



## 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, March 23, 2021** at the Catholic Education Centre. The meeting will start at 6:30 p.m. virtually via Microsoft Teams. **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 Regular Board Meeting of the Kenora Catholic District School Board of February 16, 2021 be approved as circulated/amended.*

*Recommendation: (P. 9)*

*THAT the minutes of the Special Board Meeting of the Kenora Catholic District School Board of February 23, 2021 be approved as circulated/amended.*

7. **BUSINESS ARISING FROM THE MINUTES**



## Kenora Catholic District School Board

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## Board Meeting Agenda

### 8. **DELEGATIONS AND PRESENTATIONS**

- 8.1 Supporting Students with Transitions to St. Thomas Aquinas High School – **Nicole Kurtz**
- 8.2 New Math Curriculum – **Jordan Temple**
- 8.3 Student Trustee Report – **Julia Tkachuk and Maxwell Froese**

### 9. **POLICY GOVERNANCE**

#### 9.1 **Approval of Minutes (P. 13)**

- 9.1.1 Approval of Minutes

Recommendation:

THAT the report of the Policy Governance Committee Meeting of March 2, 2021 be approved as presented / amended.

#### 9.2 **Policy**

- 9.2.1 Policy #5 – Trustee Code of Ethics – **Phyllis Eikre (P. 17)**

Recommendation:

THAT the Board approve the review of Policy #5 – Trustee Code of Ethics with no revisions at this time.

- 9.2.2 Policy #13 – Appeals regarding Student Matters – **Phyllis Eikre (P. 19)**

Recommendation:

THAT the Board approve the review of Policy #13 – Appeals Regarding Student Matters at this time.

#### 9.3 **Personnel**

- 9.3.1 Resignation of Kelly Sundmark – **Jeffrey White**

Recommendation:

THAT the Board approve the resignation of Kelly Sundmark for the purposes of retirement effective June 30, 2021 with regret.

#### 9.4 **Property**

#### 9.5 **Finance**

#### 9.6 **Program**

#### 9.7 **Negotiations**



## Kenora Catholic District School Board

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## Board Meeting Agenda

### 9.8 Other

- 9.8.1 COVID-19 Update – **Alison Smith**
- 9.8.2 February 19 Special Education Advisory Committee Minutes – **A. Sweeney (P. 31)**
- 9.8.3 2021 Ontario Catholic Student Youth Day Conference (May 5, 2021) – **F. Bastone (P. 59)**

### 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

- 13.1 OCSTA Student Mental Health and Wellness During a Pandemic: Considerations for Catholic School Board Leaders (March 24, 2021) – **T. Gallik (P. 63)**
- 13.2 OCSTA Assignment of Proxies for April 6 Policy Governance Meeting - **T. Gallik (P. 66)**

### 14. FUTURE MEETINGS

#### **POLICY GOVERNANCE MEETINGS**

April 6, 2021  
May 4, 2021  
June 1, 2021

#### **REGULAR BOARD MEETINGS**

March 23, 2021  
April 20, 2021  
May 18, 2021

#### **CATHOLIC PARENT INVOLVEMENT COMMITTEE**

May 12, at 11:30 AM at the Catholic Education Centre or virtually  
June 1, at 5:00 PM School Council and Catholic Parent Council Report to Trustees / Policy Governance Committee Meeting to follow

#### **SPECIAL EDUCATION ADVISORY COMMITTEE**

March 26, at 1:30 PM at the Catholic Education Centre or virtually  
April 30, at 1:30 PM at the Catholic Education Centre or virtually



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## Board Meeting Agenda

### VIRTUAL SCHOOL COUNCIL MEETINGS

- St. Isidore Virtual School – March 24 at 6:00 PM
- St. John School – April 2 at 6:00 PM
- St. Thomas Aquinas High School – April 5 at 6:30 PM
- École Ste-Marguerite Bourgeoys – April 6 at 7:00 PM
- St. Louis Living Arts School – April 7 at 6:30 PM
- Pope John Paul II School – April 28 at 6:00 PM

### TRUSTEE TRAVEL / PROFESSIONAL DEVELOPMENT

- OCSTA Speaker Series: Student Mental Health and Well-being During the Pandemic – Considerations for School Board Leaders (self-register) – March 24 at 6:00 PM
- OCSTA 2021 Virtual Annual General Meeting – May 1 from 8:00 AM – 11:00 AM
  - Deadline for Assignment of Proxies (via registration) – April 29, 2021 9:00 AM EDT
- 2021 Ontario Catholic Student Youth (OCSY) Day Conference (May 5, 2021)
- CCSTA Annual General Meeting and Business Seminar in Saskatoon – June 3 – 6, 2021

### MINISTRY OF EDUCATION FINANCIAL REPORTING DEADLINES

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

Date	Description
August 19, 2020	School board Estimates for 2020–21
November 13, 2020	School board Financial Statements for 2019–20
November 20, 2020	School board Enrolment Projections for 2021–22 to 2024–25
December 15, 2020	School board Revised Estimates for 2020–21
May 14, 2021	School board Financial Report for September 1, 2020, to March 31, 2021

15. **COMMITTEE OF THE WHOLE**

16. **ADJOURNMENT**

Recommendation:

THAT the meeting adjourn at \_\_\_\_\_ p.m.



# Kenora Catholic District School Board

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## REGULAR BOARD MEETING<sup>1</sup> Meeting Report February 16, 2021

MEETING DATE:	February 16, 2021
LOCATION OF MEETING:	Catholic Education Center
SUBJECT OF MEETING:	Regular Board Meeting
CHAIR:	Teresa Gallik
TRANSCRIBER:	Trina Henley
TIME OF MEETING:	7:00 p.m. – 8:10 p.m.

### ATTENDED BY:

	INIT	ATTENDANCE	PERSON	TITLE
1.	AS	<input type="checkbox"/>	Anne Sweeney	Trustee
2.	AS	<input checked="" type="checkbox"/>	Alison Smith	Superintendent of Business Services
3.	MF	<input checked="" type="checkbox"/>	Maxwell Froese	Student Trustee
4.	PE	<input checked="" type="checkbox"/>	Phyllis Eikre	Advisor to the Director
5.	JT	<input checked="" type="checkbox"/>	Julia Tkachuk	Student Trustee
6.	FB	<input checked="" type="checkbox"/>	Frank Bastone	Trustee
7.	JW	<input checked="" type="checkbox"/>	Jeffrey White	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 type="checkbox"/>	Vaughn Blab	Trustee

### AGENDA

- OPENING PRAYER** – Mariette Martineau opened the meeting with a meaningful prayer bringing everyone into the presence of the Lord.
- ROLL CALL** – Vaughn Blab and Anne Sweeney were noted as absent with regret.



## Kenora Catholic District School Board

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**REGULAR BOARD MEETING<sup>2</sup>**  
**Meeting Report**  
February 16, 2021

### 3. **COMMITTEE OF THE WHOLE**

Motion #007 Moved by Frank Bastone  
Seconded by Paul Landry

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.

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

### 5. **CONSIDERATION AND APPROVAL OF AGENDA**

Motion #008 Moved by Paul Landry  
Seconded by Frank Bastone

Recommendation:

*THAT the agenda be approved as presented.*

Carried.

### 6. **CONFIRMATION OF MINUTES**

Motion #009 Moved by Mike Favreau  
Seconded by Jeffrey White

Recommendation:

*THAT the minutes of the Regular Board Meeting of the Kenora Catholic District School Board of January 19, 2021 be approved as circulated.*

Carried.

### 7. **BUSINESS ARISING FROM THE MINUTES**

### 8. **DELEGATIONS AND PRESENTATIONS**

8.1 Living Arts Program at St. Louis School – **Maureen Frankcom and Team**

The St. Louis Living Arts School Team provided an update on the progress, successes and plans for the future of the program. The presentation highlighted recent initiatives and activities as well as what makes St. Louis School's Living Arts program unique through engaging activities, community connections and partnerships, and creating a learning hub for all ages.



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**REGULAR BOARD MEETING**<sup>3</sup>  
**Meeting Report**  
February 16, 2021

### 8.2 Jordan's Principle Vision – **Alecia Cox and Andrea Batters**

Andrea Batters, Special Education Coordinator and Alecia Cox, Jordan's Principal Program Lead, highlighted the vision for Jordan's Principle at Kenora Catholic and how the program supports families and school teams in accessing education, health and social support for children with unmet needs. The program aims to improve student achievement, success and engagement for First Nation students.

### 8.3 Student Trustee Report – **Julia Tkachuk and Maxwell Froese**

Student Trustee Julia Tkachuk and Maxwell Froese provided a report on the activities and initiatives happening at St. Thomas Aquinas High School during February. The students talked about the postponement of March Break, bus cancellations due to extreme weather, and various activities.

