

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING # 10

Tuesday, November 13, 2012
Time: 7:00 p.m.
Dryden High School, Room 115
Dryden, ON

Video & Teleconference Sites

QEDHS	24A
RLDHS	235
BBSS	250

AGENDA

1. Call to Order
2. Roll Call
3. Approval of Agenda
4. Declaration of Conflict of Interest
5. Business Arising from Committee of the Whole
6. Confirmation of Minutes – October 9, 2012
7. Presentations/Delegations
8. Presentation of Reports and Accompanying Motions
 - 8.01 Education
 - A. Good News Story
 - *Strength Based Focus at Ignace School*
 - B. 2011-2012 Student Success Report
 - C. 2012 Secondary Graduation Report
 - D. Curriculum Assignment Teachers
 - E. 2012-2013 Child Care Partnership
 - F. Policy 303, School Improvement Planning
 - G. Policy 305, Announcements/Advertisements in Schools
 - H. Policy 403, Use of Copyright-Protected Works (NEW)
 - 8.02 Executive Committee
 - A. Policy 203, Student Trustee
 - 8.03 O.P.S.B.A. Update
 - 8.04 Parent Involvement Committee/School Council Reports (nil)
 - 8.05 Operations (nil)
 - 8.06 Finance
 - A. By-Law # 57 – 2013 Education Tax Levy
 - B. Policy 609, Investments

- 8.07 Human Resources (nil)
- 8.08 Student Trustee
- 8.09 Special Education Advisory Committee
 - A. Committee Membership Appointments
- 8.10 Native Education Advisory Council
- 9. Other Motions
- 10. Correspondence
- 11. New Business
- 12. Observer Comments
- 13. Next Meeting Date
December 11, 2012
Dryden High School, Room 115
- 14. Adjournment

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #9

The minutes of Regular Board Meeting # 9 of the Keewatin-Patricia District School Board held October 9, 2012 at the Red Lake-Madsen Public School.

Call to Order	The meeting was called to order at 7:00 p.m.				
Roll Call	B. Gauthier (vc) C. Marcino M. Ott (vc)	B. O'Donohue (vc) D. Penney D. Wilkinson	G. Kleist G. Seaton (vc) D. Sidders B. Moore		
Absent with Regret	N. Kejick, R. Onysko				
Officials	Jack McMaster, Caryl Hron, Sean Monteith, Dean Carrie, Susanne Bastable, Scott Urquhart, Lynn McAughey, Steve Poling				
Also Present	Media, Staff and interested public.				
Agenda	Moved by:	G. Kleist			
	Seconded by:	D. Wilkinson			
Motion 197-12	THAT the agenda for Regular Board Meeting of October 9, 2012 be approved.				
	Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
	Binding	FOR 09	OPPOSED 0	CARRIED	
Conflict of Interest	Declaration of conflict of interest re proceedings on agenda				None
Minutes	Moved by:	G. Kleist			
	Seconded by:	D. Wilkinson			
Motion 198-12	THAT the minutes of Regular Board Meeting held September 11, 2012 having been duly circulated be confirmed.				
	Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
	Binding	FOR 09	OPPOSED 0	CARRIED	
Seeds for the Future	Making Regalia in a Native Language Classroom Presented by: Kate Sakamoto, Teacher, Red Lake-Madsen PS				
EQAO 2011-2012	Moved by:	D. Wilkinson			
	Seconded by:	G. Kleist			
Motion 199-12	THAT the report on the 2011-2012 EQAO Results be received.				
	Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
	Binding	FOR 09	OPPOSED 0	CARRIED	
2012 Summer Learning Opportunities Report	Moved by:	D. Wilkinson			
	Seconded by:	G. Kleist			
Motion 200-12	THAT the 2012 Summer Learning Opportunities Report be received.				
	i)	2012 Summer Literacy Learning Program			
	ii)	2012 Summer Learning Opportunities for Secondary Students			
	Non-binding (Student Trustee)	FOR 1	OPPOSED 0	CARRIED	
	Binding	FOR 09	OPPOSED 0	CARRIED	

2012-2013 Special
Education Plan

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

Motion 201-12

THAT the 2012-2013 Special Education Plan be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	09	OPPOSED	0	CARRIED

2013 Board Meeting
Schedule

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

Motion 202-12

THAT the 2013 Board Meeting Schedule be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	09	OPPOSED	0	CARRIED

Moved by: C. Marcino
Seconded by: G. Kleist

Motion 203-12

THAT the 2013 Board Meeting Schedule be approved.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	09	OPPOSED	0	CARRIED

Policy 210

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

Motion 204-12

THAT Policy 210, Expenses of Trustees and Appointed Members, be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	09	OPPOSED	0	CARRIED

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

Motion 205-12

THAT Policy 210, Expenses of Trustees and Appointed Members, be approved as amended with the next review date in year 2016.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	09	OPPOSED	0	CARRIED

Policy 602

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

Motion 206-12

THAT Policy 602, Travel, Meeting and Hospitality Expenses, be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	09	OPPOSED	0	CARRIED

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

Motion 207-12 THAT Policy 602, Travel, Meeting, and Hospitality Expenses, be approved as amended with the next review date in year 2016.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	09	OPPOSED	0	CARRIED

OPSBA
Moved by: G. Kleist
Seconded by: D. Sidders

Motion 208-12 THAT the O.P.S.B.A. verbal report be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	09	OPPOSED	0	CARRIED

Parent Involvement
Committee Report
Moved by: D. Sidders
Seconded by: G. Kleist

Motion 209-12 THAT the Parent Involvement Committee verbal update be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	09	OPPOSED	0	CARRIED

Audit Committee Report
Moved by: G. Kleist
Seconded by: D. Sidders

Motion 210-12 THAT the Audit Committee Report dated October 3, 2012 be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	09	OPPOSED	0	CARRIED

Student Trustee Report
Moved by: D. Sidders
Seconded by: G. Kleist

Motion 211-12 THAT the Student Trustee verbal update be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	09	OPPOSED	0	CARRIED

SEAC Report
Moved by: G. Kleist
Seconded by: D. Sidders

Motion 212-12 THAT the Special Education Advisory Committee verbal update be received.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	09	OPPOSED	0	CARRIED

New Business
Trustee Kleist commended the Information Systems Department for successfully implementing the netbooks in our schools.

