KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING # 4

Tuesday,
March 8, 2011
Time: 7:00 p.m.

Savant Lake Public School
Savant Lake, Ontario

AGENDA

Teleconference Sites School & Room #	
QEDHS	24A
RLDHS	126
BBSS	250
DHS	115

1. Call to Order
2. Roll Call
3. Approval of Agenda – March 8, 2011
4. Declaration of Conflict of Interest - Agenda
5. Business Arising from Committee of the Whole
6. Confirmation of Minutes – February 8, 2011 Meeting
7. Presentations/Delegations:
8. Presentation of Reports and Accompanying Motions:

   8.01 Education
   - A. Seeds for the Future – Celebrating our Stars:
     - Investigating Local Environmental Issues (Heather Saarela)
   - B. Policy 312, Administration of Medications to Students and Medical Procedures to Students in the Schools
   - C. Policy 321, Safe Schools
   - D. Policy 322, Code of Conduct
   - E. Policy 325, Access to Schools
   - F. 2010-2011 Annual Board Strategic Improvement Plan Update
   - G. Equity and Inclusive Education Strategy Update
   - H. School Effectiveness Update

   8.02 Executive Committee Report (nil)

   8.03 O.P.S.B.A. Update

   8.04 Parent Involvement Committee / School Council Reports (nil)

   8.05 Operations
   - A. Hudson PS Facility Disposition

8.06 Finance (nil)

8.07 Human Resources (nil)

8.08 Student Trustee Update

8.09 Special Education Advisory Committee Update

8.10 Native Education Advisory Council (nil)

9. Other Motions

10. Correspondence

11. New Business

12. Observer Comments

13. Next Meeting Date Tuesday, April 12, 2011
Ignace School
Ignace, Ontario

14. Adjournment

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #3

The minutes of Regular Board Meeting # 3 of the Keewatin-Patricia District School Board held Tuesday, February 8, 2011, at Valleyview Public School, Kenora, Ontario.

Call to Order

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

Roll Call

B. Gauthier	M. Ketchemonia (vc)	G. Kleist
C. Marcino	B. O'Donohue	R. Onysko
M. Ott	D. Penney	G. Seaton (tc)
D. Sidders	D. Wilkinson	S. Martone

Officials

Jack McMaster, Caryl Hron, Sean Monteith, Dean Carrie, Susanne Bastable, Scott Urquhart, Clinton Bruetsch

Also Present

Media, Staff and interested public

Agenda

Moved by: D. Sidders
Seconded by: R. Onysko

Motion 56-11

THAT the agenda for Regular Board Meeting #3 of February 8, 2011, 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: G. Kleist
Seconded by: B. Gauthier

Motion 57-11

THAT the minutes of the Regular Board Meeting held January 11, 2011, having been duly circulated, be confirmed.

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

Presentation

SEEDS FOR THE FUTURE – CELEBRATING OUR STARS

Opening Doors with Music – Bob Ott introduced students from Grade 1 to Grade 6 who are participating in an extra-curricular guitar club at Valleyview Public School. The group was started in September and has grown since then. Students are able to explore music while learn about teamwork, collaboration and self-expression.

School Year Calendar 2011-2012

Moved by: R. Onysko
Seconded by: C. Marcino

Motion 58 -11

THAT the verbal report on the 2011-2012 Draft School Year calendar be received.

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

Moved by: C. Marcino
Seconded by: R. Onysko

Motion 59-11 THAT the 2011-2012 Draft School Year calendar be approved by the Board and forwarded to the Ministry of Education.

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

Policy 304

Moved by: G. Kleist
Seconded by: B. O'Donohue

Motion 60-11 THAT the verbal report on Policy 304, Safe Arrival, be received.

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

Moved by: B. O'Donohue
Seconded by: G. Kleist

Motion 61-11 THAT Policy 304, Safe Arrival, be reaffirmed with the next review in year 2014.

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

CIL-Math

Moved by: B. O'Donohue
Seconded by: G. Kleist

Motion 62-11 THAT the Collaborative Inquiry for Learning in Mathematics Report be received.

Presented by Greg Sparks, Math Curriculum SAT and Janna Schelske, teacher.

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

Children's Mental Health Report

Moved by: R. Onysko
Seconded by: C. Marcino

Motion 63-11 THAT the Children's Mental Health Report be received.

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

Policy 210

Moved by: B. O'Donohue
Seconded by: G. Kleist

Motion 64-11 THAT the Policy 210 Report be received.

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

PLRN Trustee Attendance

Moved by: D. Sidders
Seconded by: D. Wilkinson

Motion 65-11

THAT the verbal report on the trustee attendance at the Public Labour Relations Symposium (PLRN) scheduled for March 31 to April 2, 2011 be received.

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

Moved by: C. Marcino
Seconded by: R. Onysko

Motion 66-11

THAT travel and accommodations to attend the Public Labour Relations Symposium (PLRN) for Barb Gauthier and Cecile Marcino be approved.

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

OPSBA Update

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

Motion 67-11

THAT The O.P.S.B.A. Verbal Update be received.

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

Green Practices/ Initiatives Report

Moved by: D. Wilkinson
Seconded by: D. Sidders

Motion 68-11

THAT the Green Practices/Initiatives Report be received.

Presented by Kim Carlson, Facilities Manager

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

2009-2010 Audit Committee Report

Moved by: D. Sidders
Seconded by: M. Ott

Motion 69-11

THAT the 2009-2010 Audit Committee report be received.

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

Mary-Ann Ketchemonia left the meeting.

Moved by: M. Ott
Seconded by: D. Sidders

Motion 70-11

THAT the revisions to the Audit Committee Mandate dated February 8, 2011 be approved as presented.

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

2009-2010 Finance Committee

Moved by: D. Sidders
Seconded by: M. Ott

Motion 71-11 THAT the 2009-2010 Finance Committee report be received.

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

Moved by: G. Kleist
Seconded by: B. O'Donohue

Motion 72-11 THAT the revisions to the Finance Committee Mandate dated February 8, 2011 be approved as presented.

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

Financial Statements August 31, 2010

Moved by: G. Kleist
Seconded by: B. O'Donohue

Motion 73-11 THAT the report on the Audited Financial Statements for the year ended August 31, 2010 be received.

Presented by Kathleen O'Flaherty, Finance Manager

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

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

Motion 74-11 THAT the Audited Financial Statements for the year ended August 31, 2010 be approved as presented.

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

Student Trustee Update

Moved by: D. Sidders
Seconded by: M. Ott

Motion 75-11 THAT the Student Trustee verbal update be received.

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

SEAC Update

Moved by: M. Ott
Seconded by: D. Sidders

Motion 76-11 THAT the Special Education Advisory Committee verbal update be received.

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

NEAC Update	Moved by: G. Kleist Seconded by: B. O'Donohue			
Motion 77-11	THAT the Native Education Advisory Council verbal update be received.			
	Non-binding (Student Trustee) Binding	FOR 1 FOR 10	OPPOSED 0 OPPOSED 0	CARRIED CARRIED
New Business	None			
Observer Comments	Chair Penney thanked Joan Kantola, principal of Valleyview Public School, for her hospitality in hosting the meeting. The next meeting is scheduled for March 8, 2011 at Savant Lake Public School.			
Adjournment	Moved by: C. Marcino Seconded by: R. Onysko			
Motion 78-11	THAT the meeting adjourn at 9:27 p.m.			
	Non-binding (Student Trustee) Binding	FOR 1 FOR 10	OPPOSED 0 OPPOSED 0	CARRIED CARRIED

_____
Chair

_____
Secretary

Keewatin-Patricia District School Board

March 8, 2011

NOTICE OF MOTION

THAT the verbal report on Policy 312, Administration of Medications to Students and Medical Procedures to Students in the Schools, be received.

THAT Policy 312, Administration of Medications to Students and Medical Procedures to Students in the Schools, be approved as amended with the next review in year 2015.

Keewatin Patricia DISTRICT SCHOOL BOARD

Policy Section: **School Administration**

Policy Name: **Administration of Medication to Students and Medical Procedures to Students in the Schools**

300
Draft as at Jan 25

312

Policy Statement

It is the policy of the Keewatin-Patricia District School Board that, in exceptional cases, the Board will allow the parent/guardian to administer medication in the school or the student to self-administer that medication, or the Board may accept responsibility for the administration of medication to students in schools by authorized staff members. Regular response regarding medical intervention may be required of Education Assistants.

