**KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD**

# REGULAR BOARD MEETING #9

Tuesday,
October 11, 2011
Time: 7:00 p.m.

Queen Elizabeth District High School
Sioux Lookout, Ontario

**Video & Teleconference Sites**
**School & Room #**

| | |
|---|---|
| BBSS | 250 |
| RLDHS | 126 |
| DHS | 115 |
| EFPS | Library |

## AGENDA

1. Call to Order
2. Roll Call
3. Approval of Agenda – October 11, 2011
4. Declaration of Conflict of Interest - Agenda
5. Business Arising from Committee of the Whole
6. Confirmation of Minutes – September 13, 2011 Meeting
7. Presentations/Delegations:
8. Presentation of Reports and Accompanying Motions:

   8.01 Education
   - A. Seeds for the Future - Celebrating our Stars:
     - *Focusing on the Future (Lance Hildebrand)*
   - B. 2010-2011 EQAO Results
   - C. 2010-2011 Summer Literacy and Learning Program Reports
   - D. 2011-2012 Special Education Plan

   8.02 Executive Committee Report
   - A. Policy 206, An Individual on the Board to Represent the Interests of First Nation Students
   - B. Native Education Advisory Council – Membership Appointment

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

   8.04 Parent Involvement Committee / School Council Reports (nil)

   8.05 Operations
   - A. Disposal of Upsala Community Club
   - B. Operational Review Report

8.06 Finance
- A. Audit Committee Report
- B. Policy 609, Investments

8.07 Human Resources
- A. Policy 704, Non-Union Terms and Conditions of Employment

8.08 Student Trustee Update

8.09 Special Education Advisory Committee Update

8.10 Native Education Advisory Council

9. Other Motions

10. Correspondence

11. New Business

12. Observer Comments

13. Next Meeting Date: November 8 2011
King George VI PS
Kenora, Ontario

14. Adjournment

# KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

## REGULAR BOARD MEETING #8

The minutes of Regular Board Meeting # 8 of the Keewatin-Patricia District School Board held September 13, 2011, at Open Roads Public School .

| | |
|---|---|
| Call to Order | The meeting was called to order at 7:00 p.m. |
| Roll Call | B. Gauthier, B. O'Donohue, R. Onysko (tc), M. Ott, D. Penney, G. Seaton, D. Sidders (vc), D. Wilkinson, M. Ketchemonia, J. Mashru |
| Absent with Regret | G. Kleist, C. Marcino |
| Officials | Jack McMaster, Caryl Hron, Sean Monteith, Dean Carrie, Susanne Bastable, Liz Sidor, Lynn McAughey, Steven Roffe |
| Also Present | Media, Staff and interested public |
| Agenda | Moved by: B. Gauthier<br>Seconded by: M. Ketchemonia |
| **Motion 205-11** | THAT the agenda for Regular Board Meeting #8 of September 13, 2011, be approved. |

| | | | |
|---|---|---|---|
| Non-binding (Student Trustee) | FOR 1 | OPPOSED 0 | CARRIED |
| Binding | FOR 9 | 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: M. Ketchemonia<br>Seconded by: B. Gauthier |
| **Motion 206-11** | THAT the minutes of Regular Board Meeting held June 14, 2011, having been duly circulated, be confirmed. |

| | | | |
|---|---|---|---|
| Non-binding (Student Trustee) | FOR 1 | OPPOSED 0 | CARRIED |
| Binding | FOR 9 | OPPOSED 0 | CARRIED |

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

**Motion 207-11** THAT the minutes of the Special Board meeting held August 25, 2011 having been duly circulated be confirmed.

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|---|---|---|---|
| Non-binding (Student Trustee) | FOR 1 | OPPOSED 0 | CARRIED |
| Binding | FOR 9 | OPPOSED 0 | CARRIED |

Presentations

Jeff Cole - Name of New School Petition

Margaret Saville - Canadian Cancer Society

Geordie McEwen & Dennis Wallace – Kenora Education and Training Committee

SEEDS FOR THE FUTURE – CELEBRATING OUR STARS
Opening Roads with Technology – Mary Trist and Alison Allen, teachers at Open Roads Public School along with students shared with trustees, examples of teaching with technology in the classroom.

OSSLT

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

**Motion 208-11**

THAT the 2010-2011 Ontario Secondary School Literacy Test Results be received.

| | | | |
|---|---|---|---|
| Non-binding (Student Trustee) | FOR 1 | OPPOSED 0 | CARRIED |
| Binding | FOR 9 | OPPOSED 0 | CARRIED |

BSIP

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

**Motion 209-11**

THAT the 2011-2012 annual Board Strategic Improvement Plan for Student Achievement be received.

| | | | |
|---|---|---|---|
| Non-binding (Student Trustee) | FOR 1 | OPPOSED 0 | CARRIED |
| Binding | FOR 9 | OPPOSED 0 | CARRIED |

Policy 316

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

**Motion 210-11**

THAT Policy 316, Evaluation and Assessment of Student Achievement, be received.

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|---|---|---|---|
| Non-binding (Student Trustee) | FOR 1 | OPPOSED 0 | CARRIED |
| Binding | FOR 9 | OPPOSED 0 | CARRIED |

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

**Motion 211-11**

THAT Policy 316, Evaluation and Assessment of Student Achievement, be approved as amended with the next review in year 2014.

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|---|---|---|---|
| Non-binding (Student Trustee) | FOR 1 | OPPOSED 0 | CARRIED |
| Binding | FOR 9 | OPPOSED 0 | CARRIED |

FDELK

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

**Motion 212-11**

THAT the Full-Day Early Learning-Kindergarten program report be received.

| | | | |
|---|---|---|---|
| Non-binding (Student Trustee) | FOR 1 | OPPOSED 0 | CARRIED |
| Binding | FOR 9 | OPPOSED 0 | CARRIED |

Awards

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

**Motion 213-11**

THAT the reports for the following awards be received:

i) 2010-2011 Good Citizenship Award
ii) 2010-2011 Secondary School Scholarships and Awards

| | | | |
|---|---|---|---|
| Non-binding (Student Trustee) | FOR 1 | OPPOSED 0 | CARRIED |
| Binding | FOR 9 | OPPOSED 0 | CARRIED |

OPSBA

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

**Motion 214-11**

THAT the verbal report on Trustee attendance at the Ontario Public School Boards' Association (OPSBA) 2011 Northern Conference be received.

| | | | |
|---|---|---|---|
| Non-binding (Student Trustee) | FOR 1 | OPPOSED 0 | CARRIED |
| Binding | FOR 9 | OPPOSED 0 | CARRIED |

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

**Motion 215-11**

THAT accommodations and travel arrangements for the OPSBA Northern Conference in Thunder Bay dated October 28-29, 2011 for all trustees who wish to attend, be approved.

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| Non-binding (Student Trustee) | FOR 1 | OPPOSED 0 | CARRIED |
| Binding | FOR 9 | OPPOSED 0 | CARRIED |

Pinewood PS Disposal

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

**Motion 216-11**

THAT the report on the disposal of Pinewood Public School be received.

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| Non-binding (Student Trustee) | FOR 1 | OPPOSED 0 | CARRIED |
| Binding | FOR 9 | OPPOSED 0 | CARRIED |

Student Trustee Update

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

**Motion 217-11**

THAT the Student Trustee verbal update be received.

| | | | |
|---|---|---|---|
| Non-binding (Student Trustee) | FOR 1 | OPPOSED 0 | CARRIED |
| Binding | FOR 9 | OPPOSED 0 | CARRIED |

New Business

J. McMaster welcomed Lynn McAughey, Principal of Lakewood PS and Steven Roffe, Literacy SA to sit with the senior admin team.

Observer Comments

Michael Boos, Principal of Sioux Mountain PS thanked the board for the opportunity to host a technology pilot during the 2010-2011 school year.

Trustee Penney thanked Syrena Lalonde, principal of Open Roads PS for the hospitality shown in hosting the meeting.

S. Lalonde, Principal of Open Roads PS thanked the board for the opportunity to host the board meeting and for all the support given to staff and students with opening the new school.

Adjournment

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

**Motion 218-11**

THAT the meeting adjourn at 9:25 p.m.

| | | | |
|---|---|---|---|
| Non-binding (Student Trustee) | FOR 1 | OPPOSED 0 | CARRIED |
| Binding | FOR 9 | OPPOSED 0 | CARRIED |

Chair

Secretary

**8.01 B**

**Keewatin-Patricia District School Board**

October 11, 2011

**NOTICE OF MOTION**

THAT the report on the 2010-2011 EQAO Results be received.

Keewatin Patricia
DISTRICT SCHOOL BOARD



# 2010-2011 EQAO Results

## INTRODUCTION

EQAO data is one source of information that educators use to assess the strengths and next steps for programming in our schools. Schools also assess programs and student achievement based on a variety of indicators such as teacher assessment/evaluation, board assessments and teacher/principal observations. All of this information is used to determine school and board goals, as well as, actions for the Board Strategic Improvement Plan.

Results from EQAO are presented in two ways: All Students and Participating Students. "All Students" reports data for all students in the grade including exempted students and students for whom there is no data, and expresses the number of students in each reporting category as a percentage of all students in the grade. "Participating Students" expresses the distribution of results as a percentage of those students who took part in the assessment and excludes exempted students and students with no data.

## OVERVIEW

Primary Achievement results for 2010-2011 show an increase in the number of students achieving at or above the provincial standard of level 3 & 4 in reading and writing with a small decrease shown in mathematics from 2009-2010. Junior Assessment results show an increase in the number of students achieving at the provincial standard in both reading and writing with a slight decrease in the mathematics results. For the Grade 9 EQAO assessment, Grade 9 Applied students showed an increase of 3% in the number of students achieving levels 3 & 4 in 2010-2011, while the Grade 9 Academic students showed a 4% increase from the previous year.