Observer
Comments
Liz Sidor, Principal of Red Lake-Madsen PS, thanked the Trustees for the opportunity to host the Board Meeting at the school and looks forward to the next visit.

Chair Penney thanked Liz Sidor and staff for the school tour and hospitality shown while hosting the meeting at Red Lake-Madsen PS.

Adjournment

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

Motion 213-12

THAT the meeting adjourn at 8:50 p.m.

Non-binding (Student Trustee)	FOR	1	OPPOSED	0	CARRIED
Binding	FOR	09	OPPOSED	0	CARRIED

Chair

Secretary

8.01 B

Keewatin-Patricia District School Board

November 13, 2012

NOTICE OF MOTION

THAT the 2011-2012 Student Success Report be received.

2011-2012 Student Success Report

This report provides highlights for trustees regarding student success for the 2011-2012 school year. Student Success work and initiatives within the Keewatin-Patricia DSB are linked to the broader Provincial Student Success Strategy and Provincial Goals. Detailed information regarding the strategy can be found on the Ministry of Education website at www.edu.gov.on.ca/studentsuccess.

This report has four sections, Improving Instruction, Supporting individual At-Risk Students, Improving Programming and a short section of a significant emerging trend with student mobility in our Board. Each section describes significant work that occurred within the 2011-2012 school year. Much of this work continues into 2012-2013.

Improving Instruction

The instructional work within student success is closely connected to the broader K-12 work within priority area 1 and 2 of the Board Strategic Improvement Plan. This work provides foundational teacher practice that focuses on improving teacher knowledge and skill in planning and delivering higher order authentic tasks and experiences for students and the use of assessment based instruction. This work occurs in secondary schools within the context of collaborative teacher inquiry with professional learning teams. The Provincial Student Success School Support Initiative (SSSSi) identifies schools with below average achievement data and provides additional resources and professional learning for principals and teachers in applied and essential Mathematics, Science and English in Grade 9 and 10. Twenty classes were targeted across the three schools within this context in 2011-2012 and significant data improvements in pass rates and mark distribution were noted in 16 classes. Red Lake DHS has now transitioned out of this initiative and BBSS and QEDHS will remain for at least the 2012-2013 school year. Significant learning in this work is around the precise and personalized nature of literacy and numeracy instruction that is required for these students, many of whom have significant gaps in core learning, and the value of individual and classroom data use at the school level to set targets for individual students and move students academically to those targets.

In addition, the initiative has provided exceptional professional growth for our secondary principals in instructional leadership and built further capacity within school administrative teams and other secondary learning teams.

Meeting the instructional needs of our Aboriginal students continues to be an important focus. With the assistance of Eleanor Skead, our Aboriginal advisor, work began in BBSS and QEDHS in using oral language instruction in a secondary context. This work continues this school year, with both Eleanor Skead and Jeannie McMaster to fully explore and develop oral language instructional expertise in secondary schools. This work is important to both assess and build receptive and expressive language in at-risk students as well as further building capacity with teaching staff in using oral language strategies in daily instruction to build critical thinking skills of students.

Our Technology for Teaching and Learning Initiative, allows teachers and students to leverage the engaging and positive aspects of technology enabled students, teachers and learning environments to help students fully engage in curriculum and develop critical thinking, communication and collaborative skills as well as providing experiential equity for students.

Supporting Individual At-Risk Students

Supporting our at-risk students continues to be a key priority area within the BSIP and within schools. We have expanded our academic at-risk definition for secondary schools beginning with grade 6 students who are at level 2 or below in standardized assessments and Grade 7 and 8 report card achievement in language arts and mathematics. We have funded in every school, elementary and secondary, a formal student support monitoring and intervention structure that allows staff to identify at risk students, develop and execute personalized plans that monitor both their academic and social/emotional progress to improve student success. Much individual work is done with both students and families in this regard. There are many other initiatives, both provincial and local that are linked to supporting students. These include mental health and special education services for identified students, and a host of locally funded initiatives, such as after school tutoring and Elders in Residence, all designed to meet school based student need, increase student and family connection to the school and school staff all to improve both student engagement and success.

Improving Programming

Improving student engagement for at-risk students is an important key to improving overall success and student programming that is relevant, interesting and meaningful to at-risk students and will dramatically improve graduation rates. We are continuing to build and refine programming to meet student need. Examples include specialized programs, such as year-long Mathematics and English, and other transition programs for students with core learning gaps, efforts to schedule and develop classes that promote greater student success in all secondary schools including further provisions of alternative and flexible learning opportunities for youth. Much of this type of programming flexibility is embedded in credit recovery models, summer and night school, expanded cooperative education and experiential learning. The School College Work Initiative (SCWI) links SHSM programming, other trades based and hands-on learning to dual credits and apprenticeship pathways through Confederation College. We have dramatically grown the number of students in dual credit programs within the past two years. This pathway opportunity sets students up to be successful in community college in a chosen career path. We continue to work with many partner groups to develop and promote opportunities for at-risk youth that build confidence and self-esteem, promote academic success and a positive vision for the future.

