave Penney affirmed he would accept the Chair of the Board position and was acclaimed to the position.				
Nominations Vice-Chair	Moved by: G. Seaton Seconded by: G. Kleist				
Motion 05-18	THAT Cecile Marcino be nominated for the position of the Vice-Chair of the Board.				
	Non-binding (Student Trustee)	FOR	1	OPPOSED	CARRIED
	Binding	FOR	10	OPPOSED	CARRIED
Nominations closed	Moved by: D. Wilkinson Seconded by: M. Guitard				
Motion 06-18	THAT nominations for the position of Vice-Chair of the Board be closed.				
	Non-binding (Student Trustee)	FOR	1	OPPOSED	CARRIED
	Binding	FOR	10	OPPOSED	CARRIED
Vice-Chair's Remarks	Cecile Marcino affirmed she would accept the Vice-Chair of the Board and was acclaimed to the position.				
Business Arising from Committee of the Whole	None				
Minutes – Regular Board Meeting	Moved by: D. Wilkinson Seconded by: G. Seaton				
Motion 07-18	THAT the minutes of Regular Board Meeting held November 14, 2017 having been duly circulated be confirmed.				
	Non-binding (Student Trustee)	FOR	1	OPPOSED	CARRIED
	Binding	FOR	10	OPPOSED	CARRIED
Students Come First – 1	Dryden High School – Christmas Music Band Music Teacher: Mr. Stephen Cortens				
Student Trustee Report	Moved by: G. Seaton Seconded by: D. Wilkinson				
Motion 08-18	THAT the Student Trustee verbal report be received.				
	Non-binding (Student Trustee)	FOR	1	OPPOSED	CARRIED
	Binding	FOR	10	OPPOSED	CARRIED

Appointments – Executive
Committee

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

Motion 09-18

THAT the verbal report on the Appointments of Trustees to Committees be received.

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

Appointments – Executive
Committee

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

Motion 10-18

THAT Barb Gauthier be appointed to the Executive Committee for the period December 12, 2017 – April 13, 2018, and that David Wilkinson be appointed to the Executive Committee for the period April 23, 2018 – November 30, 2018.

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

Appointments – Audit &
Finance Committees

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

Motion 11-18

THAT Roger Griffiths, George Seaton and Barb Gauthier be appointed to the Audit and Finance Committees for a one (1) year term.

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

Appointments – IEAC

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

Motion 12-18

THAT Gerald Kleist and Jennifer Kitowski be appointed to the Indigenous Education Advisory Council (IEAC) Committee for a one (1) year term.

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

Appointments – SEAC

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

Motion 13-18

THAT Lesley Barnes and Dave Wilkinson be appointed to the Special Education Advisory Committee (SEAC) for a one (1) year term.

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

Appointments – SEAC

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

Motion 14-18

THAT Cecile Marcino and Barb Gauthier be appointed to the Early Years Advisory Committee (EYAC) for a one (1) year term.

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

Appointments – PIC

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

Motion 15-18

THAT Michelle Guitard and Lesley Barnes be appointed to the Parent Involvement Committee for a one (1) year term.

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

Appointments –
Transportation Policy
Committee

Moved by: C. Marcino
Seconded by: G. Kleist

Motion 16-18

THAT Michelle Guitard be appointed to the Transportation Policy Committee.

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

Appointments –
Transportation Policy
Committee Alternate

Moved by: G. Kleist
Seconded by: C. Marcino

Motion 17-18

THAT Lesley Barnes be appointed to the Transportation Policy Committee as an alternate member.

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

Appointments – OPSBA
Board of Directors

Moved by: C. Marcino
Seconded by: G. Kleist

Motion 18-18

THAT Jennifer Kitowski be appointed to the Ontario Public School Boards' Association (OPSBA) Board of Directors.

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

Appointments – OPSBA
Alternate Director

Moved by: G. Kleist
Seconded by: C. Marcino

Motion 19-18

THAT Cecile Marcino be appointed as the Alternate to the Ontario Public School Boards' Association (OPSBA) Board of Directors.

