

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING # 5

Tuesday, April 6, 2021

Time: 7:00 p.m.

Virtual Meeting

Please refer to KPDSB website for access

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 – March 9, 2021
7. Presentations/Delegations
8. Presentation of Reports and Accompanying Motions
 - 8.01 Education
 - A. **Students Come First Presentation** S. Bailey
 - Partnerships in Education for Student Success
 - NAN KPDSB School Support Program / RRNST
 - RRNST Support Vice-Principal: N. Menard-Mousseau
 - NAN Support Principal: M. Boos
 - Guest Principal: A. Lawrence, North Spirit Lake First Nation
 - B. Student Trustees Report Emma/Ethan
 - C. New Teacher Induction Program Report C. Moore
 - D. Special Education Report C. Moore
 - E. 2021-2022 School Year Calendar Update S. Bailey
 - F. Policy 308, Concussions S. Bailey
 - G. Policy 320, Appropriate Dress for Students C. Moore
 - 8.02 Executive Committee
 - A. Covid-19 Update SL Pharand
 - B. Policy and Procedure Updates C. Marcino
 - C. Trustee Appointments C. Marcino
 - Operational By-Laws Subcommittee
 - 8.03 O.P.S.B.A. Update
 - 8.04 Parent Involvement Committee (nil)

- 8.05 Operations
 - A. Policy 610, Surplus Asset Management and Disposal R. Findlay
 - B. Policy 803, Facilities R. Findlay
- 8.06 Finance
 - A. Audit Committee Membership R. Findlay
 - Appointment of Voting Community Member
 - B. Policy 609, Investments R. Findlay
- 8.07 Human Resources (nil)
- 8.08 Special Education Advisory Committee
 - A. Committee Appointment(s) C. Moore
- 8.09 Indigenous Education Advisory Committee (nil)
- 8.10 Early Years Advisory Committee
- 9. Other Motions
- 10. Correspondence
- 11. New Business
- 12. Observer Comments
 - If you have questions during the meeting regarding agenda items presented this evening, please submit to the following email address: questions@kpdsb.ca
 - Questions will be responded to under this agenda item - Observer Comments
- 13. Next Meeting Date – May 11, 2021
Virtual
- 14. Adjournment

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #4

The minutes of Regular Board Meeting of the Keewatin-Patricia District School Board held March 9, 2021 via virtual meeting.

Call to Order	The meeting was called to order at 7:00 p.m.					
Roll Call	E. Bortlis M. Guitard C. Marcino G. Kleist	D. Cornish R. Griffiths B. Gauthier B. O'Donohue	M. Duncalfe D. Head E. Gardner, Indigenous Student Trustee E. Belrose, Student Trustee			
Absent with Regret	J. Kitowski					
Officials	Sherri-Lynne Pharand, Richard Findlay, Shannon Bailey, Jane Lower, Chantal Moore Communications Officer and Executive Assistant present.					
Also Present	Media, Staff and interested public.					
Agenda	Moved by: Seconded by:	B. Gauthier M. Guitard				
Motion	68-21	THAT the agenda for Regular Board Meeting of March 9, 2021 be approved.				
		Non-binding (Student Trustee)	FOR 2	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 Minutes	Nil					
	Moved by: Seconded by:	E. Bortlis M. Duncalfe				
Motion	69-21	THAT the minutes of Regular Board Meeting held February 9, 2021 having been duly circulated be confirmed.				
		Non-binding (Student Trustee)	FOR 2	OPPOSED 0	CARRIED	
		Binding	FOR 11	OPPOSED 0	CARRIED	
	For the public and stakeholders attending the meeting this evening.					
	<ul style="list-style-type: none">If you have questions during the meeting regarding the agenda items presented tonight, please submit them to the email address located on Agenda Item #12, Observer Comments. Questions will be responded to under that agenda item.					
Students Come First	Ear Falls Public School 2.0 – After Renovations Principal: J. Olsen Staff: E. Anders, J. Lindeman, S. Hando A video presentation showcasing the school renovations was presented by EFPS students.					
Student Trustee Report	Moved by: Seconded by:	D. Cornish D. Head				
Motion	70-21	THAT the Student Trustee's Reports be received.				
		Non-binding (Student Trustee)	FOR 2	OPPOSED 0	CARRIED	
		Binding	FOR 11	OPPOSED 0	CARRIED	

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Moved by: M. Guitard
Seconded by: E. Bortlis

Motion 71-21 THAT the verbal report on the Family Literacy Month be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: D. Cornish
Seconded by: B. Gauthier

Motion 72-21 THAT the verbal report on Policy 311, School Scholarships and Awards, be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

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

Motion 73-21 THAT Policy 311, School Scholarships and Awards, be approved as amended with the next review date in year 2024.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: M. Guitard
Seconded by: E. Bortlis

Motion 74-21 THAT the verbal report on Policy 330, Character Development, be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: G. Kleist
Seconded by: M. Duncalfe

Motion 75-21 THAT Policy 330, Character Development, be approved as amended with the next review date in year 2024.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

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

Motion 76-21 THAT the Covid-19 update be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: B. Gauthier
Seconded by: M. Guitard

Motion 77-21 THAT the 2021 Board Meeting Schedule update be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: D. Cornish
Seconded by: E. Bortlis

Motion 78-21 THAT the 2021 Board Meeting Schedule be approved as amended, to reflect the meeting date change from April 13, 2021 to April 6, 2021.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: D. Head
Seconded by: M. Guitard

Motion 79-21 THAT the verbal report on the Support for Schools be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: B. Gauthier
Seconded by: M. Duncalfe

Motion 80-21 THAT the budget reallocation, from the Trustees budget to Elementary and Secondary Schools of \$40,000.00 (forty thousand dollars and zero cents), be approved and administration be authorized to execute the transfer.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: R. Griffiths
Seconded by: G. Kleist

Motion 81-21 THAT the OPSBA verbal update be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: E. Bortlis
Seconded by: D. Head

Motion 82-21 THAT the Special Education Advisory Committee verbal update be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Moved by: B. Gauthier
Seconded by: G. Kleist

Motion 83-21 THAT the Indigenous Education Advisory Committee update be received.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

New
Business Nil

Observer
Comments
Observers may participate by submitting questions, regarding the agenda items presented at the meeting this evening, to the following email address:
questions@kpdsb.ca
Questions will be responded to under this agenda item, Observer Comments.

