



November 12, 2024

**Regular Board  
Meeting Package**

**IN-PERSON MEETING  
New Prospect Public School  
Dryden**

## KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

**REGULAR (INAUGURAL) BOARD MEETING #1**

November 12, 2024  
Time: 7:00 pm CT

New Prospect Public School  
(*Google Link for internal use only*)

**AGENDA**

- |     |   |                          |
|-----|---|--------------------------|
| 1.  | Call to Order   | C. Radbourne             |
| 2.  | Land Acknowledgement  | C. Radbourne             |
| 3.  | Roll Call   | Exec Assistant           |
| 4.  | Approval of Agenda – November 12, 2024  | C. Radbourne             |
| 5.  | Declaration of Conflict of Interest   | C. Radbourne             |
| 6.  | Appointment of Scrutineers  | C. Radbourne             |
| 7.  | Election of Chair of the Board<br>- Call for Nominations<br>- Close Nominations<br>- <i>Candidate(s) opportunity to speak – two minutes</i>   | C. Radbourne             |
| 8.  | Chair of the Board Remarks  | Chair                    |
| 9.  | Election of Vice-Chair of the Board<br>- Call for Nominations<br>- Close Nominations<br>- <i>Candidate(s) opportunity to speak – two minutes</i>  | Chair                    |
| 10. | Vice-Chair of the Board Remarks   | Vice-Chair               |
| 11. | Motion to Destroy the Ballots   | Chair                    |
| 12. | Confirmation of Minutes<br>12.01 – October 8, 2024 $\Delta$ <i>pages 5-10</i>   | Chair                    |
| 13. | Presentation of Reports<br>13.01 – Education<br>A. Math Achievement and Action Plan $\Delta$ <i>pages 11-25</i><br>B. 2024-2025 Board Student Achievement Plan $\Delta$<br><i>pages 26-54</i> | C. Moore<br>C. Radbourne |

13.02 – Executive Committee Chair  
A. Student Trustees' Reports - nil

C. Appointments of Trustees to Committees Chair  
(i) Executive Committee (2)  
(ii) Trustee Code of Conduct (1)  
(iii) Trustee Code of Conduct-alternate (1)  
(iv) Audit and Finance (3)  
(v) Indigenous Education Advisory Committee (3)  
• Includes Indigenous Trustee  
(vi) Special Education Advisory Committee (3)  
• SEAC– includes alternate - Indigenous Trustee (1)  
(vii) Early Years Advisory Committee (2)  
(viii) Parent Involvement Committee (2)  
(ix) Supervised Alternative Learning – (1)  
(x) Supervised Alternative Learning-alternate (1)  
(xi) Transportation Policy Committee (1)  
(xii) Transportation Policy Committee–alternate (1)  
(xiii) OPSBA – Director (1)  
(xiv) OPSBA – Voting Delegate (1)  
(xv) OPSBA – Voting Delegate-alternate (1)

13.03 - Business Arising from Committee of the Whole  
(Oct 22, 2024)  
Policy and Procedures  
A. Rescind Policy #704 Non-Union Terms and  
Conditions  $\Delta$  *pages 55/56*  
B. Rescind Policy #707 Retirement Age  $\Delta$  *page 57*

13.04 – Finance - nil

13.05 - Human Resources – nil

13.06 - Operations – nil

13.07 – Committee Updates  
A. Early Years Advisory Committee - nil  
B. Finance Committee - nil  
C. Audit Committee - nil  
D. Indigenous Education Advisory Committee  $\Delta$  *page 58*  
E. Ontario Public School Boards' Association - nil

F. Parent Involvement Committee  $\Delta$  page 59  
G. Special Education Advisory Committee - nil  
H. Supervised Alternative Learning – verbal report

- |     |   |              |
|-----|---|--------------|
| 14. | Director of Education Update $\Delta$ pages 60-62 | C. Radbourne |
| 15. | Correspondence                                    | Chair        |
| 16. | New Business and Notices of Motion                | Chair        |
|     | 16.01 Leading by example – cell phones            | J. Green     |
| 17. | Observer comments                                 | Chair        |
| 18. | Adjournment                                       | Chair        |

Next meeting: December 10, 2024 (virtual)

## KEEWATIN-PATRICIA DISTRICT SCHOOL BOARD

**REGULAR BOARD MEETING #10**

The minutes of the Regular Board Meeting of the Keewatin-Patricia District School Board on Tuesday, October 8, 2024, held at Kenora Education Centre.

Call to Order                      The meeting was called to order at 7:00 pm.

Land  
Acknowledgement

Roll Call

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

Absent with Regret              Regine Coloma  
*Student Trustee*

Absent without Regret        Trayvon Mckay  
*Indigenous Student*  
*Trustee*

Officials	C. Radbourne	C. Moore	J. Marion <i>v</i>
	S. Norlock	S. Bailey	P. Agawa
	R. Findlay	J. Gray	S. Hawkins <i>v</i>
	D. Taylor <i>Exec 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 #102-24**

Moved by: D. Baxter  
Seconded by: D. Cornish  
THAT the Agenda and Consent Agenda for the Regular Board Meeting of October 8, 2024, be approved as amended.  
- *Lift Policy #606 and #322 to Item 12*

- *Add Item 8.02 OPSBA Annual Membership fee*

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  
**Motion #103-24**

Moved by: M. Duncalfe  
Seconded by: J. Green  
THAT the Students Come First Presentation by Savant  
Lake be received.

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

Carried

Item 8 – Finance  
8.01  
**Motion #104-24**

Moved by: G. Kleist  
Seconded by: R. McMillan  
THAT the verbal report on By-Law #72 be received.

Non-binding For 0 Opposed 0  
Binding For 11 Opposed 0

Carried

**Motion #105-24**  
Item 9 – Audit Report

Moved by: T. Newton  
Seconded by: D. Penney  
THAT the By-law #72, being a by-law to authorize the tax  
levy for 2025, be taken as read the first time.

Non-binding (Student Trustee) For 0 Opposed 0

Binding For 11 Opposed 0

Carried

**Motion #106-24**

Moved by: S. Poling  
Seconded by: N. Van Breda  
THAT the By-Law #72. Being a by-law to authorize the tax levy for 2025. Be taken as read a second time.

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

Carried

**Motion #107-24**

Moved by: D. Penney  
Seconded by: T. Newton  
THAT the rules of order be suspended to allow a third and final reading of By-law #72.

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

Carried

**Motion #108-24**

Moved by: R. McMillan  
Seconded by: G. Kleist  
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.

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

Carried

8.02

**Motion #109-24**

Moved by: D. Cornish  
Seconded by: G. Kleist  
THAT the OPSBA Annual Membership Fee for 2024-2025 for the sum of \$32,819.72 (Thirty two thousand, eight hundred and nineteen dollar and seventy two cents including HST) be approved by the Board for payment.

Non-binding (Student Trustee) For 0 Opposed 0

Binding

For 11 Opposed 0

Carried

Item 11 –  
Presentations  
11.01

**Motion #110-24**

Moved by: N. Van Breda

Seconded by: J. Green

THAT the Grade 9-12 Literacy Presentation be received.

Non-binding (Student Trustee)

For 0 Opposed 0

Binding

For 11 Opposed 0

Carried

11.02

**Motion #111-24**

Moved by: D. Baxter

Seconded by: D. Cornish

THAT the Suspension Report be received.

Non-binding (Student Trustee)

For 0 Opposed 0

Binding

For 11 Opposed 0

Carried

Item 12- Discussion

12.01

**Motion #112-24**

Moved by: D. Cornish

Seconded by: D. Penney

THAT Policy #606 Transportation be received.

Non-binding (Student Trustee)

For 0 Opposed 0

Binding

For 11 Opposed 0

Carried

**Motion #113-24**

Moved by: J. Green

Seconded by: N. Van Breda

THAT Policy #606 Transportation be reaffirmed by the Board.



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

Carried

12.02

**Motion #114-24**

Moved by: M. Duncalfe  
Seconded by: R. McMillan  
THAT Policy #322 School Community Code of Conduct be received.

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

Carried

**Motion #115-24**

Moved by: S. Poling  
Seconded by: G. Kleist  
THAT Policy #322 School Community Code of Conduct be approved by the Board.

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

Carried

Item 13 – DOE Update

**Motion #116-24**

Moved by: T. Newton  
Seconded by: R. McMillan  
THAT the Director of Education update be received.

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

Carried

Item 14  
Correspondence

NIL

Item 15

**Motion #117-24**

Moved by: D. Baxter  
Seconded by: N. Van Breda  
THAT the Board empower the Chair of the Board to approve the content and timing of a letter to the Minister of

Education on behalf of the Board regarding Executive Compensation.

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

Carried

Item 16                      Observer Comments – NIL

Item 17                      Next meeting date: Inaugural Board meeting November 12, 2024 @ New Prospect PS

Item 18  
Adjournment  
**Motion #118-24**

Moved by: D. Penney  
Seconded by: R. McMillan  
THAT the Regular Board adjourn at 8:16 pm.

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

Carried

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Date                      Chair - R. Griffiths

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Date                      Secretary - C. 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.)**



# Keewatin Patricia

DISTRICT SCHOOL BOARD

The Keewatin-Patricia District School Board puts students first by creating a culture of learning



# Math Achievement and Action Plan

Respectfully submitted by,  
Tim Flynn, Central Administrator  
Tanis Oberg, Central Administrator Numeracy 7-12  
Chantal Moore, Superintendent of Education

**Priority Action #1: Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement**

**EQAO Board Student Achievement Data Spring 2023**

All Students:

Gr 3 L1 15.3%, L2 34.7%, L3 37.2%, L4 10.7%

Gr 6 L1 11.6%, L2 49.6%, L3 27.2%, L4 8.0%

Gr 9 L1 21%, L2 48%, L3 30%, L4 1.0%

**Report Card Data 2023 -Term 2/Semester 2 Final**

All Students:

Gr 3 L1 12%, L2 23%, L3 37%, L4 22%

Gr 6 L1 6%, L2 20%, L3 35%, L4 33%

Gr 9 L1 21%, L2 10%, L3 15%, L4 31%

**EQAO Board Student Achievement Data Spring 2024**

All Students:

Gr 3 L1 13.1%, L2 31.0%, L3 36.5%, L4 17.9%

Gr 6 L1 11.7%, L2 51.1%, L3 26.6%, L4 7.7%

Gr 9 L1 25.1%, L2 46.1%, L3 28.3%, L4 0.5%

**Report Card Data 2024 -Term 2/Semester 2 Final**

All Students:

Gr 3 L1 10.5%, L2 22.4%, L3 35.4%, L4 25.5%

Gr 6 L1 11.4%, L2 23.4%, L3 35.2%, L4 21%

Gr 9 L1 15%, L2 18%, L3 18%, L4 30%

**Need:** Effective and consistent use of math curriculum and high-impact instructional practices.

**Board Strategy:** Provide guidelines, resources, and support for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans.