## 9. **POLICY GOVERNANCE**

### 9.1 **Approval of Minutes**

#### 9.1.1 Approval of Minutes

Motion #010 Moved by Paul Landry  
Seconded by Frank Bastone

Recommendation:

*THAT the report of the Policy Governance Committee Meeting of February 2, 2021 be approved as presented.*

*Carried.*

### 9.2 **Policy**

#### 9.2.1 Policy #3 – Director of Education Job Description – **Phyllis Eikre**

Motion #011 Moved by Mike Favreau  
Seconded by Jeffrey White

Recommendation:

*THAT the Board approve the review of Policy #3 – Director of Education Job Description with no revisions at this time.*

*Carried.*



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**REGULAR BOARD MEETING<sup>4</sup>**  
**Meeting Report**  
February 16, 2021

### 9.2.2 Policy #6 – Role of the Trustee – **Phyllis Eikre**

Motion #012 Moved by Frank Bastone  
Seconded by Mike Favreau

Recommendation:

*THAT the Board approve the review of Policy #6 – Role of the Trustee with no revisions at this time.*

*Carried.*

### 9.2.3 Policy #10 – Committees of the Board – **Phyllis Eikre**

Motion #013 Moved by Paul Landry  
Seconded by Jeffrey White

Recommendation:

*THAT the Board approve the revisions to Policy #10 – Committees of the Board effective immediately.*

*Carried.*

### 9.2.4 Policy #16 – Selection of the Director of Education – **Phyllis Eikre**

Motion #014 Moved by Frank Bastone  
Seconded by Mike Favreau

Recommendation:

*THAT the Board accept the revisions to Policy #16 – Selection of the Director of Education effective immediately.*

*Carried.*

## 9.3 **Personnel**

## 9.4 **Property**

### 9.4.1 Energy Efficiency Report – **Alison Smith**

Alison Smith, Superintendent of Business Services provided a report the Board's Energy Efficiency Program highlighting conservation goals, regulations and upgrades to facilities.





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**REGULAR BOARD MEETING**<sup>5</sup>  
**Meeting Report**  
February 16, 2021

### 9.4.2 2019 – 2024 Capital Plan – **Alison Smith**

Alison Smith presented the 2019 – 2024 Capital Plan, identifying that the Board is currently in year two of a five-year Capital Plan. The plan currently has 91 projects, including completed projects from 2019 - 2020. The 2020 – 2021 year of capital project is estimated at \$2.1 million dollars.

Motion #015 Moved by Paul Landry  
Seconded by Jeffrey White

Recommendation:

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

*Carried.*

## 9.5 **Finance**

## 9.6 **Program**

### 9.6.1 2021 – 2022 School Year Calendar – **Phyllis Eikre**

Phyllis Eikre, Advisor to the Director provided a report on the consultation process for the 2021 – 2022 School Year Calendar. The calendar is currently draft until it is approved by the Ministry of Education.

Motion #016 Moved by Frank Bastone  
Seconded by Mike Favreau

Recommendation:

*THAT the Board approve the 2021 – 2022 School Year Calendar as presented and forward the calendar to the Ministry of Education for approval.*

*Carried.*

## 9.7 **Negotiations**



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**REGULAR BOARD MEETING**<sup>6</sup>  
**Meeting Report**  
February 16, 2021

### 9.8 **Other**

- 9.8.1 Ontario Catholic School Trustees' Association Regional Director Nomination – **Paul White**  
Director Paul White presented information about the Ontario Catholic School Trustees' Association nomination process for Regional #2. The Board approved the nomination for Trustee Frank Bastone as a candidate for the Region #2 Director role.

Motion #017 Moved by Mike Favreau  
Seconded by Jeffrey White

Recommendation

*THAT the Board approve the nomination of Trustee Frank Bastone as the candidate for the Ontario Catholic School Trustees' Association Regional Director, for Region 2.*

Carried.

- 9.8.2 January 15 Special Education Advisory Committee Minutes  
Trustees were provided with the minutes of the January 15 Special Education Advisory Committee Meeting.

- 9.8.3 COVID-19 Update – **Alison Smith**  
Superintendent Smith provided a status report on COVID-19, advising that the daily screening and attestation process for students in Grades 9 – 12, as well as all employees has been implemented across the system. The board currently has no active cases of the virus within the schools or board.

### 10. **COMMITTEE OF THE WHOLE**

Motion #018 Moved by Frank Bastone  
Seconded by Mike Favreau

Recommendation:

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

Carried.

### 11. **UNFINISHED BUSINESS**

### 12. **NEW BUSINESS**

### 13. **INFORMATION**



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### 14. FUTURE MEETINGS

#### **POLICY GOVERNANCE MEETINGS**

February 2, 2021

March 2, 2021

#### **REGULAR BOARD MEETINGS**

February 16, 2021

March 23, 2021

#### **CATHOLIC PARENT INVOLVEMENT COMMITTEE**

February 10, at 11:30 AM at the Catholic Education Centre or virtually

May 12, at 11:30 AM at the Catholic Education Centre or virtually

#### **SPECIAL EDUCATION ADVISORY COMMITTEE**

February 19, at 1:30 PM at the Catholic Education Centre or virtually

#### **VIRTUAL SCHOOL COUNCIL MEETINGS**

École Ste-Marguerite Bourgeoys – February 17 and April 6 at 7:00 PM

St. Louis Living Arts School – February 24 at 6:30 PM

St. Isidore Virtual School – March 24 at 6:00 PM

St. John School – April 2 at 6:00 PM

St. Thomas Aquinas High School – April 5 at 6:30 PM

Pope John Paul II School – April 28 at 6:00 PM

#### **TRUSTEE TRAVEL / PROFESSIONAL DEVELOPMENT**

Mastering the Media Virtual Training – January 28 at 9:00 AM

OCSTA 2021 Virtual Annual General Meeting – May 1 from 8:00 AM – 11:00 AM

CCSTA Annual General Meeting and Business Seminar in Saskatoon – June 3 – 6, 2021

#### **MINISTRY OF EDUCATION FINANCIAL REPORTING DEADLINES**

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

Date	Description
August 19, 2020	School board Estimates for 2020–21
November 13, 2020	School board Financial Statements for 2019–20
November 20, 2020	School board Enrolment Projections for 2021–22 to 2024–25
December 15, 2020	School board Revised Estimates for 2020–21
May 14, 2021	School board Financial Report for September 1, 2020, to March 31, 2021



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**REGULAR BOARD MEETING**<sup>8</sup>  
**Meeting Report**  
February 16, 2021

15. **COMMITTEE OF THE WHOLE**

16. **ADJOURNMENT**

Motion #019 Moved by Paul Landry  
Seconded by Jeffrey White  
Recommendation:  
*THAT the meeting adjourn at 8:10 p.m.*

*Carried.*

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary



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## SPECIAL BOARD MEETING<sup>9</sup> Meeting Report February 23, 2021

MEETING DATE:	February 23, 2021
LOCATION OF MEETING:	Virtually via Microsoft Teams
SUBJECT OF MEETING:	Special Board Meeting
CHAIR:	Teresa Gallik
TRANSCRIBER:	Trina Henley
TIME OF MEETING:	12:15 p.m. to 12:32 p.m.

### ATTENDED BY:

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

### AGENDA

- OPENING PRAYER** – Teresa Gallik opened the meeting with a meaningful prayer bringing everyone into the presence of the Lord.
- ROLL CALL** – Paul Landry was noted as absent with regret.
- COMMITTEE OF THE WHOLE**

Motion #020 Moved by Frank Bastone  
Seconded by Anne Sweeney

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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**SPECIAL BOARD MEETING**<sup>10</sup>  
**Meeting Report**  
February 23, 2021

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

5. **CONSIDERATION AND APPROVAL OF AGENDA**

Motion #021 Moved by Anne Sweeney  
Seconded by Jeffrey White  
Recommendation:  
*THAT the agenda be approved as presented.*

*Carried.*

6. **CONFIRMATION OF MINUTES**

7. **BUSINESS ARISING FROM THE MINUTES**

8. **DELEGATIONS AND PRESENTATIONS**

9. **POLICY GOVERNANCE:**

9.1 Approval of Minutes

9.2 **Policy**

9.3 **Personnel**

9.4 **Property**

9.5 **Finance**

9.6 **Program**

9.6.1 Revised 2020 – 2021 School Year Calendar – **Paul White**

Director Paul White updated the Trustees that the five regional school boards are recommending moving the Professional Development day from April to March to add an additional instruction day in April and to accommodate the Ministry of Education postponing the March Break until April 12.

Motion #022 Moved by Frank Bastone  
Seconded by Mike Favreau

Recommendation:

*THAT the Kenora Catholic District School Board approve the recommendation to change the professional development day from April 23, 2021 to March 19, 2021 in the 2020 – 2021 school year calendar effective immediately.*

*Carried.*



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<sup>11</sup>  
**SPECIAL BOARD MEETING**  
**Meeting Report**  
February 23, 2021

9.7 **Negotiations**

9.8 **Other**

10. **COMMITTEE OF THE WHOLE**

Motion #023 Moved by Vaughn Blab  
Seconded by Anne Sweeney

**Recommendation:**

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

Carried.

11. **UNFINISHED BUSINESS**

12. **NEW BUSINESS**

13. **INFORMATION**

14. **FUTURE MEETINGS**

**POLICY GOVERNANCE MEETINGS**

February 2, 2021

March 2, 2021

**REGULAR BOARD MEETINGS**

February 16, 2021

March 23, 2021

**CATHOLIC PARENT INVOLVEMENT COMMITTEE**

February 10, at 11:30 AM at the Catholic Education Centre or virtually

May 12, at 11:30 AM at the Catholic Education Centre or virtually

**SPECIAL EDUCATION ADVISORY COMMITTEE**

February 19, at 1:30 PM at the Catholic Education Centre or virtually

**VIRTUAL SCHOOL COUNCIL MEETINGS**

St. Isidore Virtual School – March 24 at 6:00 PM

St. John School – April 2 at 6:00 PM

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École Ste-Marguerite Bourgeoys – April 6 at 7:00 PM

St. Louis Living Arts School – April 7 at 6:30 PM

Pope John Paul II School – April 28 at 6:00 PM



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**SPECIAL BOARD MEETING**<sup>12</sup>  
**Meeting Report**  
February 23, 2021

### TRUSTEE TRAVEL / PROFESSIONAL DEVELOPMENT

OCSTA 2021 Virtual Annual General Meeting – May 1 from 8:00 AM – 11:00 AM

- Deadline for Receipt of Resolutions – January 29, 2021
- Election for Regional Director Nominations – Deadline April 7, 2021 at 9:00 AM EDT
- Deadline for Assignment of Proxies (via registration) – April 29, 2021 9:00 AM EDT

CCSTA Annual General Meeting and Business Seminar in Saskatoon – June 3 – 6, 2021

### MINISTRY OF EDUCATION FINANCIAL REPORTING DEADLINES

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

Date	Description
August 19, 2020	School board Estimates for 2020–21
November 13, 2020	School board Financial Statements for 2019–20
November 20, 2020	School board Enrolment Projections for 2021–22 to 2024–25
December 15, 2020	School board Revised Estimates for 2020–21
May 14, 2021	School board Financial Report for September 1, 2020, to March 31, 2021

### 15. ADJOURNMENT

Motion #024 Moved by Mike Favreau  
 Seconded by Vaughn Blab  
Recommendation:  
 THAT the meeting adjourn at 12:32 p.m.

