

# KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

## REGULAR BOARD MEETING # 10

Tuesday, November 12, 2019

Time: 7:00 p.m.

Kenora Education Centre

Kenora, Ontario

### Video & Teleconference Sites

Dryden HS 115

Red Lake DHS 235

Sioux North HS 109N

## 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 8, 2019
7. Presentations/Delegations
8. Presentation of Reports and Accompanying Motions
  - 8.01 Education
    - A. **Students Come First – Crolancia PS**
      - Legacy School Project
      - Principal: Holly Szumowski
    - B. Student Trustee Update
    - C. 2019-2020 Board Continuous Improvement Plan Report
    - D. 2019-2020 Special Education Plan Report
  - 8.02 Executive Committee
    - A. KPDSB – Board Offices Amalgamation Committee
  - 8.03 O.P.S.B.A. Update
  - 8.04 Parent Involvement Committee
  - 8.05 Operations
    - A. 2019-2020 Enrolment Report
  - 8.06 Finance (nil)
  - 8.07 Human Resources (nil)

- 8.08 Special Education Advisory Committee
- 8.09 Indigenous Education Advisory Committee (nil)
- 8.10 Early Years Advisory Committee
- 9. Other Motions
- 10. Correspondence
- 11. New Business
- 12. Observer Comments
- 13. Next Meeting Date – December 10, 2019  
Dryden High School  
Dryden, Ontario
- 14. Adjournment

## KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

### REGULAR BOARD MEETING #9

The minutes of Regular Board Meeting of the Keewatin-Patricia District School Board held October 8, 2019 at the Kenora Education Centre, Kenora, Ontario

Call to Order	The meeting was called to order at 7:00 p.m.				
Roll Call	E. Bortlis (vc) D. Head (vc) M. Guitard (vc) J. Kitowski	D. Cornish M. Duncalfe (vc) C. Marcino R. O'Donohue (vc)	R. Griffiths B. Gauthier (vc) G. Kleist H. Goriak (vc)		
Absent with Regret					
Officials	Caryl Hron, Interim Director of Education, Richard Findlay, Joan Kantola, Tania Sterling (vc), and recording secretary.				
Also Present	Media, Staff and interested public.				
Agenda	Moved by: Seconded by:	D. Cornish J. Kitowski			
<b>Motion</b>	<b>176-19</b>	THAT the agenda for Regular Board Meeting of October 8, 2019 be approved.			
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED
		Binding	FOR 11	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: Seconded by:	J. Kitowski D. Cornish			
<b>Motion</b>	<b>177-19</b>	THAT the minutes of Regular Board Meeting held September 10, 2019 having been duly circulated be confirmed.			
		Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED
		Binding	FOR 11	OPPOSED 0	CARRIED
Presentation	Presentation/Delegation <ul style="list-style-type: none"><li>Ignace Community Presentation (Mr. J. Lederer)</li></ul>				
Students Come First	Teaching from the Land – land Based Learning Dryden High School - Principal: R. Hodgkinson / Teacher: Len Gardner Students: B. Crowe and D. Sinclair Dryden HS staff and students shared their experiences in the new interdisciplinary studies course. The course was offered in 2 <sup>nd</sup> semester last year; activities focused on genuine connections to local and regional traditions and use of the land with the intent to develop students understanding of the significance of land and nature in both traditional and current activities				

Student Trustee Report

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

**Motion 178-19** THAT the Student Trustee Report be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Experiential Learning Report

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

**Motion 179-19** Presented by Lynn McAughey, Principal of Adult and Experiential Learning, and, Tracey Bichon, Pathways Coordinator, KPDSB

THAT the Experiential Learning Report be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

KPDSB Math Plan

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

Presented by Deanna Pacheco, Student Achievement Administrator

**Motion 180--19** THAT the KPDSB Math Plan update be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

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

**Motion 181-19** THAT the 2020 Board Meeting Schedule be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

2020 Board Meeting  
Schedule

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

**Motion 182-19** THAT the 2020 Board Meeting Schedule be approved.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

OPSBA update

Moved by: G. Kleist  
Seconded by: J. Kitowski

**Motion 183-19** THAT the O.P.S.B.A. update be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED



Capital Project Report  
(deferred)

