

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #7

Tuesday, May 14, 2024 Time: 7:00 pm CST	<i>Lillian Berg Public School (Google Link for internal use only)</i>
AGENDA	

- | | | | |
|----|---|--|-----------|
| 1. | Call to Order | | Chair |
| 2. | Land Acknowledgement | | Chair |
| 3. | Roll Call | | Exec Asst |
| 4. | Declaration of Conflict of Interest | | Chair |
| 5. | Approval of Agenda and Consent Agenda for May 14, 2024 | | Chair |
| 6. | Consent Agenda <i>pages 4 - 18</i> | | Chair |
| | 6.01 Business Arising from the Committee of the Whole | | |
| | A. Removal of Policy #601 | | |
| | B. Policy #618 Responsible Use of Learning Technology Δ | | |
| | C. Capital Project – RLDHS Civil Drainage project Δ | | |
| | D. 2024-2029 Strategic Plan Δ | | |
| | 6.02 Confirmation of Minutes: April 9/24 Δ | | |
| | 6.03 Reports and Accompanying Motions | | |
| | A. Education | | |
| | B. Executive Committee Report | | |
| | C. Finance/Audit | | |
| | D. Human Resources | | |
| | E. Operations | | |
| | F. Committee Updates | | |
| | i. Early Years Education Advisory Committee | | |
| | ii. Finance | | |
| | iii. Audit | | |
| | iv. Indigenous Education Advisory Committee Δ | | |
| | v. Ontario Public School Boards Association | | |
| | vi. Parent Involvement Committee/School Councils | | |
| | vii. Special Education Advisory Committee | | |
| | viii. Supervised Alternative Learning | | |
| 7. | Students Come First Presentation – New Prospect Public School Δ <i>pages 19,20</i> | | C. Moore |
| | - Building Mathematicians | | |
| | • Kelly Schollie, Principal | | |
| | • Candace Nyberg, Vice Principal | | |
| | • Celeste Harrison, Teacher | | |
| | • Finn Marion, Year 2 student | | |
| | • Angie Ilko, JK student | | |

- | | | |
|-----|---|----------------|
| 8. | Student Trustee Report/s | R. Naumann |
| 9. | Presentations | |
| | 9.01 – Student’s Mental Health Report Δ <i>pages 21-32</i> | C. Kerkermeier |
| | 9.02 – OPSBA Labour Relations Conference update | J. Green |
| 10. | Discussion | Chair |
| 11. | Director of Education Update Δ <i>pages 33-36</i> | C. Radbourne |
| 12. | Correspondence - NIL | Chair |
| 13. | New Business and Notices of Motion | Chair |
| | 13.01 – OPSBA Board of Directors changes for 2024-25 | D. Cornish |
| | 13.02 – SEAC Committee member replacement | Chair |
| 14. | Observer Comments | Chair |
| 15. | Next Meeting Date: June 11, 2024 – Ear Falls PS | Chair |
| 16. | Adjournment | Chair |

Δ indicates an attachment included in the meeting package



Policy Section: **Business and Administrative Matters**

600

Policy Name: **Responsible Use of Learning Technology and Data**

618

Policy Statement

~~It is the policy of the Keewatin Patricia District School Board (KPDSB) to provide direction and responsibilities to anyone using KPDSB learning technology resources. This policy incorporates guidelines that enhance business operating efficiencies for administrative purposes, complies with relevant legislation, and supports the educational experiences of students through enabling learning opportunities.~~

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to provide guidance regarding the responsible use of learning technology as tools to support teaching and learning.

Rationale



~~The KPDSB is committed to providing all users with access to learning technology resources and acknowledges the benefits that technology can bring to support its daily operating activities and student achievement.~~

~~The KPDSB also realizes that there is a considerable amount of sensitive and confidential information residing on computers and other electronic devices owned by the KPDSB that must be secured and protected.~~

KPDSB is committed to providing all users with access to learning technology and acknowledges the benefits that technology can bring to support its daily operating activities and student achievement. These technologies also bring challenges to maintaining a safe and secure learning environment. This policy serves as a basis for ensuring technology is used appropriately and to the benefit of students and staff.

Cross Reference
 Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
 Provincial Freedom of Information and Protection of Privacy Act (PFIPPA)
 Policies
 318, Privacy and Information Management
 321, Safe and Supportive Schools
 706, Employee Code of Conduct
 709, Workplace Harassment
 717, Accountability
 Procedures
 618, Responsible Use of Learning Technology and Data
 717, Accountability

Date Adopted: 09/02/2021

Review By: 2022



Policy Section: **Business and Administrative Matters**

600

Policy Name: **Responsible Use of Learning Technology and Data**

618

Guidelines

1. ~~All users must fully respect intellectual property rights including copyrights, privacy rights, human rights (including the right of freedom from harassment), defamation, and criminal laws. In addition, users must fully respect Safe and Supportive School Guidelines, as well as other pertinent legislation, regulations, policies, procedure, and guidelines in force.~~
2. ~~The KPDSB accepts its responsibility to define 'responsible use' of its learning technology resources~~
3. ~~All users are responsible for:~~
 - a) ~~Ensuring they use learning technology must use resources **must be used** in an appropriate manner in accordance with KPDSB policies, procedures, and pertinent legislation;~~
 - b) ~~Using ~~the~~ KPDSB's learning technology resources in a responsible and ethical manner, consistent with the educational, informational, and work-related purposes, for which they are provided;~~
 - c) ~~Ensuring that any use of personal and KPDSB issued technology devices that access KPDSB resources (i.e., email, enterprise system, student/staff data and information, social media, etc.) are password protected; and~~
 - d) ~~Ensuring any **KPDSB Board** data (including student names and assessment data) is safe and secured in appropriate and supported systems.~~