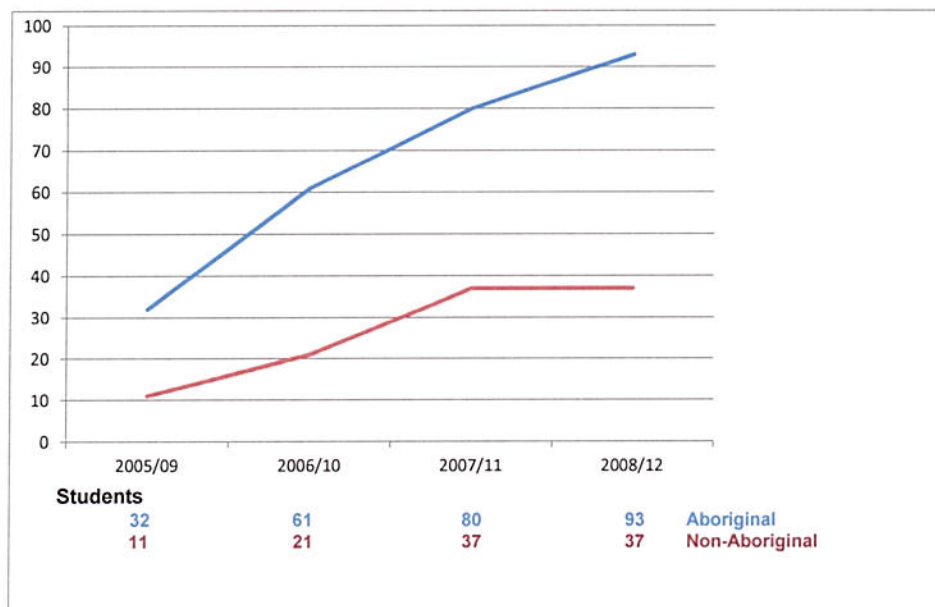
An Emerging Trend

Student success is a large puzzle with many pieces that fit together. It is about establishing and then supporting a culture of success for all students. This requires a substantive team effort by all staff communities to both support individual students and to help build successful and healthy schools. There is a significant spectrum of students needs within KPDSB, from small measures of academic supports supporting students whose needs are numerous and complex, academic and socio-emotional. Student success in Keewatin-Patricia is linked to our belief that good schools and good instruction can overcome the difficulties and barriers that students often face, especially students from low SES, or students who are at-risk for other reasons.

Our Aboriginal students within KPDSB continue to face difficulties in larger numbers than our non-Aboriginal students. Student mobility adds another layer of significant risk for many of our students. Mobility is considered to be a high level risk indicator as many students who are mobile also have or develop as a result of mobility, significantly more learning gaps, poorer attendance, increased difficulties with sense of belonging and so on, all of which cascade over time to contribute to much higher risk of leaving school before graduation.

An emerging trend with our Board is increased student mobility. The following graph provides a snapshot example of secondary student movement out of four defined cohort groups since 2004. This graph is representative of what we normally consider to be a historically stable cohort that would not be overly mobile and does not include historically mobile students. We are currently analyzing this type of mobility data for our elementary students as well. This analysis includes discussions at the senior and school level around designing and providing the types of additional supports that these students require.

Increased Mobility of Secondary Cohort Students, Grades 9-12, 2004-2012



8.01 C

Keewatin-Patricia District School Board

November 13, 2012

NOTICE OF MOTION

THAT the 2012 Secondary Graduation Report be received.

2012 Secondary Graduation Report

Introduction

The Graduation Report reports on graduates from the Keewatin-Patricia District School Board in 2012. We report on our “cohort students”. These are students that are with us from September 30th of their Grade 9 year until graduation. We also have additional students who come to us during or after Grade 9, from various jurisdictions, as well as students who leave us for a variety of reasons. We also report graduation rates for our cohort self-identified Aboriginal students as per our Policy 315, Voluntary and Confidential Self-Identification for First Nations, Métis and Inuit Students.

Students may meet OSSD requirements up to age 21 in an Ontario day school. Most students complete their requirements in four or five years. Some students take six years to complete their OSSD.

Provincial and Local Graduation Rate Calculations

The provincial target for graduation rates in the Province of Ontario is 85%. The provincial reported rate for four-year graduates and five-year graduates is currently 73% and 82% respectively. These provincial rates are calculated using an “own all students” methodology. This means that all students that were present in KPDSB at the end of grade 9 year continue to “belong” to us, regardless of where they ultimately complete their schooling. Students, as a matter of family or personal circumstance, transfer to other public or separate DSB’s, continue education under Federal jurisdiction, attend private schools, leave the province and enroll in another system or seek employment. At present, we cannot track the graduation success of students who leave us after grade 9. The province continues to work on both standardizing and publishing graduation rates for the future to compare rates accurately between Boards. At present, comparisons of rates may not account for differences in methodology between Boards themselves or between Boards and the Province. The data presented below is for KPDSB cohort students who we track from Grade 9 through graduation with us.

Graduation Rates (4, 5, 6 year) for All Cohort Students (%)

Cohort	2009	2010	2011	2012
2005	73	76	79	
2006		73	81	86
2007			76	84
2008				71

Graduation Rates (4, 5, 6 year) Self-Identified Aboriginal Students (%)

Cohort	2009	2010	2011	2012
2005	43	52	60	
2006		52	67	71
2007			51	67
2008				45

Interpretation of Results

Our current four-year graduation rate for all students is 71%. The current five-year graduation rate for our cohort students is currently 84%, an improvement of 3% from the previous cohort.

The four-year graduation rate for self-identified Aboriginal students is 45%. The current five-year graduation rate for self-identified Aboriginal students remains at 67%, an improvement of 15% from 2010. The six-year rate for Aboriginal students is now also 71%, an 11 % improvement from 2011. We have improved graduation success with our Aboriginal students, although more students take longer to graduate.

116 Aboriginal students received diplomas in 2012. This compares to 76 Aboriginal students in 2004-2005, at the inception of Policy 315, Voluntary and Confidential Self-Identification for First Nations, Métis and Inuit Students.

403 OSSD's were granted to students in June of 2011. This includes students who took 4, 5 or 6 years to graduate.

Adult Education Graduates

27 adult students, including seven Aboriginal adult students received their OSSD's through Adult Education in 2012.

Note

The above report presents data on our graduates, but not the individual stories of their successes. Some students, for reasons often beyond their individual control, take longer than four or even five years to graduate with a diploma. These stories are often compelling and inspirational and speak to the work that is necessary for staff, parents and caregivers and community to "Reach Every Student".

