



September 10, 2024

**Regular Board  
Meeting Package**

**IN-PERSON MEETING  
Ignace PS  
Ignace**

## KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

**REGULAR BOARD MEETING #9**

|   |   |
|---|---|
| Tuesday, September 10, 2024<br>Time: 7:00 pm CT | <i>Ignace Public School<br/>(Google Link for internal use only)</i> |
| <b>AGENDA</b>                                   |   |

- |     |  |            |
|-----|--|------------|
| 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 September 10 , 2024                | Chair      |
| 6.  | Consent Agenda   | Chair      |
|     | 6.01 Business Arising from the Committee of the Whole NIL                    |            |
|     | 6.02 Confirmation of Minutes: June 11/24, July 4/24 $\Delta$ pages 5-13      |            |
|     | 6.03 Reports and Accompanying Motions  |            |
|     | A. Education NIL   |            |
|     | B. Executive Committee Report  |            |
|     | i. 2023-2024 Award and Scholarship Recipients $\Delta$ pages 14,15           |            |
|     | ii. 2023-2024 Trustee Attendance- Meetings of the Board $\Delta$ pages 16-22 |            |
|     | C. Human Resources NIL   |            |
|     | D. Operations NIL  |            |
|     | E. Committee Updates   |            |
|     | i. Early Years Education Advisory Committee NIL                              |            |
|     | ii. Indigenous Education Advisory Committee NIL                              |            |
|     | iii. Ontario Public School Boards Association NIL                            |            |
|     | iv. Parent Involvement Committee/School Councils NIL                         |            |
|     | v. Special Education Advisory Committee NIL                                  |            |
|     | vi. Supervised Alternative Learning NIL                                      |            |
| 7.  | Students Come First Presentation - NIL                                       |            |
| 8.  | Finance Reports - NIL  |            |
| 9.  | Audit Report – NIL   |            |
| 10. | Student Trustee Report/s - NIL   |            |
| 11. | Presentations  |            |
|     | 11.01 – Census/Climate Survey 2024 $\Delta$ pages 23-36                      | S. Norlock |
|     | 11.02 – Indigenous Trustees Council meeting report $\Delta$ pages 37-65      | D. Baxter  |

- |   |                   |
|---|-------------------|
| 12. Discussion  |                   |
| 13. Director of Education Update $\Delta$ <i>pages 66-68</i>                                    | C. Radbourne      |
| 14. Correspondence - NIL  | Chair             |
| 15. New Business and Notices of Motion<br>15.01 – New SEAC appointments $\Delta$ <i>page 69</i> | Chair<br>C. Moore |
| 16. Observer Comments   | Chair             |
| 17. Next Meeting Date: Regular Board meeting (KEC), October 10, 2024                            | Chair             |
| 18. Adjournment   | Chair             |

$\Delta$  indicates an attachment included in the meeting package

| Consent Agenda                           |               |  |                                 |              |
|--|---------------|--|---------------------------------|--------------|
| September 10, 2024 Regular Board meeting |               |  |                                 |              |
| Item #                                   | Agenda Item # | Title  | Recommendation ( if applicable) | Approved Y/N |
| 1  | 6.02          | Confirmation of Minutes June 11/24, July 4/24        |                                 |              |
| 2  | 6.03Bi        | 2023-2024 Award and Scholarship Recipients           |                                 |              |
| 3  | 6.03Bii       | 2023-2024 Trustee Attendance - Meetings of the Board |                                 |              |
| 4  |               |  |                                 |              |
| 5  |               |  |                                 |              |
| 6  |               |  |                                 |              |
| 7  |               |  |                                 |              |
| 8  |               |  |                                 |              |

## KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

**REGULAR BOARD MEETING #8**

**The minutes of the Regular Board Meeting of the Keewatin-Patricia District School Board on Tuesday, June 11, 2024, held at Ear Falls Public School.**

|   |   |   |  |
|---|---|---|--|
| Call to Order   | The meeting was called to order at 5:11 pm.   |   |  |
| Land Acknowledgement  |   |   |  |
| Roll Call   | Roger Griffiths - <i>Chair</i><br>Rory McMillan<br>David Cornish<br>Norine Van Breda  | Steve Poling<br>Gerald Kleist<br>Judi Green - <i>Vice Chair</i> | Marilyn Duncalfe<br>Teika Newton<br>Dave Penney<br>Denise Baxter |
| Absent with Regret  | Gerald Kleist<br>Reina Naumann  |   |  |
| Absent without Regret   | NIL   |   |  |
| Officials   | C. Radbourne<br>S. Norlock<br>R. Findlay  | C. Moore<br>S. Bailey<br>D. Taylor – <i>Exec Assistant</i>      |  |
| Also Present  | Media, Staff, and the Interested Public   |   |  |
| Item 4  | Declaration of Conflict of Interest<br>NONE   |   |  |
| Item 5 & 6 – Agenda<br>And Consent Agenda<br><b>Motion #79-24</b> | <p>Moved by: D. Baxter<br/>         Seconded by: D. Cornish<br/>         THAT the Agenda and Consent Agenda for the Regular Board Meeting of June 11, 2024, be approved as amended.</p> <p>- <i>Add 13.03 – Director Performance Appraisal completion and Committee appointment.</i></p> <p>Non-binding (Student Trustee) For 0 Opposed 0</p> |   |  |

Binding For 10 Opposed 0

Carried

\_Student Trustee Baker joined the meeting at 5:20 pm

Item 7 – Students  
Come First

**Motion #80-24**

Moved by: J. Green

Seconded by: T. Newton

THAT the Students Come First Presentation by Ear Falls  
Public School be received.

Non-binding (Student Trustee) For 1 Opposed 0  
Binding For 10 Opposed 0

Carried

Item 8 – Student  
Trustee report

**Motion #81-24**

Moved by: R. McMillan

Seconded by: J. Green

THAT the verbal Student Trustee report be received.

Non-binding (Student Trustee) For 1 Opposed 0  
Binding For 10 Opposed 0

Carried

Item 9 -Presentations  
9.01

**Motion #82-24**

Moved by: R. McMillan

Seconded by: S. Poling

THAT the 2024-2025 Special Education Plan be received.

Non-binding (Student Trustee) For 1 Opposed 0  
Binding For 10 Opposed 0

Carried

**Motion #83-24**

Moved by: M. Duncalfe  
Seconded by: D. Baxter  
THAT the 2024-2025 Special Education Plan be approved.

Non-binding (Student Trustee) For 1 Opposed 0  
Binding For 10 Opposed 0

Carried

9.02

**Motion #84-24**

Moved by: D. Penney  
Seconded by: T. Newton  
THAT the verbal IEAC meeting report be received.

Non-binding (Student Trustee) For 1 Opposed 0  
Binding For 10 Opposed 0

Carried

Item 11 – DOE Update  
**Motion #85-24**

Moved by: D. Cornish  
Seconded by: S. Poling  
THAT the Director of Education monthly update be received.

Non-binding (Student Trustee) For 1 Opposed 0  
Binding For 10 Opposed 0

Carried

Item 12

Correspondence - NIL

Item 13 – New Business  
13.01

**Motion #86-24**

Moved by: D. Baxter  
Seconded by: D. Cornish

THAT the additional School Council reports from Dryden High School and Evergreen Public School for 2024-25, be received.

Non-binding (Student Trustee) For 1 Opposed 0  
Binding For 10 Opposed 0

Carried

**Motion #76B-24**

Moved by: R. McMillan  
Seconded by: M. Duncalfe  
THAT Trustee Cornish be appointed to the OPSBA Board of Directors from AGM 2024 to AGM 2025.

Non-binding (Student Trustee) For 1 Opposed 0  
Binding For 10 Opposed 0

Carried

**Motion #76C-24**

Moved by: G. Kleist  
Seconded by: R. McMillan  
THAT the Voting Delegate for the 2024 OPSBA AGM be Trustee Cornish, and the alternate be Trustee Kleist.

Non-binding ( Student Trustee) For 1 Opposed 0  
Binding For 10 Opposed 0

Carried

13.02

**Motion #77-24**

Moved by: R. McMillan  
Seconded by: T. Newton  
THAT Trustee Poling be approved to replace Trustee Green on the SEAC Committee for the remainder of the term.

Non-binding ( Student Trustee) For 1 Opposed 0  
Binding For 10 Opposed 0

Carried



13.03

**Motion #77B-24**

Moved by: D. Cornish

Seconded by: R. McMillan

THAT the KPDSB DPA Committee for 2024/25 be created and the membership include the following Trustees – J. Green, D. Baxter, R. McMillan, R. Griffiths, D. Cornish, S. Poling, T. Newton.

Non-binding (Student Trustee)

For 1 Opposed 0

Binding

For 10 Opposed 0

Carried

Item 14

Observer Comments – NIL

Item 15

Next meeting date: September 10, 2024 @ Ignace PS

Item 16

Adjournment

**Motion #78-24**

Moved by: J. Green

Seconded by: M. Duncalfe

THAT the Regular Board Meeting of June 11, 2024 adjourn at 5:51 pm to reconvene to COTW In-Camera session.

Non-binding (Student Trustee)

For 1 Opposed 0

Binding

For 10 Opposed 0

Carried

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Date

Chair - R. Griffiths

---

Date

Secretary - C. Radbourne

| <b>Consent Agenda</b>                      |                      |  |  |                     |
|--|----------------------|--|--|---------------------|
| <b>June 11, 2024 Regular Board meeting</b> |                      |  |  |                     |
| <b>Item #</b>                              | <b>Agenda Item #</b> | <b>Title</b>   | <b>Recommendation ( if applicable)</b> | <b>Approved Y/N</b> |
| 1  | 6.01A                | Policy #322 Code of Conduct  |  | Y                   |
| 2  | 6.01B                | Removal/Rescind Policy #326 Curriculum Implementation and Review           |  | Y                   |
| 3  | 6.01C                | Policy #404 Program Implementation   |  | Y                   |
| 4  | 6.01D                | Policy #405 Third Party Speakers and External Presenters                   |  | Y                   |
| 5  | 6.02                 | Confirmation of Minutes - May 14, 2024                                     |  | Y                   |
| 6  | 6.03B i              | School Council Year-End Reports  |  | Y                   |
| 7  | 6.03D i              | Employee Recognition 2023-2024   |  | Y                   |
| 8  | 6.03F vii            | Special Education Advisory Committee minutes - Feb 21, Mar 20, Apr 17 2024 |  | Y                   |

## KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

**SPECIAL BOARD MEETING #3**

The minutes of the Special Board Meeting of the Keewatin-Patricia District School Board on Thursday July 4, 2024, held via virtual meeting.

Call to Order                      The meeting was called to order at 5:48 pm.CT

|           |   |   |                                  |
|-----------|---|---|----------------------------------|
| Roll Call | Roger Griffiths- <i>Chair</i><br>Rory McMillan<br>David Cornish | Steve Poling<br>Dave Penney<br>Norine Van Breda | Marilyn Duncalfe<br>Teika Newton |
|-----------|---|---|----------------------------------|

Absent with Regret              Denise Baxter  
Judi Green

Absent without Regret        Gerald Kleist

|           |  |  |           |
|-----------|--|--|-----------|
| Officials | C. Radbourne<br>S. Norlock<br>R. Findlay | N. Pearson<br>S. Bailey<br>D. Taylor<br><i>Exec. Assistant</i> | S. Parker |
|-----------|--|--|-----------|

Also Present                      Media, Staff, and the Interested Public

Item 4 – Agenda

**Motion #89-24**

Moved by: S. Poling  
Seconded by: R. McMillan  
THAT the Agenda for the Special Board meeting of July 4, 2024 be approved .

Non-binding – N/A

Binding

For 8 Opposed 0

Carried

Item 5                              Conflict of Interest - NONE

Item 6- Finance

**Motion #90-24**

Moved by: R. McMillan  
Seconded by: D. Penney  
THAT the Draft 2024-2025 Budget Estimates be received.

