



October 8, 2024

**Regular Board
Meeting Package**

**IN-PERSON MEETING
Kenora Education Centre
Kenora**

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #10

Tuesday, October 8, 2024 Time: 7:00 pm CT	<i>KEC, Kenora</i> (Google Link for internal use only) https://meet.google.com/dru-kpto-kkg
AGENDA	

1. Call to Order Chair
2. Land Acknowledgement Chair
3. Roll Call Exec Asst
4. Approval of Agenda and Consent Agenda for October 8, 2024 Chair
5. Declaration of Conflict of Interest Chair
6. Consent Agenda Chair
 - 6.01 Business Arising from the Committee of the Whole
 - A. Policy #606 Transportation *pages 5-12*
 - B. Policy #322 School Community Code of Conduct *pages 13-25*
 - 6.02 Confirmation of Minutes: September 10/24 Δ *pages 26-31*
 - 6.03 Reports and Accompanying Motions
 - A. Education NIL
 - B. Executive Committee NIL
 - 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 – Savant Lake PS S. Bailey
Community Outreach for Student Success
 - Kayla Blakney, Principal
 - Chanel Thievin, Teacher
 - Nicole Angulo, Teacher
 - Lylah Latto, Year 7 student
 - Joeley Latto, Year 5 student
 - Elisha Belmore, Year 5 student

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| 8. | Finance
8.01 – By-Law #72 – Tax Levy 2025 Δ <i>pages 32-34</i> | R. Findlay |
| 9. | Audit Report – NIL | |
| 10. | Student Trustee Report/s - NIL | |
| 11. | Presentations
11.01 – 9 – 12 Literacy Presentation Δ <i>pages 35-48</i>

11.02 – Suspension Report Δ <i>pages 49-59</i> | S. Bailey/
PJ Brunton
S. Norlock/
J. Gray |
| 12. | Discussion | Chair |
| 13. | Director of Education Update Δ <i>pages 60-64</i> | C. Radbourne |
| 14. | Correspondence - NIL | Chair |
| 15. | New Business and Notices of Motion
15.01 – Letter to Minister of Education | Chair |
| 16. | Observer Comments | Chair |
| 17. | Next Meeting Date: Inaugural Board meeting November 12, 2024 @ NPPS | Chair |
| 18. | Adjournment | Chair |

Δ indicates an attachment included in the meeting package

Consent Agenda				
October 8, 2024 Regular Board meeting				
Item #	Agenda Item #	Title	Recommendation (if applicable)	Approved Y/N
1	6.01A	Policy #606 Transportation		
2	6.01B	Policy #322 School Community Code of Conduct		
3	6.02	Confirmation of Minutes : September 10, 2024		
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NORTHWESTERN ONTARIO
Student Services Consortium



TRANSPORTATION POLICY	NWOSSC - 001
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Statement	The Northwestern Ontario Students Services Consortium, comprised of the Kenora Catholic District School Board, Northwest Catholic District School Board, Conseil Scolaire De District Catholique des Aurores boréales, and the Keewatin-Patricia District School Board provides harmonized student transportation services that are safe, efficient and effective.
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Rationale	The Education Act states that School Boards may provide transportation for students enrolled in schools operated by the Boards. As such, transportation is considered a privilege and not a right. This policy sets out the terms and conditions under which the Northwestern Ontario Student Services Consortium will exercise its discretion to provide transportation service.
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1.0 Eligibility	<p>Transportation may be provided for students meeting the following conditions of eligibility:</p> <p>1.1 Pupils of the Boards registered in and attending a school operated by the Boards.</p> <p>1.2 Other Pupils of the Boards who attend a school operated by the Boards.</p> <p>1.3 Eligible students who reside, or whose caregiver resides, more than the following distances by public road or publicly owned and maintained access route from the designated school may be provided transportation:</p> <table style="margin-left: 40px;"> <tr> <td>JK, SK</td> <td>Over 500 metres</td> </tr> <tr> <td>Grades 1,2,3</td> <td>Over 1.0 km</td> </tr> <tr> <td>Grades 4 -8</td> <td>Over 1.6 km</td> </tr> <tr> <td>Grades 9-12</td> <td>Over 3.2 km</td> </tr> </table>	JK, SK	Over 500 metres	Grades 1,2,3	Over 1.0 km	Grades 4 -8	Over 1.6 km	Grades 9-12	Over 3.2 km
JK, SK	Over 500 metres								
Grades 1,2,3	Over 1.0 km								
Grades 4 -8	Over 1.6 km								
Grades 9-12	Over 3.2 km								

2.0 School Boundaries	2.1 In cases where students have been granted permission to attend a school other than the designated school according to established school boundaries, parents or guardians are responsible for transportation. If the transportation address/stop is within the attending school boundary transportation may be provided.
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	<p>2.2 Children and youth in care may be considered for cross school boundary transportation to remain in their attending school providing the following conditions are met:</p> <ul style="list-style-type: none"> ▪ the accommodation would involve existing school bus routes; ▪ there is room on the bus; ▪ there is no route extension; ▪ there is no route deviation; and ▪ there is no additional cost to the system; ▪ if space is required by another eligible student, the student may lose his/her riding privileges if no other reasonable alternative can be found. <p>The Consortium may require documentation from the appropriate agency.</p>
3.0 Safety	<p>3.1 Students may be transported for reasons of safety rather than distance at the discretion of the General Manager.</p> <p>3.2 Parents/Guardians are responsible for the safety and conduct of students to, from and at the bus stop.</p> <p>3.3 School principals are responsible for ensuring that school bus safety practices are taught annually, including evacuation drills for all elementary students (Kindergarten to Grade 8).</p>
4.0 Bus Stops	<p>4.1 The Consortium has a responsibility to provide a bus stop at a location that is safe for students boarding/disembarking as well as for those already on the bus.</p> <p>4.2 Bus stops will be located according to established operational procedures.</p> <p>4.3 The distance between bus stops will be approximately 275 metres apart where it is reasonable and safe to do so.</p>