Rationale

The administration of prescription and/or non-prescription medication to a student is the responsibility of the student's parent(s) or guardian(s). The Board recognizes that there may be exceptional cases where a student must have medication administered during regular school hours. The Board recognizes the need for an emergency response to life-threatening medical conditions. The Board also recognizes that certain regular medical procedures such as clean catheterization or suctioning may be required during school hours.

Draft March 2

Guidelines

A. PARENT/GUARDIAN OR SELF ADMINISTERED MEDICATION:

Prescribed ~~and Non-Prescribed~~ Medication

1. The pupil's parent/guardian may be permitted to administer medication during school hours. Every attempt should be made to arrange times for such administration with the least possible disruption to all concerned. Parents must report to the office prior to administering the medication. ~~A request for authorization to administer medication can be completed using Form E entitled "Request for Parent/Guardian Administration of Prescribed or Non-Prescribed Medication to Students".~~

2. a) It is the responsibility of the parent/guardian to request permission from the Principal/Designate for a pupil under the age of 12 to self-administer a medication. The medication must be delivered by the parent/guardian and stored in a secured location in the school by the principal or designate.
   b) A record of any parental permission received shall be retained.

Cross Reference: KPDSB website ("Principal Information"): Anaphylactic Shock KPDSB website ("Principal Information"): Link to Provincial Legislation	Date Approved: October 4, 2000 Date Reviewed: April 13/04; Jan 17/06; Feb 10/09; : Last Reviewed: Review by: 2011 ***(2015)***	

c) Epi-Pens and puffers should be carried on the person, in a fanny pack. During cold weather, the fanny pack should be worn under the student's jacket.

3. Under the supervision of school personnel, medication shall be administered in a manner that encourages the pupil to take an appropriate level of responsibility and allows for privacy.

B. SCHOOL ADMINISTERED

Prescribed ~~Or Non-Prescribed~~ Medication

1. a) The form entitled "Request for School Personnel to Administer Prescribed Medication to Students – Form A" must be completed by the parent/guardian or, where a student is an adult, by the student, and the Physician and given to the Principal of the school. The Principal of the school may require that all prescribed medication be administered by school personnel.

b) Where the form entitled, "Request for School Personnel to Administer Prescribed Medication to Students – Form A" is not completed by parents, school staff may administer an epinephedrine auto-injector or other prescribed medication in an emergency situation to a student.

c) No action or damages shall be instituted respecting any act done in good faith in the execution or intended execution of a school staff's authorization under subsection (1 a) or (1 b) or for any neglect or default in execution or performance in good faith of a school staff's authorization under subsection (1 a) or (1 b) unless the damages are the result of the school staff's gross negligence.

~~2. The form entitled "Request for School Personnel to Administer Non-Prescribed Medication to Students – Form B" must be completed by the parent/guardian or, where the student is an adult, by the student, and given to the Principal of the school.~~

Draft March 8

3. Where oral or topical medication must be administered to pupils by school personnel, it shall be in the following manner:

   The parent/guardian must:

   a) provide written authorization on the forms "Administration of Prescribed Medication to Students – Form A" ~~or "Administration of Non-prescription Medication to Students – Form B;~~
   b) deliver to the Principal or Designate the required medication in a labeled 'tamper-proof' container;
   c) ensure the container has a pharmaceutical sticker attached indicating the name of the child and directions for the administration and storage of physician prescribed medication;
   d) instruct their child to attend the school office for medication as per the schedule for administration as established in conjunction with the school Principal.

4. The Principal or Designate shall ensure the Administration of Medication Student Log – Form C_1 is completed after each administration of a medication and retained in a designated area. If medication is not given or refused, reasons for such an omission must be noted on the back of the log-sheet and parental contact shall be made. (Form C_2)

5. The Principal or Designate should ensure medication to be administered by school personnel is kept in a secured location. Only authorized staff may access the stored medication. Any accidental administration of medication must be reported immediately to the Principal.

Draft March 8

C. LIFE-THREATENING SITUATIONS

1. The parent/guardian of a high risk pupil should be strongly encouraged to have the proper identification on the student at all times (i.e. Medic Alert Bracelet) and is responsible for providing, in advance, supplies or equipment for any treatment required in a life-threatening situation.

2. The Board recognizes that some pupils are at a high risk with respect to life-threatening situations. These students include, but are not limited to:

   a) those who experience severe allergies and anaphylactic shock
   b) those prone to severe asthma

c) those prone to seizures
d) those with diabetes
e) those who are medically fragile

3. a) Principals shall ensure that staff members (including education assistants, itinerant and occasional teachers, bus operators, lunch supervisors and their authorized personnel) are made aware of high-risk students in the school. In sharing such information, Principals must comply with the Municipal Freedom of Information and Protection of Privacy Act.

b) Principals shall establish and maintain a school anaphylactic plan in accordance with ***Provincial Legislation*** ~~Bill 167~~, which can be accessed via the link from the Principal Information" section of the Board website.

c) Principals shall ensure annual training takes place for all staff and, where applicable, for volunteers on dealing with life threatening allergies.

4. a) A Life-Threatening Management and Prevention Plan (Form D_1 and D_2) must be completed and reviewed annually for each student who is considered to be at a high risk with respect to a life-threatening situation. The Life-Threatening Management and Prevention Plan will allow the Principal, school staff, parents/guardians, bus operators and drivers to have access to procedures in order to deal with an emergency situation. The plan is developed with appropriate input from parent(s), school staff, public health nurse, and communicated to appropriate staff, bus operators and occasional teachers.

b) When a student who has a plan, is attending an out-trip, a copy of the plan shall accompany the teacher when a class excursion occurs. Any supplies and equipment, as identified in the plan, shall be taken by the teacher.

5. When supplies or equipment are entrusted to the Principal, they shall not be used until instructions have been received in writing from the parent/guardian or qualified medical authority. The parent/guardian or qualified medical authority will train school personnel on the administration of medication to their child.

Draft March 8

6. School staff shall administer or assist the student to administer a treatment. Staff who administer medication by injection to students, having been trained by a medical professional, shall have full coverage under the Board Liability Policy. The training provided will be confirmed in writing by the medical professional (and the parent/guardian).

7. Principals shall communicate information on anaphylaxis and life-threatening situation within their schools through ongoing communication and appropriate signage indicating types of allergies within the school. This communication is intended to reduce the risk of exposure to anaphylactic causative agents in classrooms and common school areas. Signage shall be visibly posted at all entrances to the school and throughout the school as necessary.

8. Principals can access information on anaphylaxis in the schools via the "Principal Information" section on the KPDSB website.

D. ADMINISTRATION OF MEDICAL PROCEDURES TO STUDENTS IN SCHOOLS

Clean Catheterization and Shallow Suctioning

Since clean catheterization and shallow suctioning are recognized as part of a child's normal toileting and daily health needs, a health care professional is not required to provide this service.

These procedures are outlined in the HR Procedures Manual. These services will be provided by Education Assistants following the request by the parent (Form H).

A parent/guardian having a child requiring these services, should be aware that the procedures are as follows:

1. The school will submit a completed School Health Support Services (Home Care) referral form for Nursing Services to the Special Education Department.

2. The Community Care Access Centre Case Manager will contact the parent and assess the situation. The Case Manager will arrange for nursing services as appropriate.

3. The nurse will train an Education Assistant and an alternate Education Assistant to provide this service for each individual student. Arrangements for training will be made through the Principal.

Draft March 8

4. The nurse will sign the Confirmation of Training form verifying that the Education Assistants have been observed carrying out the proper technique.

5. The school will meet with the parents to explain the procedures and obtain their signature on the Consent Form for the requested procedure.

6. The completed Consent Form and Confirmation of Training form will be retained in the student's O.S.R., with a copy forwarded to the Special Education Department.

7. In the event that the Education Assistant, or alternate Education Assistant, are not available the parent/guardian will be contacted by the principal.

A copy of the referral form (Form F), consent form (Form H) and confirmation of training form (Form G) are attached.

Draft March 8

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

FORM A

REQUEST FOR SCHOOL PERSONNEL TO ADMINISTER PRESCRIBED MEDICATION TO STUDENTS

TO BE FILLED IN BY PARENT/GUARDIAN

NAME OF STUDENT D.O.B.

ADDRESS PHONE

SCHOOL/GRADE TEACHER

DATES FOR ADMINISTRATION

I hereby request that the procedure specified above be administered to my child.

NOTE: The administration of this procedure will cease the last instructional day of each school year or when the procedure is no longer required as specified above, whichever comes first.