Non-binding – N/A

Binding

For 8 Opposed 0

Carried

**Motion #91-24**

Moved by: M. Duncalfe  
Seconded by: D. Cornish  
THAT the Draft 2024-2025 Budget Estimates (for compliance purposes), in the amount of \$113,548, 907 (One Hundred and Thirteen Million, Five Hundred and Forty-Eight Thousand, Nine Hundred and Seven Dollars), be approved.

Non-binding – N/A

Binding

For 8 Opposed 0

Carried

**Motion #92-24**

Moved by: R. McMillan  
Seconded by: S. Poling  
THAT the Capital Project report for Red Lake Madsen Public School – Active Outdoor Learning be received.

Non-binding – N/A

Binding

For 8 Opposed 0

Carried

**Motion #93-24**

Moved by: M. Duncalfe  
Seconded by: T. Newton  
THAT the contract for the Red Lake Madsen Public School – Active Outdoor Learning capital project be awarded to M Builds (NWO) Limited Partnership for the sum of \$2,294,300.00 (Two million, Two Hundred Ninety-Four

Thousand, Three Hundred dollars and zero cents) plus applicable taxes be approved.

Non-binding – N/A

Binding

For 8 Opposed 0

Carried

**Motion #94-24**

Moved by: S. Poling

Seconded by: N. Van Breda

THAT the Special Board meeting adjourn at 6:05 pm.

Non-binding – N/A

Binding

For 8 Opposed 0

Carried

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Date            Chair - R. Griffiths

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Date            Secretary - C. Radbourne

September 10, 2024

**2023-2024 ELEMENTARY GOOD CITIZENSHIP AWARD**

The following individuals were chosen for the Elementary Good Citizenship Award as per Policy 311 for the school year 2023-2024

| <b>School</b>             | <b>Recipient(s)</b>       |
|---------------------------|---------------------------|
| Beaver Brae Elementary    | Lahna Pearson             |
| Crolancia PS              | Hannah Frogg              |
| Ear Falls PS              | Dallan Stone              |
| Evergreen PS              | Seth Cornish              |
| Golden Learning Centre PS | Alex Schaedel             |
| Ignace Elementary PS      | Aaron Alves               |
| Keewatin PS               | Zac Gonzales              |
| King George VI PS         | Ryder Lightheart          |
| Lillian Berg PS           | Gracen Gauthier           |
| New Prospect PS           | Kolton Norris             |
| Open Roads PS             | Johanna Pareis            |
| Red Lake-Madsen PS        | Logan Nylund              |
| Savant Lake PS            | No recipient              |
| Sioux Mountain PS         | Dante Winter              |
| Sioux Narrows PS          | No recipient – no grade 6 |
| Upsala PS                 | Hunter Wharrick           |
| Valleyview PS             | Beckett Blyth             |

Respectively submitted by:  
Shannon Bailey, Superintendent of Education

**2023-2024 SECONDARY SCHOLARSHIPS AND AWARDS**

The following students were chosen for the Secondary School Scholarships and Awards as per Policy 311 for the 2023-2024 school year.

|                                     |                                |
|-------------------------------------|--------------------------------|
| <b>Beaver Brae Secondary School</b> | <b>Ignace High School</b>      |
| Noah White (2)                      | Miranda Betker                 |
| Mattea Daniher                      | Dario Ferrara                  |
| Brooklyn Peloquin                   | Reina Naumann                  |
| Aneira Olson-Atchison               |                                |
| Mykenna Mosionier                   | <b>Sioux North High School</b> |
| Soleil Pitre                        | Krish Patel                    |
|                                     | Adam Lawson                    |
| <b>Crolancia High School</b>        | Hunter Quequish                |
| Evan Both (2)                       | Sean Cole                      |
| Regine Coloma                       | Ben Love                       |
|                                     | King Talingdan                 |
| <b>Adult Education</b>              | Sam Hill                       |
| Maria Ellis                         | Camryn Dumonski                |
| Amy Buttner                         |                                |
| Heather Tippeneskum                 | <b>Red Lake High School</b>    |
| Candice Hochstetler                 | Vitto Janapin (2)              |
| Candace Field                       | Olivia Ewen                    |
|                                     |                                |
| <b>Dryden High School</b>           |                                |
| Jordyn Robichaud                    |                                |
| Reed McCreedy                       |                                |
| Jocelyn Smith                       |                                |
| Fiona House                         |                                |
| Raiden Trist                        |                                |
| Jayce Douglas                       |                                |
| Saveta Solomon                      |                                |

Respectively submitted by:

Shawnda Norlock, Superintendent of Education

**AUDIT 2023-2024**  
**Trustee Attendance**

| Name             | September 27 | November 28 | February 15 |  | % |
|------------------|--------------|-------------|-------------|--|---|
| David Cornish    | √            | √           | √           |  |   |
| Marilyn Duncalfe | √            | √           | √           |  |   |
| David Penney     |              | R           | √           |  |   |
| Rory McMillan    | R            |             |             |  |   |



**EYAC 2023-2024**  
**Trustee Attendance**

| Name             | November 29 | January 24 | March 27 | May 22 | % |
|------------------|-------------|------------|----------|--------|---|
| Marilyn Duncalfe | ✓           | ✓          | ✓        | ✓      |   |
| Noreen Van Breda | ✓           | ✓          | A        | R      |   |

**FINANCE 2023-2024**  
**Trustee Attendance**

| <b>Name</b>      | <b>February 22</b> | <b>April 18</b> | <b>May 9</b> | <b>June 6</b> | <b>June 27</b> | <b>%</b> |
|------------------|--------------------|-----------------|--------------|---------------|----------------|----------|
| David Cornish    | √                  | √               | √            | √             | √              |          |
| Marilyn Duncalfe | √                  | √               | √            | √             | √              |          |
| David Penney     | √                  | √               | √            | √             | R              |          |

**IEAC 2023-2024  
Trustee Attendance**

| Name          | October 4 | December 13 | February 7 | April 3 | June 5 | % |
|---------------|-----------|-------------|------------|---------|--------|---|
| Denise Baxter | √         | √           | √          | √       | √      |   |
| Rory McMillan | √         | √           | √          | √       | √      |   |
| Teika Newton  |           | √           | √          | √       | √      |   |

**PIC 2023-2024**  
**Trustee Attendance**

| Name         | October 23 | December 11 | March 4 | May 13 | % |
|--------------|------------|-------------|---------|--------|---|
| Judi Green   |            | ✓           | ✓       | ✓      |   |
| Teika Newton | ✓          | ✓           | ✓       | ✓      |   |

**SEAC 2023-2024  
Trustee Attendance**

| Name                            | Sept 20 | Oct 18 | Nov 15 | Dec 20 | Jan 17 | Feb 21 | Mar 20 | Apr 17 | May 15 | Jun 19                    | % |
|---------------------------------|---------|--------|--------|--------|--------|--------|--------|--------|--------|---------------------------|---|
| Judi Green                      | R       | R      | ✓      | ✓      | R      | ✓      | R      | R      | R      | Replaced by Steve Poling. |   |
| Gerald Kleist                   | ✓       | ✓      | ✓      | R      | ✓      | ✓      | R      | ✓      | ✓      | ✓                         |   |
| Noreen Van Breda                | ✓       | A      | A      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓      | ✓                         |   |
| Denise Baxter- <i>Alternate</i> | -       | -      | -      | -      | -      | -      | -      | -      | -      | -                         |   |
| Steve Poling                    |         |        |        |        |        |        |        |        | ✓      | ✓                         |   |

# TRUSTEE ATTENDANCE FOR 2023-2024

P – PRESENT / R – REGRETS / A – ABSENT / L – LATE / THIS IS F2F MEETING / V – VIRTUAL AT F2F

| Trustees         | Nov 14 - Inaugural | Nov 28 – COTW /SPECIAL | Dec 12- Regular | Jan 9 - Regular | Jan 23 - COTW | Feb 13 – Regular | Feb 27- COTW | Mar 26- COTW | April 9 - Regular | April 23 - COTW | May 14 - Regular | May 28 - COTW | June 11 - Regular | July 4 – COTW/ Special |  |  |  |  |
|------------------|--------------------|------------------------|-----------------|-----------------|---------------|------------------|--------------|--------------|-------------------|-----------------|------------------|---------------|-------------------|------------------------|--|--|--|--|
| Denise Baxter    | P                  | P                      | P               | P               | P             | P                | P            | P            | P                 | P               | R                | P             | P                 | R                      |  |  |  |  |
| David Cornish    | P                  | P                      | R               | P               | P             | P                | P            | P            | P                 | P               | P                | P             | P                 | P                      |  |  |  |  |
| Marilyn Duncalfe | P                  | P                      | P               | P               | P             | P                | P            | P            | P                 | P               | P                | P             | P                 | P                      |  |  |  |  |
| Judi Green       | P                  | P                      | P               | P               | P             | R                | P            | P            | P                 | P               | P                | P             | P                 | R                      |  |  |  |  |
| Roger Griffiths  | P                  | P                      | P               | P               | P             | P                | P            | P            | P                 | P               | P                | P             | P                 | P                      |  |  |  |  |
| Gerald Kleist    | P                  | P                      | P               | P               | P             | P                | P            | P            | P                 | P               | P                | P             | R                 | A                      |  |  |  |  |
| Rory McMillan    | P                  | P                      | P               | P               | P             | P                | P            | P            | P                 | P               | P                | P             | P                 | P                      |  |  |  |  |
| Teika Newton     | P                  | P                      | P               | P               | P             | P                | P            | P            | P                 | P               | P                | P             | P                 | P                      |  |  |  |  |
| Dave Penney      | P                  | P                      | P               | P               | P             | P                | P            | P            | P                 | P               | R                | R             | P                 | P                      |  |  |  |  |
| Steve Poling     | P                  | P                      | P               | P               | P             | P                | P            | P            | P                 | P               | P                | P             | P                 | P                      |  |  |  |  |
| Norine Van Breda | R                  | P                      | P               | P               | P             | R                | P            | P            | V                 | V               | V                | P             | V                 | P                      |  |  |  |  |
| Reina Naumann    | P                  | P                      | R               | R               | P             | P                | P            | P            | R                 | P               | P                | R             | R                 | -                      |  |  |  |  |
| Demitrius Baker  | P                  | P                      | R               | R               | R             | R                | A            | A            | P                 | A               | P                | R             | P                 | -                      |  |  |  |  |
|                  |                    |                        |                 |                 |               |                  |              |              |                   |                 |                  |               |                   |                        |  |  |  |  |
|                  |                    |                        |                 |                 |               |                  |              |              |                   |                 |                  |               |                   |                        |  |  |  |  |

Notes:



## 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.)**

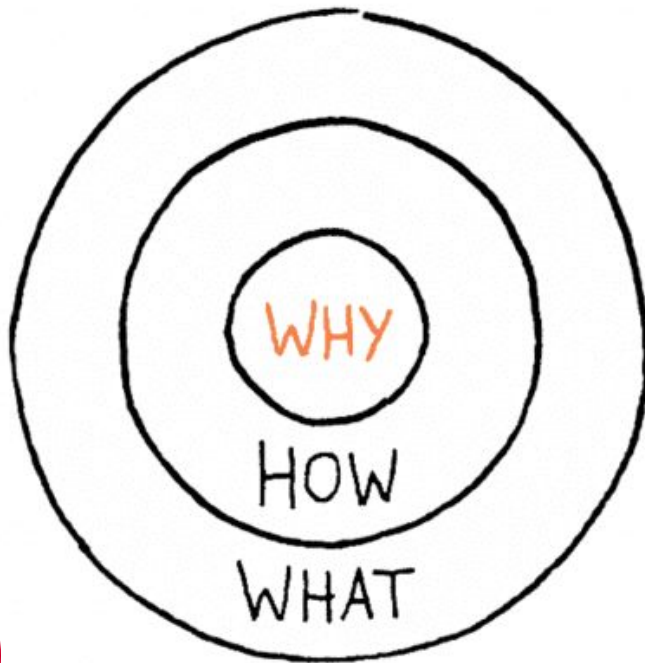
# YOUR VOICE COUNTS @KP

Spring 2024





**1** These surveys aim to gather important information from students across different grade levels, caregivers, and staff to **help improve schools** and **support student success**. The data is used to assess and improve programs and support within the schools, focusing on equity, inclusion, and student well-being.