Adjournment

Moved by: R. Griffiths
Seconded by: E. Bortlis

Motion 84-21

THAT the meeting adjourn at 8:04 p.m.

Non-binding (Student Trustee)	FOR	2	OPPOSED	0	CARRIED
Binding	FOR	11	OPPOSED	0	CARRIED

Chair of the Board



Secretary of the Board



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Memorandum of Understanding

In 2016, the Nishnawbe Aski Nation and the Keewatin Patricia District School Board signed a Memorandum of Understanding to establish a framework to, "improve educational outcomes for NAN students in both NAN First Nations operated schools and provincial schools". This partnership led to the creation of the NAN KPDSB School Support Program, with a focus on MentorCoaching to support principal leadership development. During the last three years, the program has expanded to include the NAN KPDSB New Teacher Induction Program and NAN KPDSB Mental Health Champion Program.












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NAN KPDSB School Support Program





The following First Nations currently participate in the support program:

- Bearskin Lake First Nation
- Fort Severn First Nation
- North Spirit Lake First Nation
- Marten Falls First Nation
- Mattagami First Nation
- Mishkeegogamang First Nation
- Webequie First Nation
- Long Lake #58 First Nation

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OVERALL GOALS



The overall goals of the NAN KPDSB School Support Program are to assist principals with the development of leadership skills needed to:

- implement high impact leadership practices in which they can ensure that the everyday actions of staff are focused on improving student outcomes.
- utilize instructional leadership practices that encourage exemplary teacher practice, while setting targets to improve student learning.
- create and implement effective school improvement plans based on student and staff needs, including culturally responsive programming.
- develop a collaborative professional learning environment in which staff work continuously to improve their practice to meet individual student needs.
- support students and staff as they develop strategies to respond to the ongoing challenges associated with the pandemic, including those that address mental health and wellness.

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Principal MentorCoaching Program



- Specific areas of support aligned with the needs of individual schools
- 'At the Elbow Support' in First Nation schools
 - School improvement planning, including target setting to improve academic achievement.
 - Support with the Ontario Teacher Performance Appraisal process.
 - Development and implementation of Professional Learning Communities.



School Visit in Bearskin Lake First Nation



PLC Meeting with school staff in North Spirit Lake First Nation

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Principal MentorCoaching Program



NAN Principal Learning Team, Visit to Valley Central Public School

- Ongoing networking with principals
- Principal Learning Team meetings
- Visits to public and First Nation schools in the Thunder Bay and Sioux Lookout regions to observe best practices in school leadership and classroom instruction
- Support for school leaders as they respond and adapt to the challenges associated with the pandemic.



NAN Principal Professional Learning Team Meeting at Lakehead University in Thunder Bay

"Through this partnership... our school has been provided resources, mentorship, current information and a network of support that has been critical in helping the Wasaho Cree Nation school be informed, proactive and a very academic focused school community. The principal mentor coach has provided critical support that has helped to close the gap for Independent First Nations Schools."

- L. McEwan (Wasaho Cree Nation School - Fort Severn First Nation)

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NAN KPDSB New Teacher Induction Program



- NAN NTIP teachers are paired with a teacher mentor from the KPDSB.
- Opportunities to visit the mentor's schools and share best practices and challenges.
- Mentor and mentee teachers keep in communication throughout the school year via telephone, email and online sessions.



NTIP Mentee Visit to Mentor Classrooms at Sioux Mountain Public School

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NAN KPDSB New Teacher Induction Program



KPDSB Staff Provide Professional Learning to NAN and KOBE NTIP Teachers



NAN and KOBE NTIP Teachers on Medicine Walk with Elders

- Online professional learning sessions are provided by the KPDSB staff.
- In other years, the NAN mentee teachers have travelled to Kenora or Dryden to participate in face to face professional learning meetings
- These support networks are critical for many teachers who are working and living in remote First Nations.

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NAN KPDSB Mental Health Champion Program



Goals of the Program

- Increase awareness about mental health issues among students and staff.
- Increase awareness of trauma informed practices.
- Provide professional development and resources in mental health.
- Provide an opportunity for schools to participate in a communication network focused on mental health issues.
- Develop capacity in mental health first aid practices and procedures.

The Mental Health Champion Program now includes 16 First Nation schools across NAN territory

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NAN KPDSB Mental Health Champion Program



NAN Mental Health Champions, ASIST Training



- Work in collaboration with the KPDSB Mental Health Lead, Candice Kerkermeier
- Virtual meetings every 4 to 6 weeks
- Mental health and wellness resource purchases for schools
- Sharing of best practices and challenges in mental health and wellness
- Opportunities for schools to participate in Mental Health First Aid and ASIST Training
- In previous years, opportunities for MH Champions to meet face to face twice each year.

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Rapid Response Northern School Team

~ Collaborative, Supportive, Compassionate ~

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Partnerships

The Rapid Response Northern School Team was created by the Ministry of Indigenous Education and Well-Being Division in partnership with Nishnawbe Aski Nation, Treaty 3 and Keewatin Patricia District School Board to support schools in First Nations communities, specifically in the NAN and Treaty 3 Areas. It is fully funded by the Ministry of Indigenous Education.


"Alone we can do so little; together we can do so much."

~ Helen Keller ~

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OVERALL GOALS of the RRNST

- To provide interim support to First Nations operated schools during times of **crisis** so that schools remain open as a safe, caring environment for students. When requested, the team works collaboratively with First Nations partners to provide support for staff to continue to deliver education and wellness for students. [Brochure](#)
- To provide **educational** support services to First Nation operated schools such as professional development, programming for students, teacher-teacher mentorship, and consultation. The team works collaboratively with requesting schools to determine the types of support needed based on the school's identified goals.
- To support students and staff as they respond to the ongoing challenges associated with the pandemic.
- To strengthen Indigenous education and mental health outcomes.