Cross Reference
 Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
 Provincial Freedom of Information and Protection of Privacy Act (PFIPPA)
 Policies
 318, Privacy and Information Management
 321, Safe and Supportive Schools
 706, Employee Code of Conduct
 709, Workplace Harassment
 717, Accountability
 Procedures
 618, Responsible Use of Learning Technology and Data
 717, Accountability

Date Adopted: 09/02/2021

Review By: 2022



Policy Section: **Business and Administrative Matters**

600

Policy Name: **Responsible Use of Learning Technology and Data**

618

1. All users must fully respect intellectual property rights including copyrights, privacy rights, human rights (including the right of freedom from harassment), defamation, and criminal laws.
2. Learning technology must be used in an appropriate, responsible and ethical manner, consistent with the purposes for which they are provided.
3. The use of learning technology that accesses KPDSB resources (i.e., email, enterprise system, student/staff data and information, social media, etc.) is protected by password, and multi-factor authentication where applicable.
4. KPDSB data (including student names and assessment data) is safe and secured in appropriate and supported systems and applications.

Cross Reference

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

Provincial Freedom of Information and Protection of Privacy Act (PFIPPA)

Policies

318, Privacy and Information Management

321, Safe and Supportive Schools

706, Employee Code of Conduct

709, Workplace Harassment

717, Accountability

Procedures

618, Responsible Use of Learning Technology and Data

717, Accountability

Date Adopted: 09/02/2021

Review By: 2022



Report to Board

Subject:

Purpose: **Decision** **Information** **Discussion**

Recommendation

Link to Strategic Plan

Background Information

Current Situation

Financial Implications: Yes No

If yes, please briefly describe the financial implications

Appendices (Executive Summary, Powerpoints, Additional Documents etc.)

Capital Project Report

Red Lake District High School – Civil Drainage & Accessibility Improvements

A summary of the multi disciplined scope of work is as follows:

- Major civil engineering and landscaping construction to rectify the failed stormwater infrastructure from the 1970's lower school addition (Gymnasium & Science Classrooms)
 - This will also alleviate subsurface drainage problems occurring below the school in the crawlspace areas
 - Regrading and repaving surfaces surrounding the school will assist with positive drainage and improve access as well as current snow removal challenges
- New concrete sidewalk, pathways and stair & ramp systems are planned for replacement to improve accessibility throughout all entrances of the school
- New asphalt paving for the remainder of the site is built in as an allowance to the bid which will provide ability to adjust the overall paving scope of work as needed
- Work to commence in spring/summer 2024 with the goal of having the majority of the seasonal work completed before winter
 - Depending on progress made through the summer, certain areas of the school may require temporary access accommodations as work progresses
- School Condition Improvement (SCI) and School Renewal Allocation (SRA) qualifies all components included in this design to be captured under these funding streams

The project budget is as follows:

Contract Price	\$ 1,088,136
Construction Contingency	\$ <u>217,627</u>
Sub-total	\$ 1,305,763
Soft Costs (Professional fees, Permits, fees, temp costs, etc.)	\$ <u>204,376</u>
Sub-total	\$ 1,510,139
HST	\$ <u>32,619</u>
Total Project Budget	\$ 1,542,758

Recommendation:

2. THAT the contract for the Red Lake District High School – Civil Drainage & Accessibility Improvements project be awarded to PDR Contracting, for the sum of \$ 1,088,136.00 (One Million, Eighty-eight Thousand One Hundred Thirty-Six Dollars and Zero Cents) plus applicable taxes and the Administration be authorized to execute the contract.

Respectfully submitted by:
Steve Parker, Assistant Manager of Facility
Planning & Development



Report to Board

Subject:

Purpose: **Decision** **Information** **Discussion**

Recommendation

Link to Strategic Plan

Background Information

Current Situation

Financial Implications: Yes No

If yes, please briefly describe the financial implications

Appendices (Executive Summary, Powerpoints, Additional Documents etc.)

2024-2029 STRATEGIC PLAN

Vision Statement

Mino- bimaadiziwin (*Living a good life*)
Achieving Dreams – Mind, Body, Spirit

Mission Statement

Create meaningful learning experiences that engage each student through respectful, trusting relationships.

Inclusive Engagement

Fostering inclusive engagement and partnerships to ensure a shared sense of belonging and community.

Optimizing Resources

Allocate resources to support the whole student

Elevate Student Success

Champion innovative approaches to ensure success for all students.

At KPDSB, all will feel...
valued, trusted, hopeful and capable.

2024-2029 STRATEGIC PLAN

Operational Goals

Inclusive Engagement

Center Indigenous students and families.

Improve engagement and attendance through an evidence-based, tiered approach.

Foster and support safe and healthy communities.

Optimizing Resources

Support the conditions for learning through forward-thinking, safe, and engaging learning environments.

Decision-making by central office centres and supports instructional leadership.

Elevate Student Success

Improve equity of access, opportunity, and outcomes for students.

Promote and support instructional leadership.

Engage with and utilize data to inform instructional practice and evaluate student achievement.

Support tiered evidence-based instruction in literacy and numeracy.

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #6

The minutes of the Regular Board Meeting of the Keewatin-Patricia District School Board on Tuesday, April 9, 2024, held at Beaver Brae Secondary School.