**2** The Ministry of Education requires boards complete school climate surveys every two years as well as collect identity-based data (census).

**Why?**





# Strategic Plan Connections

## Inclusive Engagement

**Understanding Diversity:** The census collects data on the demographic composition and lived experiences of students and staff. By understanding the diversity within the school community, we can tailor our engagement strategies to be more inclusive, ensuring that the voices of all groups, particularly those historically marginalized, are heard and considered in decision-making processes.

**Cultural Responsiveness:** The survey can identify areas where the school environment might need to be more culturally responsive. This information enables the board to implement programs and policies that are sensitive to the cultural and social needs of the student population, fostering a more inclusive and welcoming environment for everyone.

Why?

## Optimizing Resources

**Data-Driven Decision Making:** The survey provides data that can guide the allocation of resources. By pinpointing areas of need, whether it's mental health support, special education services, or extracurricular programs, we can ensure that resources are distributed where they are most needed.

**Targeted Interventions:** With insights from the survey, we can design and implement targeted interventions to address specific issues. This focused approach ensures that resources are not wasted on blanket solutions but are instead used effectively to support those who need it most.

## Elevating Student Success

**Identifying Barriers:** The survey helps identify barriers to student success, whether they are related to academic challenges, social dynamics, or environmental factors. Understanding these barriers allows us to implement strategies that directly address these issues, improving the overall learning experience.

**Supporting Equity:** By recognizing disparities in student outcomes, we can implement equity-focused initiatives. These might include tailored academic support for underperforming groups or mentorship programs for students from underrepresented backgrounds, helping to close achievement gaps and elevate overall student success.

**Enhancing School Climate:** The survey's insights into the school climate: how safe, supported, and engaged students feel, are critical for creating a positive learning environment. A positive school climate is closely linked to better student outcomes, as it enhances motivation, engagement, and a sense of belonging.



## KPDSB School Climate Survey

1. K- Gr. 3
2. Gr. 4 - 6
3. Gr. 7 - 12
4. Staff
5. Teacher

## KPDSB Census

1. Elementary - sent home
2. Secondary - completed at school

## Your Voice Counts @ KP - Census and Climate Survey

1. K - Gr. 4 *Census* (caregiver completed)
2. Gr. 5 - 6 *Census/Climate* (student completed)
3. Gr. 7 - 12 *Census/Climate* (student completed)
4. Parent/Guardian/ Caregiver *Climate*
5. Staff *Census/Climate*





# Survey Details

- committee assembly
- determined surveys to run
- finalized questions
  - previous survey questions
  - student consultation
  - worked with NWHU

**How?**



# Survey Details

|           | <b>Completion Details</b> | <b>Census Questions</b> | <b>Climate Survey</b> | <b>Healthy Living Module</b> |
|-----------|---------------------------|-------------------------|-----------------------|------------------------------|
| K-4       | parent completion         | 12                      |                       |                              |
| 5-6       | during class              | 11                      | 12                    | 6                            |
| 7-12      | during class              | 11                      | 18                    | 6                            |
| Caregiver | independent               |                         | 10                    |                              |
| Staff     | independent               | 11                      | 14                    |                              |

**How?**



# Participation and Confidentiality

- Participation was voluntary, and respondents could skip questions or opt out entirely.
- However, strong participation is important. The more participation there is, the more accurate and useful the data is for identifying and removing barriers to student success.
- The surveys are confidential, linked only to the student's Student Number without requiring names. Responses are combined to protect individual identities.
- School staff do not have access to individual student responses; only aggregated data will be used to inform decisions.

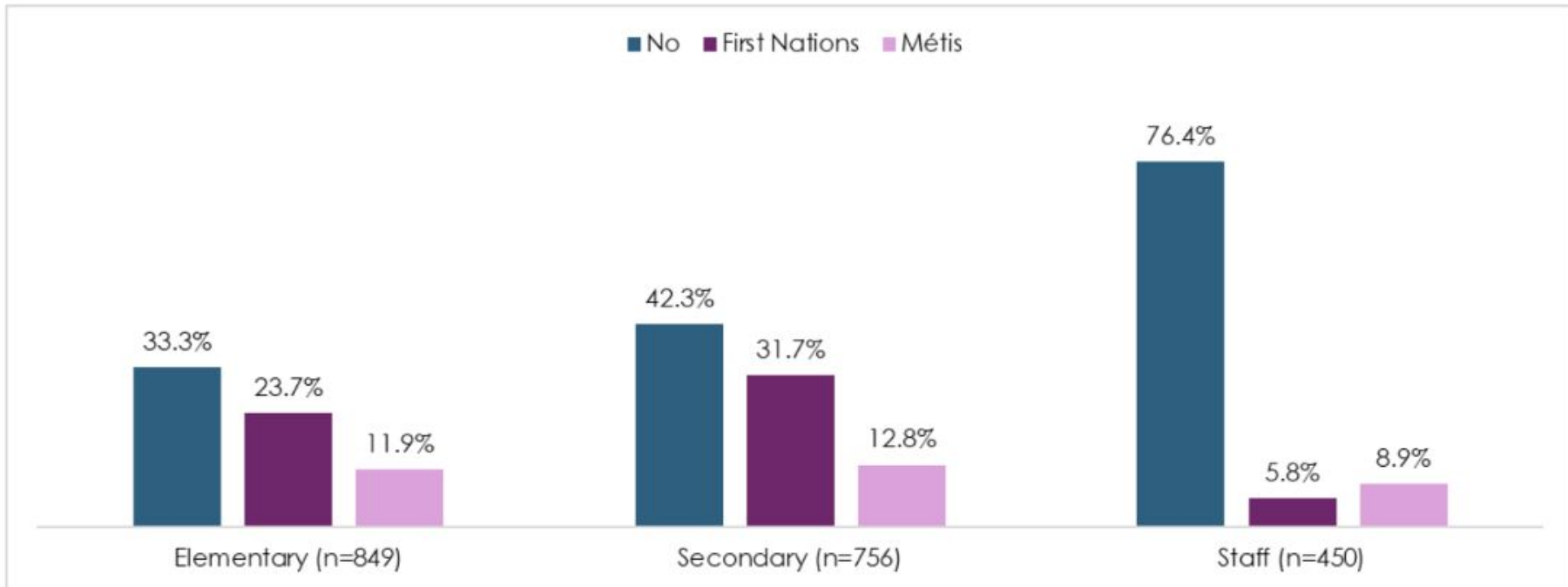


**How?**



# What We Learned and Next Steps

## First Nations, Métis, and/or Inuit

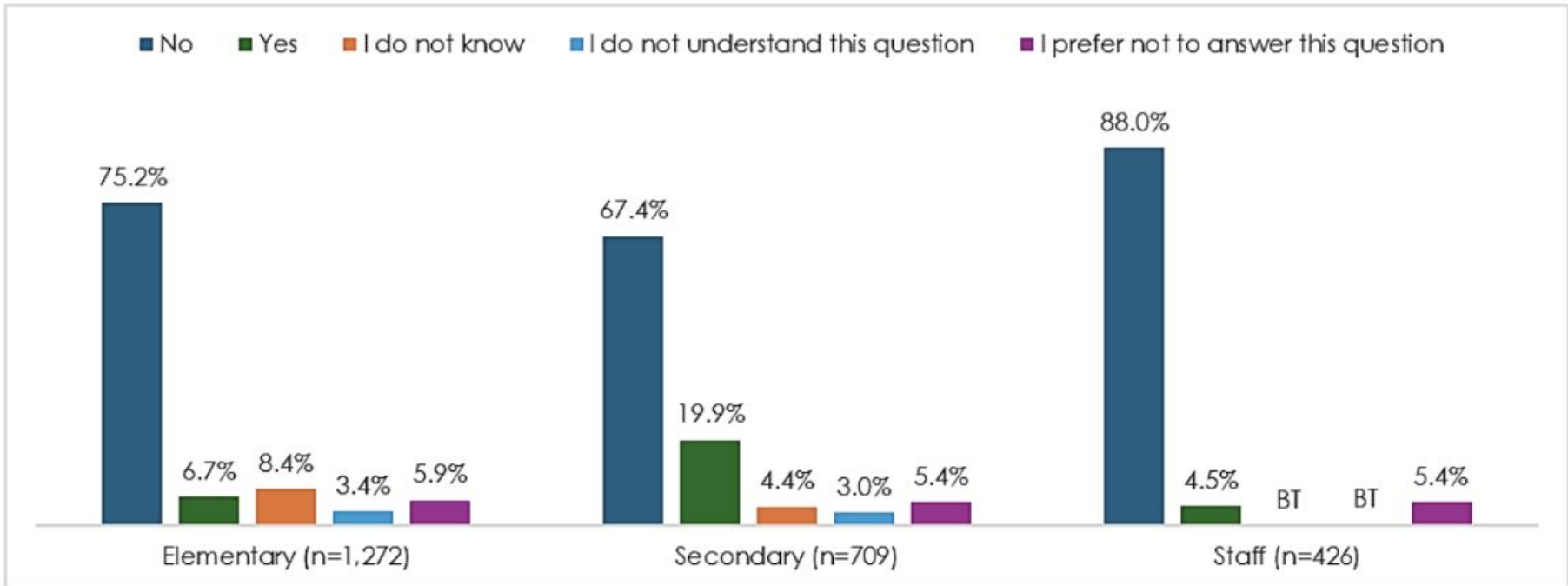


**What?**



# What We Learned and Next Steps

## 2SLGBTQ+ Community



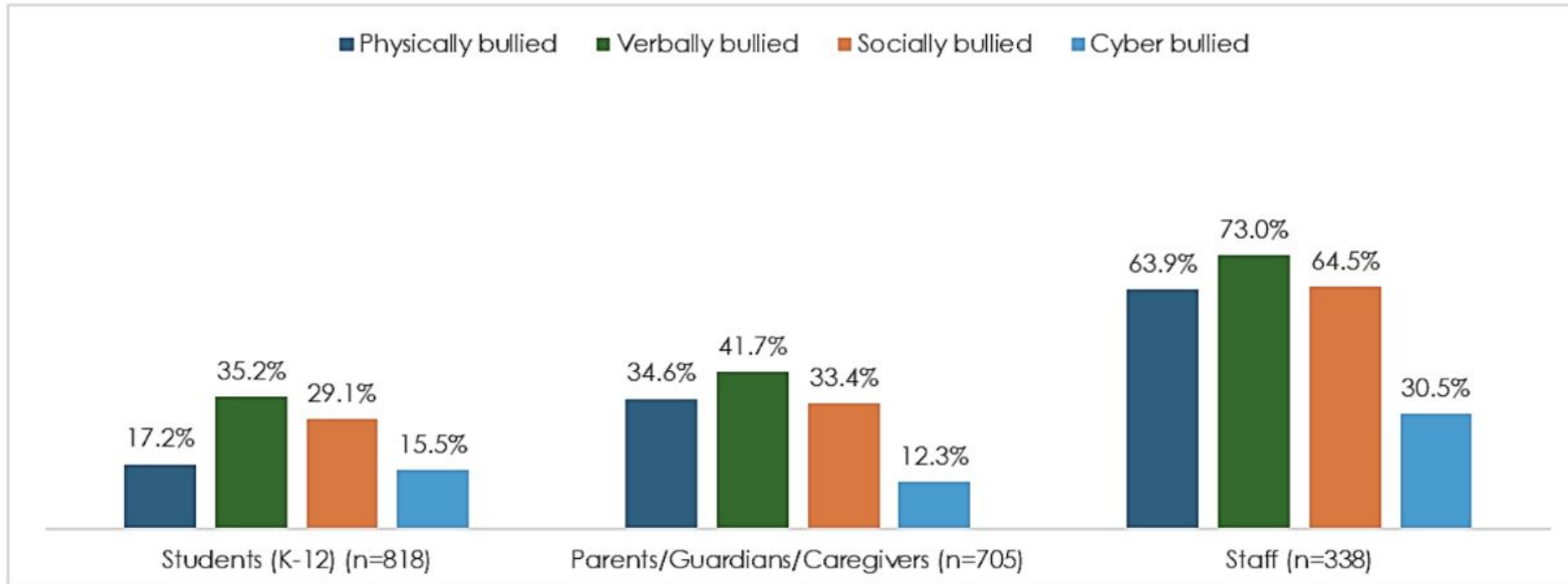
What?