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"Individual commitment to a group effort - that is what makes a team work, a company work, a society work, a civilization work."

~ Vince Lombardi ~



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What does crisis response look like?



"Your team is amazing! You got us through the toughest weeks last year."

~Jemima Cutfeet, Principal~

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"I am personally grateful for your support, my wife would not have been able to return to work had your team not been at the school to support the staff and students."

~ Jack Brown, Deputy Chief of Kasabonika First Nations ~

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What do educational support services look like?





- Professional Development
- Teacher Mentorship and Support
- Consultation
- Transition to High School Support
- Resources







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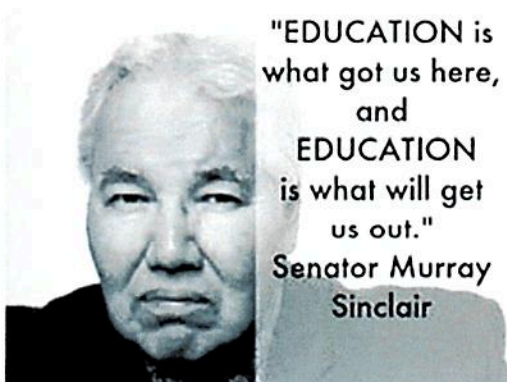

Victoria Linklater Memorial School
Adrian Lawrence, Principal



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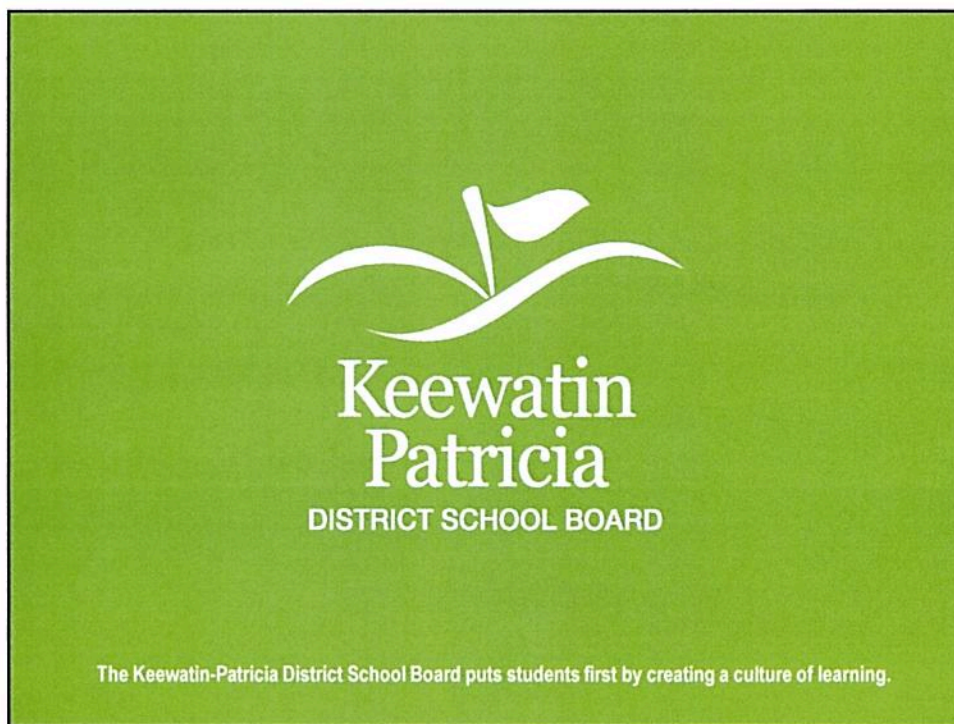


"EDUCATION is
what got us here,
and
EDUCATION
is what will get
us out."
Senator Murray
Sinclair

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8.01 B

Keewatin-Patricia District School Board

April 6, 2021

NOTICE OF MOTION

THAT the Student Trustee's Reports be received.

Student Trustee Report March Updates

1. Introduction

The month of March we were able to continue our work and meet with our student representatives and how our work is progressing. We hope to continue to gain feedback to ensure our work is best for our students.

2. Situation

2.1 On March 23rd, I attended the Committee of the Whole meeting.

2.2 On March 25th, We were able to meet with our student representatives. This was a great meeting to gain insight about how our work is being received and to hear some of their ideas as well. Some of the interesting ideas suggested was how positive feedback has really benefited students. Especially during our pandemic acknowledging the work students have done is so beneficial to encourage this work to continue. Another great idea or catchphrase was “mental minutes”, which is where you take the time to reflect on your mental health. We also heard some ideas about the quadmester with different grades, and how senior classes enjoy more of a university experience with shortened, more intense learning periods. There were also some ideas with how virtual learning has changed snow days and how it may reduce motivation to attend on those days as they may not get face to face time with teachers. Overall, we were very happy to meet with our representatives and hear many of the great ideas they had.

3. Conclusion

In the coming months we hope to continue to work with both the board and our student representatives for the best outcomes for our students. We are very excited to meet with our representatives and continue to prepare for events in the future.

Respectfully submitted by:
Ethan Belrose, Student Trustee, Beaver Brae Secondary School

Keewatin-Patricia District School Board

April 6, 2021

NOTICE OF MOTION

THAT the report on the New Teacher Induction Program be received.

New Teacher Induction Program

The Keewatin-Patricia District School Board offers the New Teacher Induction Program (NTIP) every year to support teachers who are new to the Board and the profession. NTIP is mandatory, each teacher must participate to receive their NTIP notation on their OCT within the first two years of becoming a permanent teacher. Although NTIP is designed for permanent teachers, we do also receive money to support Long Term Occasional and Occasional Teachers who always are invited to fully participate in the Program.

