



Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with community and family.

Board Meeting Agenda

By order of the Chair, Teresa Gallik, the regular meeting of the Kenora Catholic District School Board will be held **Tuesday, April 19, 2022**, at the Catholic Education Centre and virtually via Microsoft Teams. The meeting will start at 6:30 p.m. **The public meeting will commence at 7:00 p.m.**

AGENDA

1. **OPENING PRAYER**

2. **ROLL CALL**

3. **COMMITTEE OF THE WHOLE**

Recommendation:

THAT the Board resolve into Committee of the Whole and the meeting be closed to the public in accordance with the provisions of Section 207 (2) of the Education Act, R.S.O. 1990, c.E.2.

4. **DECLARATIONS OF PECUNIARY INTEREST**

5. **CONSIDERATION AND APPROVAL OF AGENDA**

Recommendation:

THAT the agenda be approved as presented/amended.

6. **CONFIRMATION OF MINUTES**

Recommendation: (P. 1)

THAT the minutes of the Board Meeting of the Kenora Catholic District School Board of March 22, 2022, be approved as circulated/amended.

7. **BUSINESS ARISING FROM THE MINUTES**

8. **DELEGATIONS AND PRESENTATIONS**

- 8.1 Mental Health Strategy – **S. Devlin (P. 7)**
- 8.2 Early Years Community Project – **M. Buffett**
- 8.3 Student Trustee Report – **Student Trustees**



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Board Meeting Agenda

9. POLICY GOVERNANCE

9.1 Approval of Minutes

Recommendation: (P. 21)

THAT the report of the Policy Governance Committee meeting of April 5, 2022, be approved as circulated.

9.2 Policy

9.2.1 Policy #2 – Board Job Description – P. Eikre (P. 26)

Recommendation:

THAT the Board approve the revisions to Policy #2 Board Job Description effective immediately.

9.2.2 Policy #9 – Board Operations – P. Eikre (P. 32)

Recommendation:

THAT the Board approve the revisions to Policy #9 – Board Operations effective immediately.

9.2.3 Policy #15 – Pupil Accommodation Review – P. Eikre (P. 72)

Recommendation:

THAT the Board approve the revisions to Policy #15 – Pupil Accommodation Review effective immediately.

9.3 Personnel

9.3.1 Director of Education Appointment – T. Gallik

Recommendation:

THAT the Board appoint XX as the Director of Education and Secretary-Treasurer of the Kenora Catholic District School Board effective September 1, 2022, in accordance with the terms and conditions agreed to by XX and the Kenora Catholic District School Board.

9.3.2 Resignation of Chuck Manson – F. Bastone

Recommendation:

THAT the Board accept the resignation of Chuck Manson effective March 31, 2022, for the purposes of retirement, with regret.



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Board Meeting Agenda

9.3.3 Resignation of Theresa Clarke – **J. White**

Recommendation:

THAT the Board accept the resignation of Theresa Clarke effective June 24, 2022, for the purposes of retirement, with regret.

9.3.4 Resignation of Tracey Bernie – **P. Landry**

Recommendation:

THAT the Board accept the resignation of Tracey Bernie effective June 24, 2022, for the purposes of retirement, with regret.

9.3.5 Resignation of Penny Parameter – **A. Sweeney**

Recommendation:

THAT the Board accept the resignation of Penny Parameter effective June 24, 2022, for the purposes of retirement, with regret.

9.4 **Property**

9.5 **Finance**

9.6 **Program**

9.7 **Negotiations**

9.8 **Other**

9.8.1 2022 Municipal and School Board Elections – **P. White (P. 80)**

9.8.2 Ontario Catholic Student Youth Day – May 4 Virtual Event for Students – **P. White and T. Gallik (P. 92)**

9.8.3 Special Education Advisory Committee Report for April – **A. Sweeney (P. 94)**

10. **COMMITTEE OF THE WHOLE**

Recommendation:

THAT the Board accept the report of the Committee of the Whole and all recommendations contained therein.

11. **UNFINISHED BUSINESS**

12. **NEW BUSINESS**

13. **INFORMATION**



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Board Meeting Agenda

14. **FUTURE MEETINGS**

POLICY GOVERNANCE MEETINGS

May 3, 2022 (Chair: Paul Landry)

June 7, 2022 (Chair: Frank Bastone)

REGULAR BOARD MEETINGS

May 17, 2022

June 21, 2022

CATHOLIC PARENT INVOLVEMENT COMMITTEE

Wednesday, May 4, 2022, at 11:30 AM

Year End School Council and Catholic Parent Involvement Presentation June 7 at 5:00 PM

SPECIAL EDUCATION ADVISORY COMMITTEE

Friday, April 29 at 1:30 PM at the Catholic Education Centre via Microsoft Teams

VIRTUAL SCHOOL COUNCIL MEETINGS

St. Thomas Aquinas High School – Monday, April 19 at 6:30 PM

St. John School – Wednesday, April 20, at 6:00 PM

École Ste-Marguerite Bourgeoys – Tuesday, April 20 at 6:00 PM

St. Louis Living Arts School – Tuesday, May 17 at 6:30 PM

St. John Paul II School – Wednesday, May 25 at 6:00 PM

TRUSTEE TRAVEL / PROFESSIONAL DEVELOPMENT

OCSTA AGM, Conference and Business Seminar – April 21 – 23, 2022 in Ottawa

Catholic Education Week 2022 Province Wide Mass May 4 at 9:00 AM

Live Stream Link: [Livestream - St. Michael's Cathedral Basilica \(stmichaelscathedral.com\)](https://www.stmichaelscathedral.com)

OCSTA Catholic Student Youth Day – Virtual Event for Students – May 4

System Retreat at St. Thomas Aquinas High School - May 7 at 8:30 AM at STAHS

CCSTA AGM 'Rejoicing in God's Creation' – June 2 – 4, 2022 in Blue Mountain



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Board Meeting Agenda

Dates for Submission of Financial Reports

The ministry has established the following dates for submission of financial reports:

Date	Description
June 30, 2022	School Board Estimates for 2022–23
November 15, 2022	School Board Financial Statements for 2021–22
December 15, 2022	School Board Revised Estimates for 2022–23
May 15, 2023	School Board Financial Report for September 1, 2022 to March 31, 2023

15. **ADJOURNMENT**

Recommendation:

THAT the meeting adjourn at _____ p.m.



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¹
REGULAR BOARD MEETING
Meeting Report
March 22, 2022

MEETING DATE:	March 22, 2022
LOCATION OF MEETING:	Catholic Education Center
SUBJECT OF MEETING:	Regular Board Meeting
CHAIR:	Paul White
TRANSCRIBER:	Trina Henley
TIME OF MEETING:	7:00 p.m. – 8:20 p.m.

ATTENDED BY:

	INIT	ATTENDANCE	PERSON	TITLE
1.	AMS	<input checked="" type="checkbox"/>	Antonie-Marie Skead	Student Trustee
2.	AS	<input checked="" type="checkbox"/>	Anne Sweeney	Trustee
3.	AS	<input checked="" type="checkbox"/>	Alison Smith	Superintendent of Business Services
4.	EF	<input checked="" type="checkbox"/>	Elizabeth Favreau	Student Trustee
5.	FB	<input checked="" type="checkbox"/>	Frank Bastone	Trustee
6.	JW	<input checked="" type="checkbox"/>	Jeffrey White	Trustee
7.	MF	<input type="checkbox"/>	Maxwell Froese	Student Trustee
8.	MF	<input checked="" type="checkbox"/>	Mike Favreau	Vice Chair
9.	PL	<input checked="" type="checkbox"/>	Paul Landry	Trustee
10.	PW	<input checked="" type="checkbox"/>	Paul White	Director of Education
11.	TG	<input checked="" type="checkbox"/>	Teresa Gallik	Chair
12.	VB	<input checked="" type="checkbox"/>	Vaughn Blab	Trustee

- OPENING PRAYER** – Mariette Martineau opened the meeting in prayer bringing everyone into the presence of the Lord.
- ROLL CALL** – All Trustees were present. Maxwell Froese was noted as absent with regret.
- COMMITTEE OF THE WHOLE**

Motion #020 Moved by Paul Landry
 Seconded by Vaughn Blab
Recommendation:

THAT the Board resolve into Committee of the Whole and the meeting be closed to the public in accordance with the provisions of Section 207 (2) of the Education Act, R.S.O. 1990, c.E.2.

Carried.



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REGULAR BOARD MEETING
Meeting Report
March 22, 2022

4. **DECLARATIONS OF PECUNIARY INTEREST - NIL**

5. **CONSIDERATION AND APPROVAL OF AGENDA**

The agenda was amended with the addition of item 12.1 2022 Trustee Determination.

Motion #021 Moved by Paul Landry
Seconded by Vaughn Blab
Recommendation:
THAT the agenda be approved as amended.

Carried.

6. **CONFIRMATION OF MINUTES**

Motion #022 Moved by Jeffrey White
Seconded by Frank Bastone
Recommendation:
THAT the minutes of the Board Meeting of the Kenora Catholic District School Board of February 15, 2022, be approved as circulated.

Carried.

7. **BUSINESS ARISING FROM THE MINUTES**

8. **DELEGATIONS AND PRESENTATIONS**

8.1 Supporting Students with Transitions to St. Thomas Aquinas High School – **K. Hughes and Team**
The St. Thomas Aquinas High School team, Principal Kylie Hughes, Vice Principal Erin Hercun and Grade 7/8 Area Chair Jeff Sachowski, provided a presentation on the various strategies the school is implementing for supporting students with transitions into high school from Grade 6 to Grade 7.

8.2 French Language Initiative – **A. Sachowski and H. Aitken**
Hilary Aitken, Principal and Andrea Sachowski, Vice Principal, reported on Kenora Catholic's French Language Framework. The Framework has three main goals - increasing student confidence, proficiency, and achievement, increasing student and educator proficiency and engagement and increasing the retention of students staying in French as a Second Language until Graduation.



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REGULAR BOARD MEETING
Meeting Report
March 22, 2022

8.3 Student Trustee Report – **Student Trustees**

Student Trustees, Antonie-Marie Skead and Elizabeth Favreau provided a report on the activities and initiatives happening at St. Thomas Aquinas High School during March. Student Trustees reported that everyone is feeling refreshed and re-energized from March Break. Students are enjoying the relaxation of health and safety protocols, particularly the lifting of masks and being able to see smiles again from their teachers and classmates. They are also enjoying sports, assemblies and are looking forward to graduation and year-end celebrations being in-person and back normal.

9. **POLICY GOVERNANCE**

9.1 **Approval of Minutes**

9.2 **Policy**

9.3 **Personnel**

9.4 **Property**

9.4.1 Energy Efficiency Report – **A. Smith**

Alison Smith, Superintendent of Business Services, provided a report on the Board's Energy Efficiency Program highlighting conservation goals, regulations, and upgrades to facilities as per Ontario regulation, 507/18.

9.4.2 2019 – 2024 Capital Plan – **A. Smith**

Alison Smith presented the 2019 – 2024 Capital Plan, identifying that the Board is currently in year three of a five-year Capital Plan.

The plan has 55 projects, including completed projects from 2019 – 2020 and 2020 - 2021. For the 2019 - 2021 fiscal years, the Board has received \$5,459,637 for School Condition Improvement and School Renewal Capital funding. The projects identified as completed had total project costs of \$2,224,307.

Motion #023 Moved by Frank Bastone
Seconded by Vaughn Blab

Recommendation:

THAT the Board accept the 2019 – 2024 Capital Plan as presented.

Carried.



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⁴
REGULAR BOARD MEETING
Meeting Report
March 22, 2022

9.5 **Finance**

9.5.1 2022 - 23 Grants for Student Needs Funding – **A. Smith**

Alison Smith provided an overview of the 2022 - 2023 Grants for Student Needs (GSN) that was announced by the Ministry of Education on February 17. Smith reported that the GSN is increasing 2.7 per cent, while the per-pupil funding is projected to be \$13,059 in 2022 – 2023.

9.6 **Program**

9.7 **Negotiations**

9.8 **Other**

9.8.1 Special Education Advisory Committee Report for February – **A. Sweeney**

Anne Sweeney provided a report on the February 18, 2022, Special Education Advisory Committee Meeting with a presentation from École Ste-Marguerite Bourgeoys. The presentation highlighted the reading programs that were implemented at the school this year - Empower Reading and Bridge the Gap Program.

9.8.2 COVID-19 Update – **Alison Smith**

Alison Smith reported that there are significant COVID-19 restriction changes announced by the Ministry of Education that came into effect on March 21. The majority of the restrictions, such as masking and cohorting have been lifted.

10. **COMMITTEE OF THE WHOLE**

Motion #024 Moved by Paul Landry
Seconded by Jeffrey White

Recommendation:

THAT the Board accept the report of the Committee of the Whole and all recommendations contained therein.

Carried.

11. **UNFINISHED BUSINESS**



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REGULAR BOARD MEETING
Meeting Report
March 22, 2022

12. **NEW BUSINESS**

12.1 2022 Trustee Determination

Paul White, Director of Education, provided a report on the 2022 Trustee Determination for the Kenora Catholic District School Board. Trustee Determination is in accordance with Section 9 of the Ontario Regulation 412/00.

12.1.1 Designation of Low Population Areas

Motion #025 Moved by Frank Bastone
Seconded by Vaughn Blab

Recommendation:

THAT the Board does not designate any low population areas for the October 24, 2022, elections.

12.1.2 2022 Trustee Determination

Motion #026 Moved by Mike Favreau
Seconded by Anne Sweeney

Recommendation:

THAT the Board accept the Trustee Determination for the October 24, 2022, elections as five (5) Trustees for Kenora, Ontario and one (1) Trustee for Red Lake, Ontario.

Carried.

13. **INFORMATION**

14. **FUTURE MEETINGS**

POLICY GOVERNANCE MEETINGS

April 5, 2022 (Chair: Jeffrey White)

May 3, 2022 (Chair: Paul Landry)

June 7, 2022 (Chair: Frank Bastone)

REGULAR BOARD MEETINGS

April 19, 2022

May 17, 2022

June 21, 2022

CATHOLIC PARENT INVOLVEMENT COMMITTEE

Wednesday, May 4, 2022 at 11:30 AM



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SPECIAL EDUCATION ADVISORY COMMITTEE

Friday, March 25 at 1:30 PM at the Catholic Education Centre via Microsoft Teams

VIRTUAL SCHOOL COUNCIL MEETINGS

- St. Louis Living Arts School – Tuesday, April 12 at 6:30 PM
- St. Thomas Aquinas High School – Monday, April 19 at 6:30 PM
- St. John School – Wednesday, April 20, at 6:00 PM
- École Ste-Marguerite Bourgeoys – Wednesday, April 20 at 6:00 PM
- St. John Paul II School – Wednesday, May 25 at 6:00 PM

TRUSTEE TRAVEL / PROFESSIONAL DEVELOPMENT

OCSTA AGM, Conference and Business Seminar – April 21 – 23, 2022 in Ottawa
CCSTA AGM ‘Rejoicing in God’s Creation’ – June 2 – 4, 2022 in Blue Mountain

Dates for Submission of Financial Reports

The ministry has established the following dates for submission of financial reports:

Date	Description
June 30, 2021	School Board Estimates for 2021–22
November 15, 2021	School Board Financial Statements for 2020–21
November 19, 2021	School Board Enrolment Projections for 2022–23 to 2025–26
December 15, 2021	School Board Revised Estimates for 2021–22
May 13, 2022	School Board Financial Report for September 1, 2021 to March 31, 2022

15. **COMMITTEE OF THE WHOLE**

16. **ADJOURNMENT**

Motion #027 Moved by Paul Landry
Seconded by Jeffrey White
Recommendation:
THAT the meeting adjourn at 8:20 p.m.

Carried.

Chairperson

Secretary



Mental Health Board Report

2021-2022

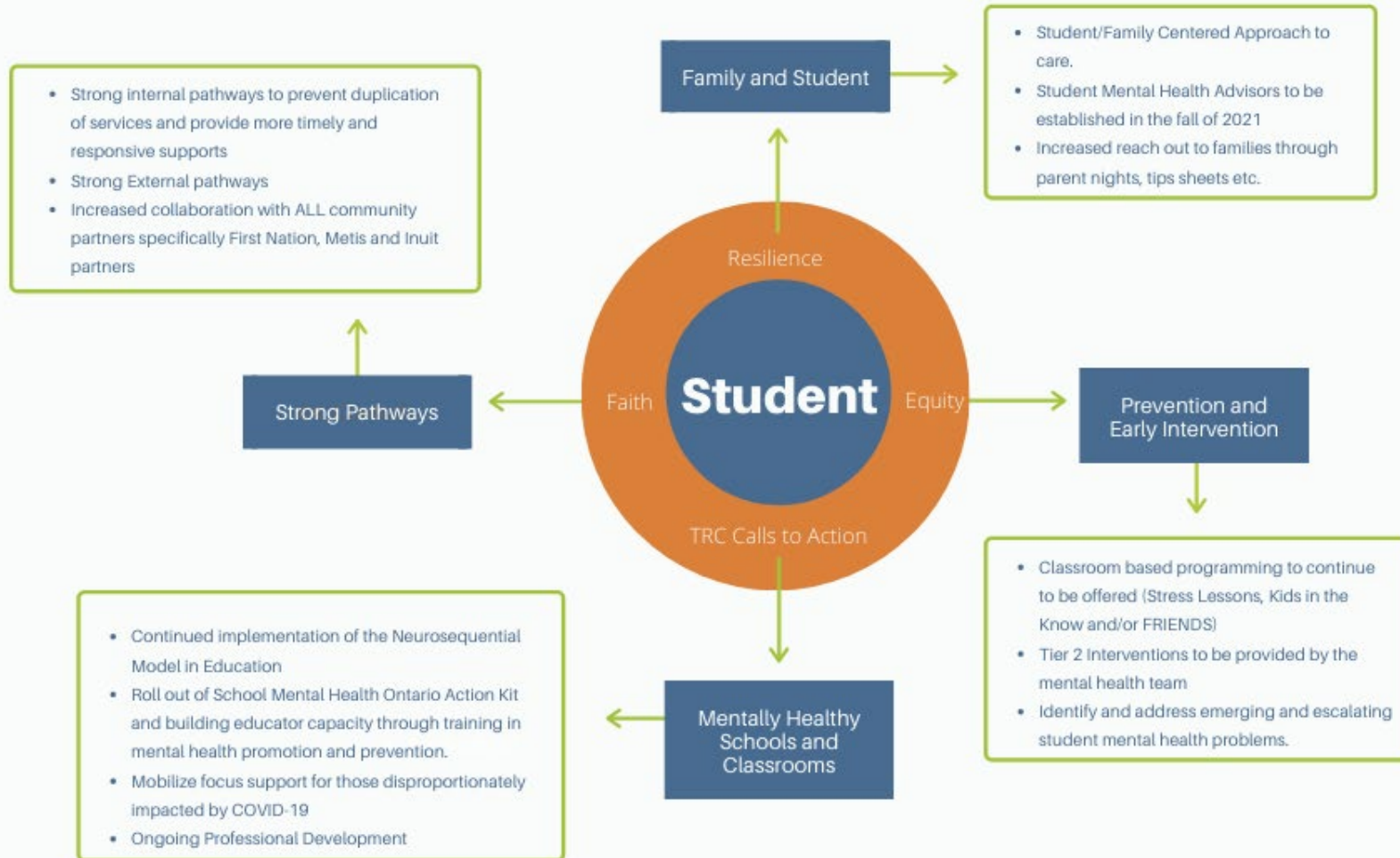
*Dedicated to Excellence
in Catholic Education*

www.kcdsb.on.ca

Kenora Catholic District School Board 2021-22 Action Plan

KCDSB will continue our commitment in our faith based community approach in promoting mental health & well-being. We recognize that wellness can only be achieved through a network of caring adults while ensuring that the necessary resources are available and accessible for all our students.

The Right Resource at the Right Time with the Right Person.



Current State of Children's Mental Health in Ontario

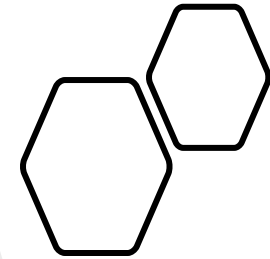
- 36% of Ontario parents have sought help for their child; of those who did, 4 in 10 didn't receive the help they needed or are still waiting for treatment
- Half of Ontario parents who have sought mental health help for their child said they have faced challenges in getting the services they needed.
- 76% families surveyed indicated it was very or extremely difficult to know where to find help.
- Suicide continues to be the second leading cause of death for Canadian youth.
- 28,000 Ontario children and youth are waiting for mental health services. For some families, the wait is up to two and a half years.

As a result of
the Pandemic,
the Story
continues to
evolve

We are only now starting to see the impact of the pandemic and it may be years before we see the true impacts mental health.