Moved by: D. Cornish  
Seconded by: J. Kitowski

**Motion 184-19**

THAT the Capital Project Report be received. (deferred to COTW session)

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: G. Kleist  
Seconded by: J. Kitowski

Finance and Sparkrock

Presented by Natalie Pearson, Finance Manager

**Motion 185-19**

THAT the Finance and Sparkrock Report be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

By-Law #67

Moved by: J. Kitowski  
Seconded by: D. Cornish

**Motion 186-19**

THAT the verbal report on By-Law #67 be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: G. Kleist  
Seconded by: J. Kitowski

**Motion 187-19**

THAT By-Law #67, being a by-law to authorize the tax levy for 2020, be taken as read a first time.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: G. Kleist  
Seconded by: J. Kitowski

**Motion 188-19**

THAT By-Law #67, being a by-law to authorize the tax levy for 2020, be taken as read a second time.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: J. Kitowski  
Seconded by: G. Kleist

**Motion 189-19**

THAT the rules of order be suspended to allow third and final reading of By-Law #67.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

By-Law #67

Moved by: J. Kitowski  
Seconded by: G. Kleist

**Motion 190-19**

THAT By-Law #67, being a by-law to authorize the tax levy for 2020, be taken as read a third time and finally passed.

		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	11	OPPOSED	0	CARRIED
SEAC update		Moved by:	J. Kitowski				
		Seconded by:	G. Kleist				
<b>Motion</b>	<b>191-19</b>	THAT the Special Education Advisory Committee verbal report be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	11	OPPOSED	0	CARRIED
IEAC update		Moved by:	G. Kleist				
		Seconded by:	D. Cornish				
<b>Motion</b>	<b>192-19</b>	THAT the Indigenous Education Advisory Committee verbal report be received.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	11	OPPOSED	0	CARRIED
Meeting extension		Moved by:	D. Cornish				
		Seconded by:	G. Kleist				
<b>Motion</b>	<b>193-19</b>	THAT the meeting ben extended until 10:30 p.m. to reconvene to Committee of the Whole, In-Camera session.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	11	OPPOSED	0	CARRIED
Reconvene to COTW		Moved by:	D. Cornish				
		Seconded by:	G. Kleist				
<b>Motion</b>	<b>194-19</b>	THAT the Board adjourn to reconvene to Committee of the Whole in order to complete its agenda.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	11	OPPOSED	0	CARRIED
New Business		None					
Observer Comments		None					
Adjournment		Moved by:	D. Cornish				
		Seconded by:	J. Kitowski				
<b>Motion</b>	<b>195-19</b>	THAT the meeting adjourn at 10:25 p.m.					
		Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
		Binding	FOR	11	OPPOSED	0	CARRIED

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Chair

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Secretary

8.01 C

**Keewatin-Patricia District School Board**

November 12, 2019

**NOTICE OF MOTION**

THAT the 2019-2020 Board Continuous Improvement Plan Report be received.

<b>Priority Area 1: Student Achievement: Ensure the necessary resources are provided to all students to increase their individual achievement.</b>	
<b>Indicators</b>	<b>Action Items</b>
<ul style="list-style-type: none"> <li>• Improved attendance through tracking and re-engagement strategies</li> </ul>	<ul style="list-style-type: none"> <li>• K - 12 Pathways planning; transition to high school</li> <li>• Provide opportunities for students to participate in innovative programs (Grade 7 &amp; 8 Academies, Fine Arts, Hockey Academy, French Immersion)</li> <li>• Welcoming learning environments</li> <li>• Implementation and monitoring of the <a href="#">Mental Health and Addictions Strategic Plan</a></li> </ul>
<ul style="list-style-type: none"> <li>• Success in alternative programs that meet individual student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Schools engage students in innovative programs designed to support and meet their needs</li> <li>• Schools work with outside agencies to provide programming for students</li> </ul>
<ul style="list-style-type: none"> <li>• All students will be reading at identified targeted reading levels and beyond</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy intervention teachers, literacy leads, student success teachers and special education teachers work together with classroom teachers to support literacy</li> <li>• Collecting data monthly (K-8) to monitor progress and identify students who need extra support</li> <li>• Elementary schools will all have a minimum of 100 minutes of literacy instruction focused on a balanced literacy block, including daily guided reading</li> <li>• Use of EQAO, OSSLT, report card and classroom data to inform professional learning</li> </ul>
<ul style="list-style-type: none"> <li>• The student achievement gap will be reduced between the board and the province on standardized assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Schools will use data to monitor growth</li> <li>• Professional learning opportunities match school/board goals</li> <li>• Central Staff provide support for math and literacy programming</li> <li>• Ongoing, intensive math support for Focus Schools <a href="#">Fundamentals of Math Plan</a></li> <li>• Use of EQAO, OSSLT, report card and classroom data to inform professional learning</li> </ul>