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<p>5.0 Route Design/Changes</p>	<p>Student safety is the first priority of the Northwestern Ontario Student Services Consortium and all reasonable measures will be taken to ensure that routes are designed and maintained in a manner which is safe, effective, efficient and fiscally responsible.</p> <p>5.1 All routes are designed to operate only on publicly owned roads that are adequately maintained year-round. The exceptions may be turnarounds which may be located on private property, subject to review and approval by the General Manager. The Consortium is not responsible for maintenance or snow clearance for any road infrastructure or turnarounds. Transportation will not be provided in any situation that does not provide adequate accommodation for the safe operation of buses.</p> <p>5.2 Route extensions may be considered if the following conditions are met:</p> <ul style="list-style-type: none"> <i>i)</i> the route extension is over 1.0 km based on the address of the student making the request, and the extension distance is not excessive; <i>ii)</i> the change, modification or extension shall not adversely affect the route; <i>iii)</i> the road's conditions are adequate; <i>iv)</i> an adequate turnaround is available and properly maintained and is within a reasonable distance from the stop; <i>v)</i> the financial impact is deemed reasonable. <p>5.3 Where the requested route change meets all other criteria and the total change exceeds ten kilometres (10 km) one-way between the existing closest stop and the route change request, there must be a minimum of four (4) eligible students requesting service before a school bus route extension will be considered.</p> <p>5.4 There may be occasions where parent contracted transportation would be the most appropriate mode of transportation. As such, financial assistance may be available as determined by Consortium procedure.</p>
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	<p>5.5 Route changes or modifications may be made at any time. However, every effort will be made to provide reasonable notice to parents.</p> <p>5.6 In the event of any facility change (eg: school opening/closing) or in an immediate or extended emergency, the Consortium may make any necessary changes or modifications in routing.</p> <p>5.7 Students may be required to transfer buses.</p> <p>5.8 Routes are subject to review and students must continue to meet all criteria in order to maintain service levels.</p>
<p>6.0 One Destination/One Pick Up</p>	<p>6.1 For reasons of safety and efficiency, students are permitted to have one pick-up and one destination point only. These points may be different, providing this is a daily occurrence and there is room on the bus to accommodate daily different a.m./p.m. arrangements.</p> <p>6.2 Transportation is provided from caregiver to/from school or home to/from school only. Requests that students be picked up and dropped off at other locations will not be accommodated.</p> <p>6.3 Students in Grades 7 to 12 may occasionally use alternate stops, providing it is the same bus and the stop meets the required distance criteria for eligibility.</p> <p>6.4 For eligible registered bus students, school bus transportation is intended to be the primary mode of transportation to and/or from school. As such, regular ridership is required as determined by the operational procedure.</p>

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<p>7.0 Shared Custody</p>	<p>The Northwestern Ontario Student Services Consortium recognizes that special consideration may be required for families with shared custody of students. The following guidelines will be used when providing transportation in shared custody situations:</p> <p>7.1 Parents must provide a Primary Transportation Address and Secondary Transportation Address, subject to the following conditions:</p> <ol style="list-style-type: none"> i) Both addresses must be the place of residence of the parent/guardian or their appointed caregivers; ii) Both addresses must be eligible for transportation as outlined in section 1.0 of this Policy; iii) When either the primary or secondary transportation address is outside of the attending school boundary area, transportation may be provided to an existing stop within the attending school boundary area, as outlined in section 2.0; iv) There must be room on the bus(es) servicing the secondary address; v) No route extensions will be granted. <p>7.2 Where applicable, court documents will dictate which of the primary and secondary transportation address receives afternoon bus service. If this is not specified and parents/guardians cannot agree, the parent with the greater share custody (as per court documents) will make the determination. If the situation involves a 50/50 joint custody situation or no custody agreement is in place, and the parents cannot agree on either of the primary and/or secondary addresses, transportation may not be provided.</p> <p>7.3 For students in JK to Grade 6:</p> <ul style="list-style-type: none"> ▪ On a daily basis, morning pick-up may be provided at either the primary or secondary address. ▪ The afternoon service will be provided to one of the primary or secondary address, and drop-off must be at the same location every day.
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	<p>7.4 For students in Grades 7 to 12:</p> <ul style="list-style-type: none"> ▪ On a daily basis, students can use the pick-up or drop-off location based on either the primary or secondary address, providing there is room to assign a student to two buses. ▪ Families are not required to inform the Consortium of daily schedules regarding pick-up and drop off locations and the Consortium or bus operator/driver does not assume any responsibility in managing or tracking the student’s daily schedule. <p>7.5 Parents/guardians are responsible for ensuring that school administration has an accurate and up to date custody schedule.</p> <p>7.6 The Consortium has the right to withdraw service if, in its sole discretion, the safety of the student is compromised.</p> <p>7.7 For students with special needs or exceptional circumstances where a visible parent is required to accompany and meet the student at the bus stop and/or if the student travels with an Education Assistant, the policy for students in JK to Grade 6 will apply due to the specialized transportation plan involved.</p>
<p>8.0 Students with Special Needs</p>	<p>8.1 Transportation may be provided for students with special needs upon the approval of the General Manager after consultation with the appropriate Board/school staff regarding the student’s needs.</p> <p>8.2 There may be circumstances where parent contracted transportation would be the most appropriate for students with special needs once all other options have been exhausted. As such, financial assistance may be available as determined by Consortium procedure.</p>

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<p>9.0 Temporary Physical Challenge</p>	<p>9.1 The Consortium may provide transportation for students who cannot access regular modes of transportation due to a prolonged temporary physical challenge. Transportation will be provided at the discretion of the General Manager in consultation with the school principal for injuries/medical conditions where the lack of access to school transportation presents a hardship for the parent/guardian at the expense of the individual Board.</p>
<p>10.0 General</p>	<p>10.1 The Consortium transportation rules and regulations shall be available on the Consortium website at www.nwobus.ca as well as through a link from Kenora Catholic, Northwest Catholic, Keewatin-Patricia and Conseil Scolaire de District Catholique des Aurores boreales.</p> <p>10.2 All requests, concerns and complaints concerning school bus transportation and school bus drivers shall be referred to the General Manager for appropriate action.</p> <p>10.3 In the interest of safety and in an effort to reduce student discipline problems and vandalism, video camera surveillance may be used on school buses.</p> <p>10.4 Every student is responsible for his/her conduct to the principal of the school where the student attends. The school code of conduct developed by the attending school shall govern the conduct of the student. Consistent with transportation being a privilege and not a right, any breach of any individual school's Code of Conduct may result in the suspension or cancellation of bussing privileges.</p> <p>10.5 The Consortium will not provide transportation other than home-to-school transportation. Any decision to fund transportation outside home-to-school transportation is the responsibility of the Board.</p> <p>10.6 While Consortium staff will provide charter contact information for schools, the Consortium is not responsible for organizing charter and/or field trips.</p>

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	10.7 Bus Operators may not, without prior Board approval, obtain new routes, or receive a transfer of existing routes where, as a result of the proposed actions, an existing or proposed Bus Operator would control, directly or indirectly, more than 60 percent of the transportation requirements.
11.0 Appeals	11.1 Appeals with respect to the application of this policy may be made to the Board of Directors of the Northwestern Ontario Student Services Consortium.
12.0 Procedures	12.1 The Board of Directors in conjunction with the General Manager shall be responsible for the development of Transportation Procedures based on the Transportation Policy. The General Manager will be responsible for the implementation of the Transportation Policy and the subsequent procedures.
13.0 Review of Policy	13.1 The Transportation Policy of the Northwestern Ontario Student Services Consortium will be reviewed on an annual basis. Consistent with 2.2.12 of the Consortium Agreement, the Policy Committee consists of one senior business official per Board and one trustee per Board. The Policy Committee may develop procedures to govern its operation.