- 2021 study by SickKids reported 70% of kids reporting a worsening in their mental health since the pandemic
- Children's Hospitals are reporting a significant increase in youth accessing the ER with eating disorders and substance use.
- Social workers are reporting an increase in Moral Injury and burnout as a result of the pandemic

KCDSB has shown a strong commitment in enhancing access to Mental Health Services

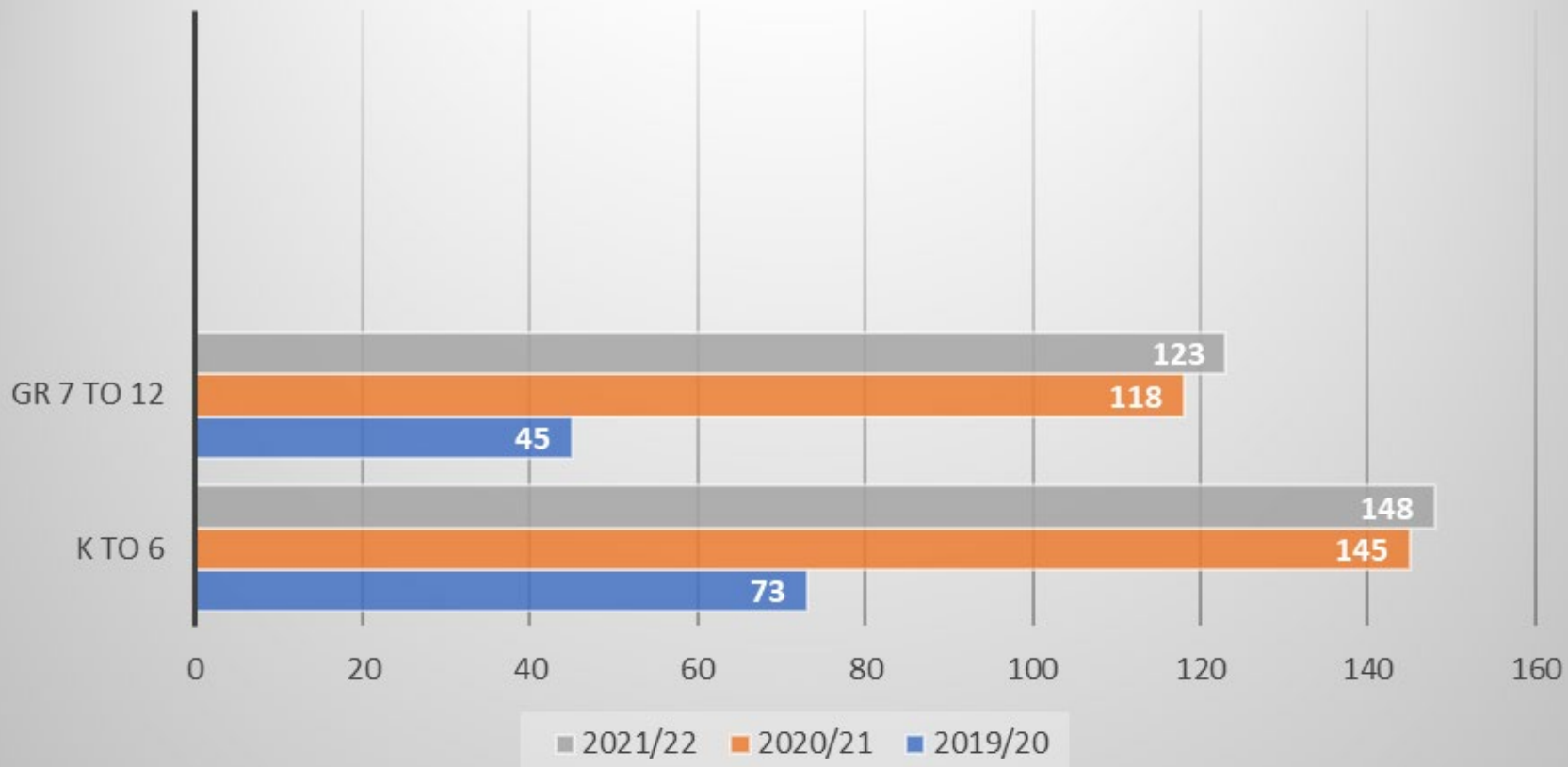


To my knowledge we are the only school board in the province of Ontario who has at least one dedicated mental health worker assigned to each school.

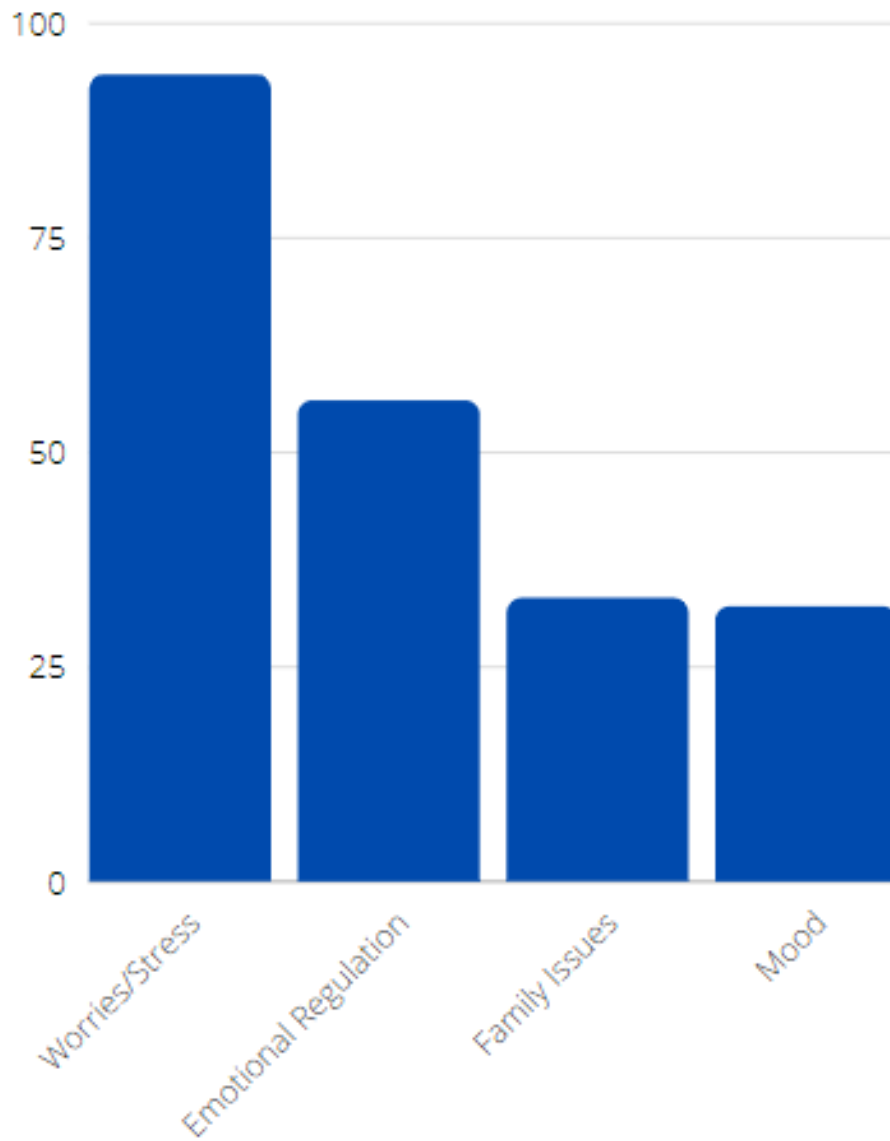
Meet Bijou



Mental Health Referrals



Top Referral Reasons



Classroom Groups

Kids in the Know - The program engages students with interactive activities to help build skills that increase their personal safety and reduce their risk of victimization online and offline.

- 26 Classrooms

Friends - The FRIENDS programs were developed to empower those undertaking the program with the skills necessary to not only manage and prevent anxiety, but become engaged and thriving individuals.

- 7 Classrooms

Managing Stress – Providing tools and techniques to students on how to manage stress.

- 15 Classrooms



Brief Interventions

Brief Interventions for School Clinicians (BRISC)
 Solution Focused Therapy
 Narrative Therapy
 Evidence Informed Brief Counselling
 (Six or less sessions)
 Chaplin or Elder

Individualized Therapy in a School Setting

FIRST (John Weisz)
 STRONG
 Culturally Adapted Cognitive Behavioural Therapy
 Evidence Informed face to face counselling
 School Based Interventions regarding cannabis use
 SMHO Suicide Risk Assessment and Management

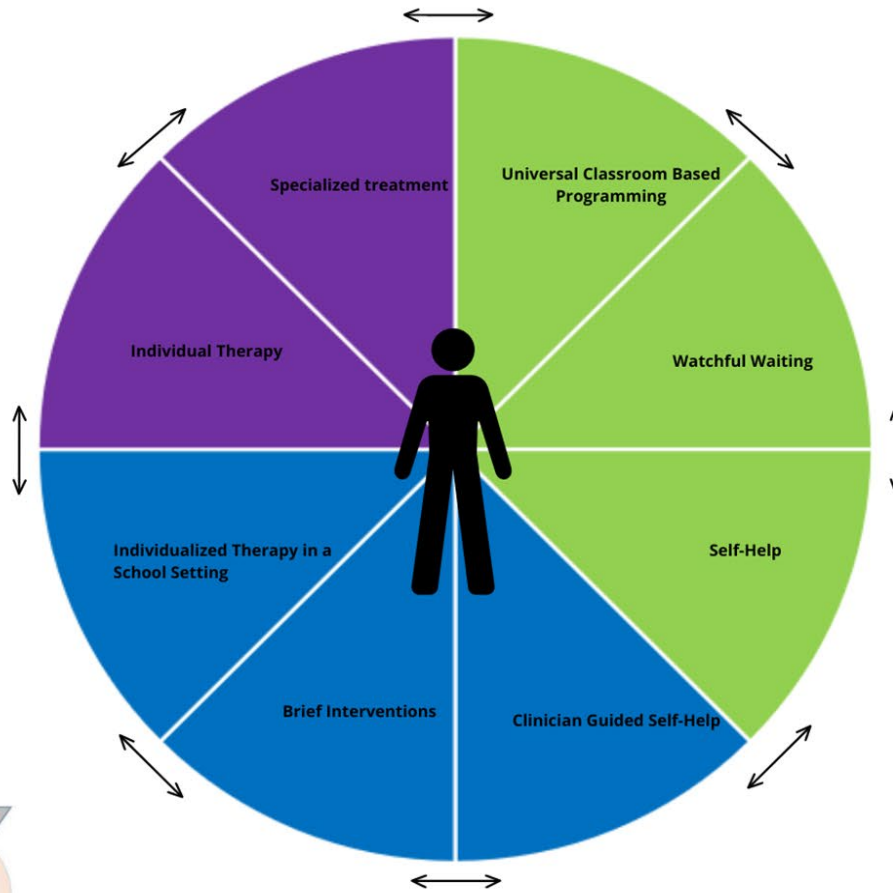
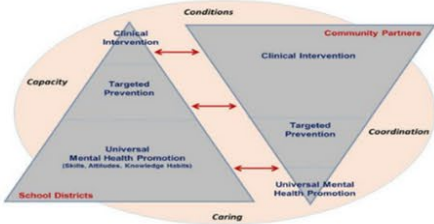
Individual Therapy

Trauma Specific Treatment
 Cognitive Behavioural Therapy
 Parenting Support (TRIPLE P)
 Dialectical Behavioural Therapy
 Family Centered Work
 SNAP
 Chaplin/Elder

Specialized treatment

Psychiatry
 Inpatient Treatment
 Crisis Services

Multi-tiered System of Supports



Universal Classroom Based Programming

SMHO Strategies for educators, Classroom based programming, breakfast programs, SMHO virtual field trips, cultural based programming

Watchful Waiting

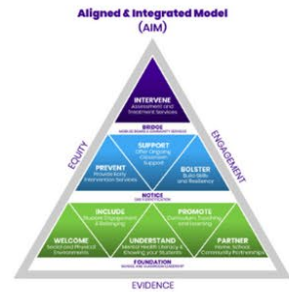
Mental Health literacy - normal distress vs mental illness
 Outcome monitoring and follow up

Self-Help

SMHO No Problem too Big or too Small
 Jack.Org
 Kids Help Phone
 Breathing Room <https://www.breathingroom.me/>
 Parent Nights
 Books, tipsheets
 Wellness Together Canada

Clinician Guided Self-Help

SMHO Brief Digital Interventions
 CMHA Bounce Back (15+)
 Stress Management skills
 Kids Help Phone - Phone Counselling
 Connection with an Elder, Chaplain



Thinking Outside the Box



What Else Have we Been up Too?

Monthly mental health newsletter with tips and resources and information on the board website

Professional Development for educators

Parent Nights

Continue to train in the Neurosequential Model in Education.

Stayed tune for more information as we become early adopters in PreVenture and Programming around Disordered Eating





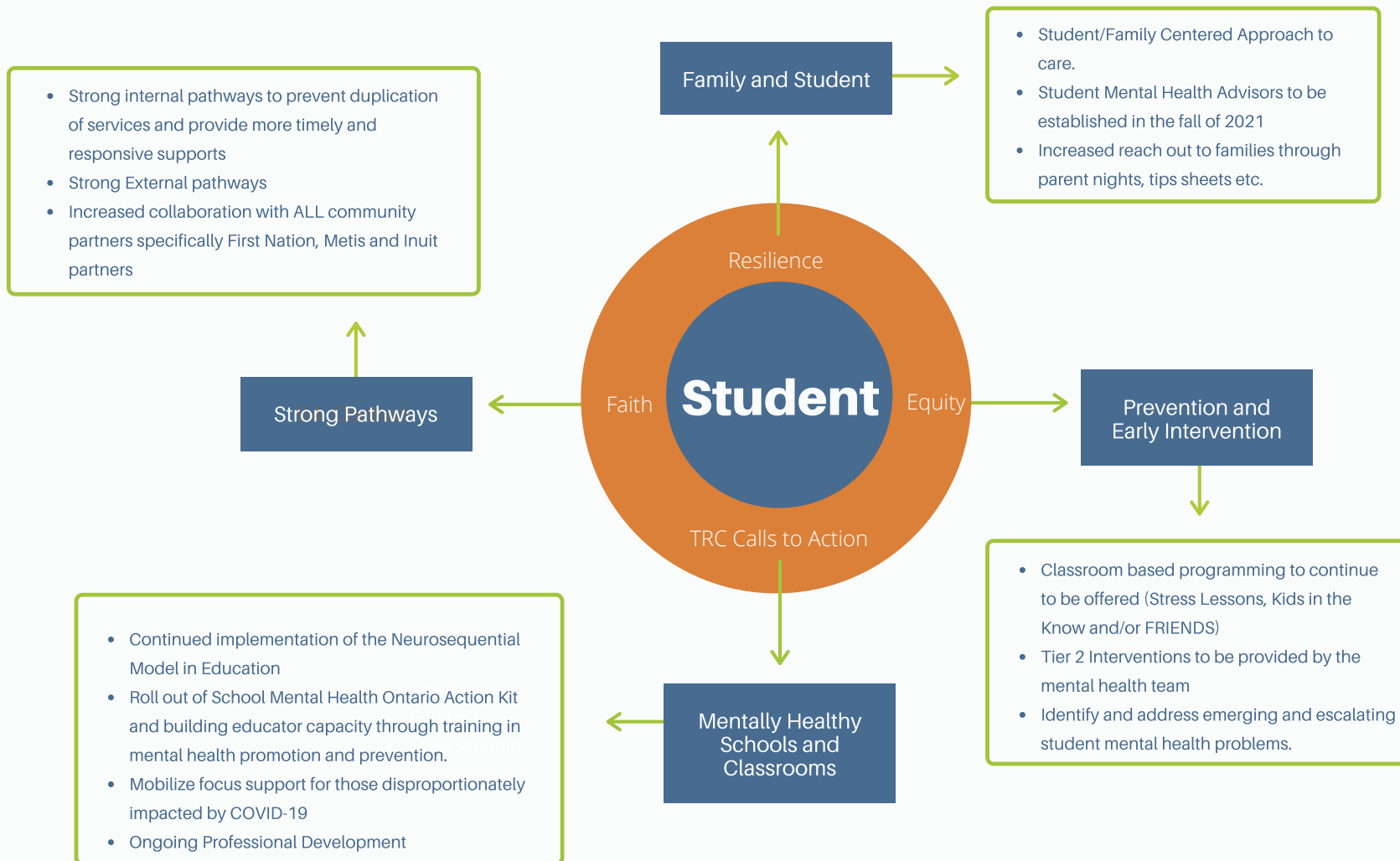
QUESTIONS?



Kenora Catholic District School Board 2021-22 Action Plan

KCDSB will continue our commitment in our faith based community approach in promoting mental health & well-being. We recognize that wellness can only be achieved through a network of caring adults while ensuring that the necessary resources are available and accessible for all our students.

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**Meeting Report
April 5, 2022**

MEETING DATE:	April 5, 2022
LOCATION OF MEETING:	Virtually via Microsoft Teams
SUBJECT OF MEETING:	Policy Governance Committee Meeting
CHAIR:	Jeffrey White
TRANSCRIBER:	Trina Henley
TIME OF MEETING:	6:00 p.m. to 7:09 p.m.

ATTENDED BY:

	INIT	ATTENDANCE	PERSON	TITLE
1.	AS	<input checked="" type="checkbox"/>	Anne Sweeney	Trustee
2.	AS	<input checked="" type="checkbox"/>	Alison Smith	Superintendent of Business Services
3.	DH	<input checked="" type="checkbox"/>	Paul White	Director of Education
4.	FB	<input type="checkbox"/>	Frank Bastone	Trustee
5.	JW	<input checked="" type="checkbox"/>	Jeffrey White	Trustee
6.	MF	<input checked="" type="checkbox"/>	Mike Favreau	Vice Chair
7.	PL	<input checked="" type="checkbox"/>	Paul Landry	Trustee
8.	TG	<input checked="" type="checkbox"/>	Teresa Gallik	Chair
9.	VB	<input checked="" type="checkbox"/>	Vaughn Blab	Trustee

AGENDA

1. **CALL TO ORDER** – Jeffrey White called the meeting to order at 6:00 p.m.
2. **OPENING PRAYER** – Jeffrey White shared a meaningful prayer bringing everyone into the presence of the Lord.
3. **ROLL CALL** – Frank Bastone was absent with regret.
4. **DECLARATIONS OF PECUNIARY INTEREST - NIL**
5. **APPROVAL OF AGENDA** – The agenda was approved as presented.
6. **PRESENTATIONS/DELEGATIONS**



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**Meeting Report
April 5, 2022**

7. PRESENTATIONS AND REPORTS

7.1 Policy

7.1.1 Policy #2: Board Job Description – **P. Eikre**

Phyllis Eikre provided a review of Policy #2 – Board Job Description. Eikre presented language changes and updates to the policy. The Trustees accepted the review and the recommended updates as presented. The policy will be brought to the April 19, 2022, Board Meeting for approval.

7.1.2 Policy #9: Board Operations – **P. Eikre**

Phyllis Eikre provided a review of Policy #9 – Board Operations. Eikre presented numerous language changes and updates to the policy. The Trustees accepted the review and the recommended updates as presented. The policy will be brought to the April 19, 2022, Board Meeting for approval.

7.1.3 Policy #15: Pupil Accommodation Review – **P. Eikre**

Phyllis Eikre provided a review of Policy #15 – Pupil Accommodation Review. Eikre presented a change to the legal reference. The Trustees accepted the review and recommended update as presented. The policy will be brought to the April 19, 2022, Board Meeting for approval.

7.2 Personnel

7.3 Property

7.4 Finance

7.5 Program

7.5.1 Bullying Reporting Portal – **P. White**

Paul White reported that the Kenora Catholic District School Board would be implementing an online reporting portal. White noted that although the best way to report and resolve any issues is by working directly with the school, Kenora Catholic is providing an additional option for students, families and stakeholders to report bullying and racism.

Trustees were provided with a review of the online portal and website.

7.6 Negotiations

7.7 Other

7.7.1 Catholic Education Week Parish Presentations – **T. Gallik**

Teresa Gallik requested that the Trustees volunteer to present information at the masses during Catholic Education Week about the important role of Catholic education and the vibrant school communities. Trustees are asked to email Chair Gallik.



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POLICY GOVERNANCE COMMITTEE ²³

Meeting Report
April 5, 2022

7.7.2 May 17 Board Meeting in Red Lake – **P. White**

Paul White advised that the Board of Trustees typically travel to St. John School for the May Board Meeting. Trustees are asked to advise if they do not wish to travel to Red Lake.

7.7.3 2022 Municipal and School Board Elections Update – **P. White**

Paul White provided a report on the 2022 Municipal and School Board Elections. Nominations open on May 2, close on August 19, and election day is October 24, 2022.

Trina Henley provided an overview of the Board's communication plan for the 2022 Municipal and School Board elections. The aim of the plan is to create awareness of the important role of Catholic School Trustees and that Catholic ratepayers need to ensure their tax support is directed to the English Separate School System so they can vote for Catholic Trustees on election day.

7.7.4 2022 OCSTA 92nd AGM Resolutions – **P. White**

Trustees were provided with the 2022 Ontario Catholic School Trustees' Association Annual General Resolutions Package for review.

7.7.5 OCSTA 92nd AGM and Conference – Elections, Proxy Votes, and Important Deadlines – **P. White**

Paul White provided Trustees with an overview of important deadlines associated with the AGM and Conference. Trustees were asked to identify a proxy if they are not travelling to the conference. It was determined that Teresa Gallik will be the proxy for Anne Sweeney and Mike Favreau, while Frank Bastone will be the proxy for Jeffrey White.

7.7.6 Boardroom Configuration – **P. White and T. Henley**

Paul White and Trina Henley shared information about challenges associated with the current Boardroom configuration. Some of the key challenges are regarding the configuration of the boardroom table, the technology configuration, the chair having their back to the presentation screens and remote trustees, and that there are limitations on having all trustees and student trustees sit at the Boardroom Table for in-person meetings. The Trustees directed the administration to prepare a request for a proposal for professional service to have a new configuration and IT layout designed for Trustee consideration.