Respectively Submitted by the Senior Administration Team

The Keewatin-Patricia District School Board puts students first by creating a culture of learning.



<b>Priority Area 1: Student Achievement: Ensure the necessary resources are provided to all students to increase their individual achievement.</b>	
• Community partnerships support student achievement and well-being	• Continuation and development of partnerships to support the academic and non-academic needs of students
• Student leavers and graduates participate in exit interviews	• Use data from the exit survey to reflect on programming needs, changes and enhancements.
• Modern learning approaches using technology are implemented	• Professional learning of technology accessible to students
• Teachers participate in self-directed professional development to support student engagement and achievement	• Teachers are supported with opportunities to take part in professional learning to increase engagement and student achievement (PLCs, online learning, <a href="#">KP Connect</a> , PVP Intranet)

Respectively Submitted by the Senior Administration Team

The Keewatin-Patricia District School Board puts students first by creating a culture of learning.

<b>Priority Area 2: Safe and Supportive Schools: Ensure all students and staff have a safe learning and working environments, where the academic and mental health needs of the child are met.</b>	
<b>Indicators</b>	<b>Action Items</b>
<ul style="list-style-type: none"> <li>• All students and staff feel safe, supported, accepted and ready to learn and work as evidenced by reduced suspensions, violent incident reports, and staff absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>• Increased focus and professional learning for staff and student mental health</li> <li>• Evidence-informed decision-making at the school level (In-School Support Team meetings/school-based collaboration, analysis of behavioural data, access to staff mental health support)</li> <li>• Ensure training and resources are provided to schools</li> <li>• Increased analysis of behaviour data to inform decision-making</li> </ul>
<ul style="list-style-type: none"> <li>• Increased use of Restorative Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all schools have the necessary training and resources required for Restorative Practices</li> </ul>
<ul style="list-style-type: none"> <li>• Appropriate programming/educational accommodations are in place for students requiring individualized support</li> </ul>	<ul style="list-style-type: none"> <li>• Schools use the Intervention <a href="#">Chart</a> to implement strategies to support individual student needs</li> <li>• Ensure staff are supported in the development of prescriptive and individualized IEPs</li> </ul>
<ul style="list-style-type: none"> <li>• Increased professional development for staff regarding equity and trauma informed practice/awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Increased access to tele mental health education sessions on trauma</li> <li>• Creation of trauma informed webinar with Indigenous Focus</li> <li>• Refresher training, or monthly PD to be shared at staff meetings by the Mental Health Champions</li> <li>• Training for mental health champions</li> </ul>

Respectively Submitted by the Senior Administration Team

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<b>Priority Area 2: Safe and Supportive Schools: Ensure all students and staff have a safe learning and working environments, where the academic and mental health needs of the child are met.</b>	
<ul style="list-style-type: none"> <li>Increased visibility of safe spaces and inclusive environments that reflect our diverse student populations</li> </ul>	<ul style="list-style-type: none"> <li>Ensure safe spaces posters/signs are displayed and supported in all schools</li> <li>Align actions with the KPDSB <a href="#">Equity Plan</a></li> </ul>
<ul style="list-style-type: none"> <li>Incorporating health and well-being within curriculum content</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for professional development on the new Health Curriculum that has more of a focus on mental health</li> <li><a href="#">Health and Physical Education Curriculum</a></li> <li>Implementation of new Schools Mental Health Ontario resources for students and staff</li> </ul>

Respectively Submitted by the Senior Administration Team

The Keewatin-Patricia District School Board puts students first by creating a culture of learning.