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Policy Statement

It is the policy of the Keewatin-Patricia District School Board (KPDSB) that schools provide a safe learning and teaching environment for success for all students. The Seven Grandfather Teachings are Anishinaabe guiding principles that give all community members the tools to live a good life (Mino-Bimaadiziwin) and KPDSB uses these as the foundation for good character.

- Dbaadendiziwin - Humility
- Aakwa'ode'ewin - Bravery
- Gwekwaadziwin - Honesty
- Nbwaakaawin - Wisdom
- Debwewin - Truth
- Mnaadendimowin - Respect
- Zaagidwin - Love

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

These standards of behaviour apply not only to students, but also to all individuals involved in the KPDSB (i.e., students, parents/guardians, volunteers, Principals/Vice-Principals, teachers, and other staff members, etc.) whether they are on school property, on school buses, in before/after school programs, or at school authorized events or activities, or in circumstances where engaging in an activity could have a negative impact on the school climate.

Cross Reference:

Police/School Board Protocol
 Ontario Regulation 435
 Education Act 305
 PPM, 128, Provincial Code of Conduct
 PPM 145, Progressive Discipline and Promoting Positive Student Behaviour

Policies:

207, Trustee Code of Conduct
 319, Substance Use by Students
 320, Appropriate Dress for Students
 321, Safe and Supportive Schools
 325, Access to Schools
 329, Progressive Discipline & Promoting Positive Student Behaviour
 330, Character Development
 503, Equity and Inclusive Education
 706, Employee Code of Conduct
 708, Respectful Working & Learning Environment
 709, Workplace Harassment

Procedures:

319, Substance Use by Students

Date Adopted: 12/02/2002
 Date Reviewed: 13/05/2003
 Dates Revised: 12/02/2008; 08/03/2011;
 009/06/2015; 05/03/2019; 06/06/2024

Review By: 2028



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Rationale

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

Guidelines

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

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

- All members of the school community (i.e., students, parents/guardians, volunteers, Principals/Vice-Principals, teachers, and other staff members, etc.) will be governed by this Code of Conduct, whether they are on school property, on school buses, in before/after care programs, or at school-authorized events or activities, or in circumstances where engaging in an activity could have a negative impact on the school climate;
- All members of the school community will model and reinforce the attributes of good character;
- No members of the school community shall engage in bullying behaviours;
- All members of the school community will be treated with respect and dignity;
- All members of the school community must be aware of their rights and accept responsibility for protecting their rights and the rights of others, because responsible citizenship involves appropriate participation in the civic life of the school community;
- All members of the school community will use non-violent means to resolve conflict. Physically aggressive behaviour is not an acceptable way to interact with others;
- The possession, use, or threatened use of any object to injure another person is unacceptable;
- KPDSB personnel will work cooperatively with police and drug and alcohol agencies to promote prevention strategies and where necessary respond to members of the school community who are in possession of, or under the influence of, alcohol, illegal drugs, and/or cannabis (except by a medical cannabis user); and
- All members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility, because insults, disrespect, and other hurtful acts are unacceptable.



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This Code of Conduct includes the following components:

1. Roles and Responsibilities

a) The KPDSB will:

- i) Develop and implement character development using the Seven Grandfather Teachings with an emphasis on building positive interpersonal relationships and respect for others, and oneself;
- ii) Implement and uphold the Code and Conduct and its standards for respect, civility, responsible citizenship, and physical safety;
- iii) Seek input from School Councils, and review this policy regularly with students, staff, parents/guardians, the Special Education Advisory Committee, the Indigenous Education Advisory Committee, volunteers, and the community;
- iv) Clearly communicate the Code of Conduct to all parents/guardians, students, and staff in a manner that invites their commitment and support;
- v) Ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship, and physical safety; and
- vi) Provide opportunities for all staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting learning environment.

b) Principals take a leadership role in the daily operation of a school by:

- i) Implementing and reinforcing the principles and practices of character development;
- ii) Being highly visible in their school and engaging in positive interactions with students;
- iii) Demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- iv) Holding everyone under their authority accountable for their behaviour and actions;
- v) Empowering students to be positive leaders in their school and community;
- vi) Communicating regularly and meaningfully with all members of their school community;
- i) **Model the standards of respect, civility and responsible citizenship;**



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- vii) Developing a school code of behaviour in consultation with school staff and School Council; and
- viii) Reviewing this code of behaviour annually with staff and School Council, and submitted to the Superintendent of Education if changes occur.
- c) Teachers, School Staff, and Volunteers under the leadership of Principals, maintain a positive learning environment and are expected to hold everyone to the highest standard of respect and responsible behaviour. As role models, staff uphold these high standards by:
- i) Modeling and reinforcing the attributes of good character development;
 - ii) Helping students work to their full potential and develop their self-worth;
 - iii) Empowering students to be positive leaders in their classroom, school, and community;
 - iv) Being highly visible in the school and engage in positive interactions with students;
 - v) Communicating regularly and meaningfully with parents;
 - vi) Maintaining consistent and fair standards of behaviour for all students;
 - vii) Demonstrating respect for one another, all students, parents/guardians, volunteers, and other members of the school community;
 - viii) Preparing students for the full responsibilities of citizenship; ~~and~~
 - ix) **Model the standards of respect, civility and responsible citizenship; and**
 - x) Modeling appropriate demeanor and appearance for students.
- d) Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. The attributes of the KPDSB character development are demonstrated by:
- i) Coming to school prepared, on time, and ready to learn;
 - ii) Dressing appropriately as per Policy 320;
 - iii) Showing respect to themselves, for others, and for those in authority;
 - iv) Refraining from bullying behaviour;
 - v) Refraining from bringing anything to school that may compromise the safety of others;
 - vi) Following the established rules and taking responsibility for their actions; and
 - vii) Refraining from engaging in activities that could have a negative impact on the school climate.



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e) Parents/Guardians play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents/guardians fulfill this responsibility by:

- i) Modeling and reinforcing the attributes of good character development;
- ii) Showing an active interest in their child's schoolwork and progress. For example:
 - Attending parent/teacher interviews, communicating regularly with the school, facilitating homework completion;
 - Helping their child be appropriately dressed as per Policy 320 and prepared for school;
 - Ensuring that their child attends school regularly and on time, rested and adequately nourished;
 - Reporting promptly to the school their child's absence or late arrival;
 - Becoming familiar with the provincial Code of Conduct, the KPDSB Code of Conduct, and school rules;
 - Encouraging and assisting their child in following the rules of behaviour; and assisting school staff in dealing with disciplinary issues.

f) Police and Community Partners are essential in making our schools and communities safer.

- i) Police partnerships include:
 - Providing an opportunity for police to develop an ongoing relationship with administrators, teachers, staff, and students;
 - Making presentations to students and school personnel;
 - Maintaining a presence at the school throughout the year (both on and off duty), at school events, and during regular school hours; and
 - Police investigation of incidents in accordance with the Police/KPDSB Response Protocol.
- ii) Community partnerships include:
 - Making presentations to students and school personnel; and
 - Delivering prevention or intervention programs.