I acknowledge that I am responsible to ensure that the principal is advised of any changes in medication. I recognize and agree that the staff person administering medication is acting "in loco parentis" and not as a health professional.

I acknowledge that the staff person(s) administering medication is/are trained by me to administer medication to my child.

Signature of Parent/Guardian

Date

TO BE FILLED IN BY PHYSICIAN

Medication(s) Prescribed	Dosage	Administration

Duration of continuing medication(s): _____

1. Is it essential that this medication be taken during school hours?

   _____ YES _____ NO

2. Do you wish the public health nurse to provide follow-up reports?

   _____ YES _____ NO

3. Are there any side effects? If yes, please list:

   _____ YES _____ NO

   LIST:

Signature of Physician Date

Telephone Number and Medical Clinic

PLEASE RETURN THIS FORM TO THE PRINCIPAL

Draft March 8

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

FORM B

REQUEST FOR SCHOOL PERSONNEL TO ADMINISTER NON-PRESCRIBED MEDICATION TO STUDENTS

TO BE FILLED IN BY PARENT/GUARDIAN

NAME OF STUDENT _____ D.O.B.

ADDRESS _____ PHONE

SCHOOL/GRADE _____ TEACHER

DATES FOR WHICH THIS AUTHORIZATION APPLIES:

I hereby request that the procedure specified above be administered to my child.

NOTE: The administration of this procedure will cease the last instructional day of each school year or when the procedure is no longer required as specified above, whichever comes first.

I acknowledge that I am responsible to ensure that the principal is advised of any changes in medication. I recognize and agree that the staff person administering medication is acting "in loco parentis" and not as a health professional.

I acknowledge that the staff person(s) administering medication is/are trained by me to administer medication to my child.

_____
Signature of Parent/Guardian

_____
Date

TO BE FILLED IN BY PARENT/GUARDIAN

Non-Prescribed Medication(s)	Dosage	Administration

Duration of continuing medication(s): _____

1. Is it essential that this medication be taken during school hours?

_____ YES _____ NO

2. Are there any side effects? If yes, please list:

_____ YES _____ NO

LIST:

3. Name of Physician/Medical Clinic/Telephone Number:

_____

_____

PLEASE RETURN THIS FORM TO THE PRINCIPAL

Draft March 8

Policy 312 – Form
As at January 25, 2011

Keewatin-Patricia District School Board

FORM B C$_1$

ADMINISTRATION OF MEDICATION STUDENT LOG

Student's Name: _____ Teacher: _____

Class: _____

MEDICATION

Name of Medication: _____ Dosage to be administered: _____

Prescription No: _____ Time(s) to be administered: _____

Pharmacy: _____ Person to Administer: _____

MEDICATION REPORT

Place initials in appropriate space to confirm that prescribed routine medication has been administered
Indicate abnormal or unusual circumstances on reverse

Draft March 8

DAY	SEP		OCT		NOV		DEC		JAN		FEB		MAR		APR		MAY		JUN		JUL/AUG (if summer school)	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
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Keewatin-Patricia District School Board

FORM *B* ~~C~~$_2$

ABNORMAL OR UNUSUAL CIRCUMSTANCES

Date	Comments	Signature

Draft March 8

Keewatin-Patricia District School Board

FORM C D$_1$

Authorization for the collection of this information is in the Education Act. the purpose is to administer medication to students in the event of an emergency. Users of this information may be principals, teacher, support staff, volunteers, bus operators and drivers. This form will be kept for a minimum period of two school years and then shredded. Contact person concerning this collection is the Transportation Officer. Life Threatening Conditions Information Management (Bussing)

Life Threatening Conditions Information Management Plan
(In school, field trips, bussing)

STUDENT INFORMATION
(to be completed by parents and school)

BUS OPERATOR: _____ Bus Route:_____

SCHOOL: _____ Birth Date:_____

NAME OF STUDENT:_____

Home Location: _____

_____
Postal Code

Mailing Address: _____
Postal Code

Home Telephone: _____ Medic Alert I.D _____

Name of Father: _____ Business No._____

Name of Mother: _____ Business No. _____

Emergency Contact: _____ Phone No. _____

OHIP #

MEDICAL INFORMATION

Medical Concern_____

_____

_____

Symptoms_____

_____

_____

_____

Medication _____ Dosage _____

Additional Instructions or Information _____

_____

_____

Name of Physician _____Phone No. _____

I give my permission for this medical information to be accessible by the school and on the school bus and shared with the appropriate personnel.

_____
Parent/Guardian Signature **Date:**

STUDENT PHOTO

_____

PARENT/GUARDIAN COMMITMENTS

- ☐ **Complete Life Threatening Management and Prevention Plan in conjunction with Principal or designate**
- ☐ **Provision of Recent Photo**
- ☐ **Complete Emergency Action Plan**

PARENT AGREEMENT

I, _____, acknowledge my participation in assisting School Board staff in the collection of information on life threatening conditions for students utilizing the transportation and agree to execute reliably the parent commitments listed. I give my consent for the staff or bus driver servicing _____ School to execute the plan. I understand that this plan will be reviewed annually and I will update the school if circumstances change before review.

I/We acknowledge that it is neither the objective nor purpose of the school staff or bus driver to administer medication to students and understand that the school is prepared to undertake this activity as a last resort. In the event of an emergency, I authorize the appropriate school staff or the bus driver to administer the designated medication and obtain suitable medical assistance. I agree to assume responsibility for all costs associated with medical treatment

NEXT PAGE - IMPORTANT

Draft March 9

Keewatin-Patricia District School Board **FORM C ~~D~~$_2$**

EMERGENCY ACTION PLAN

List steps to be taken in a concise and legible format.

Draft March 8

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

FORM *D* ~~E~~

REQUEST FOR PARENT/GUARDIAN ADMINISTRATION OF PRESCRIBED ~~OR NON-PRESCRIBED~~ MEDICATION TO STUDENTS

NAME OF STUDENT D.O.B.

ADDRESS PHONE

SCHOOL/GRADE TEACHER

DATES OF ADMINISTRATION:

I hereby request permission to enter the school to administer medication to my child. I understand that I will report to the office prior to the administration of the ***prescribed*** medication.

Signature of Parent/Guardian

Date

TO BE FILLED IN BY PARENT/GUARDIAN

~~Non~~-Prescribed Medication(s)	Dosage	Administration

1. Are there any side effects? If yes, please list:

_____ YES _____ NO

LIST:

Draft March 8

PLEASE RETURN THIS FORM TO THE PRINCIPAL

Form *E* ~~F~~

Keewatin-Patricia District School Board

REFERRAL
School Health Support Services – (Home Care)

Date:_____ School:_____

Name:_____ Principal:_____

D.O.B.:_____ Grade:_____

Identified Exceptional: Yes ☐ No ☐

New Referral: ☐ Re-Referral: ☐

Parent/Guardian:_____ Phone:_____

Address:_____ Bus:_____

Alternate Contact:_____ Phone:_____

Address:_____

Reason(s) for Referral (List educational problem(s) encountered due to disability)

_____

Initiated by:_____

Health Support Services Required: [Check appropriate space(s)]

Speech Therapy ☐ Physiotherapy ☐

Occupational Therapy ☐ Nursing (please specify) ☐

Principal's Signature: _____

Referral Approved by:_____
(Special Education Department)

I consent to:

1. The provision of School Health Support Services by Home Care Program Service Providers i.e. assessment, treatment and/or training.
2. The release of any information necessary to the provision of that service i.e. Ontario School Record file, Medical and Home Care reports.

_____ _____

Parent/Guardian Signature Signature of Witness

Draft March 8

FORM *F* ~~G~~

Keewatin-Patricia District School Board

CONFIRMATION OF TRAINING

Education Support Person,_____, has been trained in the clean catheterization and/or shallow surface suctioning techniques for _____.

I have observed this procedure being performed correctly by the above-named E.S.P. I feel ___ _____ (Education Assistant) is comfortable and has been observed performing this procedure for up to 10 days, based upon proficiency as determined by the Nursing Service.

Name of Procedure:_____

_____
Nurse's Signature

_____
Date

_____
E.S.P.'s Signature

Draft March 8

FORM *G* ~~H~~

Keewatin-Patricia District School Board

Authorization For Performance Of Clean Intermittent Catheterization and/or Shallow Suctioning

Student:	D.O.B.:
Address:	Telephone:
School:	Teacher:

PARENT/GUARDIAN'S APPROVAL

I hereby request and give permission for the performance of clean, intermittent catheterization and/or shallow surface suctioning by a trained Education Assistant to my child at the above school for the lesser of this school year duration, all as set forth by the physician in the form below. I/We understand that I/we are responsible for having the necessary equipment available and that I/we may be required to perform this procedure in special circumstances.