To successfully complete the program, each teacher must participate in professional learning and document it on their Individual NTIP Strategy Form (INS form) which must be signed by their Principal. In addition, each teacher must participate in two successful Teacher Performance Appraisals.

New Teacher Support:

- Each teacher is connected to an experienced teacher as a mentor. When choosing a mentor, consideration is given to teachers in their home school with a similar grade.
- Each teacher is given release days that can be used to meet with their mentor to plan instruction and assessment, visit other classes or attend learning sessions.
- Professional development opportunities are offered at minimum once per month by central staff. All sessions are recorded so that teachers can go back and review them at any time. Teachers are responsible for recording and tracking their learning on their Individual NTIP Strategy Form (INS form).
- School and Board orientations are done at the beginning of the year, so teachers are familiar with both the board and school.
- All teachers and administrators are given access to a shared drive which houses information that teachers will need for the duration of the program. Items such as central board directory, NTIP handbook, mental health supports, calendar of training sessions, school orientation checklists, and recordings of professional development sessions are in one place for easy access.
- All new teachers receive a welcome e-mail with information about the resources and links that they need to fully participate in the program.
- Central SATs are assigned areas as extra support and check-in for teachers.
- Each teacher receives resources that help support their learning.

NTIP Partners:

Both KOBE and NAN teachers fully participate in our program and receive their notations from the Keewatin-Patricia DSB. KPDSB provides mentors to both organizations and teachers are given the opportunity to visit each other in their home schools and communities (in non- Covid years).

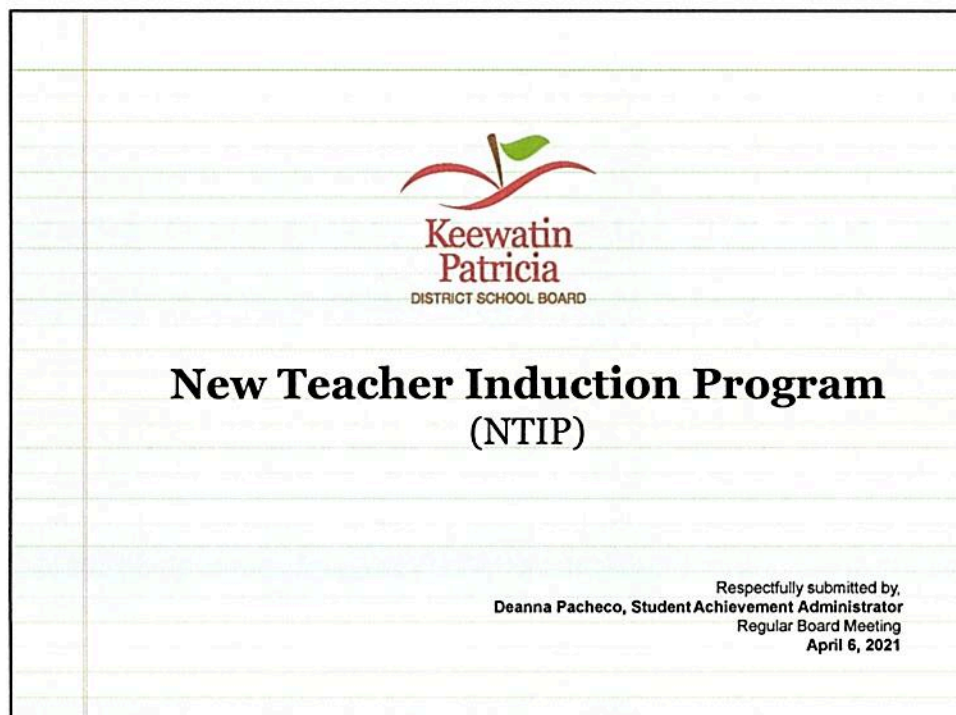
Reporting:

We complete a planning report in September with a final report in June. In the reports, we provide information on what types of activities we are offering, how many teachers we are supporting, and the costs associated with the program.


Respectfully submitted by:
Chantal Moore, Superintendent of Education
Deanna Pacheco, Student Achievement Administrator



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NTIP Team

Deanna Pacheco, Student Achievement Administrator

Lindsay Young, Student Achievement Teacher


Ann McDonald, Curriculum Administrator, Early Years Lead, FSL Lead

Michelle Parrish, Blended Learning & Digital Skills Curriculum Support

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NTIP Notation

- Ministry mandates that all new teachers must have the NTIP notation on their OCT.
- Teachers can participate in the program for 2 years.
- To complete the program, they need two TPAs and their INS form completed.
- Program includes permanent teachers, LTOs and daily supply teachers.

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Number of NTIP Teachers

- KPDSB: 36
- NAN: 10
- KOBE: 9

Working with our NAN and KOBE Partners

- Teachers are matched with a KP mentor
- Mentors are encouraged to visit each other in person
- Teachers attend all training sessions and have access to all the same resources
- Notation is given through KPDSB

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Program Requirements

- Orientation for all new teachers to the school and school board
- Mentoring for new teachers by experienced teachers
- Professional development and training appropriate for new teachers
- Two satisfactory performance appraisals
- INS form completed to demonstrate their learning

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Supports for New Teachers

- **Shared drive where everything is located**
 - NTIP manual
 - Board directory
 - Individual NTIP Strategy forms (INS forms)
 - Copies of recorded sessions
 - Mental Health information
 - OCT Standards of Practice
 - Mentor and administrator information
 - TPA information and templates
- **NTIP Calendar completed for the year**
- **Meetings are all done via ZOOM and recorded and posted**

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Mentoring

- Mentoring should be an ongoing relationship throughout the first year of professional practice.
- Release days are given to support the work.
- Mentors are chosen by the Principals in the schools with consideration given to grade and level of support the teacher needs.
- Mentors can support the teacher with planning, assessment, resources, trouble shooting issues that arise and much more.