# What We Have Learned and Next Steps

## Bullying



What?



# What We Learned and Next Steps

## Mental Health Services

### Students

I know how to access mental health services in my school.

**Elementary**

**Secondary**

**42.9%**

**59.8%**

(n=812)

(n=694)

### Parent/Guardians/Caregivers

I know how to access mental health resources and services through my child's school.

**59.5%**

(n=558)

### Staff

I know how to connect students who may be struggling to mental health services in my school.

**88.6%**

(n=272)

**What?**



# What We Learned and Next Steps

## Caring Adult

### Students

The staff at my school care about me.

**Elementary**

**Secondary**

**79.6%**

**72.3%**

(n=812)

(n=696)

### Parent/Guardians/Caregivers

My child/youth has a caring adult AT SCHOOL that they can go to if they need help.

**70.4%**

(n=608)

### Staff

The majority of students that I work with I feel can identify a caring adult at school.

**78.9%**

(n=312)

**What?**

# YOUR VOICE COUNTS @KP

coming Spring 2026





## 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.)**

# Chiefs of Ontario

A Review of the  
Implementation of Jordan's  
Principle in Ontario School  
Boards

OPSBA  
Indigenous Trustees' Council

August 22, 2024

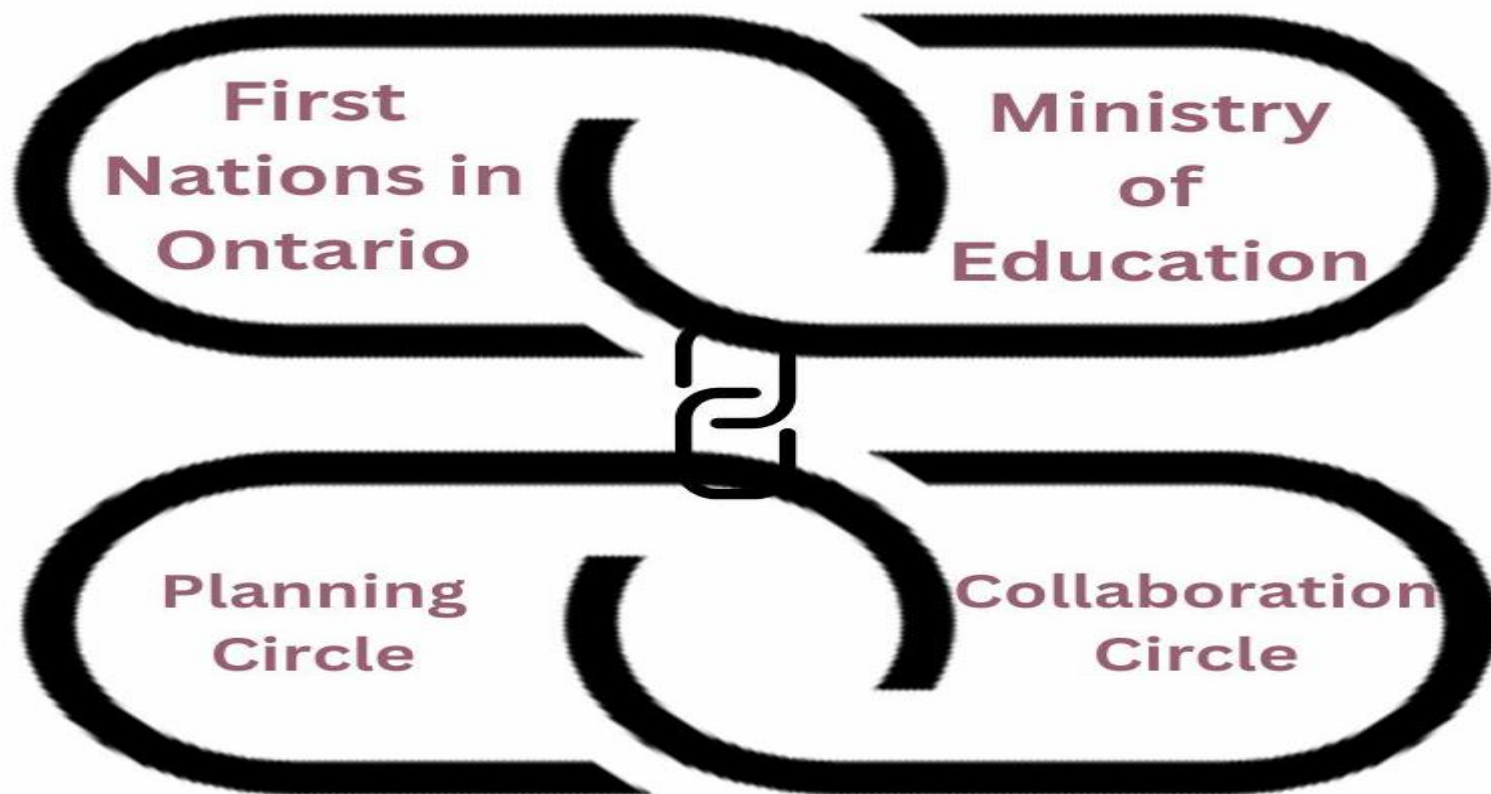






# FIRST NATION

## Lifelong Learning Table



- Guidance
- Communication
- Information
- Implementation





**Review of the  
Implementation of Jordan's Principle  
in Ontario School Boards**



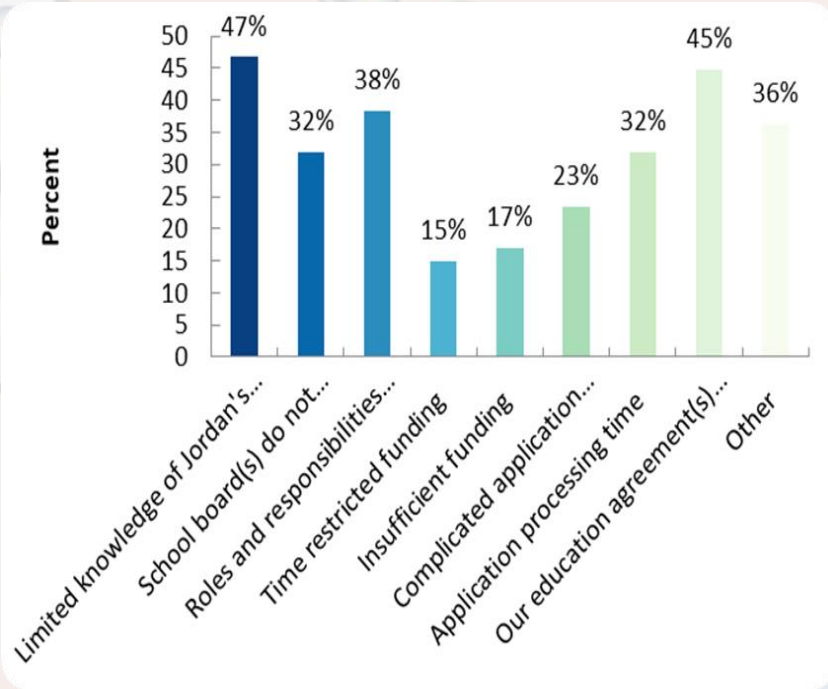
**Education Sector**



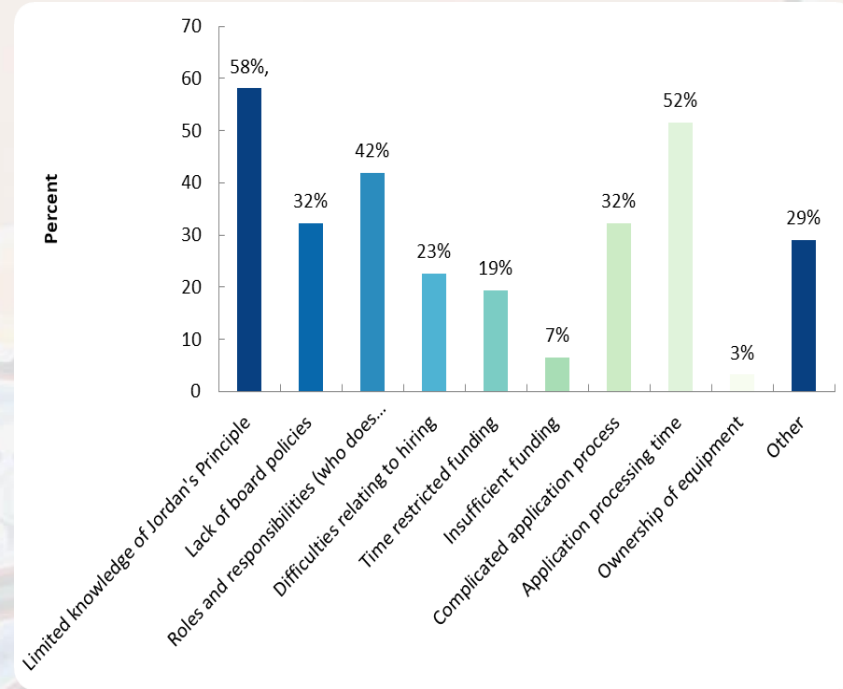
- To gather insight into the experiences of Ontario First Nations education staff and provincial school board staff, pertaining to Jordan's Principle in provincial schools
- To develop recommendations that improve implementation of Jordan's Principle for First Nations learners in provincial schools in Ontario