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

Appointments – OPSBA
voting delegate

Moved by: C. Marcino
Seconded by: G. Kleist

Motion 20-18

THAT Cecile Marcino be appointed as the Ontario Public School Boards' Association (OPSBA) voting delegate.

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

Appointments – OPSBA
Alternate voting delegate

Moved by: C. Marcino
Seconded by: G. Kleist

Motion 21-18

THAT David Wilkinson be appointed as the Ontario Public School Boards' Association (OPSBA) voting delegate alternate for the General Meeting.

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

OPSBA PES 2018

Moved by: G. Kleist
Seconded by: C. Marcino

Motion 22-18

THAT the verbal report on Trustee attendance at the Ontario Public School Boards' Association (OPSBA) 2018 Public Education Symposium, be received.

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

Moved by: C. Marcino
Seconded by: G. Kleist

Motion 23-18

THAT accommodations and travel arrangements for trustees who wish to attend the OPSBA Public Education Symposium being held in Toronto on January 25-27, 2018 be approved.

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

OPSBA PES 2018

Moved by: G. Kleist
Seconded by: C. Marcino

Motion 24-18

THAT the verbal report on Trustee attendance at the Ontario Public School Boards' Association (OPSBA) 2018 Summit on Children and Youth Mental Health Symposium, be received.

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

Moved by: C. Marcino
Seconded by: G. Kleist

Motion 25-18

THAT accommodations and travel arrangements for trustees, and one representative from SEAC and one representative from PIC, who wish to attend the OPSBA Summit on Children and Youth Mental Health Symposium being held in Toronto April 12-13, 2018, be approved.

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

		Moved by:	G. Kleist				
		Seconded by:	C. Marcino				
Motion	26-18	THAT the Executive Compensation Framework Report be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	CARRIED	
		Binding	FOR	10	OPPOSED	CARRIED	
Executive Compensation Framework Report		Moved by:	C. Marcino				
		Seconded by:	G. Kleist				
Motion	27-18	THAT Motion # 154-17 which states, "THAT the Executive Compensation Framework Report be approved and the Administration submit correspondence to the Ministry of Education by said date, September 29, 2017", be reaffirmed and the final Executive Compensation Framework Project be submitted to the Ministry of Education by said date, December 15, 2017.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	CARRIED	
		Binding	FOR	10	OPPOSED	CARRIED	
OPSBA update		Moved by:	G. Kleist				
		Seconded by:	C. Marcino				
Motion	28-18	THAT the OPSBA verbal update be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	CARRIED	
		Binding	FOR	10	OPPOSED	CARRIED	
PIC update		Moved by:	C. Marcino				
		Seconded by:	G. Kleist				
Motion	29-18	THAT the Parent Involvement Committee verbal update be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	CARRIED	
		Binding	FOR	10	OPPOSED	CARRIED	
Financial Statements for year 2015-2016		Moved by:	G. Kleist				
		Seconded by:	C. Marcino				
Motion	30-18	THAT the report on the Financial Statements for the year ended August 31, 2017 be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	CARRIED	
		Binding	FOR	10	OPPOSED	CARRIED	
		Moved by:	D. Wilkinson				
		Seconded by:	R. Griffiths				
Motion	31-18	THAT the Financial Statements for the year ended August 31, 2017 be approved.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	CARRIED	
		Binding	FOR	10	OPPOSED	CARRIED	

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

Motion 32-18 THAT the Audit Committee Report of December 12, 2017 be received.

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

SEAC update
Moved by: D. Wilkinson
Seconded by: R. Griffiths

Motion 33-18 THAT the Special Education Advisory Committee verbal update be received.

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

EYAC update
Moved by: D. Wilkinson
Seconded by: R. Griffiths

Motion 34-18 THAT the Early Years Advisory Committee verbal update be received.