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Quality Professional Development

- Literacy and Numeracy strategies
- Student Success
- Safe Schools
- Understanding and applying progressive discipline
- Inclusive Education
- Early Learning
- Classroom management
- Planning, assessment, and evaluation
- Communication with parents
- Teaching students with special needs and addressing the varied challenges
- Meeting the needs of diverse learners that require a broad repertoire of instructional strategies

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Reporting

Planning Report

- Boards submit an NTIP plan in September that provides an overview plan of the upcoming program.

Final report

- Boards submit a final report the following July. The report will provide program information and a detailed Accounting Statement summarizing all NTIP expenditures and accounting for all NTIP funding provided during the year.

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8.01 D

Keewatin-Patricia District School Board

April 6, 2021

NOTICE OF MOTION

THAT the Special Education Report be received.

Special Education Executive Summary

KPDSB is dedicated to providing the best possible learning environment for each student and is committed to the integration of exceptional students in their neighbourhood schools. The goal of special education support services is to provide appropriate resource and program support to all teachers so that as many of these students as possible remain in regular classes for program delivery. Our Central Special Education team consists of special education leaders, teacher diagnosticians, speech language pathologists, and applied behaviour analysis leaders who support special education resource teachers (SERTs), education assistants, classroom teachers, and administrators to provide the resources and support to students with special education learning needs. All staff working with the central special education team have responded positively and have demonstrated incredible willingness to learning technology platforms to support their students.

Special Education Leader (SEL)

While the role of the Special Education Leader (SEL) remains the same, the way that they connect with school staff and students has changed considerably. In our efforts to ensure that safety is a priority, SELs now connect virtually or via telephone to provide support and have adapted smoothly. This has pushed SELs to learn to apply technology to ensure they are effectively running virtual PD sessions, meetings, and IPRCs with our schools. This year has taught us that face-to-face is not always necessary. We have excellent digital tools to connect virtually for many things that save time and resources. One highlight is the opportunity to spend time virtually with colleagues in further reaches of the board. SELs have built connections with SERTs across the system rather than just with their own schools. We hope this can be sustained as we move beyond COVID-19.

Teacher Diagnostician

Our Teacher Diagnosticians have had the opportunity to work with students in most of our communities. In a highly structured setting and wearing appropriate PPE, the teacher diagnosticians have been able to work one on one with students administering educational assessments. Reports are written and tailored to the individual needs and profile of the student. The goal of the report is to provide an understanding of the student's cognitive abilities compared to their achievement abilities. After assessments, the teacher diagnostician meets virtually with school teams and parents and guardians to review the report.

Respectfully submitted by:
Chantal Moore, Superintendent of Education
Jennifer Gray, Special Education and Safe & Supportive Schools Administrator

The educational report is a basis for consultation services and gives a breakdown of the student's strengths and needs, as well as classroom strategies and recommendations to support each student's learning. During these post meetings, it is evident that school teams have a deep understanding of their students, their students' strengths, and their willingness to learn and understand more about the information presented to support student learning.

Speech Language Pathologist (SLP)

The KPDSB Speech Language Pathologist (SLP) role has been adapted, in that they are primarily providing assessment, intervention, and consultation services virtually, with the support of school teams and families. Speech Language Assistants (SLAs) have continued to provide in-school intervention services to many students across our system, as well as virtual intervention for students enrolled in the Elementary Digital school. The Speech Language Pathologist and Speech Language Assistant team have successfully integrated additional COVID-19 requirements and regulations as set out by the Ministry of Health which regulates the work of Speech Language Pathologists. One area to highlight during the Covid-19 pandemic is increased contact between the SLP/SLA team and parents/caregivers, due to both clinical demands and ministry requirements. This contact has resulted in improved communication and relationships, a better understanding of student needs, and an improved ability to promote students' communication skill development in all communicative environments.

Applied Behaviour Analysis Leader (ABA)

The role of the Applied Behaviour Analysis (ABA) Leader has been adapted to provide virtual support in the implementation of ABA and positive behaviour intervention strategies for students with Autism Spectrum Disorder (ASD) and Tier 3 behaviours. Our ABA leaders now provide individualized student consultations to school teams virtually through the use of Zoom and complete student observations virtually, when possible. Additionally, they have virtually provided professional development training on ABA and its implementation to school teams, small groups, and board wide to all EAs. One highlight this year was organizing a partnership with George Jeffrey Children's Centre to virtually deliver two evidence based social skill programs for students with diagnosed ASD aged 6 to 17, running from March 23 to June 14, 2021.

Respectfully submitted by:

Chantal Moore, Superintendent of Education

Jennifer Gray, Special Education and Safe & Supportive Schools Administrator

8.01 E

Keewatin-Patricia District School Board

April 6, 2021

NOTICE OF MOTION

THAT the 2021-2022 School Year Calendar update be received.



Revised PD as at March 2021

21 Instructional Days

September 2021

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

20 Instructional Days

October 2021

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

19 Instructional Days

February 2022

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

20 Instructional Days

November 2021

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

18 Instructional Days

April 2022

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

13 Instructional Days

December 2021

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

21 Instructional Days

May 2022

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

20 Instructional Days

January 2022

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

17 Instructional Days

June 2022

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

<u>Professional Activity Days</u>	
August 30, 2021	PA Day
August 31, 2021	PA Day
September 1, 2021	PA Day
November 1, 2021	PA Day
January 28, 2022	Elem - Report Card Sec - Curriculum
April 22, 2022	PA Day
June 10, 2022	Elem - Report Card Sec - Curriculum

Elementary	
Progress Report	November 17, 2021
Elementary Report	February 16, 2022
Elementary Report	June 24, 2022
Secondary	
Semester 1	August 30, 2021 – January 27, 2022
Semester 1 Term 1	August 30, 2021 – November 5, 2021
Semester 1 Term 2	November 8, 2021 – January 27, 2022
Mid Term Report	November 22, 2021
Exams	January 24, 25, 26, 27, 2022
Final Report	February 8, 2022
Semester 2	January 28 – June 24, 2022
Semester 2 Term 1	January 28 – April 12, 2022
Semester 2 Term 2	April 13 – June 24, 2022
Mid Term Report	April 21, 2022
Exams	June 17, 20, 21, 22, 23, 24, 2022
Final Report	July 2022

Keewatin-Patricia District School Board

April 6, 2021

NOTICE OF MOTION

THAT the verbal report on Policy 308, Concussions, be received.

