

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING # 9

Tuesday, October 9, 2018
Time: 7:00 p.m.
Kenora Education Centre
Kenora, Ontario

Video & Teleconference Sites
Dryden HS, 115
Red Lake DHS 235
Queen Elizabeth DHS 24A

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 – September 11, 2018
7. Presentations/Delegations
 - Introduction of Guest Administration and Efficacy Representatives
8. Presentation of Reports and Accompanying Motions
 - 8.01 Education
 - A. **Students Come First**
 - ***How King George VI PS Creates a Learning Environment that Promotes Student Achievement***
 - Staff: Tim Flynn / Nicole Vingerhoeds
 - B. Student Trustee Update
 - C. KPDSB Efficacy (Masters Research) Report
 - D. Elementary Student Achievement Report
 - E. Policy 504, Early Years Advisory Committee
 - 8.02 Executive Committee
 - A. Policy 206, An Individual on the Board to Represent the Interests of Indigenous Students
 - B. Compliance Audit Committee – Municipal Elections Act Report
 - C. Policy 212, Trustee Honoraria 2014-2018
 - D. Policy 211, Trustee Honoraria 2018-2022
 - E. 2019 Board Meeting Schedule
 - 8.03 O.P.S.B.A. Update
 - A. Indigenous Trustee's Council Update

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

- 8.04 Parent Involvement Committee (nil)
- 8.05 Operations (nil)
- 8.06 Finance (nil)
- 8.07 Human Resources
 - A. Policy 704, Non-Union Staff Terms and Conditions of Employment
 - Appendix A – Salary Grid – Non-Union Employees
 - Appendix B – Salary Grid – Casual and Part-time Employees
- 8.08 Special Education Advisory Committee
- 8.09 Indigenous Education Advisory Committee
 - A. Honourable Carolyn Bennett visit to Dryden High School
 - Crown Indigenous Relations Minister
- 8.10 Early Years Advisory Committee (nil)
- 9. Other Motions
- 10. Correspondence
- 11. New Business
- 12. Observer Comments
- 13. Next Meeting Date – November 13, 2018
Dryden High School
Dryden, Ontario
- 14. Adjournment

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #8

		The minutes of Regular Board Meeting # 8 of the Keewatin-Patricia District School Board held September 11, 2018 at the Queen Elizabeth District High School, Sioux Lookout, Ontario						
Call to Order		The meeting was called to order at 7:00 p.m. Dave Penney, Chair of the Board, held a moment of silence on behalf of Trustee George Seaton. Trustee Seaton served as a Trustee for two terms with KPDSB, and had a life-long passion for enhancing the education for students.						
Roll Call		L. Barnes J. Kitowski (vc) M. Guitard (vc)		D. Penney C. Marcino E. Bortlis D. Wilkinson		R. Griffiths B. Gauthier G. Kleist D. Delescaille		
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:		G. Kleist				
		Seconded by:		D. Wilkinson				
Motion	165-18	THAT the agenda for Regular Board Meeting of September 11, 2018 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		Nil						
Minutes		Moved by:		D. Wilkinson				
		Seconded by:		G. Kleist				
Motion	166-18	THAT the minutes of Regular Board Meeting held June 12, 2018 having been duly circulated be confirmed.						
		Non-binding (Student Trustee)		FOR	1	OPPOSED	0	CARRIED
		Binding		FOR	10	OPPOSED	0	CARRIED
Kids Come First – First Presentation		Video Presentation – “ Thank You KPDSB ”; Sheena Valley, Communications and Strategic Branding Officer, presented a Video taken throughout our Board of our students learning inside and outside classrooms, and enjoying extracurricular activities.						
Kids Come First – Second Presentation		Students Building for Students: Timber Frame Outdoor Classroom Presentation Teacher: Matthew Culham / Students: Mike Wilson, Aiden Carroll Details were shared of a unique partnership with Kingsway Park Public School in Thunder Bay. Several students from QEDHS travelled to Thunder Bay to build a large timber frame structure, which now serves as an outdoor classroom for the students at Kingsway.						

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		Moved by:	G. Kleist				
		Seconded by:	D. Wilkinson				
Motion	167-18	THAT the Student Trustee verbal update be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
SMPS Shining a Light on Diabetes		Moved by:	G. Kleist				
		Seconded by:	D. Wilkinson				
Video		Presented by: Andy Schardt, Vice-Principal, Queen Elizabeth DHS					
Motion	168-18	THAT the Sioux Mountain Public School presentation titled "Shining a Light on Diabetes" be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
		Presented by: Brent Tookenay, CEO of Seven Generations Education Institute Sean Monteith, DOE, Keewatin-Patricia DSB					
Adult Education / Alternative Education Report		Moved by:	L. Barnes				
		Seconded by:	G. Kleist				
Motion	169-18	THAT the Adult Education/Alternative Education Report be received. <ul style="list-style-type: none">Seven Generations Education Institute / Keewatin-Patricia DSB Partnership					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
		Presented by: Lynn McAughey, Adult Education and Alternative Learning Principal Tracey Bichon, Teacher at Beaver Brae SS					
Alternative Education		Moved by:	G. Kleist				
		Seconded by:	L. Barnes				
Motion	170-18	THAT the Alternative Education Report be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
Good Citizenship Award		Moved by:	G. Kleist				
		Seconded by:	L. Barnes				
Motion	171-18	THAT the reports for the following awards be received. <ul style="list-style-type: none">Good Citizenship AwardSecondary School Scholarships and Awards					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED

Trustee Orientation Retreat		Moved by:	L. Barnes				
		Seconded by:	G. Kleist				
Motion	172-18	THAT the verbal report on the New Board of Trustees and the Trustee Orientation Retreat be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
OPSBA		Moved by:	G. Kleist				
		Seconded by:	C. Marcino				
Motion	173-18	THAT the OPSBA verbal update be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
Organizational Chart 2018-2019		Moved by:	G. Kleist				
		Seconded by:	C. Marcino				
Motion	174-18	THAT the KPDSB 2018-2019 Organizational Chart be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED
New Business	175-18	<p>Caryl Hron presented the Scholastic Community Ties Magazine featuring Evergreen Public School. It is a community-based magazine, this month it showcased Indigenous cultures and provided pictures of the students and Principal at the PowWow.</p> <p>Sean Monteith provided details of the September CODE Conference being held in Northwestern Ontario. Director's of Ontario are visiting the Canadian Museum for Human Rights in Winnipeg, then driving to Kenora and Sioux Narrows for their September session.</p> <p>Mr. Monteith indicated this is our last Board being held at Queen Elizabeth DHS. The next Sioux Lookout board meeting will be at our new secondary school, Sioux North High School.</p>					

Observer Comments		Wayne Mercer, Principal of Queen Elizabeth DHS, thanked the Trustees for the opportunity to host the Board Meeting at the school and looks forward to the next visit at Sioux North High School. Chair Penney thanked Sean Monteith for organizing the school tour at Sioux North High School, and thanked Wayne Mercer and staff for the hospitality shown while hosting the meeting at Queen Elizabeth DHS.					
Adjournment		Moved by:	G. Kleist				
		Seconded by:	C. Marcino				
Motion	176-18	THAT the meeting adjourn at 9:10 p.m.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	10	OPPOSED	0	CARRIED

Chair

Secretary

Keewatin-Patricia District School Board

October 9, 2018

NOTICE OF MOTION

THAT the Keewatin-Patricia District School Board Efficacy (Masters Research) Report be received.

Efficacy (Masters Research) Report
Efficacy 2013 - Present

The KPDSB began a journey of **efficacy** in September 2013. Over the course of the past five plus years, the term efficacy has been used to describe the concept that all decisions must be analyzed with the result that such actions must be in support of and enhance student learning. This journey is ongoing, and has created the beginnings of what has been termed a “flattening” of the organization; providing opportunity for those working at the “grassroots” level to be empowered and to help influence and advise the Board in decision-making processes.

Beginning in February of 2015, a Teacher and Staff Efficacy Working Group (EWG) was formed. This was intended to be a teacher and staff group that would be the voices for those in schools and offices. It was suggested that system-level thinking be encouraged and the discussion from these working group meetings would inform and impact system-level decision-making. Over the course of time, members were added to the EWG in order to represent all employee groups and areas of the Board. A “Terms of Reference” was created with the EWG and would set the course to involve more staff to rotate through the group over time.

By listening to the voice of the system and engaging many in the decision-making process, more work is created and more needs are uncovered. With more discovery through this lens of efficacy, comes more accountability, and more problem-solving to do. The board continues to keep moving forward.