8. UNFINISHED BUSINESS

9. CORRESPONDENCE

10. NEW BUSINESS

11. INFORMATION

12. FUTURE MEETINGS



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POLICY GOVERNANCE COMMITTEE

Meeting Report
April 5, 2022

POLICY GOVERNANCE MEETINGS

May 3, 2022 (Chair: Paul Landry)

June 7, 2022 (Chair: Frank Bastone)

REGULAR BOARD MEETINGS

April 19, 2022

May 17, 2022

June 21, 2022

CATHOLIC PARENT INVOLVEMENT COMMITTEE

Wednesday, May 4, 2022, at 11:30 AM

SPECIAL EDUCATION ADVISORY COMMITTEE

Friday, April 29 at 1:30 PM at the Catholic Education Centre via Microsoft Teams

VIRTUAL SCHOOL COUNCIL MEETINGS

St. Louis Living Arts School – Tuesday, April 12 at 6:30 PM

St. John School – Wednesday, April 20, at 6:00 PM

École Ste-Marguerite Bourgeoys – Tuesday, April 20 at 6:00 PM

St. Thomas Aquinas High School – Monday, May 16 at 6:30 PM

St. John Paul II School – Wednesday, May 25 at 6:00 PM

TRUSTEE TRAVEL / PROFESSIONAL DEVELOPMENT

OCSTA AGM, Conference and Business Seminar – April 21 – 23, 2022 in Ottawa

System Retreat at St. Thomas Aquinas High School - May 7 at 8:30 AM

CCSTA AGM ‘Rejoicing in God’s Creation’ – June 2 – 4, 2022 in Blue Mountain

MINISTRY OF EDUCATION FINANCIAL REPORTING DEADLINES

Dates for Submission of Financial Reports

The ministry has established the following dates for submission of financial reports:

Date	Description
June 30, 2022	School Board Estimates for 2022–23
November 15, 2022	School Board Financial Statements for 2021–22
December 15, 2022	School Board Revised Estimates for 2022–23
May 15, 2023	School Board Financial Report for September 1, 2022 to March 31, 2023



Kenora Catholic District School Board

We are a Roman Catholic School System dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community and the Church.

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POLICY GOVERNANCE COMMITTEE

**Meeting Report
April 5, 2022**

13. **ADJOURNMENT** – The meeting adjourned at 7:09 PM

Board Chair

Secretary



KENORA CATHOLIC DISTRICT SCHOOL BOARD

Policy 2: Board Job Description

The Education Act provides for the establishment of four types of District school boards: English Catholic, English Public, French Catholic, and French Public. Under the Education Act, locally elected school boards are responsible for operating publicly funded schools within their jurisdiction and for the delivery and quality of educational programs and services. Legal accountability for board decisions applies to the board as a corporate entity rather than to individual trustees.

The Kenora Catholic District School Board's major areas of responsibility are:

1. Accountability for Student Achievement, Well-Being and Student Realization of Catholic Graduate Expectations

- 1.1 Promote a Catholic learning environment that supports student success and student realization of the Ontario Catholic School Graduate Expectations.
- 1.2 Ensure that an effective Catholic educational program, including sacramental and faith activities and Religious Education programs is available for all students.
- 1.3 Make decisions that reflect the school board's belief statements, mission and vision that all students can learn.
- 1.4 Promote clear, consistent expectations that focus on enhancing the achievement and the overall well-being of students.
- 1.5 Promote a culture of equity to ensure an appropriate educational program is available for all students.
- 1.6 Approve measures that promote student well being.

2. Accountability to the Provincial Government

- 2.1 Act in accordance with the *Education Act*, Regulations, and other statutory requirements to ensure the implementation of provincial and education standards and policies.
- 2.2 Perform the Kenora Catholic District School Board responsibilities in a manner that assists the board in fulfilling its duties as required by provincial legislation and board policy.

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- 2.3 Provide advice to the Ministry of Education and the provincial trustee association (OCSTA - Ontario Catholic School Trustees Association) regarding local and regional implications of new and existing policy recommendations.

3. Accountability to the Community

- 3.1 Make decisions that reflect the school board's belief statements, mission, vision, and strategic plan that represent the interests of the entire system.
- 3.2 Maintain and strengthen the partnership with our parents, the church and the Catholic community.
- 3.3 Establish processes that provide the community with opportunities for input appropriate to their role.
- 3.4 Provide reports outlining board results in accordance with provincial policy.
- 3.5 Develop board procedures to hear appeals in accordance with appropriate statutes and board policies.
- 3.6 Consult and engage with parents, students and supporters of the board on the board's multi-year plan.
- 3.7 Provide two way communications between the Board and School Councils/Parent Involvement Committee.
- 3.8 Model a culture that reflects the trustees' Code of Ethics and their "ministry of service" as Catholic trustees.

4. System Leadership and Planning

- 4.1 Provide overall direction for the Board by establishing the mission, vision and values.
- 4.2 Develop and approve the multi-year plan for a period of 3 or more school years aimed at achieving the board's goals.
- 4.3 Annually set priorities with outcomes (Strategic Plan).
- 4.4 Annually approve the Board Plan in public session for district distribution.
- 4.5 Annually approve the Board Plan to drive the budget process.
- 4.6 Annually review the multi-year plan with the board's Director of Education.

- 4.7 Annually evaluate the effectiveness of the board in relation to the board plan.
- 4.8 Monitor progress toward the improvement of student achievement.
- 4.9 Communicate regularly with supporters and employees of the board about progress made in implementation.

5. Policy Development, Implementation and Review

- 5.1 Develop policies that outline how the system will successfully function and that promote the board's goals and encourage pupils to pursue their educational goals in accordance with its belief statements, mission and vision.
- 5.2 Ensure that all new policies have in place a purpose statement that is aligned with its mission and vision prior to development.
- 5.3 Approve policy statements that meet the criteria identified by the board.
- 5.4 Review board policies to ensure that they reflect the desired impact and/or purpose.
- 5.5 Hold the Director of Education accountable for the implementation and review of board policies and procedures.

6. Director/ Board Relations

- 6.1 Select the Director of Education who supports working with the board, the staff and community in the realization of the board's mission and vision.
- 6.2 Provide the Director with a clear job description, corporate direction and support.
- 6.3 Delegate through policy, administrative authority and responsibility subject to the provisions and restrictions of the *Education Act* and Regulations.
- 6.4 Entrust the day to day management of the board to its staff through the board's director of education.
- 6.5 Monitor and evaluate the performance of the director in meeting his/her duties under the Act including related policies, guidelines and regulations as well as duties under the multi-year plan and any other duties assigned by the board.
- 6.6 Evaluate the Director in the first year of service and annually or biannually thereafter. Use the Director's job description and district's multi year plan as the basis for the evaluation.

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- 6.7 Promote the professional growth of the director in continuing to provide quality board leadership.
 - 6.8 Ensure ongoing capacity building and succession planning for key positions.
 - 6.9 At least once a year at the Director's request, provide the Director with an opportunity to meet alone with the board in closed session.
 - 6.10 Annually or biannually review the compensation of the Director.
 - 6.11 Promote a positive working relationship with the Director of Education.

7. Fiscal Responsibility

- 7.1 Develop a budget review process to help determine annual resource allocations. (Use the Multi Year Plan and other provincial and local directions.)
- 7.2 Annually approve the budget in public session to ensure that the financial resources are allocated to achieve the desired results.
- 7.3 Approve as per legislation all capital plans and other planning documents that will drive budget decisions.
- 7.4 Have in place an Audit Committee (committee of the whole) to ensure that the board is compliant with the provincial audit regulations and that the board has in place appropriate accountability processes.
- 7.5 Ratify Memoranda of Agreements with all bargaining units and non-union groups.

8. Board Development

- 8.1 Formally evaluate the board's effectiveness and performance on a regular basis.
- 8.2 Develop an annual action plan for both collective and individual trustee development by increasing knowledge of: trustee role; processes, issues; and board mission, vision and values.
- 8.3 Use the expertise of the Director of Education, and provincial organizations (Ontario Catholic School Trustees Association, Institute for Catholic Education, Council of Directors of Education, the Bishop, the Ontario Conference of Catholic Bishops, the Thunder Bay Diocese, Ontario Catholic Supervisory Officers Association, Northern Ontario Education Leaders) to consult on educational issues and help develop and support the Board of Trustees' professional development plan.

8.4 Seek opportunities to network with other school boards as necessary.

9. Multi Year Plan

- 9.1 Provide overall direction for the Kenora Catholic District School Board by establishing the mission, vision and values.
- 9.2 Annually set priorities with outcomes (Multi Year Plan) that proceed from the system vision.
- 9.3 Annually approve the Multi Year Plan in public session for board distribution.
- 9.4 Annually use the Multi Year Plan to drive the budget process.
- 9.5 Annually evaluate the effectiveness of the Kenora Catholic District School Board in relation to the Multi Year Plan.
- 9.6 Monitor progress toward the improvement of student achievement, closing the achievement gap and overall student well-being.

10. Political Advocacy and Communication

- 10.1 Develop and maintain positive and effective relationships with the Minister of Education, members of federal and provincial parliament and counterparts in municipal government.
- 10.2 Annually approve a plan for board advocacy that aligns with the board's multi-year strategic plan. Consider in the plan the focus, key messages and advocacy mechanisms.
- 10.3 Annually develop a plan to ensure that it aligns with the multi-year strategic plan to ensure that the board is communicating with the community and beyond.

11. Recognition

- 11.1 Develop mechanisms to ensure that the school board recognizes students and student achievement.
- 11.2 Develop mechanisms to ensure that the school board recognizes staff and staff achievements.
- 11.3 Develop mechanisms to ensure that the school board recognizes community members and volunteers.

The board also has the following responsibilities:

1. Approval of school year calendars
2. Naming of educational facilities
3. Approval of tender selection for major building construction and modernization
4. Approval of disposition of land and buildings
5. Approval of education development charges
6. Approval for the issuance of debentures
7. Designation of the contact person or “head” for Freedom of Information and Protection of Privacy

Legal Reference:

Education Act S. 170, S. 171

Bill 177 - Student Achievement and School Board Governance Act, 2009

Other Reference:

Professional Development Program for School Board Trustees:

<https://www.ocsta.on.ca/trustee-modules-2/>

Approval Date: June 2006

Date of Latest Review: February 2010, February 1, 2011, November 1, 2011, November 2012, November 2014, April 2018, April 2020, April 2022

Date of Latest Revision: February 2010, February 1, 2011, April 2018, April 2022



KENORA CATHOLIC DISTRICT SCHOOL BOARD

Policy 9: Board Operations

The Kenora Catholic District School Board is a Catholic board of education established under the *Education Act*, with power to perform all the duties conferred or imposed upon a Catholic school board by that or any other Act of the Legislative Assembly of the Province of Ontario. It shall operate in accordance with the provisions of the *Education Act*, other applicable legislation, the pertinent regulations of the Ministry of Education, the guidance of the Catholic Church and the following policy.

The Kenora Catholic District School Board believes that its ability to discharge its obligations in an efficient and effective manner is dependent upon the development and implementation of a sound organizational design. In order to discharge its responsibilities to the electorate of the district, the board shall hold regular meetings. The board has adopted policies so that the business of the board can be conducted in an orderly and efficient manner.

The board believes that a fundamental obligation is to preserve, if not enhance, the public trust in education generally, and in the affairs of the Kenora Catholic District School Board operations in particular. Consistent with its objective to encourage the general public to contribute to the educational process, board meetings will be open to the public. The board believes its affairs should be conducted in public to the greatest extent possible.

The board believes there are times when the public interest is best served by private discussion of specific issues during closed sessions. A meeting of a committee of the board, including a committee of the whole board, may be closed to the public when certain matters, as outlined in legislation, are discussed.

The rules and regulations contained in this policy shall be observed in all proceedings by the board and shall be the rules and regulations for the order and dispatch of the business of the board and its committees except where any statute or legislative regulation otherwise provides.

In any instance not provided in statute or in this policy, Robert's Rules of Order shall govern insofar as they are applicable.

A. MEETINGS OF THE BOARD

1. Elections Campaigns

1.1 Use of Board Resources

1.1.1 No candidate for the office of trustee for the Kenora Catholic District School Board shall be allowed to use supplies, services or human resources funded through the budget of the Kenora Catholic District School Board for their election campaign.

1.2 Compliance Audit Committee

1.2.1 A Compliance Audit Committee shall be established in accordance with the Municipal Elections Act, 1996, before October 1 of an election year to serve the same term of office as the board members who take office following the next regular election.

1.2.2 A Compliance Audit Committee shall be appointed by board motion.

2. Inaugural and Annual Meetings

2.1 Definitions

2.1.1 “Inaugural Meeting” means the first meeting of the board following the municipal election of trustees, at which time the board elects a Chair and Vice Chair and representatives.

2.1.2 “Annual Meeting” means the first meeting of the board following ~~December 1st~~ **November 15** of each year, at which time the board elects a Chair and Vice Chair and representatives.

2.2 Date

2.2.1 The board shall hold its first meeting not later than seven days after the day on which the term of office of the board commences (**November 15**) on such date and at such time and place as the board determines and, failing such determination at 7 p.m. at the head office of the board on the first Wednesday following the commencement of the term of office.

2.2.2 Notwithstanding clause 1.1.1, on the petition of a majority of the members of a newly elected or appointed board, the Director of Education may provide for calling the first meeting of the board at some other time and date.

2.2.3 The board shall at a regular ~~November~~ **October** meeting of each year determine, by resolution, the date in ~~December~~ **November**

for the annual meeting of the board.

2.3 Declaration and Oath of Allegiance

2.3.1 Every person elected or appointed to the board, on or before the day fixed for the first meeting of the new board, or on or before the day of the first meeting that the person attends, shall make and subscribe the following declaration before the secretary of the board or before any person authorized to administer an oath or affirmation and in default that person shall be deemed to have resigned:

2.3.2 Declaration

I am not disqualified under any Act from being a member of the Kenora Catholic District School Board.

I will truly, faithfully, impartially and to the best of my ability execute the office of trustee, and that I have not received and will not receive any payment or reward or promise thereof for the exercise of any partiality or malversation or other undue execution of the said, office and that I will disclose any pecuniary interest, direct or indirect, as required by and in accordance with the Municipal Conflict of Interest Act.

Declared before me at in the Province of Ontario
this day of, 20

2.3.3 Oath of Allegiance

Every person elected or appointed to a board, before entering on their duties as a trustee, may take and subscribe before the secretary of the board or before any person authorized to administer the oath of allegiance in the following form:

Ido (swear or affirm) that I will be faithful and bear true allegiance to Her Majesty, Queen Elizabeth II (or the reigning sovereign for the time being).

(Sworn or affirmed) before me at in the Province of Ontario

this day of, 20

2.3.4 The declaration and oath or affirmation of allegiance shall be filed with the secretary of the board within eight days after the making or taking thereof, as the case may be.

2.4 Presiding Officer

At the first meeting in December of each year, the Director of Education shall preside until the election of the Chair or in their absence, the members present shall designate who shall preside at the election of the Chair and if a member of the board is so designated, he or she may vote at the election of the Chair.

2.5 Election Returns

At the inaugural meeting following an election of trustees, the secretary of the board shall read the returns of elections to the board as certified by the clerks of the municipalities concerned, whereupon the elected members shall take their places.

2.6 Term of Office for Elected Trustees

~~2.6.1 In 2018, 2019 and 2020, the year of a member's term of office began on December 1 and ends on the following November 30.~~

~~2.6.2 In 2021, the year of a member's term of office begins on December 1 and ends on the following November 14.~~

2.6.3 Beginning in 2022, a year of a member's term of office begins on November 15 and ends on the following November 14.

2.7 Election of Officers

2.7.1 At the inaugural meeting and at the first meeting in December **November** of each year and at the first meeting after a vacancy occurs in the office of Chair, the members shall elect one of themselves to be Chair, and the Chair shall preside at all meetings.

2.7.2 At the inaugural meeting and at the first meeting in December **November** of each year the board shall also elect one of themselves to be Vice Chair and that person shall preside in the absence of the Chair.

2.8 Term of Office

The term of office for Chair and Vice Chair shall be one year however; both shall remain in office until such time as a new Chair and Vice

Chair have been duly elected.

2.9 Procedure for Election of Officers

2.9.1 Election of officers shall be by open nomination and closed ballot.

2.9.2 In each case, nominations will be received from the floor. No seconder shall be required. The Presiding Officer shall call three times for further nominations and shall then declare nominations closed. The Presiding Officer shall then ask each candidate - from the last named to the first - if that person wishes to stand for office. If only one candidate remains, the Presiding Officer shall declare that person elected by acclamation. Otherwise a vote shall be taken.

2.9.3 Voting will be by secret ballot. Proxy voting shall not be allowed. The member receiving a majority of the votes cast, ignoring blanks, in each case shall be declared elected. If at the conclusion of the first ballot, no trustee has received a majority of the votes cast, the board shall proceed to a second ballot, but no vote shall be cast for the trustee who secured the lowest number of votes on the preceding ballot. This procedure shall continue until the officer has been elected.

2.9.4 The Presiding Officer shall announce the result of the ballot by declaring the name of the member who has received a majority of the votes cast for each office, but shall not declare the count. All ballots shall be destroyed after elections have been completed and after the results have been declared.

2.9.5 If any one nominee does not receive a majority of the votes cast, the Presiding Officer will report to the board the names of the candidates in order of the number of votes cast, beginning with the highest, but not the number of votes cast. The Presiding Officer will then proceed to administer the number of ballots required to elect a Chair.

2.9.6 In the case of an equality of votes at the election of a Chair or Vice Chair (of the board), the candidates shall draw lots to fill the position of the Chair or Vice Chair, as the case may be.

2.9.7 Ballots shall be prepared, in a number equal to the number of candidates tied for office, with one ballot stating the name of the position to be filled and the remainder blank. Each of the candidates tied for office shall draw a ballot, and the winner shall be the person who draws the ballot stating the designated position.

2.9.8 The Presiding Officer shall appoint two scrutineers, who are not members of the board, to distribute, collect and count the ballots. One of the two persons appointed shall be named chief scrutineers and shall be responsible for reporting the election results to the Presiding Officer.

2.10 Committee and Other Appointments

2.10.1 The Chair shall then appoint or reappoint members of those committees. The committees shall choose their Chair at their first regular meeting.

2.10.2 The Chair shall then appoint representatives to internal committees and to outside agencies, boards and committees. The appointments may be made by way of volunteers.

3. In the event that any position filled at the annual meeting becomes vacant for any reason during the year, the vacancy shall be filled in the manner prescribed above at the next regular meeting of the board after the vacancy occurs.

4. Regular Meetings of The Board

4.1 Dates

Regular meetings of the board shall be held, at least once a month, on a schedule to be determined by the board, and in compliance with legislated requirements.

4.2 Subject Matter

Any regular meeting of the board of trustees may deal with policy and planning matters such as those listed below:

- future directions,
- board objectives,
- projects and reviews
- board structures and procedural by-laws
- formulation of and revisions to board policies
- capital needs

- the evaluation of the corporate performance of the board
- the annual budget
- staffing needs
- curriculum planning, programmes and guidelines
- student services planning, programmes and guidelines
- major staff presentations

4.3 Cancellation and Rescheduling

Regular meetings in any month may be cancelled by the board at its discretion at a preceding regular meeting or by poll of trustees. By Board motion a regular meeting may be rescheduled to another date.

4.4 Summer Adjournment

During the months of July and August all regular meetings of the board and its committees shall not be held unless deemed necessary by the Chair or the Director of Education.

4.5 Location

Regular meetings of the board shall be held in the board room at the Catholic Education Centre, unless otherwise determined by the board. Nothing in this section shall prohibit the Chair from altering the site of a board meeting, should special or emergency consideration make such change advisable.

4.6 Notification of Meetings & Provision of Materials

4.6.1 The secretary of the board will give notice of all meetings of the board to the members by notifying them personally or in writing, by email or by sending a written notice to their residences.

4.6.2 Notice of all regular meetings of the board and its standing committees, including the agenda and relevant support materials shall be made available to each member no later than 4:00 pm. on the Friday prior to the Tuesday board meeting.

4.6.3 All communications or other documents intended for consideration by the board or its committees shall be in the hands of the Director of Education not later than 4:00 pm. on the Wednesday previous to regular meeting.

4.6.4 It shall be left to the discretion of the Chair of the board and the Director of Education to present or hold over documents coming to their attention after the specified time, unless they shall have reference to some matter which may arise during said meeting.

4.7 Determination of Agenda

The agenda of all meetings of the board shall be determined by the Chair and Vice Chair of the board and the Director of Education.

4.8 Minutes of the Meetings

4.8.1 Minutes of meetings of the Kenora Catholic District School Board shall be kept in accordance with the provisions of the Education Act.

4.8.2 The secretary of the board is responsible for keeping a full and correct record of the proceedings of every meeting of the board in the minute book provided for that purpose by the board and ensuring that the minutes when confirmed are signed by the Chair or presiding member.

4.8.3 It shall be the accepted rule that the secretary is bound only to record in the minutes the decisions made at the meetings. The general requirement is that the minutes shall be precise and show what was decided - not what was said nor what were the reasons for or against any particular proposal.

4.8.4 The minutes of meetings shall be confirmed as accurate at the next regular meeting of the Kenora Catholic District School Board.

4.8.5 Attendance of trustees shall be recorded in the minutes of all regular, special meetings of the board, and committee of the whole. The attendance, absence with regrets, and the absence without notice shall be recorded in the minutes.

4.9 Attendance of Trustees

It is the responsibility of every trustee to notify the office of the Director of Education and the board chair, in advance of any meeting of which that trustee is a member, of absence from or late arrival to such meeting. This notification should be made as soon as possible, preferably before 12:00 noon on the day of the meeting to assist in ensuring quorum for said meeting.

4.10 Seat Vacated

If a member of a board is convicted of an indictable offence, or becomes mentally ill, or absents himself or herself without being authorized by resolution entered in the minutes, from three consecutive regular meetings of the board, or ceases to hold the qualifications required to act as a member of the board or becomes disqualified under *Education Act subsection 220(4)*, the member

thereby vacates their seat, and provisions of the Education Act with respect to the filling of vacancies apply.

4.11 Public Access

4.11.1 To Minutes and Financial Information

Any person may, during regular office hours, at the head office of the board inspect the minute book, the audited annual financial report and the current accounts of a board, and upon the written request of any person and upon the payment to the board at the rate of 25 cents for every 100 words or such lower rate as the board may fix, the secretary shall furnish copies of them or extracts from them certified under the secretary's hand.

4.11.2 To Meetings

- The meetings of the board and, subject to *section 2.9 Public Access, paragraph 2.9.2.2*, meetings of a committee of the board, including a committee of the whole board, shall be open to the public, and no person shall be excluded from a meeting that is open to the public except for improper conduct.