THAT Policy 308, Concussions, be reaffirmed with the next review date in year 2025.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board to develop and implement policies and procedures that create awareness of the seriousness of concussions, along with strategies for the prevention of concussions, the identification and management of diagnosed concussions, and training for school board staff and school volunteers. It is also the policy of the Keewatin-Patricia School Board to work with community partners to promote awareness and prevention of concussions.

Rationale

Recent research has made it clear that a concussion can have a significant impact on a student's cognitive and physical abilities. In fact, research shows that activities that require concentration can actually cause a student's concussion symptoms to reoccur or worsen. It is equally important to help students as they "return to learn" in the classroom as it is to help them "return to physical activity".

Definitions

Concussion is the term for a clinical diagnosis that is made by a medical doctor or a nurse practitioner.

A concussion:

1. Is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
2. May be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;

Cross References:	
OPHEA Safety Guidelines and Rowans' Law Day Toolkit for Schools MOE PPM 158 Procedure 308 Concussions	Date Approved: November 11, 2014 Date Reviewed: June 14, 2016 Review by: 2020

3. Can occur even if there has been no loss of consciousness (in fact most concussions occur without loss of consciousness); and
4. Cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

Guidelines

We recognize that educators and school staff play a crucial role in the identification of a suspected concussion, as well as the ongoing monitoring and management of a student with a concussion. Awareness of the signs and symptoms of concussions and knowledge of how to properly manage a diagnosed concussion is critical in a student's recovery and is essential in helping to prevent the student from returning to learning or physical activities too soon and risking further complications. Ultimately, this awareness and knowledge could help contribute to the student's long term health and academic success. As part of the Keewatin-Patricia District School Board's Policy on Concussions, the procedures document will reflect the following components:

1. Development of Awareness of Concussions
2. Prevention of Concussions
3. Identification of Concussions
4. Management of Procedures for a Diagnosed Concussion
5. Regular and Ongoing Training on Concussions

Keewatin-Patricia District School Board

April 6, 2021

NOTICE OF MOTION

THAT the verbal report on Policy 320, Appropriate Dress for Students, be received.

THAT Policy 320, Appropriate Dress for Students, be approved as amended with the next review date in year 2025.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board to support its schools in meeting their expectations of appropriate student dress.

Principals, in conjunction with school councils, will review these expectations regularly and communicate them to the parents and students at the beginning of every school year and thereafter as deemed necessary.

Rationale

In conjunction with the Safe Schools Act, subsection 302 (5), this policy will promote safe and respectful learning and teaching environments.

Guidelines

1. This policy is administered under and guided by the Ontario Code of Conduct and Safe Schools Act, 2000, subsection 302(5).
2. Principals, in consultation with School Councils, may develop an appropriate dress policy.
3. The policy must be consistent with the ~~Human Rights code and the Charter of Rights and Freedoms~~ **Canadian Charter of Rights and Freedom and the Ontario Human Rights Code** (i.e., disability, religious beliefs).
4. Students are expected to comply with the Board and School policies on appropriate dress. Non-compliance may lead to progressive discipline consequences.
5. A dress code prohibiting the wearing of clothing or display of symbols that exhibit drug paraphernalia, are sexually explicit, incite hatred and biases, identifies a student with gang involvement or depict inappropriate concepts as identified by the school will be enforced.
6. Principals will review and monitor the Appropriate Dress policy in consultation with the school council, annually and as requested.
7. Ensuring compliance with the policy will be the responsibility of the principal and the school staff.

Cross References
Safe Schools Act 302 (5)
Ontario Human Rights Code
Canadian Charter of Rights and Freedom
Policies:
Policy 321 Safe and Supportive Schools
Policy 322 Code of Conduct
Policy 330 Character Development
Policy 501 School Councils and Parent Involvement Committee
Procedures:
320, Appropriate Dress for Students
321, Safe and Supportive Schools

Date Approved: June 12, 2001
Date Reviewed: April 8, 2003
Date Revised: June 13/06; Nov 10/09;
Feb 11/14; June 13/17;

Review by: 2020

8. Schools considering the adoption of a school uniform shall refer to Procedure 320, Appropriate Dress for Students.

Cross References

Safe Schools Act 302 (5)

Ontario Human Rights Code

Canadian Charter of Rights and Freedom

Policies:

Policy 321 Safe and Supportive Schools

Policy 322 Code of Conduct

Policy 330 Character Development

Policy 501 School Councils and Parent Involvement Committee

Procedures:

320, Appropriate Dress for Students

321, Safe and Supportive Schools

Date Approved: June 12, 2001

Date Reviewed: April 8, 2003

Date Revised: June 13/06; Nov 10/09;
Feb 11/14; June 13/17;

Review by: 2020

8.02 A

Keewatin-Patricia District School Board

April 6, 2021

NOTICE OF MOTION

THAT the Covid-19 update be received.

Keewatin-Patricia District School Board

April 6, 2021

NOTICE OF MOTION

THAT the verbal report on the Policy and Procedure updates be received.

THAT the Policies and Procedures of the Keewatin-Patricia DSB, from this day forward, will include gender-neutral language.

Keewatin-Patricia District School Board

April 6, 2021

NOTICE OF MOTION

THAT the verbal report on the KPDSB Operational By-Laws Subcommittee be received.

THAT _____, _____, and _____ be appointed to the KPDSB Operational By-Laws Subcommittee.

8.05 A

Keewatin-Patricia District School Board

April 6, 2021

NOTICE OF MOTION

THAT the verbal report on Policy 610, Surplus Asset Management and Disposal, be received.

THAT Policy 610, Surplus Asset Management and Disposal, be approved as amended with the next review date in year 2025.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board (**KPDSB**) that all reasonable efforts will be made to reallocate surplus assets within the Board, prior to disposing of them through sound financial and waste management practices.