Carried.

\_\_\_\_\_  
Chairman

\_\_\_\_\_  
Secretary





# Kenora Catholic District School Board

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**Meeting Report  
March 2, 2021**

MEETING DATE:	March 2, 2021
LOCATION OF MEETING:	Virtually via Microsoft Teams
SUBJECT OF MEETING:	Policy Governance Committee Meeting
CHAIR:	Paul Landry
TRANSCRIBER:	Trina Henley
TIME OF MEETING:	6:00 p.m. – 6:48 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 checked="" 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** – Paul Landry called the meeting to order at 6:00 p.m.
2. **OPENING PRAYER** – Paul Landry opened the meeting with a meaningful prayer bringing everyone into the presence of the Lord.
3. **ROLL CALL** – All Trustees were present.
4. **DECLARATIONS OF PECUNIARY INTEREST - NIL**
5. **APPROVAL OF AGENDA** – The agenda was approved as presented.
6. **PRESENTATIONS/DELEGATIONS**



## Kenora Catholic District School Board

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## POLICY GOVERNANCE COMMITTEE<sup>14</sup>

Meeting Report  
March 2, 2021

### 7. PRESENTATIONS AND REPORTS

#### 7.1 Policy

##### 7.1.1 Policy #5: Trustee Code of Ethics – **Phyllis Eikre**

Phyllis Eikre provided a review of Policy #5: Trustee Code of Ethics, with no recommended changes at this time. The Trustees accepted the review as presented.

##### 7.1.2 Policy #9: Board Operations – **Phyllis Eikre**

Phyllis Eikre provided a review of Policy #9 Board Operations with recommended changes to section 4.9 regarding trustee attendance at meetings. The trustees accepted the recommended changes.

Section F – Student Representation on the Board was discussed with consideration for a First Nation Student Trustee, with additional information being brought forward at the April 2 Policy Governance Committee Meeting.

##### 7.1.3 Policy #13: Appeals Regarding Student Matters – **Phyllis Eikre**

Phyllis Eikre provided a review of Policy #13: Appeals Regarding Student Matters, with no recommended changes at this time. The Trustees accepted the review as presented.

#### 7.2 Personnel

#### 7.3 Property

#### 7.4 Finance

#### 7.5 Program

##### 7.5.1 Director's Report – **Paul White**

Paul White provided a Director's Report in the areas of Growing, Investing and Engaging and talked about work with local priests, Kindergarten Registration 2021, Grade 9 math de-streaming, Superintendents of Instructional Services appointments, Capital Projects, Equity and Inclusion, attendance rates, Spring Break, and employee engagement and service excellence.

##### 7.5.2 2021 – 2022 School Year Calendar – **Phyllis Eikre**

Phyllis Eikre advised that the Ministry of Education provided a memorandum to school boards regarding the 2021 – 2022 school year calendar advising that the Ministry is recommending that school board add three professional development days at the start of the 2021 – 2022 school year calendar. Administration will be working with the regional schools to create a common calendar. The deadline for submissions is May 1, 2021.

#### 7.6 Negotiations



## Kenora Catholic District School Board

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Meeting Report  
March 2, 2021

### 7.7 Other

#### 7.7.1 COVID-19 Update – **Alison Smith**

Alison Smith, Superintendent of Instructional Services provided an update on COVID-19, reporting that there was one positive case at St. Louis Living Arts Schol that resulted in one class being closed. Smith reported that Kenora Catholic is working with the Ministry of Education and area school boards on the implementation of asymptomatic testing and identified that because the board has less than ten schools, a vendor would not be assigned to the school board. Smith reported that they are awaiting further instructions from the Ministry of Education.

#### 7.7.2 Virtual AGM (May 1) – Elections and Important Deadline Dates – **Phyllis Eikre**

Phyllis Eikre identified that the OCSTA Annual General Meeting is scheduled for May 1 from 8:00 a.m. to 11:00 a.m. Registration is not yet open, but once it is trustees are encouraged to self-register.

### 8. UNFINISHED BUSINESS

### 9. CORRESPONDENCE

### 10. NEW BUSINESS

### 11. INFORMATION

### 12. FUTURE MEETINGS

#### POLICY GOVERNANCE MEETINGS

March 2, 2021

April 6, 2021

#### REGULAR BOARD MEETINGS

March 23, 2021

April 20, 2021

#### CATHOLIC PARENT INVOLVEMENT COMMITTEE

May 12, at 11:30 AM at the Catholic Education Centre or virtually

#### SPECIAL EDUCATION ADVISORY COMMITTEE

March 26, at 1:30 PM at the Catholic Education Centre or virtually

April 30, at 1:30 PM at the Catholic Education Centre or virtually

#### VIRTUAL SCHOOL COUNCIL MEETINGS

St. Isidore Virtual School – March 24 at 6:00 PM

St. John School – April 2 at 6:00 PM

St. Thomas Aquinas High School – April 5 at 6:30 PM



## 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.

**Meeting Report  
March 2, 2021**

École Ste-Marguerite Bourgeoys – April 6 at 7:00 PM

St. Louis Living Arts School – April 7 at 6:30 PM

Pope John Paul II School – April 28 at 6:00 PM

### **TRUSTEE TRAVEL / PROFESSIONAL DEVELOPMENT**

OCSTA 2021 Virtual Annual General Meeting – May 1 from 8:00 AM – 11:00 AM

- Deadline for Receipt of Resolutions – January 29, 2021
- Election for Regional Director Nominations – Deadline April 7, 2021 at 9:00 AM EDT
- Deadline for Assignment of Proxies (via registration) – April 29, 2021 9:00 AM EDT

CCSTA Annual General Meeting and Business Seminar in Saskatoon – June 3 – 6, 2021

### **MINISTRY OF EDUCATION FINANCIAL REPORTING DEADLINES**

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

<b>Date</b>	<b>Description</b>
August 19, 2020	School board Estimates for 2020–21
November 13, 2020	School board Financial Statements for 2019–20
November 20, 2020	School board Enrolment Projections for 2021–22 to 2024–25
December 15, 2020	School board Revised Estimates for 2020–21
May 14, 2021	School board Financial Report for September 1, 2020, to March 31, 2021

13. **COMMITTEE OF THE WHOLE**

14. **ADJOURNMENT** – Adjournment at 6:48 PM.

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Chairman

\_\_\_\_\_  
Secretary



# KENORA CATHOLIC DISTRICT SCHOOL BOARD

## Policy 5: Trustee Code of Ethics

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The Kenora Catholic District School Board expects, consistent with the teachings of Jesus Christ, that Trustees will at all times conduct themselves with personal integrity, ethics, honesty and diligence in the performance of their duties. Trustees are expected, and in accordance with the requirements of *Education Act* and the *Municipal Conflict of Interest Act* required, to support and act in the best interest of the board.

Board members will:

1. work with fellow trustees in a spirit of harmony and co-operation in spite of differences of opinion.
2. recognize that authority over the organization is only vested in the full board when it meets in legal session. Trustees do not attempt to exercise individual authority.
3. maintain the integrity of the board and the position of the trustee when communicating and interacting with outside individuals and agencies.
4. respect the majority decisions of the board.
5. be loyal to the interests of the Kenora Catholic District School Board.
6. demonstrate discretion when making public statements to minimize the impression that such statements reflect the corporate opinion of the board.
7. maintain the highest standards of civility and respect accorded to public office through the absence of unwarranted criticism of fellow board members, the board, or employees, in or out of the board room.
8. deal appropriately with sensitive issues and respect the confidentiality of discussions that take place during closed sessions.
9. represent everyone the Kenora Catholic District School Board serves, not a particular interest group or geographic area.

- 10 declare any financial conflict of interest between their personal life and/or business interests and their position on the board. A trustee will not participate in or exert influence on any decision in which the trustee has any direct or indirect interest. Trustees shall refrain from discussion and voting on any matter in which they are in conflict.

#### Enforcement of the Code of Conduct

1. All trustees shall comply with the board's code of conduct.
2. A member of the board who has reasonable grounds to believe that a member of the board has breached the board's code of conduct may bring the alleged breach to the attention of the board. Following this, the process for the investigation and enforcement of the code of conduct as outlined in *Bill 177 Student Achievement and School Board Governance Act, 2009*, shall be followed.