- A meeting of a committee of the board, including a committee of the whole board, may be closed to the public when the subject matter under consideration involves,
 - a) the security of the property of the board;
 - b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or the pupil's parent or guardian;
 - c) the acquisition or disposal of a school site;
 - d) decisions in respect of negotiations with employees of the board; or
 - e) litigation affecting the board

- The presiding officer may expel or exclude from any meeting any person who has been guilty of improper conduct at the meeting.

5. Special Meetings of the Board

5.0 Calling of Special Meeting

Special meetings of the board may be called at any time by order of the Chair in consultation with the Director of Education, or upon the written request of three members of the board.

5.1 Agenda

The notice calling a special meeting of the board shall state the purpose for which the meeting is called, and no other business shall be considered, unless each member of the board has been fully informed in writing and by telephone of such added purpose or where two-thirds of the members of the board agree to deal with matters other than those on the agenda.

5.2 Notice of Special Meeting

5.2.2 In ordinary circumstances, notice of a special meeting will be for-warded to all trustees forty-eight (48) hours or more prior to the holding of the meeting, and confirmed by telephone, if deemed necessary by the Chair.

5.2.3 In emergency or unusual circumstances, as determined by the Chair, the requirement of forty-eight (48) hours notice may be waived and notice may be given by telephone or oral communication as circumstances may require. Where such action is taken as required it shall be duly confirmed as proper procedure on the agenda of the meeting concerned. An attempt must be made to reach all trustees.

5.3 Action Binding

All decisions made, and action taken, at a special board meeting shall be considered as binding as if taken at a regular meeting

6. Electronic Meetings

6.2 A member of the Kenora Catholic District School Board who participates in a meeting through electronic means in accordance with board policy and Ministry of Education regulations shall be deemed to be present at the meeting for the purpose of every Act.

6.3 Until November 15, 2022, the chair of the board or of a committee of the board or their designate may participate in a meeting of the board or of a committee of the board by electronic means if,

6.3.1 The distance from the chair's or designates current residence to the meeting location is 200 kilometres or more;

- 6.3.2 Weather conditions do not allow the chair or designate to travel to the meeting location safely; or
- 6.3.3 The chair or designate cannot be physically present at a meeting due to health-related issues.
- 6.4 Starting on November 15, 2022, the chair or designate must be physically present for at least half of the meetings of the board for any 12-month period starting each year.

B. RULES OF ORDER

1. Quorum

1.1 Majority Needed

A majority of the members of the board or a committee shall constitute a quorum for the transaction of any or all business, and the action of a quorum in a regularly scheduled meeting shall be binding upon the whole board or committee.

1.2 Non Committee Members Not Counted

Members of the board may attend meetings of any committee or sub-committees of the board, of which they are not members and shall with the leave of the Chair have the right and privilege to speak to any issue, but, they shall not be entitled to vote on any question before the committee or count in determining the quorum of the committee.

1.3 Fifteen Minute Rule

Unless there shall be a quorum present within fifteen minutes after the time fixed for a regular or special meeting, the secretary shall record the names of the members then present and the meeting shall forthwith stand adjourned until the next regular meeting, unless a special meeting is called as provided in this by-law.

1.4 Loss of Quorum

If in the course of a meeting of the board or of a committee, the loss of a quorum should occur, the presiding officer shall forthwith adjourn the meeting and the secretary shall record the names of those present at the time of adjournment.

2. Presiding Officer

- 2.1 At the hour of the meeting, upon a quorum of the members being present, the Chair shall call the meeting to order.

2.2 Absence of Chair

2.2.1 In the absence of the Chair, or if the office of Chair is vacant, the Vice Chair shall preside, and during the period of absence or vacancy shall have all the powers of the Chair.

2.2.2 In the case of the absence of both the Chair and Vice Chair, the Director of Education shall, subject to the rules of quorum, call the meeting to order, and a Chair shall be chosen by the members, who shall preside and act during such absence.

2.3 Duties of the Chair

It shall be the duty of the Chair or other presiding officer of a meeting of the board or of a committee to maintain order, to decide all questions of order and procedure, to submit motions or other proposals to the final decision of the meeting, to state, without argument or comment, the rule applicable to any point, practice or order if called upon to do so, and to adjourn the meeting when the business of the meeting is concluded.

2.4 Vacating the Chair

Should it be necessary for the Chair to leave the Chair to take part in any debate or discussion or for any other reason, the latter shall call upon the Vice Chair, or, in the Vice Chair's absence, one of the members to fill the Chair's place until the Chair resumes it. The Vice Chair or any member temporarily occupying the Chair shall discharge all the duties and enjoy all the rights of the Chair.

3. Order of Business - Regular Board Meetings

- 3.1 The business at regular board meetings shall be as follows:
- a) Call to Order and Opening Prayer
 - b) Roll Call
 - c) Committee of the Whole
 - d) Declaration of Pecuniary Interest
 - e) Consideration and Approval of Agenda
 - f) Confirmation of Minutes of Regular and Special Board Meetings
 - g) Business Arising from the Minutes
 - h) Financial Report
 - i) Delegations and Staff Presentations
 - j) Unfinished Business
 - k) Report of the Committee of the Whole
 - l) New Business
 - m) Information
 - n) Future Meetings
 - o) Adjournment

3.2 Approval of the Agenda

At the commencement of the board meeting the agenda shall be confirmed and approved by a majority vote of trustees present. The inclusion on the agenda of additional items of new business shall require the approval of the board in the form of an amendment requiring a two-third's majority vote of the trustees present.

3.3 Pecuniary Interest

3.3.1 Where a trustee has any pecuniary interest, direct or indirect with respect to any item(s) on the agenda, that person shall, prior to the consideration of the item(s), disclose personal interest and the general nature thereof, shall refrain from participation in any discussion thereon, shall not vote on any question in respect of the matter(s), and shall not attempt in any way, whether before, during or after the meeting, to influence the voting on any such question.

3.3.2 Where the meeting referred to in paragraph 3.3.1 is not open to the public, in addition to complying with the requirements of that subsection, the member shall forthwith leave the meeting or the part of the meeting during which the matter is under consideration.

3.3.3 Where the interest of a member has not been disclosed as required by subsection 3.3.1 by reason of that person's absence from the meeting referred to therein, the member shall disclose the interest and otherwise comply with subsection 3.3.1 at the first meeting of the board or committee, as the case may be, attended by that member after the meeting referred to in subsection 3.3.1.

3.4 Confirmation of Minutes

Minutes of previous meetings shall be considered by trustees only with reference to the accuracy of the minutes as recorded. Minutes of discussion other than with regard to the accuracy of the minutes shall be ruled out of order by the Chair.

3.5 Delegations to Board or Committee meetings

3.5.1 A request for a delegation to make a presentation at a regular board meeting or committee meeting shall be made in writing to the Director of Education at least seven (7) calendar days prior to the date of the meeting. The written request shall contain the following information:

- a) the intent and nature of the presentation;
- b) the organization or interested parties represented;
- c) the names of the members of the delegation;
- d) the name and authority of the spokesperson.

3.5.2 Late Request

The Chair of the board will consider the request and if, in their opinion, the subject to be discussed is emergent in nature, the Chair may waive the requirements of one week's notice providing there is sufficient time for the Director of Education to advise members of the board concerning the delegation's purpose prior to the meeting at which the delegation is to appear.

3.5.3 Referral to a Committee

If, in the opinion of the Chair of the board, the delegation may be adequately received by a committee of the board, or if the nature of the topic to be discussed is such that it should be dealt with by a committee of the whole, the Chair may direct the delegation to appear before a committee or a committee of the whole.

3.5.4 Impromptu Delegations

Impromptu delegations will not be heard and informed of the board's policy regarding delegations.

3.5.5 Position on the Agenda

Delegations will be received at the beginning of the regular board meeting.

3.6 Notice of Motion

3.6.1 Any member can introduce a notice of motion to be dealt with at the next regular meeting of the board.

3.6.2 Any member who has given notice of motion may withdraw the same only by consent of the majority of the members present.

3.6.3 Notice to Amend

If it is the intention of a trustees to amend an adopted motion, or policy a notice of motion with respect to such intention must be presented to the board at a meeting of the board previous to the meeting at which the motion is to be considered.

3.7 Recess

With the majority consent of those members present, the presiding officer may call a recess of at least fifteen (15) minutes at a point deemed appropriate.

4. Order of Business - Committees

4.1 The general order of business for committee meetings shall be as follows:

- a) Call to Order and Opening Prayer
- b) Approval of Agenda
- c) Declaration of Pecuniary Interest
- d) Delegations and Staff Presentations
- e) Items for Committee Consideration
- f) Items of Information
- g) Committee of the Whole
- h) Report of the Committee of the Whole
- i) Adjournment

4.2 Cancellation of a Committee Meeting

If, in the opinion of the Chair of the committee and the Director of Education, there is insufficient material to warrant the holding of a scheduled meeting of such committee, the meeting may be cancelled and the members advised thereof.

4.3 Adherence of Committee of the Whole to Rules of Order

Committee of the whole shall be governed by the rules and procedures set out in this policy.

5. Participation of Trustees at Board and Committee Meeting

5.1 To Obtain the Floor

Any member desiring to speak may so signify by addressing the Chair. The Chair, on being thus addressed, shall call the member by name and such member may then, but not before, proceed to address the board.

5.2 Addressing the Chair

A trustee, in speaking to any question or motion, shall address the Chair, confining him/herself to the question in debate and avoiding all personalities and discourteous language.

5.3 Two Speakers

When two or more members signify their desire to speak at the same time, the Chair shall identify the order in which the members shall speak.

5.4 Interruption Only on Point of Order

No trustee while speaking shall be interrupted unless that trustee permits it, except on a point of order or privilege, in which case the trustee shall desist from speaking. The member so interrupting shall state the point of order, (that is, the deviation or departure from the rules of ordinary procedure) and both members shall await the decision of the Chair on the point of order or privilege raised.

5.5 Deciding a Point of Order

When the Chair is called upon to point of order or practice the Chair shall state the rule applicable to the case without comment and render a decision. The ruling of the Chair shall be final subject only to an appeal to the board without debate.

5.6 Appeals

If any member challenges the ruling of the Chair that member shall indicate such challenge to the Chair who shall thereupon put the question to the members present in the following form: "Shall the ruling of the Chair be sustained?" and such appeal shall be decided by majority vote.

5.7 Question of Privilege

A question of privilege may be raised if a member considers that the member's own dignity, honour or reputation or safety, or that the board has been impugned. Procedure is the same for a point of order.

5.8 Limits of Debate

A trustee may speak more than once on any subject before the meeting, but the Chair may rule that members may speak only once and not longer than five (5) minutes on a particular matter before the meeting. However, a trustee proposing a question or motion shall be allowed five minutes to reply.

5.9 Reading of the Motion

Any member of the board may require the motion under discussion to be read but not so as to interrupt the speaker.

6.0 Adjournment

No meeting of the board or of a committee of the board shall remain in session later than 11:00 p.m. unless otherwise determined in each instance by a vote of a majority of those members present.

C. MOTIONS

1. Process for Placing and Passing a Motion

1.1 Purpose

The purpose of a motion is to place before the meeting a defined subject for orderly consideration and the collective decision of the board.

1.2 Main Motion (Debateable)

Except where otherwise specified, a motion must be moved by one member and seconded by another. It then may be adopted, amended, defeated or withdrawn.

1.3 Disposal of Motions

After a motion has been duly moved, seconded and read from the Chair, it shall be deemed to be in the possession of the meeting, shall be open to debate and shall be disposed of by vote, but it may be withdrawn at any time before the vote is taken only on consent of the mover and provided no one objects.

1.4 Motion Contrary to Policy

Whenever the Chair is of the opinion that a motion presented is contrary to the policies and privileges of the board, the Chair shall refuse to accept the motion and shall so apprise the members, stating the authority applicable to the case, without comment.

1.5 Motion to Put the Question (Not debatable)

1.5.1 A motion by a member for the previous question (i.e. that the question be now put) is designed to close debate, or force a direct vote on the main question and to prevent the proposing of amendments or further amendments. Its effect is confined to the immediately pending motion unless otherwise specified. A two thirds majority of the votes cast is required.

1.5.2 If the motion for the previous question is adopted the Chair shall put the main question, subsidiary motion or amendment as the case may be, but if negated further debate may occur.

1.6 Debate Terminated by Vote

After the Chair has put any question to a vote there shall be no further debate.

2. Changing or Amending Motions

2.1 Dividing the Motion

When the motion or question under consideration contains two or more distinct propositions, upon the request of any member, motion will be divided and a particular proposition, or all propositions, according to the request, will be considered and voted upon separately.

2.2 Amending the Motion

2.2.1 Once a motion has been moved and seconded, a motion to amend may be made, but such an amendment must be relevant to the subject matter of the main motion.

2.2.2 An amendment shall not change the basic nature of the main motion but may alter the latter in only one of the three ways:

- a) by deletion of certain words;
- b) by addition of certain words;
- c) by deletion of certain words and replacement by others.

2.2.3 While there is no limit to the number of amendments, not more than one amendment may be before the board at any one time, and no further amendments will be permitted until a decision is made on the amendment before the board.

2.3 Amendments to Amendments (Debateable)

2.3.1 The purpose of an amendment to an amendment is to modify the primary amendment by adding, deleting or substituting words, phrases or figures. An amendment to an amendment shall not change the nature of the main motion.

2.3.2 Only one amendment to an amendment is permitted.

2.4 Order of Consideration

All amendments to a motion shall be put before the motion in the reverse order in which they were moved:

- firstly: on the amendment to the amendment;
- secondly: on the amendment, as amended, or on the primary amendment;
- thirdly: on the amended motion, or the original motion.

3. Postponement, Tabling and Referral Motions

3.1 To Defer or Postpone (Not debatable except as to time)

3.1.1 A motion to postpone is a motion to postpone consideration of a question temporarily and to a specified time. A motion to postpone removes that subject together with all its appendages and incidents from before the board.

3.1.2 The motion may be amended in respect to time, is open to the previous question and is debatable in respect of the advisability of the proposed postponement. A matter postponed may be taken up prior to the specified time by a two thirds vote of all the members.

3.1 To Refer (Debateable)

3.1.1 A motion to refer is a motion to commit, generally, to a standing or special committee for consideration in more detail than is possible in the whole body.

3.1.2 A motion to refer is amendable, e.g. by the substitution of a standing committee for a special committee; by increasing the number of members on the special committee, or by instructions to the committee.

3.1.3 Debate on a motion to refer must be relevant to the advisability of referring the question and to such particulars as may be introduced by way of amendment.

3.2 To Extend or Limit Debate (Not debatable except as to time)

The intent of a motion to extend or limit debate is to limit or extend the number and lengths of speeches or to close debate at a specified time. A two-thirds majority of the votes cast is required for passage.

4. Reconsidering, and Rescinding Motions

4.1 To Reconsider (Debateable)

4.1.1 Following the passage of a motion, except a motion to adjourn, to suspend the rules or order of business, or to lay on or take from the table, such a motion can be reconsidered during the same meeting or at the next subsequent meeting of the board.

4.1.2 A motion to reconsider must be moved by one who voted with the prevailing side, is debatable only if the motion to which it applies is debatable, and requires only a majority of the votes cast.

4.1.3 A motion to reconsider cannot apply to a decision or action which cannot be reversed, nor to a vote that has been partially executed, and no question can be twice reconsidered.

4.2 To Rescind (Debateable)

4.2.1 A motion to rescind is a motion to strike out a previous decision motion, policy or regulation and to make it null and void motion to rescind effectively returns matters to the status prior to the original motion.

4.2.2 A motion to rescind or repeal a previous decision or action of the board cannot apply to an action that cannot be reversed.

- 4.2.3 A motion may be rescinded:
- a) without notice by a two-thirds vote of members present, or by a majority vote of the entire membership of the board or
 - b) with a notice of this particular motion having been given at the previous meeting or in the call of this meeting, by a majority vote of the members present.

5. Suspending Rules, and Withdrawing Motions

5.1 To Suspend Rules (Not debateable)

5.1.1 A motion to suspend the rules can be exercised when it is to the board that justice and equity will not be served by enforcement of the rules. In such exceptional circumstances the board can suspend the rules that interfere with the proposed action, but the motion must specify, and is limited to, the purpose for the suspension.

5.1.2 Nothing that requires previous motion or two-thirds of the votes cast for its amendment can be suspended by less than two-thirds of the votes cast.

5.2 To Withdraw (Not debateable)

5.2.1 A main motion may be withdrawn by the mover at any time before voting on the question has commenced, even though the motion has been amended, and without the consent of anyone, provided no one objects.

5.2.2 If objection is made, leave to withdraw may be granted by a motion to that effect moved by another member.

6. Recess and Adjournment

6.1 Recess (Not debateable)

A motion requesting a recess may be moved by the Chair or any member in order to permit a short intermission (no more than fifteen minutes). This does not bring the meeting to an end. After the recess the meeting will be resumed at exactly the point where it was interrupted. The motion to recess is not debatable.

6.2 Adjourn

- 6.2.1 A motion to adjourn shall be in order, except when a member is speaking or a vote is being taken, or when a previous question has been called.
- 6.2.2 A simple motion to adjourn shall not be open to amendment or debate; but a motion to adjourn to a certain time may be amended and debated only as to the time.
- 6.2.3 After a motion to adjourn has been negated a second motion to the same effect cannot be made until after some intermediate business has been transacted.

7. Managing Motions

7.1 Secorder Not Required

The following motions do not require a seconder:

- a) questions of privilege;
- b) points of order;
- c) division of the question;
- d) nominations;
- e) leave to withdraw a motion.

7.2 Precedence of Motion

7.2.1 The following order of precedence of motions, from the highest rank at the top of list to the lowest at the bottom, shall prevail during meetings of the board and its Committees:

1. To fix time of next meeting (when required) **
2. To adjourn or to recess (when required) **
3. To raise a question of privilege
4. To rise to a point of order
5. To appeal
6. To suspend the rules *2/3 of the votes cast*
7. To withdraw a motion
8. To divide a motion
9. To lay on/take from the table
10. To close debate (previous questions) *2/3 of the votes cast*
11. To limit or extend debate *2/3 of the votes cast*
12. To postpone to a certain time **
13. To refer to commit **
14. To amend **
15. To postpone indefinitely
16. Main motion **
17. To reconsider

18. To rescind 2/3 vote of the members present without notice

*** signifies that the motion can be amended*

7.2.2 When any motion listed in 7.2.1 is immediately pending, the motions above it are in order, while those below it are out of order.

7.3 Limiting Motions

Those motions that take away rights or limit freedom of action require more than the usual majority vote for adoption, namely two-thirds vote.

D. VOTING PROCEDURES

1. Right to Vote

1.1 Member

Every member present when a question is put is entitled to vote thereon, unless that person is personally interested in the question. A member shall not vote on any question where it is forbidden to do so by the statutes.

1.2 Non-Committee Members

Members of the board attending meetings of any committee or sub-committees of the board, of which they are not members shall not be entitled to vote on any question before the committee.

1.3 Chair

On every question, the Chair of a meeting who is at the same time a member in full standing may vote on any question.

2. Types of Voting Procedures

2.1 Show of Hands

The procedure for taking the vote shall be by show of hands. Members present and voting shall indicate their vote upon the question by raising their hand at the appropriate time in response to the Chair's call for votes in favour of, in opposition to, or abstaining from the question, and the Chair shall announce the results thereof.

2.2 Secret Ballot

A vote by secret ballot may be ordered by a motion to that effect where such is not already required by board policy.

2.3 Recorded Vote

2.3.1 Each member's vote shall not be recorded upon any motion unless requested by a member before the Chair calls upon the members to vote upon the question.

2.3.2 Provided a request is made in the manner hereinbefore mentioned, the names of those who vote in favour of the question, those who vote in opposition and those who abstain, shall be entered upon the minutes.

2.4 Abstaining

A member may abstain from voting. If this action reduces the number voting to less than a quorum, the subject will be referred to the next meeting.

3.0 Voting

3.1 Putting the Question

No member shall speak to the question after it is finally put by the Chair, nor shall any other motion be made until after the result is declared; and the decision of the Chair as to whether the question has been finally put shall be conclusive.

3.2 Equality of Votes

Any question on which there is an equality of votes shall be deemed to be lost.

3.3 Majority

3.3.1 Where a simple majority vote is required for the passage of a motion, such shall mean any number greater than one-half of the votes cast where a quorum is present.

3.3.2 A majority vote of the members shall require any number of votes greater than one-half of the total membership of the board (both present and absent) for a motion to be carried.

3.3.3 A two-thirds majority vote means two-thirds of the votes cast where a quorum is present.

E. BOARD-COMMUNITY RELATIONS

1. General Communication

1.1 Recognized Value

The board recognizes its duty to keep parents and ratepayers informed, appreciates the value of good public relations and commits itself to regular planned communications with these groups.

1.2 Avenues of Communication

On behalf of the board the Director of Education will ensure that:

- a) the time and place of each public meeting of the board is announced publicly through the local news media;
- b) board meeting highlights are distributed to staff;
- c) system activities of a newsworthy nature are reported on, through the media;
- d) the board's mission and major annual goals/objectives are published in a timely fashion at least once a year.

1.3 Trustee Process For Managing Information Requests and Concerns

1.3.1 Trustees are encouraged to contact the Director of Education when they have any inquiries or concerns regarding school or for information on departmental operations. In most circumstances, these matters should be dealt with in a direct and routine fashion outside of board meetings.

1.3.2 When a complaint is made to a trustee concerning dissatisfaction with or criticism of the actions or methods of an employee of the school system, or with policies, procedures or programmes of a school or of the school system, the trustee shall deal with the complaint in accordance with the provisions and procedures of this policy and in the spirit of the administrative procedures concerning disposition of complaints.

1.3.3 Except by explicit direction of the board, individual board members or groups of members shall not undertake any action, investigation or negotiation that may be construed as acting on behalf of the board.

1.3.4 If a trustee receives a complaint, that trustee shall direct the complainant to communicate the concern directly to the following persons: first to the teacher or employee about whom the complaint is made but where the problem or difficulty is not resolved or where particular circumstances warrant, to the

school principal followed by the Superintendent of Instructional Services and if necessary to the Director of Education.