Rationale

The guidelines contained in this policy serve to ensure that schools and departments evaluate the usefulness of surplus assets and follow appropriate re-allocation or disposal processes.

Definitions

1. Surplus Assets

Surplus assets are assets that are no longer needed by a school or department that may or may not be usable by another school or department. Surplus assets include both assets in a good state of repair (e.g. good quality furniture that remains after a school closure) and obsolete assets.

2. Obsolete Assets

Obsolete assets are assets that are in poor condition, non-functioning, or beyond reasonable repair value or are no longer useable for technical reasons.

Guidelines

1. In consultation with the Facilities ~~d~~**Department**, the Superintendent, Principal or Manager responsible for a particular asset may declare it to be surplus to the needs of the Board, ~~S~~ **school** or ~~D~~ **department**. Once declared surplus, an item may either be re-allocated or disposed of, in a manner authorized by this policy.

2. Storage

Storage of assets outside of any school or administrative building is to be viewed as a short term, purchased service. ~~The Board~~**KPDSB** does not have central storage services available for schools or departments.

Off-site storage is only to be used for short term situations where sufficient space is not available in the **\$ school** or department (*i.e.* renovations, etc.). Arrangements for off-site storage will be made by Facilities staff. Schools or departments will be responsible to pay applicable storage, transportation, and possible insurance charges if they wish to retain control of the assets.

3. Disposal

Once an asset has been declared surplus, the following procedure is to be followed:

The school or department will advise the **Purchasing Procurement** Department of any surplus assets. If a surplus asset is deemed to be obsolete by the **Purchasing Procurement** Department and the originating school or department, the obsolete asset may be disposed of in accordance with this policy.

For surplus assets that are not obsolete, the originating school or department shall supply a contact name and any asking "price." The **Purchasing Procurement** Department will advise all other schools and departments via email of the availability of the surplus assets and invite expressions of interest. Surplus assets are available to all schools and departments on a first-come, first-served basis.

If there is interest in the asset, the interested parties will attempt to negotiate an appropriate budget credit to the school or department disposing of the asset. If a credit amount is agreed upon, the Finance department is to be notified of the account codes and amounts to be debited and credited. The receiving school or department shall be responsible for any costs to relocate the surplus asset.

In the case of assets purchased from central board budgets (e.g. classroom furniture, classroom computers), the Director of Education or designate has the authority to order the relocation of assets to meet the needs of the system, with no budget transfer being made.

If, after a reasonable time after the sending of the email notification, there is no interest internally in the asset, the **Purchasing Procurement** Department in consultation with the Principal/Manager will determine a method of disposal which would result in either the highest salvage value or lowest disposal cost to the Board.

Any funds received in disposal of the asset would be credited back to the budget account that originally funded the purchase of the asset. If that cannot be determined, funds would be credited to general revenues of the board.

There will be no preference or benefits given to Board staff and trustees in the disposal of assets over the general public. Notwithstanding the above, the **Purchasing Procurement** Department may invite employees to bid on surplus assets having an expected sale value of less than \$500.00 per item on an 'as is, where is' basis, provided that no asset shall be sold to an employee for an amount less than would be expected to be achieved, in the opinion of the **Purchasing Procurement** Department, through a general sale to the public.

4. Authority

Final administrative authority with respect to all matters regarding surplus assets rests with the Director of Education or designate.

5. Disposal of Computers and Peripherals

The ~~Information Systems~~ **Learning Technology** Department, in consultation with the appropriate Superintendent, shall have the authority to reallocate surplus computers and peripherals to any school or department without compensation to the originating department.

The ~~Information Systems~~ **Learning Technology** Department shall have the responsibility to determine when computers and peripherals in any school or department are obsolete assets. The ~~Information Systems~~ **Learning Technology** Manager, in consultation with the **Purchasing Procurement** Department, may dispose of obsolete computers and peripherals by selling or donating them on behalf of the Board to non-profit organizations or by disposing of them in an environmentally sound manner.

Keewatin-Patricia District School Board

April 6, 2021

NOTICE OF MOTION

THAT the verbal report on Policy 803, Facilities, be received.

THAT Policy 803, Facilities, be approved as amended with the next review date in year 2025.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board (**KPDSB**) to build and operate safe and accessible facilities that utilize innovative, cost effective, energy efficient and environmentally sound maintenance, operating and construction practices to maximize learning opportunities for students.

Rationale

1. A school is an educational institution. It is imperative that schools and other facilities operated by the ~~Board~~ **KPDSB** provide a superior learning and working environment for students and employees. By improving the operating condition in schools and maintaining our schools in a high-quality state, students will be placed in an environment where success and opportunities will be greatly enhanced.
2. ~~The Board~~ **KPDSB** has a legal and social responsibility to ensure the highest degree of accessibility possible to its facilities and to constantly strive to improve accessibility.
3. The operation of a facility for teaching and learning must project and deliver the message that ~~the Board~~ **KPDSB** is environmentally conscious, energy conscious and an energy efficient organization which is financially responsible and accountable.
4. The safety of our students and staff is paramount. All caretaking and maintenance practices will be designed and implemented with safety as a fundamental consideration.

Guidelines

1. School mechanical, electrical, and heating systems must be operated and maintained in a manner which ensures maximum efficiency from a financial perspective. These practices are intended to ensure that systems operate at a level which minimizes energy consumption and maximizes system efficiency.
2. When undertaking major capital projects, ~~the Board~~ **KPDSB** will evaluate system options on the following criteria:
 - i) Design will ensure that learning and working conditions are given the highest priority;
 - ii) Energy efficiency design innovation will be encouraged;
 - iii) Design will endeavour to minimize environmental impact; and
 - iv) Design will meet or exceed current accessibility standards.