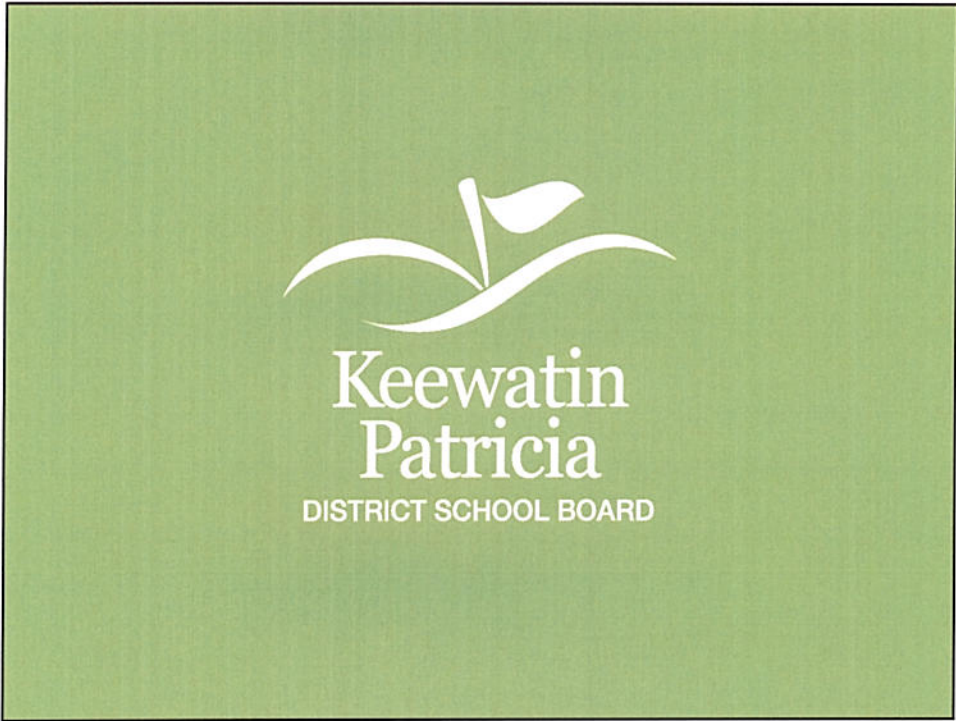
8.01 D

Keewatin-Patricia District School Board

November 13, 2012

NOTICE OF MOTION

THAT the Curriculum Assignment Teachers Reports be received.

The image shows the same logo as above, but on a background of lined paper. The logo is centered and consists of a stylized red and green plant graphic above the text "Keewatin Patricia" in red serif font, and "DISTRICT SCHOOL BOARD" in black sans-serif font below it.

Curriculum Assignment Teachers

Respectfully submitted by,
Tracy Lindstrom, Curriculum Administrator
Ann McDonald, K-12 Curriculum Special Assignment Teacher

Regular Board Meeting, November 13, 2012

Introduction to the Role:

K-12 Curriculum Administrator, Tracy Lindstrom

WWW.KPDSB.ON.CA

Professional Background

Education:

- Honours Bachelor of Kinesiology
- Bachelor of Education
- Basic Qualifications in Junior, Intermediate and Senior divisions
- Specialist Qualifications in Physical Education and Guidance
- Principal Qualifications

WWW.KPDSB.ON.CA

Professional Background

Experience:

12 years as Secondary Teacher at Beaver Brae

- 8 years as Special Assignment Teacher responsible for:
 - Secondary School Reform
 - Curriculum Implementation
 - Assessment and Evaluation
 - OSSLT Support and Administration
 - Grade 9 Math EQAO Support and Administration
 - Graduation

4 years as Elementary School Vice-Principal between Lakewood, Evergreen and Sioux Narrows schools

- Included Teaching Roles as:
 - Special Education Resource Teacher
 - Literacy Coach

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Program Responsibilities

- K-12 Curriculum Development, Implementation and Support
- Assessment, Evaluation and Reporting (Growing Success)
- EQAO – Gr. 3, 6, 9 and OSSLT
- Literacy and Numeracy Development and Support
- New Teacher Induction Program

WWW.KPDSB.ON.CA

Support Structures

- Elementary Curriculum Teachers
- Student Work Study Teachers
- Secondary Literacy Teachers
- New Teacher Induction Program Mentors
- Ann McDonald and Pauline Martin
- Richard Hodgkinson
- Al Wray and Lisa Doerksen
- Jennifer Gray
- Larry Beardy and Kathy Boone

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Differentiated Support

- Networking, Collaboration and Professional Development
- PLC Work
- Programming Support

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Introduction to the Role:

**Ann McDonald
K-12 Curriculum SAT**

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Role

The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done.

JEAN PIAGET

WWW.KPDSB.ON.CA

Educational Background

- B.A. in French Literature
- B.Ed. Primary/Junior
- Additional qualifications Intermediate/Senior
- Principal's Qualifications Program

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Teaching Experiences:

- Primary, Junior and Intermediate
- Kindergarten
- French as a Second Language
- Literacy Coach

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Responsibilities

- Kindergarten
- French as a Second Language
- Leveled Literacy Intervention (LLI)
- Early Primary Collaborative Inquiry (EPCI)
- New Teacher Induction Program (NTIP)

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Kindergarten

- Implementation of Full Day Early Learning Kindergarten (FDELK) program

French as a Second Language

- Supporting professional learning for FSL teachers

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Leveled Literacy Intervention (LLI)

- Small-group, supplemental reading instruction
- Similar to Reading Recovery

Early Primary Collaborative Inquiry (EPCI)

- Professional learning for K-2 teachers and Early Childhood Educators

WWW.KPDSB.ON.CA

New Teacher Induction Program (NTIP)

- Supporting professional learning for new teachers, long-term occasional teachers and Early Childhood Educators

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Student Work Study Teacher Initiative (SWSTI)

What is it?

The SWSTI is a research based approach that involves a SWST (*Student Work Study Teacher*) working in classrooms with the sole purpose of documenting how level 2 (*students approaching the provincial standard*) tackle and interact with literacy and numeracy curriculum tasks. The Student Work Study Teacher documents students while they are in the midst of working and thinking. This is done through video, transcribing of student dialogue, taking photos of students at work as well as of their work, asking students questions, as well as recording any prompts that have been effective in uncovering students thinking. The SWST captures 'live' the student thinking, as well as the process students go through while interacting with a task and captures observations about the 'whole student'; (*attitudes, attendance, learning skills and work habits,..*) as stated in our KPDSB BSIP vision statement.

As of 2012, every school board across Ontario has a SWST. This is important to capture province-wide student trends, and so that students across all boards are represented in the research. In the KPDSB we have one full-time elementary SWST which has increased from a .6 position in 2011-2012. We also have two half-time secondary SWSTs that have just started this year (Beaver Brae SS in Kenora and Queen Elizabeth DHS in Sioux Lookout), that are piloting for the province the potential of the SWSTI in Secondary settings.