Call to Order	The meeting was called to order at 7:06 pm.		
	A moment of silence was observed in memory of Elder Terry Skead.		
Land Acknowledgement			
Roll Call	Denise Baxter Roger Griffiths - <i>Chair</i> Rory McMillan David Cornish Demitrius Baker <i>Student Trustee</i>	Steve Poling Gerald Kleist Judi Green <i>Vice Chair</i>	Marilyn Duncalfe Teika Newton Dave Penney Norine Van Breda
Absent with Regret	Reina Naumann <i>Student Trustee</i>		
Absent without Regret	NIL		
Officials	C. Radbourne S. Norlock R. Findlay	P. Agawa C. Moore D. Taylor – <i>Exec Assistant</i>	S. Bailey J. Marion S. Parker
Also Present	Media, Staff, and the Interested Public		
Item 4	Declaration of Conflict of Interest NONE		
Item 5 & 6 – Agenda And Consent Agenda Motion #64-24	Moved by: G. Kleist Seconded by: N. Van Breda THAT the Agenda and Consent Agenda for the Regular Board Meeting of April 9, 2024, be approved.		

Item 7 – Students
Come First
Motion #65A-24

Moved by: R. McMillan
Seconded by: T. Newton
THAT the Students Come First Presentation by Beaver
Brae Intermediate be received.

Carried

Item 8 – Student
Trustee report
Motion #65B-24

Moved by: R. McMillan
Seconded by: T. Newton
THAT the verbal Student Trustee report be received.

Carried

Item 9

Delegations/Presentations - NIL

Item 10
Grade 10 De-
streaming
Presentation
Motion #66-24

Moved by: M. Duncalfe
Seconded by: J. Green
THAT the Grade 10 De-streaming Presentation be
received.

Carried

Item 11

Discussion - NIL

Item 12 – Negotiations
12.01

Motion #67-24

Moved by: D. Baxter

Seconded by: S. Poling
THAT the Memorandum of Settlement reached on March 28, 2024 between ETFO and Keewatin-Patricia District School Board be received.

Carried

Motion #68-24

Moved by: D. Cornish
Seconded by: R. McMillan
THAT the Memorandum of Settlement reached on March 28, 2024 between ETFO and Keewatin-Patricia District School be ratified by the Board.

Carried

Item 13- Director of Education
Update

Motion #69-24

Moved by: R. McMillan
Seconded by: D. Penney
THAT the Director of Education update be received.

Carried

Item 14

Correspondence - NIL

Item 15 – New Business

Motion #70A-24

Moved by: D. Cornish
Seconded by: D. Baxter
THAT the Board engage in the 2024 Take Your MPP to School Week initiative.

Carried

Item 16

Observer Comments - NIL

Next Meeting Date: May 14, 2024

Item 18

Adjournment

Motion #70B-24

Moved by: D. Penney

Seconded by: N. Van Breda
THAT the Regular Board Meeting of April 9, 2024
adjourn at 8:11 pm.

Carried

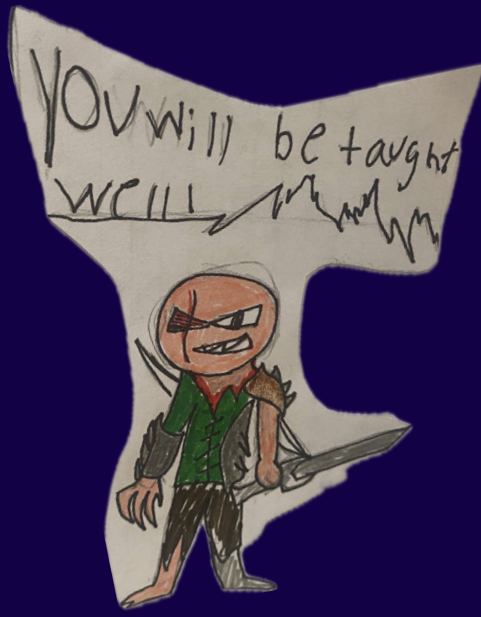
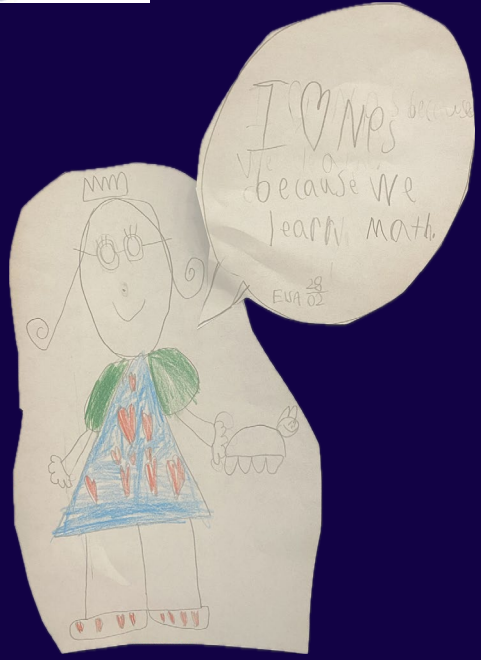
Date Chair - R. Griffiths