The efficacy process began conversations at all levels of the Board, and have in turn stimulated an action plan for needs that might never have been discussed without the forum of the Efficacy Working Group. This has required a response from the Board, and specifically the Senior Administration; in this some challenges that have arisen through efficacy discussions have not as easy to resolve as others. In some ways, these conversations have strategically positioned the Board ahead of other school boards, particularly in the areas of identifying needs for student and staff mental health, as well as with more effective ways to improve attendance and graduation rates.

KPDSB's efficacy success is a result of the difficult and often challenging work done by many people. This hard work has led to countless successes and improvements, some of which include:

- The largest increase in enrolment in one year in KPDSB's entire history—as a result, the Board hired more Teachers and Designated Early Childhood Education staff and has been able to expand more programs and bring more new opportunities to students and those that work with them every day;
- Securing funding for a brand new \$34million state-of-the-art replacement high school in Sioux Lookout;
- The launch of Hockey Canada Skills Academies in five communities—giving some students a reason to come to school (and maintain their grades) when motivation for attending classes and doing school work was concerning;
- Improvements in most student achievement measurements in Grades 3, 6, and 9
- Installing video-conferencing equipment in every school, thereby keeping staff off our highways, and in classrooms and schools;
- A rotating schedule for Efficacy Working Groups members and school administrators to attend Senior Administration and Board Meetings to increase transparency at all levels of the board.

Respectfully submitted by,
Shannon Bailey, Principal, Evergreen Public School



Keewatin Patricia

DISTRICT SCHOOL BOARD

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**Keewatin
Patricia**

DISTRICT SCHOOL BOARD

KPDSB Efficacy 2013 - Present

Respectfully submitted by,
Shannon Bailey, Principal Evergreen Public School
October 9, 2018



Keewatin Patricia DSB EFFICACY

At Keewatin Patricia District School Board, we are committed to creating a culture of learning so that students come first.

Stakeholders: Staff, Students, Parents, Community, Board, District

Values: Valued, Transparenc

In 2013, KPDSB underwent an Efficacy Review with Pearson Learning Services. The Board was able to create a new district culture where a servant leadership model is widely accepted and students' needs are at the centre of all decisions. As a result, students now always come first, students and staff are succeeding, and the district is therefore making progress towards achieving its goals.

Stakeholder	Transparency	Valued	Flattened	Connected	Staff Voice	Student Voice
Staff	• Teachers, Board of Education staff and administrators are invited to shared decision-making processes	• Staff feel valued and listened to more than ever before	• Decisions are made with "transparency" and ensure that students' needs are at the centre of all decisions that are made	• Staff from all levels of the Board have representation at meeting Youth and staff	• All staff from all schools and offices in the Board have representation at meeting Efficacy Working Group meetings	• Schools have started to form student voice groups to help address schools and the Board on issues being made that impact them
Students	• Every student is heard of the Board of Education staff and administrators	• Although the work of schools is increasingly difficult, staff feel supported	• Senior administrators are in line with the needs of the school and classroom level	• Staff from both the academic and business sectors of the Board work together to meet the needs of students and classrooms	• All employee groups have representation at meeting Efficacy Working Group meetings	• Students are heard of the Board of Education staff and administrators

Background:

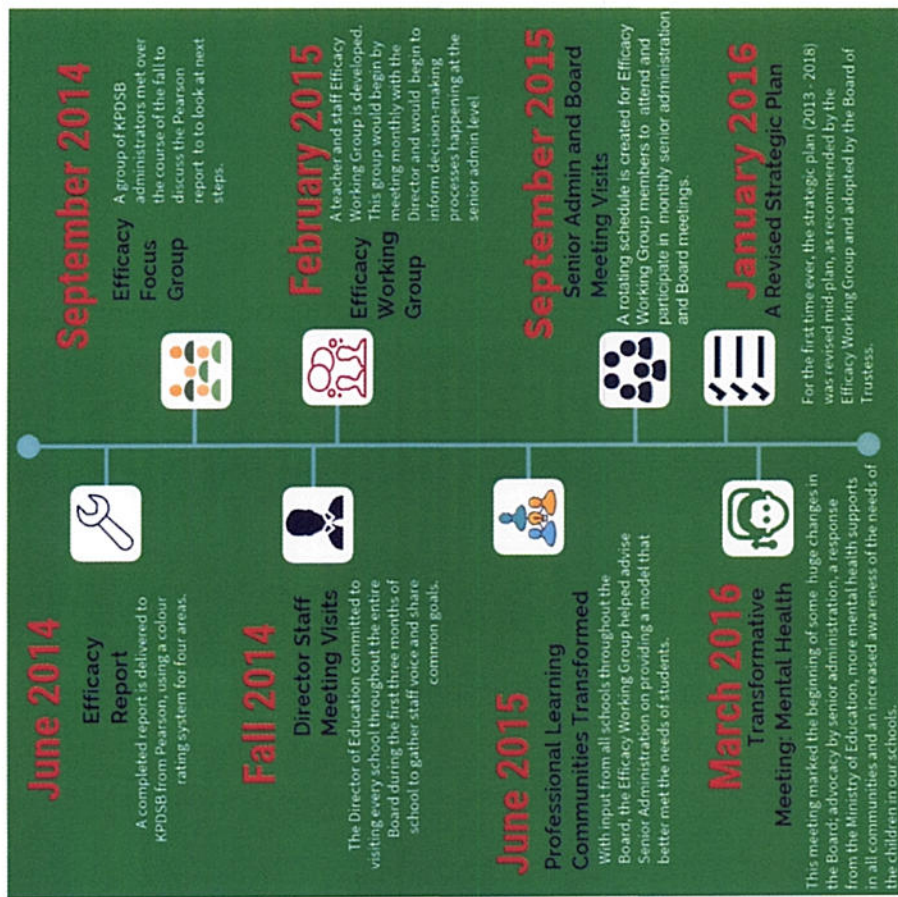
In 2013, Keewatin Patricia District School Board staff and students felt that they required help to achieve learning goals and to create a sense of interconnectedness and community.

GOALS:

KPDSB wanted to assess, from an external and objective perspective, how it was doing in its efforts to put students first and to create a unified culture across this remote district.

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How has the efficacy work responded to the needs of the system?



"From my perspective I see more investments being put towards kids."

"I feel that there is a new level of awareness at the senior level in regards to academic, social, emotional - the whole gamut. There is a new level of awareness in regard to board as a whole. Communication has improved. We have been told several times during past years is that senior admin is just an email away and that is different messaging then we've had in the past."

"I feel like I can go to any of the senior admin team and have straightforward conversations."

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Do you see a change? If so, what changes have you seen in particular?

“I see a lot of changes. People feel more involved than before. Decisions are being made that unify the system in the best interest of students and putting kids first.”

“Decision making process is more timely/effective as a result of the efficacy meetings. Having visibility to the succession planning is a new change for the board.”

“I see more voice in the system. Everybody feels like they can give a suggestion.”

TIMELINE

Efficacy Milestones



June 2014

Efficacy Report

A completed report is delivered to KPDSB from Pearson, using a colour rating system for four areas.



September 2014

Efficacy Focus Group

A group of KPDSB administrators met over the course of the fall to discuss the Pearson report to look at next steps.



Fall 2014

Director Staff Meeting Visits

The Director of Education committed to visiting every school throughout the entire Board during the first three months of school to gather staff voice and share common goals.



February 2015

Efficacy Working Group

A teacher and staff Efficacy Working Group is developed. This group would begin by meeting monthly with the Director and would begin to inform decision-making processes happening at the senior admin level



June 2015

Professional Learning Communities Transformed

With input from all schools throughout the Board, the Efficacy Working Group helped advise Senior Administration on providing a model that better met the needs of students.



September 2015

Senior Admin and Board Meeting Visits

A rotating schedule is created for Efficacy Working Group members to attend and participate in monthly senior administrative and Board meetings.



March 2016

Transformative Meeting: Mental Health



January 2016

A Revised Strategic Plan

For the first time ever, the strategic plan (2013 - 2018) was revised mid-plan, as recommended by the Efficacy Working Group and adopted by the Board of Trustees.

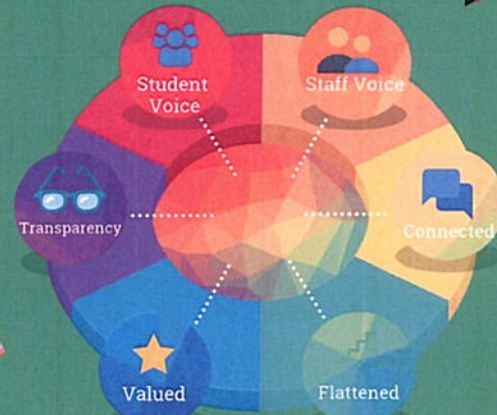


This meeting marked the beginning of some huge changes in the Board; advocacy by senior administration, a response from the Ministry of Education, more mental health supports for all communities and an increased awareness of the needs of

Keewatin Patricia DSB

EFFICACY

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of learning
so that students
come first



In 2013, KPDSB underwent an Efficacy Review with Pearson Learning Services. The Board was able to create a new district culture where a servant-leadership model is widely accepted and students' needs are at the centre of all decisions. As a result, students now always come first, students and staff are succeeding, and the district is therefore making progress towards achieving its goals.