## PRIMARY RESULTS

- 267 Grade Three students were assessed in 2010-2011
- Participating Students achieved, 63% in reading, 61% in Writing and 62% in Mathematics
- There was an impressive increase of 7% of students achieving levels 3 & 4 in Reading
- There was a 5% increase in the number of students achieving levels 3 & 4 in Writing
- And there was a decrease of 4% increase in the number of students achieving levels 3 & 4 in Mathematics

## JUNIOR RESULTS

- 317 Grade Six students were assessed in 2010-2011
- Participating Students achieved, 74% in reading, 64% in Writing and 52% in Mathematics
- In reading there was a 4% increase in the number of students achieving levels 3 & 4
- In writing there was a 4% increase in the number of students achieving levels 3 & 4
- And in Mathematics, there was a decrease of 4% of the number of students achieving levels 3 & 4 from the previous year

## GRADE 9 MATH RESULTS

- 200 Grade 9 Applied students were assessed in 2010-2011
- Students in the Grade 9 Applied course achieved a 3% increase for the number of students achieving levels 3 & 4 from the previous year
- 268 Grade 9 Academic students were assessed in 2010-2011
- For Students in the Grade 9 Academic stream, the percentage of students achieving levels 3 & 4, increased to 83%, an increase of 4% from the previous year

## ACTION PLAN

As part of the Board Strategic Improvement Plan, targets and actions will be outlined in the document to focus on increasing student achievement. At the school level, principals and teachers will also set targets and actions for student achievement for their individual schools.

Respectfully submitted by:
Caryl Hron, Superintendent of Education
Sean Monteith, Superintendent of Education

Keewatin Patricia
DISTRICT SCHOOL BOARD

Keewatin Patricia
DISTRICT SCHOOL BOARD

# 2010-2011
# EQAO Results

Caryl Hron, Superintendent of Education
Sean Monteith, Superintendent of Education
Regular Board Meeting
October 11, 2011

## Grade 3 EQAO Assessments

- 266 Grade Three students were assessed in June 2011
- 45% were female and 55% were male
- 22% were Special Needs-Provincial 16%
- 71% of the students attended school from Kindergarten to Grade 3

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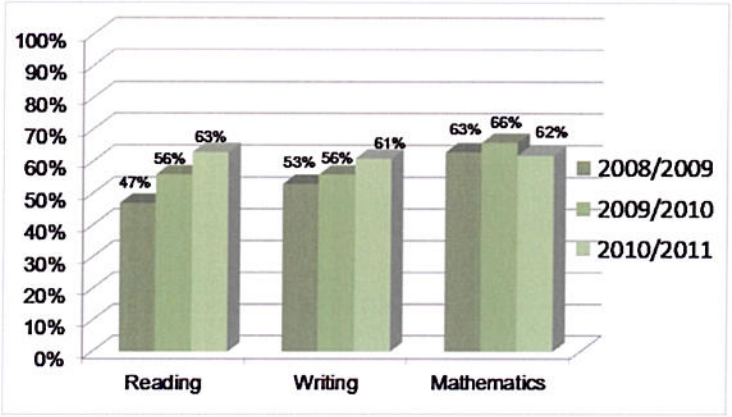
## Percentage of Participating Primary Students Achieving Levels 3 & 4

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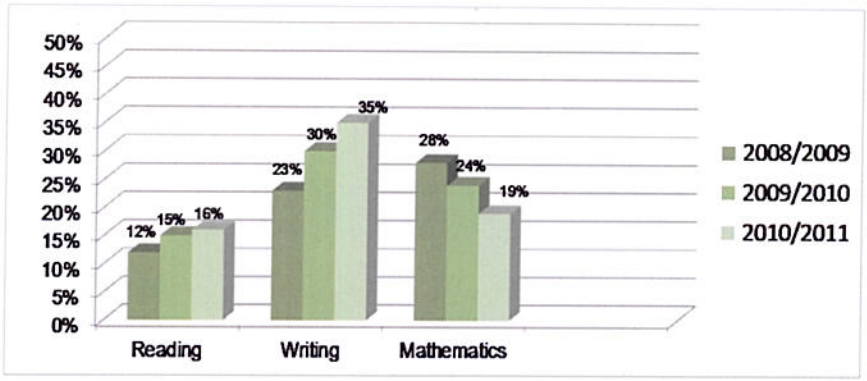
## Percentage of Primary Special Needs Students Achieving Level 3 & 4

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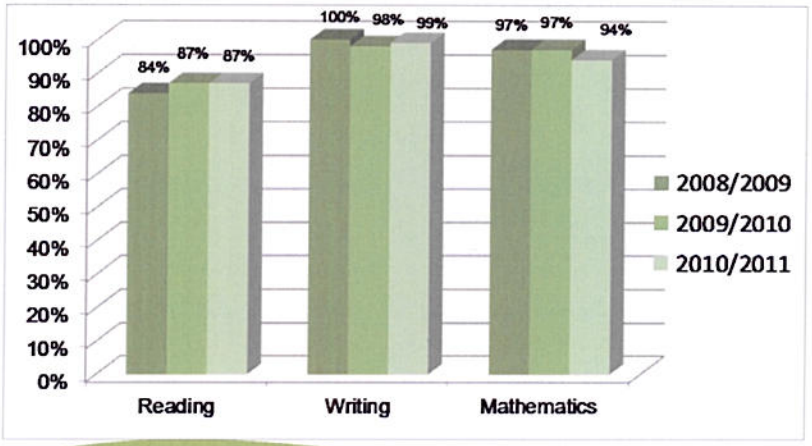
## Percentage of Participating Primary Students Achieving Levels 2, 3 & 4

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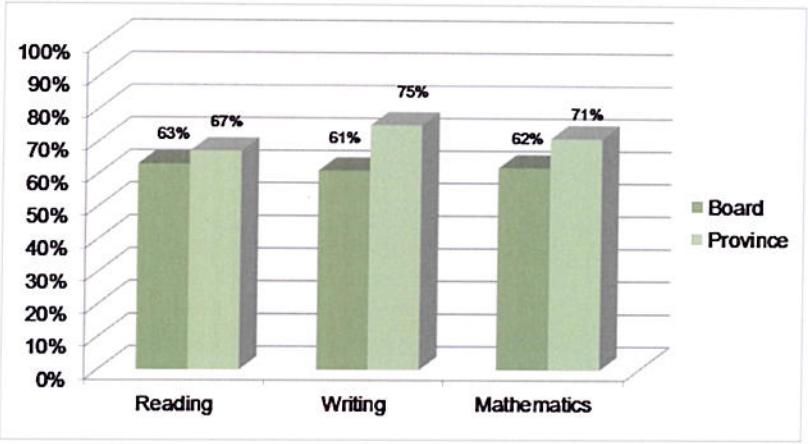
## Percentage of Participating Primary Students Achieving Levels 3 & 4

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## Grade 6 EQAO Assessments

- 317 Grade 6 students were assessed in June 2011
- 49% were female and 51% were male
- 23% were Special Needs - Provincial 19%
- 79% have attended school from Grade 3 to Grade 6

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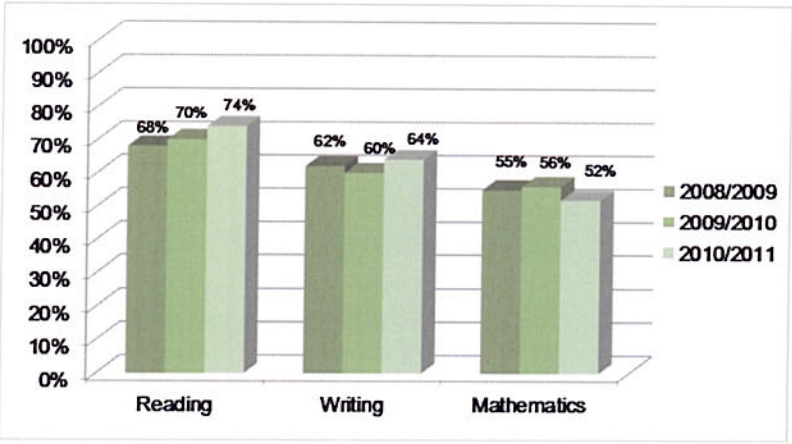
## Percentage of Participating Junior Students Achieving Levels 3 & 4

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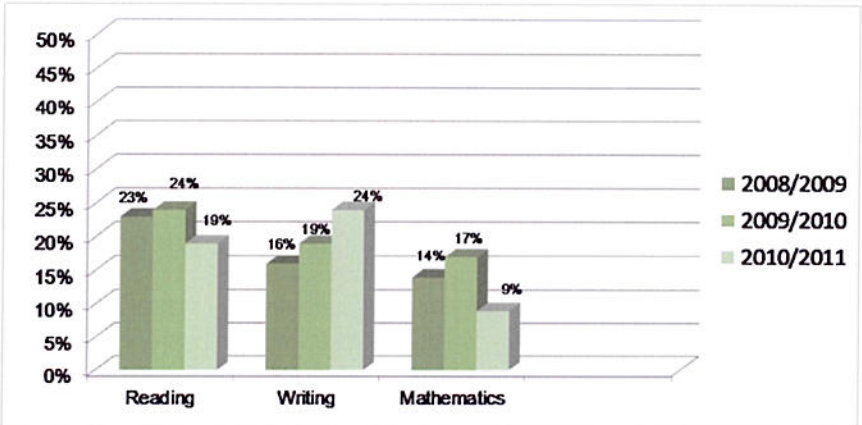
## Percentage of Junior Special Needs Students Achieving Levels 3 & 4