Date Secretary - C. Radbourne

Consent Agenda				
April 9, 2024 Regular Board meeting				
Item #	Agenda Item #	Title	Recommendation (if applicable)	Approved Y/N
1	6.01 A	Policy #203 - Student Trustee on the Board		Y
2	6.01B	Policy #302 - Search and Seizure in Schools		Y
3	6.01C	Capital Project - Sioux Mountain PS Site and Facility upgrades	THAT the contract for SMPS Site and Facility Upgrades project awarded to Finn Way General Contractors Inc. for the sum of \$4,895,000.00 plus applicable taxes be approved.	Y
4	6.02	Confirmation of Minutes - February 13, 2024 and February 27, 2024		Y
5	6.03Di	Director Performance Appraisal -Current 2023/24 process	THAT the Vice-Chair continue to manage and co-ordinate the DPA process for 2023/24 and be approved.	Y
6	6.03Dii	Director Performance Appraisal - New Ministry process Ontario Regulation 83/24	THAT the Vice-Chair begin the co-ordination of the new DPA process in accordance with Ontario Regulation 83/24 and be approved.	Y
7	6.03Fii	Finance Committee meeting report - February 22, 2024		Y
8	6.03Fiii	Audit Committee meeting report - February 14, 2024		Y
9	6.03Fv	OPSBA meeting report - February 16, 2024		Y

Agenda Item	Discussion	Follow-Up
Call to Order	The meeting was called to order at 1:30 pm.	
Roll Call / Welcome	<p>Present: C.Radbourne; D.Baxter; C.Suprovich; V.Lyon; T.Newton; D.Parker; K.Ward; M.McMillian; T.Zurkar; B.Wauzhushk; P.Agawa;L.Henderson; M.Sewell</p> <p>Recorder: Suzie Byerley</p> <p>Regrets: H. Szumowski, J.Quast, S. Bailey; R.Griffiths</p>	
Opening Remarks	Trustee Baxter welcomed all members and had members introduce themselves.	
Elder Opening Prayer	Many thanks to Victor Lyon for beginning our meeting with an opening prayer.	
Director's Update –	<p>Strategic Plan Process: The Planning has been completed and each committee member had the opportunity to provide feedback. KPDSB is currently collating the feedback. Over 350 students submitted responses.</p> <p>De-Streaming Plan Update: The De-Streaming is currently in process which means that all grade 10 courses will be academic, open or in required LDCC- no applied</p> <p>Director Radbourne provided a presentation on De-Streaming which was attached to agenda.</p>	
Indigenous Education Leads Update	<ul style="list-style-type: none"> Christine Suprovich shared the Board Action Plan draft for Indigenous Education. Below is the google link to provide feedback on the BAP Priorities. https://docs.google.com/forms/d/e/1FAIpQLSd_ZUbLXx1789RDETeTNRPYDjXjBbQVh87eP9Emn87cdTvNHg/viewform Christine Suprovich shared a presentation to share information regarding Kairos Blanket Exercise. 	
Next Meeting	June 5, 2024	
Adjournment	<p>Many thanks to Victor Lyon for providing a closing prayer for this meeting.</p> <p>Meeting adjourned at 2:30 pm</p>	

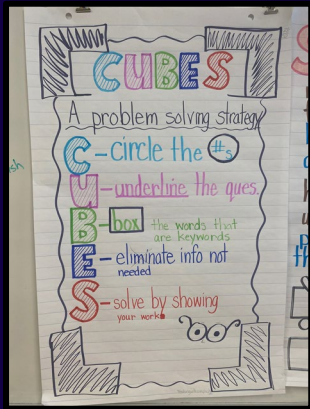
Building Mathematicians!



Commitment to Learning

Professional Learning Communities develop understanding of:

- Curriculum
- 6 IES Recommendations
- KP HITS
- Types of Questions - Knowledge and Understanding, Application, Thinking
- Using data to inform next steps in instruction and student achievement



Vocabulary
Monomial
Variable
Like terms
algebraic expression
coefficient
binomial

MATH
Learning Goals: Translate statements into algebraic expressions with one variable.
Evaluate algebraic expressions for given values.

EXAMPLES
A quarter of $k = \frac{1}{4}k$
Evaluate $10-3a+5b$ when $a=-1$ and $b=0$.
 $10-3(-1)+5(0)$
 $=10+3+0$
 $=13$

$4(5x+1)$
 $=4(5(6.5)+1)$
 $=4(25.5+1)$
 $=4(26.5)$
 $=106$

$8x-2 = 8(6.4)-2$
 $=-3.2-2$
 $=-5.2$

$10x+3 = 10(-2)+3$
 $=-20+3$
 $=-17$

Trier
Nous pouvons trier par...
la couleur
la forme
la taille
la texture

Grid of cards with icons and labels: blanc(he), noir(e), jaune, bleu(e), vert(e), orange, rose, bruni(e), gris(e), rouge, vert(e), rose, cercle, rectangle, ovale, losange, hexagone, losange, triangle, carré, pat(he), long(ue), court(e), gris(e), rose.

Vocabulary
more: bigger, greater
less: smaller, fewer
same: equal

Hands/Fingers
5 fingers = 5
5 fingers = 5

Fact Family
A group of addition and subtraction sentences that have the same parts and whole.

Picture
3 red triangles, 2 blue triangles
 $3+2=5$

Hold in Your Brain
 $3+2=5$

Number Bond
3 and 2 make 5

Number Sentence
 $3+2=5$

Number-Line
0, 1, 2, 3, 4, 5, 6, 7, 8, 9

length
How long something is

area
The amount of space a shape covers



Report to Board

Subject:

Purpose: **Decision** **Information** **Discussion**

Recommendation

Link to Strategic Plan

Background Information

Current Situation

Financial Implications: Yes No

If yes, please briefly describe the financial implications

Appendices (Executive Summary, Powerpoints, Additional Documents etc.)