- 1.3.5 For matters considered by a trustee as warranting an inquiry or investigation, the trustee shall discuss the matter thoroughly with the Director of Education before the issue is placed before the board.

F. STUDENT REPRESENTATION ON THE BOARD

It is the policy of the Kenora Catholic District School Board that pupil representation on the Board is an essential component of Catholic trusteeship. Pupil representation enables the interests of the student population to be clearly reflected in the decision making of the Board. The pupil representatives shall be called “student trustees”.

Guidelines:

1. The Kenora Catholic District School Board may have three student trustees, if a third is elected they shall be an Indigenous student trustee. The student trustees’ term will be staggered so every year one new student trustee will be appointed for a two-year term.
2. A student trustee shall have the following qualifications; that is,
 - a) be a Catholic in Union with the See of Rome
 - b) be a Canadian citizen
 - c) be a resident student of the Board
 - d) be enrolled full-time (i.e., in at least three credits per semester) at St. Thomas Aquinas High School and be in the senior division (Grade 11 or 12) at the time of their term as a student trustee.
3. The student trustee will be elected at St. Thomas Aquinas High School every year for a two-year term.
 - a) The principal will be responsible for working with the student council to fill the vacancy for student trustees.
 - b) The vacancy for student trustees shall be filled by an election held by the student body of St. Thomas Aquinas High School.
 - c) The election process will be determined and conducted by the principal of St. Thomas Aquinas High School at the end of February each year.
 - d) Prior to May 1st, the principal shall notify the Director of Education of the name of the student trustee.
 - e) At the first board meeting in June the board shall appoint the student trustee.

4. The Indigenous student trustee will be elected by Gr. 10, 11 and 12 Indigenous students, from among students who self-identify as Indigenous. No student shall be appointed for more than two, one-year consecutive terms.
5. If for some reason the elected student trustee cannot complete the term of office, the principal of St. Thomas Aquinas High School working with the Student Council shall determine if the seat should be filled by another election or by appointment. The new student trustee's name shall be determined and forwarded to the Director of Education within 15 days of the vacancy occurring.
6. The term of office for the incoming student trustee shall be August 1st of each year to July 31st of their second year.
7. A student trustee shall be paid an annual honorarium of \$2,500 for each complete year that the student holds office. The honorarium will be prorated for the number of months served for a student trustee who does not serve a full-term.
8. The board shall notify the Ministry with the names of the student trustees elected, not later than 30 days after the date of the election or by-election.
9. Student trustees will represent the interest of pupils by fulfilling the roles and responsibilities of student trustees as outlined in Appendix "A" of this policy. Student trustees have a non-binding vote.
10. Student trustees shall attend all regularly scheduled Board meetings and committees on which student trustees serve and be present and participate in meetings of the Board that are closed to the public except where a meeting is closed under clause 207 (2) (b) of the *Education Act* or where the subject matter under consideration puts them in a conflict of interest. The Municipal Conflict of Interest Act provisions that apply to members of the Board of Trustees apply to Student Trustees.
11. Student trustees shall receive out-of-pocket expenses and travel expenses reasonably incurred in connection with carrying out the responsibilities of student trustees. Reimbursement shall be in accordance with the board policy for trustees.
12. The Chair of the Board shall appoint a trustee to act as a mentor for each student trustee.
13. The Director of Education or designate shall be the staff contact for the student trustees.

14. Student trustees shall receive board communications and other relevant materials.
15. A student trustee who ceases to be qualified as a student trustee must resign as a student trustee. Student trustees may be disqualified from office for the following reasons:
 - a) as per trustee disqualification criteria outlined in the Education Act and Regulations
 - b) the student trustee ceases to be enrolled as a full time student in one of the Board's Catholic Secondary Schools
 - c) the student trustee commits a serious breach of their school's code of conduct
 - d) the student trustee's behaviour is deemed to be incompatible with the roles and responsibilities of the position.
 - e) a student who is serving a sentence of imprisonment in a penal or correctional institution is not qualified to be elected or to act as a student trustee.
 - f) a decision of a majority of the board of trustees.
 - g) Absence from three (3) consecutive board meetings will result in disqualification of the pupil representative.

G. TRUSTEE VACANCY

1. Filling a Vacancy on the Board

- 1.1 This policy establishes the process by which the Kenora Catholic District School Board shall fill a vacancy on the board when a board member (trustee) resigns, becomes ineligible or otherwise creates a vacancy on the board during the term of the board.
- 1.2 The *Education Act* in S. 221 allows a board to fill a trustee vacancy in one of two ways:
 - a) require the municipality to hold a by-election; or
 - b) appoint a qualified person to the position.
 The *Education Act* does not specify the method of appointment of a trustee
- 1.3 A by-election may not be held after March 31 in a municipal election year, that is, within the last eight months of a board's four-year mandate. All costs of a by-election are borne by the board, in accordance with the *Municipal Elections Act* S. 7(3).

2. Board Decisions

2.1 By-election

If the board chooses to fill a trustee vacancy through a by-election in the vacated electoral zone, the process becomes the responsibility of the local municipality and takes approximately ten weeks. The municipality will provide to the board information regarding the implications of holding a by-election, including previous election results and estimated costs.

2.2 Appointment Process

2.2.1 If the board chooses to appoint a replacement, the *Education Act* requires that the vacancy be filled within 60 days after the office becomes vacant.

2.2.2 The *Education Act* S. 219 (1) specifies the qualifications necessary to be elected as a member of a board, and, therefore, to be appointed to a board:

- a) qualified to vote for members of the board;
- b) a resident in the area of jurisdiction of the board; and
- c) not disqualified as outlined in S. 219(4), (5) and (7).

2.2.3 The board may choose to appoint one of the unsuccessful trustee candidates from the last municipal election, providing that the candidate remains a qualified person and is willing to serve.

2.2.4 If the board chooses to offer the position to a broader range of electors, the following actions will occur:

- a) the vacancy shall be advertised in the local media;
- b) persons interested in the position shall be required to submit an application in writing to the secretary of the board;
- c) persons interested in the position shall also be required to submit a résumé or summary including past accomplishments and experience;
- d) persons shall also submit a letter of intent outlining the reasons for wishing to serve on the board and ways in which the individual can contribute to its overall effectiveness;
- e) applicants will be informed that they should be prepared to make a short verbal presentation to a selection committee. The time for the presentation should not exceed five minutes;
- f) applicants must sign consent forms and declaration of qualifications forms;

- g) information packages including facts about the Kenora Catholic District School Board, a copy of *Policy 5 Trustee Code of Ethics*, and a schedule of board and committee meetings will be made available to the applicants;
- h) applicants may request a public forum to review the role of a trustee;
- i) the applications will be available for review by the public if requested.

2.3 Interview Process

- 2.3.1 Only candidates who have submitted written applications by the deadline date shall be interviewed.
- 2.3.2 Interviews shall be conducted on board premises, which may include a school or the Catholic Education Centre.
- 2.3.3 The secretary of the board shall ask trustees to indicate their intention about their attendance and participation in the interviews.
- 2.3.4 Trustees participating shall constitute an *ad hoc* selection committee. Committee membership shall be a minimum of three trustees. The selection committee shall select its Chair from among its members. Only trustees who have participated in all interviews shall vote on the committee recommendation. The selection committee shall make its recommendation to the board at the next meeting of the board.
- 2.3.5 The secretary of the board shall be the administrative liaison to the selection committee.
- 2.3.6 The selection committee shall establish its operating practices. These practices shall include a common set of questions for all applicants.
- 2.3.7 The appointed candidate shall be advised promptly of the board's decision and shall be sworn in at the next opportunity following the appointment.

H. TRUSTEE HONORARIA AND EXPENSES

Honoraria

1. Honoraria

The Kenora Catholic District School Board will pay an honorarium to its trustees in accordance with the provisions of section 191 of the Education Act as calculated as per Ontario Regulation 357/06 (Honoraria for Board Members).

- 1.1 The year of a trustees term of office begins on November 15th and ends on the following November 14th.
- 1.2 The honorarium each trustee of the Kenora Catholic District School Board will be calculated using the following components as applicable; receive for the period beginning December 1, 2014 to November 30, 2018 shall be ~~(\$5,900 plus 100% of the annual enrolment amount as calculated according to the regulation) per year. The trustee honorarium amount may be increased by the percentage increase in the Ontario Consumer Price Index as published by Statistics Canada as allowed by legislation. This honorarium is composed of the base amount and 100% of the enrollment amount as calculated according to the regulation;~~
 - 1.2.1 The base amount for the year (\$5900),
 - 1.2.2 The enrolment amount for the year (100% of the enrolment as calculated according to regulation),
 - 1.2.3 The attendance amounts payable to trustee for the year,
 - 1.2.4 The distance amounts payable to the trustee for the year.
- 1.3 Annually, the base amount and the enrolment amount may be adjusted according to the formula outlined in the Regulation;
- 1.4 In addition to the honorarium payable to a trustee, the Chair of the Board shall receive an additional honorarium of \$5,000 per year, plus the enrolment amount in the Regulation 375/06, ~~6 5(3)~~.
- 1.5 In addition to the honorarium payable to a trustee, the Vice Chair of the Board shall receive an additional honorarium of \$2,500 per year, plus the enrolment amount payable in the Regulation 375/06, ~~6 5(4)~~.
- 1.6 The trustee allocation for statutory committees will be payable beginning December 2014.

1.7 Trustees will be informed each year of honoraria.

1.7.1 The Superintendent of Business and Facilities and Planning Services will calculate the honorarium for each trustee in accordance with Ontario Regulation 357/06 and provide a report to the Director of Education.

1.7.2 The Director of Education will communicate the calculated honorarium to the trustees.

1.8 The Board of Trustees may, at any time, as outlined through section 4(2) of the Regulation, change its policy such that a component is not paid for a year, the amount of a component to be paid is lowered for a year, or the percentage of the enrolment amount limit to be paid is lowered for a year.

1.9 If the board changes its policy under subsection 4(2) of the Regulation, it may restore the original policy at any time.

2. Reimbursement of a Board Member’s Expenses

The board shall reimburse a member of the board for expenses incurred for:

- a) travel to and from (round trip) their residence to attend a meeting of the board, or a committee of the board, which is held within the jurisdiction of the board if travel is in excess of 160 km;
- b) travel and related costs of “designated” business of the board. “Designated” business shall include:
 - meetings of the Ministry of Education where the member’s attendance is requested by the Ministry or the board;
 - meetings of trustee associations or other organizations where the member is directed to attend by the board;
 - school graduations and other school functions where the member is invited by the principal or Director of Education to attend as a representative of the board;
 - meetings of a School Council;
 - meetings called by the Director of Education or designate where the member is requested to attend;
 - conventions and conferences where the member is requested to attend by the board;
 - subject to the budget allotment, conventions and conferences of an educational nature;
 - non-electoral meetings of municipal councils, other ratepayer associations, and other organized groups

- where the member is requested to attend as a representative of the board;
 - other meetings or functions where a trustee participates as a representative of the board.
- c) The Board Chair may approve extraordinary travel expenses from time to time in exceptional circumstance (e.g. When a trustee does not drive and needs to pay for a taxi to and from a board meeting)
- d) For expenditures to be approved the following signatures are required:
 - for expenses of the Chair, signature are required by the Vice Chair and the Director of Education or Superintendent of Administrative Services
 - for expenses of the Vice Chair, signatures are required by the Chair and the Director of Education or the Superintendent of Administrative Services
 - for expenses of the Trustees, signatures are required by the Chair and the Director of Education or the Superintendent of Administrative Services
 - for expenses of the Director of Education, signatures are required by the Chair or Vice Chair and the Superintendent of Administrative Services
- e) Trustees are encouraged to use the Board-issued credit card for all travel related expenses.

3. Conferences and Out-of-Jurisdiction Travel

- 3.1 Out-of-Jurisdiction Travel will be scheduled to occur, where possible, during regular business hours.
- 3.2 Each trustee will be allocated a sum of money annually for the purpose of attending approved conferences. This allocation will be used to cover travel, accommodation, fees and meal allowances. Any other allowable expenses will be over and above the allocation.
- 3.3 **Approved Conferences**
 - 3.4.1 A Trustee may attend any conference on the board’s approved list and may request approval for attendance at others at any regular meeting of the board.
 - 3.4.3 All arrangements for attendance at a conference will be made through the office of the Director of Education.

3.4.5 The list of approved conferences for Trustees (subject to budget allocations) is:

- 3.4.5.1 OCSTA Annual Conference
- 3.4.5.2 Thunder Bay Diocesan Conference
- 3.4.5.3 The Canadian Catholic School Trustees Association Annual Conference
- 3.4.5.4 Chair/Vice Chair Conference
- 3.4.5.5 OCSTA January Trustee Professional Development

3.4 Travel

- the lowest cost alternative is used, while trying to minimize time away from the trustees home and place of employment.

3.5 Lodging

- Trustees must retain the original lodging receipt to support their expense claim.
- Trustees are to claim only allowable items from the lodging bill. (Do not claim bills with alcoholic beverages, movies or other personal expenses).
- If trustees make personal arrangements for private accommodation they may claim \$30.00 per night.

3.6 Meals

- Meals will be based on the actual receipted costs up to a maximum of:

Breakfast	\$20.00
Lunch	\$20.00
Dinner	\$40.00

- Meal allowance is not provided for meals that are part of the conference or meeting
- Where a claimant is eligible to claim for more than one meal for any day, the maximum amounts for each meal may be combined. For example, the claimant could claim over the maximum amount on one meal, and less than the maximum amount on another meal, so long as the total claimed does not exceed the combined maximum. Alternatively, the meal limits for two or more meals may be combined to form a maximum amount for a single meal. (Example: breakfast and lunch may be combined to be claimed as “brunch”.) Note that the

claimant must not combine maximum amounts for ineligible meals, such as when a meal is provided at no cost to the claimant as part of a conference or meeting.

- An original itemized receipt is required
- Alcohol will not be reimbursed
- Meals purchased at a grocery store may be reimbursed if the items purchased are reasonable for personal consumption for the meal replacing a restaurant meal

3.7 Tips and Gratuities

Tips and gratuities will be reimbursed:

- on restaurant meals: 10% to 15%
- on taxi's: 10%
- \$2 - \$5 for housekeeping for up to two nights in a hotel, up to \$10 for a longer stay
- \$2-\$5 per bag for a porter

3.8 Alcohol

- Alcohol will not be reimbursed for business travel
- Alcohol purchased for special events must be purchased by the Director or the Chair.

3.9 Incidental Expense Allowance

- a trustee who is required to travel on board business overnight may be paid an incidental allowance that covers a number of miscellaneous expenses not otherwise provided for in this policy.
- the daily incidental expense allowance is \$20
- a trustee must submit a Request For Funds form for the incidental expense allowance

3.10 Additional Expenses of the Chair

The Chair of the board or their designate will be reimbursed for any reasonable additional conference expenditures related to the duties of their office.

I. TRAVEL

1. Rate of Reimbursement

Approved out-of-jurisdiction travel by automobile will be reimbursed at a rate set on September 1 of each year and calculated as the maximum allowable reasonable rate by Canada Revenue Agency on that date. Where more than one Trustee or members of the Administration are travelling, every effort will be made to car pool, or use a car rental or board vehicle to minimize costs to the Board.

2. Conferences Attended by Administrative Officials

Conferences attended by administrative officials will be approved in the annual budget, or where circumstances require, by the Chair of the Board in consultation with the Director of Education.

J. APPROVALS: FINANCE AND CONSULTING

1. Finance

- 1.1 The board shall by resolution authorize the Treasurer to borrow from time to time from chartered banks in accordance with the provisions of the Education Act.
- 1.2 The Treasurer with the approval of the board, may invest surplus monies with chartered banks on a temporary basis at the best available interest rates and shall report same to the board.

2. Consulting

- 2.1 All new matters requiring the services of a professional consultant or consulting firm must receive board approval prior to an appointment being made in accordance to Administrative Procedure #512 - Purchasing.
- 2.2 The appointment of a consultant or consulting firm must receive board approval prior to an appointment being made.

K. BOARD REVIEW/SELF-EVALUATION

On an annual basis the board will review their successes, areas of concern, communication strategies, motions from board meetings and yearly plans.

1. The focus of the review will be the improvement of the overall performance of the board for the following year.

Legal References

Education Act S. 55 Pupils on boards; S. 176 Trustee benefits; S. 191 Trustee honoraria and expenses; S. 207 Closed session; S. 208 First meeting; S. 209 Trustee declaration; S. 221 Trustee vacancy
Ontario Regulation 461/97—Pupil Representation on Boards
Ontario Regulation 463/97—Electronic Meetings
Municipal Freedom of Information: Protection of Privacy Act
Robert’s Rules of Order

Education Act Regulation 07/07 - Student Trustees, Bill 78: Education Statute Law Amendment Act (Student Performance) June 1, 2007

Education Act Regulation 357/06 - Honoraria for Board Members.

Approval Date: June 2006
Date of Latest Review: October 2014, January 2015, December 2017,
September 17, 2019, November 2019, May 2021, Sep
Date of Latest Revision: October 2018, September 17, 2019, May 2021

APPENDIX “A”

Role and Responsibility of Student Trustee

Board of Trustees Role and Responsibility

1. Attend all regularly scheduled public Board meetings and committees on which the student trustee may be assigned. If a conflict prevents attendance at the meeting, notice must be sent to the Director of Education or designate prior to the start of the meeting. Transportation to and from Board and committee meetings may be via family member, public taxi or the student’s vehicle (if of legal age).
2. Represent their own views and those of students within the board on any matter before the Board of Trustees including but not limited to government legislation and policies or operational practices enacted by the Ministry of Education, the Board or individual schools.
3. Represent the Board’s students at public/official functions and on Board committees as assigned.
4. Report regularly to the Board of Trustees on their activities with the School Council and Ontario Student Trustee’s Association.
5. The student trustee shall act on behalf of the Board only where authority has been specifically delegated by the Chair.

School and Student Representative Role and Responsibility

1. The student trustee must make a reasonable effort to represent the interests of students across the board.
2. Provide leadership within the school to promote the distinctiveness of a Catholic Education within the Kenora Catholic District School Board.
3. Participate as a member of their student council as an ex-officio member. The degree of participation beyond attendance at regular Student Council meetings is at the discretion of the student trustee.
4. Report regularly to the Student Council on the activities of the Board of Trustees and the Ontario Student Trustee's Association.

Leadership Role and Responsibility

1. Participate in student leadership development activities associated with their school, or board roles. All participation is subject to the board's excursion policy where appropriate supervision must be available. If the excursion is outside of Board jurisdiction, supervision is to be provided by the student trustee parents. All excursions are subject to the availability of funds.

Confidentiality

1. **The student trustees must treat issues within limits of confidentiality and with discretion.**
2. The Student Trustees shall follow the normal process of dealing with complaints, questions or suggestions regarding a school or service by advising the principal, Superintendent of Instructional Services or the Director of Education.



KENORA CATHOLIC DISTRICT SCHOOL BOARD

Policy 15: Pupil Accommodation Review

The Kenora Catholic District School Board recognizes the important role Catholic schools play in strengthening the community. It is important to operate and maintain our schools as effectively and efficiently as possible to support student achievement in accordance with the needs of the Catholic school supporters in the communities served by the board. The Board recognizes that, in the event a school must close, it must take into consideration a wide variety of Board, community and educational issues and there must be several opportunities for public input with wide notice provided. The intent of the following policy is to ensure that all issues and parties are given due and fair consideration by ensuring there is full involvement of an informed community and the decision is based on a broad range of criteria regarding the quality of the learning experience for children.

This policy is established by the Board from guidelines issued by the Ministry of Education.

1. Establishing a Pupil Accommodation Review (PAR)

- 1.1 The Board may proceed to establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s).
- 1.2 Prior to establishing a pupil accommodation review, Board administration staff must provide an initial staff report to the Board of Trustees. The initial staff report must contain one or more options to address the accommodation issue(s), with supporting rationale. If more than one option is presented, there must be a recommended option. The report must also include information on actions taken by Board administration staff prior to establishing a pupil accommodation review process and supporting rationale as to any actions taken or not taken.
- 1.3 The option(s) included in the initial staff report must address the following:
 - Summary of accommodation issue(s) for the school(s) under review;
 - Where students would be accommodated;
 - If proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
 - Identify any program changes as a result of the proposed option;

-
- How student transportation would be affected if changes take place;
 - If new capital investment is required as a result of the pupil accommodation review, how the School Board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available;
 - Any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space; and,
 - A timeline for implementation.

1.4 Identification for Closure:

The Board may identify a school(s) for study if one or more of the conditions apply;

- when a school has been identified as prohibitive to repair;
- when, for two consecutive years, the enrolment on the last school day of October is less than 50 per cent of the school's ground rated capacity as determined by the Ontario Ministry of Education;
- when the school is in need of major capital improvements and has significant enrolment pressures;
- when the school or group of schools is experiencing higher building maintenance expenses than the average for the system;
- when the school is unable to provide a suitable and equitable range of learning opportunities for students;
- when reorganization involving the school or group of schools could enhance program and learning opportunities for students;
- when the closing or consolidation of the school is in the best interest of the overall school system;
- when there are safety or environmental concerns related to the building, the school site or it's locality;

1.5 The Board is not obligated to undertake a PAR under the following circumstances:

- Where a replacement school is to be rebuilt by the Board on the existing site, or rebuilt or acquired within the existing school attendance boundary;
- Where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily

relocated to ensure the safety of students and staff during the reconstruction;

- When a lease is terminated;
- When a board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- When a board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- Where a facility has been serving as a holding school for a school community whose permanent school is overcapacity and/or is under construction or repair.
- Where there are no students enrolled at the school at any time throughout the school year.