Staff Voice	Connected	Flattened	Valued	Transparency	Student Voice
<ul style="list-style-type: none"> + All staff, from all schools and offices in the Board, have their voices represented at monthly Efficacy Working Group meetings + All employee groups have representation at monthly Efficacy Working Group meetings 	<ul style="list-style-type: none"> + Staff at all levels of the Board hear from the Director of Education via blog posts, staff meeting visits and email + Staff from both the academic and business sectors of the Board work together to meet the needs of students and classrooms 	<ul style="list-style-type: none"> + Decisions are made with "frontline" input and ensure that students needs are put at the forefront of all decisions that are made + Senior administration are in tune with the needs at the school and classroom level 	<ul style="list-style-type: none"> + Staff from all employee groups are consulted in decision-making processes + Staff feel valued and listened to now more than ever before + Although the work of school staff becomes increasingly difficult, staff feel supported 	<ul style="list-style-type: none"> + Teachers, Board office staff and administrators are invited to attend Senior Administration and Board Meetings + Efficacy Working Group Minutes are shared with staff around the Board 	<ul style="list-style-type: none"> + Schools have started to form student voice groups to help advise schools and the Board on decisions being made that impact them + Students are placed at the forefront of every decision being made at every level of the Board

Background:

In 2013, Keewatin Patricia District School Board staff and students felt that they required help to achieve learning goals and to create a sense of interconnectedness and community.



GOALS:
KPDSB wanted to assess, from an external and objective perspective, how it was doing in its efforts to put students first and to create a unified culture across this remote district.

Keewatin-Patricia District School Board

October 9, 2018

NOTICE OF MOTION

THAT the Elementary Student Achievement Report be received.

Elementary Student Achievement Report

Focus School Model

In February 2017, the board implemented a new focused support model to assist identified schools in the board based on student needs. In order to address the needs of the schools, the Director put in place a Student Achievement Administrator to work one on one with the administrators in each of these schools, to focus on student achievement. The mandate was to work closely with administrators to support their learning needs as instructional leaders. There were six focus schools (Sioux Mountain PS, Crolancia PS, Ignace PS, Ear Falls PS, Valleyview PS, Red Lake Madsen PS) chosen by the Director based on data and needs.

The Student Achievement Administrator visited schools every two weeks. The visits varied depending on the needs of the school, administrator and students, but the focus was always on monitoring the progress of the students. Each visit consisted of; classroom visits, looking at data and the School Improvement Plan (SIP), conversations, and reflection on the learning needs of the school to determine next steps.

A sample of some of the strategies that were used during visits included:

- Talking to students & looking at their work
- Reflective conversations with teachers
- Reviewing data & discussion about impact
- Working with teachers in Professional Learning Communities (PLC)
- Co-planning & co-teaching with teachers
- Reflecting on teaching practices
- Leadership development with administrators
- Discussing school progress, goals and next steps
- Sharing best practices and successes from other schools
- Developing an EQAO plan & monitoring of the School Improvement Plan (SIP)
- Learning from research-based strategies

It was important for administrators to grow their learning based on research based practices. In order to stretch our learning, we engaged in a book study titled, "**The Intelligent Responsive Leader**" by researcher **Steven Katz**. This book allowed us to delve deeply into our current practices, as well as learn about more effective teaching and assessment practices. Each group; met once per week, read the chapter, reflected on what challenged their thinking, discussed what new learning they acquired, and discussed how they could incorporate this new learning into their current practices. Each team member then set a goal and made a commitment to the group about what they would try over the next week. The following week each person reported back to the group about their goal, their successes and their challenges. At this point they were able to give each other feedback and suggestions on each other's leadership, as well as practices and procedures within their schools.

The data/evidence – Sample of Administrator Feedback:

- Regular visits allowed for feedback and next steps
- The Student Achievement Administrator had a good understanding of my school and my needs
- The visits pushed my learning, thinking & practices in a collegial and collaborative way
- A fresh set of eyes assisted me with my problems of practice & gave me fresh ideas
- Open dialogue with a safe person/critical friend
- Each visit, we did walk throughs in classrooms to reflect on teacher growth and needs
- The visits assisted me in breaking down the school focus into manageable chunks
- Helped me to see what was working well and what needed more work
- Helped teachers reflect on their own problems of practice; focus on weaker areas of practice as well as strengths
- Supported administration to have focused classroom visits and supported administration's next steps for co-learning with staff
- I was able to leverage The Student Achievement Administrator's expertise in numeracy and literacy to support teachers and students on student work as a catalyst for next steps
- Offered suggestions and knew what was happening in other buildings and could identify commonalities and best practices to share amongst the group

A Look at the data:**Red Lake Madsen PS and Sioux Mountain PS achieved historic results!**

School	Reading 3	Writing 3	Math 3	Reading 6	Writing 6	Math 6
RLMPS	94% ↑ 30%	94% ↑ 37%	94% ↑ 58%	76% ↑ 46%	62% ↑ 22%	19% ↓ 11%
SMPS	61% ↑ 11%	70% ↑ 32%	48% ↑ 16%	50% ↑ 11%	55% ↑ 16%	12% ↑ 1%

Overall Data Summary: Six Focus Schools – Overall combined increase of 5%

Reading 3	Writing 3	Math 3	Reading 6	Writing 6	Math 6
↑ 10%	↑ 20%	↑ 12%	↑ 5%	↓ 8%	↓ 9%

Respectfully submitted by,
Deanna Pacheco, Student Achievement Administrator

MEDIA RELEASE

EQAO results released

September 21, 2018

On September 19, 2018, the Education Quality and Accountability Office (EQAO) released the 2017-2018 results for primary and junior assessments in reading, writing and mathematics.

The EQAO results aid us in exploring different aspects of our students learning and understanding some of the factors that contribute to their overall success. They are another tool staff can use to identify where students are excelling and what areas students may need additional support.

EQAO Results for the KPDSB

Primary and Junior Assessments - Students at or Above Provincial Standard (Levels 3 & 4)

Grade 3 (Primary) Results		
	2016-2017	2017-2018
Reading	63%	71%
Writing	56%	67%
Mathematics	49%	53%

Grade 6 (Junior) Results		
	2016-2017	2017-2018
Reading	71%	73%
Writing	67%	67%
Mathematics	37%	29%

** The results above are from the Participating Students results. EQAO releases All Students results, which are results for all students in the grade, and Participating Students results, which are results for only those students who took part in the assessment.*

Highlights of KPDSB 2017-2018 EQAO Results:

- Students at Red Lake-Madsen Public School achieved historic results, with their highest results on record in Grade 3 Reading, Writing and Mathematics for students achieving level 3 or 4 on the assessments. 2017-2018 results for Red Lake-Madsen were above the provincial average in all Grade 3 assessments, with 94% of students in achieving level 3 or 4 in Reading, Writing and Math (compared to 77%, 74% and 62% for the provincial averages respectively).
- Students at Sioux Mountain Public School in Sioux Lookout also achieved their highest results on record in Grade 3 Reading and Writing, and Grade 6 Reading. The school's 2017-2018 results were above the provincial average in Grade 3 Reading (78% of students achieving level 3 or 4, compared to provincial average of 77%) and Grade 3 Writing (76% of students reaching level 3 or 4, compared to the province at 74%).
- Evergreen Public School in Kenora had 76% of their students in Grade 3 Writing achieve level 3 or 4, above the provincial average of 74%. Grade 6 Writing assessments just missed the provincial average, with 80% of students achieving level 3 or 4, compared to 82% at the provincial level.
- Open Roads Public School in Dryden achieved above the provincial average in all Grade 3 assessments, and Grade 6 Reading and Writing assessments. 88% of students in Grade 3 Reading (provincial average is 77%), 96% in Grade 3 Writing (provincial average

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

is 74%) and 85% in Grade 3 Mathematics (provincial average is 62%) achieved the provincial standard.

***The results referenced above are from the Participating Students results. EQAO releases All Students results, which are results for all students in the grade, and Participating Students results, which are results for only those students who took part in the assessment.*

The 2017-2018 school year brought with it a focus on a handful of schools to support teachers and students, resulting in historic achievements for some schools, including Red Lake-Madsen and Sioux Mountain. By using the 2016-2017 EQAO results and other assessment data, additional human resources and professional development opportunities were provided to identified focus schools. Increased regular school visits by central support staff and networking between staff to share best practices can also be attributed to gains made in the provincial assessments. Following these successes, the number of focus schools for the 2018-2019 school year has been expanded.