## Priority Action #1: Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement

Key Performance Indicators:	Educator Self-Report		Admin Report	
	Frequently	Somewhat Frequently	Frequently	Somewhat Frequently
% of teachers using the math curriculum document to create course outlines, course of study, long-range plans, unit plans, and lesson plans evident in educator self-reporting, Professional Learning Communities (PLCs), and by administrators' walkthroughs, conversations and observations.	June 2024 70%	June 2024 18%	June 2024 36%	June 2024 48%
	Oct. 2024 66%	Oct. 2024 29%	Oct. 2024 49%	Oct. 2024 32%
% of teachers who use High-Impact Instructional Practices in Math, evident in self-report, PLCs, and by administrators' walkthroughs, conversations and observations.				
<ul style="list-style-type: none"> <li>Direct Instruction</li> </ul>	June 2024 81%	June 2024 17%	June 2024 21%	June 2024 52%
	Oct. 2024 76%	Oct. 2024 21%	Oct. 2024 0%	Oct. 2024 17%
<ul style="list-style-type: none"> <li>Mathematical Vocabulary</li> </ul>	June 2024 63%	June 2024 32%	June 2024 63%	June 2024 31%
	Oct. 2024 56%	Oct. 2024 36%	Oct. 2024 37%	Oct. 2024 37%
<ul style="list-style-type: none"> <li>Learning Goals</li> </ul>	June 2024 41%	June 2024 44%	June 2024 36%	June 2024 57%
	Oct. 2024 61%	Oct. 2024 30%	Oct. 2024 7%	Oct. 2024 49%

**Priority Action #1: Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement**

Key Performance Indicators:	Educator Self-Report		Admin Report	
	Frequently	Somewhat Frequently	Frequently	Somewhat Frequently
% of teachers who use High-Impact Instructional Practices in Math, evident in self-report, PLCs, and by administrators' walkthroughs, conversations and observations.				
<ul style="list-style-type: none"> <li>Formative Assessment based on Success Criteria</li> </ul>	June 2024 33%	June 2024 53%	June 2024 31%	June 2024 52%
	Oct. 2024 41%	Oct. 2024 48%	Oct. 2024 7%	Oct. 2024 35%
<ul style="list-style-type: none"> <li>Problem Solving</li> </ul>	June 2024 33%	June 2024 55%	June 2024 68%	June 2024 26%
	Oct. 2024 32%	Oct. 2024 57%	Oct. 2024 37%	Oct. 2024 25%
<ul style="list-style-type: none"> <li>Tools and Representation</li> </ul>	June 2024 46%	June 2024 38%	June 2024 36%	June 2024 47%
	Oct. 2024 49%	Oct. 2024 34%	Oct. 2024 22%	Oct. 2024 27%



**Priority Action #1: Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement**

Key Performance Indicator:	Educator Self-Report		Admin Report	
	Yes	Working On It	All Classrooms	Most Classrooms
% of teachers who provide environmental supports in class, evident in self-report, and by administrators' walkthroughs, conversations and observations.				
• Posted Anchor Charts	Oct. 2024 82%	Oct. 2024 14%	Oct. 2024 50%	Oct. 2024 25%
• Posted Student Work	Oct. 2024 18%	Oct. 2024 36%	Oct. 2024 0%	Oct. 2024 5%
• Posted Exemplars	Oct. 2024 52%	Oct. 2024 20%	Oct. 2024 0%	Oct. 2024 12%

**Priority Action #2: Engaging in ongoing learning on mathematics content knowledge for teaching.**

**BOARD EQAO Strands and Skills Spring 2023**

**Number** Gr. 3 63% Gr. 6 59% Gr. 9 52%

**Algebra** Gr. 3 55% Gr. 6 57% Gr.9 41%

**K/U** Gr. 3 65% Gr. 6 69% Gr. 9 53%

**Application** Gr. 3 58% Gr. 6 57% Gr. 9 48%

**Thinking** Gr. 3 51% Gr. 6 45% Gr. 9 41%

**BOARD EQAO Strands and Skills Spring 2024**

**Number** Gr. 3 68%, Gr. 6 60%, Gr.9 51%

**Algebra** Gr. 3 62%, Gr. 6 55%,Gr.9 41%

**K/U** Gr. 3 70%, Gr. 6 65%, Gr. 9 53%

**Application** Gr. 3 62%, Gr. 6 56%, Gr. 9 49%

**Thinking** Gr. 3 57%, Gr. 6 44%, Gr. 9 41%

**BOARD Strategy:** Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement.

(K/U Knowledge and Understanding)

**Priority Action #2: Engaging in ongoing learning on mathematics content knowledge for teaching.**

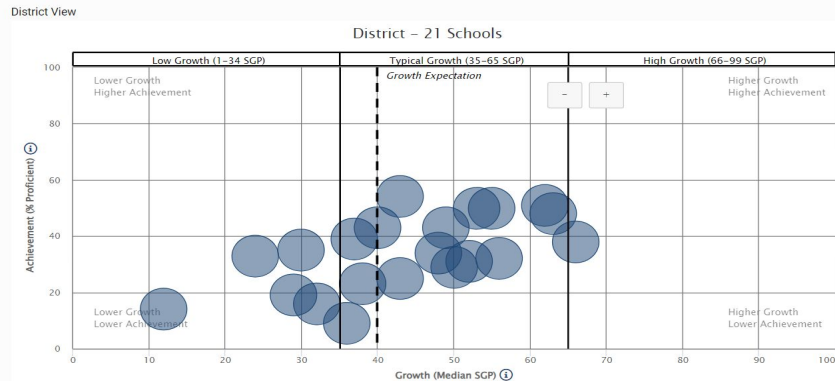
Key Performance Indicators:	Educator Self-Report		Admin Report	
	Very Confident	Confident	Very Confident	Confident
% of educator confidence and change in practice as a result of professional development (i.e at the elbow coaching, Principal/Vice Principal Math Learning Communities, Lesson Labs, Professional Learning Communities) as self-reported, administrators' walkthroughs, and conversations.	June 2024 31%  Oct. 2024 28%	June 2024 49%  Oct. 2024 50%	June 2024 47%  Oct. 2024 5%	June 2024 52%  Oct. 2024 81%

## Priority Action #2: Engaging in ongoing learning on mathematics content knowledge for teaching.

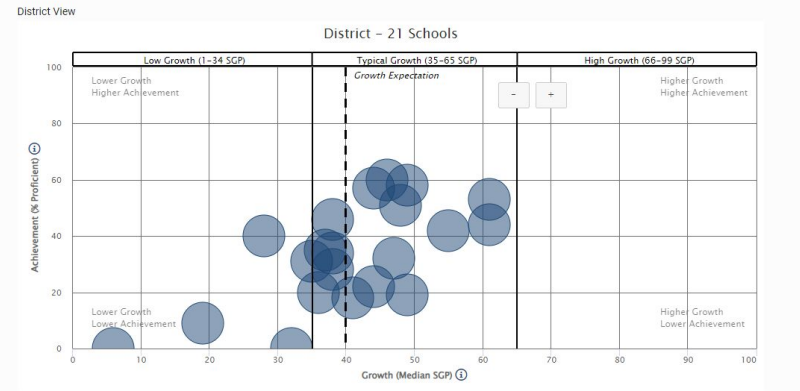
### Key Performance Indicators:

- increase in student achievement as evident in equity-focused student achievement data set (math screener, EQAO, progress reports, report card data, formative tasks, EQAO sample questions, midyear task, marker students L2 -L3)

### STAR Screener September 2023



### STAR Screener September 2024



The Growth Proficiency Chart is a scatter plot chart that provides a customizable comparison of how specific schools, classes and students are performing based on the current Student Growth Percentile (SGP) and % Proficient or Scaled Score or Percentile Rank. SGP compares a student's growth to that of his or her academic peers nationwide. These peers are students in the same grade with a similar achievement history on Star assessments. SGP is measured on a 1–99 scale. Lower numbers indicate lower relative growth, and higher numbers indicate higher relative growth. For instance, if a student has an SGP of 75, it means the student has shown more growth than 75 percent of his or her academic peers. Teachers and administrators can use SGP scores to determine if students grew more than, less than, or as much as expected. SGP is calculated using scores from a combination of Star Enterprise and Star progress monitoring tests taken during Fall, Winter, and Spring testing windows.

**Priority Action #3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive**

**Key Performance Indicators:**

- % of students positively reporting confidence in math (All Students and First Nations)
- % of teachers that report knowing students' strengths and needs in math skills and having the confidence to respond to the learning needs.

**BOARD Questionnaire and EQAO Student Achievement Data:**

**June 2024 Student Survey**

**"I am good at math"**

Gr 3 Yes, I agree All 61%    First Nations 65%  
Gr 6 Yes, I agree All 51%    First Nations 37%  
Gr 9 Yes, I agree All 44%    First Nations 14%

**October 2024 Student Survey**

**"I am good at math"**

Gr 3 Yes, I agree All 68%    First Nations 65%  
Gr 6 Yes, I agree All 49%    First Nations 30%  
Gr 9 Yes, I agree All 39%    First Nations 20%

**BOARD Strategy:** Build capacity in data analysis resources to understand mathematics achievement from various sources, including alignment between EQAO, report cards, and locally developed assessment tools/tasks.

**Priority Action #3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive**

**BOARD EQAO Student Achievement Data:**

**EQAO Achievement Data**

**2023 Students who identify as FN:**

Gr. 3 L1 25.3%, L2 39.2%, L3 26.6%, L4 5.1%

Gr. 6 L1 18.7%, L2 61.3 %, L3 12.0%, L4 1.3%

Gr. 9 L1 35.7% L2 52.7%, L3 11.6%, L4 0%

**2023 Non identified students:**

Gr. 3 L1 10.3%, L2 32.4%, L3 41.4%, L4 14.5%

Gr. 6 L1 8.9%, L2 44.6 %, L3 32.5 %, L4 11.5%

Gr. 9 L1 13.1% L2 44.7% L3 41.2% L4 1.0%

**2024 Students who identify as FN:**

Gr. 3 L1 28.0%, L2 45.1%, L3 18.3%, L4 4.9%

Gr. 6 L1 19.1%, L2 53.2%, L3 17.0%, L4 5.3%

Gr. 9 L1 49.0% L2 34.6% L3 16.3% L4 0%

**2024 Non identified students:**

Gr. 3 L1 6.9%, L2 23.7%, L3 43.9%, L4 24.9%

Gr. 6 L1 7.0%, L2 51.0%, L3 33.1%, L4 7.0%

Gr. 9 L1 9.5% L2 36.0% L3 46.1% L4 8.4%

## Actions

Support for Professional Learning Communities, a school improvement strategy focused on educator collaboration centering student achievement.

Facilitation of gr. 7-10 Math Lesson Labs, teachers collaborate co-plan, co-teach and debrief.

Instructional coach at elementary schools to support educators, at the elbow coaching, co-planning, co-teaching, modeling.

Superintendent of Math monthly Math Check-In Meetings with all schools.

Central administrators ongoing and individualized support in math in grades 3, 6 and 7-10; directly working with school administrators, coaches and teachers. Individualized school support in STAR, Freckle and Spring Math.

Regular central math administrator Check-In Math Meetings with elementary coaches and administrators of priority focus schools.

Math Team actively involved in Ministry Content Knowledge Building Sessions, Ministry Lead Meetings and Ministry - KPDSB focused meetings.

Monthly math leadership team data analysis and planning.

Math Promotion

Principal/Vice Principal Math Learning Communities

## Actions

Established Kindergarten, grade 1/2 and grade 7/8 Math Leadership Team.

Establishing a grade 9 Math Leadership Team (focus on developing common tasks across high schools).

Development and implementation of foundational K-3 math plan.

Determine Tier 2 and Tier 3 math interventions.

Ongoing EQAO professional development learning sessions.

De-streaming Team - Collaborative Planning Sessions

Elementary Sept, Oct and Mid-Year Task and moderated/collaborative marking.

Continue to support implementation of the Keewatin Patricia High Impact Teaching Strategies and High-Impact Instructional Practices in Mathematics with a new focus on retrieval practice and renewed focus on the environment supporting student achievement.

Principal/Vice Principal math learning, sharing and collaboration opportunities at P/VP Meetings.

Regularly scheduled elementary coaches learning, capacity building, planning, reflection and collaboration sessions.

Learning Classrooms





# Keewatin Patricia

DISTRICT SCHOOL BOARD

The Keewatin-Patricia District School Board puts students first by creating a culture of learning



## 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.)**



## Board Student Achievement Plan 2024-2025

### **Background Information**

In 2023, the Ontario Ministry of Education announced the Student Achievement Plan, which outlines three key provincial priorities as its foundation:

Achievement of Learning Outcomes in Core Academic Skills.

Preparation of Students for Future Success.

Student Engagement and Well-Being.

Each school board is required to publicly report on Ministry-defined indicators.