2. Accommodation Review Committee (ARC)

- 2.1** The Board must establish an Accommodation Review Committee (ARC) that represents the school(s) under review and acts as the official conduit for information shared between the Board and the school communities. The ARC may comment on the initial staff report and may, throughout the PAR process, seek clarification of the initial staff report. The ARC may provide other accommodation options that those in the initial staff report; however, it must include supporting rationale for any such option. The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.
- 2.2** The ARC should be formed following the Board of Trustees' consideration of the initial staff report but prior to the first public meeting. The Board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.
- 2.3** The Board administration staff assigned to the ARC is required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report to be presented to the Board of Trustees.

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- 2.4 The membership of the ARC will include parent/guardian representatives from each of the schools under review, chosen by their respective school communities. The ARC will also include representatives from the respective Parish communities. Trustees may be ad hoc ARC members to monitor the ARC progress. Participation on the committee will not be considered where a conflict of interest exists, and all ARC members must be Catholic ratepayers.
 - 2.5 The Board will provide the ARC with Terms of Reference that describe the ARC's mandate. The mandate will refer to the Board's education and accommodation objectives in undertaking the ARC and reflect the Board's strategy for supporting student achievement and well-being.
 - 2.6 The Terms of Reference will also clearly outline the Board's expectations of the roles and responsibilities of the ARC; and describe the procedures of the ARC. At a minimum, the ARC will provide feedback on the initial staff report option(s).
 - 2.7 The Terms of Reference will outline the minimum number of working meetings of the ARC. The ARC will meet to review materials presented by Board administration staff. The ARC will hold as many working meetings as is deemed necessary within the timelines established in this policy.

3. School Information Profiles

- 3.1 Board administration staff is required to develop a School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review. The SIP is expected to include data for each of the following two considerations about the school(s) under review:
 - Value to the student
 - Value to the school board
- 3.2 A SIP will be completed by school board staff for each of the school(s) under review. The minimum data requirements and factors that are to be included in the SIP are listed in Section VIII of the Ministry of Education Pupil Accommodation Review Guideline. This includes Facility Profile, Instructional Profile and Other School Use Profile.
- 3.3 The Board may introduce additional items that could be used to reflect local circumstances and priorities which may help to further understand the school(s) under review.

- 3.4 Each School under review will have a SIP completed at the same point-in-time for comparison purposes. The Ministry of Education expects Boards to prepare SIPs that are complete and accurate, to the best of the Board's ability, prior to the commencement of a pupil accommodation review.

4. Consultation with Local Municipal Governments

- 4.1 Following the Board of Trustee's approval to undertake a pupil accommodation review, Boards must invite affected single and upper-tier municipalities and Kenora District Services Board as well as other community partners that expressed an interest prior to the PAR to discuss and comment on the recommended option(s) in the Board's initial staff report.
- 4.2 The invitation for this meeting will be provided through a written notice, and will be directed through the Clerks Department (or equivalent) for the affected single and upper-tier municipalities and Kenora District Services Board.
- 4.3 The affected single and upper-tier municipalities and Kenora District Services Board, as well as other community partners that expressed an interest prior to the PAR, must provide their response on the recommended option(s) in the Board's initial staff report before the final public meeting. Boards must provide them with advance notice of when the final public meeting is scheduled to take place.
- 4.4 The Board must document their efforts to meet with the affected single and upper-tier municipalities and Kenora District Services Board, as well as other community partners that expressed an interest prior to the PAR; and provide any relevant information from this meeting as part of the final staff report to the Board of Trustees.

5. Public Meetings

- 5.1 Once the Board has received an initial staff report and has approved the initiation of a PAR, the Board must arrange to hold a minimum of two public meetings facilitated by Board administration staff to solicit broader community feedback on the recommended option(s) contained in the initial staff report.
- 5.2 The public meetings are to be announce and advertised publicly by the Board through an appropriate rand of media as determined by the Board.

5.3 The Board will ensure that all information relevant to the review is made available to the public by posting it in a prominent location on the Board's website or in print, upon request. The initial staff report and SIPs must be included. Where relevant information is technical in nature, it is to be explained in plain language.

5.4 At a minimum, the first public meeting must include the following:

- An overview of the ARC orientation session;
- The initial staff report with recommended option(s); and
- A presentation of the SIPs.

6. Completing the Accommodation Review

6.1 At the conclusion of the PAR process, Board administration staff will submit a final staff report to the Board of Trustees which must be available to the public by posting in a prominent location on the Board's website or in print, upon request.

6.2 The final report must include a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the PAR.

6.3 Board administration staff may choose to amend their proposed option(s) included in the initial staff report. The recommended option(s) must also include a proposed accommodation plan, prepared for the decision of the Board of Trustees, which contains a timeline for implementation.

6.4 Once Board administration staff submits the final report to the Board of Trustees, the Board must allow an opportunity for member of the public to provide feedback on the final staff report through public delegations to the Board of Trustees. Notice of the public delegation opportunities will be provided. After the public delegations, Board administration staff will compile feedback from the public delegations which will be presented to the Board of Trustees with the final staff report.

6.5 The Board of Trustees will be provided with the final staff report, including the compiled feedback from the public delegations, when making its final decision regarding the PAR.

6.6 The Board of Trustees has the discretion to approve the recommendation(s) of the final staff report as presented, modify the recommendation(s) of the final staff report, or to approve a different outcome.

6.7 The Ministry of Education encourages Boards not to make final PAR decisions during the summer holiday period.

7. Transition Planning

7.1 The transition of students should be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the Board is expected to establish a separate committee to address the transition for students and staff.

8. Timelines for the Accommodation Review

8.1 Following the date the Board of Trustees' approval to conduct a PAR, the Board will provide written notice of the Board of Trustees' decision within 5 business days to each affected single and upper-tier municipalities and Kenora District Services Board through the Clerks Department (or equivalent), other community partners that expressed an interest prior to the PAR; and include an invitation for a meeting to discuss and comment on the recommended option(s) in the Board's initial staff report. The Board must also notify the Director(s) of Education of their coterminous School Boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division.

8.2 The affected single and upper-tier municipalities and Kenora District Services Board, as well as other community partners that expressed interest prior to the PAR, must provide their response on the recommended option(s) in the Board's initial staff report before the final public meeting.

8.3 Beginning with the date of the Board of Trustees' approval to conduct a PAR, there must be no fewer than 30 business days before the first public meeting is held.

8.4 There must be a minimum period of 40 business days between the first and final public meeting.

8.5 The final staff report must be publicly posted no fewer than 10 business days after the final public meeting.

8.6 From the posting of the final staff report, there must be no fewer than 10 business days before the public delegations.

8.7 There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

Legal References:

*Education Act S. 8(1) paragraph 26 School Closings; S. 171 (1) paragraph 7
Power of Boards to Close Schools; S. 194-S. 196 Disposal of Property
Ontario Regulation 444/98 Disposition of Surplus Real Property
Ministry Guidelines: Loading Capacity
~~Ministry of Education, Pupil Accommodation Review Guideline (Revised
June 2009)~~
Ministry of Education, Pupil Accommodation Review Guideline (Revised
March 2015)*

Form(s) associated with this policy:

Form #016 - Value to the Community
Form #017 - Value to the Local Economy
Form #018 - Value to the School Board
Form #019 - Value to the Student

Approval Date: June 2006
Date of Latest Review: January 2010, February 1, 2011, March 6, 2012,
April 2014, May 2016, April 2020, April 2022
Date of Latest Revision: January 2010, February 1, 2011, February 14, 2012,
May 2016, April 2022



KEY MESSAGES MUNICIPAL AND SCHOOL TRUSTEE ELECTIONS 2022

- Elections for Catholic School Board Trustee positions are happening during the 2022 Municipal Elections on October 24, 2022. Nominations open on May 2 and close on August 19.
- Trustees are elected for a four-year term. The next term of office is November 15, 2022 – November 14, 2026.
- Catholic School Board Trustees are members of our school board and play an important role in the overall governance of the School Board. A Trustee's role is to maintain a focus on student achievement, well-being and equity and to participate in making decisions that benefit all students while representing the interests of parents/guardians, students and the communities in which they serve.
- To be eligible to run for Catholic School Trustee you must be a resident in Kenora, Ear Falls or Red Lake area, a Canadian Citizen at least 18 years of age, a Roman Catholic who 'Supports' the KCDSB, not legally prohibited from voting and not disqualified from any legislation from holding school board office.
- If you know someone who is passionate about Catholic education and student achievement and well-being and meets the requirements– we encourage them to run for the office of Catholic School Trustee.
- Information about Catholic School Trustee Elections is on our website at www.kcdsb.on.ca including a Candidate Information Sheet with information on honorarium and what the position entails.
- Help protect and preserve our Catholic education system by ensuring you are registered as an English Separate (Catholic) School Supporter. Catholic ratepayers must declare themselves as English Separate School Supporters in order to cast a vote for Catholic Trustees on election day. Visit Voterlookup.ca to determine your tax support. KCDSB staff can assist with changing tax support call (807) 468-9851 or email at info@kcdsb.on.ca
- Student Trustee Elections are happening on April 26. Student Trustees serve a vital role at the Boardroom table, representing students in decisions about education and keeping their peers informed about important information. They prepare and present monthly reports, attend conference and are called upon for special projects of the board. If anyone is interested in the Student Trustee Positions they are encouraged to connect with Maxwell, Elizabeth or Antonie to learn more.





Municipal and School Trustee Elections 2022



GROWING



INVESTING



ENGAGING



KEY ELECTION DATES

May
02

The first day to submit nomination papers to the election office for Catholic School Trustee.



Aug
19

The last day (you have until 2:00 pm) to submit nomination papers to the election office for Catholic School Trustee.



Oct
24

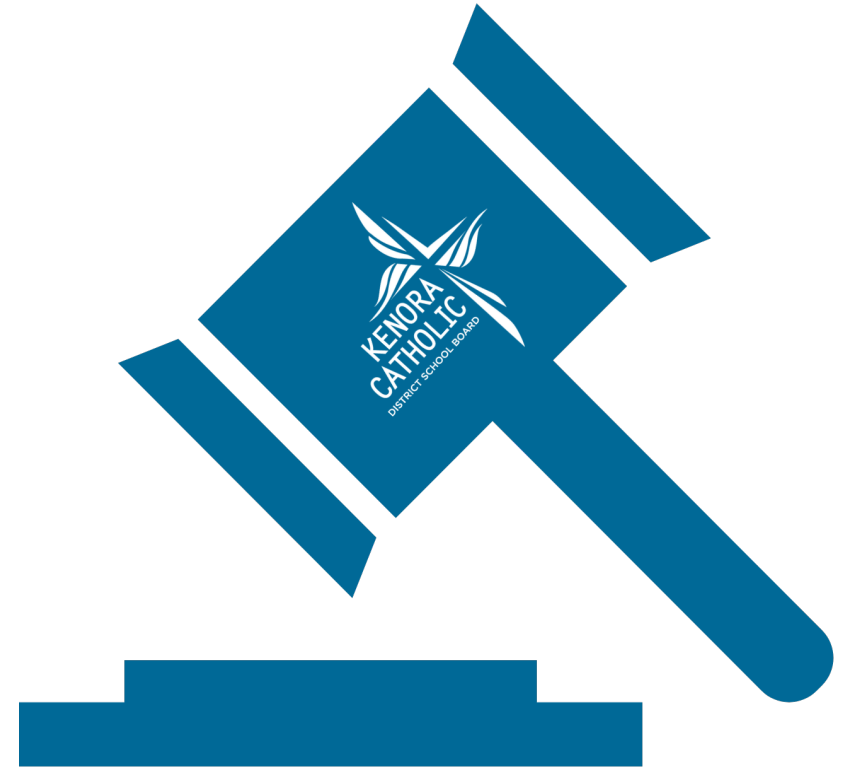
Municipal Election Voting Day! Cast your vote for your Catholic School Trustee.





TERM OF OFFICE

- Trustees are elected for a four-year term. The next term of office is November 15, 2022 – November 14, 2026.





THE ROLE OF SCHOOL BOARD TRUSTEES

- Governance of the School Board
- Focus on student achievement, well-being and equity
- Decision making to benefit all students



ELIGIBILITY REQUIREMENTS

- Resident in Kenora, Ear Falls or the Red Lake Area
- Canadian Citizen
- 18 years of age
- Roman Catholic ‘supporter’
- Not legally prohibited from voting and not disqualified from any legislation from holding school board office



MAKE A DIFFERENCE
Become a Trustee

2022
Trustee
Elections



kcdsb.on.ca

Am I on the Preliminary List of Municipal & School Electors?

Enter your name, date of birth and municipality in which you own or occupy property. A name is an exact match to our records.

Municipality (town, city, village)

First Name Middle Name Last Name

Date of Birth YEAR MONTH DAY

Property Location/Address Single M

SUPPORT CATHOLIC EDUCATION

MAKE A DIFFERENCE

Become a Student Trustee









Ontario Catholic School
Trustees' Association



April 7, 2022

MEMORANDUM

TO: Chairpersons, Directors of Education & Student Trustees
- All Catholic District School Boards

FROM: Patrick J. Daly, President

SUBJECT: Ontario Catholic Student Youth Day – May 4th Virtual Event for Students

We are pleased to announce that on May 4th, during Catholic Education Week, our system will once again celebrate Ontario Catholic Student Youth Day (OCSYD). Over the last several years our provincial student trustee leadership team has taken on the task of planning an engaging and interactive event to inform and inspire Catholic youth in our system. Below (and attached to this memo) is the program outlining the sessions planned for the 2022 Ontario Catholic Student Youth Day Seminar.

Please note that this will be a virtual seminar hosted on OCSTA's Zoom platform and offered at no cost to CDSB students. This event will start at 10:00 a.m. with the Catholic Education Week Provincial Mass, celebrated by His Eminence Thomas Cardinal Collins, Archbishop of Toronto and presented via live-stream from St. Michael's Cathedral. Seminar presentations will follow Mass, beginning at 11:00 a.m. and concluding at 2:15 p.m. (a 30-minute break for lunch is included).

Following is the link to view the Provincial Mass live-stream from St. Michael's Cathedral: <https://www.stmichaelscathedral.com/live/>. A separate Zoom link for the OCSYD Seminar will be sent to registered board contacts prior to the event (see enclosed registration form).

Keynote Presentations include:

- Opening remarks from the Catholic Board Council President, Sydney Yott (Niagara CDSB) and OCSTA President, Patrick Daly
- His Eminence, Thomas Cardinal Collins, Archbishop of Toronto
- Luke Stocking, Deputy Director, Development and Peace

Breakout Presentations include:

Breakout 1: Period Poverty (Windsor-Essex CDSB)

- Student Trustee Liaison: Jada Mallot

Breakout 2: Toonies for Tuition (Hamilton Wentworth CDSB)

- Student Trustee Liaison: Elena Hilson

Breakout 3: Pilgrimage Trip with Sister School (Niagara CDSB)

- Student Trustee Liaison: Sydney Yott

Breakout 4: Anti-Racism and Community Fundraising (Toronto CDSB)

- Student Trustee Liaison: Keith Baybayon

To register students for this event please complete the attached registration form.

Should you have any questions, please do not hesitate to contact Sharon McMillan at OCSTA (smcmillan@ocsta.on.ca).

Ontario Catholic Student Youth Day Schedule

Catholic Education Week Theme: *Rebuild, Restore, Renew Together*

10:00 am	Provincial Catholic Education Week Mass <i>Celebrated by His Eminence, Cardinal Thomas Collins, Archbishop of Toronto</i>
11:00 am	Welcome & Opening Remarks <i>Sydney Yott, OSTA-AECO Catholic Board Council President</i> <i>Patrick Daly, OCSTA President</i> Featured Speaker: <i>His Eminence, Cardinal Thomas Collins, Archbishop of Toronto</i>
12:00 pm	BREAK
12:30 pm	Featured Speaker: <i>Luke Stocking, Deputy Director, Development and Peace</i>
1:25 pm	Breakout Sessions Breakout 1: Period Poverty (Windsor-Essex CDSB) Breakout 2: Toonies for Tuition (Hamilton-Wentworth CDSB) Breakout 3: Pilgrimage Trip with Sister School (Niagara CDSB) Breakout 4: Anti-Racism and Community Fundraising (Toronto CDSB)
2:00 pm	Catholic Education Week Song
2:10 pm	Raffle & Closing Remarks

Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community and Church.

⁹⁴
**SPECIAL EDUCATION
ADVISORY COMMITTEE**

March 25, 2022

MEETING DATE:	March 25, 2022
LOCATION OF MEETING:	Microsoft Teams Meeting
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 PM –2:37 PM
NEXT MEETING:	April 29, 2022

	ATTENDANCE	PERSON	TITLE
1.	<input checked="" type="checkbox"/>	Norine Schram	Voting Member - Member at Large, Chair
2.	<input checked="" type="checkbox"/>	Diane VanderZande	Voting Member - Member at Large, Vice Chair
3.	<input checked="" type="checkbox"/>	Dianne Griffiths	Voting Member - Member at Large
4.	<input checked="" type="checkbox"/>	Tom Fawcett	Voting Member - Member at Large
5.	<input type="checkbox"/>	KACL to Appoint Member	Voting Member - KACL Representative
6.	<input checked="" type="checkbox"/>	Joel Willett	Voting Member - FIREFLY Representative
7.	<input checked="" type="checkbox"/>	Anne Sweeney	Voting Member- Trustee Representative
8.	<input type="checkbox"/>	Paul White	Director of Education
9.	<input checked="" type="checkbox"/>	Nicole Kurtz	Superintendent of Instructional Services
10.	<input type="checkbox"/>	Andrea Batters	Special Education Coordinator
11.	<input checked="" type="checkbox"/>	Teresa Gallik	Chair, Board of Trustees
12.	<input checked="" type="checkbox"/>	Cathy McQuillan	Recording Secretary

1. Opening Prayer

2. Roll Call

3. St. John Paul II School Presentation: Stacey Goodridge, Anissa Fraser, Tammy Bush - Attached 3

4. Approval of February 18, 2022, Meeting Minutes

Approved – Joel Willett

Seconded – Diane VanderZande

5. Correspondence:

Renfrew County Catholic District School Board Letter – February 11, 2022 – Review and File **19**

Thunder Bay Catholic District School Board – February 15, 2022 – Review and File **21**

Dufferin-Peel Catholic District School Board – February 18, 2022 – Review and File **22**

6. New Business:

- **2022-2023 Approved School Year Calendar** – N Kurtz - Attached **25**

- **Special Education Placement** – N Kurtz

We had to add a special education class to St. John Paul II School to accommodate a transferring student who is medically fragile and would require very intensive support.

We

Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community and Church.

March 25, 2022

would need to provide the special placement for the student to attend school safely and successfully. We set up the class and hired the necessary staff to support the student. We recently were advised the student would not be transferring to our board. Our ONSIS reports will reflect that we had placement in place for two weeks for this student. Nicole Kurtz wanted to note to the SEAC committee how proud she was of the team at St. John Paul II School for their positive response and hard work to make this happen for this student.

7. **Professional Development: Alison Smith - Attached 26**

8. **Business arising from last meeting:**
 - **Follow up regarding Letter received from Durham District School Board.**
The SEAC committee approved the letter, and it will be sent to Paul White, Director of Education, for approval. **32**

9. **Agency Reports**
 - **FIREFLY – Joel Willett – No Update for this month.**
 - **KACL – No Representative appointed to replace Aimee Foucher**
 - **Other Reports from Members-at-Large**
 - **Tom Fawcett:**
Tom Fawcett informed the SEAC committee that he will be resigning from the last SEAC committee, and this will be the last meeting he will be attending.
Norine Schram wished Tom all the best and thanked him for his many years of dedicated support to the SEAC committee.
Teresa Gallik echoed Norine's best wishes and gratitude.
Nicole Kurtz thanked Tom for his many years of service and wished him the best.
 - **Dianne Griffiths: Nothing to report.**
 - **Diane VanderZande: Nothing to report.**
 - **Norine Schram: Nothing to report.**

10. **Trustee Report – Teresa Gallik reported on the Board Meeting held on March 22, 2022.**
Follow this link to see what has been happening in the KCDSB Boardroom:
[From the Boardroom for March 22, 2022](#)

11. **Coordinator Report – Andrea Batters - Attached 33**

12. **Next Meeting: 1:30 pm Friday, April 29, 2022**
Microsoft Teams

LEXIA

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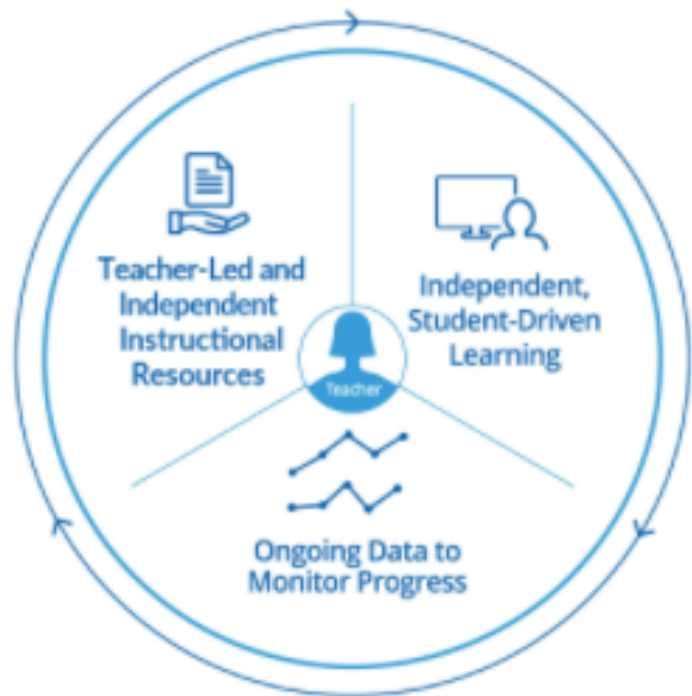
CO**RE 5**[®]

READING



Adaptive Blended Learning Model

- Students are motivated by their own success as they follow personalized learning paths.
- Performance data is easy to access and simple to interpret.
- Program resources support face-to-face instruction and independent student practice.
- Targeted and time-efficient, with the teacher at the core of every step.