Who is Involved?

Currently nine elementary teachers are involved through three schools (Sioux Mountain PS, New Prospect PS and Open Roads PS) and 57 students are being closely observed. After January one more school will be added on. Fifty- eight percent of the students being chosen by the classroom teachers to be observed are Aboriginal.

As a part of their role as well, our four Curriculum area teachers have also been trained by the SWST in how to do student observations, as well as the Special Education SATS so that they can include student observation as a part of their role. Training these personnel will help the KPDSB learn more about board-wide trends we are seeing, and will help us have deeper discussions about KP students.

Why is the Province Going Down this Path?

The SWST shares the student observations with the classroom teacher which then leads to deep professional discussion. A team approach is taken as the SWST and the classroom teacher co-analyze the observations and begin to deeply discuss where to head next in instruction, and what changes need to be made to help the students' progress further. Through the observations the SWST and the teacher will be able to identify precise student needs, student misconceptions, student perceptions and attitudes, as well as what the students can do. Research from the experts in the field is brought to the table to help the SWST and the classroom teacher make informed decisions on best teaching practices that will address the student needs. This professional dialogue can then be shared with the other members of the staff in each school.

Since all school boards across Ontario are involved in this initiative, it lends itself to be an authentic way to research students across the province so that the Literacy and Numeracy Secretariat can better support teachers across the province. It is also a genuine way to gather reliable information on the way our KPDSB students learn, as well as helps the KPDSB gather reliable data on our Aboriginal learners.

What have we learned about our KPDSB Students in the past 2.5 years through this Initiative?

As a part of the SWSTI, research papers have to be submitted to the ministry twice a year. Four research papers have been submitted thus far and are available to all KPDSB employees to use. If interested please contact theresa.lambert@kpdsb.on.ca.

8.01 E

Keewatin-Patricia District School Board

November 13, 2012

NOTICE OF MOTION

THAT the 2012-2013 Child Care Partnerships Report be received.

2012-2013 Child Care Partnerships

The Keewatin-Patricia District School Board has partnered with FIREFLY to provide families with child care services in Kenora. In August of this year, the school board was informed that the City of Kenora would no longer be able to provide child care services after December 31, 2012. The Keewatin-Patricia District School Board has partnered with FIREFLY in order to ensure that families were provided with the child care services that they require for their children.

FIREFLY will be providing new child care services in the following schools;

- Evergreen Public School: After School Program starting January 7, 2013.
- King George VI Public School: Full Day Child Care Program starting January 2, 2013, the Before and After School Program starting January 7, 2013 and they will also provide a summer program.
- Valleyview Public School: After School Program starting January 7, 2013.

Joan Kantola, Tim Flynn and Shelley St. Hilaire have been working in conjunction with FIREFLY to ensure a seamless transition for students and families to a new child care service provider in each of their schools. The schools have sent home letters to inform parents of the changes. All families will continue with their current child care services at each of these schools, but parents will now need to re-register with FIREFLY.

The Keewatin-Patricia District School Board is pleased to be working with FIREFLY to provide child care services for our families in Kenora.

Keewatin-Patricia District School Board

November 13, 2012

NOTICE OF MOTION

THAT Policy 303, School Improvement Planning, be received.

THAT Policy 303, School Improvement Planning, be approved as amended with the next review date in year 2016.

Policy Statement

It is the policy of the KPDSB that each school shall develop a plan for school improvement. The KPDSB is committed to school improvement planning processes **which reflect the priorities in the Board's Strategic Improvement Plan for Student Achievement**. ~~the beliefs and goals of the Board.~~ School improvement planning, **supportive implementation, and effective monitoring** ~~if~~ will ensure effective **student-centered and research-based** instruction, will provide a learning environment which promotes excellence, and will encourage meaningful parental involvement enabling students to reach their maximum educational potential, **in a safe, inclusive and accepting environment**.

Rationale

School improvement plans will foster continuous improvement of instruction, the learning environment, and meaningful involvement of members of the educational community through actions which are well-planned, diligently implemented, **supportively monitored**, and **continuously** subsequently evaluated, including collection and analysis of data.

Guidelines

1. **The principal's leadership is essential to the process of school improvement. The cornerstone of school improvement is the instructional leadership of each principal, and requires system-level support from senior administration.**
2. The school improvement plan is based on the **KPDSB Board's Strategic Improvement Plan for Student Achievement** ~~board's strategic plan.~~
3. The school improvement plan provides alignment between curriculum, instruction, resources, and assessments, **supports and interventions**.

Cross Reference:

101 Strategic Improvement Planning
316 Evaluation & Assessment of Student Achievement
326 Curriculum, Implementation & Review
331 Instructional Practices
803 Facilities

Date Approved: January 11, 2005
Date Reviewed: April 11, 2006
Last Revised: May 12, 2009
Revised:

Review by: 2013 (2016)

4. The school improvement plan is the result of a collaborative process. Students, school staff, parents, school councils, the Board's committees (**Special Education Advisory Committee/SEAC, Native Education Advisory Council/NEAC, Parent Involvement Committee/PIC**) community, supervisory officers, and the various departments of the KPDSB all have roles to play in improving schools.
5. The school improvement plan is based on the collection and analysis of valid, varied, and relevant qualitative and quantitative data.
6. The school improvement plan will focus on the implementation and monitoring of specific, well-defined short and long term goals, **appropriate school-based goals based on student learning needs, teacher professional learning, and structured using the school's professional learning community.**
- ~~6. The principal's leadership is essential to the process of school improvement. The cornerstone of school improvement is the instructional leadership of each principal.~~
7. The school improvement plan is the basis of discussion between the principal and all school staff **that links student achievement with** about their professional growth. Teachers are responsible for aligning their classroom practices with the school improvement plan.
8. **The Board Strategic Improvement Plan for Student Achievement, and the school improvement plans** will be made available to members of the educational community on an annual basis.
9. The school improvement plan will include a focus on well-defined targets that are achievable and measurable.
10. The school improvement plan will be **supported and** monitored on an ongoing basis, **and reviewed regularly** with all teachers, **and school councils.** ~~and updated in collaboration with all members of the school community. The review considers up to date data which is used to identify trends.~~

