

# KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

## REGULAR BOARD MEETING # 10

Tuesday, November 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 Conflict of Interest
5. Business Arising from Committee of the Whole
6. Confirmation of Minutes – October 9, 2018
7. Presentations/Delegations
  - Introduction of Guest Administration and Efficacy Representatives
  - Board of Trustees – Retirement Recognition
8. Presentation of Reports and Accompanying Motions
  - 8.01 Education
    - A. **Students Come First**
      - **Connecting for Student Success – Open Roads PS**
      - *Teacher – Adi Lang, FNMI Family Support Worker*
    - B. Student Trustee Update
    - C. Policy 326, Curriculum Implementation and Review
    - D. Policy 327, Prevalent Medical Conditions **NEW**
    - E. Policy 401, School-Student Activities Outside the Classroom
    - F. Policy 503, Equity and Inclusive Education
    - G. Special Education Plan 2018-2019
  - 8.02 Executive Committee
    - A. Policy 714, Performance Appraisal, Director of Education
    - B. Trustee Appointment
  - 8.03 O.P.S.B.A. Update
  - 8.04 Parent Involvement Committee

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

- 8.05 Operations
  - A. 2018-2019 Enrolment Report
  - B. 2018 Capital Projects Report
- 8.06 Finance
  - A. By-Law #66 – Tax Levy 2019
- 8.07 Human Resources
  - A. Policy 715, Substance Use by Employees and Volunteers (Drug and Alcohol) **NEW**
  - B. Policy 716, Use of Medical Cannabis **NEW**
- 8.08 Special Education Advisory Committee
- 8.09 Indigenous Education Advisory Committee
- 8.10 Early Years Advisory Committee
- 9. Other Motions
- 10. Correspondence
- 11. New Business
- 12. Observer Comments
- 13. Next Meeting Date – December 4, 2018  
Dryden High School  
Dryden, Ontario
- 14. Adjournment

# KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

## REGULAR BOARD MEETING #9

The minutes of Regular Board Meeting #9 of the Keewatin-Patricia District School Board held October 9, 2018 at the Kenora Education Centre, Kenora, Ontario

### Call to Order

The meeting was called to order at 7:00 p.m.

### Roll Call

L. Barnes (tc)	D. Penney	R. Griffiths (vc)
J. Kitowski	C. Marcino	G. Kleist
M. Guitard	E. Bortlis	D. Delescaille
B. Gauthier	D. Wilkinson (vc)	

### Absent with Regret

None

### Officials

Sean Monteith, Richard Findlay, Caryl Hron, Joan Kantola, Tania Sterling, and visiting school administration.

### Also Present

Media, Staff and interested public.

### Agenda

Moved by: B. Gauthier  
Seconded by: E. Bortlis

### Motion

THAT the agenda for Regular Board Meeting of October 9, 2018 be amended be approved.

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

### Conflict of Interest

Declaration of conflict of interest re proceedings on agenda None

### Business Arising from Committee of the Whole

None

### Minutes

Moved by: E. Bortlis  
Seconded by: B. Gauthier

### Motion 177-18

THAT the minutes of Regular Board Meeting held September 11, 2018 having been duly circulated be confirmed.

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

### Students Come First

How King George VI Public School Creates a Learning Environment that Promotes Student Achievement

Principals: T. Flynn / N. Vingerhoeds

KGVIIPS is well-known in the Kenora area for its Recreation Program and Special Education services. Students also shared many other opportunities available to them at their school, from Hockey Canada Skills Academy, Primary Choir, and You're the Chef program and several other programs. By providing a variety of programs and extracurricular activities for students in addition to academics, staff at the school note their students are happy, engaged and ready to learn.

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



Student Trustee Update	Moved by: B. Gauthier Seconded by: E. Bortlis					
<b>Motion</b>	<b>178-18</b>	THAT the Student Trustee update be received.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	
KPDSB Efficacy Masters Research Report	Moved by: B. Gauthier Seconded by: E. Bortlis					
<b>Motion</b>	<b>179-18</b>	THAT the Keewatin-Patricia DSB Efficacy (Masters Research) Report be received.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	
Elementary Student Achievement	Moved by: E. Bortlis Seconded by: B. Gauthier					
<b>Motion</b>	<b>180-18</b>	THAT the Elementary Student Achievement Report be received.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	
		Moved by: E. Bortlis Seconded by: B. Gauthier				
<b>Motion</b>	<b>181-18</b>	THAT the verbal report on Policy 504, Early Years Advisory Committee be received.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	
Policy 504	Moved by: B. Gauthier Seconded by: E. Bortlis					
<b>Motion</b>	<b>182-18</b>	THAT Policy 504, Early Years Advisory Committee be reaffirmed with the next review date in year 2022.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	
		Moved by: E. Bortlis Seconded by: B. Gauthier				
<b>Motion</b>	<b>183-18</b>	THAT the verbal report on Policy 206, An Individual on the Board to Represent the Interests of Indigenous Students, be received.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	
Policy 206	Moved by: E. Bortlis Seconded by: B. Gauthier					
<b>Motion</b>	<b>184-18</b>	THAT Policy 206, An Individual on the Board to Represent the Interests of Indigenous Students, be approved as amended with the next review date in year 2022.				
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
		Binding	FOR 10	OPPOSED 0	CARRIED	



Moved by: B. Gauthier  
 Seconded by: E. Bortlis

**Motion 185-18** THAT the Compliance Audit Committee – Municipal Elections Act Report be received.

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

Compliance Audit Committee  
 Moved by: B. Gauthier  
 Seconded by: E. Bortlis

**Motion 186-18** THAT the Keewatin-Patricia District School Board approve the agreement to establish Compliance Audit Committees with the Rainy River District School Board, Kenora Catholic District School Board, The Northwest Catholic District School Board, and Conseil Scolaire De District Catholique Des Aurores Boreales; and the Chair and Director of Education be authorized to execute the agreement on behalf of the Board.

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

Moved by: E. Bortlis  
 Seconded by: B. Gauthier

**Motion 187-18** THAT the Keewatin-Patricia District School Board appoint Laura Mills, Alison Smith, Seijia Van Haesendonck, and Jolanta Hausner to the Compliance Audit Committee to serve the Keewatin-Patricia District School Board for the term of office commencing December 1, 2081.

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

Moved by: M. Guitard  
 Seconded by: J. Kitowski

**Motion 188-18** THAT the verbal report on Policy 212, Trustee Honoraria 2014-2018 be received.

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

Policy 212  
 Moved by: J. Kitowski  
 Seconded by: M. Guitard

**Motion 189-18** THAT the Board rescind Policy 212, Trustee Honoraria 2014-2018.

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

Moved by: M. Guitard  
 Seconded by: J. Kitowski

**Motion 190-18** THAT the verbal report on Policy 211, Trustee Honoraria 2018-2022, be received.

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

Policy 211  
 Moved by: J. Kitowski  
 Seconded by: M. Guitard

Motion	191-18	THAT Policy 211, Trustee Honoraria 2018-2022, be approved.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
		Moved by:	M. Guitard				
		Seconded by:	J. Kitowski				
Motion	192-18	THAT the verbal report on the 2019 Regular Board Meeting Schedule be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
2019 Board Meeting Schedule		Moved by:	J. Kitowski				
		Seconded by:	M. Guitard				
Motion	193-18	THAT the 2019 Regular Board Meeting Schedule be approved.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
OPSBA		Moved by:	M. Guitard				
		Seconded by:	J. Kitowski				
Motion	194-18	THAT the OPSBA verbal update be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
		Moved by:	J. Kitowski				
		Seconded by:	M. Guitard				
Motion	195-18	THAT the verbal report on Policy 704, Non-Union Staff Terms and Conditions of Employment, be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
Policy 704		Moved by:	M. Guitard				
		Seconded by:	J. Kitowski				
Motion	196-18	THAT Policy 704, Non-Union Staff Terms and Conditions of Employment, be approved as amended with the next review date in year 2019.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
SEAC		Moved by:	J. Kitowski				
		Seconded by:	M. Guitard				
Motion	197-18	THAT the Special Advisory Committee verbal update be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED

IEAC                      Moved by:        M. Guitard  
                               Seconded by:     J. Kitowski

**Motion            198-18            THAT the Indigenous Education Advisory Committee verbal update be received.**

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

Comments                      Chair Penney thanked Tim Flynn, Principal of King George VI Public School, and Staff for the school tour that was held in the afternoon prior to the board meeting.