Parent/Guardian's Signature _____ Date _____

PHYSICIAN'S STATEMENT

I hereby certify that the above-named student has a chronic medical condition, which makes him/her unable to attend school safely unless he/she receives the following toileting procedure.

I also certify that the performance of this procedure DURING SCHOOL HOURS is necessary for this child's attendance at school. TO MY KNOWLEDGE, this is a necessary and safe procedure during school hours.

Draft March 8

Name/type of procedure:	
Frequency/times to be administered:	
Specialized procedure necessary:	
Anticipated reaction to procedure – possible complications, etc.:	
Health Professional Contact:	Name:
	Position:
	Phone:

Physician's Signature _____ Date Signed _____

Address _____

Note: Authorization Form must be submitted each school year and whenever the procedure is modified.

Copies to: Parent, Physician, Principal/Designate, Student Service

8.01 C

Keewatin-Patricia District School Board

March 8, 2011

NOTICE OF MOTION

THAT the verbal report on Policy 321, Safe Schools, be received.

THAT Policy 321, Safe Schools, be approved as amended with the next review in year 2015.

Keewatin Patricia
DISTRICT SCHOOL BOARD

Policy Section: **School Administration**

Policy Name: **Safe Schools**

300
Draft as at Jan 25

321

Policy Statement

It is the policy of the Keewatin-Patricia District School Board to provide peaceful and welcoming learning environments that are safe, orderly, nurturing, positive and respectful.

This policy is an umbrella statement under which all administrative regulations, operating procedures, and the Keewatin-Patricia District School Board's Codes of Conduct relating to student discipline will be written. This policy incorporates guidelines that must be administered uniformly throughout the Board.

Rationale

The Keewatin-Patricia District School Board believes that all members of the school learning community have the right to be safe and feel safe within their school community. With this comes the responsibility to demonstrate respect for social justice and human rights, ~~and promote~~ ***promotion of*** the values needed to develop responsible members of a democratic society, ***and an acceptance that emphasizes equity of opportunity~~,~~ and outcomes.***

This will be achieved by establishing and maintaining high expectations for behaviour. The Board promotes a proactive and preventative approach with a strong emphasis on early intervention, conflict prevention and resolution, counseling, ~~and~~ inclusion of social skills in the curriculum***, and support for all members of the school community***.

Draft March 6

Guidelines

1. Members of the Keewatin-Patricia District School Board approve and support the following:

   1.1 Bullying behaviour of any type will not be tolerated in our schools;

   1.2 Violence of any type will not be tolerated in any form in our schools;

Cross References:		
Police/School Board Protocol	325, Access to Schools	Date Approved: February 12, 2002
310, Child Abuse and/or Neglect	328, Bullying Prevention & Intervention	Last Reviewed: May 13, 2003
313, Ontario School Records	329, Progressive Discipline & Promoting Positive Student Behaviour	Last Revised: February 12, 2008
302, Search & Seizure in Schools	503, Equity and Inclusive Education Strategy	Date Revised:
319, Substance Abuse by Students	706, Employee Code of Conduct	
322, Code of Conduct	708, Respectful Working & Learning Environment	Review by: 2011 (2015)
323, Suspension of Students	709, Workplace Harassment	
324, Expulsion of Students		
330, Character Development		

1.3 Acts of violence within the school environment will be handled within the parameters of this policy and the Code of Conduct that will provide the principal with the latitude to apply age-appropriate consequences;

1.4 Coaches and supervisors will conduct all school based events in a manner consistent with the spirit of this Safe Schools Policy;

1.5 All members of the school learning community will annually be made aware, by the principal, that the Safe Schools Policies are in effect in each school and that there are services to address the needs of the victim(s) and the perpetrator(s); and

1.6 The principles of safe schools, non-violence, and violence prevention will be incorporated into each school's integrated curriculum.

1.7 Through a system-wide approach, all employees of the Keewatin-Patricia District School Board will be trained in the principles of Restorative Practice by June 2011.

2. The components of this Safe Schools Policy are:

2.1 <u>The School Environment</u>

The Keewatin-Patricia District School Board will provide a safe, welcoming violence-free environment in its schools that promotes a sense of belonging, which includes assurance that:

- positive behaviour is acknowledged and rewarded;
- positive behaviour is modeled by all staff;
- discipline strategies are fair and focus on teaching students about appropriate behaviours while maintaining their self-respect;
- a sense of responsibility, empowerment, and ownership is encouraged in students by all members of the school community;
- achievement and wellness are fostered in all students;
- wide participation in extra-curricular activities by all students is encouraged;
- parental involvement and community participation are invited.

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Principals and/or the Area ***Superintendent or Facility Manager*** ~~Supervisor~~ will review each school's policy and consider the following elements in creating safe schools:

- physical-plant aspects such as proper lighting; the securing of unsafe areas; safe storage of dangerous objects; maintenance of playground equipment;
- the presence of responsible adults in the school yard and in the corridors;
- procedures for dealing with visitors and strangers in the school (Access to Schools, Policy 325);
- procedures for dealing with police and other emergency services.

2.2 Violence Prevention in the Curriculum

The curriculum of the Keewatin-Patricia District School Board will provide opportunities for students to:

- develop the attributes of good character;
- understand how to be alert and prudent about personal safety;
- develop, practice, and reflect on interpersonal skills, communication, and problem-solving skills such as negotiation, mediation, management of conflict assertiveness, and the ability to cope with change or frustration;
- develop self-confidence and enhance self-esteem;
- acquire the ability to understand, respect, and care for others;
- acquire skills that will be useful in their existing and future relationships, such as parenting;
- develop the ability to value and respect the diversity of people and points of view in society.

2.3 Equity

The Keewatin-Patricia District School Board will not tolerate discrimination based on:

- racism, or intimidation and discrimination based on ethnocultural, religious, or linguistic differences;
- sexism, sexual harassment, and gender inequities;
- sexual orientation;
- class/income level and occupation;
- disability.

For further direction, access Keewatin-Patricia District School Board Policy 503, Equity and Inclusive Education Strategy.

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2.4 Staff Development

The Keewatin-Patricia District School Board will include the following elements in its staff development programs:

- developing an awareness of Keewatin-Patricia District School Board Code of Conduct and related policies; and
- developing an understanding of the elements of the Keewatin-Patricia District School Board's Character Development program;
- recognizing signs of physical, sexual, or mental abuse and/or neglect and awareness of the protocol in Policy 310, Child Abuse and/or Neglect;
- applying school board and school procedures consistently;
- identifying and eliminating bias and discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation, or other attributes such as income or appearance; and
- modeling positive behaviour (e.g. treating everyone with respect, interacting peacefully, avoid stereotypes).

In addition, staff development for teachers and administrators will include:

- developing a welcoming, inviting and safe environment;
- liaising with community agencies to prevent or deal with problems;
- incorporating instructional strategies such as cooperative learning and role playing to help students develop interpersonal skills;
- developing skills in early identification and intervention;
- supporting the safety and welfare of victims;
- planning for the reintegration of perpetrators of violence or discrimination;
- mediating and managing conflict (including those occurring in large group situations) in order to diffuse them;
- supporting the unique learning styles of all students; and
- using fair discipline strategies that focus on teaching the student about appropriate behaviours while maintaining his or her self-respect.

2.5 Home, School, and Community Involvement

The Keewatin-Patricia District School Board believes it is a shared responsibility among parents, school, and community:

- to assist students in managing their lives and relationships in non-violent ways;
- to enable students to develop the knowledge, skills and attitudes necessary to prevent violence and to deal with violent and potentially violent situations.

Draft March 6

2.6 Code of Conduct

The Keewatin-Patricia District School Board Code of Conduct Policy will be communicated to staff, students, parents or guardians and the community on an annual basis. School Councils will be involved in the review of the Code of Conduct.

2.7 Dealing with Violent Incidents

2.7.1 Early and Ongoing Identification

Schools within the Keewatin-Patricia District School Board will, at the earliest opportunity, document students' at-risk behaviour and will record violent incidents in the Ontario Student Record.