#### Legal References:

*Education Act S. 170-171 Duties and Powers of Boards*  
*Municipal Conflict of Interest Act*  
*Municipal Freedom of Information and Protection of Privacy Act*  
*Bill 177 - Student Achievement and School Board Governance Act, 2009*  
*Bill 68 - Modernizing Ontario Municipality Legislation Act, 2017*

#### Other Reference:

Professional Development Program for School Board Trustees: Core Module 4

Approval Date: June 2006  
Date of Latest Review: April 2012, March 2013, March 2015, March 2019,  
March 2021  
Date of Latest Revision: February 2010, February 1, 2011



## KENORA CATHOLIC DISTRICT SCHOOL BOARD

### Policy 13: Appeals Regarding Student Matters

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The Kenora Catholic District School Board believes that all members of the Catholic school learning community have the right to be safe and feel safe within their school community. With this comes the responsibility to demonstrate respect for social justice and human rights and to promote the values needed to develop responsible members of a democratic society.

This shall be achieved by establishing and maintaining high expectations for behaviour. The Board promotes a proactive and preventative approach with a strong emphasis on early intervention, conflict prevention and resolution, counseling and inclusion of social skills in the curriculum. The goal of this policy is to support a safe learning and teaching environment in which every pupil can reach his or her full potential.

In accordance with the Education Act, the Board supports the use of suspension and expulsion as outlined in Part XIII of the Education Act and in board administrative procedures AP309 Safe Schools - Student Suspension and AP 310 Safe Schools - Student Expulsion. The Board, through the Discipline Committee, will be directly involved in determining if a student should be allowed to attend its schools on the grounds that the conduct of the student is so refractory that the presence of the student is injurious to other students or individuals in the school or school system. This policy incorporates guidelines that must be administered by the Board in establishing a Discipline Committee, in resolving suspension appeals and in conducting expulsion hearings.

#### **1. Student Discipline Committee**

- 1.1 The Board authorizes the creation of a Discipline Committee of no fewer than three (3) trustees to decide suspension appeals and to conduct hearings on principal recommendations for expulsion. For these purposes, the Discipline Committee will conduct the suspension appeals and expulsion hearings in accordance with the student discipline procedures outlined under suspension appeal guidelines and expulsion hearing guidelines and rules.
- 1.2 In all cases where consequences might be imposed, teachers, administrators and the Board will consider the safety and dignity of all pupils, and the impact of the activity on the school climate.

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- 1.3 The Discipline Committee shall have the powers as set out in the Education Act and any other powers to implement any appropriate order.

## **2. Appeal of a Student Suspension**

### **2.1 Effort to Resolve Dispute**

- 2.1.1 The Board recognizes that from time to time, a student may be suspended from a school in accordance with the terms outlined in the Education Act, Sections 306 and 310 and with the terms of the board's administrative procedures.
- 2.1.2 Although the Education Act makes provision for the parent/guardian or the pupil, if the pupil is an adult, to appeal to the Board against a suspension, every reasonable effort should be made to resolve such a dispute before it is formalized in a request to the Board.

### **2.2 Powers of the Board**

The board shall,

- 2.2.1 confirm the suspension and the duration of the suspension;
- 2.2.2 confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
- 2.2.3 quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

### **2.3 Notice of Appeal**

- 2.3.1 The following person(s) may appeal, to the board, a principal's decision to suspend a pupil:
  - 2.3.1.1 The pupil's parent or guardian, unless,
    - i. the pupil is at least 18 years old, or
    - ii. the pupil is 16 or 17 years old and has withdrawn from parental control.
  - 2.3.1.2 The pupil, if,
    - i. the pupil is at least 18 years old, or
    - ii. the pupil is 16 or 17 years old and has withdrawn from parental control.



### 2.3.2 Notice Process

The appeal must be made in writing and directed to the Superintendent of Instructional Services within ten (10) school days of receipt of the Suspension Review Notice decision.

A person who has given notice of intention to appeal may contact the Superintendent of Instructional Services to discuss any matter respecting the appeal of the suspension.

An appeal of a suspension does not stay the suspension.

### 2.3.3 Delivery

After receiving a notice of intention to appeal the board shall promptly contact every person entitled to appeal the suspension and inform him or her that it has received the notice of intention to appeal.

## 2.4 Discipline Committee: (Suspension Appeal Hearing Committee)

2.4.1 The powers and the duties of the Board under the Education Act and Regulations, in dealing with an appeal of a suspension shall be exercised and performed by a Discipline Committee of three or more members of the Board, as designated by the chair of the Board.

2.4.2 Quorum for this committee is 50% plus one member.

2.4.3 The Superintendent of Instructional Services or designate will act in an advisory role to the committee on procedural matters during the suspension hearing and the committee's subsequent deliberations.

## 2.5 Hearing of an Appeal

2.5.1 The board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal (unless the parties agree to an extension).

2.5.2 Ensure that the item is placed on the Discipline Committee's agenda.

### 2.5.3 Parties to the Appeal

The parties to the appeal are:

1. The principal who suspended the pupil.
2. The pupil, if,

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- i. the pupil is at least 18 years old, or
  - ii. the pupil is 16 or 17 years old and has withdrawn from parental control.
- 2.5.4 The pupil's parent or guardian, if the pupil's parent or guardian appealed the decision to suspend the pupil.
- 2.5.5 The person who appealed the decision to suspend the pupil, if the decision was appealed by a person other than the pupil or the pupil's parent or guardian.
- 2.5.6 Such other persons as may be specified by board policy.

#### 2.5.7 Suspension Appeal Process

Suspension appeals will be heard orally, in camera, by the discipline committee of trustees. The Discipline Committee may grant a person with daily care authority to make submissions on behalf of the pupil.

1. The pupil will be asked to make a statement on his/her behalf.
  2. The appellant and/or the person with daily care will proceed next by making oral submissions and/or providing written submissions regarding the reason for the appeal and the result desired.
  3. The Superintendent of Instructional Services or the principal of the school will make oral submissions on behalf of the administration, including a response to any issues raised in the appellant's submissions. The superintendent/principal may rely on the report prepared for the Discipline Committee.
  4. The appellant may make further submissions addressing issues raised in the administration's presentation that were not previously addressed by the appellant.
  5. The Discipline Committee may ask any party, or the pupil, where appropriate, questions of clarification.
- 2.5.8 Legal counsel for the Board may be present at the appeal if the appellant is represented by legal counsel or an agent.
- 2.5.9 The Discipline Committee may make such orders or give such directions at an appeal as it considers necessary for the maintenance of order at the appeal. Should any person disobey or fail to comply with any such order and/or direction, a trustee may call for the assistance of a police officer to enforce any such order of direction.
- 2.5.10 Where any party who has received proper notice of the location, date and time of the appeal fails to attend the appeal or comply with the necessary time lines, the appeal may proceed in the absence of

the party and the party is not entitled to any further notice of the proceedings.

2.5.11 The Discipline Committee will consider, based on the written and/or oral submissions of both parties whether the decision to discipline and the discipline imposed was reasonable in the circumstances, and shall either:

1. confirm the suspension and the duration of the suspension;
2. confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
3. quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.

2.5.12 The decision of the board on an appeal is final.

### **3. Referral for Student Expulsion**

#### **3.1 Recommendation for Expulsion**

If a principal, in consultation with the Superintendent of Instructional Services, determines that a referral for expulsion is warranted, the principal must refer the recommendation for expulsion to the Discipline Committee to be heard and dealt with within twenty (20) school days from the date the principal suspended the pupil, unless the parties to the expulsion hearing agree upon a later date.

#### **3.2 The Principal:**

3.2.1 Will prepare a report to be submitted to the Discipline Committee and provide the report to the pupil and the pupil's parent or guardian (unless the pupil is an adult pupil) prior to the hearing. The report will include:

1. A summary of the principal's findings.
2. The principal's recommendation as to whether the pupil should be expelled from his or her school only or from all schools of the board.
3. The principal's recommendation as to,
  - i. the type of school that might benefit the pupil, if the pupil is expelled from his or her school only, or

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ii. the type of program for expelled pupils that might benefit the pupil, if the pupil is expelled from all schools of the board.

3.2.2 The principal shall promptly provide a copy of the report to the board and to every person whom the principal was required to give notice of the suspension.

3.2.3 The principal shall ensure that written notice containing the following is given to every person to whom the principal was required to give notice of the suspension at the same time as the principal's report is provided to that person:

1. A statement that the pupil will be subject to an expulsion hearing for the activity that resulted in the suspension.
2. A copy of the board policies and guidelines governing the expulsion hearing.
3. A statement that the person has the right to respond, in writing, to the principal's report provided under this section.
4. Detailed information about the procedures and possible outcomes of the expulsion hearing, including, but not limited to, information explaining that,
  - i. if the board does not expel the pupil, it will, with respect to the suspension imposed, confirm the suspension, shorten its duration or withdraw it,
  - ii. the parties will have the right to make submissions during the expulsion hearing as to whether, if the pupil is not expelled, the suspension imposed should be confirmed, reduced or withdrawn,
  - iii. any decision of the board with respect to the suspension imposed made at the expulsion hearing is final and not subject to appeal,
  - iv. if the board expels the pupil from his or her school only, the board will assign the pupil to another school, and
  - v. if the board expels the pupil from all schools of the board, the board will assign the pupil to a program for expelled pupils.
5. The name and contact information of a supervisory officer whom the person may contact to discuss any matter respecting the expulsion hearing.

### 3.3 Written Response

A person who is entitled to receive the principal's report and written notice may respond, in writing, to the principal and the board.

### 3.4 The Director of Education:

Upon confirmation from the Superintendent of Instructional Services, the director will inform the trustees of the general details of the incident, including actions taken or pending.

### 3.5 The Superintendent of Instructional Services:

3.5.1 May arrange a meeting with the adult pupil or the pupil's parent/guardian and the pupil, and the principal to:

1. Review the Discipline Committee process for expulsion hearings
2. Respond to any questions or concerns the pupil or the pupil's parent/guardian may have regarding the process or incident.
3. Assist to narrow the issues and identify agreed upon facts.