2. Standards of Behaviour in the School Environment

a) Respect, Civility, and Responsible Citizenship

All members of the school community must:



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- i) Respect and comply with all applicable federal, provincial, and municipal laws;
- ii) **Comply with all Ministry of Education, KPDSB, and school policies;**
- iii) Demonstrate the attributes of good character: Humility, Bravery, Honesty, Wisdom, Truth, Respect, and Love ;
- iv) Respect differences in people, their ideas, and their opinions;
- v) Treat one another with dignity and respect at all times, and especially when there is a disagreement;
- vi) Respect and treat others fairly, regardless of their race, ancestry, place of expression, sexual orientation, age, marital status, family status, or disability;
- vii) Respect the rights of others;
- viii) Show proper care and regard for school property and the property of others;
- ix) Take appropriate measures to help those in need;
- x) Refrain from bringing anything to school that may compromise the safety of others;
- xi) Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- xii) Respect all members of the school community;
- xiii) Respect the need of others to work in an environment that is conducive to learning and teaching;
- xiv) Refrain from abusive language or swearing at another person; and
- xv) Use personal mobile devices in accordance with the following grade-specific procedures:
 - a. **Grades 9 to 12**
 - i. ~~S-~~students' personal mobile devices must be stored out of class or in a designated space in the classroom, powered off or set to silent mode during instructional time, except under the following circumstances:
 1. when their use is explicitly permitted by the educator for educational purposes;
 2. for health and medical purposes; or
 3. to support special education needs.~~except when their use is explicitly permitted by the educator under the circumstances outlined above.~~
 - ~~4.~~
 - ii. If a student's personal mobile device is out during instructional time, educators must require that the device be handed in for the instructional period and the device must be placed, by the student,



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in a storage area in a location in the classroom designed by the educator.

b. Grades 7 and 8

- i. Schools have the discretion to exclude personal mobile devices from school. The school code of conduct will outline the school's expectations. Device use outside of the school's expectations will require the device to be placed, by the student, in a storage area in a location in the classroom or office designated by the school.

c. Grades 6 and Below

- i. Students are not permitted to bring mobile devices to school.
 - ii. If the student brings a personal mobile device, ~~if a student in Grade 6 or below~~
 - iii. ~~For students in grade 6 and below, personal mobile devices must be kept in the main office of the school for the full school day, except when their use is explicitly permitted by the educator under the circumstances outlined above.~~
 - iv. ~~If a student's personal mobile device is not stored out of view,~~ an educator must require the device to be handed in for the instructional day and the device must be placed, by the student, in a storage area in a location designated by the principal.
- d. Students are responsible for their personal mobile device, how they use it and the consequences of not following this policy.
- e. If a student does not hand in their personal mobile device when required, they must be sent to the principal's office, where the principal will consider a range of responses, up to and including suspension.

b) Restricted access to social media

- i) The Board shall restrict access to social media platforms on school networks and school devices.
- ii) Social media platforms can only be used by students at school for educational purposes, directed by an educator. Exceptions may apply to this rule should an educator direct a student to access social media sites for educational purposes or for pedagogical or work-related purposes.

c) Physical Safety

- i) Weapons



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No member of the school community may:

- Be in possession of any weapons;
- Traffic in weapons;
- Use any object to threaten or intimidate another person; and/or
- Cause injury to any person with an object.

ii) **Alcohol and Drugs**

No member of the school community may:

- Be in possession of, or under the influence of, or provide others with alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), or illegal drugs;
 - o for students, this would also include being in possession of or using electronic cigarette/vape, tobacco, and nicotine products.
- Traffic in alcohol, cannabis, or illegal drugs; and/or
- Give alcohol, cannabis, or illegal drugs to minors; and/or
- Provide to persons under the age of 19 electronic cigarette/vape, tobacco, or nicotine products

iii) **Physical Aggression**

No member of the school community may:

- Inflict or encourage others to inflict bodily harm on another person;
- Use physical aggression to resolve conflict; and/or
- Commit robbery.

iv) **Sexual Assault**

No member of the school community may:

- Commit sexual assault.

d) Harassment and/or Intimidation

No member of the school community may:

- i) Engage in bullying, **including cyberbullying**;
- ii) Engage in harassment or intimidation of any type; and/or
- iii) Engage in hate propaganda or other forms of behaviour motivated by hate or bias.

e) Initiation

All members of the school community will refrain from initiation activities that are defined as 'hazing' (see Appendix A for definitions). Initiation activities that are designed to welcome new members of the school community must be approved by school administration.



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f) Vandalism

No member of the school community may commit an act of vandalism that causes damage to school property, ~~or~~ to property located on the premises of the school, ~~or to the property of a member of the school community.~~

f) Recordings and Photos

No member of the school community may record, take, share, create, or alter non-consensual recordings or photos of members of the school community.

3. Infractions and Consequences in the School Environment

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

4. Opening and Closing Exercises in the School Environment

- a) All schools in the KPDSB will ensure that opening or closing exercises are held in accordance with the requirements set out in Regulation 435.
- b) The opening or closing exercises must include the singing of 'O Canada' and may include the recitation of a pledge of citizenship in the form set out in the regulations.
- c) The opening or closing exercises may include the singing of 'God Save the King' and may also include the following types of readings that impart social, moral, or spiritual values and that are representative of Ontario's multicultural society:
 - i) Scriptural writings including prayers; and/or
 - ii) Secular writings.
- d) The opening or closing exercises may include a period of silence.
- e) A pupil is not required to participate in the opening or closing exercises in such circumstances as outlined in Regulation 435, which follows:



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



Policy Section: **School Administration**

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Policy Name: **School Community Code of Conduct**

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Appendix A

Code of Conduct Definitions

1. **“School Environment”** refers to activities that occur on school property, on school buses whether for regular transportation to and from school, or for special activities, at all events or activities that are related to school, and in circumstances where engaging in an activity could have a negative impact on the school climate.
2. **“School Community”** refers to students, parents, ~~s~~ and guardians, volunteers, teachers, other staff members, Trustees, all facility users, ~~and service providers, and applies to all individuals on school property, school buses, at school related events or activities, in other circumstances that could have an impact on the school climate, and in a virtual learning environment.~~
3. A **“Violent Incident”** is characterized by verbal or written threats: bullying, verbal/physical aggression or assault, harassment of any form, or criminal act , by an individual or group of individuals which has the effect of impairing, or might have the effect of impairing, the health and welfare of any students or staff members.
4. **“Assault”** is defined to include the definition set out in the Criminal Code of Canada and includes but is not limited to, the actual application of force and the threatened or attempted application of force.
5. **“Sexual Assault”** occurs where a person, without consent, intentionally applies force or intentionally threatens to apply force, to another person in circumstances of a sexual nature such as to violate the sexual integrity of the victim.
6. **“Bodily Harm”** refers to any hurt or injury that is more than merely trifling or transient in nature which interferes with the health or comfort of the person and includes, but is not limited to injuries that receive medical attention. Any cut that requires stitches or any broken bone or fracture should be considered bodily harm. Bodily harm can also be multiple minor injuries.
7. **“Bullying”** is defined in subsection 1(1) of the Education Act as aggressive and typically repeated behaviour by a pupil where:
 - a) The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of:



Policy Section: **School Administration**

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- i) Causing harm, fear or distress to another individual, including physical, psychological, social, or academic harm, harm to the individual's reputation, or harm to the individual's property; or
- ii) Creating a negative environment at a school for another individual; and
- b) The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender race, disability, or the receipt of special education.