The overarching objectives of this province-wide initiative are:

Providing a consistent set of performance indicators emphasizing student achievement and mental health and well-being outcomes.

Ensuring strategic planning and policy development are data-driven.

Facilitating involvement of families and communities in the process, promoting transparency from school boards.

Achievement of Learning Outcomes in Core Academic Skills

Goal: Improve students' literacy learning and achievement

Ministry Indicator	Lead	2022/2023 Data	2023/2024 Data	2024/2025 Target
<b>1.1: % of students meeting the provincial standard on Grade 3 EQAO Reading</b>	Patti-Jo Brunton	57.9%	65.2%	<b>80%</b>
<b>1.3: % of students meeting the provincial standard on Grade 6 EQAO Reading</b>		75.6%	68.8%	<b>80%</b>

System Micro-Goals(s)	Actions to Improve
<p><b>80%</b> of First Nation students will achieve “At or Above Benchmark” as measured by the <b>middle of year screen</b> and <b>95%</b> of First Nation students as measured by the Acadience screener by the <b>end of year screen</b>.</p> <p><b>95%</b> of Grade 3 &amp; 6 First Nation students will achieve levels 3 or 4 using formative tasks for reading <b>by May</b>.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All students JK - 8 will be screened for risk using Acadience Reading Survey (PELI for Junior kindergarten) B,M &amp; E of year.</li> <li><input type="checkbox"/> All JK - 8 classrooms provide a grade level, responsive literacy block and literacy throughout the day.</li> <li><input type="checkbox"/> Coaching support for teachers in all schools to support tiered reading instruction.</li> <li><input type="checkbox"/> Educators will teach explicit literacy strategies, such as summarizing information, making connections, making inferences, developing vocabulary by modeling effective reading and writing practices, and providing opportunities for students to practice these skills in various contexts.</li> <li><input type="checkbox"/> JK-8 teachers will be trained in explicit instruction.</li> <li><input type="checkbox"/> Provide schools with evidence-based programs/practices for intervention - Tier 2 and classwide.</li> <li><input type="checkbox"/> Compare RC data to EQAO data</li> <li><input type="checkbox"/> Collection and Analysis of disaggregated data (Acadience screener, EQAO, Progress Reports, formative tasks)</li> </ul>

Short Term Evidence	Intervention/ Change	Mid Term Evidence	Intervention/ Change	End of Term Evidence
<ul style="list-style-type: none"> <li>• progress monitoring</li> <li>• diagnostic assessments</li> <li>• quick screens</li> </ul>				



Achievement of Learning Outcomes in Core Academic Skills

Goal: Improve students' literacy learning and achievement

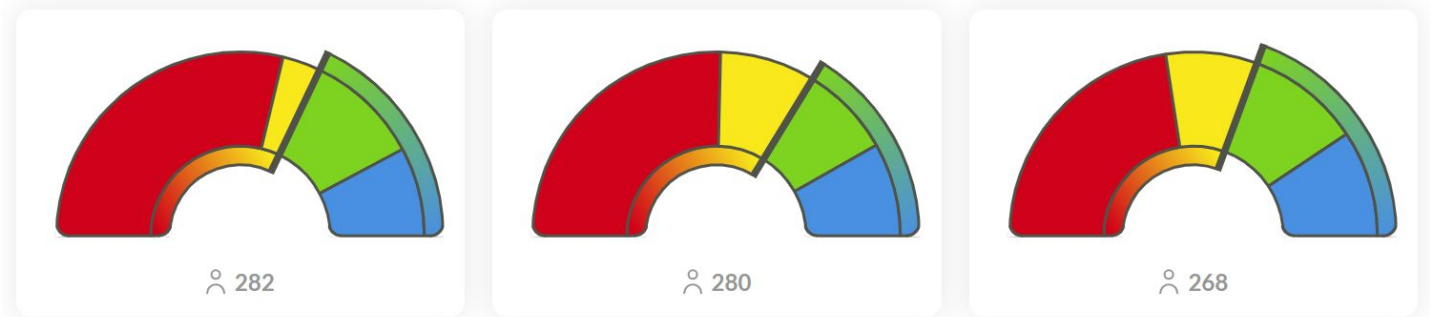
Ministry Indicator	Lead	2022/2023 Data	2023/2024 Data	2024/2025 Target
<b>1.2:</b> % of students meeting the provincial standard on Grade 3 EQAO Writing	Patti-Jo Brunton	56.4%	56.4%	<b>80%</b>
<b>1.4:</b> % of students meeting the provincial standard on Grade 6 EQAO Writing		75.7%	62.1%	<b>80%</b>

System Micro-Goals(s)	Actions to Improve
<p><b>95%</b> of Grade 3 &amp; 6 First Nation students will achieve levels 3 or 4 using EQAO practice tasks for reading &amp; writing <b>by May</b>.</p> <p>(By using explicit instruction for the writing process), <b>95%</b> of Grades 1- 8 First Nation students will achieve level 3 or 4 on an <b>end of year</b> writing task.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers of Grades 1 - 8 will:                             <ul style="list-style-type: none"> <li>- <i>Provide daily time for students to write with purpose across all content areas.</i></li> <li>- <i>Teach students the writing process.</i></li> <li>- <i>Teach students to write for a variety of purposes.</i></li> <li>- <i>Teach students to become fluent with the foundational skills of writing (letter formation, handwriting, spelling, sentence construction, typing, and word processing.)</i></li> <li>- <i>Create an engaged community of writers.</i></li> </ul> </li> <li><input type="checkbox"/> Compare RC data to EQAO data</li> <li><input type="checkbox"/> Collection and Analysis of disaggregated data (EQAO, Progress Reports, formative tasks)</li> </ul>

Short Term Evidence	Intervention/ Change	Mid Term Evidence	Intervention/ Change	End of Term Evidence
BOY writing tasks				



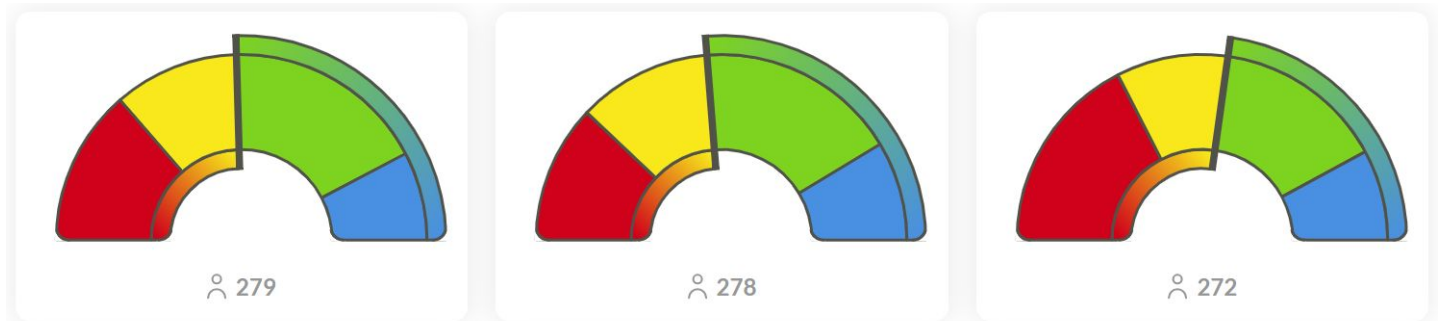
### Reading



### Grade 3

**At Benchmark - 36% (101), 32% (91), 39% (104)**

**Below Benchmark - 64% (171), 68% (189), 61% (164)**



### Grade 6

**At Benchmark - 51% (142), 53% (146), 46% (124)**

**Below Benchmark - 49% (137), 47% (132), 54% (148)**

### Acadience Data Beginning of Year 23/24 (All Students)

				Non-First Nations		First Nations		
				#Non-First Nations	%Non-First Nations	#First Nations	%First Nations	
2023-2024	Term 1	Acadience	Composite	well below benchmark	134	27.8%	172	58.9%
				below benchmark	116	24.1%	66	22.6%
				at benchmark	175	36.3%	47	16.1%
				above benchmark	57	11.8%	7	2.4%
				Total	482	100%	292	100%

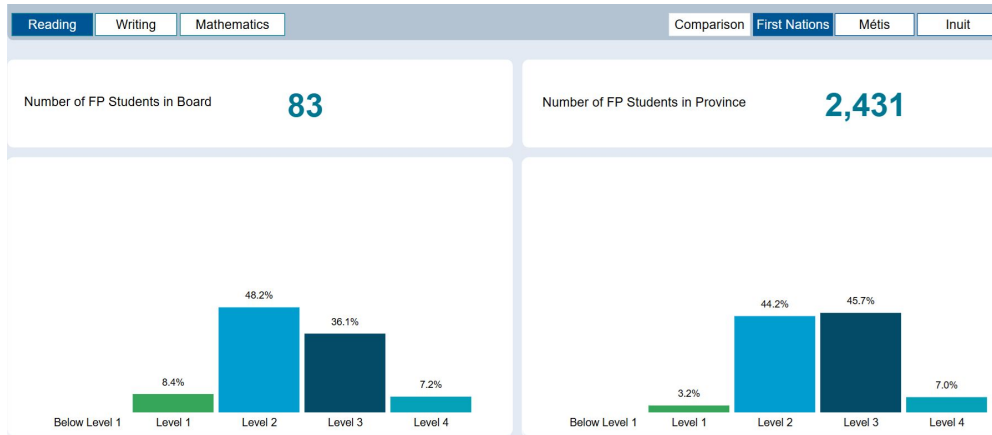
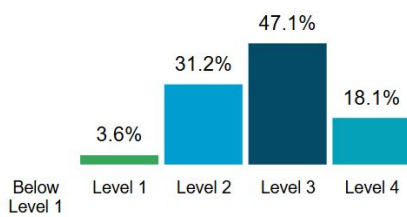


## % of students meeting the provincial standard on Grade 3 and Grade 6 EQAO Reading

### Grade 3 Reading

Reading—Participation **276**

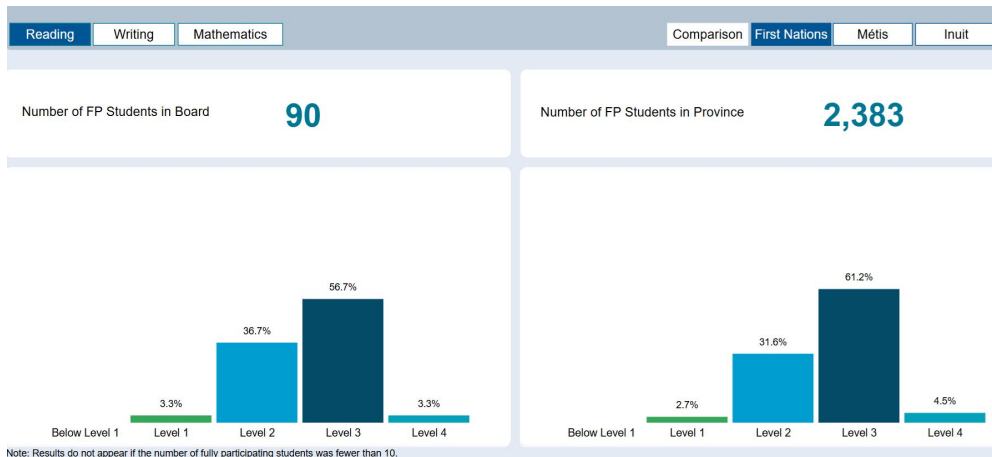
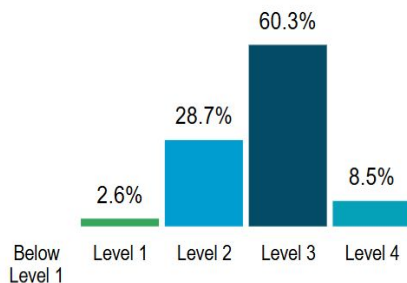
#### Results by Achievement Level in Reading