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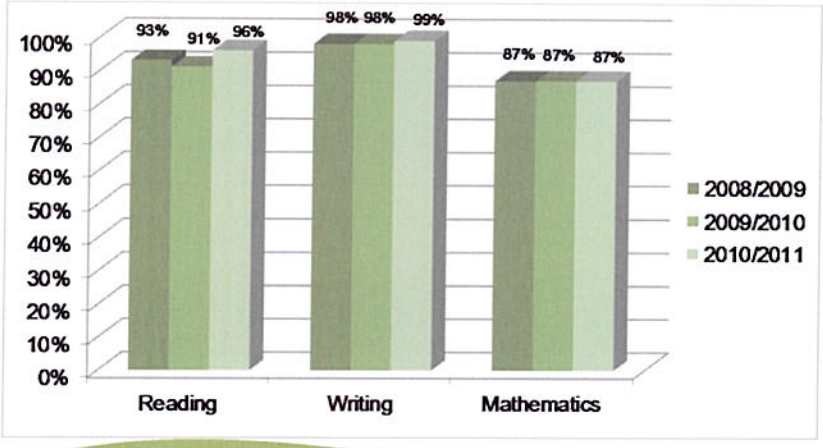
## Percentage of Participating Junior Students Achieving Levels 2, 3 & 4

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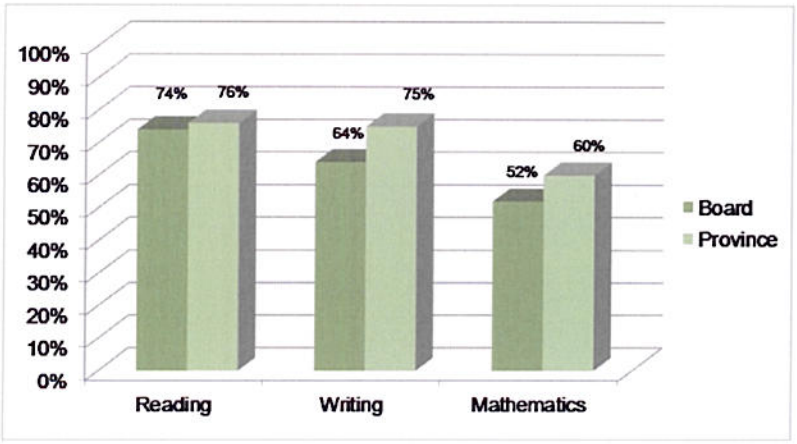
## Percentage of Participating Junior Students Achieving Levels 3 & 4

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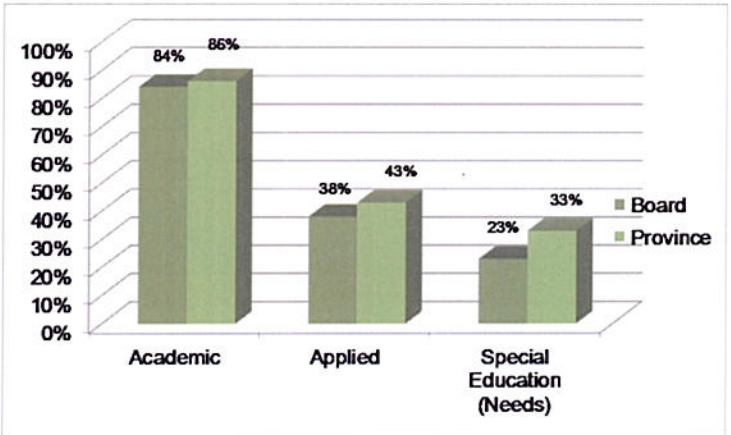
Keewatin Patricia
DISTRICT SCHOOL BOARD

# EQAO Grade 9 Assessment of Mathematics

Board Results

Keewatin Patricia
DISTRICT SCHOOL BOARD

## Percentage of Academic, Applied and Special Education (Needs) Students Achieving Level 3 & 4

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## 2010-2011 Summary:

Applied Results: 38% achieving at Level ¾ (+ 3% over previous year)

Academic Results: 84% (+ 5% over previous year, and 2% below provincial rate)

Growth demonstrated in both areas of assessment, 5 trending data show improvements in both areas since 2006-2007

Applied results demonstrated achievement in Level ¾, was exclusively male growth (+5%); female results static (-1%)



## 2010-2011 Summary:

KPDSB academic students continue to achieve at or close to provincial results, and expectations.

Majority of incoming KPDSB Grade 9 students attend mathematics courses, approximately 60% in the academic stream .

Results for both academic and applied do not show statistical differences between Grade 9 students who take math in first semester, in comparison to second semester.

Assessment performance continues to indicate that male students achieve at level ¾ in higher rates than females; trend is reflective of provincial trends, and is relative to both the applied and academic assessment.

Keewatin Patricia
DISTRICT SCHOOL BOARD

## Student Voice

Student Attitudinal and Perceptual Data very compelling and warrants further scrutiny and planning:

"I like mathematics."

"I try to do my best in mathematics class."

"The mathematics I learn is useful for everyday life."

"I have been absent from mathematics class this year…"

"I am good in mathematics."

**Keewatin-Patricia District School Board**

October 11, 2011

**NOTICE OF MOTION**

THAT the report on the 2011 Summer Learning Opportunities be received.

i) 2011 Summer Literacy Learning Program
ii) 2011 Summer Learning Opportunities for Secondary Students

Keewatin Patricia
DISTRICT SCHOOL BOARD



## 2010-2011 Summer Literacy Learning Program

In 2009-10 the Keewatin-Patricia District School Board received funding from Council of Directors of Education (CODE) to pilot a Summer Literacy Learning Program at Sioux Mountain PS. McMaster University acted as a research partner in the program, supporting a number of school boards in the province. This pilot proved very successful, so in 2010-2011 the board elected to continue with Year 2 of the pilot. The goal of the research project continued to be to support primary students in maintaining or increasing their literacy achievement levels during the summer months.

Due to the success of the pilot in 2009-2010, it was decided to expand the Summer Literacy Learning Program to three other schools: Evergreen PS, New Prospect PS and Red Lake-Madsen PS. These three sites were funded internally by the board. To measure the effectiveness of the program, all students were assessed in June, throughout the program, and at the end of the summer program in August.

The Summer Literacy Program was offered to students in Grades 1, 2 and 3 considered at-risk in literacy. At each site the program was run by a qualified teacher and a post-secondary student assistant. The program ran for a three week period, from August 2-19, 2011. Students in the program attended from 8:30 a.m. until 1:30 p.m. each day. Lunch, snacks and all materials required were provided by the board. The program consisted of daily explicit literacy instruction supported by a strong recreation component. There was a focus on fun and enjoyment as well as academic success to promote a love of literacy in students. The recreation component featured field trips and other first-hand, active experiences to provide a purposeful context for daily reading, writing and oral language sessions. Field trips included zip-lining, environmental sites, and visits to community resources such as recreation centers and libraries.

The Summer Literacy Learning Program was deemed a success again this year with 84% of the 56 students involved (47 students) meeting the goals of the program. 26 out of the 28 self-identified Aboriginal participants (93%) were also successful. They finished the program at or at or above their June 2011 benchmarks. 43% of the students involved met their grade level benchmarks.

Respectfully submitted by:
Caryl Hron, Superintendent of Education
Steven Roffe, Literacy SAT

Keewatin Patricia
DISTRICT SCHOOL BOARD

Keewatin Patricia
DISTRICT SCHOOL BOARD

# 2010-2011
# Summer Literacy Learning Program

Caryl Hron, Superintendent of Education
Steven Roffe, Literacy SAT
Regular Board Meeting
October 11, 2011

## Summer Literacy Learning Program

- The Keewatin-Patricia District School Board received funding from Council of Directors of Education (CODE) to fund the project. McMaster University was a research partner.
- The literacy program was expanded to include four sites: Sioux Mountain PS, Evergreen PS, New Prospect PS and Red Lake-Madsen PS.
- The program ran for 3 weeks from August 2-19, 2011, from 8:30 a.m. -1:30 p.m. each day.
- The Summer Literacy Learning Program (SLLP) was run by a qualified teacher and a post-secondary student assistant.



## Summer Literacy Learning Program

- The program was offered to students in Grades 1, 2 and 3 thought to be at-risk in their literacy development.
- The goal of the program was to support students in maintaining or increasing their literacy achievement levels during the summer months.
- The literacy program consisted of a balance of both academics and recreation.

## Summer Literacy Learning Program

- As part of this research project;
  - Students participated in pre and post assessments.
  - Assessments were carried out on an ongoing basis throughout the program.
  - Students were required to attend daily.
  - Parents were required to participate in a survey.



## Summer Literacy Learning Program

- The program consisted of daily explicit literacy instruction supported by a strong recreation component.
- There was a focus on fun and enjoyment as well as academic success to promote a love of literacy in students.
- The recreation component featured field trips and other first-hand, active experiences to provide a purposeful context for daily reading, writing and oral language sessions.
- Field trips included zip-lining, environmental sites, and visits to community resources such as recreation centres and libraries.

## Summer Literacy Learning Program

- Approximately 56 students attended on a regular basis
- 32 students were male and 24 were female
- Grades of participating students;
  - 27 - Grade One students
  - 15 - Grade Two students
  - 14 - Grade Three students



## Guided Reading Levels

| Grade | Males | Females | Total (M+F) | Self ID | % Self ID | Number of students meeting grade benchmark number/percent | | Average improvement in Running Record Level June - End of SLLP |
|---|---|---|---|---|---|---|---|---|
| 1 | 14 | 13 | 27 | 12 | 44% | 11 | 41% | 1.5 |
| 2 | 8 | 7 | 15 | 9 | 60% | 5 | 33% | 1.0 |
| 3 | 10 | 4 | 14 | 7 | 50% | 7 | 50% | 1.4 |
| Total | 32 | 24 | 56 | 28 | 50% | 24 | 43% | 1.3 |

## Grade One Students

- Of the 27 Grade One students:
  - 14 were boys and 13 were girls
  - 12 of these students self-identify as Aboriginal
  - 11 increased their reading level and reached the Grade One Benchmark
  - 24 (89%) maintained or increased their reading level.



## Grade Two Students

- Of the 15 Grade Two students:
  - 8 were boys and 7 were girls
  - 9 of these students self-identify as Aboriginal
  - 5 increased their reading level and reached the Grade Two Benchmark
  - 12 maintained or increased their reading level

## Grade Three Students

- Of the 14 Grade Three students:
  - 10 were boys and 4 were girls
  - 7 of these students self-identify as Aboriginal
  - 7 increased their reading level and reached the Grade Three Benchmark
  - 10 maintained or increased their reading level



## Summer Program Data

- 84% of all the students involved maintained or improved on their PM Benchmarks.
- 93% of the self identified Aboriginal students maintained or improved on their June PM Benchmarks.
- A report will be received from the Student Achievement Branch of the Ministry of Education
- As in the previous year, this pilot was very successful and the board will again look for opportunities to participate in future projects.