Students' Mental Health Report

KPDSB MENTAL HEALTH Action Plan 2023-2024

[KPDSB Mental Health Action Plan](#)

The action plan for 2023-204 includes four key priorities as listed below:

Priority #1: Increasing mental health literacy for students. This includes awareness of and understanding of mental health, access to in-school mental health services and external community based mental health services.

Priority #2:

1. Identifying and address emerging and escalating student mental health problems and attendance concerns.
2. Using a multi-tiered system of support in the board to support student mental health and attendance, ensuring students are connected to services when required.
3. Additional resources for family/parent/caregiver mental health literacy and importance of school attendance will be provided.

Priority #3: Ensure elementary and secondary educators, school support staff and mental health champions feel equipped to intentionally and explicitly support student mental health in the classroom with implementation of SMHO materials and resources.

Priority #4: Development of new three-year mental health and addictions strategy for KPDSB and implementation of all Policy and Program Memorandum 169 (PPM 169) requirements.

Mentally Healthy Return to School Action Plan Highlights

1. [Policy and Program Memorandum 169 Student Mental Health \(PPM 169\)](#) requirements
2. Commitment and Collaboration with Co-terminous Boards and FIREFLY for [Right Time Right Care](#)
3. TIERS for Supporting Student Mental Health
4. Implementation of New Mandatory Grade 7 & 8 Mental Health Modules
5. Continuation of Targeted increase in Help Seeking Behaviours Grades 4-12
6. Attendance Focus
7. Two-Eyed Seeing
8. Memorandum of Understanding with Key Community Partners for Provision of Mental Health Services

Respectfully submitted by,
Candice Kerkermeier, KPDSB Mental Health Leader

KPDSB Mental Health Action Plan 2023 – 2024

Board: Keewatin Patricia District School Board

Mental Health Leadership Team Members: Candice Kerkermeier, Mental Health Lead & Shawnda Norlock, Superintendent of Mental Health

PPM169 Vision Statement for Student Mental Health in Ontario - *Students have the knowledge and skills to understand and support their mental health and have access to high quality mental health and addictions services that provide appropriate supports for their complex and individual needs when and where they need them across the provincial mental health continuum of care.*

The priorities and key action items within this action plan have come from student, system and community needs; alignment with **PPM#169**, alignment to **Right Time, Right Care** and alignment to SMHO guidelines and recommendations for school boards across Ontario related to supporting student mental health and well-being. The action plan has been clearly aligned to the **Board's Student Achievement Plan for 2023-2024**.

Priorities for a Mentally Healthy School Year

Priority #1	Increasing mental health literacy for students. This includes awareness of and understanding of mental health; access to in-school mental health services and external community based mental health services.
Priority #2	<ol style="list-style-type: none"> 1. Identify and address emerging and escalating student mental health problems and attendance concerns. 2. Using a multi-tiered system of support the board will support student mental health and attendance, ensuring students are connected to services when required. 3. Additional resources for family/parent/caregiver mental health literacy and importance of school attendance will be provided.
Priority #3	Ensure elementary and secondary educators, school support staff and mental health champions feel equipped to intentionally and explicitly support student mental health in the classroom with implementation of SMHO materials and resources.
Priority #4	Development of new three-year mental health and addictions strategy for KPDSB and implementation of all Policy and Program Memorandum 169 (PPM 169) requirements.

PRIORITY	ACTION ITEMS	AUDIENCE	TIMELINE	INDICATORS OF SUCCESS	AIM TIER	RESOURCES SMHO & BOARD
PRIORITY #1	Mandatory implementation of new SMHO Mental Health Literacy Modules	Students Grade 7&8	January 2024 implementation start date	Completion of 3 modules per grade for all Grade 7 and 8 students by June 30 th 2024	1	<ul style="list-style-type: none"> SMHO Mental Health Literacy Modules <p>MINISTRY DATA REQUIREMENT</p>
	Continued target on help seeking behaviour. Increasing student awareness on how to access in-school mental health services and external community based mental health services	Students Grade 4-12	October Start Date	Completion of classroom presentations by student counsellors and mental health community partners in all grades 4 to 12 Measurement on SAP	1	CLIMATE SURVEY DATA REQUIREMENT
	Counsellor supports directly in the classroom	<p>Student Counsellors</p> <p>External Community Agency Counsellors</p> <p>Kids Help Phone</p> <p>NWHU</p>	Ongoing	Referrals to student counsellors and external community partners for tier 1 mental health promotion class wide (i.e., SMHO virtual field trips, kids help phone counsellor in the classroom, kids have stress too, stressbusters etc.)	1	<ul style="list-style-type: none"> BOARD SMHO Virtual Field Trips SMHO Health & Physical Education Curriculum Lesson Plans Kidshelpphone Counsellor in the Classroom Strong Minds Strong Kids NOW BEWELL PASSPORT