### Grade 6 Reading

Reading—Participation **272**

#### Results by Achievement Level in Reading

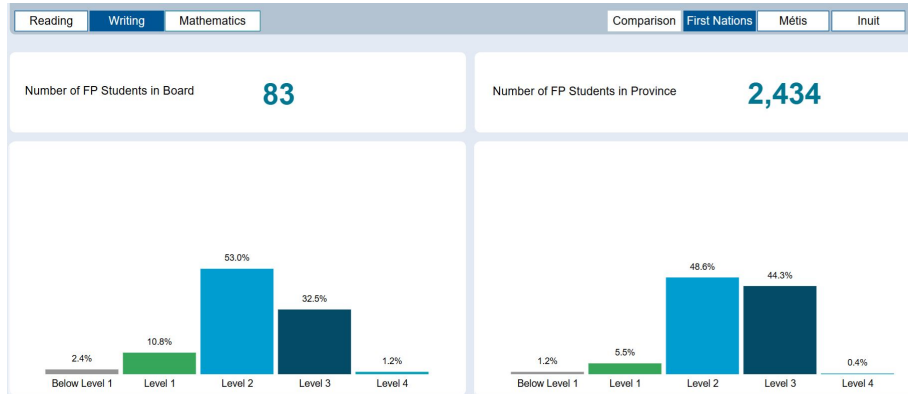
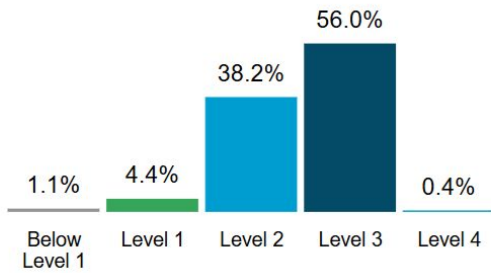


## % of students meeting the provincial standard on Grade 3 and Grade 6 EQAO Writing

### Grade 3 Writing

Writing—Participation **275**

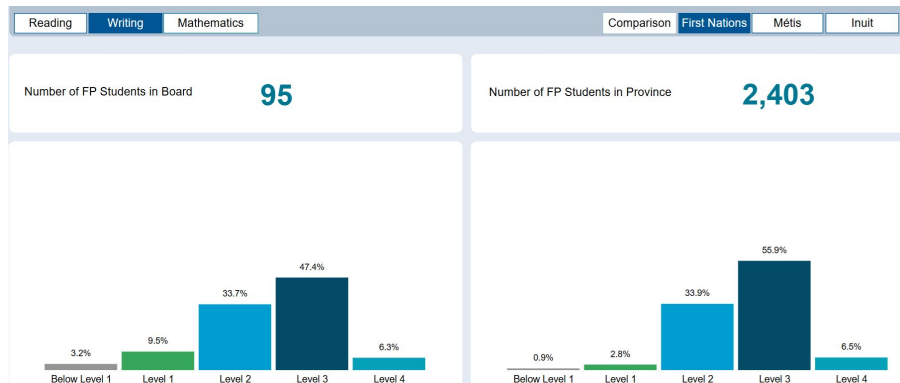
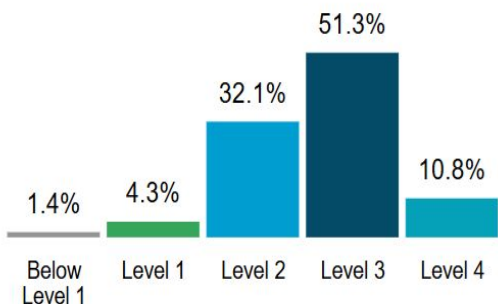
#### Results by Achievement Level in Writing



### Grade 6 Writing

Writing—Participation **277**

#### Results by Achievement Level in Writing





Achievement of Learning Outcomes in Core Academic Skills

Goal: Improve students' literacy learning and achievement

Ministry Indicator	Lead	2022/2023 Data	2023/2024 Data	2024/2025 Target
<a href="#">2.1</a> : % of fully participating, first-time eligible students who are successful on the OSSLT	Patti-Jo Brunton	71%	73%	<b>85%</b>

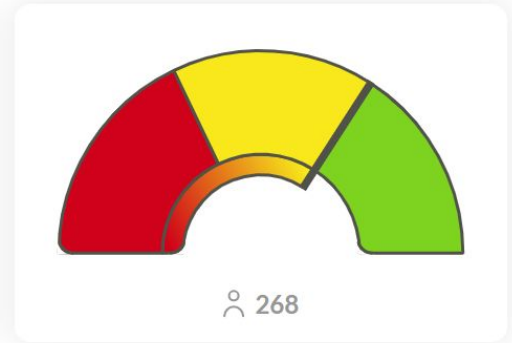
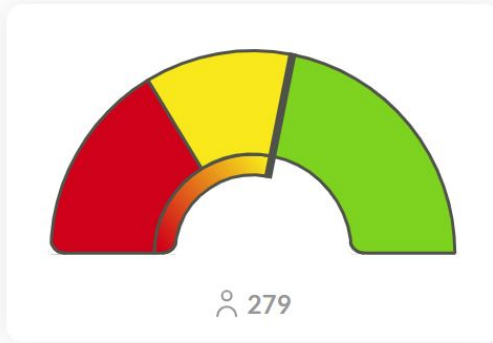
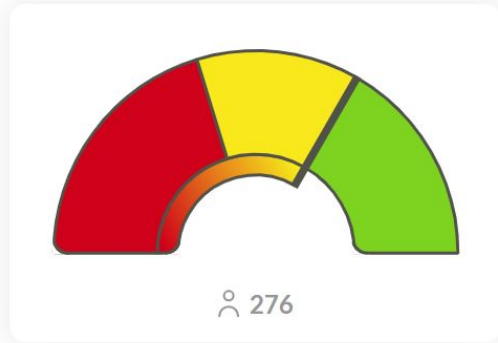
System Micro-Goals(s)	Actions to Improve
<p>All participating students will be successful on an OSSLT practice test prior to writing the OSSLT</p> <p>All Grade 10 classes will focus on literacy instruction in preparation for the OSSLT</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/>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

Short Term Evidence	Intervention/ Change	Mid Term Evidence	Intervention/ Change	End of Term Evidence
OSSLT Practice test		OSSLT Fall writing results		



% of fully participating, first-time eligible students who are successful on the **OSSLT**

2023 - 2024



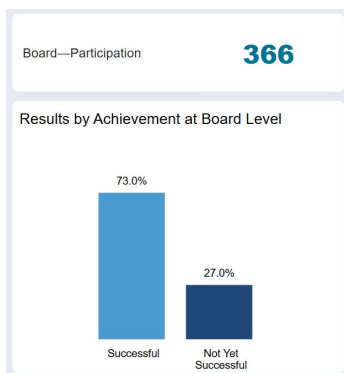
## Grade 8 Acadience Screening Data - 23/24

At Benchmark - 33% (92), 44% (122), 32% (85)

Below Benchmark - 67% (184), 56% (157), 68% (183)

## OSSLT 23-24

		OSSLT Students			
		Non-First Nations		First Nations	
		#Non-First Nations	%Non-First Nations	#First Nations	%First Nations
2023-2024	Absent	12	3.9%	81	18.3%
	Deferred	16	5.2%	57	12.9%
	Exempt	1	0.3%	8	1.8%
	NE1	1	0.3%		0.0%
	Not Successful	48	15.6%	127	28.7%
	OSSLC	37	12.1%	53	12.0%
	Successful	192	62.5%	116	26.2%
	Total	307	100%	442	100%



## Grade 10 OSSLT Successful 23/24

**First Nations: 52.9%**

**Metis: 76%**

**Non-Indigenous: 85.8%**



Achievement of Learning Outcomes in Core Academic Skills

Goal: Improve students' math learning and achievement

Ministry Indicator	Lead	2022/2023 EQAO Data	2023/2024 EQAO Data	2024/2025 EQAO Target
<a href="#">3.1</a> : % of students meeting the provincial standard on Grade 3 EQAO Math	Tim Flynn	47%	54%	95%
<a href="#">3.2</a> : % of students meeting the provincial standard on Grade 6 EQAO Math	Tanis Oberg	34%	34%	95%

System Micro-Goals	System Actions to Improve
<p><b>80%</b> of First Nation students will achieve “At or Above Benchmark” by the <b>middle of year screen</b> and <b>95%</b> by the <b>end of year screen</b>.</p> <p><b>80%</b> of First Nation students will achieve L3/4 in EQAO type <b>Formative Math Tasks</b> by the middle of year, <b>95%</b> by June.</p> <p><b>80%</b> of First Nation Students will positively report confidence in math by January and <b>95%</b> by June.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compare RC data to EQAO data</li> <li><input type="checkbox"/> System support for curriculum planning (85%)</li> <li><input type="checkbox"/> Coaching support and PD, to obtain 85% “daily” implementation of direct instruction, mathematical vocabulary, learning goals, formative assessment based on success criteria, retrieval practice, problem solving, tools and representation</li> <li><input type="checkbox"/> Collection and analysis of disaggregated data (math screener, EQAO, Progress Reports, RC, TH/AP/KU tasks)</li> <li><input type="checkbox"/> PLCs/PD/Collaborative marking (TH/AP/KU tasks)</li> <li><input type="checkbox"/> Support for SpringMath/Freckle Intervention use (100% use)</li> <li><input type="checkbox"/> Continue grade group working leadership teams</li> <li><input type="checkbox"/> Lesson Labs focused on Explicit Direct Instruction</li> <li><input type="checkbox"/> Math Check-In Meetings</li> <li><input type="checkbox"/> Coaching instruction in evidence-based tiers</li> <li><input type="checkbox"/> EQAO learning sessions</li> <li><input type="checkbox"/> PD for coaches</li> </ul>

Short Term Evidence	Intervention/ Change	Mid Term Evidence	Intervention/ Change	End of Term Evidence
<p>STAR screener 10% of students move out of yellow to green Formative Math Tasks</p> <p>Student Survey</p>		<p>STAR screener Formative Math Tasks</p> <p>Student Survey</p>		<p>STAR screener Formative Math Tasks</p> <p>Student Survey</p>



STAR Screening Data Grade 6 September 2024	% of students in Urgent Intervention	% of students in Intervention	% of students On Watch	% of students At/Above
% of student at Benchmark	25%	27%	19%	29%

September Formative Assessment						
	Grade 3			Grade 6		
Cat.	KU	AP	TH	KU	AP	TH
Brd	63%	57%	43%	71%	53%	44%
KU- Knowledge and Understanding AP- Application TH- Thinking						

<p><b>October 2024 Student Survey</b>  <b>“I am good at math”</b></p> <p>Gr 3 Yes, I agree All 68%      First Nations 65%</p> <p>Gr 6 Yes, I agree All 49%      First Nations 30%</p> <p>Gr 9 Yes, I agree All 39%      First Nations 20%</p>
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Achievement of Learning Outcomes in Core Academic Skills

Goal: Improve students' math learning and achievement

Ministry Indicator	Lead	2022/2023 Data	2023/2024 Data	2024/2025 Target
<a href="#">3.3</a> : % of students meeting the provincial standard on Grade 9 EQAO Math	Tanis Oberg	31%	29%	95%