Cross Reference:

101 Strategic Improvement Planning
316 Evaluation & Assessment of Student Achievement
326 Curriculum, Implementation & Review
331 Instructional Practices
803 Facilities

Date Approved: January 11, 2005
Date Reviewed: April 11, 2006
Last Revised: May 12, 2009
Revised:

Review by: 2013 (2016)

11. ~~The school improvement plan will be submitted annually to area Superintendents of Education by September 30.~~
12. The school improvement plan will be reviewed by the area **Supervisory Officers, the Student Success Leader, and the School Effectiveness Lead**, who *in collaboration*, will provide feedback and support to the principal.
13. ~~The school improvement plan may be referred to as the school success plan.~~

8.01 G

Keewatin-Patricia District School Board

November 13, 2012

NOTICE OF MOTION

THAT Policy 305, Announcements/Advertisements in Schools, be received.

THAT Policy 305, Announcements/Advertisements in Schools, be approved as amended with the next review date in year 2016.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board that announcements and advertisements may be permitted in school in accordance with the following guidelines. It is a site-based decision as to which announcements/advertisements will be allowed. Schools will base their decisions on the benefit of the announcement to students and the disruption to the school program.

Rationale

Announcements/advertisement may be of benefit to students for a variety of reasons and so may be permitted by the principal when the requests fulfill this mandate. Considering the frequency of requests that are made from organizations outside of the school for announcements/ advertisements through or to students, it may be inappropriate for all requests to be approved.

Guidelines

1. An announcement/advertisement that includes multiple schools requires the approval of the appropriate Superintendent of Education.
2. Announcements/advertisements, contests, activities must be relevant to Ministry, Board or school curriculum as deemed by the principal or designate.
3. The process of distributing materials must not interfere with the regular school curriculum or timetable and not be commenced without the express consent of the principal or designate.
4. The principal or designate of each school may permit local community or service groups and/or individuals to have their meeting dates and times, registration dates and times, cancelled meeting times and other pertinent information affecting students announced. The principal or designate, where the requests are reasonable and do not interfere unduly with regular school procedures, may permit the posting of notices in the school in designated locations and, if deemed advisable, the distribution of information to the students.

All advertising from local community or service groups, or any other source whether in an announcement or poster, must be approved by the principal or designate in both form and content.

Cross Reference:

Date Approved: March 6, 2001
Date Reviewed: February 11, 2003
Date Reviewed: April 11, 2006
Last Reviewed: May 12, 2009
Reviewed:

Review by: 2013 (2016)

5. Groups and/or individuals may be permitted to address classes or groups of students upon the approval of the principal or designate. This will apply only when, in the opinion of the principal or designate, the presentation directly applies to school programs.
6. No contest sponsored by commercial organizations, however worthy, will be permitted or conducted without the approval of the principal or designate. Principals must carefully select activities giving consideration to curricular merit.
7. No non-Keewatin-Patricia District School Board, School or Ministry questionnaires may be circulated on any topic whatsoever unless approved by the Director of Education or designate. When approval has been granted, notice will be given in writing.
8. Principals and/or supervisors shall remind staff, from time to time, to exercise reasonable care that neither their influence with the students, nor their position on the staff, shall be used for personal advantage or to promote the commercial or partisan interests of any person, business or institution.
9. Principals may involve School Councils in developing selection criteria for announcement or advertisement in schools, ***subject to the Boards guidelines.***

Cross Reference:

Date Approved: March 6, 2001
Date Reviewed: February 11, 2003
Date Reviewed: April 11, 2006
Last Reviewed: May 12, 2009
Reviewed:

Review by: 2013 (2016)

8.01 H

Keewatin-Patricia District School Board

November 13, 2012

NOTICE OF MOTION

THAT Policy 403, Use of Copyright-Protected Works, be received.

THAT Policy 403, Use of Copyright-Protected Works, be adopted by the Board with the next review date in year 2013.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board to comply with the *Fair Dealing Guidelines* as developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium. The Keewatin-Patricia District School Board will communicate the *Fair Dealing Guidelines* to all school locations on an annual basis in order to ensure that all staff understand the obligations of the school board in accordance with the *Copyright Modernization Act*.

Rationale

The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the "dealing" must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be "fair." In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary educational institutions. These guidelines apply to fair dealing in non-profit K-12 schools and post-secondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

Guidelines

1. Teachers, instructors, professors and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.

3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
 - a. as a class handout
 - b. as a posting to a learning or course management system that is password protected or otherwise restricted to students of a school or post-secondary educational institution
 - c. as part of a course pack

4. A short excerpt means:
 - a. up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work)
 - b. one chapter from a book
 - c. a single article from a periodical
 - d. an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works
 - e. an entire newspaper article or page
 - f. an entire single poem or musical score from a copyright-protected work containing other poems or musical scores
 - g. an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work

5. Copying or communicating multiple short excerpts from the same copyright-protected work, with the intention of copying or communicating substantially the entire work, is prohibited.

6. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.

7. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.

8.02 A

Keewatin-Patricia District School Board

November 13, 2012

NOTICE OF MOTION

THAT Policy 203, Student Trustee, be received.

THAT Policy 203, Student Trustee, be approved as amended with the next review date in year 2016.

Policy Statement

It is the policy of the Keewatin-Patricia District School Board that pupil representation on the Board is an essential component of trusteeship. Pupil representation enables the interests of the student body to be clearly reflected in the decision making of the Board. In the Keewatin-Patricia District School Board the pupil representative shall be called the “student trustee”.

Rationale

Pupil representatives increase communication between the Board and students as well as provide the viewpoints and perspectives that students have in regard to the impact of board decisions on their education and school life.

A pupil representative(s), under subsection 55 (3) of the Education Act, is entitled to require that a matter before the board or one of its committees on which the student trustee sits be put to a recorded vote, and in that case there shall be,

- a) a recorded non-binding vote that includes the student trustee’s vote; and
- b) a recorded binding vote that does not include the student trustee’s vote.2006, c.10, s.6.