Sean Monteith, Director of Education, stated "Overall we are very pleased with our results and improvements in most areas. Of particular note is some of the historic increases in achievement on these provincial assessments amidst some of our most challenging circumstances. The credit to these improvements must be given to the leadership in schools and most particularly our classroom teachers everywhere, who exhaustively give day in and day out of themselves. We recognize there continues to be more to do, particularly in math, but in the meantime, we will celebrate these gains, and assess what we have changed and why it is working."

******Please note that EQAO results for some schools with smaller class sizes are not released to protect the personal information of students in those classes. Either all or some of the assessments for the following schools will not be publicly released: Ear Falls Public School, Crolancia Public School (Pickle Lake), Ignace Public School, Keewatin Public School, Lillian Berg Public School (Vermilion Bay), Savant Lake Public School, Sioux Narrows Public School and Upsala Public School.***

October 9, 2018

NOTICE OF MOTION

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

THAT Policy 504, Early Years Advisory Committee, be reaffirmed with the next review date in year 2022.

Policy Statement

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

Rationale

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

Guidelines

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

The Early Years Advisory Committee may:

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

Membership

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

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

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

Meetings

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

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

Keewatin-Patricia District School Board

October 9, 2018

NOTICE OF MOTION

THAT the verbal report on Policy 206, An Individual on the Board to Represent the Interests of Indigenous Students, be received.

THAT the Board rescind 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.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board that the Board have a process in place that will result in the **appointment** ~~nomination~~ of a person who is supported by First Nation **communities** ~~bands, and organizations,~~ **and tribal councils** with which the Board has **Education Service Agreements (otherwise known as tuition agreements)** who will be considered for appointment as a member of the Board. ***The Individual on the Board to Represent the Interests of Indigenous Students, will have the same responsibilities and rights as any trustee of the Board has, in accordance with the appropriate sections and requirements under the Education Act, Section 181.***

Rationale

The Keewatin-Patricia District School Board believes it is important to have an individual to represent the interests of Indigenous students who are sent under **Education Service Agreements** from **communities** ~~bands, and organizations,~~ **and tribal councils** to attend **Keewatin-Patricia District School Board** schools.

The Keewatin-Patricia District School Board has a significant number of First Nation **communities** ~~bands, and organizations,~~ **and tribal councils** spread across its large geographical area. Since the Education Act makes provisions for one person to be **appointed** ~~nominated~~ to represent the interests of Indigenous students under **Education Service Agreements** with the Board, the Indigenous Board member ~~nomination~~ process must be designed to result in the **appointment** ~~nomination~~ of a person who has the support of these First Nation **communities, tribal councils,** ~~bands and organizations.~~

~~Since the Board is required to appoint a nominee, the Board requires a process to determine the legitimacy of a nominee or nominees and to determine between nominees.~~

The Board will facilitate a ~~nomination~~ **an appointment** process to enable First Nation ~~bands, and communities,~~ **organizations, and tribal councils** to elect a **Board** member to represent the interests of Indigenous students.

The Board must have confidence that the individual appointed to the Board is a legitimate representative of First Nation **communities,** ~~bands and organizations,~~ **and tribal councils** and that the ~~nomination and electoral~~ **appointment** process is open and participative for all the First Nation ~~communities, bands and organizations,~~ **and tribal councils** with whom the Board has Education **Service Agreements.**

The Keewatin-Patricia District School Board recognizes its unique geographical and jurisdictional areas of responsibility, in the interests of public education within the Treaty Areas of #5/9, and #3. For this reason, the term of the Individual on the Board to Represent the Interests of Indigenous Students will coincide for the entire four year term of the Board of Trustees, alternating each term between representative of Treaty 5/9, and Treaty 3. This would go into effect, at the Inaugural Board meeting of Trustees of the Keewatin-Patricia District School Board, December 2018.

Guidelines

1. Timeframe

- a) The Chair of the Board will communicate in writing with each First Nation ~~band~~ **community** and organization that has an agreement for student attendance in our schools, by June 1 in each **Board** member election year.
- b) The communication will:
 - i) Indicate that the seat for an individual to represent the interests of Indigenous students will become vacant.
 - ii) Request the **appropriate Grand Council Treaty Executive** to consider **appointing** nominating a person to represent the interests of all Indigenous students and forward either ~~(a) the name of their appointee nominee or (b) that they do not have a nominee,~~ to the Board in writing by September 15th in the member election year.
 - iii) Indicate that the member representing the interests of First Nation ~~bands~~ **communities** and organizations will be sworn in as a member of the Board with all other newly elected or acclaimed members of the Board in the first week of December of the election year.
 - iv) Include a copy of Policy 206, An Individual on the Board to Represent the Interests of Indigenous Students.
- c) The Chair of the Board will communicate in writing with each First Nation **community**, ~~band and~~ organization, and tribal council with which the Board has **education service** agreements by ~~October~~ September 30 in the member **Board** election year, **who the incoming appointed Trustee to Represent the Interests of Indigenous Students is.**

d) The communication will:

- ~~_____ i) contain a ballot listing the names of the nominees;~~
- ~~_____ ii) request that the First Nation bands and organizations vote and return the ballot by the first week in November;~~
- ~~_____ iii) indicate that to conduct the electoral process they have been allocated x number of votes based upon the number of students they had registered to attend Board schools on the dates outlined in 5 (a) (iv) and that they may cast any or all of their votes on the enclosed ballot for a nominee or nominees as they wish.~~

2. Seat Vacancy

- a) If the seat for the member representing Indigenous First Nation bands **communities** and organizations becomes vacant during the term of the member, the Chair of the Board will communicate in writing with **the appropriate Grand Council Treaty Area Executive** each Indigenous band and organization and request that they **appoint** nominate a person to fill the vacancy and forward either (a) the name of their **appointee** nominee or (b) that they do not have a nominee **an appointee**, to the Board within one month.
- ~~b) The Board will apply the voting process to the nominee or nominees to determine the nominee to bring forward for appointment to the Board.~~
- c) If the seat of the member representing First Nation bands **communities** and organizations becomes vacant with three months or less remaining in the term of office, the Board will not commence the **appointment** nomination process.

3. Eligibility to Nominate

- a) First Nation bands **communities** and organizations which have Education **Service Agreements** for student attendance in **Keewatin-Patricia District School** Board schools.

4. Definitions

- a) For the purposes of this policy, Indigenous First Nation **communities** bands, and organizations, **and tribal councils** bands and organizations means those bands, and **communities**, organizations, and **tribal councils** that have an Education

Service Agreement for student attendance in **Keewatin-Patricia District School Board** schools.

5. Selection Process

~~_____~~ a) ~~Voting Process:~~

~~_____~~ i) ~~Each eligible First Nation band and organization will be allocated votes based on the number of students registered as per the attached schedule. Student numbers will be determined on the dates outlined in 5 a) iv).~~

~~_____~~ ii) ~~The Board will add the votes from all eligible First Nation bands and organizations who support a particular nominee.~~

~~_____~~ iii) ~~The nominee who has the greatest number of votes will be brought forward to the Board for appointment as a member of the Board at the first Board meeting after the identification of the successful nominee.~~

~~_____~~ iv) ~~The number of students per eligible First Nation band and organization who will be counted to calculate the votes will be determined by the number of students registered to attend school on the October 31st count date in the school year of the vacancy or the March 31st count date of the school year prior to the school year of the vacancy if the vacancy occurs in September or October in the school year of the vacancy.~~

6. Term of Office

In order to reflect a shared approach to this position, the term office for the member representing the interests of Indigenous ~~students communities and organizations~~ **communities** bands, and organizations, **and tribal councils** will be ~~one~~ **four years beginning with the Inaugural Board meeting, December 2018.** ~~year for the 2008-2009 school year. Beginning in the 2009-2010 school year, the term of office will be two years.~~

7. Absences

a) The Education Act Subsection 228 (1) states:

A member of a board vacates his or her seat if he or she,

- i) is convicted of an indictable offense;
- ii) absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the board;
- iii) ceases to hold qualifications required to act as a member of the board;
- iv) becomes disqualified under subsection 219 (4);
- v) fail to meet the requirement of section 229.