2.7.2 Violent Incident Reporting

When reporting violent incidents, the Keewatin-Patricia District School Board Violent Incident Reporting Form will be used (see Appendix B for Violent Incident Procedures and Form). To review the guidelines for reporting, refer to Appendix A. It should be noted that the principal shall report the incident to the parent/guardian of the victim.

2.7.3 Dealing with the Aftermath of a Violent Incident

The Keewatin-Patricia District School Board will take a lead role in developing rehabilitative actions or programs within the school context designed to develop an understanding for:

- promoting the security and healing of the victims through guidance and student support services; ***and where appropriate Restorative Practice healing circles;***
- tracking the incident in the O.S.R. with the approval of the parent;
- supporting the well-being and security of witnesses and the broader school community;
- addressing the underlying problems that may have contributed to the violent incident, for example, abuse in the home, gang-related activities, substance abuse, behavioural difficulties, sexism or racism; and
- facilitating the ongoing involvement of community agencies and the community to address the issues that may have contributed to the incident.

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Appendix A

PROCEDURES FOR REPORTING VIOLENT INCIDENTS TO THE POLICE AND THE MINISTRY OF EDUCATION AND TRAINING AND FOR RECORDING VIOLENT INCIDENTS

I. Duties of Principals, Teachers and Students

The principal, teachers and students of the Keewatin-Patricia District School Board shall be governed by the requirements of the *Education Act and Regulations*, as well as the *Child and Family Services Act, Human Rights Code, Trespass to Property Act* and the *Laws of Ontario and* Canada.

II. Categories of Violent Incidents

The Keewatin-Patricia District School Board expects that each individual violent incident for students at school should be documented. The decision to report to the police or Child and Family Services should continue to be made by Board staff in accordance with the Board Code of Conduct.

The following categories of serious violent incidents at school must be reported to the police:

- possession of a weapon, including, but not limited to firearms;
- robbery;
- use of a weapon to cause bodily harm, or to threaten serious harm;
- physical assault causing bodily harm requiring professional medical treatment;
- sexual assault;
- any hate-motivated violence (i.e. incidents involving homophobia, racism, harassment);
- gang-related incidents;
- threats of serious physical injury.

For further direction, access the Police/School Protocol and the Code of Conduct Policy #322 for consequences of violent incidents.

Draft March 8

III. Record Keeping of Violent Incidents Leading to Suspension/Expulsion and of Reports to the Police

A. Insertion of Information in the Ontario Student Record (O.S.R.)

Any violent act at school for which the pupil is suspended, expelled or reported to the police shall be:

- Recorded on a Violent Incident Form, to be filed in the O.S.R., containing:
  - a description of the serious violent incident leading to a suspension, expulsion, or a call to the police,
  - a reference of the call to the police, if applicable,
  - a reference to the school/board disciplinary response to the incident, if applicable.

- A copy of the school board's letter(s) to the student and/or parent(s) or guardian(s) regarding the suspension or expulsion for violent behaviour.

B. Removal of Information from the Ontario Student Record (O.S.R.)

- The information relating to suspension for violent behaviour shall not be removed from the O.S.R. unless three consecutive years have passed and no further serious violent incidents have been reported by the school to the police.

- The information relating to expulsion shall be removed five years after the date on which the school board expelled the student.

- Where an expelled student has been re-admitted to school by a school board, and is expelled again, the information relating to the expulsions shall not be removed from the O.S.R. until five consecutive years have passed without any further expulsion.

- Where the student has not been suspended or expelled, the Violent Incident Form shall be removed after three years if no further serious violent incident is reported to the police during that time.

C. Transfer of Ontario Student Record (O.S.R.)

If the student transfers to another school, the information in the O.S.R. relating to the serious violent incident that led to suspension or expulsion, as well as a report to the police, will remain in the O.S.R. unless removed under A. or B. above. The transfer will occur in accordance with Section 6.1 of the *Ontario Student Record Guideline, 2000*.

Draft March 8

Keewatin-Patricia District School Board

March 8, 2011

NOTICE OF MOTION

THAT the verbal report on Policy 322, Code of Conduct, be received.

THAT Policy 322, Code of Conduct, be approved as amended with the next review in year 2015.

Keewatin Patricia
DISTRICT SCHOOL BOARD

Policy Section: **School Administration**

Policy Name: **Code of Conduct**

300
Draft as at Jan 26
322

Arch Policy Statement

It is the policy of the Keewatin-Patricia District School Board that schools provide a safe learning and teaching environment by promoting an attitude of responsibility, respect and civility among staff and students and a commitment to academic excellence and life long learning. The Keewatin-Patricia District School Board promotes responsible citizenship through its Character Development Program, using the Seven Grandfather Teachings as the foundation. The KPDSB attributes of good character are: Honesty, Respect, Responsibility, Kindness, Bravery, Humility, and Wisdom.

This policy is written under the umbrella of the Safe School Policy #321, in accordance with the Ontario Code of Conduct, which sets clear standards of behaviour. It specifies the consequences for student actions that do not comply with these standards.

These standards of behaviour apply not only to students, but also to all individuals involved in the Keewatin-Patricia District School Board – parents or guardians, volunteers, teachers and other staff members – whether they are on school property, on school buses or at school-authorized events or activities, or in circumstances where engaging in an activity could have a negative impact on the school climate.

Rationale

All students, parents, teachers and staff have the right to be safe, and feel safe, in their school. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

Guidelines (For definitions pertaining to this policy, see Appendix A.)

It is the Board's expectation that in a school environment:

1.1 All members of the school community – students, parents or guardians, volunteers, teachers and other staff members – will be governed by this Code of Conduct whether they are on school property, on school buses or at school-authorized events or activities, or in circumstances where engaging in an activity could have a negative impact on the school climate.

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Cross References:
Police/School Board Protocol
319, Substance Abuse by Students
320, Appropriate Dress for Students
322, Code of Conduct
323, Suspension of Students
706, Employee Code of Conduct
503 Equity and Inclusive Education Strategy
708, Respectful Working & Learning Environment
Regulation 435
325, Access to Schools
328, Bullying Prevention & Intervention
329, Progressive Discipline & Promoting Positive Student Behaviour
324, Expulsion of Students
330, Character Development
709, Workplace Harassment

Date Approved: February 12, 2002
Last Reviewed: May 13, 2003
Date Revised: February 12, 2008

Review by: 2011 (2015)

1.2 All members of the school community will model and reinforce the attributes of good character encompassed within the Board's Character Development Program.

1.3 No member of the school community shall engage in bullying behaviours.

1.4 All members of the school community will be treated with respect and dignity.

1.5 All members of the school community must be aware of their rights and accept responsibility for protecting their rights and the rights of others, because responsible citizenship involves appropriate participation in the civic life of the school community.

1.6 All members of the school community will use non-violent means to resolve conflict. Physically aggressive behaviour is not an acceptable way to interact with others.

1.7 The possession, use, or threatened use of any object to injure another person is unacceptable.

1.8 Board personnel will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to members of the school community who are in possession of, or under the influence of, alcohol or illegal drugs.

1.9 All members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility, because insults, disrespect, and other hurtful acts are unacceptable.

2. This Code of Conduct includes the following components:

2.1 Roles and Responsibilities

2.1.1 The Keewatin-Patricia District School Board will:

- develop and implement ~~a~~ Character Development Program**s** based on the Seven Grandfather Teachings with an emphasis on building positive interpersonal relationships and respect for others, ***and one's self;***
- implement and uphold the Code of Conduct and its standards for respect, civility, responsible citizenship and physical safety;
- seek input from school councils and review this policy regularly with students, staff, parents or guardians, the Special Education Advisory Committee, the Native Education Advisory ***Committee*** ~~Forum~~, volunteers and the community;
- clearly communicate the Code of Conduct to all parents, students and staff in a manner that invites their commitment and support;
- ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and physical safety;

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- provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in safe learning and teaching environments.

2.1.2 **Principals** take a leadership role in the daily operation of a school by:

i) implementing and reinforcing the principles and practices of the Board's Character Development Program;
ii) being highly visible in their school and engaging in positive interactions with students;
iii) demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
iv) holding everyone under their authority accountable for their behaviour and actions;
v empowering students to be positive leaders in their school and community;
vi) communicating regularly and meaningfully with all members of their school community;
vii) developing a school code of behaviour in consultation with school staff and school council. This code of behaviour will be reviewed annually by staff and school council and submitted to the Superintendent of Education if changes occur.