PRIORITY #2	Continued use of and increased awareness of multi-tiered system of support, to support student mental health and well-being	Student Counsellors / Administrators	Ongoing	Use of tiers for supporting student mental health by student counsellors and administrators for proper referral pathways for students	ALL	<ul style="list-style-type: none"> ● TIERS Aligned and Integrated Model (AIM) ● CMHO ● Right Time Right Care <p>MINISTRY DATA REQUIREMENT</p>
	Supporting Student Attendance and Absenteeism related concerns & Life Promotion Focus	Student Counsellors / Administrators	Ongoing	Supporting Attendance @ School Level Attendance Referral Process Measurement on SAP Family Engagement Community Partnerships KPI 90% Attendance Rate Target Suicide Protocols / Safety Planning & Life Promotion Activities		<ul style="list-style-type: none"> ● Board Attendance Process ● Enrolment Register ● Board Life Promotion Suicide Prevention & Intervention Protocol ● Board Postvention Suicide Protocol ● A Life Promotion Toolkit <p>MINISTRY DATA REQUIREMENT</p>
	Implementation of evidence informed practice and interventions in supporting student mental health	Student Counsellors	Ongoing	Increased professional development and training opportunities for student counsellors. Ensuring interventions provided adhere to trauma informed practices, are culturally	ALL	SMHO <p>MINISTRY DATA REQUIREMENT</p>

				responsive, respect the needs of students and appropriately aligned with requirements for regulated and non-regulated counsellors		
	Continued partnerships with external agencies in providing culturally responsive mental health services	BOARD / FIREFLY / CHOOSE LIFE / NODIN / KCA / HOME & COMMUNITY CARE	Ongoing	Increased pathways and referrals to external community partners for students experiencing complex mental health concerns	2-3	<ul style="list-style-type: none"> ● BOARD ● Community Partners ● <u>CMHO</u> ● <u>Right Time, Right Care</u> ● Pathways Support Toolkit <p>MINISTRY DATA REQUIREMENT</p>
	Increased awareness of identification of early mental health concerns with clear pathways to care	Principals / Mental Health Champions / Board Staff / Student Counsellors / Students	Ongoing	Increased awareness of signs and symptoms of mental health concerns in students Identifying and creating pathways to care for students with emerging mental health concerns. Easily identifiable and accessible service both in schools and in community	2-3	<ul style="list-style-type: none"> ● <u>SMHO ONE CALL Desk Reference Guide</u> ● P/VP Referral Process ● KPDSB Mental Health Handbook
	Increased supports for students experiencing addictions and substance use concerns	Students / Pathways Teachers / Guidance / Student	October Implementation Kenora & Dryden	Implementation of pilot Preventure Kenora, Dryden, Red Lake, and Sioux Lookout for Grade 8 students	2-3	<p><u>Preventure</u></p> <p>Local Mental Health & Addictions</p>

		Counsellors / External Community Partners	January Implementation Red Lake & Sioux Lookout			Community Programs
	Access to culturally responsive resources to support children and youth mental health for parents/caregivers	Parents / Caregivers	Ongoing	Resources made available and accessible to parents/caregivers in supporting children and youth mental health.	ALL	KPDSB WEBSITE <ul style="list-style-type: none"> ● How to Support a Mentally Healthy Back to School for Your Child ● SMHO Noticing Mental Health Concerns for your Child ● ONECA ● ThunderBird Partnership Foundation ● Suicide Prepare, Prevent, Respond ● Working with Indigenous Families

PRIORITY #3	Continued access to SMHO resources to support student mental health and well-being	Mental Health Lead Mental Health Champions	Ongoing	Educators can easily identify SMHP resources for direct implementation in the classroom	1	BOARD SMHO CLIMATE SURVEY DATA REQUIREMENT
	Professional development, print resources and access to SMHO resources directly for use in classroom setting	Mental Health Lead	Ongoing	Implementation of SMHO resources visible in every classroom	1	BOARD ● SMHO Grade 7&8 Modules ● SEL

						<ul style="list-style-type: none"> • Classroom Conversation
	Educators will prioritize 15 minutes a week to SMHO resources for direct use in the classroom	Educators K-12	Ongoing	Evidence of use of SMHO materials, resources and lesson plans directly used in classroom environments	1	<p>SMHO</p> <p>CLIMATE SURVEY DATA REQUIREMENT</p>
PRIORITY #4	Development of new three-year mental health and addiction strategic plan for KPDSB	<p>Mental Health Lead</p> <p>Mental Health Champions</p> <p>Key Community Stakeholders</p>	Completion June 2024	<p>Completion of new three-year mental health and addictions strategic plan for KPDSB by June 30th, 2024</p> <p>Feedback from students, staff, and key community stakeholders</p>	ALL	<p>BOARD</p> <p>PPM 169</p> <p>MINISTRY DATA REQUIREMENT</p>
	External community agency protocol	External mental health community partners	Annual	Updated and signed protocol received from all community partners providing mental health services in-school	ALL	<p>BOARD</p> <ul style="list-style-type: none"> • External Community Partners • External Community Partners Protocol <p>MINISTRY DATA REQUIREMENT</p>
	Continued awareness of sex trafficking, including recognizing signs of trafficking and how to access supports	Students Grades 7-12 / Staff / Administrators / Parents/Caregivers	Ongoing	<p>Mandatory Staff PD – August</p> <p>Sex Trafficking Awareness Poster Series for Students and Parents/Caregivers and Staff</p>		<p>KPDSB WEBSITE</p> <ul style="list-style-type: none"> • KPDSB Anti-Sex Trafficking Protocol • Canadian Child Protection Centre <p>MINISTRY DATA REQUIREMENT</p>

	Continued focus on best practice, evidence-based and trauma informed practices	BOARD External Community Partners	Ongoing	Ensuring mental health and addictions services and supports adhere to trauma informed practices, are culturally responsive, respect the needs of students and appropriately delivered within scope of practice for regulated and non-regulated counsellors. Ensuring focus on promoting protective factors for youth and aiming to reduce barriers in accessing services to promote equity to access for all students	ALL	<ul style="list-style-type: none"> ● Trauma Informed Practice ● Advancing Equity in Mental Health ● Best Practice Guidelines in Mental Health Promotion Programs <p>MINISTRY DATA REQUIREMENT</p>
	Continued partnership with SMHO	Superintendent for Mental Health Mental Health Lead SMHO	Ongoing	Continued partnership with SMHO to support the provision of evidence-informed approaches to school-based mental health promotion, prevention, and early intervention.	ALL	<p>SMHO</p> <p>Knowledge Institute on Child & Youth Mental Health & Addictions</p>