Results from First Nations



Results from School Boards

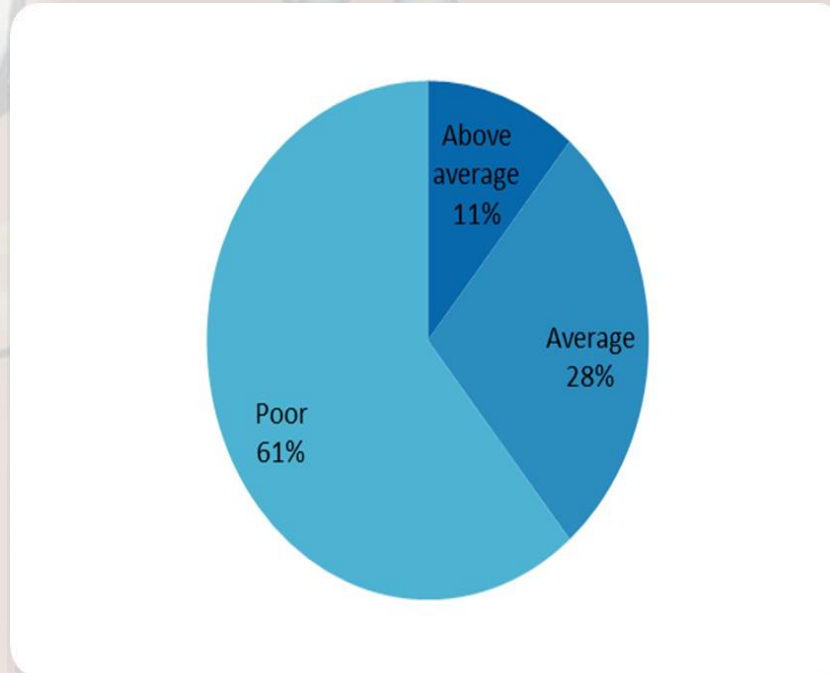


### Recommendation

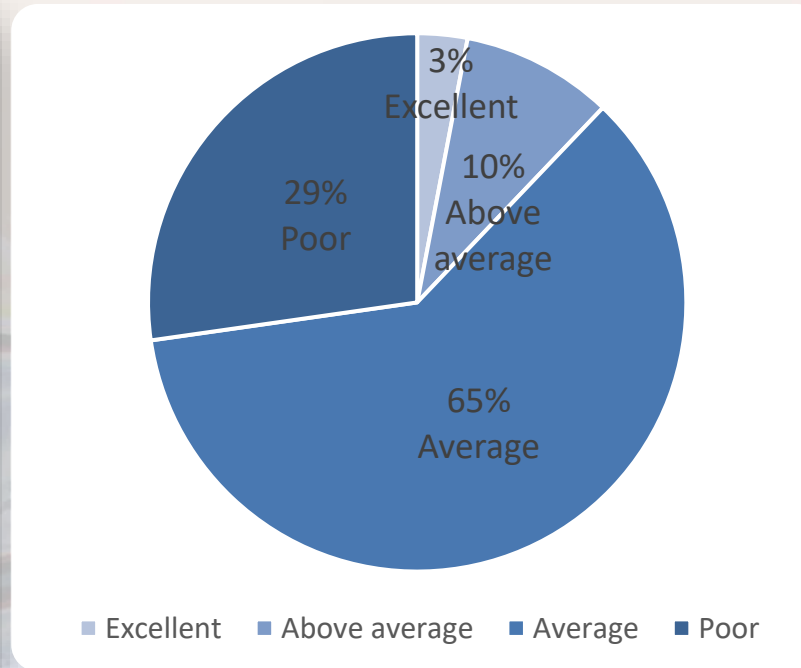
Jordan's Principle Navigators, school boards, EDU, ISC, and First Nations come together to engage in dialogue around policies and procedures at a Jordan's Principle joint education Task Team



### Results from First Nations



### Results from School Boards



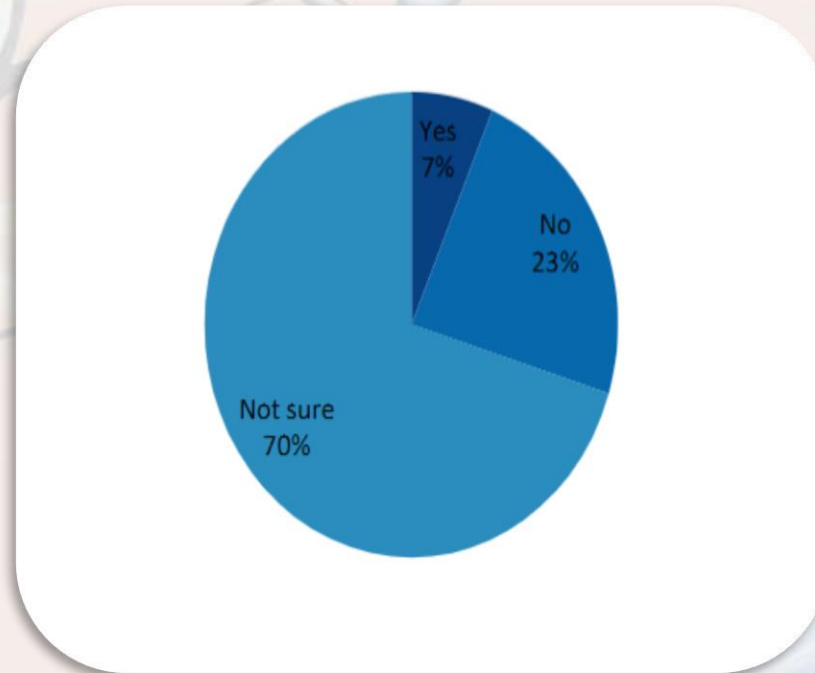
### Recommendation

ISC to work with First Nations and school boards to develop a Jordan's Principle information bundle including the following: a one-page visual document, a Jordan's Principle application form, a Letter of Support template, and any other applicable resources. The information bundle of standard documents is to be shared annually.

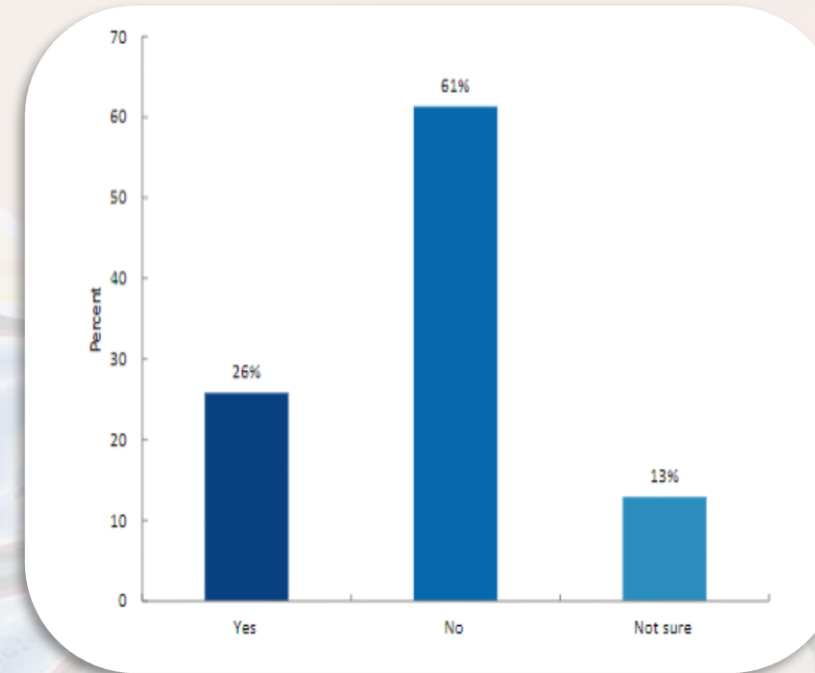


## Do school boards have policies and procedures in place for Jordan's Principle?

Results from First Nations



Results from School Boards

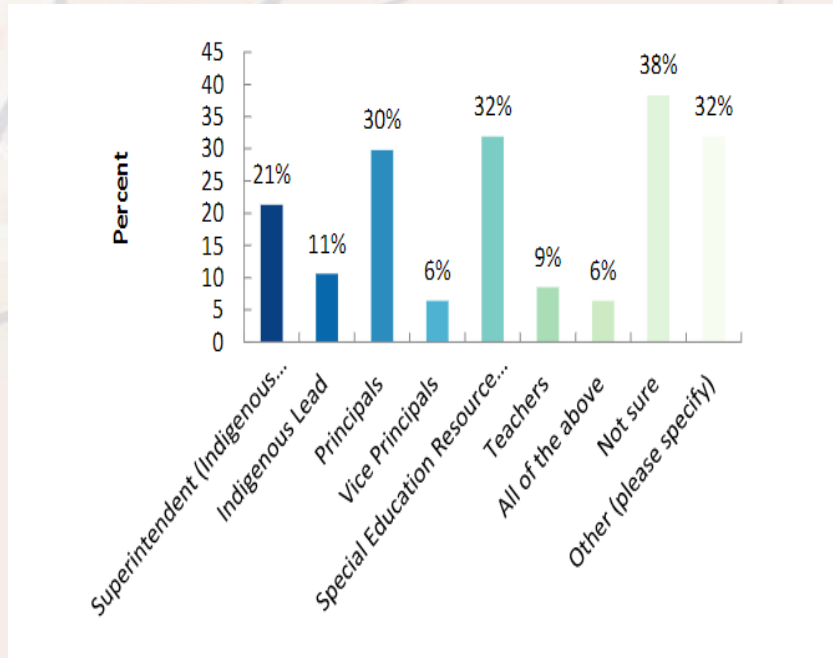


### Recommendation

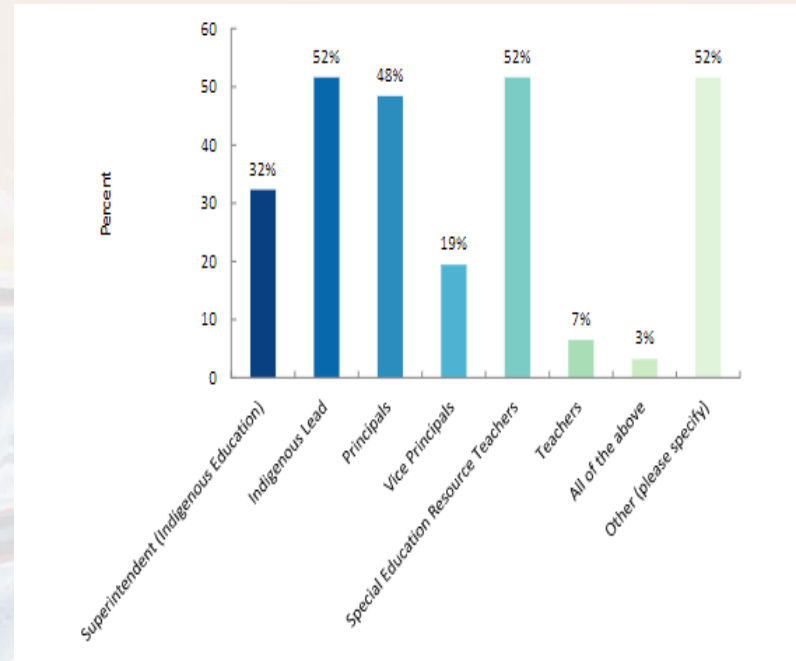
EDU to support school boards in the development of Jordan's Principle policies and procedures in collaboration with local First Nations communities



Results from First Nations



Results from School Boards



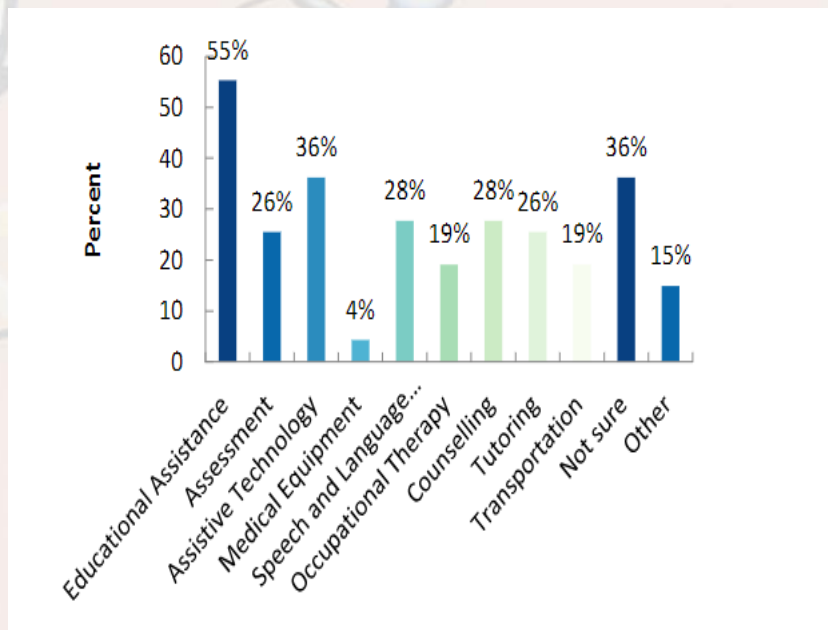
## Recommendation

School boards to create dedicated Jordan's Principle staff position to assist First Nations, families, and students navigating Jordan's Principle