Adjournment                      Moved by:        J. Kitowski  
                               Seconded by:     M. Guitard

**Motion            199-18            THAT the meeting adjourn at 9:08 p.m.**

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

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Chair

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Secretary



November 13, 2018

**NOTICE OF MOTION**

THAT the verbal report on Policy 326, Curriculum Implementation and Review, be received.

THAT Policy 326, Curriculum Implementation and Review, be approved as amended with the next review date in year 2022.

## Policy Statement

~~It is the policy of the Keewatin-Patricia District School Board that curriculum is effectively implemented, consistently delivered in the classroom and regularly assessed and evaluated. Effective implementation of the curriculum ensures that Ministry of Education curriculum policy documents and Board programs and policies are adhered to at each grade level so that learning will be constantly improved for all students.~~

***It is the vision of the Keewatin-Patricia District School Board that all stakeholders create a culture of learning so that students come first.***

***It is the policy of the Keewatin-Patricia District School Board that curriculum is developed, implemented and delivered effectively so that students come first. Effective implementation of the curriculum ensures that ~~our students are reflected~~ in the curriculum and that ministry policy around how students learn, i.e., the 21<sup>st</sup> Century Global Competencies, English Language learners, students with special education needs, are addressed through subject/course content, instructional practice, assessment, and intervention, as well as through the ongoing monitoring of the Learning Skills and Work Habits. Effective implementation of the curriculum also ensures that programs clearly reflect ministry policy related to healthy, safe, and accepting schools, environmental education, equity and inclusive education, Indigenous education, and financial literacy education as well as developing the knowledge and skills relevant to education and career/life planning.***

## Rationale

The Keewatin-Patricia District School Board is committed to *ensuring the 'students first' vision is realized by* to delivering an exemplary curriculum, ***within and outside the school setting (i.e., Cooperative education, land-based teaching, and in Adult education)***, that sets high expectations for teachers and ***students and*** results in meaningful student learning, and achievement ***and well-being***.

### Cross Reference:

Policy 303, School Improvement Planning  
Policy 331, Instructional Practices  
Procedure 326, Curriculum Implementation and Review  
Procedure 903, Assessment Evaluation & Reporting of Student Achievement  
Ontario Schools: Kindergarten to Grade 12, 2016  
Achieving Excellence: A Renewed Vision for Education in Ontario, 2014  
Foundations for a Healthy School, 2014  
Ontario's Education Equity Action Plan, 2017  
Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010  
Growing Success: The Kindergarten Addendum, 2016  
Special Education in Ontario: Kindergarten to Grade 12, Policy and Resource Guide, 2017  
21<sup>st</sup> Century Competencies: Foundation Document for Discussion, 2016  
PPM 138, Daily Physical Activity in Elementary Schools, Grades 1-8  
PPM 160, Protected Time for Daily Mathematics Instruction, Grades 1-8  
Truth and Reconciliation Commission Recommendations  
NAN Memorandums of Understanding

Date Approved: January 13, 2004  
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Review by: 2018 (2022)

Page 1



***As such we must give our learners the tools they need to reach their full potential, regardless of their individual circumstances. By raising expectations, our goal is to ensure that students achieve at high levels, acquire valuable skills and become engaged members of their communities.***

~~The overriding goal is to strike a balance between a firm foundation of knowledge and skills and the preparation for students to become self-directed, lifelong learners, effective communicators and contributing citizens.~~

~~Curriculum **development** will reflect **be guided by:** provincial expectations and standards as well as address local needs to promote equity of outcomes within and between the school, the Board and the province.~~

- ***the understanding of who our students are – their diversity, their personal circumstances, their strengths, needs, interests and learning styles;***
- ***the understanding of local Keewatin-Patricia DSB needs and priorities;***
- ***the knowledge and skills outlined in the Ontario Curriculum documents, Grades 1-12, and in the Kindergarten Program document;***
- ***the understanding of the learning skills and work habits as outlined in Growing Success and how they contribute to overall student success and development;***
- ***the understanding of deeper learning and learning progress;***
- ***the understanding of Ontario's Equity Education Action Plan (2017).***

***Curriculum delivery will promote "Learning for All" through equity of access and outcome for learning as outlined in the rationale, definitions and guidelines as listed in KPDSB Policy 331, Instructional Practices policy by:***

- ***strengthening inclusive and culturally responsive and relevant teaching, curriculum, assessment and resources;***
- ***supporting student pathway choices;***
- ***focusing on deeper learning across the curriculum;***

**Cross Reference:**

Policy 303, School Improvement Planning  
Policy 331, Instructional Practices  
Procedure 326, Curriculum Implementation and Review  
Procedure 903, Assessment Evaluation & Reporting of Student Achievement  
Ontario Schools: Kindergarten to Grade 12, 2016  
Achieving Excellence: A Renewed Vision for Education in Ontario, 2014  
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Review by: 2018 (2022)

Page 2



- ***creating safe and welcoming classrooms where student mental health and well-being is explicitly considered and is a goal in lesson/task design and delivery; and by***
- ***removing systemic barriers to ensure that school and classroom practices reflect and respond to the diversity of students and staff.***

### **Definitions**

1. Curriculum - The curriculum consists of a core of publicly stated objectives which guide teachers' decisions about planning, instruction and assessing student learning.
2. ***The Ontario Curriculum – The Ontario Curriculum outlines the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities through which achievement is assessed and evaluated.***
3. Expectations - Expectations, as prescribed by the Ministry of Education, describe standards in terms of what students will know and be able to do independently, as well as collaboratively at the end of a year/semester/level in a particular area.
4. ***Deeper Learning - Deeper learning involves the interplay of the cognitive (thinking/reasoning), intrapersonal (behaviour/ emotions), and interpersonal (communication/collaboration). Through the process of deeper learning, students develop 21<sup>st</sup> Century Global Competencies, which are the knowledge and skills that are transferable.***
5. ***21<sup>st</sup> Century Global Competencies – “A competency is more than just knowledge or skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competence that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with***

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Page 3



*whom he or she is communicating.” (Organization for Economic Co-operation and Development, 2003 (OECD), p. 4). They are identified as:*

- a. Critical thinking and problem solving - “ability to design and manage projects, solve problems, and make effective decisions using a variety of tools and resources”*
- b. Innovation, Creativity and Entrepreneurship - “students experiences with situations in which there is no known answer, where there are multiple solutions, where the tension of ambiguity is appreciated as fertile ground, and where imagination is honoured over rote knowledge”*
- c. Learning to Learn/Self-Aware and Self-Directed Learning – “focusing on the learning process, developing students’ ability to lead their own learning and to do things with their learning. Teachers are partners with students in deep learning tasks characterized by exploration, connectedness and broader, real-world purposes”*
- d. Collaboration – “the ability to work in teams, learn from and contribute to the learning of others, [use] social networking skills, [and demonstrate] empathy in working with diverse others. Collaboration also requires students to develop collective intelligence and to co-construct meaning, becoming creators of content as well as consumers.”*
- e. Communication – “the ability to communicate effectively, orally, in writing, and with a variety of digital tools and to also use effective listening skills”*
- f. Global Citizenship – “global knowledge, sensitivity to and respect for other cultures, [and] active involvement in addressing issues of human and environmental sustainability”*

**6. Learning Skills and Work Habits – Learning Skills and Work Habits are the skills and habits needed to succeed in school and in life that focus on student, interpersonal, career and character development; they include responsibility, initiative, independent work, collaboration, organization and self-regulation.**

**Cross Reference:**

Policy 303, School Improvement Planning  
Policy 331, Instructional Practices  
Procedure 326, Curriculum Implementation and Review  
Procedure 903, Assessment Evaluation & Reporting of Student Achievement  
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Review by: 2018 (2022)

Page 4



- 7. Equity and Inclusion Education – Equity and Inclusion Education is provision of an education where we strive to ensure that all members of the school community feel safe, comfortable, and accepted and where all staff and students value diversity and demonstrate respect for others and a commitment to establishing a just, caring society.**
- 8. Culturally Responsive Education – Culturally Responsive Education focuses on ensuring that there are high expectations for learning while recognizing and honouring the strengths that a student's lived experiences and/or home culture bring to the learning environment of the classroom. Learning experiences are designed to be relevant and authentic and reflective of Northwestern Ontario, enabling students to see themselves in the daily learning of the classroom, through land-based teaching, and in accordance with the recommendations and our calls to action through Truth and Reconciliation.**
- 9. Pathways – Schools that adopt “pathways thinking” enhance every student’s outlook for success by:**
- a. supporting students in identifying their personal interests, strengths, needs, and aspirations and in using this knowledge of themselves to inform their choices of programs and learning opportunities;**
  - b. providing a range of diverse and engaging learning opportunities, courses, and programs, both in and outside the classroom, that meet the interests, strengths, needs, and aspirations of the students and honour all postsecondary destinations – apprenticeship training, college, community living, university, and the workplace.**
- 10. Self-Directed Learners – Self-directed learners are students who commit to the process of learning. They formulate positive core values in order to create a vision for their future, set**

**Cross Reference:**

Policy 303, School Improvement Planning  
Policy 331, Instructional Practices  
Procedure 326, Curriculum Implementation and Review  
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Page 5



priorities and goals, create options, take responsibility for pursuing these goals, and monitor and evaluate their progress in a rapidly changing environment.