8. Filling Vacancies That Occur During Member Term

- ~~a) Should a vacancy occur due to absences the eligible person who polled the second highest number of votes will be offered the opportunity to be appointed by the Board as a member of the Board.~~
- ~~b) If the nominee in 8. a) is not forthcoming the process as outlined in 8. a) will continue through the nominees who polled the third and fourth highest votes.~~
- ~~c) If the process in 8. a) and/or b) does not result in an individual being appointed, the Board will commence the nomination process as outlined in 1. (b) (i) and (ii) without addressing the stated completion dates.~~
- ~~d) If the process in 8. a), b), or c) results in a nominee, the Board will appoint the nominee at the first Board meeting after the nominee is brought to the Board.~~

SCHEDULE

VOTE ALLOCATION

<u>Number of Students Registered</u>	<u>Number of Votes</u>
1 – 4	1
5 – 9	2
10 – 14	3
15 – 19	4
20 – 24	5
25 – 29	6
30 – 34	7
35 – 39	8
40 – 44	9
45 – 49	10
50 – 54	11
55 – 59	12
60 – 64	13
65 – 69	14
70 – 74	15
75 – 79	16
80 – 84	17
85 – 89	18
90 – 94	19
95 – 99	20
100 – 104	21
104 – 109	22
110 – 114	23
115 – 119	24
120 – 124	25
125 – 129	26
130 – 134	27
135 – 139	28
140 – 144	29
145 – 149	30

If a band or organization as defined in 3 (a) has more than 149 students registered on the appropriate count date as indicated in 5 (a) (iv), the Director of Education or designate will calculate the eligible votes by expanding the above formula.

Keewatin-Patricia District School Board

8.02 B

October 9, 2018

NOTICE OF MOTION

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

(report to be distributed at meeting)

Keewatin-Patricia District School Board

October 9, 2018

NOTICE OF MOTION

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

THAT the Board rescind Policy 212, Trustee Honoraria 2014-2018.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board to set the level of honoraria for trustees within the limits set by provincial regulation and in a manner that reflects the practices of other Ontario school boards, the time and effort required to serve on the Board, and the availability of funds.

Rationale

Ontario Regulation 357/06, "Honoraria for Board Members," requires district school boards to establish a policy with respect to the level of honoraria for members prior to the commencement of the term of office. The policy must identify which of the designated components will be paid to trustees and the amount of each component that will be paid.

Guidelines

- A. For the term of office beginning December 1, 2014 and ending November 30, 2018, the components of trustee honoraria will be calculated according to Ontario Regulation 357/06 as amended from time to time, and as set out in the table below:

Item	Description of component of honoraria	Max. amount per year beginning December 1, 2014	Amount or percentage to be paid
1.	Base amount for Trustees*	\$5,900.00	\$5,900.00
2.	Additional Base amount for Chair	\$5,000.00	\$5,000.00
3.	Additional Base amount for Vice-Chair	\$2,500.00	\$2,500.00
4.	Enrolment amount for Trustees**	\$822.79	100%
5.	Enrolment amount for Vice-Chair**	\$1,072.79	100%
6.	Enrolment amount for Chair**	\$1,322.79	100%
7.	Attendance amount for regulated committee meetings. (SEAC, SAL, Audit, PIC)	\$50.00 per meeting	\$0.00 per meeting
8.	Distance Amount for board and regulated committee meetings in excess of 200 km. (one-way) from member's residence.	\$50.00 per day	\$50.00 per day

* Regulation 357/06 was amended by Regulation 190/14 to reset the Base Amount at \$5,900.00 for the term from Dec. 1/2014 to Nov. 30/2018. Regulation 190/14 allows for CPI-related increases commencing in 2018.

** The enrolment amounts shall be recalculated at the beginning of each year of each term of office as set out in Ontario Regulation 357/06, as amended from time to time, using the enrolment of the board for the applicable school board fiscal year. The calculation for the year commencing December 1, 2014 is as follows:

The enrolment amount limit for a **Trustee** (other than chair or vice-chair) is \$1.75 times the Board's day school average daily enrolment (ADE) taken from the 2013-14 Estimates (4,701.63) and then divided by the number of elected trustees. Therefore the limit is $\$1.75 \times 4,701.63 / 10 = \822.79 .

The enrolment amount limit for the **Vice-Chair** is the sum of the enrolment amount limit for a trustee (\$822.79) plus an amount determined as follows:

- i) Take $\$0.025 \times$ the applicable ADE (4,701.63) = \$117.54.
- ii) Take the greater of \$250.00 or the amount in i); therefore \$250.00.
- iii) Take the lesser of \$2,500 or the amount in ii); therefore \$250.00

Therefore, the enrolment amount limit for the **Vice-Chair** for the year commencing December 1, 2014 is \$822.79 plus \$250.00 equals **\$1,072.79**.

The enrolment amount limit for the **Chair** is the sum of the enrolment amount limit for a trustee (\$822.79) plus an amount determined as follows:

- iv) Take $\$0.05 \times$ the applicable ADE (4,701.63) = \$235.08.
- v) Take the greater of \$500.00 or the amount in iv); therefore \$500.00.
- vi) Take the lesser of \$5,000 or the amount in v); therefore \$500.00.

Therefore, the enrolment amount limit for the **Chair** for the year commencing December 1, 2014 is \$822.79 plus \$500.00 equals **\$1,322.79**.

Base plus Enrolment Amounts Limits

The combined annual base plus enrolment amounts limits for the **2014-15** trustee year will be as follows (monthly payments in parentheses):

Trustee	$\$5,900.00 + \$822.79 =$	\$6,722.79	(\$560.23)
Vice-Chair	$\$5,900.00 + \$2,500.00 + \$1,072.79 =$	\$9,472.79	(\$789.40)
Chair	$\$5,900.00 + \$5,000.00 + \$1,322.79 =$	\$12,222.79	(\$1,018.57)

- B.** Trustees shall receive one-twelfth of the annual honoraria amounts for each month or part thereof that they hold office. The honoraria amounts shall be paid through the Board's payroll system and Administration is authorized to select a payment schedule that is administratively efficient given the payment schedules applicable to employees of the Board.

Board administration will track any applicable Distance amounts. Distance amounts will be paid through the Board's payroll system as soon as is practical following the meeting(s) to which the Distance amount applies.

Keewatin-Patricia District School Board

8.02 D

October 9, 2018

NOTICE OF MOTION

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

THAT Policy 211, Trustee Honoraria 2018-2022, be approved.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board to set the level of honoraria for trustees within the limits set by provincial regulation and in a manner that reflects the practices of other Ontario school boards, the time and effort required to serve on the Board, and the availability of funds.

Rationale

Ontario Regulation 357/06, "Honoraria for Board Members," requires district school boards to establish a policy with respect to the level of honoraria for members prior to the commencement of the term of office. The policy must identify which of the designated components will be paid to trustees and the amount of each component that will be paid.

Guidelines

- A. For the term of office beginning December 1, 2018 and ending November 30, 2022, the components of trustee honoraria will be calculated according to Ontario Regulation 357/06 as amended from time to time, and as set out in the table below:

Item	Description of component of honoraria	Max. amount per year beginning December 1, 2018	Amount or percentage to be paid
1.	Base amount for Trustees*	\$5,900.00	\$5,900.00
2.	Additional Base amount for Chair	\$5,000.00	\$5,000.00
3.	Additional Base amount for Vice-Chair	\$2,500.00	\$2,500.00
4.	Enrolment amount for Trustees**	\$834.67	100%
5.	Enrolment amount for Vice-Chair**	\$1,084.67	100%
6.	Enrolment amount for Chair**	\$1,334.67	100%
7.	Attendance amount for regulated committee meetings. (SEAC, SAL, Audit, PIC)	\$50.00 per meeting	\$0.00 per meeting
8.	Distance Amount for board and regulated committee meetings in excess of 200 km. (one-way) from member's residence.	\$50.00 per day	\$50.00 per day

* Regulation 357/06 was amended by Regulation 292/18 to reset the Base Amount at \$6,300.00 for the term from Dec. 1/2018 to Nov. 14/2022. However, Ministry of Education Memo B14 dated August 24, 2018, stated that the base amount for Trustees will remain at \$5,900.

** The enrolment amounts shall be recalculated at the beginning of each year of each term of office as set out in Ontario Regulation 357/06, as amended from time to time, using the enrolment of the board for the applicable school board fiscal year. The calculation for the year commencing December 1, 2018 is as follows:

The enrolment amount limit for a **Trustee** (other than chair or vice-chair) is \$1.75 times the Board's day school average daily enrolment (ADE) taken from the 2017-18 Estimates (4,769.56) and then divided by the number of elected trustees. Therefore, the limit is $\$1.75 \times 4,769.56 / 10 = \834.67 .

The enrolment amount limit for the **Vice-Chair** is the sum of the enrolment amount limit for a trustee (\$834.67) plus an amount determined as follows:

- i) Take $\$0.025 \times$ the applicable ADE (4,769.56) = \$119.24.
- ii) Take the greater of \$250.00 or the amount in i); therefore \$250.00.
- iii) Take the lesser of \$2,500 or the amount in ii); therefore \$250.00

Therefore, the enrolment amount limit for the **Vice-Chair** for the year commencing December 1, 2018 is \$834.67 plus \$250.00 equals **\$1,084.67**.