Scope & Sequence

Scope and Sequence

Lexia® Core5® Reading provides a systematic and structured approach to six critical areas of reading. The program creates personalized learning paths for students of all abilities through an adaptive placement and scaffolded activities that align to rigorous standards.

Grade & Level		Phonological Awareness	Phonics	Structural Analysis	Automaticity/Fluency	Vocabulary	Comprehension
Pre-K	1	<ul style="list-style-type: none"> Rhyming 	<ul style="list-style-type: none"> Upper and Lower Case Letters (visual matching) 	—	<ul style="list-style-type: none"> Automaticity with Foundational Concepts 	<ul style="list-style-type: none"> Basic Categories 	<ul style="list-style-type: none"> Listening Comprehension Picturing Print Concepts
Kindergarten	Levels 2-5	<ul style="list-style-type: none"> Blending & Segmenting Syllables & Sounds Beginning Sounds Ending Sounds Short & Long Vowel Sounds Manipulating Sounds 	<ul style="list-style-type: none"> Alphabetizing Letter-Sound Correspondence Letter Names Timed Silent Reading at Word Level 	—	<ul style="list-style-type: none"> Automaticity with Foundational Concepts High-Frequency Sight Words 	<ul style="list-style-type: none"> Vocabulary Concepts Advanced Adjectives 	<ul style="list-style-type: none"> Listening Comprehension Picturing Comprehension Strategies with Narrative & Informational Text
Grade 1	Levels 2-9	<ul style="list-style-type: none"> Short & Long Vowel Sounds Manipulating Sounds (substitutions) 	<ul style="list-style-type: none"> Digraphs Easily Reversible Letters (b, d, p) Word Families Contractions Six Syllable Types Closed Open Silent e Timed Silent Reading at Word Level 	—	<ul style="list-style-type: none"> Automaticity with Foundational Concepts High-Frequency Sight Words Sentence Structure 	<ul style="list-style-type: none"> Categorizing & Associations Multiple Meaning Words Parts of Speech 	<ul style="list-style-type: none"> Listening Comprehension Understanding Text Structure Sequencing Sentences Comprehension Strategies with Narrative & Informational Text Reading Comprehension Matching Words/ Phrases with Pictures Cloze Sentence Comprehension
Grade 2	Levels 10-12	<ul style="list-style-type: none"> Manipulating Sounds (additions & deletions) 	<ul style="list-style-type: none"> Irregular Plurals and Verbs Hard and Soft c & g Six Syllable Types Closed Open Silent e Vowel r Vowel Combinations Consonant le Rules for Syllable Division Spelling Generalizations and Rules 	<ul style="list-style-type: none"> Simple Suffixes Prefixes 	<ul style="list-style-type: none"> Automaticity with Foundational Concepts High-Frequency Sight Words Reading with Accuracy and Fluency at Paragraph Level Modeled Prosody with Connected Text 	<ul style="list-style-type: none"> Synonyms and Antonyms Similes and Metaphors Parts of Speech 	<ul style="list-style-type: none"> Listening and Reading Comprehension across Genres Main Idea/Mainly About Details Vocabulary Prediction Inferences & Conclusions Cause & Effect Compare & Contrast Summarizing Paraphrasing
Grade 3	Levels 13-15	—	—	<ul style="list-style-type: none"> Prefix & Suffix Meanings Spelling Rules for Adding Affixes Word Analysis Strategies Morphological Awareness Context Clues 	<ul style="list-style-type: none"> Automaticity with Foundational Concepts High-Frequency Sight Words Reading with Accuracy and Fluency at Paragraph Level 	<ul style="list-style-type: none"> Idioms Analogies Academic Vocabulary General Academic Domain-specific Connectives Word Relationships 	<ul style="list-style-type: none"> Fact vs. Opinion Illustrations & Visual Information Sequence & Procedure Text Features Using Evidence Application of

Scope & Sequence: Detailed Kindergarten (Level 2)


	 Phonological Awareness	 Phonics	 Automaticity/Fluency	 Vocabulary	 Comprehension
Level 2 (Kindergarten Skills)	Blending & Segmenting 1 The goal of this activity is for students to build their awareness of syllables in words. Students blend two and three syllables to form words. They also segment two- and three-syllable words and identify the number of syllables in these words.	Letter Names The goal of this activity is for students to recognize the letter names for upper- and lower-case letters and to recognize the alphabetic sequence of letters. Students begin by choosing a letter that is named and progress to sequencing letters alphabetically.	Letter Matching and Basic Categorizing (Review) Increase automaticity with previously acquired skills.	Basic Concepts The goal of this activity is for students to build an awareness of some basic language concepts that are important to everyday life and academic learning. Students develop an understanding of basic concepts (i.e., shape, emotion, characteristics, and function) as they follow spoken directions to choose or categorize pictures that match a given concept.	Picturing Stories 1 The goal of this activity is for students to build their understanding of narrative story structure as they learn to focus on key word imaging. Students listen for key details in alliterative stories and choose pictures that match the beginning, middle, or end of the story.
	Beginning Sounds The goal of this activity is for students to isolate the beginning sound in spoken words. Students match pictures that begin with the same beginning sound and choose pictures that match a presented sound.				


Teacher Class Overview Page


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Class Table

Action Plan:


 15 Need Usage










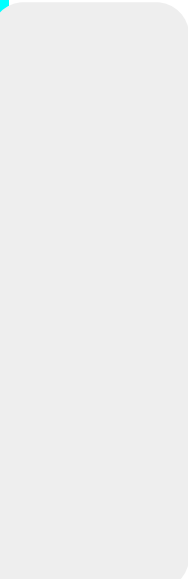


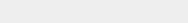



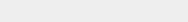



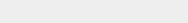



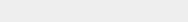



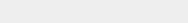
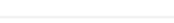


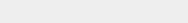



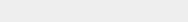



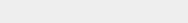







 3 Need Instruction

 2 Skill Builders

 2 Certificates

17 Students

Print 

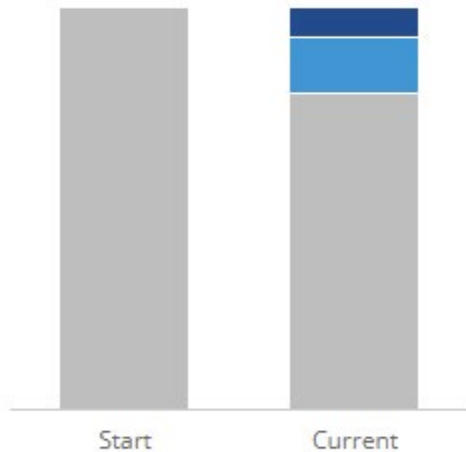
Student Name 	Grade Level of Material 	Usage This Week 			Progress This Week		Predictor 
		Total Minutes 	Target 	Time Needed 	Units Gained 	Target 	
	 4th L17	26	n/a	n/a	3	n/a	
	 3rd L14	33	60	+27 	8	12	
	 2nd L10	27	60	+33 	5	12	
	 K L3	0	60	+60 	0	12	
	 1st L8	0	60	+60 	0	12	
	 2nd L10	30	60	+30 	7	12	
	 K L3	0	60	+60 	0	12	
	 K L4	0	60	+60 	0	12	
	 1st L6	0	60	+60 	0	12	
	 3rd L13	0	60	+60 	0	12	

Teacher Class Report Overview

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Skill Progress

Students working Above, In or Below Grade Level of Material (GLM).

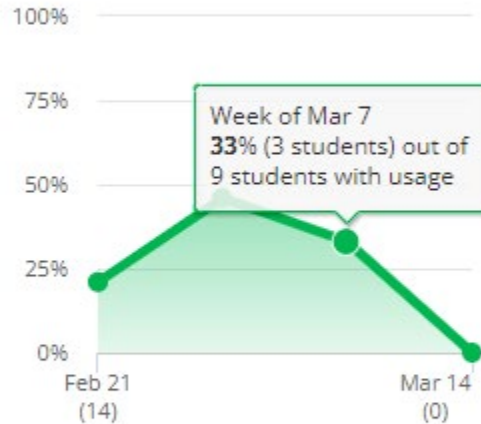


14 Students ?

Updated Daily

Usage

Students with usage that week who are meeting targets.

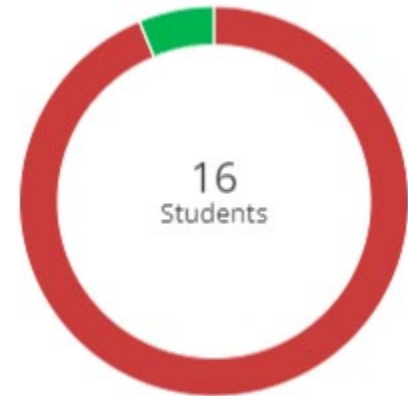


(# of students who logged in that week)

Updated Weekly

Predictors

Likelihood of meeting end-of-year, grade-level benchmark.



Mar 1, 2022

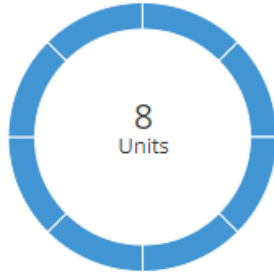
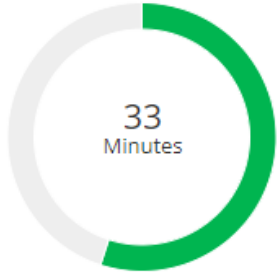
Updated Monthly

Teacher View: Individual Student Progress

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This Week

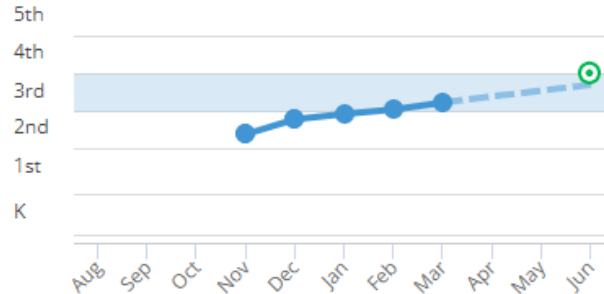
🕒 Needs 27 minutes



Last Used: Mar 21, 2022

This Year

✅ In GLM



Core5 Level 14 Activities

Activity	Progress
3rd Grade material	3%
Prefix Meanings	0%
Not Started	
Sight Words 6	11%
Passage Fluency 3	0%
Not Started	
Simple Analogies	0%
Not Started	
Passage Comprehension 3	0%
Not Started	

Usage and Progress

	Usage	Units
Last Week	🕒 0m	0
Last Four Weeks	200m	28
This Year	25h 1m	318
% Weeks Meeting Usage This Year		
		62%
13 of 21 weeks		

I Completed Level 13

I'm a Lexia Superstar



Spelling Rules 2

I can...spell using the doubling rule (run+ing = running) and drop e rule (bake+ing = baking).



Latin Suffixes

I can...read words with common Latin-based suffixes, such as caption, famous and visible.



Passage Fluency 2

I can...read passages accurately and fluently.



Idioms 1

I can...figure out the meaning of idioms, such as "Break a leg," and "Hold your horses."



Passage Comprehension 2

I can...read passages and answer questions that focus on vocabulary and context clues.



At Home

We can...figure out the meaning of an unfamiliar word by looking for clues in the sentences all around it. We can also use clues to figure out the actual meaning of idioms, like "It's raining cats and dogs." It definitely doesn't mean cats and dogs are raining from the sky!



Prompts for Lessons Needed


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Class Table

Action Plan:

 15 Need Usage



















 3 Need Instruction

 2 Skill Builders

 2 Certificates

Students who are not progressing and may benefit from teacher-led instruction.

 All Delivered Lessons

Student Name 	Instructional Priority 	Lesson Name 	Status 
	 High	 Alphabetical Order	<input type="checkbox"/> Not Delivered
	 High	 Closed Syllables, Lesson 2	<input type="checkbox"/> Not Delivered
	 High	 Open Syllables, Lesson 2	<input type="checkbox"/> Not Delivered
	 High	 Sight Words, Lesson 3	<input type="checkbox"/> Not Delivered
	 High	 Spelling Rule: -ck, -tch, -dge, Lesson 1	<input type="checkbox"/> Not Delivered
	 High	 Vowel Combination Syllables	<input type="checkbox"/> Not Delivered
	 High	 Word Chains	<input type="checkbox"/> Not Delivered

Instruction Needed: Downloadable Lesson & Materials

[Core 5 L2, L4: Letter Names, Short Vowel Sounds. Alphabetical Order](#)

Lexia Connections: Letter Matching - Phonics Skills

[Phonics Skills Sequence- Letter Matching](#)

Phonics

- Letter Tiles
- Keyword-Picture Cards
- Keyword-Picture Combined Cards

Phonological Awareness

- Rhyming Flashcards

Structural Analysis

- Prefix Meanings Flashcards
- Root Meanings Flashcards
- Greek Combining Forms 1 Flashcards
- Greek Combining Forms 2 Flashcards

Lexia Lessons: Slide Decks NEW!

This instructional resource can be used to support the delivery of Lexia Lessons to students. Currently, Core5 Phonological Awareness, Phonics, Structural Analysis, Fluency & Automaticity, and Vocabulary slide decks are available. You will be prompted to make your own copy before opening.

- Lexia Lessons: Slide Decks Overview
- Lexia Lessons: Slide Decks Checklist

Phonological Awareness [Open](#)

Phonics [Open](#)

Vocabulary

- Instructional Resource: Focus on Word Meanings
- Vocabulary Flashcards—Complete

This resource is available in sets by topic.

[View PDF](#)

Vocabulary Flashcards to Support Phonological Awareness and Phonics Activities

This resource is available in leveled sets for students working in Core5 Levels 1 through 9.

[View PDF](#)

Writing Support

- Graphic Organizers
- Core5 Writing Prompt Pack US Version
- Core5 Writing Prompt Pack Texas Standards
- Core5 Writing Prompt Pack UK Version

Individual Prompts & Checklists

Informational Text [View PDF](#)

Procedural Text [View PDF](#)

Argumentative Text [View PDF](#)

Correspondence [View PDF](#)

Personal Narrative [View PDF](#)

Short Story [View PDF](#)

Poem [View PDF](#)

3-Step Instructional Branching

- Standard** — This is the first step in a unit. If students complete it successfully, they progress through the activity.
- Guided Practice** — This step is reached if errors are made at Standard and includes scaffolded practice based on those errors. If successful, the student returns to Standard.
- Instruction** — This step is reached if errors are made in Guided Practice and provides explicit instruction and practice. Upon completion of this step, the student returns to Standard.