11. ~~Effective Communicators~~ – ~~Effective communicators are students who master the basic skills of speaking, listening, literacy and numeracy sufficient for daily living, and for effective functioning in a 21-century society.~~

### **Guidelines**

1. **Effective curriculum *implementation*** provides a process for development and expression of each student's potential and talents ***by recognizing the diversity and uniqueness of each individual*** ~~recognizes characteristics unique to each individual and. It should consider~~ ***such as gender identity, ethno-cultural diversity, ethnicity and neurodiversity or special needs of students or student populations. This is achieved by ensuring:***
  - a. ***high academic and personal expectations are held for all students;***
  - b. ***clear and consistent behavioural expectations are outlined and held in order to support access to learning for all students; and***
  - c. ***diverse perspectives and experiences are reflected in the classroom delivery of the curriculum;***
  - d. ***implementation of the revisions to the Ontario curriculum to include mandatory learning about the history of residential schools, treaties and the legacy of colonialism;***
  - e. ***implementation of teaching practices, development of learning opportunities and assessment that are culturally reflective of and responsive to the students they teach, so that all students see themselves, and their own and their classmates' lived experience, reflected in what and how they are learning;***
  - f. ***safe and supportive learning environments and learning opportunities that promote and support child and student mental health well-being as well as academic success;***

#### **Cross Reference:**

Policy 303, School Improvement Planning  
 Policy 331, Instructional Practices  
 Procedure 326, Curriculum Implementation and Review  
 Procedure 903, Assessment Evaluation & Reporting of Student Achievement  
 Ontario Schools: Kindergarten to Grade 12, 2016  
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Page 6



- g. engaging academic work with differentiated instruction is provided along with, flexibility and accommodations to meet varied needs and individualized, caring support or intervention when needed;*
  - h. there is a belief that all students can be successful and that success comes in many forms.*
- 2. **Effective curriculum implementation will promote the development of the 21<sup>st</sup> Century Global Competencies. Provision of student opportunities for deeper learning** ~~provide students the opportunity to acquire~~ **both within and outside the school/classroom through experiential, hands-on, technology-enabled, virtual, or e-learning will ensure that the skills, knowledge, concepts and processes necessary for successful transitions at every level are transferable and form a bridge between grade levels, elementary and secondary panels and beyond graduation.** ~~including the transition from elementary to secondary, secondary to post-secondary education and to the workplace.~~
- 3. **Effective curriculum implementation will ensure that all students are supported in achieving their maximum potential and choosing appropriate pathways to the workplace, apprenticeship, college, or university. Schools will provide a range of course choices appropriate to in response to the needs, interests, and pathway choices of their students.**
  - a. In Grades 9 and 10, students will be offered courses to add to their knowledge and skills, explore their interests, and determine the type educational program they are best suited to undertake in Grades 11 and 12. Students are not expected to make binding decisions about a particular pathway; however, they should try to ensure that they have the prerequisite required for future courses they plan to take.*
  - b. In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways. In these grades, there are increased opportunities for learning experiences beyond the school (i.e., cooperative education).*

**Cross Reference:**

Policy 303, School Improvement Planning  
 Policy 331, Instructional Practices  
 Procedure 326, Curriculum Implementation and Review  
 Procedure 903, Assessment Evaluation & Reporting of Student Achievement  
 Ontario Schools: Kindergarten to Grade 12, 2016  
 Achieving Excellence: A Renewed Vision for Education in Ontario, 2014  
 Foundations for a Healthy School, 2014  
 Ontario's Education Equity Action Plan, 2017  
 Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010  
 Growing Success: The Kindergarten Addendum, 2016  
 Special Education in Ontario: Kindergarten to Grade 12, Policy and Resource Guide, 2017  
 21<sup>st</sup> Century Competencies: Foundation Document for Discussion, 2016  
 PPM 138, Daily Physical Activity in Elementary Schools, Grades 1-8  
 PPM 160, Protected Time for Daily Mathematics Instruction, Grades 1-8  
 Truth and Reconciliation Commission Recommendations  
 NAN Memorandums of Understanding

Date Approved: January 13, 2004  
 Date Revised: April 26, 2005  
 Date Reviewed: March 4, 2008  
 Date Revised: January 11, 2011  
 Last Revised: April 8, 2014

Review by: 2018 (2022)

Page 7



- 4. Effective curriculum implementation ensures that learning is strategic and focused; that it is planned carefully so that each student is able to explore the curriculum and develop their skills and understanding with dignity, building confidence, and competence through their own learning journey. Effective planning of learning opportunities and assessment ensures that:**
- a. we develop relationships so that we know our students; we know where our students are beginning: what the learning strengths and gaps/needs are and we plan with our students in mind knowing where the curriculum is taking us;**
  - b. ~~we slow down so that we can create the conditions for learning at the rate and pace that support all of our students in achievement, mental health and well-being;~~**
  - c. learning skills and work habits as well as 21<sup>st</sup> Century Global Competencies are addressed;**
  - d. interventions or the need for intervention are recognized and provided early to ensure student success;**
  - e. we recognize and give time to honour the process of learning and, through use of descriptive feedback, recognize student progress and also move learning forward through the use of assessment for and as learning;**
  - f. assessment of learning (evaluation) only happens at key times during the year/semester/term, i.e., at the end of a unit of learning or reporting period;**
  - g. student voice and choice is a valued part of the learning process and we recognize that it is important for students to ~~have agency work towards independence and having an understanding of themselves as learners;~~**
  - h. assessment and instruction are in harmony with student learning; aligned with local priorities, curriculum expectations/content and evidence-based strategies; developmentally and culturally appropriate and cross-curricular where applicable; using appropriate resources to support learning;**

**Cross Reference:**

Policy 303, School Improvement Planning  
 Policy 331, Instructional Practices  
 Procedure 326, Curriculum Implementation and Review  
 Procedure 903, Assessment Evaluation & Reporting of Student Achievement  
 Ontario Schools: Kindergarten to Grade 12, 2016  
 Achieving Excellence: A Renewed Vision for Education in Ontario, 2014  
 Foundations for a Healthy School, 2014  
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 Last Revised: April 8, 2014

Review by: 2018 (2022)

Page 8



- i. implementation of Policy Program Memorandum (PPM) 138 and 160 in Grades 1-8 for greater student achievement and well-being;*
- j. community connections, connections to other stakeholders such as family, are utilized to support student achievement and well-being.*

**5. Effective curriculum implementation and review ensures that:**

- a. Board approved program initiatives are supported as local priorities in harmony with this policy as well as the KPDSB Instructional Practices policy;*
- b. programming, assessment and instruction will be reviewed and monitored at the school and Board levels on an ongoing basis;*
- c. the School Continuous Improvement Plan and the Board Continuous Improvement Plan will support the alignment of, and improvement in, instruction, assessment, student achievement and well-being with local priorities as well as with the Ontario curriculum and Ministry policy;*
- d. relevant and appropriate resources are investigated and provided by the school and/or the Board;*
- e. training and support necessary for effective curriculum implementation is provided by the school and/or the Board;*
- f. teachers have the ability to and are effectively developing and delivering the curriculum so that student learning and well-being is at the forefront; and*
- g. students are agents and responsible for their own learning; parents/guardians are critical stakeholders and advocates in supporting their own student's learning.*