Bullying can be:

- Physical (i.e., hitting, pushing, tripping, etc.);
- Verbal (i.e., name calling, insults, threats, or making sexist, racist, homophobic or transphobic comments, etc.);
- Social (i.e., excluding others from a group, spreading gossip or rumours, humiliating others, and shunning or ignoring, etc.);
- Electronic (i.e., spreading rumours, images, or hurtful comments, or impersonating another person through the use of e-mail, cell phones, text messaging, internet websites, social networking, blogs, or other technology, etc.); and/or
- Written, or other means.

“Cyber-Bullying” is included in the definition of ‘bullying’ and includes bullying by electronic means

- Creating a web page or a blog in which the creator assumes the identity of another person;
- Impersonating another person as the author of content or messages posted on the internet; and/or
- Communicating inappropriate materials electronically to more than one (1) individual or posting materials on a website that may be accessed by one (1) or more individuals.

8. **“Harassment”** is defined in the Ontario Human Rights Code as “engaging in a course of vexatious comment or conduct that is known or ought to be known as unwelcome”. The code specifically prohibits harassment because of race, ancestry, place of origin, ethnic origin, citizenship, creed, sex, age, record of offenses, marital status, sexual orientation, family status, or disability.
9. **“Intimidation”** is defined in the Criminal Code of Canada and includes, but is not limited to, compelling another person to do anything, or preventing them from doing anything, he or she has a lawful right to do. Such actions may include, but are not limited to:



Policy Section: **School Administration**

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- Using the threat of violence;
 - Persistent following or following in a disorderly manner;
 - Hiding property owned or used by the person or hindering the person or hindering their use of that property;
 - Besetting or watching the place where the person works or resides; and/or
 - Blocking or obstructing the person's passage.
10. **"Hazing"** is an unacceptable initiation activity by an individual or group which humiliates, demeans, harasses or threatens to harm an individual or group.
11. A **"Trespasser"**, under the *Trespass to Property Act*, is any individual not acting under a right or authority conferred by law. A trespasser is any individual who enters the premises, where entry is prohibited by means of a notice, engages in an activity prohibited under the act, or fails to leave the premises immediately after being directed to do so by the occupier of the premises, or a person authorized by the occupier. The Access to School Premises Regulation (Section 305, Education Act) defines authorized entrants to the KPDSB premises.
12. **"Staff"** includes all employees of, or volunteers to, the Keewatin-Patricia District School Board.
13. **"Gang"** is a group of persons who, while acting or congregating together, display a pattern of delinquency such as assault, intimidation, or harassment, which may result in violent activities.
14. **"Weapons"**, as defined by the Criminal Code of Canada, are anything used or intended for use in causing death or injury to persons whether designed for such purpose or not, or anything used or intended for use for the purpose of threatening or intimidating any person. ¶
- ~~15.~~
16. **"School Property"** includes schools, school property, buses contracted to the Board, and any property associated with school field trips or other school organized activities.
17. **"Inappropriate Use of Electronic Communications/Media"** is the intentional use of an electronic device or communication medium, all features of a phone, a cell phone, digital camera, e-mails, school hotlines, web-based communication sites and print material, such as flyers, school newspapers and brochures, that negatively impact on the well-being of another person and/or the learning environment in accordance with the definition of 'Harassment' (as set out above).

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING #9

The minutes of the Regular Board Meeting of the Keewatin-Patricia District School Board on Tuesday, September 10, 2024, held at Ignace Public School.

Call to Order The meeting was called to order at 7:02 pm.

 A moment of silence was observed for Grand Chief Cathy Merrick

Land
Acknowledgement

Roll Call

Roger Griffiths - <i>Chair</i>	Steve Poling	David Cornish
Rory McMillan	Judi Green - <i>Vice</i>	Teika Newton v
Marilyn Duncalfe v	<i>Chair</i>	Dave Penney
Norine Van Breda v	Gerald Kleist v	Denise Baxter v

Absent with Regret Regine Coloma
Student Trustee

Absent without Regret NIL

Officials

C. Radbourne	C. Moore
S. Norlock	S. Bailey
R. Findlay	D. Taylor – <i>Exec</i> <i>Assistant</i>

Also Present Media, Staff, and the Interested Public

Item 4 Declaration of Conflict of Interest
NONE

Item 4 & 5 – Agenda
And Consent Agenda
Motion #95-24

Moved by: G. Kleist
Seconded by: T. Newton
THAT the Agenda and Consent Agenda for the Regular Board Meeting of September 10, 2024, be approved as amended.
- *Lift June 11/24 minutes from Consent Agenda*

- *Lift 5.03b ii Trustee Attendance from Consent Agenda*

Non-binding (Student Trustee) For 0 Opposed 0
Binding For 11 Opposed 0

Carried

Item 6 Declaration of Conflict of Interest
NONE

Item 7 – Students
Come First NIL

Item 8 – Finance
Report NIL

Item 9 – Audit Report NIL

Item 10 – Student
Trustee Report/s NIL

Item 11 –
Presentations
11.01

Motion #96-24

Moved by: D. Baxter
Seconded by: D. Cornish
THAT 2024 Census/Climate Survey Presentation be
received.

Non-binding (Student Trustee) For 0 Opposed 0
Binding For 11 Opposed 0

Carried

11.02

Motion #97-24

Moved by: R. McMillan
Seconded by: S. Poling
THAT the Indigenous Trustees Council meeting report be
received.

Non-binding (Student Trustee) For Opposed 0

Binding

For 11 Opposed 0

Carried

Item 12- Discussion
12.01

Items lifted from Consent Agenda

Motion #98A-24

Moved by: D. Cornish
Seconded by: R. McMillan
THAT the minutes of the June 11, 2024 Regular Board meeting be approved as amended.

Non-binding (Student Trustee)
Binding

For 0 Opposed 0
For 11 Opposed 0

Carried

Motion #98B-24

Moved by: S. Poling
Seconded by: D. Penney
THAT the Trustee Attendance reports be received.

Non-binding (Student Trustee)
Binding

For 0 Opposed 0
For 11 Opposed 0

Carried

Item 13 – DOE Update
Motion #99-24

Moved by: J. Green
Seconded by: D. Penney
THAT the Director of Education monthly update be received.