System Micro-Goals(s)	Actions to Improve
<p><b>80%</b> of First Nation students will achieve “At or Above Benchmark” on the STAR screen by the <b>middle of semester</b> and <b>95%</b> by the <b>end of semester</b>.</p> <p><b>80%</b> of First Nation students will achieve L3/4 in <b>EQAO</b> type <b>Formative Math Tasks</b> by the middle of semester, <b>95%</b> by the <b>end of semester</b>.</p> <p><b>80%</b> of First Nation Students will positively report confidence in math by middle of semester, <b>95%</b> by the end of each semester.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Compare RC data to EQAO data</li> <li><input type="checkbox"/> Coaching support and PD, to obtain 85% “<i>daily</i>” implementation, of direct instruction, mathematical vocabulary, learning goals, retrieval practice, formative assessment based on success criteria, problem solving, tools and representation, anchor charts</li> <li><input type="checkbox"/> Collection and analysis of disaggregated data (math screener, EQAO, Progress Reports, RC, TH/AP/KU tasks)</li> <li><input type="checkbox"/> PLCs/PD/Collaborative marking (TH/AP/KU tasks)</li> <li><input type="checkbox"/> Support for SpringMath, Freckle intervention use (100% use)</li> <li><input type="checkbox"/> Continue grade working groups (7/8/9/10)</li> <li><input type="checkbox"/> Lesson Labs focused on Explicit Direct Instruction</li> <li><input type="checkbox"/> Grade 9 math leadership team</li> <li><input type="checkbox"/> Math Check-In Meetings</li> <li><input type="checkbox"/> Coaching instruction in evidence-based tiers</li> <li><input type="checkbox"/> EQAO learning sessions</li> <li><input type="checkbox"/> PD for coaches and math area leaders (coaching cycle, explicit instruction)</li> </ul>

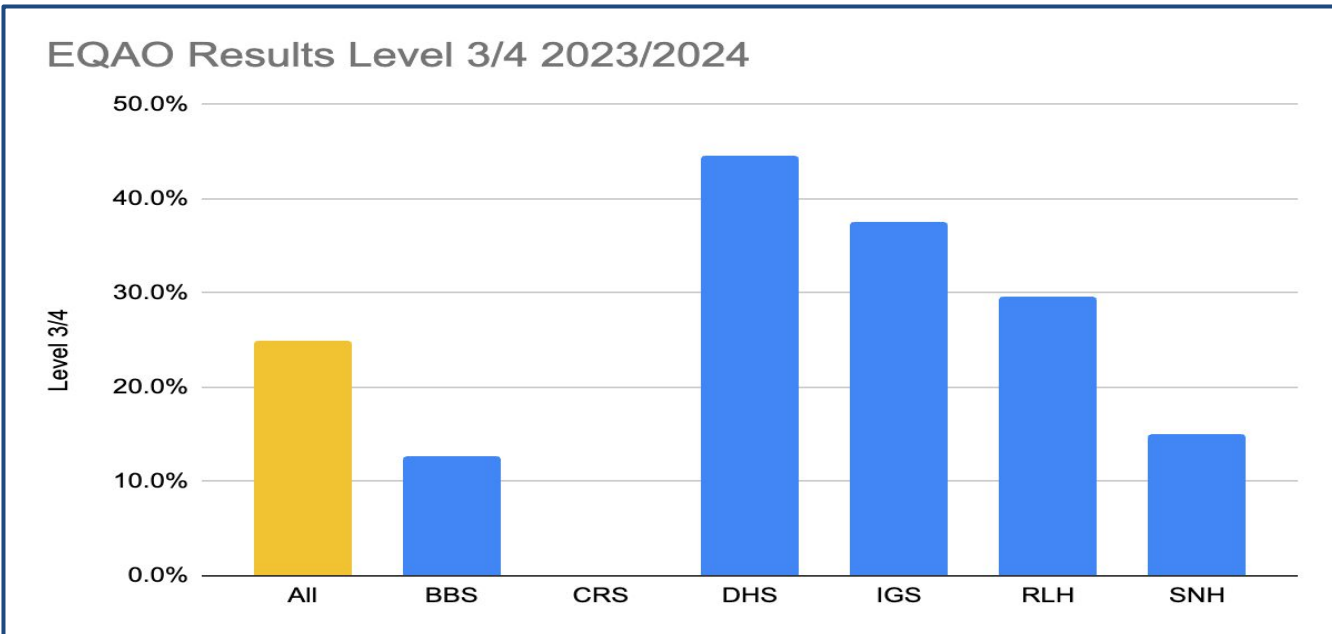
Short Term Evidence	Intervention/ Change	Mid Term Evidence	Intervention/ Change	End of Term Evidence
STAR screener 10% of students move out of yellow to green Formative Math Tasks Student Survey		STAR screener Formative Math Tasks Student Survey		STAR screener Formative Math Tasks Student Survey



# Short-Term Update

## BOY STAR, % of students meeting the provincial standard on Grade 9 EQAO Math

STAR Screening Data Grade 9 September 2024	% of students in Urgent Intervention	% of students in Intervention	% of students On Watch	% of students At/Above
% of student at Benchmark	14%	21%	19%	46%



2023/2024 EQAO Grade 9 Results Level 3/4	% Level 3/4
All Schools	25%
Beaver Brae	13%
Crolancia	0%
Dryden High	44%
Ignace	38%
Red Lake High	30%
Sioux North	15%



**Preparation of Students for Future Success**

**Goal: Improve students' graduation rates and preparedness for future success**

Ministry Indicator	Lead	2023/2024 Data	2024/2025 Target
<a href="#">4.1</a> : % of students who earn 16 or more credits by the end of Grade 10	Tracy Lindstrom	55%	90%

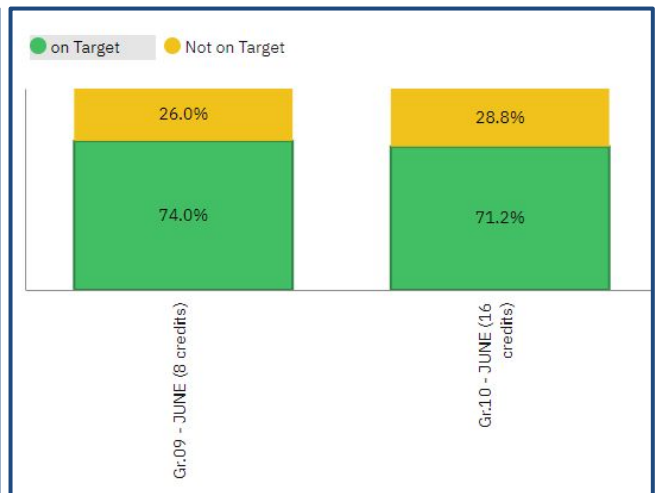
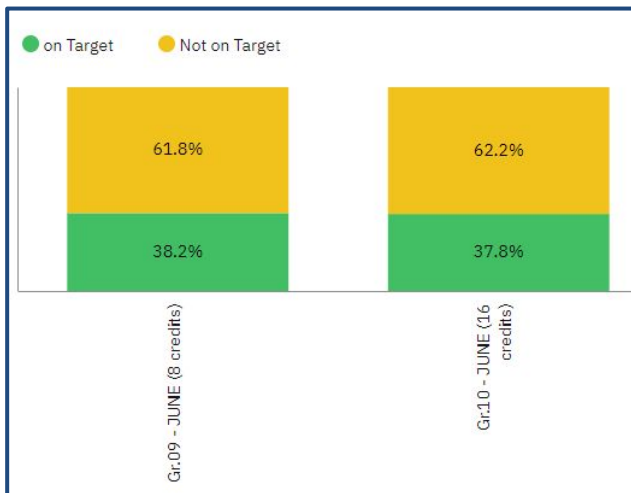
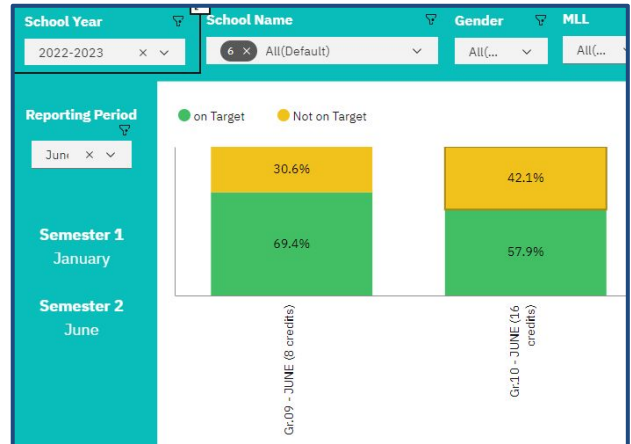
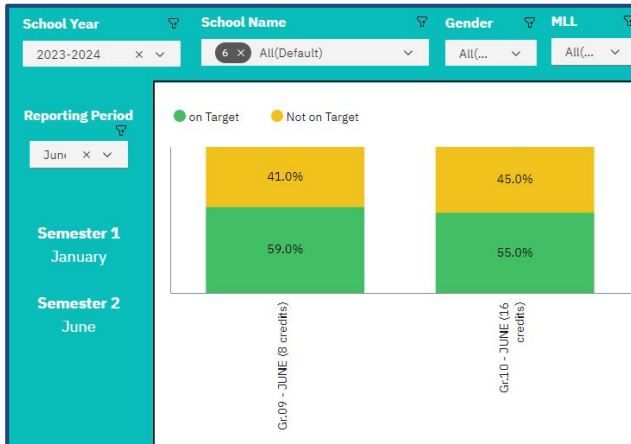
System Micro-Goals(s)	Actions to Improve
<ol style="list-style-type: none"> <li>95% of Grade 9 students will have earned 4 credits by the end of semester 1</li> <li>95% of Grade 10 students will have earned 12 credits by the end of semester 1</li> <li>95% of Grade 9 students will earn 8 credits by the end of their year</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ensure Gr. 9 teachers are using learner profiles</li> <li><input type="checkbox"/> implement attendance and engagement strategy</li> <li><input type="checkbox"/> ensure Reach Ahead opportunities are available to Gr. 8 students, including inviting students from northern communities to participate</li> <li><input type="checkbox"/> utilize summer and night programming for students who have not reached the micro goal credit accumulation</li> <li><input type="checkbox"/> utilize Brightspace for credit recovery</li> <li><input type="checkbox"/> offer intervention programs for Gr. 9 and 10 students in literacy and numeracy</li> <li><input type="checkbox"/> purposeful staffing and timetabling for Gr. 9 and 10 compulsory courses</li> <li><input type="checkbox"/> early intervention for students struggling at interim and midterm (ex. tutoring)</li> <li><input type="checkbox"/> continued <a href="#">secondary data review sessions</a> to support analyzing and determining next steps to support students</li> <li><input type="checkbox"/> figure out how to disaggregate between students who have come through our system and students who have come from outside feeder schools</li> </ul>

Short Term Evidence	Intervention/ Change	Mid Term Evidence	Intervention/ Change	End of Term Evidence
Interim report data		S1 credit accumulation data		Final credit accumulation data