- ~~6. Curriculum should be aligned with expectations and assessment in its content, context and level of cognition. Resources should be aligned with expectations.~~
- ~~7. Instructional planning should reflect cross-curricular connections.~~
- ~~8. Instructional practices should recognize that students are learning how to learn, as well as learning specific information.~~

**Cross Reference:**

Policy 303, School Improvement Planning  
 Policy 331, Instructional Practices  
 Procedure 326, Curriculum Implementation and Review  
 Procedure 903, Assessment Evaluation & Reporting of Student Achievement  
 Ontario Schools: Kindergarten to Grade 12, 2016  
 Achieving Excellence: A Renewed Vision for Education in Ontario, 2014  
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 Growing Success: The Kindergarten Addendum, 2016  
 Special Education in Ontario: Kindergarten to Grade 12, Policy and Resource Guide, 2017  
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 Last Revised: April 8, 2014

Review by: 2018 (2022)

Page 9

- ~~9. Instructional practices shall be in harmony with and support the implementation of Board approved program initiatives.~~
- ~~10. Successful, authentic learning must be based on providing effective educational experiences at the appropriate level of challenge in order to ensure maximum student achievement.~~
- ~~11. Effective curriculum provides appropriate feedback to the student through assessment and evaluation. It also provides feedback to the teacher for program planning.~~
- ~~12. Curriculum will be reviewed and monitored at the school and board level on an ongoing basis.~~
- ~~13. Principals will develop a school improvement plan that reflects the Ontario Curriculum and Board Strategic Improvement Plan. (BSIP)~~
- ~~14. The Board is responsible for providing the resources, support and training necessary to implement the written curriculum. Teachers are responsible for effectively delivering the curriculum. Students are responsible for learning and parents are responsible for supporting their children in pursuing an education.~~

**Cross Reference:**

Policy 303, School Improvement Planning  
 Policy 331, Instructional Practices  
 Procedure 326, Curriculum Implementation and Review  
 Procedure 903, Assessment Evaluation & Reporting of Student Achievement  
 Ontario Schools: Kindergarten to Grade 12, 2016  
 Achieving Excellence: A Renewed Vision for Education in Ontario, 2014  
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 Growing Success: Assessment, Evaluation and Reporting in Ontario  
 Schools, 2010  
 Growing Success: The Kindergarten Addendum, 2016  
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 Date Revised: January 11, 2011  
 Last Revised: April 8, 2014

Review by: 2018 (2022)

Page 10



November 13, 2018

**NOTICE OF MOTION**

THAT the verbal report on Policy 327, Prevalent Medical Conditions, be received.

THAT Policy 327, Prevalent Medical Conditions, be adopted by the Board with the next review date in year 2019.

## **Policy Statement**

It is the policy of the Keewatin-Patricia District School Board that staff members are aware of prevalent medical conditions (anaphylaxis, asthma, diabetes and epilepsy), minimize the risks of an occurrence of a medical exacerbation/reaction and respond accordingly to an emergency situation as laid out in the respective Plan of Care.

## **Rationale**

The safety of students with prevalent medical conditions is the shared responsibility of the Board, school, family, health care provider and community partners. The Board recognizes the need to support students with prevalent medical conditions to fully access school in a safe, accepting, and healthy learning environment that supports well-being. The Board also recognizes the shared responsibility to empower students, as confident and capable learners, to reach their full potential for self-management of their medical condition(s), according to their Plan of Care.

**Cross References**  
Ontario Reg PPM 161

**Policies**  
312, Administration of Medication to Students and Medical Procedures to Students in Schools  
401, School-Student Activities Outside the Classroom

**Procedures**  
312 Administration of Medication to Students and Medical Procedures to Students in Schools.  
904 Educational Trips for Students

**Date Approved:**

**Review by 2019**



November 13, 2018

**NOTICE OF MOTION**

THAT the verbal report on Policy 401, School-Student Activities Outside the Classroom, be received.

THAT Policy 401, School-Student Activities Outside the Classroom, be approved as amended with the next review date in year 2022.

## Policy Statement

~~It is the policy of the Keewatin-Patricia District School Board that the provision of co-curricular activities should be encouraged. Financial support for co-curricular activities may be provided for in the school budgeting process. Co-curricular activities should maximize student participation and allow students to develop to their full potential. Co-curricular activities may be participative or competitive.~~

***It is the policy of the Keewatin-Patricia District School Board that the provision of school-student activities outside of the classroom should be supported, safe, and equitable for all. These activities should be connected to and enhance student learning. School-student activities outside of the classroom should also provide valuable cultural perspectives and make learning more interesting and relevant for students.***

## Definitions

~~Participative Activities: These are activities which encourage the inclusion of all students who wish to join in the activity in the school.~~

~~Competitive Activities: These are activities which involve the selection of participants based on established criteria.~~

## Rationale

~~Co-curricular programs foster self-esteem and leadership skills. They assist students in developing positive attitudes, encouraging students to problem solve and demonstrating integrity under a variety of circumstances. Healthy habits for the mind and body are promoted through participation in co-curricular activities. Students reap long term benefits from participating and striving for excellence.~~

<p>Cross Reference: NorWOSSA Handbook of Athletic Competition KPDSB Extra Curricular Sports Handbook <u>Policies:</u> 203, Student Trustee 333, Environmental Education 319, Substance Use by Students 330, Character Development <u>Procedures:</u> 330, Character Development 319, Substance Use by Students 904, Educational Trips for Students</p>	<p>Date Approved: June 8, 1999 Revised: November 9, 2004 Revised: May 8, 2007 Revised: November 9, 2010 Revised: May 13, 2014 Last Revised: June 5, 2018  Review by: 2022</p>	<p>Page 1</p>
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***School-student activities outside of the classroom foster a love of lifelong learning by providing opportunities for belonging, well-being, engagement and expression. They assist students in developing positive attitudes, encouraging students to problem-solve, and demonstrating integrity in the global community.***

## **Guidelines**

1. ~~Being selected to represent a school is a privilege and carries with it additional responsibility. Each individual must endeavour to live up to the community's highest expectation for behaviour as well as adhere to the school's code of behaviour. Failure to do so may result in the privilege being withdrawn.~~
2. ~~Co-curricular activities are intended to enhance the academic program. Academic achievement shall be a consideration when evaluating appropriateness of a student's participation in co-curricular activities.~~
- ~~At the secondary level academic eligibility requires that participants be "in good academic standing" in all classes. Students must complete homework and assignments and make a good effort academically. Students who fail to meet this requirement will not be allowed to miss any classes to participate in any interschool activity and may lose eligibility to participate until the students have met the required standards. The determination of whether a student is making a "good effort" is the decision of the principal in consultation with the classroom teacher.~~
3. Regular school attendance is a condition of participation in co-curricular activities.
4. ~~Participants in co-curricular activities have an obligation to the team or group for which they have been selected. Attendance at practice or rehearsals is expected as is the expectation that a best effort will be put forward by the participant as evaluated by teachers and the principal.~~

<p>Cross Reference: NorWOSSA Handbook of Athletic Competition KPDSB Extra Curricular Sports Handbook <u>Policies:</u> 203, Student Trustee 333, Environmental Education 319, Substance Use by Students 330, Character Development <u>Procedures:</u> 330, Character Development 319, Substance Use by Students 904, Educational Trips for Students</p>	<p>Date Approved: June 8, 1999 Revised: November 9, 2004 Revised: May 8, 2007 Revised: November 9, 2010 Revised: May 13, 2014 Last Revised: June 5, 2018  Review by: 2022</p>	<p>Page 2</p>
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5. As ambassadors of the school, participants will exhibit exemplary behaviour towards coaches/advisors, spectators, opponents, teammates and their surroundings.
- ~~6. Each secondary school will develop, in consultation with their school councils, procedures which are in keeping with this policy.~~
1. ***Students participating in activities outside of the classroom should act in a safe, responsible and respectful manner.***
2. ***Participants have an obligation to their peers, team, or group to ensure that their best effort is put forth. Regular school attendance is an expectation of participation in school-student activities outside of the classroom.***
3. ***Principals will ensure that all short, extended and/or international educational trips obtain appropriate approval and follow proper protocols. as outlined in Procedure 904 Educational Trips for Students.***
4. ***Principals will ensure that all Extended School-Student Activities outside the classroom will be communicated to the School Council.***

Cross Reference:  
NorWOSSA Handbook of Athletic Competition  
KPDSB Extra Curricular Sports Handbook

**Policies:**

203, Student Trustee  
333, Environmental Education  
319, Substance Use by Students  
330, Character Development

**Procedures:**

330, Character Development  
319, Substance Use by Students  
904, Educational Trips for Students

Date Approved: June 8, 1999  
Revised: November 9, 2004  
Revised: May 8, 2007  
Revised: November 9, 2010  
Revised: May 13, 2014  
Last Revised: June 5, 2018

Review by: 2022



**Keewatin-Patricia District School Board**

November 13, 2018

**NOTICE OF MOTION**

THAT the verbal report on Policy 503, Equity and Inclusive Education, be received.