Non-binding (Student Trustee)
Binding

For 0 Opposed 0
For 11 Opposed 0

Carried

Item 14
Correspondence

NIL

Item 15 – New Business
15.01

Motion #100A-24

Moved by: R. McMillan
Seconded by: S. Poling

THAT the SEAC appointment report be received

Non-binding (Student Trustee)	For 0 Opposed 0
Binding	For 11 Opposed 0

Carried

Motion #100B-24

Moved by: M. Duncalfe

Seconded by: G. Kleist

THAT the appointment of Stacey Socholotuk, representing the Kenora Association for Community Living in Kenora, to the Special Education Advisory Committee be approved.

Non-binding (Student Trustee)	For 0 Opposed 0
Binding	For 11 Opposed 0

Carried

Motion #100C-24

Moved by: S. Poling

Seconded by: D. Penney

THAT the appointment of Suzanne Webber, as the alternate representing the Kenora Association for Community Living in Kenora, to the Special Education Advisory Committee be approved.

Non-binding (Student Trustee)	For 0 Opposed 0
Binding	For 11 Opposed 0

Carried

Item 16

Observer Comments – NIL

Item 17

Next meeting date: October 10, 2024 (KEC)

Item 18

Adjournment

Motion #101-24

Moved by: R. McMillan

Seconded by: J. Green

THAT the Regular Board adjourn at 8:00 pm.

Non-binding (Student Trustee)	For 0 Opposed 0
Binding	For 11 Opposed 0

Carried

Date Chair - R. Griffiths

Date Secretary - C. Radbourne

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 July 4/24		Y
2	6.03Bi	2023-2024 Award and Scholarship Recipients		Y
3				
4				
5				
6				
7				
8				



Report to Board

Subject:

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

Recommendation

Link to Strategic Plan

Background Information

Current Situation

Financial Implications: **Yes** **No** **Budget cost** **Additional**
If yes, please briefly describe the financial implications

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

8.01

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

October 8, 2024

NOTICE OF MOTION

THAT the verbal report on By-law #72 be received.

THAT By-law #72, being a by-law to authorize the tax levy for 2025, be taken as read a first time.

THAT By-law #72, being a by-law to authorize the tax levy for 2025, be taken as read a second time.

THAT the rules of order be suspended to allow third and final reading of By-law #72.

THAT By-law #72, being a by-law to authorize the tax levy for 2025, be taken as read a third time and finally passed.

KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

BY-LAW #72

BEING A BY-LAW TO PROVIDE FOR THE 2025 TAX LEVY IN LOCALITIES WITHIN
THE AREA JURISDICTION OF KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

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

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

Now therefore the Board enacts as follows:

The rates set out in Regulation 400/98 for 2025 are hereby levied in localities within the
area of jurisdiction of the Board on the property indicated in section 257.7 of the Act.

READ A FIRST TIME THIS 8th DAY OF October 2024

READ A SECOND TIME THIS 8th DAY OF October 2024

READ A THIRD TIME AND FINALLY PASSED

THIS 8th DAY OF October 2024

Chair of the Board
Roger Griffiths

Secretary to the Board
Christy Radbourne



Report to Board

Subject:

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

Recommendation

Link to Strategic Plan

Background Information

Current Situation

Financial Implications: **Yes** **No** **Budget cost** **Additional**
If yes, please briefly describe the financial implications

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



Regular Board Meeting

October 8, 2024

Secondary Literacy 2024-2025

Summary

Link to Strategic Plan

- 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.

Background

In recent years, the Keewatin-Patricia District School Board (KPDSB) has recognized the critical importance of improving literacy outcomes for students in Grades K - 8. It is now necessary to extend this work into Grades 9 -12, so we may fully implement the recommendations in the Ontario Human Rights Commission's Right to Read inquiry as well as address goals to improve the Ontario Secondary School Literacy Test (OSSLT) results.

The Right to Read report highlights systemic barriers in literacy instruction, particularly the need for evidence-based teaching practices rooted in the Science of Reading. Furthermore, the OSSLT results have revealed gaps in student performance, underscoring the need for enhanced literacy instruction across secondary grades.

By focusing on improving literacy from Grades 9 to 12, KPDSB is committed to addressing these gaps, ensuring that all students, including those who have historically struggled with literacy, are equipped with the skills necessary for success in both their academic and future endeavors. This focus aligns with our goal of supporting equitable outcomes for all learners, particularly those from underserved and marginalized communities.

Current Situation

2023/24 OSSLT results: 366 participating students, 73% successful

Student Achievement Plan Goal for Literacy:

- All participating students will be successful on an OSSLT practice test prior to writing the OSSLT

- All Grade 10 classes will focus on literacy instruction in preparation for the OSSLT
- Students will receive targeted intervention on the areas of need as outlined from the Practice Test
- All Grade 9 and 10 teachers will receive training in Explicit Instruction
- At least one evidence-based reading intervention will be implemented with students in grade 9 and 10 tier two, and interventions are available to all students who require them (RtR)
- Students will be provided accommodations at the same time as reading interventions where foundational reading instruction is required

Respectfully submitted by:
Shannon Bailey
Superintendent of Education



Keewatin Patricia

DISTRICT SCHOOL BOARD

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KPDSB Secondary Literacy

2024 - 20205

Respectfully submitted by,
Shannon Bailey, Superintendent of Education
October Board Meeting
October 8, 2024

Keewatin-Patricia District School Board's
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.

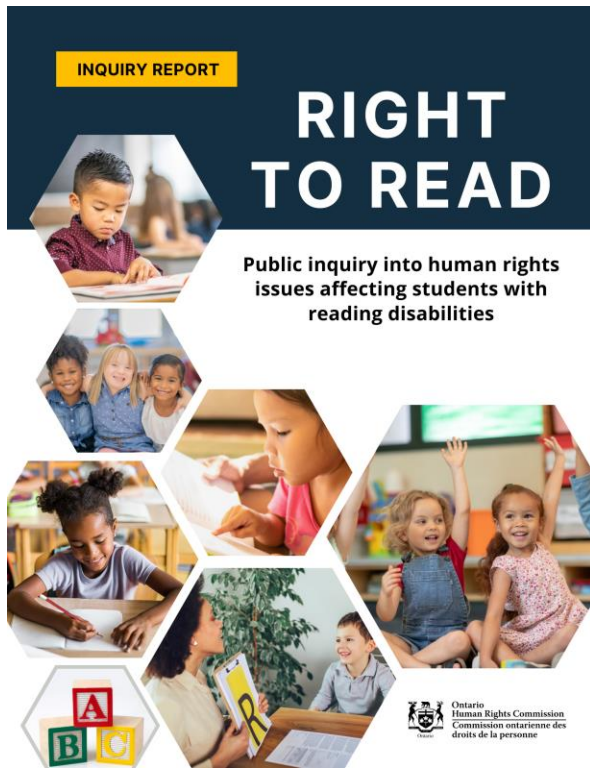
**Elevate
Student Success**

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.