KPDSB Mental Health TIERs Reference Guide

TIER Approach for Supporting Student Mental Health:

Honing our skills related to upstream mental health promotion and prevention in schools allows us to contribute meaningfully without working beyond our professional boundaries. The Aligned and Integrated Model (AIM), which outlines a multi-tiered system of support for Ontario schools, emphasizes that most of the work of schools is, or should be, focused on tier 1 (mental health promotion) and tier 2 (prevention) services. The model consists of three tiers **TIER 1** bottom, **TIER 2** middle, and **TIER 3** top.

THINK IN TIERS

Thinking in tiers by using the aligned and integrated model (AIM) provides the foundations for engaging in conversations across the three tiers of intervention.

FOR A FEW

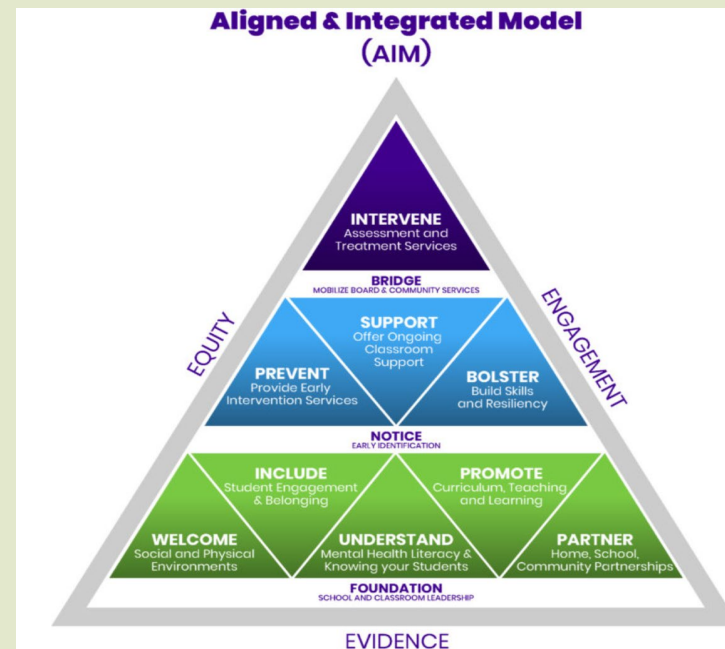
Build confidence and anticipate more significant needs for learning or mental health supports (TIER 3)

FOR SOME

Provide additional information and support for parents/families when concerns become evident (TIER 2)

FOR ALL

Build a common language of mental health and offer universal supports (TIER 1)



TIER 3 – is essential for few. TIER 3 services support students requiring more intensive assessment and intervention services. Although it will always be necessary for schools to provide some level of tier 3 service (because students cannot or will not access outside supports, and to manage crisis events as they arise), our role in schools is to help students to access appropriate community or health services and to provide needed ongoing care while students are at school.

TIER 2 – is necessary for some – TIER 2 focuses on prevention and early intervention. In every class and school, there will be some students who may need additional support in the classroom. You can help by reinforcing skills and working to remove barriers to learning. School mental health professionals and others with specialized skills provide intervention services, like structured psychotherapy, at this level.

TIER 1 – is good for all – TIER 1 is the foundational everyday work you and your staff do to welcome and include students, to understand them and build knowledge of mental health, to promote mentally healthy habits and to partner with parents, caregivers, students and other staff to create a supportive environment. Most of the mental health work in schools is at this level

KPDSB Mental Health Pathway -What Does it Look Like?

<p>TIER 3 Student requires immediate assistance (if in doubt call mobile crisis services, 911 and/or transfer to ER)</p> <p>TIER 3 Student requires clinical intervention or an appointment with a clinic doctor or child psychiatrist.</p>	<p>MOBILE CRISIS RESPONSE SERVICES, FIREFLY, MHAN, EMERGENCY SERVICES</p> <p>FIREFLY, MENTAL HEALTH AND ADDICITONS NURSE (MHAN), NODIN COUNSELLORS, MOBILE CRISIS RESPONSE SERVICES, HOPSITAL SERVICES, CANADIAN MENTAL HEALTH ASSOCIATION, COMMUNITY PROGRAMS COUNSELLING, ADDICITONS COUNSELLING, TELEMENTAL HEALTH/TELE PSYCHIATRY SERVICES</p>
<p>TIER 2 PREVENTION & MAINTENENCE Student has supports in place however requires closer monitoring. Early signs of mental health concerns emerging.</p> <p>BOLSTER SKILLS & RESLIENCY Student needs support with coping, stress management.</p> <p>ACCOMMODATIONS Student requires support to be successful academically and to feel safe, supported and welcome in the school environment.</p>	<p>ADMINISTRATORS, STUDENT COUNSELLORS, 4 DIRECTIONS GRAD COACHES, SPECIAL EDUCATION RESOURCE TEACHERS, FAMILY NAVIGATORS</p>
<p>TIER 1 UNIVERSAL MENTAL HEALTH PROMOTION Student's basic needs are met. Coping skills and meaningful relationships have been built. Student has safe and inclusive environments.</p>	<p>ALL EDUCATIONAL AND SCHOOL STAFF, PARENTS/CAREGIVERS, STUDENTS, COMMUNITY PARTNERS</p>

KPDSB Mental Health TIERS Quick Reference Guide

ADDITIONAL INFORMATION:

Schools are uniquely positioned for mental health promotion, early identification, prevention and early intervention services. While we have a supportive role to play in crisis management and can provide accommodations and classroom strategies for students struggling with a mental illness, we do not have responsibility for intensive mental health services.