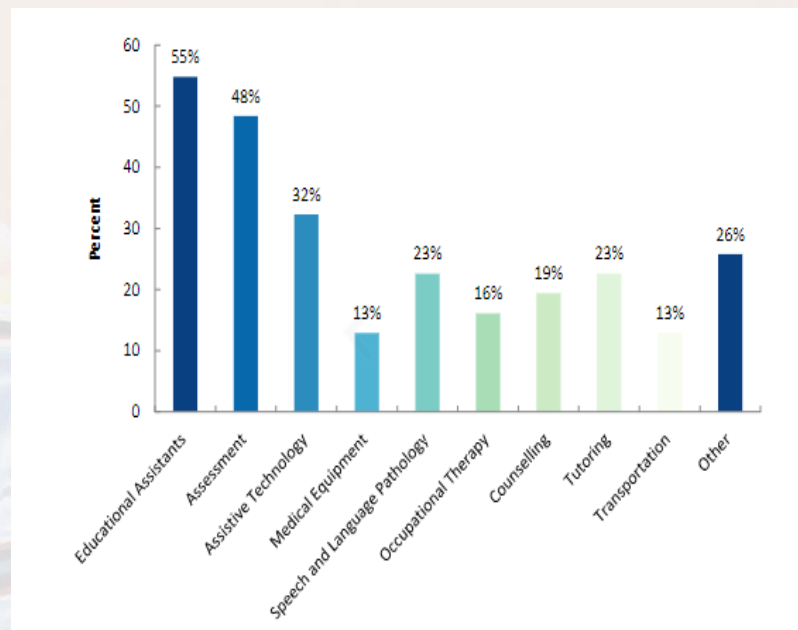


## Which services are accessed through Jordan's Principle?

Results from First Nations



Results from School Boards



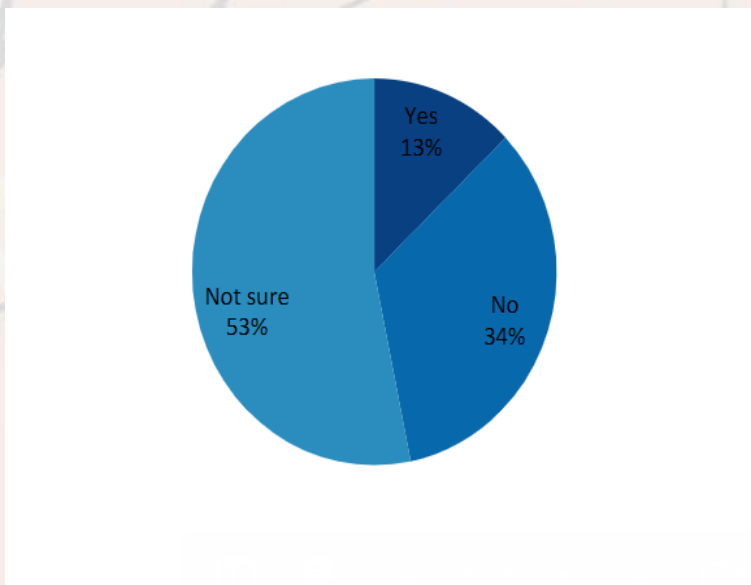
### Recommendation

First Nations may consider advocating for an extended list of Jordan's Principle services and supports that are approved by ISC

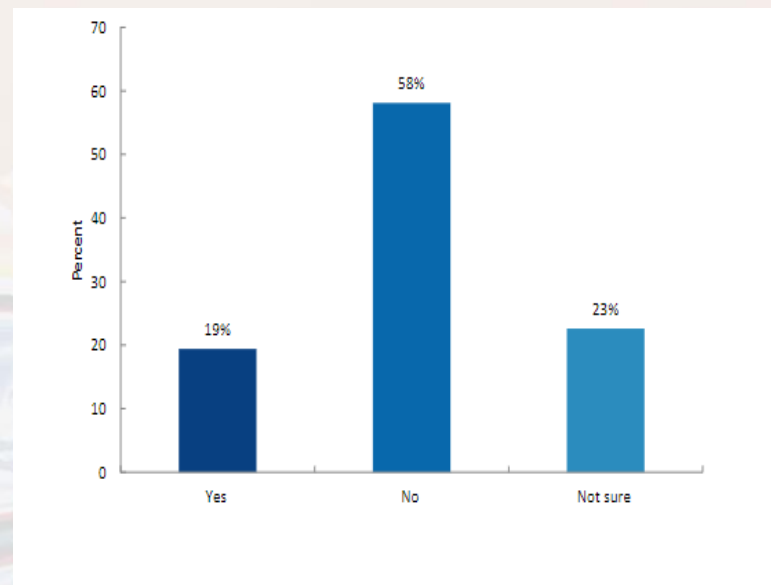


## Are there communication protocols in place for school board to update First Nations on Jordan’s Principle applications made on behalf of their student, or on supports received?

Results from First Nations



Results from School Boards



### Recommendation

First Nations may consider advocating (*ex. in an Education Agreement*) to receive notification on behalf of their student for: a Jordan’s Principle application submitted by school board; Jordan’s Principle application status (approved or rejected), Jordan’s Principle supports, services, and staff positions approved; funding received; record of spending; other.





Recommendations

|                         | Indigenous Services Canada (ISC)   | Ministry of Education and Indigenous Education Office (EDU, IEO)   | First Nations  | School Boards  |
|-------------------------|--|--|--|--|
| Policies and Procedures | <p>1. Jordan's Principle Navigators, school boards, EDU, ISC, and First Nations come together to engage in dialogue around policies and procedures at a Jordan's Principle joint education Task Team</p> | <p>1. Jordan's Principle Navigators, school boards, EDU, ISC, First Nations come together to engage in dialogue around policies and procedures at a Jordan's Principle joint education Task Team</p> <p>2. EDU to support school boards in the development of Jordan's Principle policies and procedures in collaboration with local First Nations communities</p> | <p>1. Jordan's Principle Navigators, school boards, EDU, ISC, First Nations come together to engage in dialogue around policies and procedures at a Jordan's Principle joint education Task Team</p> <p>2. First Nations may consider implementing transition plans between First Nation schools and public school boards for First Nations students who are recipients of Jordan's Principle</p> <p>3. First Nations may consider collaboration between First Nations and school boards to ensure diverse hiring practices for Jordan's Principle staff</p> <p>4. First Nations may consider working in partnership with school boards to</p> | <p>1. Jordan's Principle Navigators, school boards, EDU, ISC, First Nations come together to engage in dialogue around policies and procedures at a Jordan's Principle joint education Task Team</p> <p>2. School boards to develop and implement a transition plan for recipients of Jordan's Principle to provide a smooth transition between schools</p> <p>3. School boards to increase collaboration with First Nations when hiring staff to support First Nations students through Jordan's Principle</p> <p>4. School boards to work in partnership with First Nations to develop communication strategy regarding students receiving</p> |

**Resource link:**  
<https://education.chiefs-of-ontario.org/priorities/lifelonglearning/>





# Chiefs of Ontario

## Education Agreements



## Education Agreement

Between:

[insert name of First Nation]  
(the "First Nation")

and

[insert name of school board]  
(the "Board")  
(collectively, the "Parties").

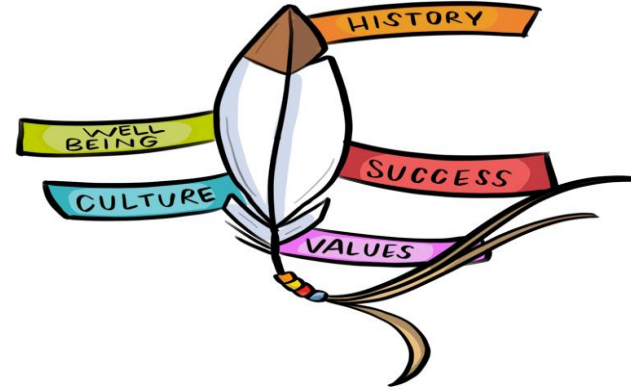
### Table of Contents

|      |  |    |
|------|--|----|
| I.   | Definitions .....  | 1  |
| II.  | Students residing on-reserve attending Board schools .....           | 2  |
|      | Admissions and base fees .....                                       | 2  |
|      | Educational service standards .....                                  | 2  |
|      | Special education services .....                                     | 3  |
|      | Transportation services .....  | 3  |
|      | Additional Indigenous language courses .....                         | 3  |
|      | Board staff positions to support First Nations students .....        | 4  |
|      | First Nation staff in Board schools .....                            | 4  |
|      | Indigenous curriculum, staffing, training, and programming .....     | 5  |
|      | Transitioning .....  | 7  |
|      | First Nation participation in governance bodies and committees ..... | 7  |
|      | Reporting and information sharing .....                              | 7  |
| III. | Students residing off-reserve attending First Nation schools .....   | 9  |
| IV.  | Notices .....  | 9  |
| V.   | Agreement term and termination .....                                 | 9  |
| VI.  | Non-derogation .....   | 10 |

The Parties agree to the following:

### I. Definitions

1. The following definitions apply in this agreement:
  - a. "First Nation's Students" means students that are admitted to a school operated by the Board under this agreement;



ESA-Education Service Agreements  
RESA-Reverse Education Agreements  
TA-Tuition Agreements  
REA-Reciprocal Education Approach  
EA-Education Agreements



Resource link: <https://education.chiefs-of-ontario.org/priorities/lifelonglearning/education-agreements/>



FIRST NATIONS HAVE  
NEGOTIATED  
FOR DECADES

RELATIONSHIP  
BUILDING  
TOOL

SCHOOL BOARD

RECIPROCAL  
EDUCATION  
APPROACH



# Purpose of education agreements

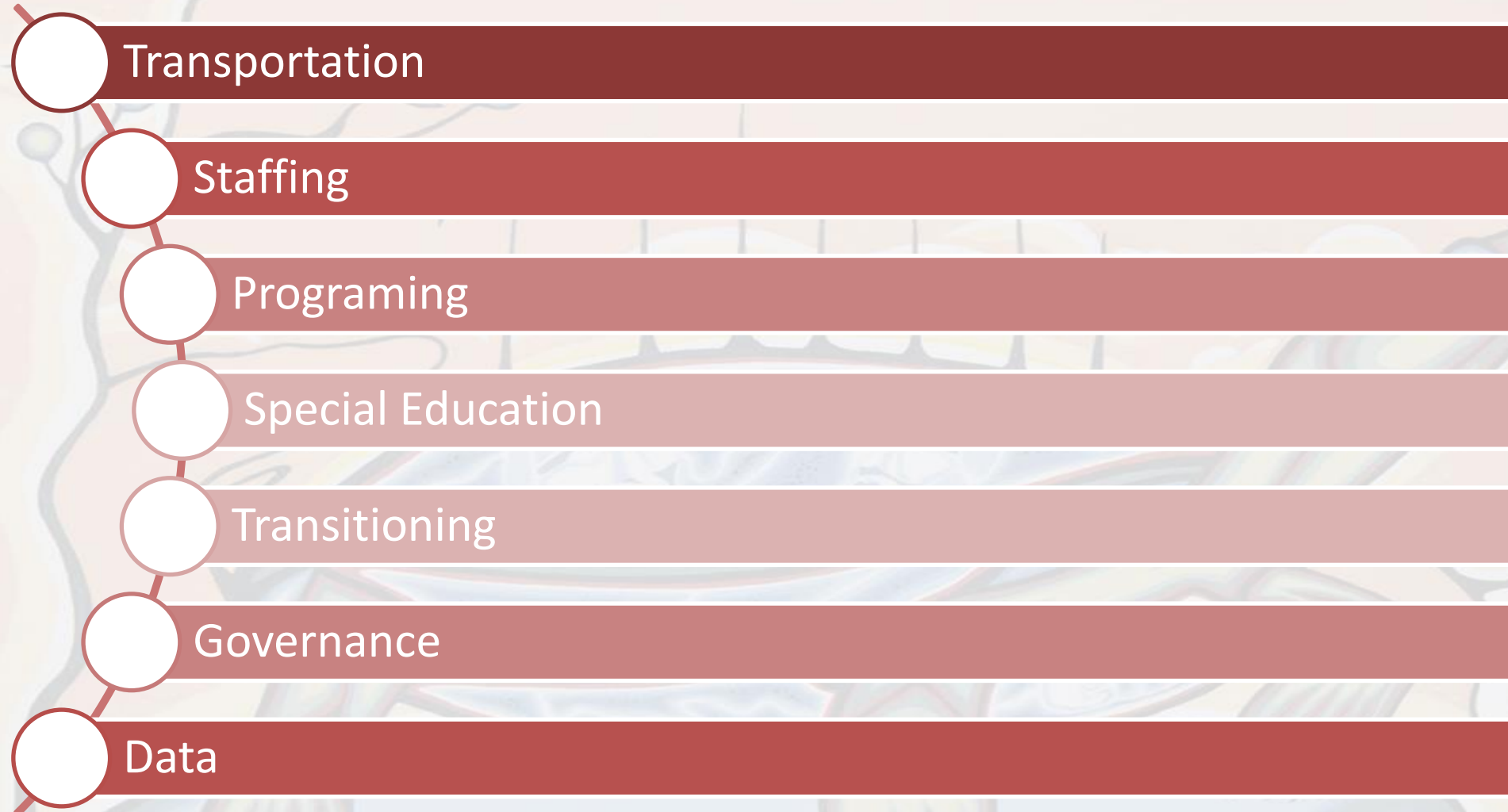
- Formalizing relationships and agreements between First Nations and School Boards
- Requiring Boards to meet certain educational service standards
- Requiring Boards to provide First Nations (Indigenous) languages and cultural courses
- Requiring Boards to allow the First Nations to fully participate in hiring staff relating to First Nations student success, achievement, and well-being
- Requiring Boards to provide data to a First Nations regarding its students
- Allowing funding to flow for additional special education services and equipment
- Requiring detailed reporting to First Nations
- Creating mechanisms for First Nations to actively support their children (e.g. through First Nations staff housed in the provincial school);
- Providing an opportunity for First Nations and Boards to discuss, collaborate, and build relationships