<b>Priority Area 3: Innovative practice: Demonstrate effective "Change Ready" leadership</b>	
<b>Indicators</b>	<b>Action Items</b>
• Early identification of aspiring leaders for succession planning based on the KPDSB Leadership Competencies	<ul style="list-style-type: none"> <li>• Share the leadership framework so all staff have the opportunity to see themselves as leaders and learners as supported through the <a href="#">KPDSB Leadership Framework</a></li> </ul>
• Increased access to professional learning through virtual learning environments	<ul style="list-style-type: none"> <li>• Promote the use of D2L (online learning environment), MyBlueprint (online pathway planning), Google platform and use of videoconferencing to demonstrate our commitment to virtual meetings and learning</li> <li>• Contribute to a virtual repository <a href="#">KP Connect</a>, for resource sharing, self-help tools, and collaboration</li> </ul>
• Increased opportunities for staff to collaborate on real-world student inquiry and critical thinking	<ul style="list-style-type: none"> <li>• Provide opportunities for educators to work together cross-school and cross-community as well as through global networks</li> </ul>
• Increased access to K-12 entrepreneurship and 7-12 experiential learnings and trades programming	<ul style="list-style-type: none"> <li>• Increased opportunities for K - 12 experiential learning, entrepreneurship, pathway planning and the trades.</li> <li>• Provide support for secondary schools to implement School High Skills Major, School College Work Initiative, experiential learning and CO-OP programming <a href="#">Student Success Initiatives</a></li> </ul>

Respectively Submitted by the Senior Administration Team

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<b>Priority Area 4: Reconciliation: Ensure all schools and staff are actively engaged in responding to the Truth and Reconciliation Commission's Calls to Action.</b>	
<b>Indicators</b>	<b>Action Items</b>
• All KPDSB staff receive cross-cultural competency training	<ul style="list-style-type: none"> <li>• All staff participate in cross-cultural competency training, such as KAİROS Blanket Exercise Training, learning from Elders, community supports and partnerships</li> </ul>
• Increased understanding of the legacy of intergenerational impacts of the Canadian Residential school system	<ul style="list-style-type: none"> <li>• Increased opportunities for staff and students to learn more about the impact of residential schools in Canada</li> </ul>
• The Board and schools develop an "Official Statement of Reconciliation"	<ul style="list-style-type: none"> <li>• Development of an "Official Statement of Reconciliation"</li> </ul>
• Development and Implementation of Reconciliation Strategic Plan	<ul style="list-style-type: none"> <li>• Development of a Reconciliation Strategic Plan</li> </ul>
• Addition of an Indigenous Student Trustee to the KPDSB Board of Trustees	<ul style="list-style-type: none"> <li>• The Director of Education consults and develops policy for the addition of an Indigenous Student Trustee</li> </ul>

Respectively Submitted by the Senior Administration Team

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<b>Priority Area 4: Reconciliation: Ensure all schools and staff are actively engaged in responding to the Truth and Reconciliation Commission's Calls to Action.</b>	
<ul style="list-style-type: none"> <li>• Creation of a formal policy on "Land Acknowledgement" for each respective Treaty Area in the appropriate jurisdiction</li> </ul>	<ul style="list-style-type: none"> <li>• The Director of Education consults and develops policy for the creation of a formal policy on Land Acknowledgement</li> </ul>
<ul style="list-style-type: none"> <li>• Every KPDSB school and board office have a framed formal "Government of Canada Statement of Apology for the Residential School System"</li> </ul>	<ul style="list-style-type: none"> <li>• The formal "Government of Canada Statement of Apology for the Residential School System" is framed and visible in all schools and Board Offices</li> </ul>
<ul style="list-style-type: none"> <li>• An increase in the number of Self-Identified Indigenous staff</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a process for Self-identification of staff</li> <li>• Ensure equitable recruitment and hiring processes for KPDSB staff</li> </ul>
<ul style="list-style-type: none"> <li>• An increase in the number of land based teaching lessons and First Nation, Metis and Inuit credit course options</li> </ul>	<ul style="list-style-type: none"> <li>• Foster relationships with community partnerships to provide land-based teaching</li> <li>• Gather feedback from students, staff and Indigenous partners to continually improve programming and consult for course design</li> </ul>

Respectively Submitted by the Senior Administration Team

The Keewatin-Patricia District School Board puts students first by creating a culture of learning.