Standard Step

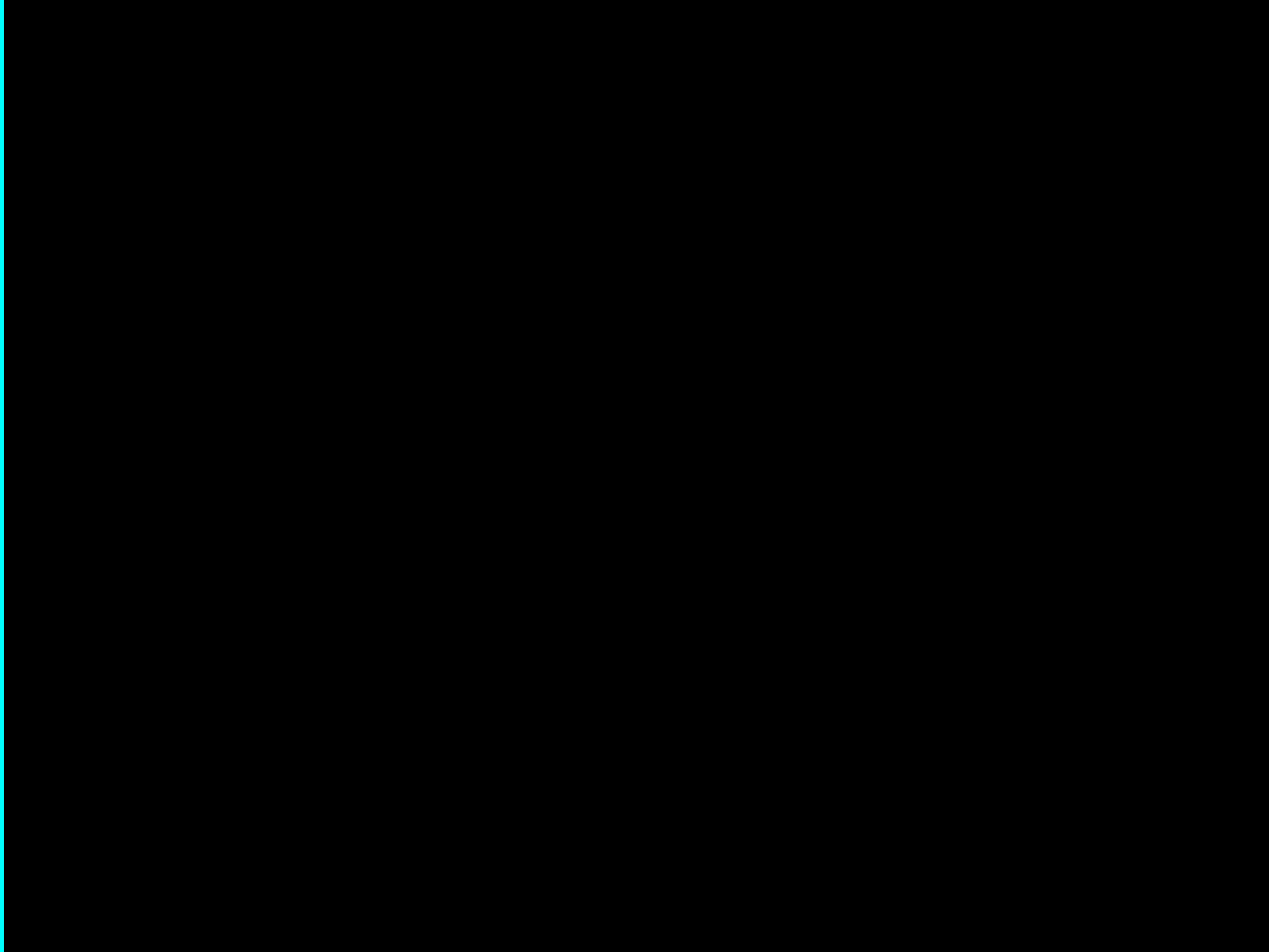


Guided Practice Step

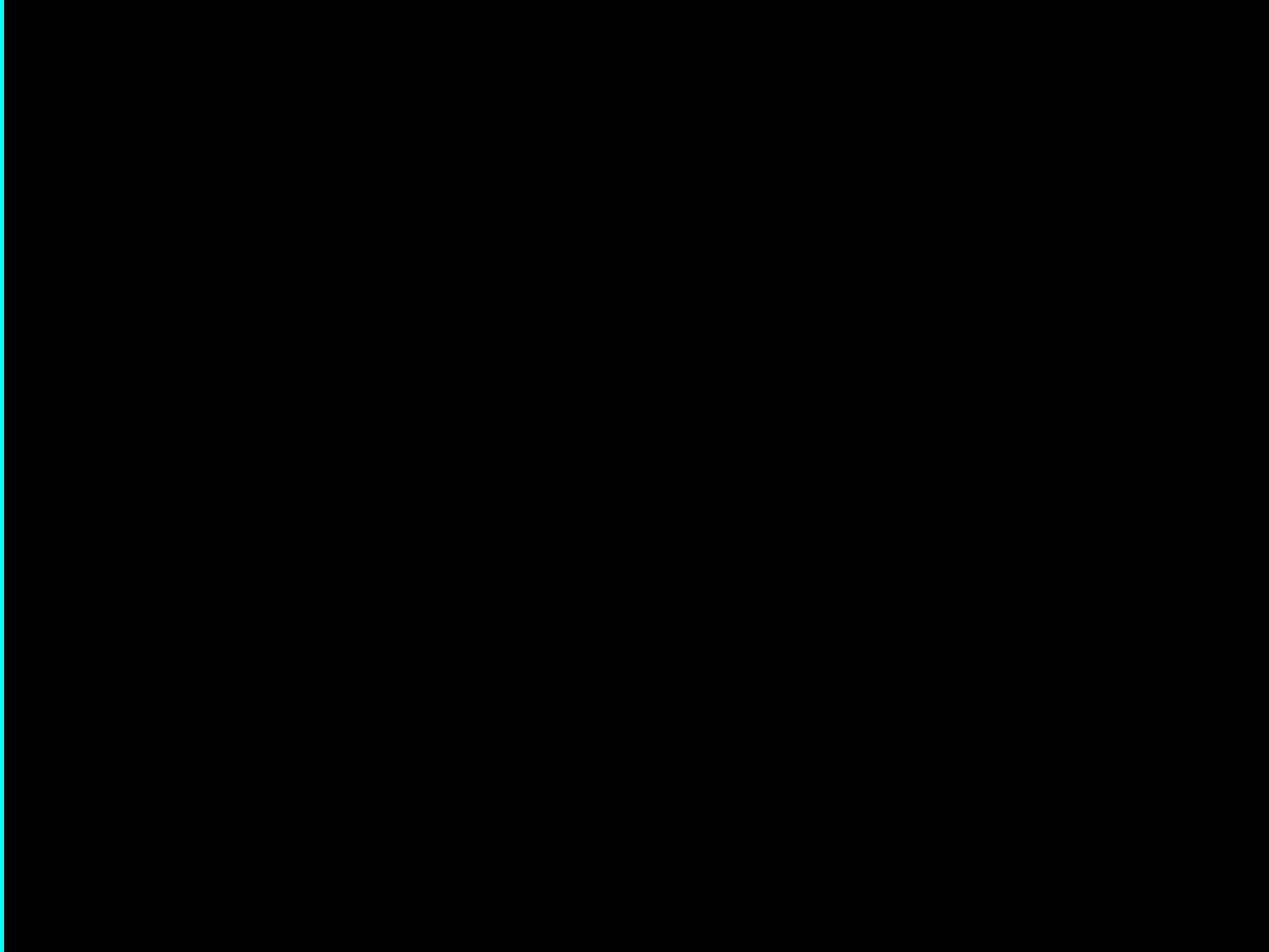


Instruction Step

Lexia Student Experience: Level 6, Building Words



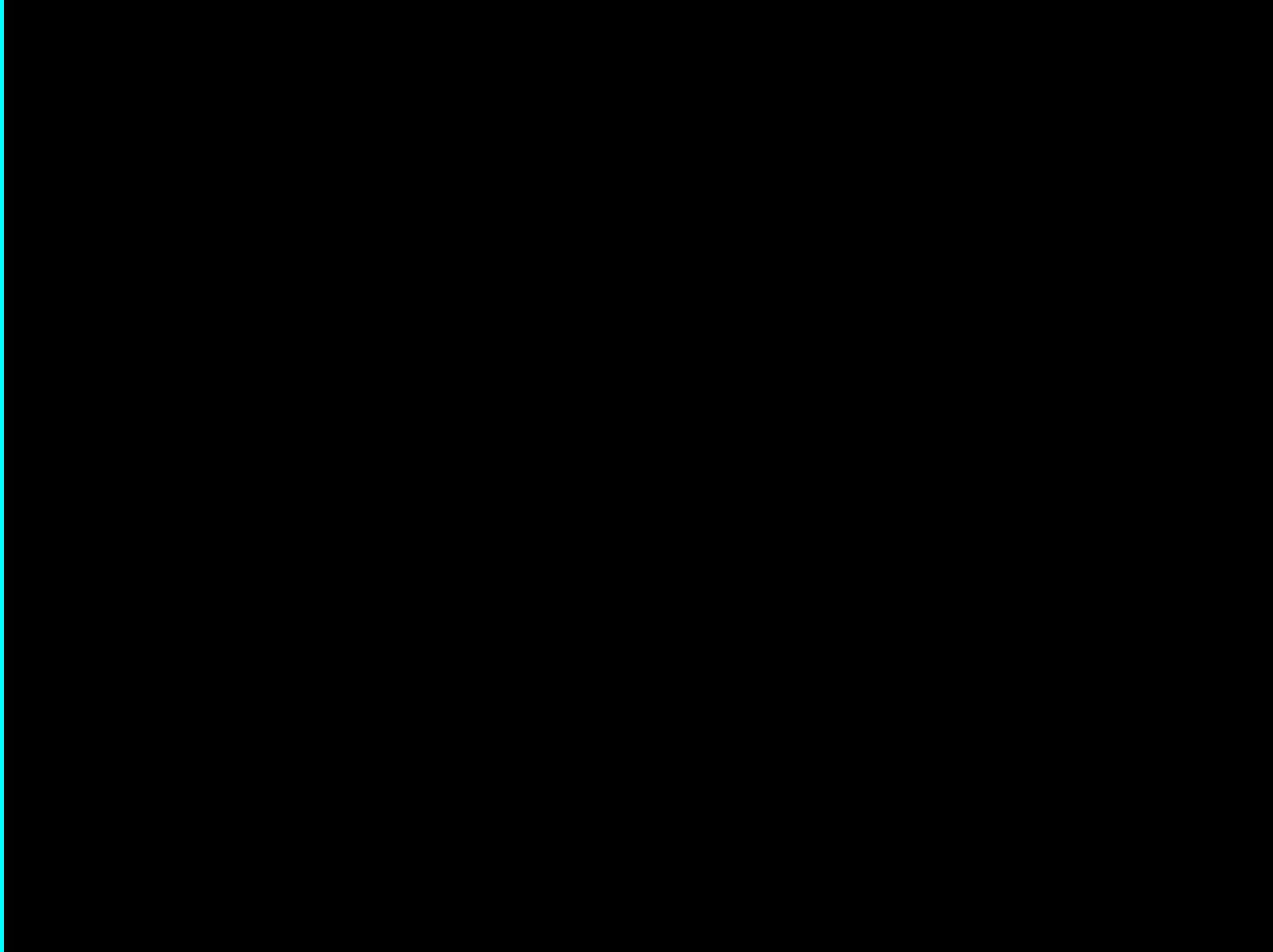
Lexia Student Experience: Level 14, Sight Words



Lexia Student Experience: Level 20- Complex Analogies

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*...as an inclusive Catholic
educational community, we
are called to express our
mission as church, to pass
on the Good News of Jesus
Christ, to make it relevant in
the world today, and to be
the hope for the future*

11 February, 2022

Honourable Christine Elliot
Minister of Health
5th Floor, 777 Bay Street
Toronto, ON M7A 2J3
Christine.elliott@pc.ola.org

Honourable Stephen Lecce
Minister of Education
Mowat Block, 900 Bay Street
Toronto, ON, M7A 1L2
minister.edu@ontario.ca
Stephen.lecce@pc.ola.org

Honourable Christine Elliott and Honourable Stephen Lecce:

We are aware that the Province of Ontario is currently challenged by a shortage of nurses. Both the health and education sectors are experiencing the impact of these shortages. Currently, there are hundreds of students across the province awaiting nursing care that is required for them to attend school safely and meaningfully. We acknowledge that school staff cannot perform the duties of a nurse/registered health care professional, but stress that it is also imperative that we take every reasonable step to ensure that all students have access to education.

Though this shortage is not the responsibility of school boards, many school districts have advised they are committed to being part of a temporary solution for student and families affected. Boards have supported students requiring health care services in our schools by allowing parents/guardians or a temporary health care service provider, designated by the parents/guardians, to visit the school, adhering to all safety protocols, to provide the health care services, where possible, for their child. Furthermore, many schools are creatively engaging with and providing academic support to students who are at home awaiting nursing care. We are aware that updates to the Ministry of Health "*Family-Managed Home Care/Self-directed Care*" program eligibility requirements now include parents/guardians of students with complex medical needs that prevent them from attending school due to the shortage of school nurses. Boards are reporting that funding for this program is exceedingly difficult to access, and few families receive support, likely due to the extensive and complex process required to procure the funding.

It is a clear and widespread fact that in-person learning is the best learning environment for students. With support from the province and significant planning, commitment and efforts by District School Boards, schools opened this fall. Tragically, however, many students are unable to attend school with their

Schools to believe in!

2 | Page

peers, and their families are bearing much of the burden in managing the care of students who do not have at-school nursing support secured at this time.

While we acknowledge that there are ongoing provincial level discussions occurring across various ministries regarding the nursing shortage, we stand with other boards and request that this government makes it a top priority to develop a solution that allows all children access to the learning they require and deserve.

Sincerely,

A handwritten signature in blue ink that reads "Pat O'Grady". The signature is written in a cursive style with a prominent loop at the end of the last name.

Pat O'Grady

Chair, SEAC

Renfrew County Catholic District School Board SEAC

Cc: Chairs of all Ontario Special Advisory Committees



February 15, 2022

Honourable Stephen Lecce
Minister of Education
315 Front Street West
Toronto, Ontario, M7A 0B8

Dear Minister Lecce,

Members of Thunder Bay Catholic District School Board's Special Education Advisory Committee would like to express our support for Bill 172, the Education Statute Law Amendment Act in Relation to Fetal Alcohol Spectrum Disorder (FASD).

It is imperative that all staff directly involved with students, such as principals, teachers, student support persons and early childhood educators, are aware of FASD, are able to recognize the early signs and are trained to provide appropriate accommodations for the success and well-being of our students. Inclusion of FASD in all Board of Education policies and guidelines is a vital step towards achieving equitable education for all of Ontario's students.

The members of the Thunder Bay Catholic District School Board's Special Education Advisory Committee ask that you acknowledge our support for Bill 172 in the pursuit for equitable education for all Ontario students.

Sincerely,

Hanni Vale
Chair, Special Education Advisory Committee
Thunder Bay Catholic District School Board

cc: Chairs of all Ontario Special Education Advisory Committees

February 18, 2022

The Honourable Stephen Lecce
 Minister of Education
 5th floor, 438 University Ave
 Toronto, Ontario
 M7A 2A5

Dear Minister Lecce,

On January 12, 2022, you announced the changes to the provincial protocols for COVID-19 within Ontario schools. With the full re-opening of schools mid-January, the Dufferin-Peel Catholic District School Board's Special Education Advisory Committee (SEAC) is concerned about the impact of these changes on the students we represent.

Children belong in inclusive schools and classrooms. These schools must always be safe. Most children with a disability experience a cluster of health and developmental problems. Research indicates that children with 'learning disabilities' are more vulnerable to illness from COVID-19 (Williamson EJ et al., 2021). Down's syndrome individuals are at higher risk of severe outcomes from COVID-19 (Emes D., 2021).

Parents and guardians are often the main caregiver, and many do not have the support systems available if they were to become ill. Resources are severely impacted during waves, but in particular during the current one due to Omicron's transmissibility.

Consultation and Transparency

- There was no consultation prior to changing established reporting protocols. Parents and guardians relied on these to make informed decisions for COVID-19.
- Reporting when absenteeism at a school is 30% or more does not provide a reliable indicator for COVID-19 cases in a school. The newly available online information from the Ministry of Education for percentage of absenteeism in Ontario schools also does not provide reliable information. There are many reasons for absenteeism, and what constitutes absenteeism among school Boards may vary. For example, a child will not be marked absent so long as they switch to online, even if they have symptoms of COVID-19.

Parents and guardians need timely and accurate information to make informed decisions for the safety of their vulnerable children. We believe it is imperative to re-establish COVID-19 case and contact management systems, as well as previous protocols in accordance with applicable privacy laws that allowed for sharing of positive cases in schools.

Health and Safety Measures and Transparency

Keeping schools open and safe has been identified as a priority by your government. We do applaud you for implementing infection control prevention measures to try to address the airborne component COVID-19. We remain concerned to hear some measures are not yet fully implemented. All the while some measures are being reduced or eliminated. It is unclear what data is being used by your Ministry to substantiate this (e.g.):

- Eliminating the reporting of COVID-19 cases as mentioned and eliminating the closure of classrooms and schools based on COVID-19 spread. These fail to recognize the high-risk issues that impact students with special needs - children who do not or cannot wear masks, contact time and being within 2 metres of a COVID positive case within a class distancing rules cannot

consistently be met due to class sizes and space restrictions), and student limitations with using hand sanitizer or washing hands.

- Not all classrooms have stand-alone HEPA filter units (or equivalent) to reduce COVID-19 in the air (Lindsley WG et al., 2021) leading to an inequitable situation. Further, there is no continuous quality monitoring of ventilation in place such as the practice of using CO2 detectors for proxy of COVID-19 and allow for real time response (Prather, Poppendieck and Rosenthal, 2021).
- N-95 supply to staff should not be limited to require their re-use when supply almost 2 years later into this pandemic is no longer an issue. Re-use does not consider infection control practice standards such as prevention of cross-contamination during donning and doffing.
- Respirators are preferred and older students should have access to N95 masks. 3-ply masks provided to schools are optional, but this is a minimum standard (Government of Canada, 2022). Further research identifies that N95 followed by medical masks are superior for risk reduction (Andrejko et al., 2022). Medical masks are being provided by some School Boards to children as it is cost prohibitive to the most vulnerable families and the Ministry needs to reconsider what they are providing to schools.
- Antigen tests and PCR self-collection test kits are provided by schools to students but only once symptomatic. There is a significant segment of our community that is disadvantaged and cannot purchase such tests. It is unclear why these are not offered before a student attends school or why priority testing is not offered at testing centres in an effort to keep schools open and safe.

All this makes it unclear to parents just how safe schools are when there are no transparent, adequate measures provided to gauge the level of COVID-19 spread in schools. Parents and guardians of vulnerable children require meaningful measures to make informed decisions whether to send their child to school. The risk-benefits must be determined by the family unit.

Proactive, continuous quality improvements must continue to be utilized to keep schools and our children safe particularly in light of Ontarian's being told to learn to live with COVID-19. This duty of care for safety requires implementing practices based on research and the tracking of transparent and appropriate indicators in order to make adjustments and re-adjustments to enhance safety during this ongoing pandemic and future waves. Parents require this for informed decisions. Appropriate data collection and reporting is an expected standard of our schools and education researchers. We expect the Ministry and elected officials to uphold the same standard.

The safety and well-being of all students is paramount while preserving inclusion. Vulnerable students are simply at greater risk and families need to be better informed. We thank you in advance for your immediate consideration and look forward to a prompt response.

Sincerely,




Bruno Iannicca, SEAC Chair, Dufferin-Peel Catholic District School Board (DPCDSB) Trustee Mississauga Ward 7	Dely Farrace, SEAC Vice Chair, DPCDSB SEAC Association Representative for Brampton Caledon Community Living
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cc: DPCDSB Trustees
MPPs of Dufferin-Peel
Chairs of Special Education Advisory Committees

References

Andrejko KL, Pry JM, Myers JF, Fukui N, DeGuzman JL, et al. Effectiveness of face mask or respirator Use indoor public settings for prevention of SARS-CoV-2 infection: California, February-December 2021. US Department of Health and Human Services, Centers for Disease Control, MMWR Morb Mortal Wkly Rep 2022;71:212-216. DOI: <http://dx.doi.org/10.15585/mmwr.mm7106e1>

Emes D, Huls A, Baumer N, Dierssen M, Puri S, et al. COVID-19 in Children with Down Syndrome: Data from the Trisomy 21 Research Society Survey. J Clin Med. 2021 Oct 31;10(21):5125.

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2022 - 2023 School Year Calendar

Approved by Ministry March 2, 2022

SCHOOL HOLIDAY
 PD DAY
 EXAMS

18 Instructional Days
September 2022

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

19 Instructional Days
October 2022

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

21 Instructional Days
November 2022

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

12 Instructional Days
December 2022

Su	M	Tu	W	Th	F	Sa
					1	2
				3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 Instructional Days
January 2023

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

18 Instructional Days
February 2023

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

18 Instructional Days
March 2023

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17 Instructional Days
April 2023

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

22 Instructional Days
May 2023

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

21 Instructional Days
June 2023

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

All students begin school on September 6, 2022 and end on June 30, 2023

School Holidays

September 2, 2022	School Holiday
September 5, 2022	Labour Day
October 10, 2022	Thanksgiving
Dec. 19, 2022 - Jan. 2, 2023	Christmas Holidays
February 20, 2023	Family Day
March 13-17, 2023	March Break
April 7, 2023	Good Friday
April 10, 2023	Easter Monday
May 22, 2023	Victoria Day

First Day of School for Students

September 6, 2022

Last Day of School for Students

June 30, 2023

187 Instructional Days + 7 PD Days = 194

Professional Activity Days

September 1, 2022	Student and School Safety
September 26, 2022	Learning Recovery
October 24, 2022	Spiritual Development Day
November 25, 2022	Equity and Inclusive Education
February 3, 2023	Elementary Report Cards Secondary Curriculum
April 21, 2023	Indigenous Education
June 12, 2023	Elementary Report Cards Secondary Curriculum

Elementary

Progress Report	November 2022
Report Card	February 2023
Report Card	June 2023

Secondary

Semester 1 September 1st, 2022 - February 2 2023
 Semester 1, Term 1 : September 1st - November 11, 2022
 Semester 1, Term 2 : November 14 - February 2, 2023

Mid Term Report November 2022

Exams January 30, 31, February 1, 2 2023

Final Report February 2023

Semester 2 February 3 - June 30, 2023

Semester 2, Term 1 : February 3 - April 24, 2023

Semester 2, Term 2 : April 25 - June 30, 2023

Mid Term Report May 2023

Exams June 23, 26, 27, 28, 29, 30 2023

Final Report July 2023



Special Education Grant



Special Education Grant – overview

The Special Education Grant is made up of six allocations:

1. Special Education Per Pupil Amount (SEPPA)
2. Differentiated Special Education Needs Amount (DSENA)
3. Special Education Equipment Amount (SEA)
4. Special Incident Portion (SIP)
5. Education and Community Partnership Program (ECPP)
6. Behaviour Expertise Amount (BEA)

Special Education Allocation

Special Education Per Pupil Amount (SEPPA)	1,001,949
Special Education Equipment Amount (SEA)	55,018
Differentiated Special Education Needs Amount	2,263,853
Education and Community Partnership Program	225,590
Behavioural Expertise Amount	245,640
Total Funding for 2021-22	\$3,792,050

Special Education Budget

Kenora Catholic District School Board			
Special Education Costs			
2021-2022			
<u>Teachers</u>			
SMB	1.33	155,999.00	
STL	1.00	122,469.00	
SJPII	3.00	319,618.00	
STA	4.00	439,477.00	Includes 1.0 ECPP
SJS	1.00	119,859.00	
	10.3		1,157,422.00
<u>Special Education E.A.s</u>			
SMB	4.00	212,520.00	
STL	3.00	162,265.00	
SJPII	10.00	514,050.00	
STA	11.00	562,305.00	Includes 2.0 ECPP
SJS	9.00	463,795.00	
	37		1,914,935.00
<u>Central Positions</u>			
Coordinator & Secretary Support	1.50	143,990.00	
BEA/Multi/Speech	5.50	584,175.00	
	7		728,165.00
Spec Ed Budget			83,355.00
			3,883,877.00

Special Education Budget

Total Special Education Budget			3,883,877.00
<u>Special Education Surplus/(Deficit)</u>			
Special Education Per Pupil Amount (SEPPA)		1,001,949.00	
Special Equipment Amount (SEA)		55,018.00	
Differentiated Special Education Needs Amount		2,263,853.00	
ECPP		225,590.00	
Behavioral Expertise		245,640.00	
			3,792,050.00
Spec Ed Deficit			(91,827.00)

Thank you!





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Dedicated to Excellence in Catholic Education



February 19, 2022

Via email: minister.edu@ontario.ca

The Honorable Stephen Lecce
Minister of Education
Mowat Block, 22nd Floor
900 Bay Street
Toronto, ON
M7A 1L2

Dear Minister Lecce:

On behalf of the Kenora Catholic District School Board, the KCDSB Special Education Advisory Committee (SEAC) stands in support of the Durham District School Board's *Special Education Advisory Committee's* letter concerning the decreases in Special Incidence Portion (SIP) claim funding. Special Education funding reductions result in the funding *being insufficient* to meet the costs of student support needs.

We appreciate that our *fellow* school boards across the province vary greatly in size, demographics, and greatest areas of need. We ask that you ensure that funding does not continue to diminish and that our Boards are provided with adequate resources to meet the support needs of our students with special education needs so that they can reach their full potential.

Thank you for acknowledging our letter regarding a decrease in Special Incidence Portion (SIP) claim funding.

Yours in Catholic Education,

Teresa Gallik
Chair of the Board of Trustees

Norine Schram
Chair of SEAC

Cc: Ontario Catholic School Trustees Association (OCSTA)
Ontario Catholic School Boards
Education Minister's Advisory Council on Special Education (MASCE)
KCDSB SEAC



Kenora Catholic District School Board

We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and meaningful partnerships with family, community, and the Church.

SEAC Report
By Special Education Coordinator

SUBJECT:	Special Education Coordinator's Report
DATE:	Friday, March 25, 2022
PREPARED FOR:	Special Education Advisory Committee
AGENDA AREA:	Public Session
PREPARED BY:	Andrea Batters, Special Education Coordinator

Some key take-aways from the February 24 **Regional Special Education Committee (RSEC) meeting** included:

- These helpful resources (below) that were recommended by **Claudine Munroe, the Director of the Ministry of Education's Special Education/ Success for All Branch**:
 - A [Remote Learning Guide for Students with Special Education Needs](#) (also available in French on Appuyer l'apprentissage at <https://e-a-v.ca/cao/>),
 - [Educator Modules on Disability](#), and
 - [Parent Resources for Students with Special Education Needs](#)
- **Ashley Hendy** provided a presentation and overview of the **School Mental Health Ontario website**. She also promoted this free webinar: [Special Education Considerations During Mental Health Promotion: Presentation](#) which is taking place on Wed, 30 March 2022. This PD session is tailored to give information and strategies to those who provide mental health support to students in schools.
- The **Special Education and the Law** presentation and discussion by **Gillian Tuck Kutarna**, a partner with the Miller Thomson Legal Firm, highlighted a student-centered approach to supporting learners concerning the Modified Day or Exclusion practices, under the [Education Act](#).
- Highlights from the **Northern Adjustment Funding (NAF) Discussion and Updates** by Rick Boisvert & Sylvia Parker included:
 - Feedback from an Educational Assistant (EA) PD Survey conducted in the region on behalf of the Northern Ontario Educational Leaders (NOEL), and
 - A summary of this year's NAF [funding](#) and [project priorities](#)

A significant EA PD topic that emerged from survey is how to support--and when to refer--Students with mental health issues to services. A NOEL-RSEC sub-committee has formed to address this identified priority area.



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SEAC Report
By Special Education Coordinator

Transition to Aspen Student Information System (SIS)

The transition to the Aspen SIS is continuing in the program's Special Education Module. Currently, all School Resource Teams are using the Refer to Special Education Workflow, the Individual Education Plan (IEP), and the Alternative Report Card (when applicable). Teams are now beginning to use the Identification Placement and Review Committee (IPRC) documentation functions. It has been an ongoing journey and, although the systems and workflow steps Aspen has provided are not perfect, everyone is meeting with marked improvements. KCDSB school teams and system leads continue to collaborate to find solutions and everyone is making gains to implement these necessary Special Education student information processes.

Professional Development (PD)

A significant area for PD continues to be on **supporting early literacy programming** and gap closing. The **Heggerty Phonemic Awareness** Tier 1 programming for primary classes (Kindergarten to Grade 2) plays a key role in strengthening early reading skills and the **Bridge the Gap intervention** (grades 2 and up) delivers a boost towards phonemic proficiency to those students who struggle with reading-decoding and writing.

The **Lexia Core 5** and **Power Up** literacy programs continue to provide structured literacy learning opportunities for students (grades 2-8). The animation glitch that was causing issues in the fall has been resolved by KCDSB IT. Many teachers have commented that the assessment data and the language arts lesson resources available in Lexia are valuable to their classroom literacy programs, especially when supporting students with reading and writing skill-building.



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SEAC Report
By Special Education Coordinator