The enrolment amount limit for the **Chair** is the sum of the enrolment amount limit for a trustee (\$834.67) plus an amount determined as follows:

- iv) Take $\$0.05 \times$ the applicable ADE (4,769.56) = \$238.48.
- v) Take the greater of \$500.00 or the amount in iv); therefore \$500.00.
- vi) Take the lesser of \$5,000 or the amount in v); therefore \$500.00.

Therefore, the enrolment amount limit for the **Chair** for the year commencing December 1, 2018 is \$834.67 plus \$500.00 equals **\$1,334.67**.

Base plus Enrolment Amounts Limits

The combined annual base plus enrolment amounts limits for the **2018-19** trustee year will be as follows (monthly payments in parentheses):

Trustee	$\$5,900.00 + \$834.67 = \$6,734.67$	(\$561.22)
Vice-Chair	$\$5,900.00 + \$2,500.00 + \$1,084.67 = \$9,484.67$	(\$790.39)
Chair	$\$5,900.00 + \$5,000.00 + \$1,334.67 = \$12,234.67$	(\$1,019.56)

- B.** Trustees shall receive one-twelfth of the annual honoraria amounts for each month or part thereof that they hold office. The honoraria amounts shall be paid through the Board's payroll system and Administration is authorized to select a payment schedule that is administratively efficient given the payment schedules applicable to employees of the Board.

Board administration will track any applicable Distance amounts. Distance amounts will be paid through the Board's payroll system as soon as is practical following the meeting(s) to which the Distance amount applies.

Keewatin-Patricia District School Board

October 9, 2018

NOTICE OF MOTION

THAT the verbal report on the 2019 Regular Board Meeting Schedule be received.

THAT the 2019 Regular Board Meeting Schedule be approved.



Schedule

Regular Board Meetings And Committee of the Whole Meetings

* **Regular Board Face-to-Face Meetings**

DRAFT

Year 2019

Date	Type of Meeting	Region	Meeting Location
January 8, 2019 January 22, 2019	Regular C of W	Dryden Videoconference	Dryden HS Kenora/Dryden
February 12, 2019 February 26, 2019	Regular C of W	Dryden Videoconference	Dryden HS Kenora/Dryden
March 5, 2019 March 26, 2019	Regular C of W	Dryden Videoconference	Dryden HS Kenora/Dryden
* April 9, 2019	Regular	Kenora	Kenora Education Centre (VVPS)
April 23, 2019	C of W	Vermilion Bay Face-to-Face	Lillian Berg PS
May 14, 2019 May 28, 2019	Regular C of W	Ignace Videoconference	Ignace School Kenora/Dryden
* June 11, 2019 June 25, 2019	Regular C of W	Ear Falls Videoconference	Ear Falls PS Kenora/Dryden
September 10, 2019 September 24, 2019	Regular C of W	Dryden Videoconference	New Prospect PS Kenora/Dryden
* October 8, 2019 October 22, 2019	Regular C of W	Red Lake Videoconference	Red Lake DHS Kenora/Dryden
November 12, 2019 November 26, 2019	Regular C of W	Dryden Videoconference	Dryden HS Kenora/Dryden
* December 10, 2019	Regular	Dryden	Dryden HS

Keewatin-Patricia District School Board

October 9, 2018

NOTICE OF MOTION

THAT the verbal report on Policy 704, Non-Union Staff Terms and Conditions of Employment, be received.

THAT Policy 704, Non-Union Staff Terms and Conditions of Employment, be approved as amended with the next review date in year 2019.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board that the conditions of employment for all positions of the Board not covered by collective agreements or individual personal services contracts shall be as set out in the guidelines below.

Rationale

This policy and attached guidelines establish conditions of employment for those positions of the Board not covered by agreement or contract.

Guidelines

A. DEFINITIONS

Administrative Management Staff – Payroll and Benefits Officer, Event Services Coordinator, Purchasing ***Procurement*** and Payables Officer, and other management staff.

Administrative Support Staff – Executive Assistant, Administrative Assistant to the Director, Human Resources Officer, Transportation Officer, Transportation Assistant, Information Systems Technician, ~~Communications Assistant/Website Administrator~~, Accounting Technician, Recreation and Wellness Coordinator, and other Administrative Support positions.

School Support Staff – ABA Leader, Student Counselor, Speech Language Pathologist, Tutorial Assistant, In-School Counselor, American Sign Language Interpreter, Braille Transcriber, Indigenous Advisor, Indigenous Graduation Coach, Indigenous Family Case Manager, and other School Support Staff including staff employed under special agreement with external agencies where such agreements include a provision for non-statutory benefit costs.

Casual/Part-Time Staff – Lunch Hour Supervisor, Student Nutrition Program Provider, Markers, Home Instructor, Students, DRTCC Services I & II, DRTCC Student, Site Monitor, Academic Tutor, Student Success Support Staff, HCSA Support Coach, Summer Learning Program Staff, Casual Employees and other similar positions.

B. HIRING, APPOINTMENT OR PROMOTION OF PERSONNEL

1.
 - a) Administrative Management Staff shall be appointed or promoted to these positions by the Board, on the recommendation of the Director of Education, or designate.
 - b) Administrative Support Staff and School Support Staff appointments or promotions are to be made by the Director of Education, or designate.
 - c) Casual/Part-time staff shall be hired or appointed by the immediate supervisor, with the approval of the Human Resources Manager.
2. All employees will serve a probationary period of six (6) months before being considered permanent members of staff. Such six-month period shall be full time equivalent for employees working less than full time. In situations where doubt may exist regarding the employee's capabilities, the probationary period may be extended.

C. COMPENSATION

It is the policy of the Board to establish salary, benefits, and working conditions that are fair and competitive, in accordance with the following guidelines:

1. Salaries for all classifications of employees covered by this Policy will be in accordance with the Non-Union Salary Grid and the Casual/Part Time Grid adopted by the Board from time to time. (See Appendix A and B)
2. Compensation changes shall be effective September 1 each year or such other time as deemed by the Board.
3. The Compensation Review may consider, where appropriate, factors such as:
 - a) Staff Compensation for other Boards of similar size;
 - b) Staff Compensation for other Boards in Northwestern Ontario;
 - c) Compensation for similar positions in the local and provincial market where such positions are recruited from those markets;
 - d) Internal comparisons within the Board to employee groups (bargaining units, policy, personal services contracts);

- e) Other relevant information as may be available (i.e. O.A.S.B.O., O.P.S.O.A., O.P.S.B.A. survey, if available);
 - f) Local, regional and provincial wage increase trends;
 - g) Other factors including the financial capacity of the Board.
4. The Human Resources Department, shall as part of its mandate, be responsible for the recommendation for compensation adjustments for all staff covered by this policy.
 5. Compensation proposals and recommendations, together with support information, will be submitted by the Human Resources Department to the Senior Administration Group for review. After review and endorsement, such proposals and recommendations shall be submitted to the Board for consideration.
 6. Method of Pay
 - a) Employees are to be paid biweekly at the rate of 1/26 of their annual salary.
 - b) All employees shall be paid by direct deposit to his/her bank account.

D. EMPLOYEE BENEFITS

- ~~1. All full-time permanent Administrative Management Employees, full-time permanent Administrative Support Employees and full-time permanent School Support Employees are eligible to participate in the life insurance, AD & D, group dental and group health benefit plans provided to Senior Management Staff, with the exception of life insurance and AD & D amounts which will be \$100,000 each. The Board shall pay such coverage 100%.~~
- ~~2. Term, temporary and casual employees (except those authorized by the Director of Education, or designate) are not eligible to participate in the benefits program. Part-time student counselors and other part-time employees designated by the Director of Education may participate provided they contribute to the cost of the plan prorated to their full-time equivalent status.~~
- ~~3. The Board may, from time to time, offer other benefits which, if the employee elects to be covered by the benefit, shall be 100% employee paid.~~

41. It shall be a condition of employment of all employees hired after September 1, 1999 to participate in the long-term disability program, should such a program be offered. This program shall be financed entirely by employee contributions.
52. Staff employed under special agreement with external agencies, where such agreements include a provision for non-statutory benefits, shall participate in the LTD Program of the external agency.
63. a) ~~It is anticipated that by February 1, 2018, a~~All school board employees will participate in an Employee Life and Health Trust (ELHT) to provide life, health and dental benefits to eligible employees. Eligibility is determined in accordance with provisions in this policy and further determined by the ELHT.

The date on which the benefit plan is transferred to the ELHT shall be referred to herein as the "Participation Date".

The Boards will continue to provide benefits in accordance with the existing benefit plans and your existing terms and conditions of employment until the Participation Date in the ELHT. Subsequent to the Participation Date, the board will cease to provide such benefits and the related language in the terms and conditions of employment shall cease to have effect.