“The Grade 9 English course emphasizes evidence-based systematic and explicit instruction that supports students in developing and consolidating foundational knowledge and skills, including oral language, reading, writing, vocabulary, fluency, and comprehension.”

This curriculum was informed by recommendations in the [Ontario Human Rights Commission's Right to Read inquiry report](#).

Key Changes – English, Grade 9 (ENL1W)

Vision and goals

The Grade 9 English course is designed to support students in developing and consolidating the literacy knowledge and skills they need to succeed in education and in life, and to encourage students to experience the joy and possibility that literacy learning can ignite. The Grade 9 English course emphasizes evidence-based systematic and explicit instruction that supports students in developing and consolidating foundational knowledge and skills, including oral language, reading, writing, vocabulary, fluency, and comprehension.

This curriculum was informed by recommendations in the [Ontario Human Rights Commission's *Right to Read* inquiry report](#).

KPDSB Student Achievement Plan 2024/2025

Achievement of Learning Outcomes in Core Academic Skills

Goal: Improve students' literacy learning and achievement

Ministry Indicator	Lead	2023/2024 Data	2024/2025 Target
2.1 : % of fully participating, first-time eligible students who are successful on the OSSLT	Patti-Jo Brunton	73%	85%

System Micro-Goals(s)	Actions to Improve
<p>All participating students will be successful on an OSSLT practice test prior to writing the OSSLT</p> <p>All Grade 10 classes will focus on literacy instruction in preparation for the OSSLT</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students will receive targeted intervention on the areas of need as outlined from the Practice Test <input type="checkbox"/> All Grade 9 and 10 teachers will receive training in Explicit Instruction <input type="checkbox"/> At least one evidence-based reading intervention will be implemented with students in grade 9 and 10 tier two, and interventions are available to all students who require them (RtR) <input type="checkbox"/> Students will be provided accommodations at the same time as reading interventions where foundational reading instruction is required

2023-2024 OSSLT Data

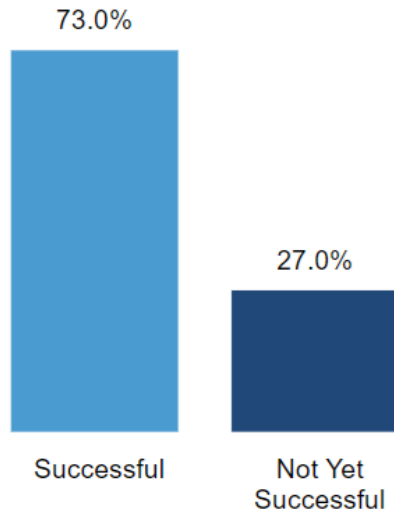
Board—Participation

366

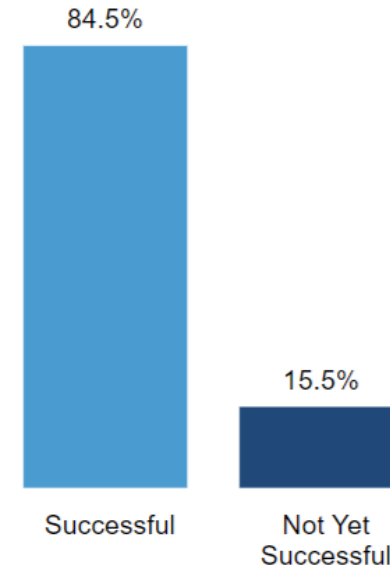
Provincial—Participation

132,172

Results by Achievement at Board Level



Results by Achievement at Provincial Level



Supporting Literacy in Grades 9 - 12



Every teacher as a teacher of literacy



Strengthening instruction in Grade 9 & 10 English



Intervention for students who require it

KPDSB Secondary Literacy: Key Actions Grades 9 – 12

Grade 9 & 10 English:

Assessment

- *Lexia placement test - beginning of semester
- *Lexia data used throughout to measure student progress
- OSSLT practice tasks with moderated marking opportunities

Instruction

- 10 - 15 mins of Lexia instruction per day
- Class-wide interventions to reduce number of students needing Tier 2
- Explicit instruction
- Vocabulary instructional routines

All 9 – 12 Subject Areas (including Grade 9 & 10 English):

Instruction

- Explicit instruction
- Vocabulary instruction
- Text sets
- CLOSE reading
- OSSLT practice tasks where applicable

Intervention for Students Reading Below Grade Level Benchmark:

**(Using Grade 8 Acadience data)*

Assessment

- *STAR assessment - administered by SERT/Student Success/Literacy Support
- Progress monitoring

Instruction

- Targeted skill
- Explicit instruction
- *Rewards, *UFLI, *Corrective Reading, *Phonics for Reading
- *Lexia
- Empower (Tier 3 - students reading well below grade level, identified by Empower assessment)

Educator Professional Development:

- Structured Literacy and Explicit Instruction Professional Learning opportunities
- SERT/Student Success/Literacy Support Reading Intervention Training
- Moderated marking opportunities
- Structured Literacy modules



Keewatin Patricia

DISTRICT SCHOOL BOARD

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Report to Board

Subject:

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

Recommendation

Link to Strategic Plan

Background Information

Current Situation

Financial Implications: **Yes** **No** **Budget cost** **Additional**
If yes, please briefly describe the financial implications

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

Suspension Report

The number of suspensions has increased since last year. In the 2020-21 school year, there were 61 suspensions (from September to June). In the 2021-2022 school year, there were 130 suspensions (from September to June), in the 2022-2023 school year, there were 109 suspensions (from September to June), and in the 2023-2024 school year, there were 160 suspensions (from August to June).

In 2023-2024, there were 26 violent incidents. Most of these involved possession of a weapon. The most common reason for suspension is conduct injurious to the moral tone of the school or the physical or mental well-being of others in the school. There were 51 suspensions in grades 4-8 and 109 suspensions in grades 9-12. There were zero (0) suspensions in junior kindergarten to grade 3.

When considering a suspension, a principal must complete an investigation and consider mitigating factors and other factors, and they are encouraged to record how they considered these factors when determining whether to suspend a student.

Progressive discipline is one of the other factors principals must consider. A progressive discipline approach is used in schools to address inappropriate student behaviour, and it includes early and ongoing interventions and supports to promote positive student behaviour. Schools use a range of options to respond to a student's inappropriate behaviour, considering each individual circumstance providing for progressively more serious consequences for repeated or more serious inappropriate behaviour. In some cases, suspension or expulsion may be necessary.

During the 2023-24 school year, the Board created a way to track in-school suspensions. There were 38 in-school suspensions for a total of 34 days (some students had full days of in-school suspensions; some students had half days).