Keewatin Patricia
DISTRICT SCHOOL BOARD

**Regular Board Meeting**
October 11, 2011

# Summer Learning Opportunities for Secondary Students
# Summer 2011

This report summarizes learning opportunities for the summer of 2011. More students participated and earned credits during the summer than ever before.

Principals developed programs based on student need and the availability of staff over the summer. Students can "catch up" on missed credits or recover failed credits and stay on-track to graduate from high school. For the first time in KPDSB, a reach ahead credit opportunity was offered to at-risk grade 8 students, where participating students build literacy and other essential skills, are mentored by a secondary teacher and earn up to one credit in advance of high school. In addition to summer learning, students also have opportunities during the school year to earn credits outside of regular school hours with the permission of their principal.

212 students achieved 255 credits over the summer. Summer cooperative education, including our partnership with the Ministry of Natural Resources Rangers program, generated 189 credits, credit recovery and other connections programs generated 52 credits and 17 at risk grade 8 students earned 14 credits in "reach ahead" programs.

We will continue to grow these opportunities for our students moving forward, most importantly in developing additional reach-ahead opportunities that we can offer to grade 8 students. This will help in the achievement of 16 credits by the end of grade 10, an important predictor for overall graduation success.

I would like to congratulate the students that participated in these programs and thank principals and school staff for continuing to improve outcomes for our at-risk students within KPDSB.

Respectfully submitted by,
Scott Urquhart, Student Success Leader

**8.01 D**

**Keewatin-Patricia District School Board**

October 11, 2011

**NOTICE OF MOTION**

THAT the report on the 2011-2012 Special Education Plan be received.

Keewatin Patricia
DISTRICT SCHOOL BOARD



# 2011-2012 Special Education Plan

The 2011-2012 Special Education Plan for the Keewatin-Patricia District School Board, reflects the changes being made across the system, in the provision of special education supports for students; it also brings coherence to the work being done by all teachers and administrators. This Plan, truly does demonstrate an alignment between program/curriculum and special education, working inseparably, and reflects further the priorities of the Board Strategic Improvement Plan (BSIP); all three priority areas: planning authentic learning opportunities, assessment of and for student learning, and immediate, effective intervention for any student to be deemed of concern or interest, are areas for special education staff to embed in their day to day practice and planning.

While the Plan does contain as always, a directory of system special education staff and contacts, as well as process oriented requirements for both staff and parents (ie. IPRC/IEP requirements), it more specifically reflects the changing nature of special education in the Keewatin-Patricia District School Board.

As identified in the BSIP, **Priority Area # 3**, intervention that meets the needs of not only students with special needs but also students who require behavior support and planning, and on a much heightened level of emphasis, the mental health of our students. Section 8 (Behavior Support Protocol), a new section to the Special Education Plan, as of 2010-2011, has been revised to reflect the sense of urgency which schools, and classroom teachers often feel they need when attempting to support students who have behavioral, emotional, mental, communicative and cognitive needs. Additionally, and not included when the Special Education Plan was finalized this past spring, was the inclusion of a very recent position, the Children's Mental Health Leader, identified by the Ministry of Education as a need in the KPDSB, and a priority for the province.

The Children's Mental Health Leader will focus exclusively on raising the awareness of mental health needs of students and staff, by expanding the literacy of mental health, and address the professional learning and understanding of all staff, by bringing focus to an area that often comes with stigma and ignorance.

The 2011-2012 Special Education Plan, is a coherent document, referred daily in our schools by staff and frequently by parents and agencies in our region. The KPDSB special education staff are an extremely dedicated and knowledgeable group of individuals who work closely with the literacy team and classroom teachers, to improve opportunities and outcomes for often the most vulnerable and at-risk students in all of our classrooms.

Respectfully submitted by,
Sean Monteith, Superintendent of Education

**Keewatin-Patricia District School Board**

October 11, 2011

**NOTICE OF MOTION**

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

THAT Policy 206, An Individual on the Board to Represent the Interests of First Nation Students, be reaffirmed with the next review in year 2015.

Keewatin Patricia DISTRICT SCHOOL BOARD

*Policy Section:* **Trusteeship and the Board**

*Policy Name:* **An Individual on the Board to Represent the Interests of First Nation Students**

**200**
**Draft as at Sept 13/11**

**206**

## Policy Statement

It is the policy of the Keewatin-Patricia District School Board that the Board have a process in place that will result in the nomination of a person who is supported by First Nation bands and organizations with which the Board has agreements who will be considered for appointment as a member of the Board.

## Rationale

The Keewatin-Patricia District School Board believes it is important to have an individual to represent the interests of First Nation students who are sent under agreements from bands and organizations to attend Board schools.

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

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

The Board will facilitate a nomination process to enable First Nation bands and organizations to elect a member to represent the interests of First Nation students.

The Board must have confidence that the individual appointed to the Board is a legitimate representative of First Nation bands and organizations and that the nomination and electoral process is open and participative for all the First Nation bands and organizations with whom the Board has Education agreements.

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**Guidelines**

1. Timeframe

a) The Chair of the Board will communicate in writing with each First Nation band and organization that has an agreement for student attendance in our schools, by June 1 in each member election year.

b) The communication will:

i) Indicate that the seat for an individual to represent the interests of First Nation students will become vacant.

ii) Request the First Nation to consider nominating a person to represent the interests of all First Nation students and forward either (a) the name of their nominee or (b) that they do not have a nominee, to the Board in writing by September 15th in the member election year.

iii) Indicate that the member representing the interests of First Nation bands and organizations will be sworn in as a member of the Board with all other newly elected or acclaimed members of the Board in the first week of December of the election year.

iv) Include a copy of Policy 206, An Individual on the Board to Represent the Interests of First Nation Students.

c) The Chair of the Board will communicate in writing with each First Nation band and organization with which the Board has agreements by September 30 in the member election year.

d) The communication will:

i) contain a ballot listing the names of the nominees;

ii) request that the First Nation bands and organizations vote and return the ballot by the first week in November;

iii) indicate that to conduct the electoral process they have been allocated *x* number of votes based upon the number of students they had registered

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to attend Board schools on the dates outlined in 5 (a) (iv) and that they may cast any or all of their votes on the enclosed ballot for a nominee or nominees as they wish.

2. Seat Vacancy

a) If the seat for the member representing First Nation bands and organizations becomes vacant during the term of the member, the Chair of the Board will communicate in writing with each First Nation band and organization and request that they nominate a person to fill the vacancy and forward either (a) the name of their nominee or (b) that they do not have a nominee, to the Board within one month.

b) The Board will apply the voting process to the nominee or nominees to determine the nominee to bring forward for appointment to the Board.

c) If the seat of the member representing First Nation bands and organizations becomes vacant with three months or less remaining in the term of office, the Board will not commence the nomination process.

3. Eligibility to Nominate

a) First Nation bands and organizations which have Education agreements for student attendance in Board schools.

4. Definitions

a) For the purposes of this policy, First Nation bands and organizations means those bands and organizations that have an Education agreement for student attendance in Board schools.

5. Selection Process

a) Voting Process:

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

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

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

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

6. Term of Office

In order to reflect a shared approach to this position, the term office for the member representing the interests of First Nation communities and organizations will be one year for the 2008-2009 school year. Beginning in the 2009-2010 school year, the term of office will be two years.

7. Absences

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

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

i) is convicted of an indictable offense;

ii) absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the board;

iii) ceases to hold qualifications required to act as a member of the board;

iv) becomes disqualified under subsection 219 (4);

v) fail to meet the requirement of section 229.

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8. Filling Vacancies That Occur During Member Term

a) Should a vacancy occur due to absences the eligible person who polled the second highest number of votes will be offered the opportunity to be appointed by the Board as a member of the Board.

b) If the nominee in 8. a) is not forthcoming the process as outlined in 8. a) will continue through the nominees who polled the third and fourth highest votes.

c) If the process in 8. a) and/or b) does not result in an individual being appointed, the Board will commence the nomination process as outlined in 1. (b) (i) and (ii) without addressing the stated completion dates.

d) If the process in 8. a), b), or c) results in a nominee, the Board will appoint the nominee at the first Board meeting after the nominee is brought to the Board.

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## SCHEDULE

**VOTE ALLOCATION**

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

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

**Keewatin-Patricia District School Board**

October 11, 2011

**NOTICE OF MOTION**

THAT the verbal report on the Native Education Advisory Council (NEAC) committee membership be received.

THAT the membership appointment to the NEAC committee of Stuart Clendenning, representative for the Anishinaabeg of Kabapikotawangag Resource Council, be approved.

**Keewatin-Patricia District School Board**

October 11, 2011

**NOTICE OF MOTION**

THAT the report on the Disposal of the Upsala Community Club be received.

THAT the Upsala Community Club property and buildings be declared surplus to the needs of the Keewatin-Patricia District School Board.

THAT the Administration be directed to offer the Upsala Community Club property and buildings 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.

Keewatin Patricia
DISTRICT SCHOOL BOARD

Regular Board Meeting
October 11, 2011

## Disposal of Upsala Community Club Property

On September 1, 2009 the Upsala District School Area Board (UDSAB) was merged into the Keewatin-Patricia District School Board (KPDSB). All of the assets of UDASB became the assets of KPDSB on that date, including all property and buildings.

One of the properties assumed by KPDSB was the Upsala Community Club. The Board has no interest in owning or operating a community club. We understand the property includes a curling club and community hall. There are liabilities associated with owning this property which we wish to avoid.

The community club property is shown as lot 0088 on the attached drawing.