8.01 D

**Keewatin-Patricia District School Board**

November 12, 2019

**NOTICE OF MOTION**

THAT the 2019-2020 Special Education Plan Report be received.

### **2019-2020 Special Education Plan Update**

The 2019-2020 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 Integrated Transition Planning through the IPRC process to support student transitions from school life to adulthood.
- 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 including a tiered approach student behavior management. 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 and concerning behaviors. 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 four areas of our KDPSB 2019-2024 Strategic Plan:

- Improved Student Achievement,
- Safe and Supportive Teaching and Learning Environments,
- Innovative Practice - “Change Ready” Leadership, and
- Reconciliation.



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 to the Special Education Plan 2019-2020**

1. The table of contents have been updated to reflect the page number changes.
2. Changed 'LHIN' to 'SBRS - School-Based Rehab Services [Formerly Local Health Integration Network (LHIN)]'
3. Pg. 34 - Section 5: Changed 'The Ministry of Education Regulation, 554/81, made under the Education Act, makes it mandatory that an Identification, Placement and Review Committee (IPRC) be held for the identification and/or placement of exceptional students.' to 'The Ontario Regulation, 181/98, made under the Education Act, makes it mandatory that an Identification, Placement and Review Committee (IPRC) be held for the identification and placement of exceptional students.' because 554/81 was replaced by 181/98.
4. Pg. 13 – In Section 3: Role Descriptions – Updated Special Education Leader/Teacher Diagnostician to reflect current staffing. The Dryden 1.0 SEL/TD has been changed to a 0.5 SEL. The 0.5 SEL/TD in Red Lake position has been collapsed and will be covered by the Kenora TD.
5. Pg. 14 – In Section 3: Role Descriptions – Removed the Mental Health/Well-Being Co-Lead
6. Pg. 14 – In Section 3: Role Descriptions – Changed the number of Student Counsellors from 4 to 5.
7. Page 47 – updated to reflect last year's IPRC numbers
8. Page 49 - Removed 'Please see the **Parent's Guide** for more information' from the Parent's Guide. Replaced 'Please refer to the Parent's Guide to Special Education for greater detail. The Parent's Guide to Special Education is available from your school principal or can be found on the internet at...' with 'If you would like a digital version of this resource, it can be found on the internet at...' 9. Page 49 – updated link to Parent's Guide to Special Education
10. Page 58 – updated Principal/Vice-Principal/Administrative Assistants List to reflect this year.
11. Page 108 - Section 12: Provincial and Demonstration Schools - updated to reflect the number of students attending Provincial Demonstration Schools
12. Page 109 – Section 13: Special Education Staff - updated to reflect this year's Staff

13. Page 111 - Section 14: Staff Development - Added ' **Budget allocation** A portion of the Behaviour Expertise Amount Allocation will be used for training opportunities to build school capacity in ABA.

A portion of the ABA Training Amount Allocation will be used for professional development and release time for staff training of EAs, educators and school teams. A portion of the Multi-Disciplinary Team Component Funding will be used to build board capacity with regard to local behavioural, psychological, speech and language needs.'

14. Page 114 - Section 14: Staff Development – Removed 'Mental Health/Well-Being Co-Lead' from Responsibilities and Resources in the Mental Health Focus section of the P.D. Plan

15. Page 121 – updated information to reflect this year's SEAC

16. Page 123 - Section 18: Special Education Advisory Committee – Changed Board's Consultation Process from ' SEAC members to present the Special Education Plan to Area School Councils' to 'Once approved by SEA, administrators will be notified so that the Special Education Plan can be shared with Area School Councils' and 'KPDSB System Communication staff will notify the system once the plan is approved and posted to the board website.'

17. Page 123 - Section 18: Special Education Advisory Committee - Changed Staff Development Section 'The Board will seek advice for prioritizing ideas for PD by March - Annually' to 'SEAC will determine topics for professional development to be delivered at each monthly meeting. Ex. Special Education Plan, Children's Mental Health, Specialized Programs within KPDSB, SEAC Function/Education Act, IPRC Process, EA Allocation Process, Special Education Funding - Monthly'

18. Page 123 - Section 18: Special Education Advisory Committee – removed 'Recommendations made to board - Recommendation to initiate a web site listing' and changed 'Recommend that financial review be part of template of meetings starting in September' to 'Presentation of Special Education Funding plan – annually'.