## Why have Education Agreements?

- Accountability
- Relationships
- Set specific standards that Boards agree to meet
- Include specific items for First Nations curriculum, staffing, training, programming, reporting, and data sharing
- Allow a First Nations to hire its own support staff to be located in a provincial school (e.g. Elders/Knowledge Keepers, counsellors, etc.)
- Require reporting to assist the First Nations in determining whether its students are receiving adequate services
- Require First Nations involvement in Board staffing and planning processes
- Many other terms centred on improving student success and closing existing gaps



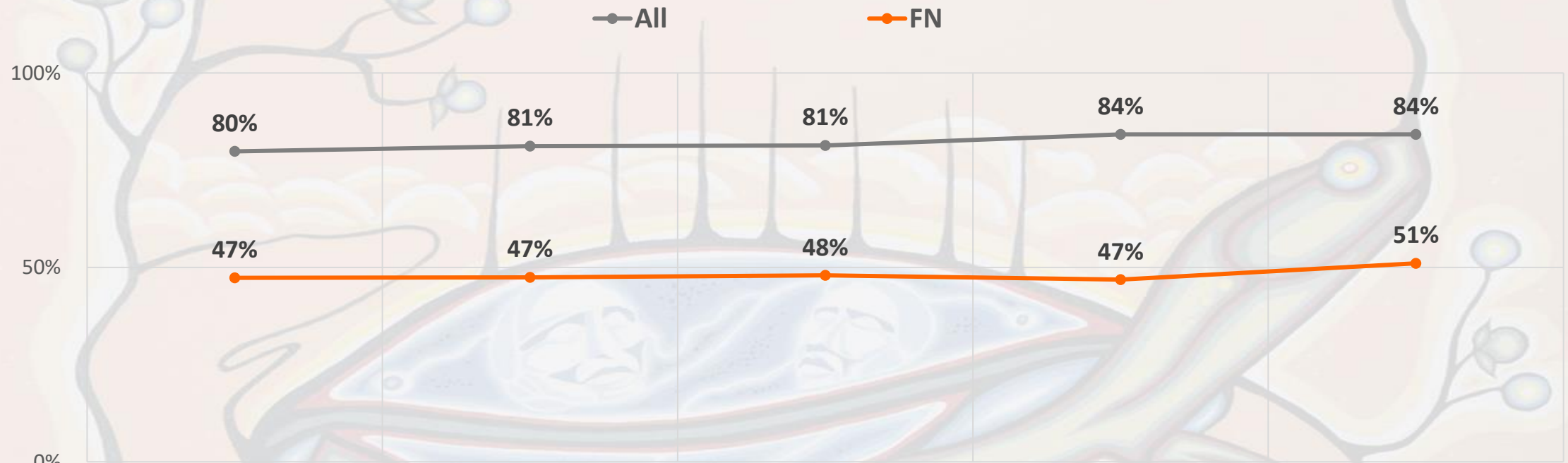




## Secondary School 4-Year Graduation Rates

(Ontario Students: 2016-2017 to 2020-2021)

% of students graduating within 4-5 years

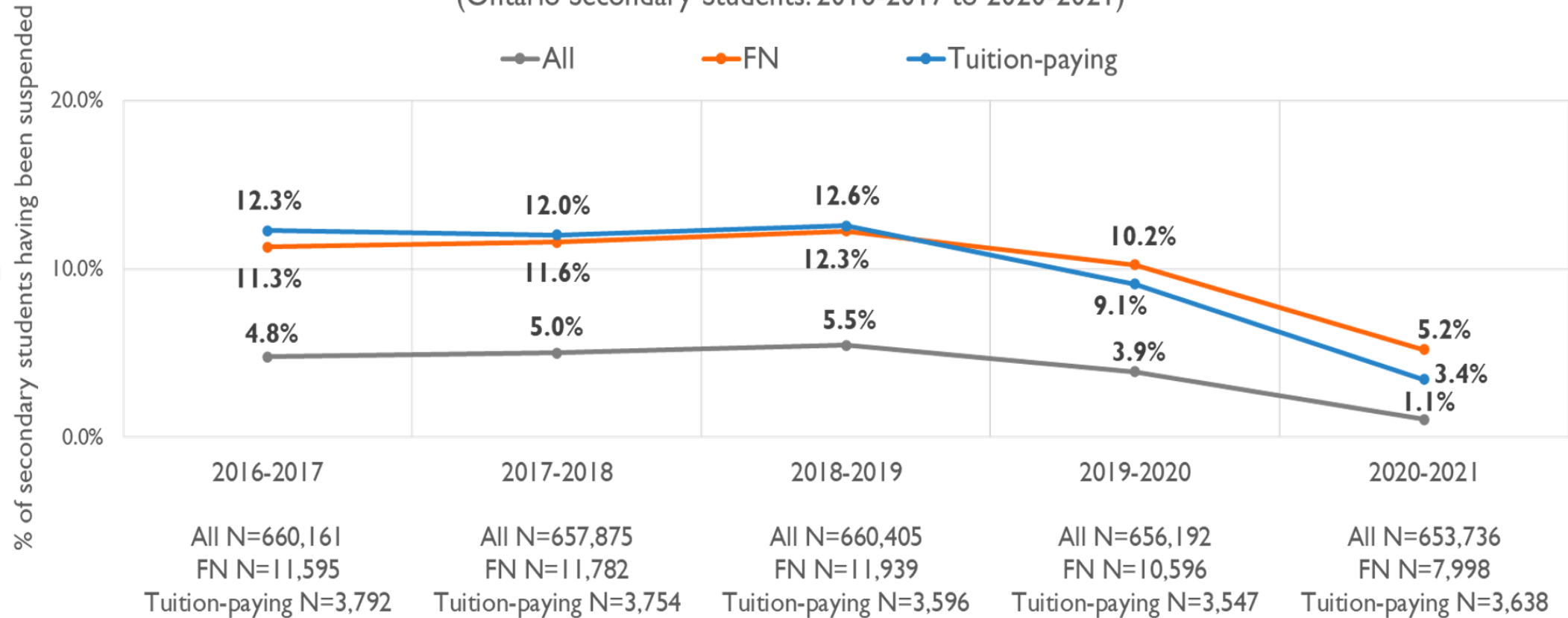


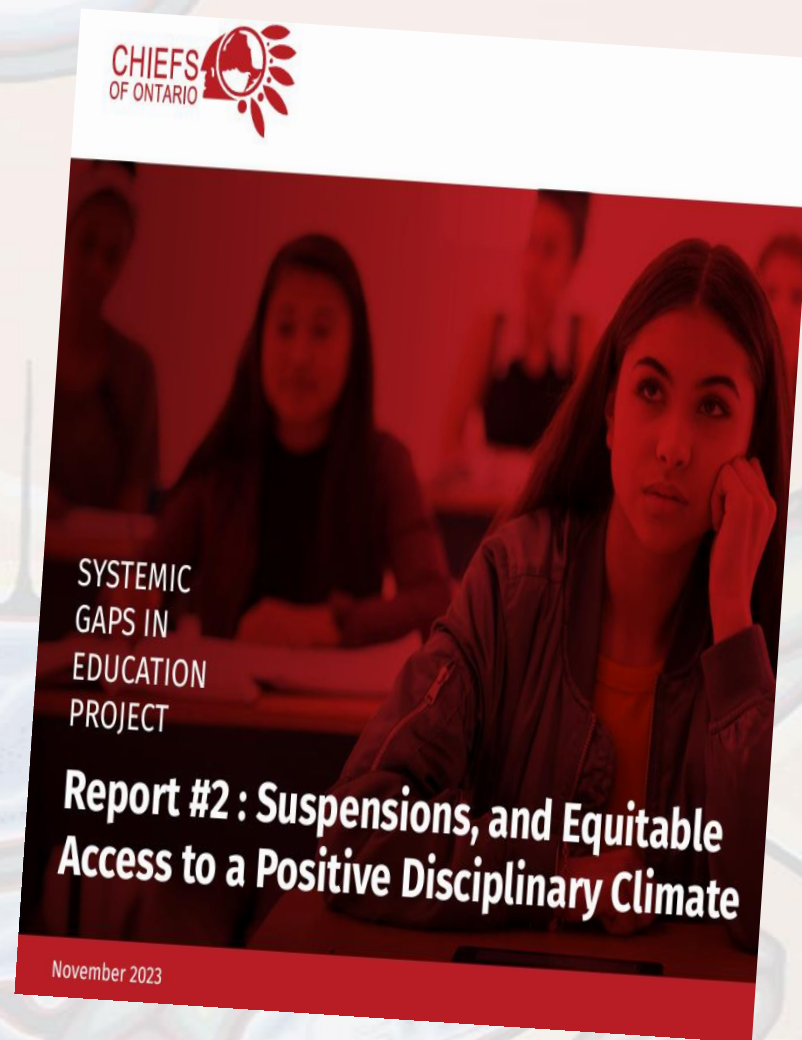
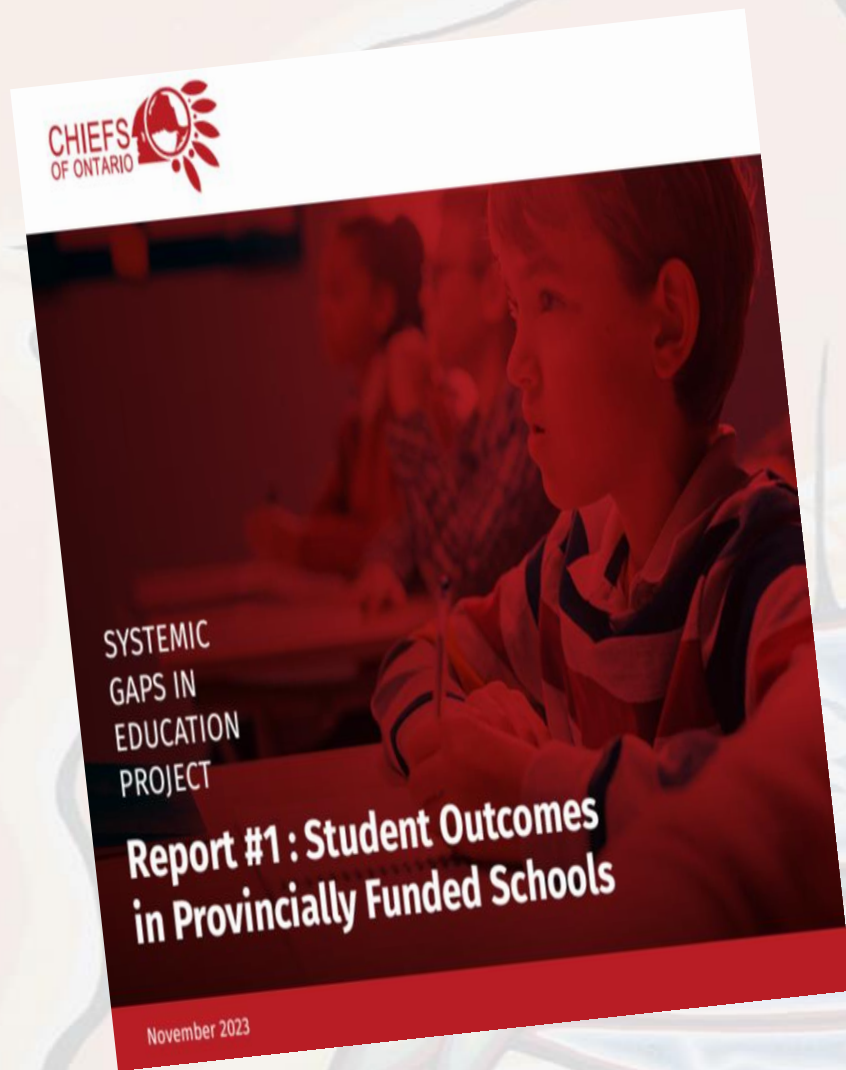
| Year      | All N                       | FN N |
|-----------|-----------------------------|------|
| 2016-2017 | All N=145,265<br>FN N=2,567 |      |
| 2017-2018 | All N=142,718<br>FN N=2,571 |      |
| 2018-2019 | All N=139,828<br>FN N=2,572 |      |
| 2019-2020 | All N=142,991<br>FN N=2,719 |      |
| 2020-2021 | All N=139,712<br>FN N=2,641 |      |