THAT Policy 503, Equity and Inclusive Education, be approved as amended with the next review date in year 2022.







### 3. Inclusive Curriculum and Assessment Practices

The Board will implement an inclusive curriculum and review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that students may maximize their learning potential by:

- a) encouraging students to learn about and enrich their understanding of other people, lifestyles, and cultures;
- b) developing and using materials that reflect the cultural and lifestyle diversity of Canada;
- c) continuing to support programs for language learning recognizing the significance of the aboriginal community in all Board schools; and
- d) reflecting Canada's and in particular northwest Ontario's diverse populations in the activities of the school (e.g., newsletters, celebrations, assemblies, concerts, displays, etc.)

### 4. School Climate and Prevention of Discrimination and Harassment

The Board is committed to the principle that all students enjoy equal opportunities to develop their individual abilities, self-esteem, and personal growth and that assessment, placement, and support services are equitable and inclusive to all students.

School climate welcomes all stakeholders and encourages active participation of all members of the school community in ensuring that the principles of the Ontario Human Rights Code and the Equity and Inclusive Education Strategy are applied in our schools. The board will commit to the principle that every person within the school community is entitled to a respectful, positive school climate and learning environment, free from all forms of discrimination and harassment.

### 5. Religious Accommodation

The Board recognizes and values the religious diversity within its communities and is committed to providing a safe, respectful and equitable environment for all, free from all forms of

Cross Reference:  
Education Act S.8 29.1

**Policies:**

321, Safe and Supportive Schools                      322, Code of Conduct  
329 Progressive Discipline & Promoting a Positive School Climate  
708 Respectful Working and Learning Environment; Conflict Prevention & Resolution  
709 Workplace Harassment                              706, Employee Code of Conduct

**Procedures:**

321, Safe and Supportive Schools  
503, Equity and Inclusive Education  
708, Respectful Working & Learning Environment; Conflict Prevention & Resolution  
709, Workplace Harassment

Date Approved: February 13, 2001  
Date Revised: May 14/02; April 2005; April 8/08; Oct 12/10; Feb 11/14;

Review by: 2018 (2022)





- ~~c) ensure that the principles of equity and inclusive education are modelled and incorporated in professional learning programs.~~

~~7. Accountability and Transparency~~

~~The Board, in respectful collaboration and communication with the whole school community, will report on its goals and progress in the areas of policy review, school improvement planning, and the implementation of the Equity and Inclusive Education Strategy.~~

~~The Board will:~~

- ~~a) actively communicate the Equity and Inclusive Education Strategy policy to all members of the school community;~~
- ~~b) establish processes to monitor progress and assess the effectiveness of policies, programs, and procedures; and~~
- ~~c) report on the progress of the implementation of the Equity and Inclusive Education Strategy.~~

Cross Reference:  
Education Act S.8 29.1

**Policies:**

321, Safe and Supportive Schools                      322, Code of Conduct  
329 Progressive Discipline & Promoting a Positive School Climate  
708 Respectful Working and Learning Environment; Conflict Prevention &  
Resolution  
709 Workplace Harassment                      706, Employee Code of Conduct

**Procedures:**

321, Safe and Supportive Schools  
503, Equity and Inclusive Education  
708, Respectful Working & Learning Environment; Conflict Prevention &  
Resolution  
709, Workplace Harassment

Date Approved: February 13, 2001  
Date Revised: May 14/02; April  
2005; April 8/08; Oct 12/10;  
Feb 11/14;

Review by: 2018 (2022)



**Keewatin-Patricia District School Board**

November 13, 2018

**NOTICE OF MOTION**

THAT the 2018-2019 Special Education Plan Update be received.

### **2018-2019 Special Education Plan Update**

The 2018-2019 Special Education Plan for the Keewatin-Patricia District School Board has maintained its core structure in terms of supporting and enhancing an inclusionary model of special education. We pride ourselves for being a system that “puts students first” and accepts every student, new or returning. All students in our schools, regardless of background or ability, will have the opportunity to develop the skills, attitudes and knowledge required to live up to their full potential. We are committed to providing the most appropriate educational opportunities for all students.

For students with special needs we are committed to:

- Provide programs and services wherever possible in “home schools”;
- Provide a range of placement options;
- Provide a focus on inclusive practices in our schools as an integral part of school culture
- Develop Individual Education Plans (IEPs) which focus on improved student learning outcomes;
- Provide appropriate accommodations and modifications where required;
- Promote respect for differences, diversity and inclusivity;
- Promote environments for all staff, students, parents (guardians) and stakeholder partners to focus on shared understandings of common goals;
- Collaborative planning with curriculum central support staff to ensure support for the development of quality programs and provision of services for all students.

The Special Education Plan uses a tiered approach to supporting student mental health. TIER 1 ensures universal supports for mental health promotion and well-being are in place for all students. Specific resources and positions are in place to support students at the TIER 2 level who may be struggling and showing early signs of mental health concerns. Lastly, the Special Education Plan also includes a strong focus on creating and sustaining essential partnerships with community agencies. These partnerships help to ensure that appropriate pathways to care are in place for students requiring intervention at the TIER 3 level.

The Special Education Plan is designed to align and support the priorities identified in all three areas of our Board Continuous Improvement Plan: Engaged, healthy, and successful students, Engaged and supported staff, and a Culture of inclusion, innovation, and creativity in our schools and workplaces.



The Special Education Plan represents the required consultation process through its Special Education Advisory Committee (SEAC). The Ontario Regulation which governs special education in Ontario Schools does not require formal trustee approval; we feel the necessity to ensure that you are apprised of all changes and updates as this document directly influences our daily work. We have highlighted a substantial number of changes in the plan in which you will find the specific amendments on page 2 and 3 of this summary.

### **Summary of Changes Made to the Special Education Plan 2018-2019**

This document was originally created in Word, but as the board has transitioned into using Google, we moved it into a Google Doc format. Many technical glitches occurred in the move and we took this opportunity to re-design the layout. The result is a beautiful and more professional looking document. Many thanks to Michelle Parrish and Nicole Perron for their work on this document.

1. The table of contents have been updated to reflect the page number changes.
2. Pg. 14 – In Section 3: Role Descriptions – Updated Applied Behaviour Analysis (ABA) Leader to indicate that there are now 2 full-time ABA Leaders
3. Pg. 14 – In Section 3: Role Descriptions – Changed the first bullet under Mental Health Leader as follows: “Be responsible for the promotion and prevention of positive mental health for all students;”
4. Pg. 14 – In Section 3: Role Descriptions – Added the role of Mental Health/Well-Being Co-Lead (1.0)
5. Changed the role of ‘Area Special Education Leader (formerly Area SAT)’ to ‘Area Special Education Leader (SEL)’ throughout document
6. Changed ‘CCAC’ and ‘Community Care Access Centre’ to ‘LHIN’ and ‘Local Health Integration Network’ throughout document.
7. Page 22 – In Section 3: Role Descriptions – Added the Role of the 1.0 Special Assignment Teacher (.70 Teacher of the Visually Impaired or TVI and .30 Blind/Low Vision SAT)
8. Page 26 – In Section 3: Role Descriptions – Added Role of Education Assistant for the Visually Impaired (EAVI)
9. Page 47 – updated to reflect last year’s IPRC numbers
10. Page 49 – updated link to Parent’s Guide to Special Education
11. Page 50 – In Section 5: The Identification, Placement and Review Committee (IPRC) Process and Appeals - Alphabetized the Abbreviations section of the Parent’s Guide to Special Education. Removed ABAS as it has been replaced by the Vineland 3 – Adaptive Behaviour Scales. Removed WJ-R and WJ-3 as we now use the WISC and WIAT-3 assessments consistently.