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

8.02 A

**Keewatin-Patricia District School Board**

November 12, 2019

**NOTICE OF MOTION**

THAT the Keewatin-Patricia District School Board announce today the Board Offices Amalgamation Committee.

THAT Trustees \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ be appointed to the Board Offices Amalgamation Committee for a one (1) year term.

### **KPDSB - Board Offices Amalgamation Committee Report**

Strike a Committee consisting of five members to determine the Scope of Work/Mandate for the amalgamation of the KPDSB – Board Offices (Kenora and Dryden). The committee to be appointed at the Regular Board Meeting dated November 12, 2019

- Trustees (3): to be appointed by Cecile Marcino, Chair of the Board
- Richard Findlay, Superintendent of Business
- Arlene Szesztopalow, Procurement & Payables Officer

The final report to be presented to the Board of Trustees within one year.

Respectfully submitted by,  
Richard Findlay, Superintendent of Business



8.05 A

**Keewatin-Patricia District School Board**

November 12, 2019

**NOTICE OF MOTION**

THAT the 2019-2020 Enrolment Report be received.

Enrolment - Elementary by Grade  
2019-20 Enrolment  
October Actual & March Estimates

Updated Nov 7/19

Total Pupils		2019 Act											to	
SCHOOL	JK	K	1	2	3	4	5	6	7	8	Oct 2019 Total	Actual 2018-19	2018 Act	2018 Act
Beaver Brae									115	109	224	220	4	4
Crolancia	3	5	9	2	7	3	5	7	3	2	46	53	(7)	(7)
Ear Falls	13	10	8	7	7	8	13	14	15	14	109	112	(3)	(3)
Evergreen	15	15	12	23	18	21	18	24			146	145	1	1
GLC	21	24	14	21	20	12	28	19	16	14	189	185	4	4
Ignace	11	13	9	9	13	10	5	14	9	12	105	103	2	2
Keewatin	26	15	13	19	8	14	15	13			123	104	19	19
King George VI	41	31	28	31	24	38	34	18			245	247	(2)	(2)
Lillian Berg	10	13	13	5	10	7	10	11	9	3	91	84	7	7
New Prospect	34	35	35	40	27	34	31	20	32	28	316	320	(4)	(4)
Open Roads	23	32	33	35	34	38	40	59	65	48	407	370	37	37
Red Lake-Madsen	18	5	11	18	17	24	20	18	16	20	167	151	16	16
Savant Lake	-	-	1	-	1	2	-	2	1	1	8	10	(2)	(2)
Sioux Mountain	29	39	30	40	31	40	25	37	44	46	361	370	(9)	(9)
Sioux Narrows	5	5	3	5	3	2	7	5			35	32	3	3
Upsala	1	-	1	-	-	1	2	1	1	2	9	10	(1)	(1)
Valleyview	41	38	43	43	49	44	57	39			354	347	7	7
TOTALS	291	280	263	298	269	298	310	301	326	299	2,935	2,863	72	72
Budget 2019-20	262	272	281	293	274	286	302	289	305	296	2,860			
2019-20 Act to Bud	29	8	(18)	5	(5)	12	8	12	21	3	75			

Enrolment - Secondary  
Headcount by Grade  
2019-20 Enrolment  
October Actuals

Updated Nov 7/19

Total Pupils	Grade 9	Grade 10	Grade 11	Grade 12	Grade 12	21+ yrs of age	Oct 2019 Total	Actual 2018-19	2019 Act to 2018 Act
Beaver Brae SS	117	113	135	163			528	534	(6)
Crolancia	3	5	3	4			15	22	(7)
Dryden HS	133	136	132	209			610	633	(23)
Ignace HS	14	10	11	14			49	51	(2)
Sioux North HS	117	99	103	152			471	488	(17)
Red Lake DHS	54	49	54	63			220	240	(20)
SECONDARY TOTAL	438	412	438	605		-	1,893	1,968	(75)
Budget 2019-20	454	395	440	639			1,928		
2019-20 Act to Bud	(16)	17	(2)	(34)		-	(35)		

2019-20 Enrolment; Secondary