A pupil representative(s), under subsection 55 (5) is not entitled to be present at a meeting that is closed to the public under clause 207 (2) (b).2006, c.10, s.6.

- a) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his parent or guardian

Guidelines

1. Qualifications for Student Trustee

- 1.1 At the time of assuming office in September, a student trustee must be in the senior division, and
- 1.2 The student trustee must be attending public board operated secondary day school program full time during the term of office.

2. Role & Responsibilities

- 2.1 The student trustee shall participate in accordance with the policies, by-laws and Rules of Order of the Board.
- 2.2 The student trustee will act in concert with other elected trustees to examine and discuss issues leading to a vote at the regular meetings of the Board. However, the student trustee is not a member of the board and is not entitled to exercise a binding vote on any matter before the board or any of its committees. 2006, c.10, s.6. The student trustee is not entitled to move a motion, but is entitled to suggest a motion on any matter at a meeting of the board or one of its committees on which the student trustee sits, and if no member of the board or committee, as the case may be, moves the suggested motion, the record shall show the suggested motion. 2006, c.10, s.6.
- 2.3 The student trustee may be a participating member, with a non-binding vote, of any of the board standing committees, as appointed by the Chair.
- 2.4 The student trustee must treat issues within limits of confidentiality and with discretion.
- 2.5 The student trustee shall act on behalf of the Board only where authority has been specifically delegated by the Chair.
- 2.6 The student trustee shall, upon receipt of complaints, questions or suggestions regarding a school or service, direct the person or persons to the appropriate principal or supervisor of the service.
- 2.7 The student trustee must make a reasonable effort to represent the interests of students across the board.
- 2.8 The student trustee shall conduct an electronic meeting with all student councils before October 31st, and then hold bi-monthly meetings. The student trustee's report to the Board shall summarize these meetings.

- 2.9 As ambassadors of the Keewatin-Patricia District School Board, student trustees will exhibit exemplary behavior towards their fellow trustees and the public. The student trustee will conduct himself or herself, at times when representing the Board, in a manner that brings respect to their position.
- 2.10 The guidelines outlined in Policy 401, School-Student Activities Outside the Classroom, apply in principle to the student trustee.
- 2.11 The student trustee may access meetings electronically as per Board Policy 202.
3. Procedural Guidelines for Election of Student Trustee
- 3.1 Term of Office
- a) The term of office shall be for one year commencing September 1 and ending June 30.
- 3.2 Election of Student Trustee
- a) The principal will be responsible for working with the student council to fill the vacancy for student trustee.
- b) The vacancy for student trustee shall be filled by an election held by the student body of the secondary school designated by a rotational schedule.
- c) One student trustee shall be elected by the designated secondary school for that school year. The rotation of schools shall be Queen Elizabeth District High School, Beaver Brae Secondary School, Red Lake District High School, Dryden High School, Ignace High School, and **Crolancia High School**.
- d) If the designated secondary school is unable to fill the vacancy for their turn on the schedule, the principal of the designated secondary school shall arrange with the principal of the next secondary school on the rotational schedule to have that school fill the vacancy. The designated secondary school that was unable to fill the vacancy will retain first consideration for the next vacancy (only).

- e) The election process will be determined and conducted by the designated secondary school prior to May 1.
- f) Prior to May 1, the principal shall notify the Director of Education of the name of the student trustee.
- g) At the first board meeting in May the board shall appoint the student trustee. This will permit the student trustee to participate in orientation activities with the acting student trustee.

3.3 Vacancy During School Year

- a) If for some reason the elected student trustee cannot complete the term of office, the principal, working with the Student Council shall determine if the seat should be filled by another election or by appointment.
- b) Subject to 3.3 a) above, the new student trustee's name shall be determined and forwarded to the Director of Education within 15 days of the vacancy occurring.

4. Expenses

- a) The student trustee will be reimbursed for all out of pocket expenses reasonably incurred in connection with carrying out the role and responsibilities of a student trustee in accordance with board policy and procedures applicable to other trustees of the board.
- b) The student trustee who is appointed for the coming school year may attend the June OPSBA annual meeting prior to commencing his or her term.
- c) The student trustee will be eligible to attend OPSBA events upon approval of the board pending fulfillment of their duties under roles and responsibilities as per this policy.

5. Disqualification of Pupil Representative

The student trustee shall be disqualified to fill the student trustee seat in the following ways:

- a) does not continue to hold the qualifications under Section 1.1 and 1.2, or
- b) is convicted of an indictable offence;
- c) absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular board meetings of the board without making a request for absences to the Director of Education 24 hours prior to the meeting of the board;
- d) ceases to hold qualifications to act as a member of the board;
- e) a decision of a majority of the board of trustees.

DRAFT

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

November 13, 2012

NOTICE OF MOTION

THAT the verbal report on By-law #57 be received.

THAT By-law #57, being a by-law to authorize the tax levy for 2013, be taken as read a first time

THAT By-law #57, being a by-law to authorize the tax levy for 2013, be taken as read a second time.

THAT the rules of order be suspended to allow third and final reading of By-law #57.

THAT By-law #57, being a by-law to authorize the tax levy for 2013, be taken as read a third time and finally passed.

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

BY-LAW #57

BEING A BY-LAW TO PROVIDE FOR THE 2013 TAX LEVY IN LOCALITIES WITHIN
THE AREA JURISDICTION OF KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

Whereas subsection 257.7(1) of the Education Act (Act) requires the Board to levy the
tax rates prescribed under section 257.12 of the Act;

And whereas Ontario Regulation 400/98 prescribes the tax rates under subsection
257.12(1) of the Act;

Now therefore the Board enacts as follows:

The rates set out in Regulation 400/98 for 2013 are hereby levied in localities within the
area of jurisdiction of the Board on the property indicated in section 257.7 of the Act.

READ A FIRST TIME THIS 13th DAY OF November, 2012

READ A SECOND TIME THIS 13th DAY OF November, 2012

READ A THIRD TIME AND FINALLY PASSED

THIS 13th DAY OF November, 2012

Chair

Secretary

8.06 B

Keewatin-Patricia District School Board

November 13, 2012

NOTICE OF MOTION

THAT Policy 609, Investments, be received.