12. Page 57 – updated Principal/Vice-Principal/Administrative Assistants List to reflect this year.
13. Pg. 60 – Section 6: Individual Assessments – Replaced the Adaptive Behaviour Rating Scales (ABAS) with the Vineland-3 Adaptive Behaviour Scales. Removed WJ-3 Achievement and WIAT-2 as we now use the WISC and WIAT-3 assessments consistently.
14. Page 108 – Section 13: Special Education Staff - updated to reflect this year's staff
15. Page 113 - Section 14: Staff Development – Added 'Mental Health Champions' to Target Group and 'Mental Health/Well-Being Co-Lead' to Responsibilities and Resources in the Mental Health Focus section of the P.D. Plan
16. Page 116 – Section 16: Accessibility of School Building – Change Address of GLC School from 'Mine Road' to 'Eric Radford Way' to reflect recent street name change. Updated name and address of new high school in Sioux Lookout (Sioux North High School.)
17. Page 120 – updated information to reflect this year's SEAC
18. Page 122-Deleted Staff Development as SEAC does not get involved in Professional Development.
19. Page 122-Deleted That the Plan must provide recommendations made to the Board to initiate a web-site listing.
20. Page 122-Added that the SEAC will receive a Presentation of a Special Education Funding Plan annually
21. Pg. 127 – Appendix A: Special Education Forms – Added a line to indicate that In-School Support Team Meeting templates can also be found in the ISST Tab of EnCompass.
22. Pg. 128 – Appendix A: Special Education Forms – Name change from 'Kaitlin Sanders' to 'Kaitlin Brolley' and added 'Ali Gow'

Respectfully submitted by,  
Joan Kantola  
Superintendent of Human Resources and  
Special Education



**Keewatin-Patricia District School Board**

November 13, 2018

**NOTICE OF MOTION**

THAT the verbal report on Policy 714, Performance Appraisal – Director of Education, be received.

THAT Policy 714, Performance Appraisal – Director of Education, be approved as amended with the next review date in year 2020.

## Policy Statement

The Keewatin-Patricia District School Board believes that a performance appraisal process for the Director of Education provides a forum for constructive dialogue and exchange of information between the Director and the Board of Trustees. The process is an opportunity for both the Board of Trustees and the Director to clarify expectations and goals, to review past accomplishments, and to agree on the needs and priorities of the system. ***The Director of Education Performance Review process is also a valuable opportunity for members of the Senior Administration and Management Teams to have modeled structured process of review, goal-setting, and learning potential.*** The ***end-result*** provides clear objectives and outcomes through a fair process and leads to effective implementation and achievement of the Board's goals. ***The Director of Education is responsible for establishing a clean timeline for the Performance Review of the Senior Administration Team.***

## Purpose

To establish a formal, open and transparent framework for a ***bi-annual (every two years)*** performance review process of the Director of Education with the Board of Trustees. ***The Director of Education Performance Review will be initiated in the first year of the Director, having been appointed to the role of the Board's Chief Executive/Education Officer. The Performance Review will be completed by the end of the Director of Education's inaugural year. Policy 714*** applies to the Director of Education and is managed by the elected Trustees of the Keewatin-Patricia District School Board.

## Rationale

An effective performance review of the Board's Director of Education will:

- set measurable goals, objectives and direction for the Director that directly relate to the Board's mission, strategic plan, and BIP;
- highlight the key role of the Director as the Chief Education Officer for the District to enhance student achievement and success for all students;
- strengthen the organization, making it more cohesive, viable, accountable and proactive in serving the needs of the students and the broader school community;



- reflect a continuous results oriented and improvement focus for both the Director of Education and the Board;
- **provide** a structured opportunity for the Director of Education to receive feedback and concerns in a timely and supportive way to facilitate resolution.

## Guidelines

The Trustees and the Director of Education will jointly develop the performance goals of the Director of Education. The goals established for the year are based on the six (6) leadership practices (identified below) and the values, vision and goals contained within the KPDSB Strategic Plan. Goal setting should not be overly cumbersome to the Director or the Trustees. There should be two-three major goals and those are the ones the Director is to accomplish that year. The goal setting for the Director should include all Trustees as a whole, not a subcommittee. An annual retreat in March is advised to go over the strategic plan and capital plan so that goals can be set at the June board meeting for the upcoming year.

The Trustees and the Director of Education will jointly develop the content, data collection and review. The proposed review is not intended to encompass every aspect of the Director's work, but to focus on the goals determined for the year under review; to affirm success, improvement and appropriate next steps. The content of the review surveys and feedback to the Director's discussions with the trustees and subsequent documentation will be held in confidence.

The surveys shall be based on the Director's areas of responsibility as outlined in the following sources, **and in consideration of the Board's characteristics** :

- The Education Act
- The Ontario Leadership Framework (OLF) for Supervisory Officers' 6 leadership practices:
  - setting directions
  - building relationships and developing people
  - developing the organization
  - leading the instructional program
  - securing accountability
  - supporting community and culture of all
  - **the Keewatin Patricia District School Board Strategic Plan**
  - **regional and demographic realities reflecting the unique complexities (ie; geography) of the Keewatin Patricia District School Board**



The Director will be provided with a written copy of his/her performance review and will be permitted an opportunity to respond to it. In the event that a significant disagreement concerning the performance review arises between the Director of Education and the Board, the Director will provide the Chair of the Board with a written response outlining the areas of disagreement. Upon receipt of the Director's response, the Chair would present this response to the Trustees in an effort to come to a reasonable resolution. The Board of Trustees will approve a public motion confirming that the Director's performance review process has been completed in accordance with this policy.

### Time frames

The Director and the Board will share information of goals and how they are being reached, at two formal meetings per year (October and February Committee of the Whole in-camera sessions).

The **Performance Review** for the Director of Education shall be initiated by the Board Executive **bi-annually** in March, **of the appropriate year, as per Policy 714.**

The Director will submit a report in April which reviews activities and accomplishments for the year to the Board Executive who will forward it to the Trustees. The Director will include in this report suggested goals with any recommended additions or deletions for the upcoming year. In the event that other issues arise during the year these issues will be presented to the Chair or the Director of Education.

The administrative assistant will circulate a package to the Trustees which will include all forms, the Director's report and a summary of the process. Trustees will be asked to complete the questionnaire, Procedure 714, and return it to the Chair at the April board meeting. Trustees will also be asked to comment on the suggested goals with any recommended additions or deletions.

The Executive Committee will review the data collected. A report will be prepared by the Executive Committee and distributed to all Trustees for discussion at the Committee of the Whole prior to the May board meeting. Following the May board meeting any changes will be made by the Executive Committee and the report submitted to the Director of Education and Trustees by the May Committee of the Whole meeting. The Director of Education shall then respond, and the appraisal report and Director's response shall be received by the Board for review, approval and disposition by the final board meeting in June.



The appraisal report and response of the Director shall be filed in the office of the Chair, with a copy provided to the Director of Education.

Review of the policy and process to occur **as part of the Board's normal policy cycle regimen**. ~~annually at the October Committee of the Whole meeting.~~

November 13, 2018

**NOTICE OF MOTION**

THAT the Trustee Appointment verbal report be received.



**8.05 A**

**Keewatin-Patricia District School Board**

November 13, 2018

**NOTICE OF MOTION**

THAT the 2018-2019 Enrolment Report be received.

*(report to be distributed prior to meeting)*

November 13, 2018

**NOTICE OF MOTION**

THAT the 2018 Capital Projects Report be received.



## 2018 Capital Projects Update Report

A summary list of the 2018-19 projects is shown below.