# Short-Term Update

% of students who earn 16 or more credits by the end of Grade 10





**Preparation of Students for Future Success**

**Goal: Improve students' graduation rates and preparedness for future success**

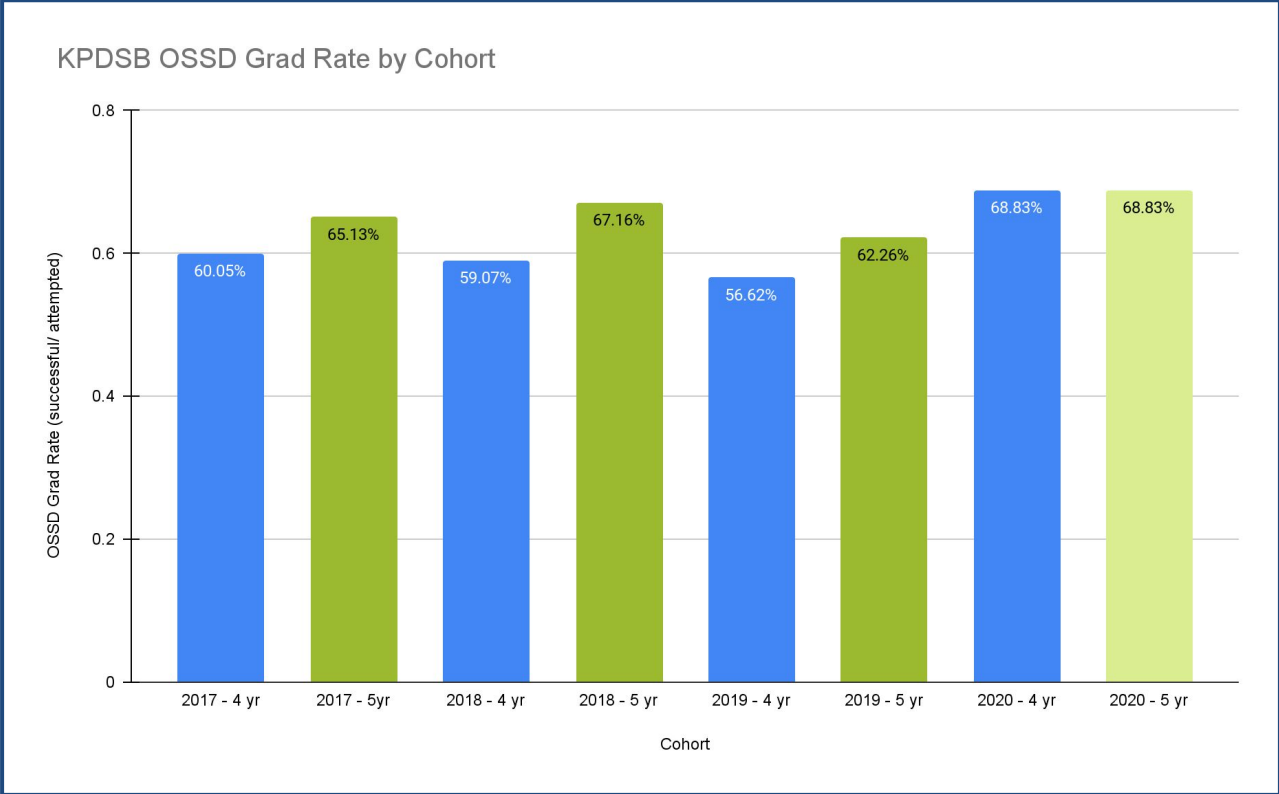
Ministry Indicator	Lead	2023/2024 Data	2024/2025 Target
6.1: % of students graduating with an OSSD within five years of starting Grade 9	Tracy Lindstrom	2019 5 yr Cohort - 75%	80%

System Micro-Goals(s)	Actions to Improve
<ol style="list-style-type: none"> <li>85% of students who have completed Grade 11 have 22 credits, or a plan to have 22 credits by the end of the summer</li> <li>All Grade potential grads have are on track to graduation at the end of S1</li> <li>All students complete their Individual Pathways Plan (IPP) by the end of the school year</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> implement attendance and engagement strategy</li> <li><input type="checkbox"/> leverage PLAR (junior and senior) and RELC</li> <li><input type="checkbox"/> leverage Summer School and Night School (incl. central OLC)</li> <li><input type="checkbox"/> explore Brightspace for credit recovery</li> <li><input type="checkbox"/> promote and support IPP completion in all grades (7-12)</li> <li><input type="checkbox"/> early intervention for students not accumulating community involvement hours</li> <li><input type="checkbox"/> Sr Team to work in a provincial community of practice to improve Indigenous Graduation Rates</li> <li><input type="checkbox"/> schedule regular myBlueprint training</li> <li><input type="checkbox"/> support teachers to plan for and implement experiential learning opportunities connected to curriculum</li> </ul>

Short Term Evidence	Intervention/ Change	Mid Term Evidence	Intervention/ Change	End of Term Evidence
Interim report data IPP completion rate		S1 credit accumulation data IPP completion rate		Final credit accumulation data IPP completion rate



## % of students graduating with an OSSD within five years of starting Grade 9



**Preparation of Students for Future Success**

**Goal: Improve students' graduation rates and preparedness for future success**

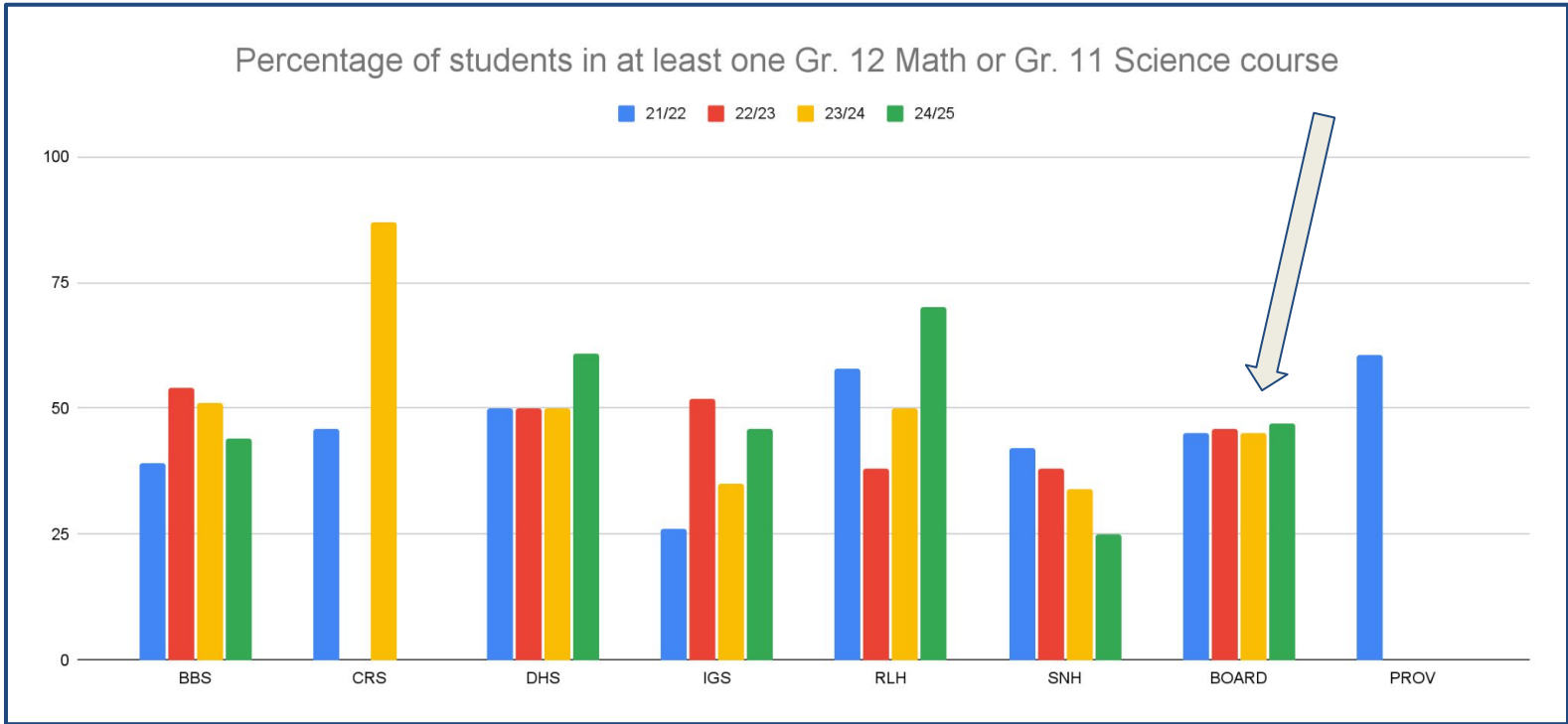
Ministry Indicator	Lead	2023/2024 Data	2024/2025 Target
<a href="#">7.1</a> : % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science course	Tracy Lindstrom		85%

System Micro-Goals(s)	Actions to Improve
85% of Grade 11 and 12 students will be enrolled and in at least one Grade 12 math or Grade 11 or 12 science course.	<ul style="list-style-type: none"> <li><input type="checkbox"/> ensure course catalogues have Gr. 11 and 12 science and Gr. 12 math courses to select</li> <li><input type="checkbox"/> promote why math and science learning is important</li> <li><input type="checkbox"/> support students to plan for a Grade 11 or 12 Science or a Grade 12 math in mBp Course Selection table</li> <li><input type="checkbox"/> analyze Gr. 11 and 12 science and math data - who is taking these courses, what are the success rates?</li> </ul>

Short Term Evidence	Intervention/ Change	Mid Term Evidence	Intervention/ Change	End of Term Evidence
enrolment data		course selection data		completion data



## % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science course



**Preparation of Students for Future Success**

**Goal: Improve students' graduation rates and preparedness for future success**

Ministry Indicator	Lead	2023/2024 Data	2024/2025 Target
8.1: % of students who believe their learning has prepared them for the next step in their learning experience	Tracy Lindstrom	Gr. 8 - 63.2% Gr. 12 - 65.8%	85%

System Micro-Goals(s)	Actions to Improve
<ol style="list-style-type: none"> <li>All students in Grades 7 through 12 complete their Individual Pathways Plan (IPP) by the end of the school year</li> <li>Each school has a plan to complete the IPP by the end of September</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> secondary school visits and other transition activities for Grade 8 students</li> <li><input type="checkbox"/> explore peer mentorship opportunities such as 'shadow day'</li> <li><input type="checkbox"/> provide 'awareness opportunities' for students</li> <li><input type="checkbox"/> regular central planning between Guidance Counselors, Pathways teachers and Careers teachers</li> <li><input type="checkbox"/> promote and support IPP completion in all grades (7-12)</li> <li><input type="checkbox"/> schedule regular myBlueprint training</li> <li><input type="checkbox"/> individual transition plans are created and implemented for students who would benefit (ex. students exiting from care)</li> </ul>

Short Term Evidence	Intervention/ Change	Mid Term Evidence	Intervention/ Change	End of Term Evidence
Every student from Grade 7 through 12 has accessed myBlueprint		Rate of partial completion of the IPP		IPP completion rate



## % of students who believe their learning has prepared them for the next step in their learning experience

KPI: % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

Year	<b>Grade 8: Overall, how prepared do you feel for the transition to high school? 1: not prepared → 4: very prepared</b>			
	1	2	3	4
21/22 (n=263)	2.5%	18.9%	52.9%	25.7%
22/23 (n=196)	5.1%	27.6%	45.9%	21.4%
23/24 (n=239)	5.4%	31.4%	50.2%	13.0%

Year	<b>Grade 12: Do you feel prepared to transition from high school to your first post secondary destination? 1: not prepared → 4: very prepared</b>			
	1	2	3	4
21/22 (n=89)	7.4%	20.0%	32.6%	40.0%
22/23 (n=116)	3.9%	16.8%	60.0%	19.4%
23/24 (n=214)	11.8%	21.7%	46.6%	19.8%

Source: 21/22, 22/23, 23/24 Pathways/Guidance Exit Surveys



**Preparation of Students for Future Success**

**Goal: Improve students' graduation rates and preparedness for future success**

Ministry Indicator	Lead	2023/2024 Data	2024/2025 Target
5.1:% of students participating in at least one job skills program	Dave Tresoor		90%

System Micro-Goals(s)	Actions to Improve
<ol style="list-style-type: none"> <li>All students will receive a comprehensive learning opportunity about each of the job skills programs by the end of their Grade 10 year, recorded as a portfolio item in myBlueprint</li> <li>Every student will have an opportunity to enrol in a job skills program during course selection</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> analyze school-based opportunities available for students including offering co-op sections to ensure they support the job skills programs</li> <li><input type="checkbox"/> create a guidance and administration community of practice; purpose is collective understanding and building capacity</li> <li><input type="checkbox"/> analyze course selection offerings/catalogues in all schools to ensure co-op and dual credits are available</li> <li><input type="checkbox"/> explore a method for tracking opportunities for job skills programs in mBp</li> <li><input type="checkbox"/> create a section in Guide to Secondary School for 'Job Skills Programs'</li> </ul>

Short Term Evidence	Intervention/ Change	Mid Term Evidence	Intervention/ Change	End of Term Evidence
DT connecting with schools re. learning/promotion opportunities planned for the year		school course catalogues have co-op and dual credit opportunities to select		participation rates in job skills programs



The focus of the work over the past year has been in 2 areas: education and partnerships.