Promoting healthy relationships contributes to a positive school climate, which ensures that all members of the community, including students, staff and parents, feel safe, included and accepted. Healthy relationships among staff, students and the wider community help to create a supportive environment that emphasizes communication, respect, and well-being.

Respectfully submitted by:

*Jennifer Gray, Safe and Supportive Schools Administrator
Shawnda Norlock, Superintendent of Education*



Keewatin Patricia

DISTRICT SCHOOL BOARD

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Suspension Data

Respectfully submitted by,
Jennifer Gray Safe and Supportive Schools Administrator
Regular Board Meeting
October 8, 2024

Suspension Data for 2023-2024 School Year

WWW.KPDSB.ON.CA

Suspensions All Grades

	Number of Suspensions
2020-2021 (Sept-June)	61
2021-2022 (Sept-June)	130
2022-2023 (Sept-June)	109
2023-2024 (August-June)	160

Number of Suspensions by Panel



Suspension Data



- Total of 123 students suspended
- 522 days suspended
- 0 expulsions
- Conduct injurious to the moral tone of the school or to the physical or mental-well being of others in the school was the number one reason for suspension

Suspension Data Continued



Of students receiving suspensions -

- 57% male, 41% female, 2 % other
- 37% have an IEP
- 59% are Indigenous

In-School Suspensions



- 38 students had in-school suspensions
- 34 days of in-school suspensions



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Report to Board

Subject:

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

Recommendation

Link to Strategic Plan

Background Information

Current Situation

Financial Implications: **Yes** **No** **Budget cost** **Additional**
If yes, please briefly describe the financial implications

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

TRUSTEE UPDATE



Inclusive Engagement

- The DOE attended Hannah Beach's Presentation to parents, caregivers and community at BBSS on October 1. Hannah engaged with the community on a discussion about reclaiming our anxious and shut-down teens. The event was well attended and included day care on site. The DOE also was able to engage with participants.
- October 13 Open Roads hosted their Welcome Back Bar-B-Q for families and the DOE attended and assisted in the event. It was exceptionally well attended.
- The DOE also attended the Sioux North High Open House October 19 and assisted in serving food to community members. A number of attendees remarked on the new format and timing and felt that it was an excellent event that allowed parents/caregivers to meet teachers and converse in a relaxed, relationship building environment.
- The DOE was one of two Directors of Education asked to provide feedback regarding the ongoing implementation of PPM 128 by the Ministry of Education. The DOE provided feedback and engaged with the PPM 128 Task Force in a question and answer after the presentation. The DOE feedback comments are attached in this report as Appendix A.

Optimizing Resources

- The Safe Schools Camera system upgrades are complete in high schools and Managers and Superintendents were given a preview of the exceptional systems in place by Facilities Manager John Fraser at the October 2 Director's Council Meeting. The upgraded and integrated camera systems allow for Administrators to view multiple portions (external and internal) of the school and are part of the larger Safe Schools upgrades.
- On September 23rd, the School Messenger Safe Arrival pilot launched in three schools: Crolancia, Ignace Public School, and Golden Learning Center. Initial feedback has been excellent and the pilot will continue for 8 weeks and feedback will be used to prepare for a full system launch at the beginning of Second Semester. School Messenger's Safe Arrival program automates the Safe Arrival process, creating a significant workload reduction for OCL Administrative Assistants in schools.
- Concrete upgrades are complete at Red Lake High and other Red Lake construction projects are proceeding on schedule. Director's Council members were able to tour the upgrades to Red Lake High via the new camera system on October 2, 2024.

Elevate Student Success

- September 26, EQAO released Board and Provincial results publicly. While our instructional teams are still analyzing the data for deep understanding and creating focused next steps, the results contained many positive growth stories as well identified areas of continued need. Of not to the Board and as a result of KP and other Boards pushing for the change, EQAO now disaggregates achievement by First Nation, Metis, and Inuit identities. This data is critical in helping us understand who is achieving and who not and where the Board should focus our instructional resources and professional development. We look forward to bringing a full discussion of the EQAO results to Board along with the Board Student Achievement Plan at the November 12, 2024 Inaugural Board Meeting.
- The DOE met with the Literacy Team (Superintendent Bailey, Patti-Jo Brunton) September 23 to review preliminary EQAO data and determine next focused steps for literacy achievement in Schools. The work includes a renewed and extended focus on effective Read-Alouds in the K-8 divisions and a focus on 9-12 literacy in secondary schools.
- On September 26 the DOE worked with the Math Achievement Action Plan team to deeply examine the Math achievement data from STAR, Freckle, Report Cards, Math baselines, and EQAO. This work will inform the next steps in the Math Action plan and helps to identify areas for focused resources and support.

OTHER UPDATES

- The DOE also met with all SOEs and our HREA on their annual growth plans, implementing a key part of our commitment to improving Instructional Leadership.
- The Board has also hired an interim Communications Officer and I know you all join me in welcoming Samantha Hawkins to the team.

PPM 128 Task Force Responses

1. *How has your board undertaken the updates to your Code of Conduct, including policies or procedures surrounding cell phone and/or vaping?*

Updated our Student Code of Conduct Policy and standardized our School Handbooks across the system.

- Updated Staff Handbooks to reflect new responsibilities and changes
- Created new notification forms and permission slips around the use of cameras and sharing of photos and videos
- Allowed Secondary Schools and 7/8 programs to 'customize' central storage options and expand on the requirements (i.e. cell phone lockers/lockers/no packsack in classroom rules etc.)
- Installing Vape Detectors – two Secondary Schools piloting Halo Systems – based upon feedback expansion to full system

Parent/Caregiver/Student Information and Education Campaign

- Strategic Marketing Information Campaign about new expectations, rules and consequences (letters home, posters across schools, social media campaigns)
- Strategic Marketing Education Campaign – educating parents/caregivers/students about the dangers/addictive qualities of personal mobile devices and social media use as well as vaping (letters home, posters in schools, tailored messaging, social media campaigns, supported education in classrooms)
- Parent/Caregiver Guest Speaker Series: cell phone addiction and mental health concerns (Hannah Beach, researcher, author, speaker) – part of a wider Inclusive Engagement Strategy and Professional Development

2. *Have you seen positive outcomes so far?*

- Marked reduction in student personal mobile device use; increased engagement in classes; positive student reactions (appreciate the 'time away')
- Positive parent/caregiver/community responses
- Social Media Access ban pilot – data usage went from 139 GB to 11 GB over one week pilot

3. *What has been the parent and student response to the policy change in your school board?*

- Supportive; welcomed

4. *How are your policy and programs tailored to your school board's local environment?*

- K-6 complete personal mobile device ban at school (exceptions for medical purposes)
- 7/8 choice to follow K-6 complete ban or use supported 'ban' that 9-12 use
- 9-12 storage of personal mobile devices either in 'cell phone lockers' or in student locker – no bags in class rules
- Use of Vape Detectors to identify trends in usage and improve preventative measures (targeted supervision; closures of problem areas etc.)