2.1.3 **Teachers, School Staff**, **and Volunteers** under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards by:

i) modeling and reinforcing the attributes of good character encompassed within the Board's Character Development Program;
ii) helping students work to their full potential and develop their self-worth;
iii) empowering students to be positive leaders in their classroom, school, and community;
iv) being highly visible in the school and engage in positive interactions with students;
v) communicating regularly and meaningfully with parents;
vi) maintaining consistent standards of behaviour for all students;
vii) demonstrating respect for all members of the school community;
viii) preparing students for the full responsibilities of citizenship;
ix) modeling appropriate demeanor and appearance for students.

2.1.4 ***Students*** are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. The attributes of the Keewatin-Patricia District School Board Character Development program***s*** are demonstrated by:

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i) coming to school prepared, on time and ready to learn;
ii) dressing appropriately by avoiding offensive clothes that depict racism, hatred, vulgarity, drugs, alcohol and/or violence, are associated with gangs, or are too revealing;
iii) showing respect for himself/herself, for others and for those in authority;
iv) refraining from bullying behaviour;
v) refraining from bringing anything to school that may compromise the safety of others;
vi) following the established rules and takes responsibility for his or her actions;
vii refraining from engaging in activities which could have a negative impact on the school climate.

2.1.5 **Parents** play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility by:

i) modeling and reinforcing the attributes of good character encompassed within the Board's Character Development Program;
ii) showing an active interest in their child's schoolwork and progress. For example. attending parent/teacher interviews, communicating regularly with the school, facilitating homework completion;
iii) helping their child be neat, appropriately dressed and prepared for school. Dressing appropriately means avoiding offensive clothes that depict racism, hatred, vulgarity, drugs and/or violence, are associated with gangs, words or phrases with double meaning; or are too revealing;
iv) ensuring that their child attends school regularly and on time, rested and adequately nourished;
v) reporting promptly to the school their child's absence or late arrival;
vi) becoming familiar with the Code of Conduct and school rules;
vii) encouraging and assisting their child in following the rules of behaviour;
viii) assisting school staff in dealing with disciplinary issues.

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2.1.6 **Police and Community Members** are essential partners in making our schools and communities safer. These partnerships include:

- providing an opportunity for police to develop an ongoing relationship with administrators, teachers, staff and students;
- making presentations to students and school personnel;
- maintaining a presence at the school throughout the year (both on and off duty) at school events and during regular school hours.

Community members need to support and respect the rules of their local schools. Police investigate incidents in accordance with the police/school board protocol.

2.2 Standards of Behaviour in the School Environment

2.2.1 Respect, civility and responsible citizenship

All members of the school community must:

i) respect and comply with all applicable federal, provincial and municipal laws;
ii) Demonstrate the attributes of good character as encompassed in the Board's Character Development Program: Honesty, Respect, Responsibility, Kindness, Bravery, Humility, and Wisdom.
iii) respect differences in people, their ideas, and their opinions;
iv) treat one another with dignity and respect at all times, and especially when there is disagreement;
v) respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
vi) respect the rights of others;
vii) show proper care and regard for school property and the property of others;
viii) take appropriate measures to help those in need;
ix) refraining from bringing anything to school that may compromise the safety of others;
x) seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
xi) respect the need of others to work in an environment that is conducive to learning and teaching;
xii) not swear at a teacher or at another person in a position of authority, ***or any member of the school community***

2.2.2 Physical Safety

a) Weapons

No member of the school community may:
- be in possession of any weapons;
- traffic in weapons;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object.

b) Alcohol and Drugs

No member of the school community may:
- be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs;
- traffic in alcohol or illegal drugs;

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- give alcohol to a minor

c) Physical Aggression

No member of the school community may:

- inflict or encourage others to inflict bodily harm on another person;
- use physical aggression to resolve conflict;
- commit robbery.

d) Sexual Assault

No member of the school community may:

- commit sexual assault.

2.2.3 Harassment and/or Intimidation

No member of the school community may:

- engage in bullying;
- engage in harassment or intimidation of any type;
- engage in hate propaganda or other forms of behaviour motivated by hate or bias.

2.2.4 Initiation

All members of the school community will refrain from initiation activities that are defined as "hazing" (see Appendix A for definitions).

Initiation activities that are designed to welcome the new members of the school community must be approved by school administration.

2.2.5 Vandalism

No member of the school community may:

- commit an act of vandalism that causes ~~extensive~~ damage to school property or to property located on the premises of the school.

2.3 Infractions and Consequences in the School Environment

2.3.1 Students must recognize and accept the responsibility that comes with the freedom to make decisions about their own behaviour. The severity of consequences will match the severity of the breach of the Code of Conduct. Consequences may be applied in an increasingly severe manner for continual

Draft March 8

violation of the Code of Conduct.

2.4 Opening and Closing Exercises in the School Environment

2.4.1 All schools in the Keewatin-Patricia District School Board will ensure that opening or closing exercises are held in accordance with the requirements set out in Reg. 435.

2.4.2 The opening or closing exercises must include the singing of *O Canada* and may include the recitation of a pledge of citizenship in the form set out in the regulations.

2.4.3 The opening or closing exercises may include the singing of *God Save the Queen* and may also include the following types of readings that impart social, moral or spiritual values and that are representative of Ontario's multicultural society:

- scriptural writings including prayers
- secular writings

2.4.4 The opening or closing exercises may include a period of silence.

2.4.5 A pupil is not required to participate in the opening or closing exercises in such circumstances as outlined in Reg. 435 which follows:

- In the case of a pupil who is less than 18 years old, if the pupil's parent or guardian
  applies to the principal of the school for an exemption from the exercises.
- In the case of a pupil who is at least 18 years old, if the pupil applies to the principal for an exemption from the exercises.

Draft March 8

APPENDIX A

I. Code of Conduct Definitions

1.1 School Environment refers to activities that occur on school property, on school buses whether for regular transportation to and from school or for special activities, at all events or activities that are related to school, and in circumstances where engaging in an activity could have a negative impact on the school climate.

1.2 School Community refers to students, parents and guardians, volunteers, teachers and other staff members.

1.3 A **violent incident** is characterized by verbal or written threats; physical, emotional, sexual abuse/harassment; or racial harassment by an individual or group of individuals which has the effect of impairing or might have the effect of impairing the health and welfare of any students or staff members.

1.4 **Assault** is defined in the Criminal Code of Canada and includes, but is not limited to the actual application of force and the threatened or attempted application of force.

1.5 **Sexual Assault** occurs where a person, without consent, intentionally applies force, or intentionally threatens to apply force, to another person in circumstances of a sexual nature such as to violate the sexual integrity of the victim.

1.6 **Bodily Harm** refers to any hurt or injury that is more than merely trifling or transient in nature which interferes with the health or comfort of the person and includes but is not limited to injuries that receive medical attention. Any cut that requires stitches or any broken bone or fracture should be considered bodily harm. Bodily harm can also be multiple minor injuries.

1.7 **Bullying** refers to a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and /or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying can be:
a) physical (e.g. hitting, pushing, tripping);
b) verbal (e.g. name calling, mocking, or making sexist, racist or homophobic comments)
c) social (e.g. excluding others from a group, spreading gossip or rumours).

It may also occur through the use of technology (e.g. spreading rumours, images, or hurtful comments through the use of e-mail, cell-phones, text messaging, Internet websites, or other technology).

Draft March 8

1.8 The Ontario Human Rights Code defines **harassment** as "engaging in a course of vexatious comment or conduct that is known or ought to be known as unwelcome. The code specifically prohibits harassment because of: race, ancestry, place of origin, ethnic-origin, citizenship, creed, sex, age, record of offenses, marital status, sexual orientation, family status or handicap.

1.9 **Intimidation** is defined in the Criminal Code of Canada and includes but is not limited to, compelling another person to do anything, or preventing them from doing anything he or she has a lawful right to do. Such actions may include, but are not limited to:

- Using threats of violence
- Persistent following or following in a disorderly manner
- Hiding property owned or used by the person or hindering the person or hindering his or her use of that property
- Besetting or watching the place where the person works or resides
- Blocking or obstructing the person's passage.

1.10 **Hazing** is an unacceptable initiation activity by an individual or group which humiliates, demeans, harasses, or threatens to harm an individual or a group.

1.11 A **trespasser**, under the Trespass to Property Act, is any individual not acting under a right or authority conferred by law. A trespasser is any individual who enters the premises, where entry is prohibited by means of a notice, engages in an activity prohibited under the act, or fails to leave the premises immediately after being directed to do so by the occupier of the premises, or a person authorized by the occupier. The Access to School Premises Regulation (Section 305, *Education Act*) defined authorized entrants to the Board premises.