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

New Business
Dave Penney, Chair of the Board, commented on the correspondence enclosed in the board meeting package; thanking and congratulating DHS students and teachers who organized and participated in the "Relay for Life" raising over five-thousand dollars for the Canadian Cancer Society.
Joan Kantola shared information regarding the KPDSB "Job Fairs" being held around the district. The second Job Fair was last evening held at Dryden HS; the first one was held in November at Queen Elizabeth DHS. Job Fairs in 2018 will be held in Red Lake, Kenora, and Thunder Bay.

Observer Comments
CKDR media representative, Rayson Martin, thanked the Board and wished everyone a Merry Christmas and Happy New year.

Adjournment
Moved by: D. Wilkinson
Seconded by: R. Griffiths

Motion 35-18 THAT the meeting adjourn at 8:05 p.m.

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

Chair

Secretary

Students Come First **Well-Being and Healthy Schools**

The first half of 2017-18 school year saw some very positive shifts towards wellness across all of our schools in KPDSB. A record 17 of our schools signed on to become an Ontario Physical and Health Education Association (OPHEA) certified Healthy School, or joined forces to improve the overall health of all students and staff in their buildings.

The well-being focus for this school year is healthy eating and KPDSB and the North Western Health Unit (NWHU) have joined forces to bring healthy food options through the *Northern Fruit and Vegetable Grants*, *You're the Chef* cooking classes, and grants used to improve student nutrition policies in our schools.

KPDSB was also recognized as one of five regional areas to offer a student well-being OPHEA leadership workshop in November. We had 95 students from Grades 6-12 from across the entire region join in a one-day planning workshop either through video conference or in person. The leadership team from OPHEA and the Student Commission of Canada spent the day planning for and with our schools to offer healthier spaces this school year.

With our staff Daily Physical Activity (DPA) plan continuing into this year, and the Ministry of Education's refresh on student DPA, KPDSB is moving into 2018 with supports in place to see more movement during the school day. Having staff fit their movement into their teaching day in new 5 to 10 minute blocks will not only support our numeracy and literacy learning; daily physical activity will help ensure that our schools are **healthy** places to learn. Studies have shown that when the physical health and well-being of students is supported, their academic achievement improves as well.

A teacher professional learning community (PLC) group, including both myself and Marissa Ferriolo, a grade 4 teacher at Open Roads Public School in Dryden, will work to improve the inclusion of physical activity in classrooms, hallways, outdoor spaces and gymnasium spaces. OPHEA is supporting resources development that will allow for a KPDSB flavor to support our teachers as they move alongside their classes.

Dance Play (DancePI3Y), is one of the resources that Marissa has been using in her classes to help implement DPA, and she and her students have loved learning physical literacy through **dance**. Marissa learned this innovative and interactive **dance**-fitness program that features simple moves and routines as part of the OPHEA conference last October. Her students are here today to show off one of their favorite routines and explain how much they have enjoyed using DancePI3Y in class.

Respectfully submitted by;
Lorna Tremonti, Recreation and Wellness Lead

January 9, 2018

NOTICE OF MOTION

THAT the Fall 2017 Adult Education Report be received.

Fall 2017 Adult Education Report

Adult Education and the provision or access to earning an Ontario Secondary School Diploma (OSSD) can be one of the most challenging and in some ways, restrictive achievements a learner can face anywhere. In Northwestern Ontario, for a variety of reasons and causes, the failure rate of adults who attempt to obtain a high school diploma is among the highest in the country. Extensive research successfully links high rates of poverty, social assistance, addiction and drug abuse, and poor physical and mental health with concerning levels of adults without an OSSD. Too often, the cycle of unsuccessful completion of a high school diploma among families across our region perpetuates a trajectory that is inconsistent with our efforts to support all learners in Northern Ontario towards attainment of an OSSD.

The Keewatin-Patricia District School Board in Fall of 2015 asked the Ministry of Education to be identified as the lead “agency”/school board provider of Adult Education in Northwestern Ontario (NWO), outside of Thunder Bay. An interview was held between the Deputy Minister at the time and Administration, to reinforce the need and launch a request for sustainable Adult Education funding. The request was successfully approved in November 2015, with several caveats required including “Strategic Partnerships.” As an example, the Adult Education partnership that the KPDSB has with Seven Generations Education Institute at present has over 600 students registered and working actively to high school diploma completion.