## Secondary School Suspension Rates (Ontario Secondary Students: 2016-2017 to 2020-2021)





<https://education.chiefs-of-ontario.org/systemic-gaps-in-k-12-schools-reports/>



# Chiefs of Ontario

Thank you!

Feel free to send any questions or comments to [patrik.lowen@coo.org](mailto:patrik.lowen@coo.org) or [karleigh.palmer@coo.org](mailto:karleigh.palmer@coo.org)



- The Board shall provide the First Nation's Students:
  - a. Access to the **full range of educational services** offered by the Board and ongoing program placement assessment;
  - b. **Access to supports and/or programs** as a result of the First Nation, Métis and Inuit (FNMI) Education **Policy** Framework; and
  - c. **At least the same level and quality of services** it provides its resident pupils, including special education services.
- The Board shall take the appropriate steps and provide the required services **to improve achievement among the First Nation's Students** and to **close the gap** between the First Nation's Students and non-Indigenous students in the **areas of literacy and numeracy, retention of students in school, graduation rates, and advancement to postsecondary studies.**
- In accordance with the Education Act and the best interests of the child, the Board shall **not expel and not decline to offer a service** a student or decline to admit a student on the basis of there being a **financial dispute** between the Board and the First Nation



- **The Board shall staff at least the following positions focused on supporting First Nations students:**  
Indigenous Support Worker(s), Indigenous System Navigator(s), Indigenous Graduation Coaches, Indigenous Leads, Elders in Residence, Cultural Coordinators / Facilitators, Education Assistants, Student Cultural and Well-Being Support Workers
- The Board shall provide the **First Nation a position on the hiring committee** for positions intended to support Indigenous students and those relating to Indigenous studies and languages.
- The Board shall provide the First Nation with **an updated list of the First Nation staff members** in support positions whenever staffing changes are made, including email addresses.
- The Board **shall ensure that any First Nations program funding for staffing positions** that support First Nations students are used as set out in the Ministry Guidelines (GSN)



## Educational Programming on Indigenous Cultures and Histories

**The Board shall develop Indigenous educational programming that supports the spiritual, intellectual, emotional and physical well-being of First Nations students. For example:**

a. The Board shall offer Indigenous Studies courses in all secondary schools enrolling the First Nation's Students.

b. The Board shall develop units and courses of study which infuse Indigenous culture/values across the curriculum, including instruction that is specific to the First Nation's culture, values, and history.

c. The Board shall develop and deliver a land-based credit-eligible course founded in the First Nation's and other Indigenous cultures, values, and traditions, or partner with another institution to do so. [Insert details]

d. The Board shall ensure that all secondary schools where the First Nation's students are enrolled are provided with a dedicated space for First Nations students to participate in cultural, academic and other programming as needed by the First Nations students.



## Transitioning

- Whenever one or more of the First Nation's Students will be entering a school of the Board outside of junior kindergarten, the Board will hold **transition** meetings to collaboratively plan placement, timetabling, and any support that is needed. These meetings will be held jointly with educators from the school the student is leaving (if available) and with parents or guardians (if available).
- The Board shall work with the First Nation to co-develop a **re-entry program** for First Nations students that is based on the regional and territorial culture and beliefs. The reentry program would provide First Nations students that have been suspended or expelled an opportunity to engage in restorative practices upon re-entry to school.



## First Nation Participation in Governance Bodies and Committees

- The Board shall seek input from the First Nation regarding its **budgets and plans** for spending all funds received from the Ministry of Education for Indigenous education, including all of the funding it receives under the **Indigenous Education Grant**. For example, the Board shall seek feedback on draft budgets and plans for these funds before those budgets and plans are finalized.
- The Board shall **co-develop the Indigenous Board Action Plan, “BAP”** with the Indigenous Education Council, “IEC” or Indigenous Education Advisory Committee, “IEAC” or First Nations Advisory Committee, “FNAC” on an annual basis. The IEC, IEAC or FNAC shall be provided with quarterly updates on the ongoing implementation and evaluation of the annual BAP.
- The Board shall offer to meet with First Nations to review and discuss the **Board Improvement and Equity Plan, “BIEP”** on a bi-annual basis.





- The Board shall provide an annual report to the First Nation that will include, among other things: The following aggregate statistics for the First Nation's Students:
  - i. **Credit accumulation** by grade
  - ii. **EQAO scores**
  - iii. Student lateness (total and as a percent)
  - iv. **Student absences** (total and as a percent)
  - v. **Suspension** (total and as a percent)
  - vi. Students with an **IEP**, total and broken down by exceptionality (total and as a percent of the student body)
  - vii. Students waiting for a special **education assessment**
  - viii. **Graduation rates** (total and as a percent)
- The above statistics in a **comparative format for (i) the First Nation's Students and (ii) on a board-wide average** (for the primary purposes of assessing what educational outcome gaps may exist), to be provided both as a 5-year average (to reduce irrelevant data noise) and as a chart over 5 years (to show potential trends); and
- A list of all of the **Board's obligations** under this agreement with a brief description of whether and how each **obligation has been met** over the past year.





## 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.)**

# TRUSTEE UPDATE



## Inclusive Engagement

- Both the Inclusive engagement action plan and the new Attendance protocols were launched in all schools September 3, 2024. The Attendance protocols include two-way communication with parents by the teacher after the first – third absences with reporting in Encompass and to the Principal required. The protocol includes step for multiple staff members and administrators including attendance counselor engagement. The 2024-2025 Inclusive Engagement Action plan focusses on the implementation of Tier 1 strategies for all schools with focused efforts in two pilot schools.
- Hannah Beach presented to all staff on the Friday August 30 PD day on the Fundamentals of Emotional Health and Reclaiming our students. The DOE and Senior Team also attended. Her work supports the implementation of Tier 1 strategies in schools and is an integral part of the Inclusive Engagement Action plan. She also hosted a webinar on cell phone use and addiction for parents on August 27.

## Optimizing Resources

- In continuing the implementation of the Facilities Restructuring plan, daytime lead custodians have been hired and begun work in schools. Our data management officer is working on alignment in our work order system, finding efficiencies in our controls systems, and engaging with our Facilities manager, Capital planning officer, and Service Quality Supervisors (SQS) in the ongoing utilization of space review.
- At our Welcome Back session for P(s)/VP(s) (August 19-20) our Managers (Transportation, Facilities, Instructional Technology, Human Resources, and Finance) hosted carousel tables to communicate new/updated procedures and back to school reminders and take questions from Administrative teams. It was extremely well-received and is part of our ongoing work to increase communication and collaboration across the Board.
- Work on a number of projects occurred over the summer, including the completion of daycare upgrades at Ignace and Lillian Berg, the removal and re-installation of concrete steps at the rear and forward entrances at DHS, and drainage and grading work at Red Lake High, Red Lake Madsen, and Sioux Mountain school.
- The Ministry of Education, Capital Program Branch sent out a memo announcing the call for Capital Priorities Submissions by Boards on July 8, 2024. The deadline for submissions is set for September 16, 2024. This is a significantly shortened time period for submission preparation

and the Board will hear this evening the proposed Capital Priorities submissions based on our LTAP.

- The Safe Schools CCTV, camera, and lockdown 'button' installations are complete in all schools. At the inaugural P/VP meet August 19-20, the OPP including all area Detachment Commanders and ERT leaders attended and addressed lockdown protocols, safety, processes, and built relationships with their respective area catchment Administration teams. As a result of the presentation and discussion, upgrades to KPDSB's lockdown protocols are in development.

## Elevate Student Success

- The inaugural P/VP Welcome Back Session was hosted on August 19-20. The two-day session focused on a number of Instructional leadership items as well as operational items. This year's focus on improving instruction and growth in mathematics continues with a specific focus on improving First Nation students' outcomes. P/VPs also engaged in a Human Rights and Equity case study which highlighted leadership decision making and learning in anti-racism and gender equity.
- Preliminary analysis of the graduation rate data indicates an 11% increase for all students and a definitive closing of the gap between the graduation rates of Indigenous students and non-Indigenous students. This year KPDSB (Superintendent Norlock & HREA Pam Agawa) is hosting a Ministry of Education Responsive Leadership forum for 5 other Boards on improving graduation rates.
- June 13-14, 2024 Central Principals/Leads, SOE(s) and the DOE completed the Board Student Achievement Plan (BSAP) and shared it with P(s)/VP(s). This facilitated the ability of Administration teams to begin working on their School Student Achievement Plans (SSAP) immediately at the Welcome Back session the 19-20. This BSAP is aligned with the MYSP, Ministry Priorities, Strategic Operational Plan and will ensure that SSAP(s) are also aligned with all the above.

## OTHER UPDATES

- The Implementation of PPM 128 is in full swing at all schools as of September 3, 2024. This includes the following regarding personal mobile devices:
  - K-6 personal mobile devices are not permitted at school
  - 7-8 Based on the School – personal mobile devices are either not permitted or must remain in a locked secured area and powered off
  - 9-12 personal mobile devices are not permitted in class
  - Social Media sites are blocked for ALL students on the KPDSB student internet
  - The Code of Conduct has been standardized and updated to reflect new vaping consequences and personal mobile device rules



August 19, 2024

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

Dear Ms. Radbourne,

The Kenora Association for Community Living would like to notify you that the association representative for the 2024-2025 Special Education Advisory Committee (SEAC) will be Stacey Socholotuk (Children's Services Manager) with Suzanne Webber (Children's Services Consultant) as the alternate.

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

Sincerely,

A handwritten signature in black ink that reads 'Deborah Everley'. The signature is written in a cursive, flowing style.

Deborah Everley  
Chief Executive Officer  
Kenora Association for Community Living