Post Participation Date, the following shall apply:

- i) **Funding**
The school board shall contribute a fixed funding amount per full-time equivalent to the ELHT.
- ii) **Cost Sharing**
The ELHT shall advise the school board, who shall in turn advise employees of any required co-pay arrangements.
- iii) **Benefit Plan**
The ELHT shall develop a benefit plan that is within the funding amount provided by the school board and is subject to change from time to time.

E. HOURS OF WORK

1. The regular workweek for full-time employees shall be 35 hours. This shall normally be 5 consecutive days of seven hours each.
2. Individual supervisors shall set specific hours based on the operational needs of the Board.
3. The regular work day shall exclude meal breaks.
4. The positions of Speech Language Pathologist , ~~Mental Health Leader~~, and ABA Leader are twelve month positions working on the basis of the school year calendar, September through June. Vacation and overtime are recognized during Christmas, March Break and the summer months.

F. OVERTIME WORK

1. Administrative Management Employees:
 - a) All Administrative Management employees shall be credited with 5 additional days of vacation over and above that which is outlined in G. of this Policy.
 - b) In the event that overtime is inordinate, the responsible senior management person, in consultation with the Human Resources Manager, may allocate additional days to specific employees to recognize required inordinate overtime. For consideration, all overtime must be fully documented by the employee.
 - c) Authorized inordinate overtime must be assessed by the appropriate manager when the hours worked exceed two times the compensating time provided by this policy in F.1.a).
2. Administrative Support and School Support Staff:
 - a) i) The positions of the Human Resources Officer and the Transportation Officer shall be credited with 5 additional days of vacation over and above that which is outlined in G. of this Policy in recognition of overtime.

- ii) Authorized inordinate overtime must be assessed by the appropriate manager when the hours worked exceed two times the compensating time provided by this Policy in F.2.a)i).
- b) Overtime is defined as any hours in excess of 35 hours per week.
- c) Approval of the immediate supervisor is required before overtime work will be recognized.
- d) Authorized overtime may, as mutually agreed to, be either paid at a rate of time and one half or the employee may take time off equal to the overtime rate in lieu of payment. Where an employee elects time off, such time shall be taken at a mutually agreed to time and entered into the automated absence/call-in system.

3. **Casual/Part-Time Staff**

- a) The Board shall grant overtime in accordance with the *Employment Standards Act, R.S.O., 1990*. Copies of the pertinent section are available from Human Resources upon request.

G. **PAID TIME OFF**

1. **Vacations (12 Month employees)**

- a) Full-time 12 month employees become eligible for vacation, with pay, effective July 1 each calendar year on the basis of their anniversary date and the length of continuous services as at their anniversary date of employment prior to July 1st in each year.
- b) Vacation entitlement is as follows:

In the first year of continuous service	2 weeks
In the third year of continuous service	3 weeks
In the ninth year of continuous service	4 weeks
In the fifteenth year of continuous service	5 weeks
- c) i) The Director of Education may authorize additional vacation entitlement above the policy guidelines.

- ii) Vacation entitlement may be altered for new employees upon the approval of the Director of Education.
- d) If a paid holiday, as outlined in the Policy, is observed during the employee's vacation period and the employee is eligible for the paid holiday, that employee will be granted an additional day's vacation for each holiday in addition to regular vacation time.
- e) The vacation period will be taken at a mutually agreeable time as determined by the employee and the supervisor. Vacations must be taken in the year they are due unless special permission is granted by the immediate supervisor.

f) Supplementary Vacations

Employees having twenty (20) years or more of unbroken service with the Keewatin-Patricia District School Board and its' predecessors shall be entitled, in addition to their regular vacation, one additional day per complete year of service in excess of twenty years, to a maximum of ten (10) days.

2. Paid Holiday (Vacation Pay 10 Month Employees)

- a) The following schedule shall apply to full-time 10-month employees covered by this policy:

In the first year of continuous service	Four (4) percent
In the third year of continuous service	Six (6) percent
In the ninth year of continuous service	Eight (8) percent
In the fifteenth year of continuous service	Ten (10) percent

- b) Supplementary Vacation Pay

Employees having twenty (20) years or more of unbroken service with the Keewatin-Patricia District School Board and its' predecessors shall be entitled, in addition to their regular vacation pay, the equivalent in pay equal to one additional day vacation per complete year of service in excess of twenty years, to a maximum of ten (10) days.

3. Holidays

- | | |
|---|---|
| <p>a) Day before New Years Day
New Years Day
Good Friday
Easter Monday
Victoria Day
August Civic Holiday
Family Day</p> | <p>Thanksgiving Day
Day before Christmas
Christmas Day
Boxing Day
Canada Day
Labour Day</p> |
|---|---|
- b) In the event that any holiday identified above should fall on a Saturday or Sunday that an alternate day will be granted in lieu.
- c) Should an employee be responsible for supervision of unionized employees then that employee shall observe the same holiday provisions as the unionized employees supervised. Alternate time in lieu shall be arranged with the appropriate supervisor.

4. Jury Duty

Employees required to attend jury roll call, serve on a jury or act as a crown witness, shall be paid their regular salary for any days of required absence.

5. Pregnancy Leave

The Board shall grant to an employee a pregnancy leave in accordance with the *Employment Standards Act, R.S.O., 1990*. Copies of the pertinent section are available from Human Resources upon request.

For the period of the statutory Pregnancy Leave, payments made according to the Supplementary Unemployment Benefit Plan will consist of the following:

- i) The Board shall provide for employees on pregnancy leave, a supplementary unemployment benefits plan providing for payment of 100% of normal weekly earnings for the two week waiting period for E.I. benefits. No such supplementary payment shall be paid for any period during which no regular duties would have been performed. This plan shall be approved by the Canadian Employment and Immigration Commission.

ii) Post Delivery (Pregnancy Leave)

Employees are also eligible to top-up their EI benefits, up to a maximum of six (6) weeks, (from their sick leave earnings bank*). No such supplementary payment shall be paid for any period during which no regular duties would have been performed. To receive this supplement, an employee must supply Payroll with adequate information from *HRSDC* reflecting their weekly wage rate. The top-up pay will be the difference between what the employee receives from Employment Insurance and their normal pay. Pay will not exceed 100% of the employee's normal weekly earnings.

6. Parental Leave

The Board shall grant to an employee a parental leave in accordance with the *Employment Standards Act, R.S.O., 1990*. Copies of the pertinent sections are available from Human Resources upon request.

7. Bereavement Leave

Administrative management staff, administrative support staff and school support staff are allowed a leave, with pay, of up to five working days, in the event a death of a member of the immediate family. Immediate family includes employee's spouse, parents, children, brothers, sisters, parent-in-law, grandparents, grandparents-in-law, grandchildren, daughters-in-law, sons-in-law, brothers-in-law, sisters-in-law, legal guardians and common-law partners with whom the employee resides. One additional day of leave may be granted to attend the funeral of others with whom the employee has a close attachment.

8. Compassionate Leave

Employees are eligible for up to five (5) consecutive days of compassionate leave in the event of serious illness or injury to a member of the employee's immediate family without loss of regular pay per event, to be granted at the discretion of the Director of Education or designate, per the appropriate procedure.

For the purpose of compassionate leave, immediate family includes employee's spouse, parents, children, legal guardians and common-law partner with whom the employee resides.

9. Leave of Absence for Illness of Children

Where no one at home other than the employee can provide for the needs during illness of an employee's child, an employee shall be entitled, after notifying their immediate supervisor, to use up to four (4) days per school year to care for the child who is ill.

10. Extension of Paid Leaves

An extension of a paid leave (as identified above) may be granted at the discretion of the Director of Education, or designate.

H. LEAVES OF ABSENCE – UNPAID

- a) Unpaid leaves of absence of up to ten (10) days may be granted at the discretion of the direct supervisor. Leaves beyond ten (10) days in duration may be granted at the discretion of the Director of Education, or designate.
- b) Employees on leave of absence may be eligible to continue participation in group benefit plans. If the leave of absence is without pay and extends beyond four consecutive weeks, the employee on leave shall prepay any benefit premiums provided the plan allows continued participation.

I. TERMINATION OF EMPLOYMENT BY THE BOARD

- a) In the event of termination of employment for cause, an employee shall only receive entitlement as required by the *Employment Standards Act, R.S.O., 1990*. Copies of the pertinent sections are available from Human Resources upon request.
- b) In the event that employment of an employee is terminated because of redundancy, the employee shall be paid, as required, by the *Employment Standards Act, R.S.O., 1990*. Copies of the pertinent sections are available from Human Resources upon request.
- c) In some cases, positions covered by this policy are funded directly by sources other than the provincial education grant. These positions may be terminated when and if direct funding ceases.