**Education** - providing PD opportunities and sessions for all staff around the job skills programs and the benefits of them. There has been targeted work with Guidance Counsellors and Pathways Teachers which in turn and provided them with a “toolbox” of knowledge they can share with students and families.

**Partnerships** - providing students with authentic, hands-on engaging learning experiences that focus on a career path that matches their skills and interests is crucial to their success. We can't provide these opportunities for students without the support of our community partners.

Over the past year I have been meeting with local employers, including the City of Dryden and Kenora along with the Township of Sioux Lookout to share information around the Job Skills programs and how we can support each other moving forward. I will be continuing that work with the goal of strong community partnerships in all of our communities.

These partnerships are directly linked to providing student experiences ie Coop placements.

Coop is the direct link to 2 (OYAP/SHSM) of our 3 Job Skills programs and partially connected to the 3rd (Dual credits).

### Job Skills Programs – Curriculum Connections



**Cooperative Education** (co-op) allows students to earn secondary school credits while completing a work placement and acquiring relevant work experience. It plays a key role in job skills programs.



**Technological Education** focuses on developing students' ability to work creatively and competently with technologies that are central to their lives and attain a level of technological literacy that will enhance their ability to succeed in their postsecondary studies or in the workplace.

### Ontario's Job Skills Programs



**SHSM** programs allow students to focus on knowledge and skills in 19 economic sectors and to obtain certifications recognized in these sectors while earning their OSSD. Thirteen sectors are closely connected to the skilled trades and represent important aspects of Ontario's economy.



**Dual Credit** program enables secondary school students to take college courses and apprenticeship in-class training that count towards both their Ontario Secondary School Diploma (OSSD) and a college certificate, diploma, advanced diploma, degree or a Certificate of Apprenticeship.



**OYAP** provides opportunities for students starting in the summer before Grade 11 to further refine their interest and skills in a particular skilled trade sector by placing them in a cooperative education workplace experience with a skilled tradesperson, while earning their OSSD.





**Student Engagement & Well-Being**

**Goal: Improve students' participation in class time and learning**

Ministry Indicator	Lead	2023/2024 Data	2024/2025 Target
<a href="#">9.1</a> : % of students in Grades <b>1-8</b> whose individual attendance rate is equal to or greater than 90 percent	Brianna Reynolds		
KPDSB INDICATOR: % of students in Grades <b>9-12</b> whose individual attendance rate is equal to or greater than 90 percent	Brianna Reynolds		






















































































































System Micro-Goals(s)	Actions to Improve
<ol style="list-style-type: none"> <li>100% of teachers within the focus schools (Open Roads, Sioux Mountain, Sioux North) will implement an attendance and engagement strategy within their classrooms (Tier 1 AEP)</li> <li>Establish a benchmark for First Nation students absenteeism</li> <li>100% documented communication between parents/ guardians/ caregivers and school is two-way (meaning there must be multiple attempts to gain a response back)</li> <li>10% increase in students from our pilot schools meeting the attendance benchmark of 90%</li> <li>All staff within the pilot schools will utilize the attendance process</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Implementing Tier 1 Attendance and Engagement Plan (AEP) for the district</li> <li><input type="checkbox"/> Providing training on the Attendance Process</li> <li><input type="checkbox"/> Launching an attendance strategy to implement a series of tiered interventions prior to the 15 consecutive day absences</li> <li><input type="checkbox"/> Providing and encouraging PD opportunities for all staff based on attendance and engagement</li> <li><input type="checkbox"/> Focus Schools (Open Roads, Sioux Mountain, Sioux North)</li> <li><input type="checkbox"/> Student advisory groups within focus schools</li> <li><input type="checkbox"/> District attendance and engagement committee</li> <li><input type="checkbox"/> Supplying direct messaging for Attendance and Engagement within School and Student Handbook</li> <li><input type="checkbox"/> Implement explicit engagement strategies within each school</li> <li><input type="checkbox"/> Involving support staff (eg. Indigenous Graduation Coaches, Family Navigators, School Counsellors, etc.) in the board to support attendance and engagement</li> </ul>

Short Term Evidence	Intervention/ Change	Mid Term Evidence	Intervention/ Change	End of Term Evidence
Pilot Schools -Admin: -Teachers: feedback from classroom implementation -Students: student advisory committee feedback and surveys (qualitative and quantitative data) -ISST/SST: data		Student Advisory group feedback -student engagement -relationships -wellbeing -connection  Staff feedback (survey) -decrease in classroom disruptions  Decreased Tier 2 and 3 interventions		Improved climate surveys meeting the attendance and engagement benchmark of 90% -increased student attendance, engagement, belonging, wellness, and achievement



% of students in whose individual attendance rate is equal to or greater than 90 percent

## Student Tracker Groups

1	Elementary Absences 10 & >	09/03/2024	01/25/2025	Brianna Reynolds	 <b>Auto</b>	Board	 Following	    	 
2	Elementary Consecutive Absences 11+ days	09/03/2024		Brianna Reynolds	 <b>Auto</b>	Board	 Following	     	 
3	Elementary Consecutive Absences 15+ days	09/03/2024		Brianna Reynolds	 <b>Auto</b>	Board	 Following	     	 
4	Elementary Consecutive Absences 3+ days	09/03/2024		Brianna Reynolds	 <b>Auto</b>	Board	 Following	     	 
5	Indigenous Student Absences 3+days-Elementary	09/03/2024		Brianna Reynolds	 <b>Auto</b>	Board	 Following	     	 
6	Indigenous Students Absences 3+days-Secondary	09/03/2024		Brianna Reynolds	 <b>Auto</b>	Board	 Following	    	 
7	Indigenous Students Consecutive Absences 3+ days- Elementary	09/03/2024		Brianna Reynolds	 <b>Auto</b>	Board	 Following	     	 
8	Indigenous Students Consecutive Absences 3+days- Secondary	09/03/2024		Brianna Reynolds	 <b>Auto</b>	Board	 Following	     	 
9	Secondary Absences 10 & >	09/03/2024	06/25/2025	Brianna Reynolds	 <b>Auto</b>	Board	 Following	    	 
10	Secondary Consecutive Absences 11+ days	09/03/2024		Brianna Reynolds	 <b>Auto</b>	Board	 Following	     	 
11	Secondary Consecutive Absences 15+ days	09/03/2024		Brianna Reynolds	 <b>Auto</b>	Board	 Following	     	 
12	Secondary Consecutive Absences 3+ days	09/03/2024		Brianna Reynolds	 <b>Auto</b>	Board	 Following	     	 



**Student Engagement & Well-Being**

**Goal: Improve students' participation in class time and learning**

Ministry Indicator	Lead	2023/2024 Data	2024/2025 Target
<a href="#">10.1</a> : ____% of students in Grades 4-8 who were suspended at least once	Jennifer Gray	2.0%	1.25%
<a href="#">10.2</a> : ____% of students in Grades 9-12 who were suspended at least once	Jennifer Gray	3.1%	2.1%

System Micro-Goals(s)	Actions to Improve
<p>For grades 4-12:</p> <p>Every school will have a student handbook with information on Code of Conduct and information related to student discipline and behaviour in it and it will be communicated to students, families, and staff at the beginning of the school year and at least two additional times throughout the school year.</p> <p>Tracking of progressive discipline strategies used prior to suspensions.</p> <p>For grades 4-8: 2% of suspensions will be Grade 8 students (as of June 13, 2024 - 8.125% of suspensions are grade 8)</p> <p>For grades 9-12: Only 5% of suspensions will be Grade 9 students- this affects graduation rates. (as of June 13, 2024 - 24.375% of suspensions are grade 9)</p>	<p>For grades 4-12:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Clear student handbooks with the Code of Conduct, progressive discipline, and behaviour expectations that are clearly communicated with students, families, and educators at the beginning of the year, and at least two additional times throughout the school year. Include guidelines on how often the handbook needs to be reviewed.</li> <li><input type="checkbox"/> Develop a system/data tracking form for logging progressive discipline used with students prior to suspensions</li> <li><input type="checkbox"/> Two mandatory consultations for a 310 suspension</li> <li><input type="checkbox"/> Every school will have their school/student handbook posted on their school website.</li> <li><input type="checkbox"/> Create and implement a short survey for when students return from a suspension to gather student voice</li> </ul> <p>For grades 9-12:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of the grade 8 learner profiles to support their success in high school. - can we build this into EnCompass so that it is easily accessible to educators supporting students</li> </ul>

Short Term Evidence	Intervention/ Change	Mid Term Evidence	Intervention/ Change	End of Term Evidence
<p>Evidence of handbook</p> <p>Data from student survey indicates learning</p>		<p>Increase in progressive discipline strategies being used prior to suspension</p>		<p>Decrease in suspensions at the grade 8 and 9 level, and across all grades</p>



% of students in Grades 4-12 who were suspended at least once



- Implemented a system for tracking progressive discipline
- Implemented two consultations for a suspension under 310 of the Education Act
- Mitigating and Other Factors



- Student survey has been developed



- Ensure Student Handbooks are on school websites and shared with parents and guardians



**Student Engagement & Well-Being**

**Goal: Improve students' participation in class time and learning**

Ministry Indicator	Lead	2023/2024 Data	2024/2025 Target
<a href="#">11.1</a> : % of Grades 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health	Candice Kerkermeier	Grade 6 - 38% Grade 9 - 54% Grade 10 - 61%	70%

System Micro-Goals(s)	Actions to Improve
<ul style="list-style-type: none"> <li>All Grade 7/8, and GLC2O Teachers to complete SMHO Mental Health Modules by the end of student learning period</li> <li>50% Increase in students in Grades 6, 9 and 10 reporting knowing how to access mental health services in schools</li> <li>All interest holders are aware of SMHO mental health LIT modules and regularly updated</li> </ul>	<ul style="list-style-type: none"> <li>Refine Mental Health Action Plan to reflect these goals</li> <li>Creation of Leading Mentally Healthy Schools Team / Team presentations for every P/VP meeting</li> <li>Create how to access mental health services classroom presentation in Brightspace</li> <li>Student counsellors will visit all grades 6,9 and 10 classrooms twice per school year to present on how to access mental health services (data collection required)</li> <li>Collecting data on how to access mental health services presentations / include additional community partner classroom presentations</li> <li>Update external community partners protocol 2024-2025</li> <li>Parent/Guardian Communication sent to families in Grades 7/8 and 10 pre and post completion of SMHO mental health modules</li> <li>Senior Leadership to complete SMHO Mental Health LIT Senior Leadership modules by end of school year</li> <li>Continued collaboration with community partners on Right Time Right Care for access to identify affirming, culturally appropriate care at the right time in the right location, and PPM 169 requirement #2</li> </ul>

Short Term Evidence	Intervention/ Change	Mid Term Evidence	Intervention/ Change	End of Term Evidence
-development of 2024/2024 mental health action plan and sharing with stakeholders -development of leading mentally healthy schools P/VP PD plan -development of short module in Brightspace for students to identify mental health supports in their school buildings		-50% of grade 6,9 & 10 classrooms received classroom presentation on how to access mental health services -Parent/caregiver information regarding MH modules received - development of brightspace module for students in grade 6,9 and 12 connecting to MH LIT modules and identification of in school based mental health supports		-Completion of Grade 7/8 & 10 MH modules -Parent/caregiver communication received regarding completion of MH7/8 & 10 modules -Completion of MH LIT senior leadership course -Full review of leading mentally healthy schools with P/VPs -Ministry survey results



% of Grades 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health

- **Targeted mental health classroom presentations for Grades 3 - 12 by student counsellors**
- **Increased engagement by mental health partner organizations to bring awareness of community-based services**
- **Counsellor in the Classroom presentations through Kids Help Phone in schools**
- **Mental Health Lead involvement with Right Time, Right Care committee**





Policy Section: **Personnel/Employee Matters**

**700**

Policy Name: **Non-Union Staff Terms and Conditions of Employment**

**704**

## Policy Statement

It is the policy of the Keewatin-Patricia District School Board (KPDSB) that the terms and conditions of employment for all positions of the KPDSB not covered by Collective Agreements or individual personal services contracts shall be established by the KPDSB.