3.5.2 Will prepare a package of documents for the Discipline Committee, which will include at least the following components:

1. A copy of the principal's report
2. A copy of the original suspension letter and the notice of expulsion sent to the adult pupil or the pupil's parent/guardian

3.5.3 Will inform the adult pupil or the pupil's parent/guardian of the date and location of the expulsion hearing.

3.5.4 Will provide a copy of the expulsion hearing rules and a copy of the documentation to go to the Discipline Committee.

3.5.5 Will ensure that the item is placed on the Discipline Committee agenda.

### 3.6 Discipline Committee Hearing

#### 3.6.1 Parties

1. The principal.
2. The pupil, if,
  - i. the pupil is at least 18 years old, or
  - ii. the pupil is 16 or 17 years old and has withdrawn from parental control.
3. The pupil's parent or guardian, unless,
  - i. the pupil is at least 18 years old, or
  - ii. the pupil is 16 or 17 years old and has withdrawn from parental control.
4. Such other persons as may be specified by board policy.

#### 3.6.2 Considerations

The mitigating and other factors:

##### **Mitigating Factors:**

The following mitigating factors shall be taken into account:

1. The pupil does not have the ability to control his or her behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

#### 3.6.3 Other factors:

The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.

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4. How the suspension or expulsion would affect the pupil's ongoing education.
  5. The age of the pupil.
  6. In the case of a pupil for whom an individual education plan has been developed,
    - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
    - ii. whether appropriate individualized accommodation has been provided, and
    - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

### **3.7 Discipline Committee Decision**

**3.7.1** After completing the hearing, the board shall decide,

- i. whether to expel the pupil; and
- ii. if the pupil is to be expelled, whether the pupil is expelled from his or her school only or from all schools of the board.

**3.7.2** In making the decisions required under subsection (6), the board shall take into account,

- i. all submissions and views of the parties, including their views as to whether the pupil, if expelled, should be expelled from his or her school only or from all schools of the board;
- ii. any mitigating or other factors prescribed by the regulations; and
- iii. any written response to the principal's report recommending expulsion that a person gave to the board

**3.7.3** The board shall not expel a pupil if more than 20 school days have expired since the pupil was suspended under section 310, unless the parties to the expulsion hearing agree on a later deadline.

#### **3.7.4 No Expulsion**

If a board does not expel a pupil, the board shall, with respect to the suspension originally imposed,

- i. confirm the suspension and the duration of the suspension;
  - ii. confirm the suspension, but shorten its duration, even if the suspension that is under appeal has already been served, and order that the record of the suspension be amended accordingly; or
  - iii. quash the suspension and order that the record of the suspension be expunged, even if the suspension that is under appeal has already been served.
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### **3.7.5 Factors board must consider**

In determining which action to take the board shall take into account,

- i. any submissions made by the parties as to whether the suspension and its duration should be confirmed, the suspension should be confirmed but its duration reduced or the suspension should be withdrawn;
- ii. any mitigating or other factors prescribed by the regulations.

### **3.7.6 Notice that pupil not expelled**

After determining which action to take the board shall give written notice containing the following to every person who was entitled to be a party to the expulsion hearing.

1. A statement indicating that the pupil is not expelled.
2. A statement indicating whether the board has confirmed the suspension and its duration, confirmed the suspension but reduced its duration or withdrawn the suspension.

### **3.7.7 Decision final**

The decision of the board is final.

### **3.7.8 Expulsion**

If a board expels a pupil, the board shall assign the pupil to,

- i. in the case of a pupil expelled from his or her school only, another school of the board; and
- ii. in the case of a pupil expelled from all schools of the board, a program for expelled pupils.

### **3.7.9 Notice of expulsion**

A board that expels a pupil shall ensure that written notice of the expulsion is given promptly to,

- i. all the parties to the expulsion hearing; and
- ii. the pupil, if the pupil was not a party to the expulsion hearing.



### **3.8 Re-entry Requirements Following an Expulsion**

#### **3.8.1 Powers of other board**

If a pupil who has been expelled from one board registers as a pupil of another board, the other board may,

- i. assign the pupil to a school of that board; or
- ii. assign the pupil to a program for expelled pupils.

#### **3.8.2 Clarification**

If the other board assigns the expelled pupil to a school without knowing that he or she has been expelled by another board, the board may subsequently remove the pupil from the school and assign him or her to a program for expelled pupils, subject to the following conditions:

1. The board must assign the pupil to a program for expelled pupils promptly on learning that he or she has been expelled from another board if the pupil satisfies the requirements of Ontario Education Act clause 314.1 (1) (a) or (b) as determined by a person who provides a program for expelled pupils.
2. The board shall not assign the pupil to a program for expelled pupils if the pupil satisfies the requirements of Ontario Education Act clause 314.1 (1) (a) or (b) as determined by a person who provides a program for expelled pupils.

#### **3.8.3 Return to school after expulsion**

A pupil who has been expelled from all schools of a board is entitled to be readmitted to a school of the board if the pupil has, since being expelled,

- i. successfully completed a program for expelled pupils; or
- ii. satisfied the objectives required for the successful completion of a program for expelled pupils.

### 3.9 Appeal of Board Decision to Expel

The adult pupil or the pupil's parent/guardian may appeal a board decision to expel the pupil to the Child and Family Services Review Board in accordance with the procedures set out by the Ministry of Education.

3.9.1 The Child and Family Services Review Board is designated to hear and determine appeals of school board decisions to expel pupils.

3.9.2 The decision of the Child and Family Services Review Board is final.

#### Forms associated with this policy:

#28 - Decision of Suspension Appeal Hearing Committee

#30 - Notice of Suspension Appeal Hearing

#31 - Notice of Principal's Recommendation for Expulsion

#34 - Expulsion Decision Notification

#35 - Recommendation for Expulsion Decision of the Discipline Committee

#### Legal References:

Education Act Part XIII Behaviour, Discipline and Safety  
Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils  
Guideline—Ontario Schools Code of Conduct  
Statutory Powers Procedure Act

Approval Date: June 2006  
Date of Latest Review: January 10, 2011, May 2011, May 2012, March 2014,  
November 2015, February 2017, June 2018, **March 2021**  
Date of Latest Revision: May 2011, February 14, 2012, November 2018, June 2018

# 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.

## SPECIAL EDUCATION ADVISORY COMMITTEE

### MEETING MINUTES

February 19, 2021

MEETING DATE:	Friday, February 19, 2021
LOCATION OF MEETING:	Microsoft Teams Meeting & CEC Board Room
SUBJECT OF MEETING:	Special Education Advisory Committee
TIME OF MEETING:	1:30 PM - 2:42 PM
NEXT MEETING:	1:30 PM Friday, March 26, 2021

	ATTENDANCE	PERSON	TITLE
1.	<input checked="" type="checkbox"/>	Norine Schram	Member at Large, Chair
2.	<input checked="" type="checkbox"/>	Diane VanderZande	Member at Large, Vice Chair
3.	<input checked="" type="checkbox"/>	Dianne Griffiths	Member at Large
4.	<input checked="" type="checkbox"/>	Tom Fawcett	Member at Large
5.	<input type="checkbox"/>	Leslie Legros	Member at Large
6.	<input checked="" type="checkbox"/>	Angela Holmstrom	KACL Representative
7.	<input checked="" type="checkbox"/>	Joel Willett	FIREFLY Representative
8.	<input type="checkbox"/>	Paul White	Director of Education
9.	<input checked="" type="checkbox"/>	Phyllis Eikre	Advisor to the Director of Education
10.	<input checked="" type="checkbox"/>	Andrea Batters	Special Education Coordinator
11.	<input checked="" type="checkbox"/>	Anne Sweeney	Trustee Representative
12.	<input checked="" type="checkbox"/>	Cathy McQuillan	Recording Secretary

**1. Opening Prayer - Andrea Batters**

**2. Roll Call: Paul White- Regrets**  
**Leslie Legros - Absent**

**3. Approval of January 15, 2021 meeting minutes**

**Accepted by:** Dianne VanderZande

**Seconded by:** Tom Fawcett

**4. Correspondence: Letter from Durham District School Board for On-Line Learning Support**

Noted by the SEAC committee. (page 4)

**5. New Business: Reschedule April 16 SEAC meeting**

Meeting has been rescheduled to April 30, 2021 at 1:30 p.m.

## Kenora Catholic District School Board

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SPECIAL EDUCATION  
ADVISORY COMMITTEE

MEETING MINUTES

February 19, 2021

### 6. Professional Development: Jordan's Principal – Attached (Page 6)

#### Alecia Cox – Jordan's Principal's Program Lead and Navigator

**Joel Willet** responded that FIREFLY does a lot of submissions for their clients for Jordan's Principal. She asked for clarification from Alicia, moving forward, if students are attending a KCDSB school should FIREFLY still be submitting letters of support or if they should be asking KCDSB to submit the applications?

**Alecia Cox** responded all the claims she has submitted so far have come through the school but agrees it would be best to work as a team with FIREFLY to know the connections everyone has to the students and what services are being provided.

**Andrea Batters** also responded, at present, the submissions for the students are being done through the school teams, so the supports and equipment align with the student's educational needs. She agrees collaboration between clinicians and service providers would be beneficial so information and documentation can flow through the school. She would like to connect again with Alicia and Joel to map out a process framework so they can work towards a unified direction.

**Joel Willett** asked if Alecia will be doing applications for home and school supports or just for the school supports?

**Alecia Cox** replied that all applications she has done so far have been school based.

**Andrea Batters** reiterated that the applications they are submitting are based on educational needs.

**Joel Willett** asked if she could share Alecia's contact information with the clinicians at FIREFLY that provide service to the KCDSB schools?