1.12 **Staff** includes all employees of, or volunteers to, the Keewatin-Patricia District School Board.

1.13 A **youth gang** is a group of persons who, while acting or congregating together, display a pattern of delinquency such as assault, intimidation or harassment, which may result in violent activities.

1.14 **Weapons**, as defined by the Criminal Code of Canada are "anything used or intended for use in causing death or injury to persons whether designed for such purpose or not, or anything used or intended for use for the purpose of threatening or intimidating any person."

1.15 **School property** includes schools, school property, buses contracted to the Board, and any property associated with school field trips or other school organized activities.

Draft March 6

8.01 E

Keewatin-Patricia District School Board

March 8, 2011

NOTICE OF MOTION

THAT the verbal report on Policy 325, Access to Schools, be received.

THAT Policy 325, Access to Schools, be approved as amended with the next review in year 2015.

Keewatin Patricia DISTRICT SCHOOL BOARD

Policy Section: **School Administration**

Policy Name: **Access to Schools**

300
Draft as at Jan 26

325

Policy Statement

It is the policy of the Keewatin-Patricia District School Board to allow the public access to its schools subject to the conditions set out in the guidelines.

Rationale

This policy is established in order to ensure students and staff learn and work in a safe and secure educational environment.

Guidelines

1. This policy is administered under and guided by the Ontario Code of Conduct, Regulation 474-00 "Access to School Premises".

2. The main elements of this Regulation are:

   2.1 The following persons are permitted to be on school premises, unless prohibited under Section 2.3 below, when the premises are being used for a purpose authorized by the board:

   a) pupils enrolled in school;
   b) parents or guardians of such pupils;
   c) persons employed or retained by the board;
   d) persons on school property for lawful purposes (e.g. delivering mail, voting)

   2.2 The following persons are permitted conditional access to school property, provided they are there for a specific purpose:

   a) persons invited to attend an event, class or meeting;
   b) persons invited by the principal, vice-principal, or someone else authorized by board policy to do so.

Draft March 8

2.3 The following persons are prohibited access to school property:

a) anyone whose presence, in the principal's or designate's judgment, is detrimental to the safety or well being of a person on the premises;
b) any person who fails to report their presence in the manner specified by the school or board (see Appendix A – Strategies for Dealing with Unauthorized Visitors to Schools);
c) Students under suspension or expulsion, except with the authorization of the principal.

3. Policy 801, Use of School Facilities, Grounds and Equipment, addresses access to schools via permits issued by the principal for the identified facility.

4. The Keewatin-Patricia District School Board will consult with school councils when establishing, reviewing, and revising these policies and guidelines.

5. Schools shall establish monitoring procedures for visitors to schools. Such procedures may include the following:

a) Posting appropriate signs at each entrance indicating that all visitors are to report to the office;

b) Developing a sign-in system located in the Main Office;

c) Developing procedures for staff and students regarding visitors to the school.

Draft March 8

APPENDIX A

STRATEGIES FOR DEALING WITH UNAUTHORIZED VISITORS TO SCHOOLS

1) Prevent confrontation and obtain maximum cooperation.

2) Introduce yourself. Be courteous, calm and assured.

3) Ask the person to identify him/herself and state his/her business.

4) Do not touch the person.

5) Give clear direction to the person and offer assistance (i.e. "Please accompany me to the office", "Please come with me to the exit").

6) Isolate the situation – do not play to an audience.

7) If possible, try to have the person come to the office area.

8) Let people know where you are going when you leave to intercept the person. (NOTE: It is preferable that a second adult accompany you. This individual may need to act as a witness or go for additional assistance or act as a 'runner'.)

9) Get a good description of the person, and note the time of the incident.

10) If a student under suspension comes on to school/board property, investigate and issue a second suspension.

11) If a trespasser is not a student of the school, issue a trespass letter.

12) Call police about trespassers who become abusive or uncooperative.

13) If a trespass notice is broken, call the police. When police arrive, provide the investigating officer with a copy of the trespass letter previously served.

14) Maintain a trespass register or trespass incident record in the school.

Draft March 8

8.01 F

Keewatin-Patricia District School Board

March 8, 2011

NOTICE OF MOTION

THAT the update on the 2010-2011 annual Board Strategic Improvement Plan for Student Achievement be received.

Keewatin Patricia
DISTRICT SCHOOL BOARD

Keewatin Patricia
DISTRICT SCHOOL BOARD

2010-2011 Annual Board Strategic Improvement Plan for Student Achievement Update

Regular Board Meeting
Savant Lake Public School
March 8, 2011

Respectfully submitted by,
Caryl Hron, Superintendent of Education
Sean Monteith, Superintendent of Education
Susanne Bastable, School Effectiveness Lead
Scott Urquhart, Student Success Leader

Keewatin Patricia DISTRICT SCHOOL BOARD

Board Strategic Improvement Plan

- The Board Strategic Improvement Plan is based on an in-depth "Needs Assessment"
- Specific needs were identified for students and teachers which then informed recommendations
- Strategies and actions were put into place to implement the recommendations

Keewatin Patricia DISTRICT SCHOOL BOARD

Our Board Vision Reflects High Expectations

"All K-12 students will independently articulate and demonstrate strategies for reading, writing and oral language reflecting higher order and critical thinking in all subject areas."

Keewatin Patricia DISTRICT SCHOOL BOARD

BSIP Cycle of Reflection and Revision

Keewatin Patricia DISTRICT SCHOOL BOARD

BSIP Strategy Update

1. Professional Learning Communities and Networks established to support learning of all students
2. Job embedded professional learning to implement daily focused literacy/numeracy instruction
3. School and Board teams work collaboratively to effectively implement early and ongoing intervention

Professional Learning Communities and Networks established to support learning of all students

a) Job embedded professional learning model supports school based PLCs and Networks
b) Ongoing support for Principals in facilitating effective job embedded PLCs
c) Differentiated Support for school-based PLCs
d) Implementation of assessment practices contained in "Growing Success"

Job embedded professional learning to implement daily focused literacy/numeracy instruction

a) Coaches and SERTs engage in board/school learning teams linked to focused literacy/numeracy instruction
b) Uninterrupted 120 minute primary literacy block
c) Gradual Release of Responsibility Strategies (Modeled, Shared, Guided, and Independent)
d) School-Based Teams collaboratively deliver school-based reading intervention targeted to struggling students

Keewatin Patricia DISTRICT SCHOOL BOARD

Job embedded professional learning to implement daily focused literacy/numeracy instruction

e) Use of Oral Language Strategies to support the continuum of reading and writing skills focusing on comprehension

f) Math Coaches co-plan and co-teach with classroom teachers

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School and Board Teams work collaboratively to effectively implement early and ongoing intervention

a) Purposeful planning to engage boys, Aboriginal students and applied/essential level learners

b) Hold regular In-School Support Team meetings to address the needs of struggling students

c) Develop a well defined Pyramid of Intervention Model

d) Development of Strategies to improve student engagement and attendance

Keewatin Patricia
DISTRICT SCHOOL BOARD

Monitoring and Evaluation

- The BSIP is monitored on an ongoing basis by Senior Administration and the Board Strategic Improvement Committee
- An Evaluation Log is kept to monitor all board actions to implement the strategies.

8.01 G

Keewatin-Patricia District School Board

March 8, 2011

NOTICE OF MOTION

THAT the Equity and Inclusive Education Strategy update be received.

The Equity and Inclusive Education Strategy

Implementation Update

Presentation for Trustees

March 8, 2011

Chris Conquer, and the EIE Committee:
Sean Monteith, Al Wray, Steve Grindrod, Shannon Jessiman, Eleanor Skead, Heather Mutch, Marg Vermette

Realizing the Promise of Diversity

Keewatin Patricia DISTRICT SCHOOL BOARD

1

Where Were We?

- 1. Shared and Committed Leadership
- 2. School-Community Relations
- 3. Inclusive Curriculum and Assessment Practices
- 4. School Climate and Prevention of Discrimination and Harassment
- 5. Religious Accommodation
- 6. Staff Development and Professional Learning
- 7. Accountability and Transparency

Realizing the Promise of Diversity

Keewatin Patricia DISTRICT SCHOOL BOARD

2

The Next Two Years' Overview

September 2010

- Implement EIE policies
- Embed EIE principles in board and school improvement plans
- Schools review classroom strategies that promote school-wide EIE policies

September 2011

- Implement positive employment practices
- Implement EIE policies, programs, and board action plans
- Provide opportunities for training
- Establish process for performance indicators of the effectiveness of EIE

But What Will We Do?