<b>Major Capital</b>		<b>Budget (\$)</b>
Beaver Brae	Tech Wing Reno, Parking Lot, Field	5,903,432
Crolancia SS	Energy Efficiency; backup utilities	357,164
Ear Falls	Major Renewal Project	4,980,000
Evergreen	Child Care Space	883,381
Evergreen	HVAC / Accessibility	1,156,300
Golden Learning Centre	HVAC Reconfiguration	1,500,000
Ignace	Roofing Replacement	650,000
Keewatin	Child care Space	600,000
Keewatin	Elevator / Accessibility	1,800,000
Lillian Berg	Water & Waste Services upgrade	750,000
New Prospect	Civil Drainage	400,000
Red Lake DHS	Roof Replacement-Phase 2	950,000
Red Lake Madsen	Site Drainage / Stair Repair	500,000
Sioux Mountain	Roof Replacement	900,000
Valleyview	Soils Remediation	400,000
System	CCTV Systems & Security Systems	1,175,000
System	Soundfield Classroom Amplification	825,000
System	Exterior Lighting	750,000
System	Automatic Water Flushing Systems-Elem Schools	350,000
System	Tunable LED Lighting-SM, NP, OR	515,000
System	Sub Metering & Energy Dashboard	500,000
System	Tunable LED Lighting-Secondary Schools	450,000
<b>Subtotal - Major</b>		<b>26,295,277</b>
<b>Minor Capital</b>		
Dryden High School	Fire Alarm Replacement	300,000
Lillian Berg	Outdoor Learning Classroom	50,000
Open Roads	Outdoor Learning Classroom	289,297
Pickle Lake	Teacherage Renovations	150,000
Queen Elizabeth DHS	Feasibility Study	150,000
Savant Lake	Replace Roof & Windows	250,000
Savant Lake	Change Classroom Heating Unit Ventilators	150,000
Savant Lake	Teacherage Renovations	107,824
Sioux Narrows	Flooring Replacement	51,555
System	Safe Schools (control access to buildings)	300,000
<b>Subtotal - Minor</b>		<b>1,798,676</b>
<b>Total Capital</b>		<b>28,093,953</b>

The Facilities Department made excellent progress on the capital projects that were funded for completion in the 2017-18 fiscal year. For major capital projects, this includes:

- Roof replacements for Evergreen, Keewatin, and King George VI
- Dryden High School Co-generation boiler plant
- Kenora Education Centre HVAC Reconfiguration
- Red Lake DHS parking lot improvements
- Crolancia teacherage renovations
- Tunable LED Lighting for most elementary schools
- Sioux Mountain child care space

### **Highlights for major capital projects to be started in 2018-19 using School Condition Improvement (SCI) funding:**

#### **Ear Falls PS - Total School Renovation (Architect drawing attached)**

- Current budget \$4.36 million; expanded scope (Energy efficiencies; new mechanical/electrical systems) will add about \$600,000, making total cost \$5 million
- Phase 1: Feb-Apr 2019
- Phase 2: May-Sep 2019
- Students will be temporarily accommodated within the school while construction takes place.
- Students will be in their new space for start of school in Sep 2019.

#### **School: Beaver Brae HS – Tech Wing Renovation**

- Current budget \$3.38 million; increased scope (parking lot and field improvements, library facelift) will add about \$2.6 million, for total cost of \$6 million
- Affects Welding, Transportation, Grade 7/8 technology, Communications, Hospitality
- Renovations also affect Drama/Theatre area, Art room, Weight room, Staff areas
- Construction Feb 2019-Feb 2020 (in phases)
- Students will be temporarily accommodated within the school while construction takes place.
- Students will all be in their new space for start of February 2020, but some areas will have been completed and in use prior to that date.

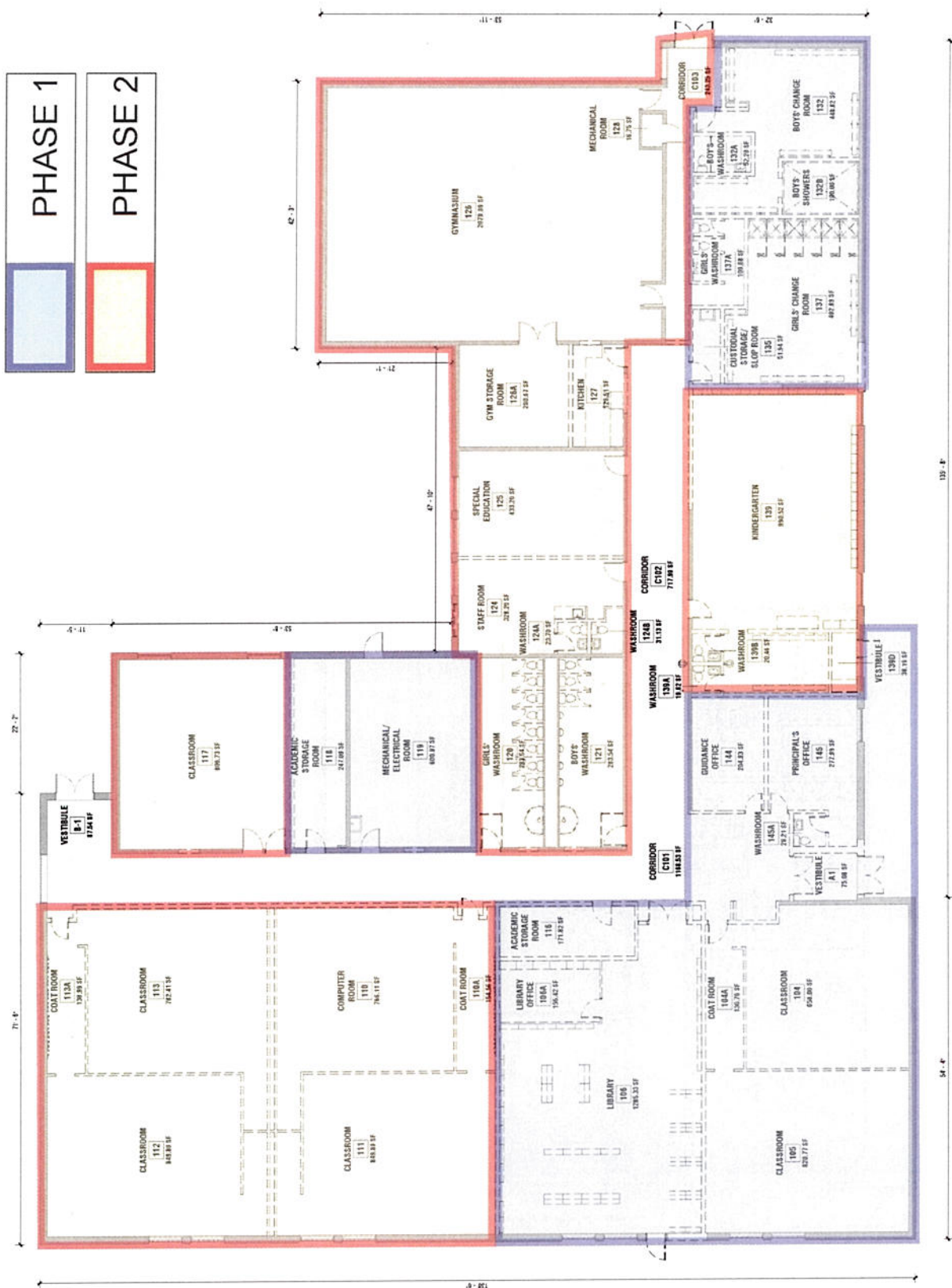
Looking forward to 2020 we are planning to establish our priorities and identify our list of capital projects prior to January 2019 so that design and tendering can occur as soon as possible to assist with project completion by the end of August 2020.

Respectfully submitted by,  
Richard Findlay, Superintendent of Business

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

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





1 MAIN FLOOR PLAN - DEMOLITION  
1:128

**KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD**

November 13, 2018

**NOTICE OF MOTION**

THAT the verbal report on By-law #66 be received.

THAT By-law #66, being a by-law to authorize the tax levy for 2019, be taken as read a first time.

THAT By-law #66, being a by-law to authorize the tax levy for 2019, be taken as read a second time.

THAT the rules of order be suspended to allow third and final reading of By-law #66.

THAT By-law #66, being a by-law to authorize the tax levy for 2019, be taken as read a third time and finally passed.



**KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD**

**BY-LAW #66**

BEING A BY-LAW TO PROVIDE FOR THE 2019 TAX LEVY IN LOCALITIES WITHIN  
THE AREA JURISDICTION OF KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

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

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

Now therefore the Board enacts as follows:

The rates set out in Regulation 400/98 for 2019 are hereby levied in localities within the  
area of jurisdiction of the Board on the property indicated in section 257.7 of the Act.

READ A FIRST TIME THIS 13<sup>th</sup> DAY OF November, 2018

READ A SECOND TIME THIS 13<sup>th</sup> DAY OF November, 2018

READ A THIRD TIME AND FINALLY PASSED

THIS 13<sup>th</sup> DAY OF November, 2018

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Chair

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Secretary

**Keewatin-Patricia District School Board**

November 13, 2018

**NOTICE OF MOTION**

THAT the verbal report on Policy 715, Substance Use by Employees and Volunteers (Drug and Alcohol), be received.