**Alecia Cox** responded to please share her contact information: [acox@kcdsb.on.ca](mailto:acox@kcdsb.on.ca)

**Norine Schram** commented in today's meeting it is easy to see how complicated things can get when more than one organization or funding body is involved. The whole point of this is to avoid delays in service to the child. She is looking forward to seeing how we will work together as a team to provide services to ensure all the educational and home needs of the child are being met, without disruptions and delays. She is hoping you can come back to SEAC in the future and report back on your collaboration.

**Joel Willet** also brought forward a question from one of the FIREFLY clinicians. For clients who are First Nation that are attending a provincially funded school, are we accessing SEA funding to advocate for equipment or are we accessing Jordan's Principal? Is there a plan to apply to one before the other?

**Andrea Batters** responded for all the students in our board they have access to the SEA funding in the situations where there is the supporting documentation by a clinician who is recognised by the

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SPECIAL EDUCATION  
ADVISORY COMMITTEE

MEETING MINUTES

February 19, 2021

SEA process and the Ministry guidelines. There may be instances without documentation where a student does not qualify for certain services but can benefit for additional supports through the Jordan's Principal program. The process going forward would be by SEA claim first.

7. **School Updates – Andrea Batters** - Attached (Page 15)

8. **Business arising from last meeting:** Nil

9. **Agency Reports**

- **FIREFLY – Joel Willett** – Attached (Page 18)

**Norine Schram** asked if FIREFLY is having an issue with not being able to advocate for more services and more funding?

**Joel Willett** replied that the Ministry looks at the number of clients being served. Each year FIREFLY sets targets for how many clients they will be able to serve based on the number of staff positions. It is not based on waiting list numbers.

- **KACL – Angela Holmstrom:** KACL was able to provide a presentation on, *Inclusion*, to education assistants on the PD day on January 29<sup>th</sup>. We reviewed the evolution of supports for children with disabilities from exclusion through to inclusion. We explored why inclusion is so important to our schools, including the legal ramifications, and the outcomes based on the inclusion model and the benefits to relationships for children. We discussed the concept of social role valorization as well as the practical ways to ensure that inclusion is being done daily in the classroom. It was a great session and we enjoyed being able to do it.

**Andrea Batters** thanked Angela for doing the session with our education assistance. The feedback has been very positive, and everyone took a lot away from the session.

- **Other Reports from Members-at-Large**

- **Tom Fawcett:** Nothing to report.
- **Dianne Griffiths:** Nothing to report.
- **Leslie Legros:** Absent
- **Diane VanderZande:** Nothing to report.
- **Norine Schram:** Nothing to report.

- **Trustee Report – Anne Sweeney** – Attached (Page 19)

- **Coordinator Report – Andrea Batters** - Attached (Page 27)

- **Next Meeting: Friday, March 26, 2021, 1:30 PM, Microsoft Teams**



Durham District School Board  
400 Taunton Road East  
Whitby, Ontario L1R 2K6  
Ph: 905-666-5500  
1-800-265-3968  
[ddsb.ca](http://ddsb.ca)

---

February 9, 2021

The Honorable Stephen Lecce  
Minister of Education  
315 Front Street West, 14th Floor  
Toronto ON M7A 0B8

Dear Minister Lecce:

**Re: On-Line Learning Supports/ Universal Design for Learning**

As staff and students in Durham District School Board and the rest of the province pivot again to remote learning, members of SEAC would like to encourage the Ministry of Education to strengthen its commitment to Universal Design for Learning (UDL) by ensuring provincial online learning resources, and platforms used to access said resources, are accessible to all students. Further, we wish to impress upon the Ministry the urgent need to update and continue to ensure that previously-created content remains or becomes accessible.

We welcome the Ministry's November 2020 commitment to additional elementary online learning supports in their partnerships with TVO and TFO to "provide high quality remote learning resources." As these new resources are created and maintained, a commitment and focus to create accessible resources is critical for the ongoing learning of students with special needs. For instance, when videos have instructors delivering lessons with interactive whiteboards, use of developmentally-appropriate wait time should be incorporated to allow for processing. Further, Descriptive Video (DV) should be available on all videos, textual documents must be made available in an accessible PDF, and text format such as Word or HTML to ensure access and compatibility to all readers for students with vision loss or impaired vision. In the case of Closed Captioning (CC), the timing and accuracy should be improved to ensure that communication for students who are Deaf or Hard of Hearing is not impeded.

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In grades 9 to 12, we recognize that E-Learning is being promoted as “it gives students more choices to customize their education based on their strengths, needs and interests.” Our concern is that courses are not maintained and contain links that are broken and resources that fail to meet today's basic accessibility standards. Some examples of this relate to the concern that captioning, transcripts and described video are often unavailable which means E-Learning is, in fact, less accessible and does not meet the strengths or needs of many of our exceptional students. This consistent review and revision could ensure that Ontario’s resources reflect the diverse students of the province and meet their respective needs.

All of the Ministry’s resources should champion UDL, and the suggestions we make are meant to be the minimum standard expected. To be a leader, the Province should make a commitment to procuring provincial access to technology which integrates accessibility and allows UDL to be more easily integrated, as well as to ensure the Province is following its own principles contained in the *Accessibility for Ontarians with Disabilities Act* (AODA). We also encourage the Province to make a broader commitment to platforms that champion accessibility and to partner with Ontarians with disabilities who have lived experience, so that those it serves play an integral part in the work being done and ensures that the Province can reach the goal of universally-accessible learning for all.

In conclusion, we stress to the Ministry that, while the resources provide students with greater options for their education, the Ministry must also ensure that these resource options are available to all students by keeping accessibility at the forefront of all planning.

Yours truly,



SEAC Chair  
Durham District School Board

cc: Chairs of all Ontario Special Education Advisory Committees

# Jordan's Principle

**Cultural, Achievement, Support, and  
Engagement Program**



## Who was Jordon?



# Jordan's Principle Order - Effective January 2016



# Our Vision



**Culture, Achievement, Support, and Engagement (CASE) program**

**-To support the unmet health and social needs of children and youth**

**- Ensure that First Nation children have access to needed health services and supports**

**-To build relationships with KCDSB and our surrounding communities.**

**- To work as one and support each other in providing the best care for every child and youth**

---

# Mental Health Workers

- Able to respond to emergent student affective needs
- Support board, classroom & small group programming
- Supports have been instrumental during the COVID-19 Pandemic

Ashley Creed



Leslie Creswicke



## **Elder in Residence**

### **Elder Terry Skead**

- **Knowledge carrier**
- **Supports students with cultural ways of knowing**



# Positive Behavioural Intervention Support Coach (PBIS C)

## Kaila Drager

- **Support the educator team, in consultation with the student and parents, in**
  - **Identifying,**
  - **Developing,**
  - **Monitoring,**
  - **and Assessing****a student's individualized behavioural program goals**



# The Plan

- Gather information from students, families, staff, and communities
- Develop and Implement After-School Programming for
  - Students, and
  - Parents
- Seek ongoing feedback on unmet health, social or educational program needs
- Engage in collaborating with stakeholders on innovative and responsive projects



# Sources Consulted and Credits

[A History of Residential Schools in Canada - CBC News \(2016, March 21\) Retrieved from](#)

[\*\*Canadian Paediatric Society - Jordan's Principle \(2019, February 28\)\*\*](#)

[Canadian Human Rights Commission](#)

[Caring and Safe Schools in Ontario, 2010](#)

[\*\*Elder in Residence\*\*](#)

[Independent First Nation \(IFN\) Communities \(2019\). Jordan's Principle - A Child First Initiative \[Pamphlet\] .](#)

[Jordan's Principle - Government of Canada \(2019, May 24\)](#)

[Jordan's Principle Request - Government of Canada \(2018, May 5\)](#)

[Sarah Pyzer, Positive Behavioural Supports Lead, Kenora Catholic District School Board](#)

[The Jordan's Principle Working Group \(2015\) Without denial, delay, or disruption: Ensuring First Nations children's access to equitable services through Jordan's Principle. Ottawa, ON: Assembly of First Nations.](#)

[Truth and Reconciliation Commission of Canada](#)



## **KCDSB February 2021 School SEAC Updates**

### **Ecole Ste-Marguerite Bourgeoys**

All student IEPs are continuing to be reviewed and updated as they are put into the new student record system, Aspen. The latest IEP [revisions] are being mailed out today to give parents an opportunity [to provide] their feedback.

The student support focus also continues to be working on Tier 1 interventions in both Math and Literacy in order to address the needs of students that are struggling in the primary grades.

The LRT has been doing some data-based intervention with students, targeting specific areas of need based on the In-School Assessments. Example: target teaching of sound blends.

We are continuing to build strong relationships with outside agencies, such as FIREFLY, to find the most effective strategy to meet out student's needs.

We are continuing to build strong relationships with outside agencies, such as FIREFLY, to find the most effective strategies to meet our students' needs.

### **Pope John Paul II**

New LRTs joining Anissa Fraser and the PJPII IST are Tahsha Shelske and Jessica Kolshuk.