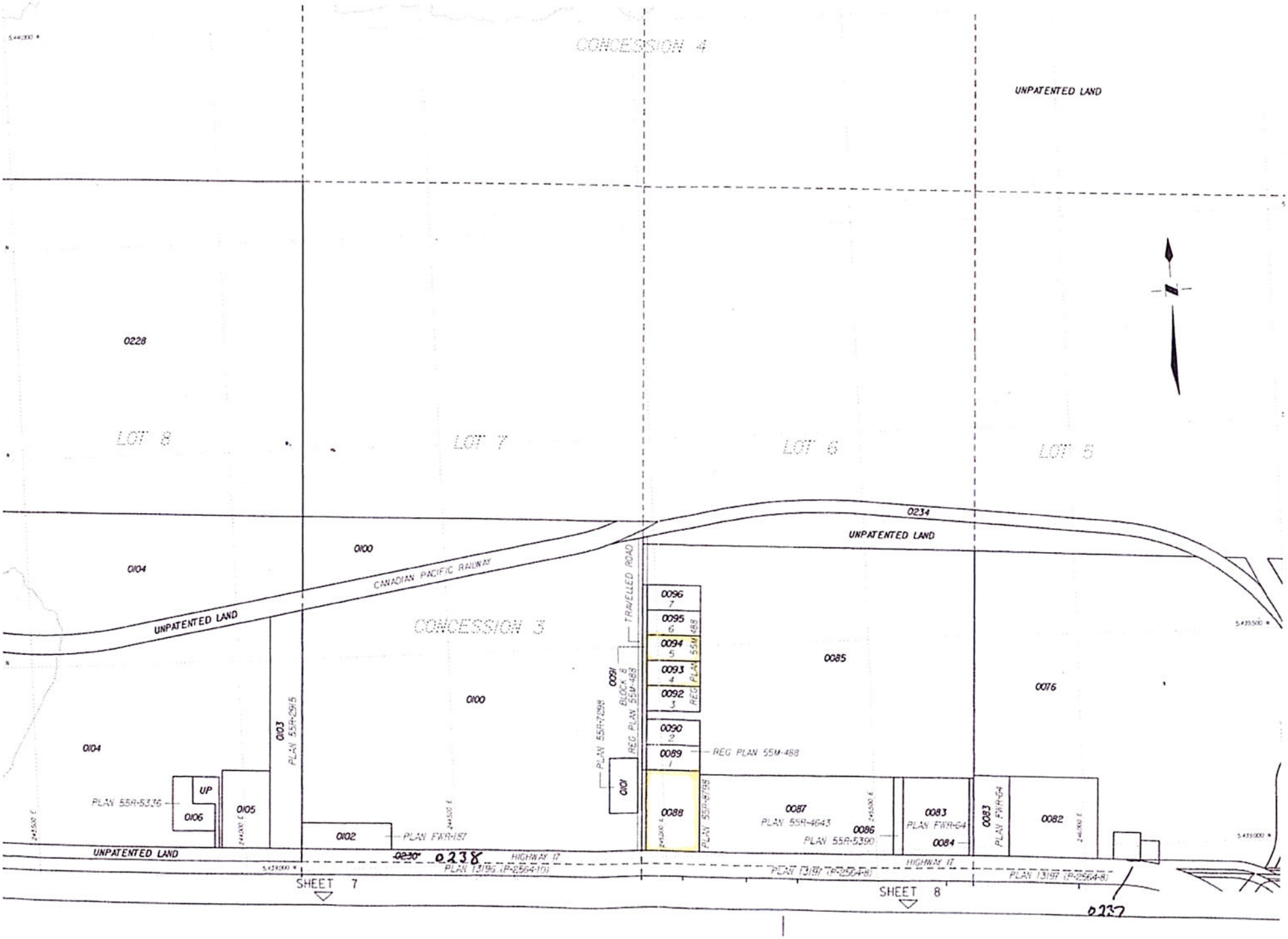
Administration has had discussions with the secretary of the community club and the club is interested in acquiring title to the property at minimal cost, possibly through the local services board.

Ontario Regulation 444/98 made under the Education Act sets out the process to be followed by a school board that wishes to dispose of real property. A letter must be sent to a list of organizations in a precedence order inviting expressions of interest in purchasing the property. The local services board is included in this list. If no expressions of interest are received within a 90 day period the Board is free to dispose of the property on the open market.

**Recommendations**

1. That the Upsala Community Club property and buildings be declared surplus to the needs of Keewatin-Patricia District School Board.
2. That the Administration be directed to offer the Upsala Community Club property and buildings 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.

Respectfully submitted,
Dean Carrie, Superintendent of Business


CONCESSION 4
UNPATENTED LAND
0228
LOT 8
LOT 7
LOT 6
LOT 5
0234
UNPATENTED LAND
0104
0100
CANADIAN PACIFIC RAILWAY
UNPATENTED LAND
CONCESSION 3
TRAVELLED ROAD
0096
7
0095
6
0094
5
0093
4
0092
3
0090
2
0089
1
REG PLAN 55M-488
0091
BLOCK 8
REG PLAN 55M-488
PLAN 55R-7268
0085
0076
0104
0103
PLAN 55R-2915
0100
0101
0088
PLAN 55R-8795
0087
PLAN 55R-4643
0086
PLAN 55R-5390
0083
PLAN FWR-64
0084
0083
PLAN FWR-64
0082
PLAN 55R-5336
UP
0106
0105
0102
PLAN FWR-157
UNPATENTED LAND
0230
0238
HIGHWAY 17
PLAN 13196 (P-2564-10)
HIGHWAY 17
PLAN 13196 (P-2564-8)
PLAN 13196 (P-2564-8)
SHEET 7
SHEET 8
0237

**8.05 B**

**Keewatin-Patricia District School Board**

October 11, 2011

**NOTICE OF MOTION**

THAT the Operational Review Response Plan be received.

| Area | No. | Recommendation | Priority (H,M,L) | Action Plan | Timeline (Year) | Resources (Staff or $$) |
|---|---|---|---|---|---|---|
| GOV | 1 | The school board should continue aligning its leadership development programs and activities with the Ministry's leadership initiatives. It should develop a formal Succession and Talent Development Plan, in line with the Leadership Succession Planning and Talent Development Ministry Expectations and Implementation Continuum. As a first step, the school board should undertake data collection, identification of skills and competencies, and professional learning needs. | M | Ongoing work by board leadership team and principals' learning team. | 2011-12 | |
| HR | 2 | The HR Department should develop an annual departmental plan that includes performance measures and targets for its specific goals and priorities, and supports the annual reporting on achievements. This will enable staff to focus on the planned targets for each priority throughout the year, and provide support for reporting the department's accomplishments | M | Template developed for all departments and each department writes their plan within the template. Plan submitted to Senior Administration and Board.<br><br>Review of template and plans occurs. Plan submitted to Senior Administration.<br><br>Departmental Plan to be reviewed and Updated in the Fall of 2011. | 2009-10<br><br>2010-2011<br><br>2011-2012 | |
| HR | 3 | Management should establish formal disciplinary procedures for all teaching and non-teaching staff. Existing progressive discipline practices should be formalized and communicated to all staff. | M | Item will be addressed within the context of the Needs Assessment with SBCI. Recommendations for development/implementation will flow from this process. | 2009-2010 | |

| Area | No. | Recommendation | Priority (H,M,L) | Action Plan | Timeline (Year) | Resources (Staff or $$) |
|---|---|---|---|---|---|---|
| | | | | Development of Formal Disciplinary Procedures Draft may occur while Attendance Support Plan continues to be developed and implemented. | 2011-2012 | |
| HR | 4 | The HR department should develop a comprehensive attendance management program, with policies and procedures for specific categories of absenteeism. This would provide a consistent and structured approach to improving attendance, including positive reinforcement for employees and standardized practices across all employee groups. | M | SBCI conducts needs assessment with Human Resources and other key contacts. Recommendations will flow from this process.<br><br>Depending upon recommendations from Needs Assessment process, procedures and policies will be implemented.<br><br>Phase 1 (Disability Management) of Attendance Support Program to be implemented in January, 2012. Wellness Committee will continue work on Phase 2 (Attendance Management) of the Program | 2009-2010<br><br>2010-2011<br><br>2011-2012 | $25,000 |
| HR | 5 | The HR department should continue developing formal procedures for performance appraisal of the school board's non-union staff. | M | Implement CUPE revised performance appraisal process and OCL performance appraisal process. Continue work on Non Union job descriptions. Revise Performance Appraisal Policy to include Termination for Performance language.<br><br>Finalize all Non Union job descriptions and develop a performance appraisal process for all non union staff. | 2009-2010<br><br>2010-2011 | |

| Area | No. | Recommendation | Priority (H,M,L) | Action Plan | Timeline (Year) | Resources (Staff or $$) |
|---|---|---|---|---|---|---|
| | | | | Continue work on Non Union Job Descriptions and develop Performance Appraisal Processes for same. | 2011-2012 | |
| HR | 6 | The HR department should periodically report on the effectiveness of the attendance management process/programs to senior administration and the Board. | L | No action first year while Needs Assessment is occurring<br><br>Depending upon recommendations reporting to schools/departments on attendance may occur as well as some changes to reporting procedures<br><br>Measuring of success of Disability Management Program will begin with implementation of same in January, 2012. | 2009-2010<br><br>2010-2011<br><br>2011-12 | |
| HR | 7 | Management should update the pay equity plan for non-union employees of the school board. | M | No pay equity plan exists for non union employees. Need finalized job descriptions (see above).<br><br>Develop pay equity plan for non union employees in third year. | 2010-2011<br><br>2011-12 | Cost will involve consultant and any necessary pay adjustments... |
| HR | 8 | Management should conduct independent compliance audits of the school board's insurance carrier to ensure adherence to the benefit plan's terms and conditions. | M | Review available resources and obtain costs for services to be conducted.<br><br>Action has been deemed to be cost prohibitive. | 2009-2010<br><br>2011-2012 | Costs TBD |
| HR | 9 | Management should conduct periodic and confidential staff surveys to improve communication with staff and provide input for professional development plans and HR policy. | L | Periodic staff surveys regarding professional development already occur.<br><br>Continue periodic staff surveys – increase frequency. | 2011-2012 | |