We need to work in partnership with community and health partners, as part of the system of care. Our priority contribution is upstream promotion and prevention.

When you think in tiers, you can effectively design and monitor mental health services at the system and school level. It is less overwhelming when we consider our role in the broader system of care

ADDITIONAL RESOURCES:

[SMHO Think in TIERS and Focus on the Positive](#)

[School Mental Health Ontario](#)

[Supporting Conversations with Parents/Families about Mental Health and Well-Being Tip Sheet](#)

[About Student Mental Health / Understanding Mental Health and Mental Illness](#)

[Mentally Healthy Schools and Classrooms](#)

[Reflection Tool for Educators: Guiding Questions for Building a Mentally Healthy Class Community](#)



Report to Board

Subject:

Purpose: **Decision** **Information** **Discussion**

Recommendation

Link to Strategic Plan

Background Information

Current Situation

Financial Implications: Yes No

If yes, please briefly describe the financial implications

Appendices (Executive Summary, Powerpoints, Additional Documents etc.)

May 14, 2024

TRUSTEE UPDATE



Special: Status Update on 2019-2024 Strategic Plan

STUDENT ACHIEVEMENT

Indicators Completed

- High expectations for all students
- School and system learning recovery programs are provided for students
- Alternative programs that meet individual student needs. Track and monitor student achievement.
- Data analysis in literacy is ongoing to ensure board improvement in literacy
- Increase opportunities for students to participate in or be exposed to the skilled trades pathways and increase parent/guardian awareness of apprenticeship pathway.
- Focused effort by all schools and system to build and strengthen community partnerships and parent engagement.
- Student leavers data reviewed
- KP staff will continue to adapt and revise to meet the diverse needs of students and families.
- KPDSB will ensure that students have opportunities to develop and strengthen transferable skills which are critical for success in education, career/life.
- Student will have opportunities for student voice in the classroom, school and system.
- Graduates (Grade 8 and Grade 12) participate in exit interviews to inform board improvement plans and goal setting.

Indicators Ongoing:

- All students will be reading at standard and interventions and supports are provided to ensure students are proficient readers.
- The student achievement gap which currently exists between board and provincial results on EQAO assessments will decrease.
- Through opportunities for career exploration and experiential learning, intermediate and secondary students will have equitable access to all pathways and they and their parents will have the support and information to make informed decisions about their future pathways and goals.

SAFE AND SUPPORTIVE SCHOOLS

Indicators Completed:

- Students are provided with varied opportunities to explore their strengths and interests and are actively involved in the school community.
- Supports and interventions are in place to ensure all students are successful. Intervention starts first in the classroom. Appropriate programming/educational accommodations are in place for students requiring individualized support.
- Increased professional development for staff regarding equity, mental health and trauma informed practice/awareness.
- Increased visibility of safe spaces and inclusive environments that reflect our diverse student populations.
- Incorporating mental health and well-being within curriculum content.

Indicators Ongoing:

- All students and staff feel safe, supported, accepted and ready to learn and work as evidenced by school climate surveys, reduced suspensions/violent incident reports and decreased student and staff absenteeism.
- Students have a strong sense of belonging and see themselves and their lived experiences at school.
- Schools have a strong culture of care, and positive relationships are evident between staff, between staff and students and between students. Teachers facilitate positive relationships and connections between students.
- Increased use of restorative practices to foster student voice, relationships, sense of belonging, connections and importance.

LEADERSHIP

Indicators Completed:

- Continual identification and support of aspiring leaders for succession planning based on the leadership competency frameworks.
- Increased opportunities for leadership development of staff at all levels.
- Technology to enhance teaching and learning.
- Increased opportunities for leadership development of students of all ages, starting as early as kindergarten.
- Create awareness with our students of job/career opportunities, including those in the KPDSB.

TRUTH AND RECONCILIATION

Indicators Completed:

- All KPDSB staff receive cultural competency training.

- Learning opportunities are provided for all staff and students to learn about the truth of Canadian history and to understand the intergenerational impacts of the Canadian residential school system.
- The development and implementation of a Truth and Reconciliation Strategic plan.
- Indigenous Student Trustee to provide advice to and represent student voice to the KPDSB Board of Trustees.
- Creation of a formal policy and statement for “Land Acknowledgement”.
- An increase in the number of land-based teaching lessons and First Nation, Metis and Inuit credit course options.
- Enriching opportunities to learn about how Indigenous knowledge, pedagogy and ways of knowing have contributed to many western practices today.
- KPDSB will demonstrate value and respect for Indigenous knowledge, culturally relevant pedagogy and Calls to Action by ensuring schools are providing learning opportunities for all students and school communities.
- Continue to build partnerships and relationships in each of the communities in KPDSB to increase opportunities for student and staff learning from organizations Elders, Knowledge Keepers, Language Speakers and other Indigenous community members.
- Every KPDSB site has a framed formal “Government of Canada Statement of Apology for the Residential School System” as well as learning resources to provide education to school communities as to why this is important.

Indicators Ongoing:

- An increase in the number of Self-Identified Indigenous staff.
- Building a community of allyship by working to break down systemic barriers.

OTHER UPDATES