-continuing to use Assistive Augmentative Communication with students in the form of low-tech communication boards and ProLoQuo2 on the iPad

-ongoing communication and consultation with the Occupational Therapist and Speech and Language Pathologist from FIREFLY

-weekly online and in-person Speech and Language and Occupational Therapy visits from FIREFLY

-weekly Tiny-Eye online Speech and Language sessions

-ongoing EMPOWER Reading sessions

-daily Literacy intervention

-weekly IST meetings

-Term 2 IEP consultations and development with classroom teachers, Tammy Bush-Principal, Sarah Pyzer-PBIS Support Lead, and Andrea Batters-Special Education Coordinator

-ongoing consultation and programming with Sarah Pyzer, PBIS Support Lead, utilizing the ABLLS curriculum

-Jordan's Principle referrals

### St. Isidore Virtual School

Here is how our elementary and secondary students are continuing to be supported at St. Isidore Virtual School:

- We maintain regular communication with teachers, parents, and students to assist with student engagement and IEP goals.
- We have weekly IST meetings to discuss next steps for student support.
- Empower: Grades 2-5 spelling and decoding is being offered virtually to elementary students.
- A Google Classroom support space has been created for both elementary and secondary students. Students are provided with small group instruction, or 1:1 assistance as needed, via Google Meet.
- Offline learning packages have been prepared and distributed to students who have been exempt from synchronous learning, or who require supplemental materials to help enhance their learning experiences in the virtual classroom.

### St. John School

Our students at SJS continue to amaze us with their resiliency surrounding everything outside of the school norm with regards to COVID. This month (when it wasn't too cold), our Grade 3, 5/6, 6/7 and 7/8 classes have been taking their learning outside for “Nature School” during one block of instruction each week. Teamwork, problem solving, and determining rules and boundaries, have been skills that our students have been working on while outside. Teachers report that their students are enjoying being able to figure out their own comfort levels with new and challenging tasks, they have witnessed children take the lead in planning situations--which would not be characteristic of them in the classroom—and have all agreed that their students come back into school, refreshed and recharged.

### St. Louis Living Arts School

This year we decided as a staff, to bring a new sense of energy and excitement to the school. Our plan was to become St. Louis Living Arts School. Through the Living Arts, we are exploring the richness of nature and building new skills through careful observation, working with our hands, and sharing experiences with community. To date, our students have collectively learned 25 new skills, such as pickling vegetables, cider making, machine sewing, wood carving, calligraphy, and book binding, to name few. We have seen a positive impact on student engagement, attendance, excitement about learning new skills, and a willingness to try new things.

Something that we've noted is that the Living Arts programming has allowed for differentiation to accommodate the learning styles of all learners. For example, students learned about the math concept of area when they sewed stockings and learned about storytelling through the creation of story cubes and story stones. These activities gave all children the opportunity to demonstrate their learning in various ways, beyond the traditional pencil and paper activities. Students with special needs, who may have been more hesitant to participate in certain classroom activities, are all participating willingly and enthusiastically in Living Arts Workshops. Students feel ownership in their learning and a sense of responsibility because they are trusted to use real tools, real cooking

utensils, and real arts materials. All students are proud of their work, and staff are so pleased to celebrate their successes with them. As well, our online workshops have provided us with an additional ability to connect with and support the mental health and well-being of students and families, beyond our school day, in a time when connection to each other has been more limited.

We are pleased with the differentiation the Living Arts offer to all our students.

### **St. Thomas Aquinas High School**

**Reading Programs:** The Empower and FAST reading programs are progressing well. Students continue to make gains in their reading.

**IEPs:** Grade 7-12 IEPs will be mailed home at the end of the month so we have been busy meeting with teachers, EAs and students to review the IEPs and support with accommodations and modifications. A focus this term has been on brainstorming ways to support students with ODD and we continue to search for subject/course-specific resources to support teachers with modifications for their students.

**IPRCs:** We have been completing virtual IPRC meetings as they come up.

**Assessments:** We have been completing in-school assessments such as the KTEA-Brief and Key Math, and training Kirsten on the assessments. Referral packages are also being completed as we plan for Sullivan and Associates to arrive and complete reassessments and assessments. Referrals continue to occur for Firefly services.

**Transitions:** We continue to stay in close communication with Mark Richards and Sommer Kennedy to ensure consistent support for students switching between in-person and virtual learning.

**Collaboration:** We continue to work closely with board and outside service providers.

**Funding Priorities:** We have worked closely with board SLP Heather Riddell. As a team we are interested in exploring SLP supports other than consultative services for our grade 7-12 students who require Speech-Language support.


**FIREFLY**  
 KCDSB SEAC update  
 February 19, 2021

- Respite project: focus is to increase access to qualified respite workers. This will include: free training to be available to begin to access in March 2021. This will consist of online training, First Aid/CPR, access to specific areas of focus presented by clinicians
- Caregiver-Mediated Early Years Program Application(MCCSS): submitted in collaboration with Thrive, GJCC, One Kids Place and CCR to service the North
- **PEERS (Program for the Education and Enrichment of Relational Skills):**
  - FIREFLY is trialing a program called PEERS, which is a program designed to help adolescents (12-18) make and keep friends through working on social skills. The program teaches “ecologically valid” social skills (skills that work in real-life situations) and is appropriate for adolescents that are socially motivated.
  - It is very important that the youth is motivated to participate in the program (I.e., they want to develop/work on social skills). If this has not been identified by the youth as a goal, this may not be the best program for them.
  - This program is a pilot FIREFLY is running from March-June, and there is no waitlist for future participation at this time. Participants will be chosen based on a variety of criteria (group composition, highest need, etc). Being referred to PEERS gives you the opportunity to be chosen for the pilot, but does not guarantee participation in the PEERS program.
  - Some areas of learning include: conversation skills, electronic communication, choosing appropriate friends, using appropriate humour, entering and exiting conversations, handling conflict and peer rejection, hosting or being a guest at get-togethers.
  - Duration is 16 weeks starting mid-March (after March Break) and will take place in the evening (between 6 and 7:30pm). It is expected that both the caregiver and youth will participate in all sessions. The same caregiver must participate every week.
  - This program is being offered through telepractice only at this time. Both the caregiver and the youth will require a device to join the session separately (2 devices per household).
  - Additional information can be found on the PEERS website: <https://www.semel.ucla.edu/peers>
- Virtual walk in mental health Talk Thursdays: FIREFLY did Candy grams for Valentine's day in grade 7. All High schools in the region for KCDSB, NWCDSD and KPDSB
- Youth mental health Survey out across school boards with 200+ respondents - prizes for classrooms and individuals will be provided
- started a new communication strategy in response to what information youth provided in survey around accessing services - watch social media for those. Will also be playing in schools on hallway TVs.
- Mental health service access options:
  - Single session: walk in basis at Talk Thursdays and at the youth hub.
  - Brief services: up to 4 sessions can be accessed within a few weeks of intake.
- Ongoing counselling services: waitlists vary but currently IN KENORA is 4 months. Encourage people waiting to follow up with the Clinical Manager (on intake forms or call local office)

Your Catholic Trustees held their Regular Board Meeting on **Tuesday, January 19**. Trustees received a presentation from Mariette Martineau on Equity and Inclusive Education, Culturally Relevant Pedagogy, as well as from Wanda Marshall from Grand Council Treaty #3 and Paul White and Shelly Tom on Restorative Practices.

Watch the video of the January 19, 2021, Regular Board Meeting here: [https://youtu.be/7w1\\_iusBy0Q](https://youtu.be/7w1_iusBy0Q)

Here are the highlights of the meeting:

 <p>KENORA CATHOLIC DISTRICT SCHOOL BOARD</p> <p>KCDSB Board Meeting Prayer</p> <hr/> <p>January 19, 2021</p>	<ul style="list-style-type: none"> <li>• (0:15) Opening Prayer with <b>Mariette Martineau</b></li> <li>• (8:15) Equity and Inclusive Education, Culturally Relevant and Responsive Pedagogy – <b>Mariette Martineau</b></li> <li>• (24:02) Restorative Practices with Grand Council Treaty #3 – <b>Wanda Marshall, Paul White, and Shelly Tom</b></li> <li>• (45:07) Student Trustee Report – <b>Julia Tkachuk and Maxwell Froese</b></li> <li>• (48:25) 2021 – 2022 Draft School Year Calendar – <b>Phyllis Eikre</b></li> <li>• (52:55) 2020 Director’s Annual Report – <b>Trina Henley</b></li> <li>• (1:07) COVID-19 Update – <b>Alison Smith</b></li> </ul>
	<p>Please <a href="#">click this LINK</a> to Watch the January 19, 2021 Board Meeting.</p>



**(8:15) Equity and Inclusive Education, Culturally Relevant and Responsive Pedagogy**

Mariette Martineau provided a report on the board's progress in removing barriers and creating an organizational and climate shift towards becoming a more inclusive and equitable school system.



**(24:02) Restorative Practices with Grand Council Treaty #3**

Grand Council Treaty #3's Wanda Marshall provided a report on the circle's healing power and how the Restorative Practices process works to reduce issues.



#### (45:07) Student Trustee Report

Student Trustee Julia Tkachuk and Maxwell Froese provided a report on the activities and initiatives happening at St. Thomas Aquinas High School during January. Students highlighted that through technology, they noted an even better experience during the January remote learning as students and staff were more prepared and ready to pivot to online learning.

Despite the province declaring a state of emergency, students were relieved to go back to school on January 11, knowing that the Northwestern Health Unit believes it is safe for students to be at school.



# 2021 - 2022 School Year Calendar Survey

Please fill out the survey to provide feedback on the upcoming school year calendar. The survey is short and will only take a minute to complete.

The survey is open until **January 22, 2021**.

Veillez remplir le sondage pour nous faire part de vos commentaires sur le calendrier de la prochaine année scolaire. Le sondage est court et ne prendra qu'une minute à remplir. Le sondage est ouvert jusqu'au **22 janvier 2021**.



## (48:25) 2021 – 2022 Draft School Year Calendar

Phyllis Eikre provided a report on the 2021 – 2022 School Year Calendar consultation process that is happening from January 11 to January 22.