To gain a better understanding of different stakeholders’ Adult Education-related needs across the region, an environmental scan was conducted. Business, economic development, and employment partners shared that there is a looming labour shortage in NWO which is already presenting major challenges to in our region. Employers are currently experiencing difficulty recruiting and retaining entry level people and keeping them. Students responding to past school experiences shared that they left the region due to life situations, academic problems, and difficulty understanding their work. Barriers to education and employment that were identified include lack of education, daycare, hunger and basic needs, homelessness, transportation, addictions, mental health, and inconsistent access to funding for education and training. Students returning to education want to come back to school but may feel intimidated, afraid, and often have low self-esteem. Respondents advocated for some sort of a mentorship program to sponsor students and support them in reaching their goals.

Outreach to prospective students and ongoing support is critical. Connectivity is the key to engaging students. Input from our stakeholders shows the need for unconditional support using similar principles to outreach, engage, build relationships and connectivity to education, training, and employment. We need to create models of Adult Education that are funded appropriately with teachers, access to social workers, mental health workers, and health care (nurse practitioners).

Adult students also need flexibility for how they access and how we deliver education, owing to the unique responsibilities that they may not have had as youth. Furthermore, educational opportunities need to be organized to allow people to participate fully in their lives.

Supports need to be personalized to include wellness services to address the major social challenges of NWO for social work assistance, trauma services for PTSD, and substance abuse supports. Coordination of services is critical to optimize learning in ways that enhance students' lives and support the goal of living a good life.

Adult Education should support secondary completion as early as possible after leaving high school, but should also be available when the person is ready. Ongoing upgrading options are also critical for two reasons: to support the growth of adults to fulfill the need for supervisory and management staff, and to build pathways to fulfill critical areas of need (e.g. current shortage of qualified ECE and social work staff in many areas). Pathways to postsecondary education could be coordinated with employers who are feeling overwhelmed with constant recruiting and training efforts. Adult dual credit courses in Senior English and Math would fulfill the final credit requirements. Businesses or employers could then coordinate with College or University programs in high areas of labour need (i.e., business management or accounting) to offer post-secondary program completion or workplace certification for students and thereby help businesses fulfill their recruitment needs.

Keewatin-Patricia District School Board

9.01 D

January 9, 2018

NOTICE OF MOTION

THAT the 2017 Director's Annual Report be received.

January 9, 2018

NOTICE OF MOTION

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

THAT Policy 332, Accessibility Standards for Customer Service, be approved as amended with the next review in year 2022.

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).

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 ensure greater awareness and responsiveness to the needs of a person with disabilities; the Board will provide appropriate training for all staff who deal with the public or other third parties on behalf of the Board.~~
4. ~~The Board will provide training, as identified in #3, to all staff and, when appropriate, to volunteers. As new staff are hired, the training will become a component of their orientation training and will be provided within a reasonable timeframe.~~
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.

5. 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.
6. 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.
7. 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.
8. 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.
9. 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.

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, 2014

Review by: 2018



Policy Section: **School Administration**

300

Policy Name: **Accessibility Standards for Customer Service**

Jan 9/18

332

10. 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.

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, 2014

Review by: 2018

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January 9, 2018

NOTICE OF MOTION

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

THAT Policy 605, Accessibility Standards for School Transportation, be approved as amended with the next review in year 2022.

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 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 debarking 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.

January 9, 2018

NOTICE OF MOTION

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

THAT Policy 615, Accessibility Standards for Information and Communication, be reaffirmed with the next review in year 2022.

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.

January 9, 2018

NOTICE OF MOTION

THAT the verbal report on Policy 713, Accessibility Standards for Employment, be received.

THAT Policy 713, Accessibility Standards for Employment, be approved as amended with the next review in year 2022.

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.

January 9, 2018

NOTICE OF MOTION

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

THAT Policy 808, Accessibility Standards for Design of Public Space be adopted by the Board with the next review in year 2019.

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 mm.

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.