| Area | No. | Recommendation | Priority (H,M,L) | Action Plan | Timeline (Year) | Resources (Staff or $$) |
|---|---|---|---|---|---|---|
| HR | 10 | Management should continue developing administrative procedures for exit interviews. These interviews would provide input for HR policy, as well as process and program improvement. | L | Request Senior Admin approval of Exit Survey and begin implementation.<br><br>Review data obtained from previous year and continue to implement existing interview process/procedures. | 2011-2012<br><br>2012-2013 | |
| HR | 11 | Management should develop formal policies and procedures to govern the development of an annual staffing plan and allocation process. | L | Continue to work with Bargaining Units with regard to staffing | Ongoing | |
| FIN | 12 | The annual departmental planning should be enhanced by establishing a distinct finance department plan aligned with the annual strategic action plan and including tasks associated with budget development, financial reporting and new projects and initiatives. The department plan should establish specific and measurable targets and indicators, and assign responsibilities for key activities. This would enable management to track and report the progress of its defined priorities and goals throughout the year. | H | The Finance Department will produce an annual departmental plan.<br><br>The Finance Department Plan will be updated for 2011-12 and finalized for 2010-11 | 2010-11<br><br>2011-12 | |
| FIN | 13 | Management should identify and document all significant risks during the budget planning process, and develop strategies to mitigate the risks of spending beyond authorized/budgeted levels. | M | Finance verbally identifies areas of budget risk but will start documenting it with suggested action plans to minimize the impact of risks. | 2009-10 | |

| Area | No. | Recommendation | Priority (H,M,L) | Action Plan | Timeline (Year) | Resources (Staff or $$) |
|---|---|---|---|---|---|---|
| FIN | 14 | The school board should establish approval procedures for interim financial statements, and implement a formal sign-off process for the statements by senior management. | L | The Audit Committee will comply with Ministry guidelines. A formal sign-off by senior management will be implemented with appropriate disclaimers. | 2009-10 | |
| FIN | 15 | Management should consider periodically reporting to the Board on the performance of the investment activity. | L | The Board is only invests in BA's and it is documented in the financial statements. A note of the cash balances and amounts invested with rates of return will be included with interim financial reports. | 2009-10 | |
| FIN | 16 | Management should consider implementing a commitment accounting process to control spending within budget limits. | L | The financial software package does not allow for commitment accounting. As compensating controls internal budget reports include budget remaining, requisitioning software indicates budget remaining, and the finance department reviews year to date verses budget regularly.<br><br>Should a review of accounting software be undertaken in the future consideration will be given to commitment accounting.<br><br>Finance will look at strategies to ensure budget holders remain within their spending limits. | 2009-10<br><br>2011-12 | |
| FIN | 17 | Management should consider implementing the electronic supplier interface for ordering, processing and payment. | L | As we implement OEC Marketplace more of the tendered items will be available on-line and payment will be via the individual purchasing cards. | 2010-2011 | To be determined |

| Area | No. | Recommendation | Priority (H,M,L) | Action Plan | Timeline (Year) | Resources (Staff or $$) |
|---|---|---|---|---|---|---|
| | | | | Grand & Toy is online and payment is purchase card. However, the OEC Marketplace did not come to fruition. | | |
| FIN | 18 | Management should continue extending the use of electronic funds transfers (EFT) for payments. | M | Payables is offering EFT's to vendors. | 2009-10 | |
| FIN | 15 | Management should consider periodically reporting to the Board on the performance of the investment activity. | L | The Board is only invests in BA's and it is documented in the financial statements. A note of the cash balances and amounts invested with rates of return will be included with interim financial reports. | 2009-10 | |
| FAC | 19 | **Leading Practices:** Facilities management should consider enhancing its annual departmental planning, by establishing a distinct facilities department plan aligned with the school board's annual strategic action plan. The department plan should establish specific and measurable target and indicators and assign responsibilities for key activities. This would enable management to track and report the progress of its defined priorities and goals throughout the year. | H | Template developed for all departments and each department.<br><br>Development of Facilities Department plan for 2010-2011. Plan submitted to Senior Administration.<br><br>Review of 2010-11 plan results and development of 2011-12 plan. | 2009-2010<br><br>2010-2011<br><br>2011-2012 | Facilities Manager |

| Area | No. | Recommendation | Priority (H,M,L) | Action Plan | Timeline (Year) | Resources (Staff or $$) |
|---|---|---|---|---|---|---|
| FAC | 20 | **Custodial and Maintenance Operations:**<br>• Management should continue enhancing the use of green cleaning products and developing a Green Clean policy and formal administrative procedures in line with the Ministry guidance. The school board should also consider developing and environmental Education policy/strategy that would provide a framework for its activities in environmental management. | M | • Selected new cleaning products vendor through OECM.<br>• Policy 333, Environmental Education updated<br>• Development of Green Cleaning procedures under Facilities Policy | 2010-2011<br>2011-2012 | Facilities Manager<br>Area Supervisors<br>CUPE Rep<br>Environmental Steward |
| | 21 | • Management should establish a multi-year maintenance and renewal plan that includes the funding available to support it. This would provide the senior administration, the Board and its stakeholders with a clear forecast of the school board's critical needs over the next several years. | M | • Update existing ReCapp (now Altus) database programming to current year. Consult with schools to establish list of potential needs relating to program issues and individual school requirements. Present annual report to senior admin for approval of priority based on available funding and post on facilities web page.. | 2011-2012 | Facilities Manager<br>Area Supervisors<br>Principals |
| | 22 | • Management should develop an inventory of major equipment used by maintenance and custodial staff. This measure would increase management confidence that staff are accountable for their use of the school board's assets. | M | • Facilities will do inventory of all department related equipment and develop a spreadsheet. This will be used for tracking equipment and forecasting replacements under annual budget.<br>• Transfer equipment tracking to work order system when ready | 2011-2012<br>2012-2013 | Facilities Manager<br>Area Supervisors |

| Area | No. | Recommendation | Priority (H,M,L) | Action Plan | Timeline (Year) | Resources (Staff or $$) |
|---|---|---|---|---|---|---|
| FAC | 23 | **Energy Management:**<br>• Using the results of the energy audits, the school board should establish a multi-year energy management plan that incorporates quantifiable measures and the tools to monitor and manage it. In line with the Green Energy Act, 2009, energy management planning should include the development of policies, guidelines, goals (conservation targets), and priorities of energy management and resources conservation. The plan should include short-term and long-term opportunities, with milestones, roles responsibilities, and budgets, with a process for ensuring community support. | M | • Develop Energy Management Plan framework in accordance with Facilities Policy and Green Energy Act; Select key performance indicators and establish priorities and goals.<br>• Publish Energy Management Plan and post to Facilities web page | 2011-2012<br>2012-2013 | Facilities Manager<br>Area Supervisors<br>Principals |
| | 24 | • In line with the provisions of the Green Energy Act, 2009, the school board should ensure that its procurement policies and practices support the objectives and targets of its energy management plan. | M | • Signed agreement with Aegent for energy procurement. Supply chain code of ethics includes "respect for the environment."<br>• Review need for energy consumption specifications (e.g. Energy Star designation) in procurement events | 2010-2011<br>2011-2012 | Facilities Manager<br>Area Supervisors<br>Principals |

| Area | No. | Recommendation | Priority (H,M,L) | Action Plan | Timeline (Year) | Resources (Staff or $$) |
|---|---|---|---|---|---|---|
| | 25 | • Management should continue tracking energy consumption/expenditure data at the facility level. This data should be used to develop the energy management plan and in a formal annual reporting on conservation savings. | H | • Completed the transfer of facilities consumption data in Wave VIII of the utility consumption database for all school boards in Ontario. | 2010-2011 | Facilities Manager |
| | 26 | • Management should consider obtaining consolidated billing for all schools board facilities from each utility. | H | • Consolidated system wide natural gas billings.<br>• Consolidate system wide electricity billings; sewer and water less suited to consolidation (many suppliers). | 2010-2011<br>2011-2012 | Facilities Manager Accounting Office |
| | 27 | • The school board should also consider developing an environmental management education policy or strategy to provide a framework for environmental management activities. The Environmental Steward recently hired by the school board could take the lead in the development of the policy or strategy. | H | • See #20 above; Policy 333 Environmental Education updated and approved by Board | 2010-2011 | Facilities Manager Environmental Steward |

| Area | No. | Recommendation | Priority (H,M,L) | Action Plan | Timeline (Year) | Resources (Staff or $$) |
|---|---|---|---|---|---|---|
| HR | 28 | Management noted that it has a holistic view of occupational health and safety and health of students. The school board should consider developing a health and safety plan or strategy to reflect the school board's occupational health and safety and student health policies and procedures, and ensure that the school boards is in compliance with associated statutory requirements and policies. | M | Work through SBCI Needs Assessment process and implantation of Bill 168 with regard to Risk Assessment using school based OHS Committees. From the Needs Assessment process, approach Bargaining Unit Presidents to look to form a Central Group comprised of BU Presidents, HR and Facilities representatives.<br><br>Finalize composition of Central OHS Committee. Committee's first task will be to develop terms of reference for operation. First year of operation for Central Committee.<br><br>Begin meetings with Central OHS Committee. Develop Terms of Reference. | 2009-2010<br><br>2010-2011<br><br>2011-2012 | $5000 – Meeting and possible training/pd costs associated with implementation |
| FAC | 29 | **Capital Plans, Policies and Procedures:** Management should maintain accurate and up-dated data within ReCAPP to support capital planning. | M | Transfer of ReCAPP data to Altus web application complete.<br><br>New cycle of minor capital requests and funding decisions to be undertaken.<br><br>New round of Ministry-funded facility condition inspections to occur and inform capital planning. | 2010-2011<br><br>2011-2012<br><br>2012-2013 | Facilities Manager |

**Keewatin-Patricia District School Board**

October 11, 2011

**NOTICE OF MOTION**

THAT the Audit Committee report be received.