THAT Policy 609, Investments, be approved as amended with the next review date in year 2016.

Preamble

Ontario Regulation 471/97 **41/10** made under the Education Act requires the Board to adopt a statement of the Board's investment policies and goals, prior to investing in any of the securities prescribed by the regulation. This policy is intended to serve as the statement of the Board's investment policies and goals.

Policy Statement

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

Guidelines

1. Board-level Funds

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

- 1.1 The amount of surplus funds available to be invested, through the preparation of cash flow estimates for operating and capital funds.
- 1.2 The length of time for which surplus funds are available for investment.
- 1.3 The financial instrument in which funds will be invested, subject to Ontario Regulation 471/97 **41/10**, and any other relevant legislation.

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

2. School-generated Funds

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

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

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

3. Procedures

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

4. Reporting

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

Kenora - Head Office
100 First Ave West
Kenora, Ontario P9N 3Z7
Phone: (807) 468-5571
Fax: (807) 468-3857
Toll Free: 1-877-275-7771

Dryden Office
79 Casimir Ave
Dryden, Ontario P8N 2Z6
Phone: (807) 223-5311
Fax: (807) 223-4703
Toll Free: 1-877-287-5430



F21 INVESTMENT AUTHORIZATION

Determine:

1. The amount of surplus funds available to be invested, through the preparation of cash flow estimates. (Attach cash flow projection)
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 Regulations and any other relevant legislation.

Name of School if applicable: _____

Amount to be invested: _____

Issuer of security: _____

Maturity Value of security: _____

Maturity Date of security: _____

Interest rate (if applicable): _____

Redeemable prior to maturity?(Y/N) _____

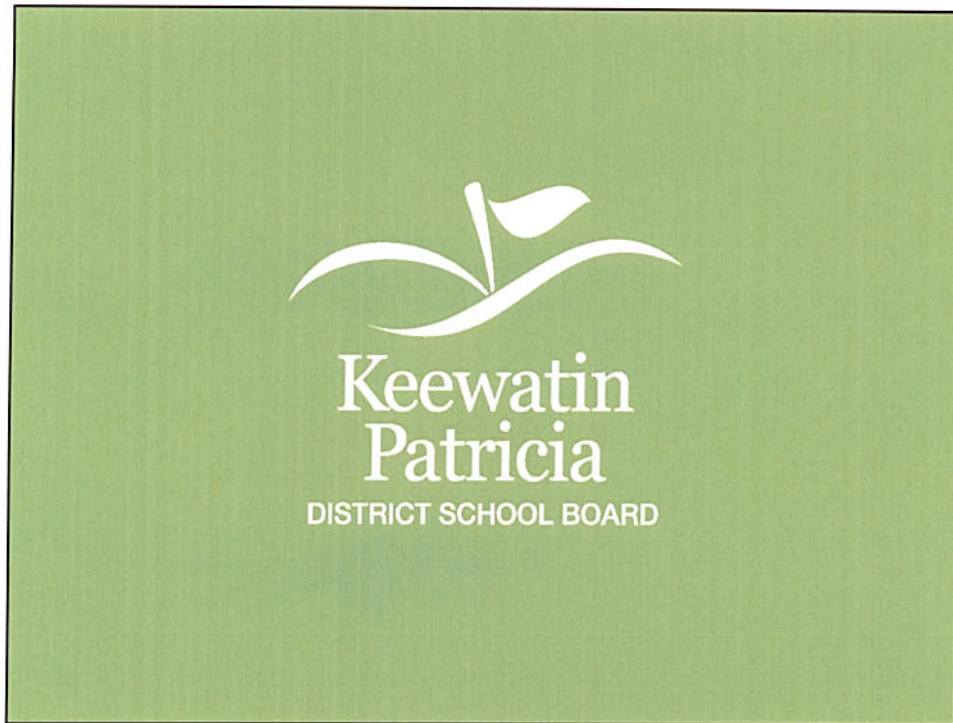
Recommended by: _____

Date: _____

Authorized by: _____

Date: _____

To be retained in the General or School Bank File.



The image shows the same logo as above, but on a background of lined paper. The logo is centered and includes the text "Keewatin Patricia" in red and "DISTRICT SCHOOL BOARD" in black. Below the logo, the title "Student Trustee Report" is written in a large, black, serif font. At the bottom right, there is a signature line: "Respectfully submitted by, Brayden Moore, Student Trustee" and the date "Regular Board Meeting, November 13, 2012".



Queen Elizabeth District High School

- We Day
- Free the Children events
 - Spaghetti dinner
- Gym Blast
- House leagues

WWW.KPDSB.ON.CA



Red Lake District High School

- Halloween for Hunger
- Halloween dance
- Halloween activities
 - Class decorations
 - Dress-up day

WWW.KPDSB.ON.CA



Crolancia Public High School

- Trip to Dryden
 - Learned about careers/women in the workforce/trades and tech

WWW.KPDSB.ON.CA



Ignace Public High School

- Pep Rally
- Spirit Week
- Student Council Bake Sale
- Halloween Dance
- Learning Skills work

WWW.KPDSB.ON.CA



Beaver Brae Secondary School

- School Spirit events
 - Purple and White days
 - Pep Rally
- School council is holding 'Freak Week'
 - Pumpkin carving
 - Pie-Eating
 - Haunted Hallway
 - Costume Contest
- Student leadership project
 - Bake Sale
 - Clothing Drive
 - Candy Jar guessing game

WWW.KPDSB.ON.CA



Dryden High School

- Terry Fox Walk
 - Fundraiser, students got prizes for monetary milestones
 - BBQ
- Spirit Week
 - Spirit days
 - Pep rally
 - Prizes
- Door decorating contests
- Christmas floats

WWW.KPDSB.ON.CA

Keewatin-Patricia District School Board

November 13, 2012

NOTICE OF MOTION

THAT the Special Education Advisory Committee verbal update be received.

THAT the Special Education Advisory Committee Membership Report be received.

THAT the appointment of Ms. Michelle Henry, representing Sioux Lookout Area Schools, and Ms. Nicki Zilkalns, representing Dryden Area Schools, to the Special Education Advisory Committee, be approved.