J. RESIGNATION/RETIREMENT

- a) Where an employee intends to resign/retire from his/her position, the employee shall provide at least one (1) month's written notice of their resignation. Requests to provide a shorter notification period may be approved.

K. RETIREMENT BENEFITS

O. Reg. 1/13 outlines entitlement to retirement gratuities.

L. SICK LEAVE

1. Employees will be granted sick leave credits at the rate of eleven days of sick leave per annum, paid at 100%.
2. In addition, employees are eligible for a Short Term Leave and Disability Plan consisting of 120 days per annum, payable at 90% of salary. Top up days will be determined by the unused balance of the 11 (eleven) sick leave days unused from the previous year worked.

M. CASUAL/PART-TIME EMPLOYEES

All benefits and working conditions for these categories of employees shall be determined by the *Employment Standards Act, R.S.O., 1990*. Copies of pertinent sections are available from Human Resources upon request.

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Effective September February 1, 2017-2018 2019
POLICY 704 - APPENDIX A

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Effective September 1, 2017-2018

POLICY 704 - APPENDIX A

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CASUAL & PART-TIME GRID Appendix B Effective September 1, 2017/2018	
Note: Rates of pay exclude vacation and statutory holiday pay	
Position	Effective-September 1, 2017/8
Lunch Hour Supervisor & Student Nutrition Program Provider (Breakfast Program)	Base union rate for unqualified casual education assistants
Tutorial Assistants	29.47/hour 29.76/hour
Qualified Casual Designated Early Childhood Educators	Base union rate
Unqualified Casual Designated Early Childhood Educators	Base union rate
Qualified Casual Education Assistants	Base union rate
Unqualified Casual Education Assistants	Base union rate
Casual Administrative Assistants/Library Technicians	Base rate OCL Grid – Band 2 (Effective November 15/17)
Markers	27.56/hour 27.84/hour
Student employees (under 18)	13.78/hour *13.92/hour
Student employees (over 18) – including DRTCC	14.00/hour **
Home Instructor	33.08/hour 33.41/hour
Site Monitors	28.15/hour
Academic Tutors & Tutor In the Classroom	22.52/hour 22.75/hour
Student Success Support Staff – Teacher Qualified	34.26/hour 34.60/hour
Student Success Support Staff – Not Teacher Qualified	25.70/hour 25.96/hour
Support Coach – HCSA	25.70/hour 25.96/hour
Summer Learning Program Student	20.30/hour 20.50/hour
Summer Learning Program Teacher	42.63/hour 43.06/hour
DRTCC Services I	13.91/hour 14.00/hour***effective Jan 1/18
DRTCC Services II	16.24/hour 16.40/hour
DRTCC Student (under 18)	12.62/hour 13.15/hour****
Unqualified Instructor Grid Year 1	35.83/hour 36.19/hour
Year 2	36.53/hour 36.90/hour
Year 3	37.20/hour 37.57/hour
Year 4	37.92/hour 38.30/hour
Year 5	38.59/hour 38.98/hour

* Meets/exceeds minimum wage legislation currently which has been consistent practice therefore recommend percentage increase (new = \$13.15/hour Jan. 1, 2018 for those under age 18 working not more than 28 hours per week when school is in session or working during a school break or summer holidays)

** New rate established January 1, 2018 to meet minimum wage legislation for students over age 18 – no % increase recommended for September 1, 2018

*** Adjusted January 1, 2018 to meet minimum wage legislation – no percentage increase recommended

**** New rate established to meet minimum wage legislation – no adjustment recommended for September 1, 2018 – scheduled to adjust to \$14.10/hour January 1, 2019 therefore no % increase recommended for September 1, 2019

CASUAL & PART-TIME GRID

Appendix B

Effective September 1, 2018 February 1, 2019

Note: Rates of pay exclude vacation and statutory holiday pay

Position	Effective September 1, 2018 February 1, 2019
Lunch Hour Supervisor & Student Nutrition Program Provider (Breakfast Program)	Base union rate for unqualified casual education assistants
Tutorial Assistants	29.76/hour 30.06/hour
Qualified Casual Designated Early Childhood Educators	Base union rate
Unqualified Casual Designated Early Childhood Educators	Base union rate
Qualified Casual Education Assistants	Base union rate
Unqualified Casual Education Assistants	Base union rate
Casual Administrative Assistants/Library Technicians	Base rate OCL Grid – Band 2
Markers	27.84/hour 28.12/hour
Student employees (<i>under 18</i>)	13.92/hour (14.10/hour Jan 1/19?)*
Student employees (over 18) – including DRTCC	14.00/hour (15.00/hour Jan 1/19?)**
Home Instructor	33.41/hour 33.74/hour
Academic Tutors & Tutor In the Classroom	22.75/hour 22.98/hour
Student Success Support Staff – Teacher Qualified	34.60/hour 34.95/hour
Student Success Support Staff – Not Teacher Qualified	25.96/hour 26.22/hour
Support Coach – HCSA	25.96/hour 26.22/hour
Summer Learning Program Student	20.50/hour 20.71/hour
Summer Learning Program Teacher	43.06/hour 43.49/hour
DRTCC Services I	14.00/hour (15.00/hour Jan 1/19?)*
DRTCC Services II	16.40/hour 16.56/hour
DRTCC Student	13.15/hour (14.10/hour Jan 1/19)****
Unqualified Instructor Grid Year 1	36.19/hour 36.55/hour
Year 2	36.90/hour 37.27/hour
Year 3	37.57/hour 37.95/hour
Year 4	38.30/hour 38.68/hour
Year 5	38.98/hour 39.37/hour

* Scheduled to adjust to \$14.10 effective January 1, 2019 – if legislation changes to not adjust recommend to apply 1% effective February 1, 2019 (14.06/hour)

** Scheduled to adjust to \$15.00 effective January 1, 2019 – if legislation changes to not adjust recommend to apply 1% effective February 1, 2019 (14.14/hour)

*** Scheduled to adjust to \$15.00 effective January 1, 2019 – if legislation changes to not adjust recommend to apply 1% effective February 1, 2019 (14.14/hour)

**** Scheduled to adjust to \$14.10 effective January 1, 2019 – if legislation changes to not adjust recommend to apply 1% effective February 1, 2019 (13.28/hour)

MEDIA RELEASE

The Honourable Carolyn Bennett, Minister of Crown-Indigenous Relations, visits KPDSB's Four Directions

October 3, 2018

Staff and students of Dryden High School (DHS) were honoured to welcome Federal Minister of Crown-Indigenous Relations, the Honourable Carolyn Bennett, to Dryden High School today.

Minister Bennett spent most of her visit with DHS staff and students in the Four Directions space, an innovative approach focused on student success and graduation from secondary school for Indigenous students. The Four Directions approach has received national attention as graduation rates improve for Indigenous students, with the goal being to closing the graduation gap between Indigenous and non-Indigenous students. Minister Bennett also met with Board Administration and was welcomed by members of the Board of Trustees.

Four Directions provides intensive support to First Nation, Métis and Inuit students and their families with the goal of seeing each learner through to graduation. Four Directions staff assist with leading and implementing programs, and connecting students and families to support services within the school and the greater community to increase each learners network of support throughout and beyond high school. Dryden High School was the first school within the KPDSB to implement Four Directions, celebrating a 41% increase to 80% of Indigenous students graduating in four years after four years of coaching. Beaver Brae Secondary School in Kenora will celebrate their first graduating Four Directions class this June, followed by Sioux North High School in Sioux Lookout in 2020, and Red Lake District High School in 2021.

The Keewatin-Patricia District School Board remains a strong advocate for northern children and their families, with an unwavering focus on reconciliation and supporting the recommendations of the Truth and Reconciliation Commission.

Minister Bennett stated "Dryden High School's Four Directions program is an inspiring example of the critical role our schools can play in reconciliation. By increasing the graduation of high school First Nations, Métis, and Inuit students, as well as the retention, and their transition from elementary school to high school, the Keewatin-Patricia District School Board is demonstrating how we all can work together to build a stronger future for Indigenous Peoples and Canadians alike."

Sean Monteith, Director of Education, added "While we have been visited by dignitaries and officials before, we are particularly proud to welcome and host the Federal Minister of Crown-Indigenous Relations to the Keewatin-Patricia District School Board and specifically to our Indigenous Student Graduation Coach program. Having Minister Bennett here to meet with staff and students on the front lines, only validates what many of us have felt for a number of years now and that is that our efforts to close graduation gaps and improve educational opportunities for Indigenous students is reconciliation in action, very much a real effort in the KPDSB. With critical partners such as the Northwestern Health Unit, we welcome all First Nation students and their families to our schools, and we will stop at nothing until that gap is finally closed."

Dave Penney
Chair

-30-

Sean Monteith
Director of Education

WWW.KPDSB.ON.CA

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

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