THAT year one of the internal audit plan, as attached, be approved.

Keewatin Patricia
DISTRICT SCHOOL BOARD



# Report of the Chair of the Audit Committee

The Audit Committee met in-camera on September 20th, 2011. The committee dealt with the following items:

1. Election of Chair for the 2011-12 fiscal year.
2. Approval of the minutes of the June 21, 2011 meeting.
3. Received correspondence from the Ontario School Board's Insurance Exchange concerning insurance coverage for Audit Committee members.
4. Reviewed the Internal Auditor's proposed five-year internal audit plan (see attached.) **It is recommended that the Board approve year one of the internal audit plan.** The Audit Committee will have further discussions with the Internal Auditor concerning years two through five of the plan.
5. Reviewed the External Auditor's audit plan for the 2010-11 financial statements.
6. Reviewed the Finance Manager's report on the audit of school funds, petty cash, and purchase cards.
7. Reviewed the self-assessment tool provided by the Ministry of Education and decided to make revisions and defer its application until the Committee has functioned for a longer period of time.
8. Received staff reports on any instances of fraud, legal matters, and compliance matters.

Respectfully submitted by,
Barb Gauthier, Chair of the Audit Committee

**KEEWATIN PATRICIA DISTRICT SCHOOL BOARD**
**5 YEAR INTERNAL AUDIT PLAN**

| YEAR 1 | | | |
|---|---|---|---|
| *AUDIT 1* | *AUDIT 2* | *AUDIT 3* | |
| **Payroll and Compensation Benefits** | **Treasury** | **Facility Requirement Forecasting/Capital Planning** | |
| *REASONING* | *REASONING* | *REASONING* | |
| Payroll represents around 80% of school board expenses<br>High potential risk based on risk assessment | Includes all cash management for the board<br>High potential risk based on risk assessment | Large and complex process<br>High potential risk based on risk assessment | |
| **YEAR 2** | | | |
| *AUDIT 1* | *AUDIT 2* | *AUDIT 3* | |
| **Budget Planning, Development and Control** | **High Needs Special Education** | **Procurement and Accounts Payable**<br>**Purchasing Cards**<br>**Expense Reports** | |
| *REASONING* | *REASONING* | *REASONING* | |
| Intricate process that generally does not have a lot of formal documentation<br>Overall highest potential risk based on risk assessment | Annual deficits appear to be the norm<br>Quickly inflating costs | New guidelines for expense reporting and procurement are in place, to which compliance is required<br>Reaches all departments<br>Large potential financial impact and reputational impact | |
| **YEAR 3** | | | |
| *AUDIT 1* | *AUDIT 2* | *AUDIT 3* | |
| **Recruitment and Retention**<br>**Hiring** | **Ministry Reporting** | **Grant and Non-Grant Revenue Management** | |
| *REASONING* | *REASONING* | *REASONING* | |
| Ongoing processes that are timely and expensive<br>Highest potential HR risk processes based on risk assessment | Due to the potential for very large financial impact, strong policies in this area need to be confirmed<br>Segregation of duties in this area are a concern for smaller boards<br>High potential risk based on risk assessment | Require strong policies around revenue management to ensure efficient use of resources<br>High potential risk based on risk assessment | |
| **YEAR 4** | | | |
| *AUDIT 1* | *AUDIT 2* | *AUDIT 3* | |
| **Risk Management** | **Monitoring and Reporting Outcomes** | **Network and Applications Access Mgmt**<br>**Manage IT Security** | |
| *REASONING* | *REASONING* | *REASONING* | |
| Increased emphasis on disaster recovery<br>Ensure sufficient management of liability<br>High potential risk based on risk assessment | Accurate tracking and reporting of outcomes is essential in assessing the overall performance of the board/system | Ever improving technology requires school boards to ensure protection of sensitive information is maintained as well as appropriate use of school board IT resources | |
| **YEAR 5** | | | |
| *AUDIT 1* | *AUDIT 2* | | |
| **Enrolment**<br>**Attendance** | **Manage Service Delivery** | | |
| *REASONING* | *REASONING* | | |
| Largest impact on school board funding<br>High potential for manipulation<br>Highest potential risk in instruction and school processes | Crux of the transportation process<br>Highest potential risk in the transportation process | | |

# School Board Audit Universe: Keewatin-Patricia DSB

For the period: 2010-11

| | | |
|---|---|---|
| Entity Level Risk Ranking | Medium | 54.84% |
| Overall School Board Process Risk Ranking | Medium | 51.74% |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Instruction and Schools | Plan and develop programs | 42.39% | Plan and provide support services | 50.06% | Enrolment | 58.05% | Attendance | 49.42% | Managing instructional day | 48.64% | Monitoring & Reporting outcomes | 49.48% |
| 46.76% | Special Education | 41.11% | Special Education - High Needs | 49.45% | Coordinate Student organizations & athletics | 38.55% | Professional Development | 38.21% | Management of Suspensions & Expulsions | 49.05% | | |
| Business Services | Budget planning, development & control | 76.17% | Management reporting and analysis | 38.26% | Ministry reporting | 74.25% | Grant and non grant revenue management | 74.94% | Fundraising | 53.45% | Treasury | 72.13% |
| 61.82% | Facility Procurement | 65.33% | Procurement & A/P | 66.15% | Purchasing Cards | 45.18% | Expense Reporting | 46.87% | Risk Management | 63.72% | Payroll | 65.34% |
| Facilities | Facility requirement forecasting/capital planning | 74.68% | EDC by law process | | Manage facility operations | 69.48% | Repairs & Maintenance | 41.00% | Custodial services | 37.33% | Construction monitoring & management | 57.51% |
| 54.63% | ODA Compliance | 47.75% | | | | | | | | | | |
| Human Resources | Recruiting and retention | 65.28% | Hiring | 64.73% | Teacher staffing | 66.09% | Non teacher staffing allocation | 48.15% | Attendance support | 49.11% | Compensation & benefits | 69.49% |
| 55.66% | Termination & retirement | 43.05% | Manage labour relations | 68.96% | Health & Safety | 51.05% | Supply Teachers | 30.64% | | | | |
| Information Tech & Comm. | Develop IT strategy | 38.97% | Develop & deploy applications | 39.57% | Network and application access management | 40.07% | Manage IT security | 47.76% | Data management | 50.71% | Records Management | 41.81% |
| 41.73% | Back up | 48.01% | Manage communication system | 32.40% | Deploy non-IT resources | 36.31% | | | | | | |
| Transportation | Define parameters for transportation service | 55.22% | Monitor consortium relationship | 38.87% | Manage service delivery | 55.40% | Transportation to Provincial school | | | | | |
| 49.83% | | | | | | | | | | | | |

| Colour Key: | | |
|---|---|---|
| | Review of this process identified a high level of risk | 70.01%++ |
| | Review of this process identified a moderate level of risk | 40.01-70% |
| | Review of this process identified a low level of risk | 0 - 40% |

**8.06 B**

**Keewatin-Patricia District School Board**

October 11, 2011

**NOTICE OF MOTION**

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

THAT Policy 609, Investments, be reaffirmed with the next review in year 2015.

## Preamble

Ontario Regulation 471/97 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

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

The Treasurer is responsible for making the following determinations in accordance with this policy.

1. The amount of surplus funds available to be invested, through the preparation of cash flow estimates for operating and capital funds.
2. The length of time for which surplus funds are available for investment.
3. The financial instrument in which funds will be invested, subject to Ontario Regulation 471/97, and any other relevant legislation.

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**Keewatin-Patricia District School Board**

October 11, 2011

**NOTICE OF MOTION**

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

THAT Policy 704, Non-Union Staff Terms and Conditions of Employment, be approved as amended and to be reviewed annually.

## Policy Statement

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

## Rationale

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

## Guidelines

A. DEFINITIONS

**Administrative Management Staff** – Payroll and Benefits Officer, Area Supervisor~~s,~~ - Custodial and Maintenance, Event Services Coordinator, Program Development Coordinator, Purchasing and Payables Officer, and other management staff.

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

**School Support Staff** – Student ~~Counsellors~~ ***Counselor,*** Speech Language Pathologist, Tutorial Assistant***s***, ***In-School Counselor,*** American Sign Language Interpreter***s***, Braille Transcriber, Aboriginal Advisor, ***Early Childhood Educator,*** and other School Support Staff including staff employed under special agreement with external agencies where such agreements include a provision for non-statutory benefit costs.

**Casual/Part-Time Staff** – Lunch Hour Supervisor***s***, Markers, Home Instructor***s***, Speech Language Assistant***s***, Students, DRTCC Serving Personnel, DRTCC Events Services I & II, Site Monitor***s***, ~~Tutorial Assistants~~, Academic Tutor***s***, Casual Employees and other similar positions.

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B. HIRING, APPOINTMENT OR PROMOTION OF PERSONNEL

1. a) Administrative Management Staff shall be appointed or promoted to these positions by the Board, on the recommendation of the Director of Education, or designate.

   b) Administrative Support Staff and School Support Staff appointments or promotions are to be made by the Director of Education, or designate.

   c) Casual/Part-time staff shall be hired or appointed by the immediate supervisor.

2. All employees will serve a probationary period of six (6) months before being considered permanent members of staff. Such six-month period shall be full time equivalent for employees working less than full time. In situations where doubt may exist regarding the employee's capabilities, the probationary period may be extended.

C. COMPENSATION

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

1. Salaries for all classifications of employees covered by this Policy will be in accordance with the Non-Union Salary Grid and the Casual/Part Time Grid adopted by the Board from time to time. (See Appendix A and B)

2. Compensation changes shall be effective September 1 each year or such other time as deemed by the Board.

3. The Compensation Review may consider, where appropriate, factors such as:

   a) Staff Compensation for other Boards of similar size;

   b) Staff Compensation for other Boards in Northwestern Ontario;

   c) Compensation for similar positions in the local and provincial market where such positions are recruited from those markets;

   d) Internal comparisons within the Board to employee groups (bargaining units, policy, personal services contracts);

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e) Other relevant information as may be available (i.e. O.A.S.B.O., O.P.S.O.A., O.P.S.B.A. survey, if available);

f) Local, regional and provincial wage increase trends;

g) Other factors including the financial capacity of the Board.