THAT Policy 715, Substance Use by Employees and Volunteers (Drug and Alcohol), be adopted by the Board with the next review date in year 2019.



## **Policy Statement**

The Keewatin-Patricia District School Board is committed to the health and safety of its employees and has adopted this policy to communicate its expectations and guidelines surrounding substance use, misuse, and dependency.

## **Rationale**

The Keewatin-Patricia District School Board is committed to providing a safe and healthy working and learning environment and is committed to assisting employees with the prevention of substance use and the early identification of substance dependency. This policy and related procedures establish the expectations for all employees and volunteers of the Keewatin-Patricia District School Board to ensure a healthy and safe working and learning environment and to ensure consistency when addressing substance use concerns.

## **Guidelines**

Employees and volunteers under the influence of drugs or alcohol on the job can pose serious health and safety risks to themselves, employees and students. To help ensure a safe and healthy working and learning environment, the Keewatin-Patricia District School Board reserves the right to prohibit certain items and substances from being brought on to or present on company premises.

## **Expectations**

The following expectations apply to employees, volunteers, and management alike while conducting work on behalf of the board, whether on or off board property:

- Employees and volunteers are expected to arrive to work fit for duty and able to perform their duties safely and to expectations;
- Employees and volunteers must remain fit for duty for the duration of their shift;
- Distribution or sale of drugs or alcohol during work/volunteer hours, including during paid and unpaid breaks, is strictly prohibited;
- Possession of non-prescribed drugs (excluding over the counter medications) during working/volunteering hours is strictly prohibited;
- Use and possession of medically prescribed drugs is permitted during working/volunteering hours, subject to the terms and conditions of Keewatin-Patricia District School Board policies and all applicable legislation;
- Employees are prohibited from reporting to work/volunteer duties while under the influence of non-prescribed drugs (excluding over the counter medication) or alcohol; and

- Employees/volunteers on prescription medication or medically approved substances that may cause impairment must communicate to management if there are any potential risk, limitation, or restriction requiring modification of duties or temporary reassignment.

### **Roles and Responsibilities**

#### The Keewatin-Patricia District School Board will:

- Clearly communicate expectations surrounding alcohol and drug use, misuse, and abuse;
- Maintain a program of employee health and awareness;
- Provide rehabilitation services to employees who require it;
- Provide a safe work environment; and
- Review and update this policy regularly.

#### Management will:

- Identify any situations that may cause concern regarding an employee/volunteer's ability to safely perform their job functions;
- Ensure that any employee who asks for help due to a drug or alcohol dependency is provided with the appropriate support (including accommodation) and is not disciplined for doing so; and
- Maintain confidentiality and employee privacy.

#### Employees and Volunteers will:

- Abide by the provisions of this policy and be aware of their responsibilities under it;
- Arrive to work/volunteer duties fit for duty, and remain as such for the duration of shift;
- Perform work safely in accordance with established safe work practices;
- Avoid the consumption, possession, sale, or distribution of drugs or alcohol on board property and during working/volunteering hours (even if off board property);
- When off duty, refuse a request to come into work if unfit for duty;
- Report limitations and required modifications as a result of prescription medication (via medical documentation);
- Report unfit co-workers to management (where there is a reasonable belief of impairment);
- Seek advice and appropriate treatment, where required;
- Communicate dependency or emerging dependency to management or human resources; and
- Follow the after-care program, where established.



## **Substance Dependency**

The Keewatin-Patricia District School Board understands that certain individuals may develop a chemical dependency to certain substances, which may be defined as a disease or disability. Employees are not excused from their duties as a result of their dependencies. The Keewatin-Patricia District School Board promotes early diagnosis. Any employee who suspects that they might have an emerging drug or alcohol problem is expected and encouraged to seek appropriate treatment promptly.

## **Voluntary Identification**

Employees are encouraged to communicate if they have a dependency or have had a dependency so that their rights are protected and they can be accommodated appropriately. Employees will not be disciplined for requesting help or due to current or past involvement in a rehabilitation effort.

All medical information shall be kept confidential by the Keewatin-Patricia District School Board, in a separate medical file, as per HR Procedure AS-1 *Confidentiality of Medical Records*.

## **Agreement for the Continuation of Employment**

The Keewatin-Patricia District School Board reserves the right to invoke an agreement for the continuation of employment in accordance with an employee's commitment to become and remain alcohol- and drug-free. The agreement will outline the conditions governing the employee's return to the job and the consequences for failing to meet the conditions. An agreement for the continuation of employment may include a requirement for drug or alcohol testing.

## **Disciplinary Action**

Employees may be subject to disciplinary action up to and including termination of employment for failure to adhere to the provisions of this policy, including but not limited to:

- Failure to meet prescribed safety standards as a result of impairment from alcohol or drugs; and
- Engaging in illegal activities (for example, selling drugs or alcohol while on Keewatin-Patricia District School Board premises).

**Keewatin-Patricia District School Board**

November 13, 2018

**NOTICE OF MOTION**

THAT the verbal report on Policy 716, Use of Medical Cannabis, be received.

THAT Policy 716, Use of Medical Cannabis, be adopted by the Board with the next review date in year 2019.



## Policy Statement

The Keewatin-Patricia District School Board is committed to the health and safety of its employees and has adopted this policy to communicate its expectations and guidelines surrounding medical cannabis.

## Rationale

The employees of Keewatin-Patricia District School Board are our most valuable resource, and for that reason their health and safety is of paramount concern. Medical cannabis will be treated the same as all other regularly prescribed medication. Keewatin-Patricia District School Board has the same expectations from employees who use medical cannabis as those who use all other types of medication and will accommodate individuals up to the point of undue hardship.

## Guidelines

- Employees may only use medical cannabis with appropriate documentation in their names from a qualified health care practitioner as defined by the Access to Cannabis for Medical Purposes Regulations.
- If an employee must use medical cannabis while at work and requires accommodation to do so, they must inform Human Resources. An employee does not have to disclose their specific medical diagnosis; however, they must provide appropriate medical documentation if accommodation is required.
- All information provided in regard to medical cannabis use is considered confidential and will be treated as such, keeping an employee's privacy as a top concern second only to safety.
- Employees who have a medical condition which requires additional accommodation can discuss their cannabis use schedule in the context of the general accommodation plan with Keewatin-Patricia District School Board and their qualified health care practitioner.
- Employees may be required to work with the company's service provider, who will provide direction and support for the use of medical cannabis.
- The Keewatin-Patricia District School Board will work with the individual who requests accommodation to ensure that the measures taken are both effective and mutually agreeable.

## Use of Medical Cannabis While at Work

- If an employee takes medical cannabis during regular working hours, they shall do so only at the recommended dosage and frequency of the doses.

- The Keewatin-Patricia District School Board asks that where possible employees who require medical cannabis use a method of consumption other than smoking.
- Employees who are prescribed to smoke medical cannabis must abide by all provincial smoking regulations.
- Employees who are prescribed to smoke medical cannabis are not permitted to smoke in the presence of other employees, students or volunteers.
- The Keewatin-Patricia District School Board will determine an appropriate smoking area for the employee, with the goal of maintaining the confidentiality of the employee's medical situation.

### **Roles and Responsibilities**

#### Management will:

- Treat employees who use medical cannabis the same as all other employees using prescription medication.
- Provide accommodation up to the point of undue hardship.
- Be aware of the effects of cannabis use and ensure employees are not placed in any safety-sensitive situations.
- Assess the effects of the use of cannabis on an employee's performance on the job.
- Ensure that the use of medical cannabis does not adversely affect the safety of the employee or their co-workers.
- Ensure that any employee who asks for help due to a drug or alcohol dependency is provided with the appropriate support (including accommodation) and is not disciplined for doing so.
- Respond to any employee queries regarding the use of medical cannabis, while maintaining the privacy of an employee's specific situation at all times.

#### Employees will:

- Work with Keewatin-Patricia District School Board to develop accommodation plans that are mutually agreeable.
- Follow the agreed-upon accommodation plan and the guidelines of this policy.
- Never share their medication with any other employee, even those who may have a similar prescription.



- Maintain ongoing communication with management regarding the effects of cannabis on their ability to perform their job duties.
- Never participate in activities which could cause a safety risk, such as driving while under the influence of cannabis.
- Ensure the security of medication so as to prevent others from accessing it.