3. A site based custodial/maintenance delivery model will be utilized to ensure facilities are maintained and cleaned to a high standard and to minimize the requirement for major facilities renovation.
4. The Board will maintain an accessibility plan and strive toward making all Board facilities accessible, subject to the availability of funds for this purpose.
5. All caretaking and maintenance practices will be designed to ensure that there will be minimal environmental impact.
6. Playground equipment will be inspected and maintained to a high level by school maintenance personnel. School playgrounds will be kept clean of litter.

7. Specific Provisions

7.1 Planning

- a) Annually, the Director of Education or designate will undertake a Quality Management Inspection to evaluate caretaking services and overall school maintenance conditions for each school.
- b) Principals will meet annually with the Facilities Department Area Supervisor and/or Manager **Assistant Manager, Facility Planning and Development and/or the Assistant Manager, Facility Operations and Maintenance** to provide input into the establishment of priorities for renovations and improvements to the school building(s) and site. Principals will also consult with School Council and locally elected Trustees in establishing the priorities for renovation and improvement.

7.2 Monitoring

It is the responsibility of all senior staff to monitor and evaluate compliance with this policy throughout their daily interactions with schools.

Keewatin-Patricia District School Board

April 6, 2021

NOTICE OF MOTION

THAT the report on the Audit Committee Appointment of a Community Member be received.

THAT Kirby Parks, who is not a KPDSB Board member, be appointed to the Audit Committee for a three-year term.

Audit Committee Appointment of Community Member

The selection committee (consisting of the Director of Education, Superintendent of Business, and the Chair of the Board) is pleased to recommend that Kirby Parks be appointed to the KPDSB's audit committee as a voting community member.

Kirby has the financial background that will enable her to understand the accounting and auditing standards applicable to the board. She has a Chartered Professional Accountant (CPA) designation and holds a Bachelor of Commerce (Honours) degree from the *University of Manitoba – Asper School of Business*. She also has thirteen years of relevant accounting and financial experience.

Kirby is currently in her third year as Controller at *Firefly*, a multi-service, non-profit organization providing a wide range of services for children, youth, and families in communities across Northwestern Ontario. More specifically, this agency is dedicated to supporting and strengthening the health and well-being of families, children, and youth through emotional, physical, developmental, and community services. She has also worked in the private sector as Property Accountant for eight years at *Cadillac Fairview Corp. Ltd.* in Winnipeg and as an Accountant for three years at *MNP LLP* in Winnipeg and Kenora.

Kirby has community ties to the Keewatin-Patricia District School Board as well. She is a parent of two – soon to be three – children, with the eldest currently enrolled in Kindergarten at Valleyview Public School. With this background, Kirby looks forward to supporting the KPDSB through this Audit Committee appointment.

Recommendation:

THAT Kirby Parks, who is not a KPDSB board member, be appointed to the Audit Committee for a three-year term.

Respectfully submitted by:
Richard Findlay, Superintendent of Business

8.06 B

Keewatin-Patricia District School Board

April 6, 2021

NOTICE OF MOTION

THAT the verbal report on Policy 609, Investments, be received.

THAT Policy 609, Investments, be reaffirmed with the next review date in year 2025.

Preamble

Ontario Regulation 41/10 made under the Education Act requires the Board to adopt a statement of the Board's investment policies and goals, prior to investing in any of the securities prescribed by the regulation. This policy is intended to serve as the statement of the Board's investment policies and goals.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board to invest its surplus funds in financial instruments providing a high degree of security of principal. The secondary objective is to achieve the highest possible rate of return, while ensuring the security of the principal amount invested.

Guidelines

1. Board-level Funds

The Treasurer is responsible for making the following determinations with respect to Board-level funds (excludes school-generated funds) in accordance with this policy.

- 1.1 The amount of surplus funds available to be invested, through the preparation of cash flow estimates for operating and capital funds.
- 1.2 The length of time for which surplus funds are available for investment.
- 1.3 The financial instrument in which funds will be invested, subject to Ontario Regulation 41/10, and any other relevant legislation.

All investments of Board-level funds will be documented using form F21. The investments will be recommended by the Finance Manager or designate, and authorized by the Treasurer or designate.

2. School-generated Funds

The School Principal is responsible for making the following determinations with respect to school-generated funds in accordance with this policy.

- 2.1 The amount of surplus funds available to be invested, through the preparation of cash flow estimates for school-generated funds.
- 2.2 The length of time for which surplus funds are available for investment.
- 2.3 The financial instrument in which funds will be invested, subject to Ontario Regulation 41/10, and any other relevant legislation.

All investments of school-generated funds will be documented using form F21. Investments of less than \$25,000 may be recommended by school staff and shall be authorized by the School Principal. Investments of \$25,000 or more must be recommended by the School Principal and authorized by the Board's Treasurer or designate.

3. Procedures

The Treasurer shall be responsible for developing procedures to procure and review investments services, and to establish staff roles and responsibilities with respect to investments.

4. Reporting

The Treasurer shall ensure that an investment report meeting the requirements of Ontario Regulation 41/10 is presented annually to the Board in conjunction with the audited financial statements.

Keewatin-Patricia District School Board

April 6, 2021

NOTICE OF MOTION

THAT the Special Education Advisory Committee verbal update be received.

THAT the appointment of Ms. Olivia Karle, representing the Kenora Association for Community Living in Kenora, to the Special Education Advisory Committee be approved.

That the appointment of Ms. Aimee Foucher, alternate representative for the Kenora Association for Community Living in Kenora, to the Special Education Advisory Committee be approved.



February 11, 2021

Sherri-Lynne Pharand, Director of Education
Keewatin Patricia District School Board
4th Floor - 240 Veterans Drive
Kenora ON P9N 3Y5

Dear Sherri-Lynne,

The Kenora Association for Community Living would like to notify you that the association representative for the 2020-2021 and 2021-2022 Special Education Advisory Committee (SEAC) will be Olivia Karle, with Aimee Foucher as the alternative.

We look forward to continuing to work together to strive to improve the lives of children and youth we support through inclusive education.

Sincerely,

Deborah Everley
Chief Executive Officer
Kenora Association for Community Living