4. The Human Resources Department, shall as part of its mandate, be responsible for the recommendation for compensation adjustments for all staff covered by this policy.

5. Compensation proposals and recommendations, together with support information, will be submitted by the Human Resources Department to the Senior Administration Group for review. After review and endorsement, such proposals and recommendations shall be submitted to the Board for consideration.

6. Method of Pay

a) Employees are to be paid biweekly at the rate of 1/26 of their annual salary.

b) All employees shall be paid by direct deposit to his/her bank account.

D. EMPLOYEE BENEFITS

1. All full-time permanent Administrative Management Employees, full-time permanent Administrative Support Employees and full-time permanent School Support Employees are eligible to participate in the life insurance, AD & D, group dental and group health benefit plans provided to Senior Management Staff, with the exception of life insurance and AD &D amounts which will be $100,000 each. The Board shall pay such coverage 100%.

2. Term, temporary and casual employees are not eligible to participate in the benefits program. Part-time student counselors and other part-time employees designated by the Director of Education may participate provided they contribute to the cost of the plan prorated to their full-time equivalent status.

~~3. Any employee identified in #1 above who is a 10-month employee and opts into the benefit program must maintain their benefit coverage during the summer lay-off through payment of the premiums for such coverage.~~

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3. The Board may, from time to time, offer other benefits which, if thee employee elects to be covered by the benefit, shall be 100% employee paid.

4. It shall be a condition of employment of all employees hired after September 1, 1999 to participate in the long-term disability program, should such a program be offered. This program shall be financed entirely by employee contributions.

5. Staff employed under special agreement with external agencies, where such agreements include a provision for non-statutory benefits, shall participate in the LTD Program of the external agency.

E. HOURS OF WORK

1. The regular workweek for full-time employees shall be 35 hours. This shall normally be 5 consecutive days of seven hours each.

2. Individual supervisors shall set specific hours based on the operational needs of the Board.

3. The regular work day shall exclude meal breaks.

4. ***The position of Early Childhood Educator has a 32.5 hour work week. This shall normally be 6.5 hours per day Monday through Friday.***

5. ***The position of Speech Language Pathologist is a twelve month position working on the basis of the school year calendar, September through June. Vacation and overtime are recognized during Christmas, March Break and the summer months.***

F. OVERTIME WORK

1. Administrative Management Employees:

   a) All Administrative Management employees shall be credited with 5 additional days of vacation over and above that which is outlined in G. of this Policy.

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b) In the event that overtime is inordinate, the responsible senior management person, in consultation with the Human Resources Department, may allocate additional days to specific employees to recognize required inordinate overtime. For consideration, all overtime must be fully documented by the employee.

c) Authorized inordinate overtime must be assessed by the appropriate manager when the hours worked exceed two times the compensating time provided by this policy in F.1.a).

2. Administrative Support and School Support Staff:

a) i) The positions of the Human Resources Officer and the Transportation Officer shall be credited with 5 additional days of vacation over and above that which is outlined in G. of this Policy in recognition of overtime.

ii) Authorized inordinate overtime must be assessed by the appropriate manager when the hours worked exceed two times the compensating time provided by this Policy in F.2.a)i).

b) Overtime is defined as any hours in excess of 35 hours per week.

c) Approval of the immediate supervisor is required before overtime work will be recognized.

d) Authorized overtime may, as mutually agreed to, be either paid at a rate of time and one half or the employee may take time off equal to the overtime rate in lieu of payment. Where an employee elects time off, such time shall be taken at a mutually agreed to time.

3. Casual/Part-Time Staff

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

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G. PAID TIME OFF

1. Vacations (12 Month employees)

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

b) Vacation entitlement is as follows:

| | |
|---|---|
| In the first year of continuous service | 2 weeks |
| In the third year of continuous service | 3 weeks |
| In the tenth year of continuous service | 4 weeks |
| In the fifteenth year of continuous service | 5 weeks |

c) i) The Director of Education may authorize additional vacation entitlement above the policy guidelines.

ii) Vacation entitlement may be altered for new employees upon the approval of the Director of Education.

d) If a paid holiday, as outlined in the Policy, is observed during the employee's vacation period and the employee is eligible for the paid holiday, that employee will be granted an additional day's vacation for each holiday in addition to regular vacation time.

e) The vacation period will be taken at a mutually agreeable time as determined by the employee and the supervisor. Vacations must be taken in the year they are due unless special permission is granted by the immediate supervisor.

f) Supplementary Vacations

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

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2. Paid Holiday (Vacation Pay 10 Month Employees)

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

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

b) Supplementary Vacation Pay

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

3. Holidays

a)

| | |
|---|---|
| Day before New Years Day | Thanksgiving Day |
| New Years Day | Day before Christmas |
| Good Friday | Christmas Day |
| Easter Monday | Boxing Day |
| Victoria Day | Canada Day |
| August Civic Holiday | Labour Day |
| Family Day | |

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b) In the event that any holiday identified above should fall on a Saturday or Sunday that an alternate day will be granted in lieu.

c) Should an employee be responsible for supervision of unionized employees then that employee shall observe the same holiday provisions as the unionized employees supervised. Alternate time in lieu shall be arranged with the appropriate supervisor.

4. Jury Duty

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

5. Pregnancy Leave

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

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

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

ii) Post Delivery (Pregnancy Leave)

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

*Until HRDC Regulation 38 is changed, top-up pay will not be deducted from the employee's accrued sick leave credits.

6. Parental Leave

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

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7. Bereavement Leave

Administrative management staff, administrative support staff and school support staff are allowed a leave, with pay, of up to five consecutive working days, in the event a death of a member of the immediate family. Immediate family includes employee's spouse, parents, children, brothers, sisters, parent-in-law, grandparents, grandparents-in-law, grandchildren, daughters-in-law, sons-in-law, brothers-in-law, sisters-in-law, legal guardians and common-law partners with whom the employee resides. Other relatives with whom the employee has a close attachment to will be considered on a case by case basis.

8. Compassionate Leave

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

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

9. Leave of Absence for Illness of Children

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

10. Extension of Paid Leaves

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

H. <u>LEAVES OF ABSENCE – UNPAID</u>

a) Unpaid leaves of absence of up to ten (10) days may be granted at the discretion of the direct supervisor. Leaves beyond ten (10) days in duration may be granted at the discretion of the Director of Education, or designate.

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b) Employees on leave of absence may be eligible to continue participation in group benefit plans. If the leave of absence is without pay and extends beyond four consecutive weeks, the employee on leave shall prepay any benefit premiums provided the plan allows continued participation.

I. TERMINATION OF EMPLOYMENT BY THE BOARD

a) In the event of termination of employment for cause, an employee shall only receive entitlement as required by the *Employment Standards Act, R.S.O., 1990.* Copies of the pertinent sections are available from Human Resources upon request.

b) In the event that employment of an employee is terminated because of redundancy, the employee shall be paid, as required, by the *Employment Standards Act, R.S.O., 1990.* Copies of the pertinent sections are available from Human Resources upon request.

c) In some cases, positions covered by this policy are funded directly by sources other than the provincial education grant. These positions may be terminated when and if direct funding ceases.

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J. RESIGNATION/RETIREMENT

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

K. RETIREMENT BENEFITS

1. The provisions of the retirement benefit shall be reviewed on a biannual basis.

2. Eligibility

To be eligible to receive a retirement benefit an employee must meet all the following conditions:

a) be a permanent employee of the Board prior to June 30, 1999;

b) be retiring on a regular or disability pension from the Ontario Municipal Employees Retirement System or the Teachers' Pension Plan Board;

c) have a minimum of ten years of service with the Keewatin-Patricia District School Board including predecessor Boards now amalgamated into the Keewatin-Patricia District School Board. The last five years of service with the Board prior to the effective date of retirement must be continuous.

3. Amount of Benefit

The amount of benefit will be calculated using the following formula:

$$\frac{\text{years of service (10 to 25 years)}}{25} \times \frac{\text{(maximum 150) credits}}{150} \times \frac{\text{final annual salary}}{2}$$

4. Effective Date

The retirement benefit will become payable as of the day after the effective date of retirement.

5. Method of Payment

a) The retirement benefit is to be paid in full within one year after the effective date, or as may be mutually agreed by the retiring employee and the Board.

b) In the event of the death on an eligible retiring employee after the effective date but before receiving the retirement benefit, the benefit will be paid to the retiring employee's estate.

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L. SICK LEAVE

1. For full-time staff eligible for sick leave, sick leave credits are granted at the rate of 1 2/3 days per month of active service (includes, vacation with pay, leave with pay, paid holidays, absence due to illness or injury of less than twenty (20) consecutive working days). Part-time staff eligible for sick leave will have credits prorated proportionate to time worked.

2. Sick leave credits may be accumulated to a maximum of 240 days.

3. An employee will receive regular pay for absence caused by sickness up to 100% of his/her unused sick leave credits.

4. Any absence due to sickness in excess of the unused sick leave credits will be subject to loss of pay for the excess days absent.

5. The appropriate supervisor may require a medical certificate after three consecutive days of absence due to illness.

6. If the period of illness exceeds the unused sick leave credits, the appropriate supervisor shall request a medical certificate as evidence of fitness to resume duties.

7. Accumulated sick leave credits up to a maximum of 200 days may be transferred from a prior employing Board or municipality provided that the prior employing Board or municipality has established a Sick Leave Credit Plan as provided by Ontario Legislation.

8. Termination of employment will negate accumulated sick leave credits unless transferred to another employer.

9. Sick leave credits for part-time employees will be determined by prorating the normal sick leave credits on the basis of actual working time to normal working time for full-time employees in a similar job.

M. CASUAL/PART-TIME EMPLOYEES

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

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