## Rationale

These positions are not covered by agreement or contract.

## Definitions

**“Management”** is managers and supervisors with formal people management accountabilities, including responsibility for hiring, termination, conducting performance appraisals, guiding the work of others, and managing resources. Positions include Assistant Manager of Facility Planning and Development, Finance Manager, General Manager, Transportation Services, Human Resources Manager, Assistant Manager of Facility Operations and Maintenance, and Mental Health Leader.

**“Professional”** is an individual contributor(s) or team member(s) with responsibility in a professional discipline or technical specialty. Positions include Payroll and Benefits Officer, Procurement and Payables Officer, Speech Language Pathologist, Applied Behavioural Analysis Leader, Events Service Coordinator, Human Resources Officer, Learning Technology Administrator, Student Counsellor, Aboriginal Family Case Manager, Communications and Strategic Branding Officer (Communications and Media Administrator), Database Administrator, First Nations, Métis, and Inuit (FNMI) Graduation Coach, and Transportation Officer.

**“Support”** is an individual contributor(s) who delivers clerical and administrative support to KPDSB. Positions include Accounting Technician, KPDSB LUA and Trillium/OnSIS Coordinator, Administrative Assistant, and Executive Assistant.

Cross Reference  
Policies  
702, Employee Performance Appraisal  
710, Attendance Support

Date Adopted: 12/10/1999  
Dates Revised: 08/04/2003; 09/11/2004; 01/09/2005;  
13/06/2006; 14/10/2008; 12/05/2009; 08/06/2010; 11/10/2011;  
08/11/2013; 12/04/2016; 14/11/2017; 09/10/2018; 12/05/2020

Review By: 2024



Policy Section: **Personnel/Employee Matters**

**700**

Policy Name: **Non-Union Staff Terms and Conditions of Employment**

**704**

“**Casual/Part-Time Staff**” positions include Lunch Hour Supervisor, Student Nutrition Program Provider, Markers, Home Instructor, Students, DRTCC Services I and II, DRTCC Student, Academic Tutor, Student Success Support Staff, HCSA Support Coach, Summer Learning Program Staff, Casual and replacement staff Education Assistants, Early Childhood Educators, Administrative Assistants, Library, Site Monitor, Clerical, and other staff necessary to replace absent personnel, as well as other similar casual positions.

## **Compensation**

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

1. Salaries for all classifications of employees covered by this Policy will be in accordance with the Non-Union Salary Grid and the Casual/Part-Time Salary Grid adopted by the KPDSB to be effective September 1, 2019, and on a go-forward basis in accordance with the term, or duration, of the current Collective Agreements, or as per Ministry Legislation.
2. Compensation changes shall be effective September 1.
3. Compensation changes may consider, where appropriate, factors such as:
  - Staff compensation for other Boards of similar size;
  - Staff compensation for other Boards in Northwestern Ontario;
  - Compensation for similar positions in the local and provincial markets where such positions are recruited from those markets;
  - Internal comparisons within the KPDSB to employee groups (i.e., Bargaining Units, policy, personal service contracts, etc.);
  - Other relevant information as may be available (i.e., O.A.S.B.O., O.P.S.O.A., O.P.S.B.A. survey (if available), etc.);
  - Local, regional, and provincial wage increase trends; and/or
  - Other factors including the financial capacity of the KPDSB.
4. The Human Resources Department shall, as part of this mandate, be responsible for compensation adjustments for all staff covered by this policy in accordance with the Budget approved by the KPDSB.
5. Compensation proposals and recommendations, together with support information, will be submitted by the Human Resources Department to the Senior Administration Team for review.





Policy Section: **Personnel/Employee Matters**

**700**

Policy Name: **Retirement of Employees**

**707**

## **Policy Statement**

It is the policy of the Keewatin-Patricia District School Board (KPDSB) to establish a normal retirement age for its employees, in accordance with the following guidelines.

## **Rationale**

Consistency and predictability of retirement age for employees of the KPDSB is desirable. The KPDSB and its employees need to manage the retirement of employees and its effect on the KPDSB, the employee, and the schools served.

KPDSB employees are members of either the Ontario Municipal Employees Retirement System or Teachers' Pension Plan, both of which have a normal retirement age of sixty-five (65).

## **Guidelines**

### **1. General**

- a) Retirement at age sixty-five (65) is not mandatory however, the normal retirement age for all KPDSB employees shall be sixty-five (65).
- b) Notices of intent to retire shall be written to the Principal/supervisory with a copy to Human Resources.
- c) An employee planning early retirement shall forward a notice of intent to retire to the Principal/supervisory with a copy to Human Resources at least three (3) months prior to the proposed retirement date, or as required by Collective Agreements.

### **2. Retirement Date**

Retirement shall take effect in accordance with the normal dates of resignation outlined in the appropriate Pension Plan, Collective Agreement, or Policy unless otherwise agreed upon by mutual consent.

Cross Reference  
 Teachers' Pension Act, R.S.O. 1990, c. T.1  
 Ontario Municipal Employees Retirement System Act, 2006, S.O. 2006 c.2

Date Adopted: 08/04/2003  
 Dates Reviewed: 18/05/2004; 08/04/2008;  
 10/05/2011; 13/05/2014; 24/04/2018

Review By: 2022

# IEAC Trustee Update – November 6, 2024

The Indigenous Education Advisory Committee meets four times per school year and held its first meeting of the current school year on October 2, 2024.

- The meeting was well-attended, with representatives from communities across the catchment area, representing First Nations and Métis students. The meeting was opened in a good way with a prayer and smudge from Elder Lyon, and later, also closed by Elder Lyon.
- Indigenous Engagement Lead Christine Suprovich provided information on ongoing implementations of on the Board Action Plan (BAP) for Indigenous Education, which was developed with IEAC last year and focuses on the following pillars:
  1. Mental Health & Well-Being
  2. Cultivating Culturally Safe and Welcoming Schools
  3. Engaging with Indigenous Knowledge
  4. Language Preservation
  5. Land-Based Learning
  6. Supports for Indigenous Students
    - Within the BAP implementation, each year school libraries receive funding to purchase new books focused on Indigenous content. This year, a new Métis children's book, as well as books by Tanya Talaga and the late Hon. Murray Sinclair have been added to KP school shelves.
- Staff have been diligently updating the Board's Protocols Booklet over the past year and will soon be circulating the updated document.
- A communications newsletter has been in development and will be shared soon, focused on Indigenous education, staff introductions, events and dates around communities and in schools, including September 30 events.
- Marie Batiste had delivered staff professional development on the September 27 Professional Development Day, focused on Indigenous Education.
- Director Radboune shared with IEAC information about Community of Practice training through the Equity Secretariat for Improving Indigenous Graduation Rates.
  - Superintendents Norlock and Bailey, Christine Suprovich, Pam Agawa and Director Radbourne participate in this Community of Practice, which has been ongoing since last January and will continue through this year and covers content about anti-Indigenous racism, using an anti-oppression framework.
  - In parallel, the KPDSB Human Resources manager and Superintendent Findlay are involved in learning around hiring best practices.
  - KPDSB's Human Rights and Equity Advisor (Pam Agawa) prepared a series of training modules on anti-Indigenous racism, which staff had already completed and Trustees received at the end of October.

IEAC has its next meeting on December 11.

# PIC Trustee Update – November 6, 2024

The Parent Involvement Committee meets four times per school year and held its first meeting of the current school year on October 21, 2024.

The meeting was well-attended, with parent / guardian / caregiver representatives from in Kenora, Dryden, Red Lake, Madsen, Balmertown, Sioux Lookout and Ignace, whose students attend primary, intermediate and secondary panels.

Director Radbourne shared with PIC her plans for engagement and outreach for the coming months, including some engagement with the Transportation Consortium lead and others specifically on improving reliability and accessibility of bus transportation and / or investigating other ride-sharing options, including for after school extracurriculars.

Superintendent Norlock discussed the work ahead for the student engagement lead, whose focus to date has been on addressing attendance and will soon also extend to increasing parent and family engagement.

PIC discussed some of its forthcoming obligations under PPM 170, which includes publishing on the Board's website a protocol for responding to parent inquiries. (Following up on this action item, draft language on this was circulated among PIC members the day after the meeting.)

PIC also discussed this year's Parents Reaching Out (PRO) grant opportunity and some prospective ideas to tap into this, and other related sources of discretionary funding, to help boost parent and family engagement.

During the roundtable, PIC members asked staff for information or clarification on a variety of recent policy or procedural changes, including Safe Arrivals, School Messenger and why cash transactions are no longer supported through the schools. Good, generative discussion resulted in a recommendation to bring appropriate finance staff to the next PIC meeting to more fully explain the cashless system, including the use of School Cash Online (SCO), and to ensure SCO tutorials are easily accessible on the board website.

Last year, PIC adopted a practice of keeping the meeting space open for 30 minutes following the closure of the formal meeting so that participants can converse, informally, on broader issues of share concern. This sharing space continues to be well-attended with good engagement from PIC representatives.

PIC has its next meeting on December 2.



## 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

- The DOE worked with Dr. Tracy Vaillancourt from the University of Ottawa to include our Board in the Ontario Health and Peer Relations study. As a participant, the study will provide us with data regarding the impact of cell phone and social media use on peer relationships and aggression and contribute to our strategies to increase engagement and prevent violence.
- The Safe Arrival pilot launched September 23 at three schools had very positive impacts on parent engagement with the school and attendance. Ignace school saw an improvement in attendance with the advent of the program and both Crolancia and Ignace secondary schools reported reduced unexplained absences and increased parent/caregiver engagement with the system.
- The DOE is the new Public Council of Ontario Directors of Education (PCODE) representative to the Ontario Public Supervisory Officer's Association (OPSOA) Equity and Inclusion committee. This Committee meets 5 times per year and provides guidance and resources to OPSOA members and Boards on Inclusion and Equity matters.

## Optimizing Resources

- After a successful Safe Arrival pilot at Golden Learning Centre, Crolancia Secondary and Elementary and Ignace Secondary and Elementary schools Safe Arrival will be launching across all Elementary Schools on December 2 with a Secondary School launch planned for January 30 at the start of second semester. The DOE attended the Administrative Assistant Q&A training session and supported the Learning Technology team on the implementation and pilot.
- The new Board website is progressing with an expected launch date the week of November 25<sup>th</sup>. Details are just being finalized jointly with PowerSchool and supported by Superintendent Norlock, Communications Officer Sam Hawkins, and Wake Marketing.
- HR representatives attended the Lakehead University Career Fair October 23<sup>rd</sup>.
- The DOE along with our HREA Pam Agawa participated in an OCT Professional Standards review Focus Group to examine and revise the standards to keep pace with the education field today. This is also a contributor to recruitment and retention.
- On October 29, the DOE attended the Kenora Airport Development Forum to work with Municipal and community partners on a plan to restore air service to the community.

- The DOE attended the Centra Safety Committee meeting with HR, Facilities Manager John Fraser, SOE(s), Union Presidents and Safe School Central Principal Jennifer Gray. This committee meets regularly to review safety concerns, policies, procedures and programs.
- The DOE also attended the Kenora Active Transportation Plan Stakeholder Meeting to contribute to planning for the expansion of active transportation routes in Kenora.

## **Elevate Student Success**

- The DOE began rotational school visits this month. I attended Evergreen Public School, Red Lake Madsen Public School, Golden Learning Centre, and Red Lake District High School.
- The Indigenous Education team, HREA, and DOE met to determine a process to establish metrics to measure progress in the Board Action Plan for Indigenous Education (BAP).

## **OTHER UPDATES**

- The DOE attended the two-day Fall NOEL (Northern Ontario Education Leaders) conference October 23 and 24.
- The DOE attended and presented at the KPDSB Trustee Retreat and the OPSBA Northern Regional Meet in Thunder Bay October 25, 26, and 27.