- Inquiry-based learning linked to student needs!
- Around school PLC table, look for opportunities to **Understand, Identify, Address, and Eliminate** the biases, barriers, and power dynamics that limit students' prospects for learning, growing, and fully contributing to society.
- Do most of the students who are successful 'look' the same; and do most of the students who are less successful 'look' the same?

Professional Learning

- What do we need to learn to support our schools?
- What student needs require professional learning among the staff?
- SERTs, Lit Coaches, SATs are all at the PLC table
- Might a training program down the road reflect learning needs of these key players?
- An implementation rubric is an option.

Realizing the Promise of Diversity

Keewatin Patricia DISTRICT SCHOOL BOARD

5

Questions?

Or comments and ideas?

Realizing the Promise of Diversity

Keewatin Patricia DISTRICT SCHOOL BOARD

8.01 H

Keewatin-Patricia District School Board

March 8, 2011

NOTICE OF MOTION

THAT the School Effectiveness update be received.

Keewatin Patricia
DISTRICT SCHOOL BOARD

Keewatin Patricia
DISTRICT SCHOOL BOARD

School Effectiveness Update

Regular Board Meeting
Savant Lake Public School
March 8, 2011

Respectfully submitted by,
Susanne Bastable
School Effectiveness Lead

Keewatin Patricia DISTRICT SCHOOL BOARD

The School Effectiveness Framework

- A support document for school improvement and student success
- Is used as a key resource to assist in precise and intentional board and school improvement planning
- Identifies evidence-based indicators of successful practices in effective districts, schools and classrooms
- Is the document used by all schools for annual school self assessments as part of the School Improvement Planning process.

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School Self Assessment and Improvement Planning

This year, we are increasing the depth and focus of the school self assessment process by choosing only a few strategic School Effectiveness Indicators to support implementation efforts, for example:

1.1 Students and teachers share a common understanding of the learning goals and success criteria.

1.2 During learning, students receive ongoing, descriptive feedback based on the success criteria, from the teacher and from peers.

2.4 Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.

4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.

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District Review

- For the previous three years, we have conducted District Reviews of all elementary and secondary schools (24)
- New process for 2010 – 2011enables us to go deeper with support as we are reviewing fewer schools; 6 elementary, 3 secondary
- Developing a process that is more personalized to the needs of each school, based on their own implementation efforts
- Includes a week of "in house" job embedded support for teachers
- Ultimately supports implementation of the strategies contained in the Board and School Improvement Plans

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Feedback from Schools

Feedback is positive and generally reflects a feeling that the time spent working together during implementation week is beneficial

"I did receive much positive feedback about implementation week. Teachers generally appreciated working with others and appreciated the input and time to plan and reflect."

"The extra support is definitely needed and having the team there to help expand our ideas is extremely beneficial ...especially digging in to curriculum expectations.."

"I like how we broke up into groups to help target individual or divisional needs. It was beneficial having the same people stay throughout the whole week."

"The DRT members helped to tweak in some areas, engaged staff in those difficult conversations."

"I think implementation efforts are enhanced by having the support of a visiting principal and coach because I feel it is helpful to have people come in from outside our school who bring possibly a different outlook to contribute to our discussions. As well as bringing their own experiences to enhance our efforts."

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Feedback from Schools
(continued)

We also solicit feedback for suggestions to improve upon our process.

"The team did allow for teachers to work on their needs, however in the DRT that I was involved with, I think that there were almost too many different things that teachers were doing and there was no one main focus to bring everybody back together."

"I think that the DRT visit and the Implementation Week built up excitement, however in some cases it was not sustained."

"What I see working for our school is the in depth planning piece. Come visit us for a week, when we are about to plan a new Higher Order task/PLC initiative. Work through it with us, plan with us, let us pick your brains, support us that way…"

"I feel you should build in more time and should be back to offer more support…"

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Other Key Work of School Effectiveness Lead 2010 - 2011

System Hubs

- ✓ Structures and Processes for Job Embedded Professional Inquiry; Adult Learning

Schools in the Middle

- ✓ Purposeful Planning and Assessment Strategies to Engage and Motivate Students

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System Hubs

- ✓ Vehicle to structure lateral capacity building amongst schools
- ✓ Need to learn how to do effective job embedded professional collaboration to enhance teaching practices
- ✓ Our goal is to build a learning organization with a culture of ongoing inquiry

"Collaborative cultures are ones that focus on building the capacity for continuous improvement and are intended to be a new way of working and learning…For system change to occur on a larger scale, we need schools learning from each other…" (Fullan, 2006)

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School Developed "Theories of Action" Leading to Increased Collaboration

- If we all agree to work collaboratively with a partner, then we will begin building a more collaborative culture!
- If we collaborate (discuss, share, question, challenge) on 'best practices' during the inquiry, then we will inform our instructional practices which will increase student success. Focus on the "how", not just the "what"
- If we co-plan and co-teach then we can deepen our understanding and collaboration.
- If we make it easier for teachers to collaborate, then opportunities will be created for coaching, co-planning, co-teaching, resource sharing and ongoing discussions will happen, focused on learning more about our students.
- If teachers reflect collaboratively on effective instructional strategies and refine those strategies through dialogue and experimenting with colleagues, then teachers will feel comfortable adapting and changing their teacher practice based on their needs.
- If we as a staff collaboratively determine a precise focus for instruction (1.5 – 1.9) with co-planning, co-teaching and reflection, then we can go deeper, improve our comfort level with risk taking and learning new teaching strategies…and this is our missing link.
- If teachers participate in collegial sharing of best practices, then teacher engagement will positively impact both teacher and student engagement!

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Schools in the Middle

- ✓ Strategy has grown from 6 to 12 elementary schools this year
- ✓ Focus on purposeful planning to engage students in relevant, authentic, meaningful work requiring higher order and critical thinking.
- ✓ Focus on assessment for learning strategies; clearly identifying learning goals and success criteria and using these as tools for teaching and learning.
- ✓ Consideration given to problem solving, relevant issues, interdisciplinary work, inquiry, creativity, use of technology…for 21st century learners

"The task predicts performance. The real accountability system is in the tasks that students are asked to do." (Elmore, 2009)

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Design Down Planning or Planning With the End In Mind

- Based on "Big Ideas" linked to curriculum expectations
- Big Ideas are the "hook" for student engagement, particularly when connected to student actions around social justice, environment, interest based inquiry…they bring relevance and meaning to the day to day work of the students
- Big Ideas engage students in higher order and critical thinking
- Cross curricular units enable students to learn and demonstrate literacy strategies and skills through various content areas; this brings relevance to the tasks

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Examples of Big Ideas

"How can I be an agent of change?"

"How do the Seven Grandfather Teachings help me be a better member of my family, my class, my school and my community?"

"Does technology help us or harm us?"

"How can we minimize our impact on the environment?"

"Why does accessibility matter and how can we make it better?"

Alignment

- ✓ Hubs provide capacity building for process of job embedded learning
- ✓ SIM provides capacity building for purposeful planning and assessment practices
- ✓ District Review process provides "in house" support to further implementation in classrooms by "doing" with teachers

Keewatin-Patricia District School Board

March 8, 2011

NOTICE OF MOTION

1. That the verbal report on the closure and disposition of Hudson Public School be received.

2. Whereas on April 14, 2009 the Keewatin-Patricia District School Board adopted a motion which reads as follows:

   "That the Keewatin-Patricia District School Board close Hudson Public School at the end of any school year from September 2009 to June 2013 in which the headcount enrolment is 40 or less." and

   Whereas on October 29, 2011 the headcount enrolment at Hudson Public School was 28 pupils;

   Therefore be it resolved:

   That Hudson Public School be closed effective June 30, 2011and declared surplus to the needs of Keewatin-Patricia District School Board;

   That the Administration be directed to offer the Hudson Public School building and property for sale through the process governed by Ont. Regulation 444/98, with the acceptance of any offers subject to the approval of the Keewatin-Patricia District School Board; and

   That, failing the purchase of the Hudson Public School building and property by an agency under the regulated process, the Administration be directed to offer the Hudson Public School building and property to the general public with the acceptance of any offers subject to the approval of the Keewatin-Patricia District School Board.