The committee, comprised of five area school boards, has two calendars available for consultation.



**(52:55) 2020 Director's Annual Report – Trina Henley**

Trina Henley provided a report on the 2020 Director's Annual Report, which celebrates the accomplishments of students and staff throughout the year.

Despite 2019 – 2020 being an unprecedented year, Kenora Catholic continued to deliver an exceptional Catholic education to the students. The pandemic has brought Kenora Catholic together and shown how resilient we are in the face of adversity, undaunted in our mission of Growing, Investing and Engaging as we work to transform students' lives through a faith-infused education.

**(1:07) COVID-19 Update – Alison Smith**

Superintendent Alison Smith provided an update on COVID-19. Smith shared information on hand sanitization stations, signage, enhanced cleaning protocols and the hiring of additional custodial staff, as well as the implementation of mandatory masking of students in Grades 1 – 3.



**NOTICE OF  
REGULAR  
Board Meeting**  
7:00 PM - Microsoft Teams

**Next Meeting Date**

The next Regular Board Meeting for the Kenora Catholic District School Board is scheduled for Tuesday, February 16 at 7:00 PM via Microsoft Teams.



## 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

<b>SUBJECT:</b>	Special Education Coordinator's Report
<b>DATE:</b>	Friday, February 19, 2021
<b>PREPARED FOR:</b>	Special Education Advisory Committee
<b>AGENDA AREA:</b>	Public Session
<b>PREPARED BY:</b>	Andrea Batters, Special Education Coordinator

The January 29 **Professional Development (PD)** day for **Educational Assistants (EAs)** took place virtually and included the following sessions:

- "Supporting Inclusion" – Angela Holmstrom and Olivia Karle (KACL)
- "Self-Regulation" – Ashley Bryson (KCDSB)
- "Tips for Supporting Students" – Darcy Ura, Eric Hardy and Andrea Batters (KCDSB)
- "Supporting Your Mental Health in the Pandemic" – Sue Devlin, Mental Health Lead (KCDSB)
- "Technology: Virtual Learning Platforms and Tools" - Megan Baker, Technology Enabled Learning Teacher (KCDSB)
- "The Duty to Report" – Anishinaabe Abinoojii Family Services and Kenora Rainy River Family Services

On behalf of the EA PD Planning Committee, I wish to say a big 'thank you' to all our KCDSB participants and to the PD presenters whose tremendous efforts and expertise made the day a successful one towards promoting *learning for all* students. The next PD Day is scheduled for Friday, April 23, with a focus on Numeracy.

On Wednesday, February 3, Charlayne Bliss (Principal of School Support Services/ Special Education Administrator - Rainy River District School Board) and I co-chaired the **Regional Special Education Committee (RSEC)** meeting. This virtual session provided regional special education leaders an opportunity to connect, receive Ministry Updates, Northern Supports Initiative (NSI) information, and PD. **Claudine Munroe, Director of the Special Education/Success for All Branch** at the **Ministry of Education** joined to present on Special Education trends and COVID-19 responses; as well, Director Munroe outlined new and continuing Ministry projects, funding areas, and programs. Retired Education Director Sylvia Parker (RRDSB) provided updates on the "The Doctor Is In" – a non-identifying, virtual telepsychiatry service--provided by Doctor Chi Cheng to **NSI** boards, and NSI project manager Rick Boisvert (Retired Director, NCDSB) gave the NSI financial



## 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

update on the 2020-21 initiative spending areas. For **PD**, KCDSB's Sue Devlin and Sarah Pyzer (Positive Behavioural Interventions & Support Lead) presented on Dr. Bruce Perry's **Neurosequential Model in Education (NME)** that all Kenora Catholic educators have been receiving ongoing PD on to inform and strengthen their approach to understanding and responding to their students' social-emotional needs. Our next virtual RSEC meeting is set for the afternoon of Thursday, June 3.

**From:** [OCSTA - Ashlee Cabral](#)  
**To:** [OCSTA - Ashlee Cabral](#)  
**Subject:** OCSTA Memo: Ontario Catholic Student Youth Day - May 5, 2021  
**Date:** Thursday, March 4, 2021 12:57:33 PM  
**Attachments:** [image002.png](#)  
[image004.png](#)  
[image005.png](#)  
[image006.png](#)  
[Registration Form.pdf](#)

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March 4, 2021

#### MEMORANDUM

**TO:** Chairpersons and Directors of Education  
• All Catholic District School Boards

**CC:** Student Trustees

**FROM:** Patrick J. Daly, President

**SUBJECT: Ontario Catholic Student Youth Day – May 5, 2021**

---

We are pleased to share with you, information regarding the 2021 **Ontario Catholic Student Youth (OCSY) Day Conference**. This event will take place on May 5<sup>th</sup> and is being planned and coordinated by the Ontario Student Trustees' Association's Catholic Board Council, with support from OCSTA. As has been our tradition, this celebration of Catholic student youth service and leadership takes place during our annual Catholic Education Week.

#### **The Program**

The 2021 OCSY Day Conference will be hosted virtually on the Zoom videoconference platform which will allow far more students to participate in this year's event. **All boards are invited to register up to 50 students for this conference.**

## **The OCSY Day Conference Program**

Theme: Cultivating Relationships (Sub-theme of Catholic Education Week theme, “Nurturing Hope”)

10:30am	Welcome, Prayer, & Land Acknowledgement	15 minutes
10:50am	Introductions – Catholic Board Council Executive: Teresa Siby (President), Annika Dela Torre (VP) and OCSTA President, Patrick Daly	15 minutes
11:00am	Catholic Education Week Mass, Cardinal Thomas Collins	1 hour
12:00pm	Featured “Social Justice and the Environment” Speaker: Emily Lukasik (Development & Peace)	45 minutes
12:45pm	BREAK	30 minutes
1:15pm	Featured Speaker: Peter Katz (JUNO Award Nominee and Empowering Youth Advocate)	45 minutes
2:00pm	Featured “Social Justice and Catholic Leadership” Speaker: Ben Verboom, Assistant Dean, St. Anne’s College, University of Oxford and Former OCSTA Student Alumni Award Winner	45 minutes
2:45pm	Video & Catholic Education Week Song	10 minutes
3:00pm	Raffle Prizes	10 minutes
3:10pm	Closing Remarks	5 minutes

## **Selecting Students for the Virtual Ontario Catholic Student Youth Day Event**

All boards are invited to select up to 50 student leaders that includes student trustees and any other students the board wishes to include in the delegation.

**Please use the attached form to respond by no later than April 2<sup>nd</sup>.** After that date, any leftover seating will be made available to boards wishing to send more than 50 delegates.

Please complete and return the attached form to Ashlee Cabral ([acabral@ocsta.on.ca](mailto:acabral@ocsta.on.ca)) by April 2<sup>nd</sup>, 2021.

We greatly appreciate the support of all boards for this student-led initiative that is so firmly rooted in our values and the mission of Catholic education.



ASHLEE CABRAL | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON, M4R 1K8 | 416-932-9460 Ext. 230 | Website: [www.ocsta.on.ca](http://www.ocsta.on.ca)

**CATHOLIC EDUCATION: *Nurturing Hope***

« IMPORTANT: The information contained in or attached to this email is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under the Municipal Freedom of Information and Protection of Privacy Act. If the reader of this email is not the intended recipient or the person authorized to deliver the message to the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication is strictly prohibited. If you receive this message in error, please notify the sender immediately by return email and destroy all copies of the information contained in or attached thereto. Thank you for your cooperation. If you no longer want to receive these emails, simply click on the link to [Unsubscribe](#).»



Ontario Catholic School  
Trustees' Association



## ONTARIO CATHOLIC STUDENT YOUTH DAY MAY 5, 2021

**Board:** Click or tap here to enter text.

**Catholic Education Week Administrator:**

**Name:** Click or tap here to enter text.

**Email:** Click or tap here to enter text.

**Phone:** Click or tap here to enter text.

**Number of Attendees (up to 50 students):** Click or tap here to enter text.

**Names of Attendees (optional):**

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1. Click or tap here to enter text.  | 26. Click or tap here to enter text. |
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| 25. Click or tap here to enter text. | 50. Click or tap here to enter text. |

Please complete and return form to Ashlee Cabral ([acabral@ocsta.on.ca](mailto:acabral@ocsta.on.ca)) by April 2, 2021.

**From:** [OCSTA - Connie DeMelo](#)  
**To:** [OCSTA - Connie DeMelo](#)  
**Subject:** OCSTA Speaker Series: Student Mental Health & Well-being During the Pandemic - Considerations for Catholic School Board Leaders  
**Date:** Thursday, March 4, 2021 7:25:19 AM  
**Attachments:** [image004.png](#)

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March 4, 2021

## MEMORANDUM

**TO:** All Trustees and Directors of Education  
• All Catholic District School Boards

**CC:** OCSTA Staff  
Board Secretaries and Administrative Assistants

**FROM:** Patrick J. Daly, President

**SUBJECT: OCSTA Speaker Series: Student Mental Health and Well-being During the Pandemic – Considerations for Catholic School Board Leaders**

---

We are pleased to announce that we have confirmed our next presenters for the OCSTA Speaker Series. We know that the topic of mental health and student and staff well-being is of priority to and of particular concern to Catholic School Board leaders. In this regard we will be welcoming representatives from School Mental Health Ontario to an event planned for the evening of March 24<sup>th</sup> at 7 p.m.

Our School Mental Health Ontario Panel Participants include:

- Co-Director of School Mental Health Ontario and Supervisory Officer on Secondment from the Algonquin and Lakeshore CDSB, *Theresa Kennedy*
- Clinical Psychologist and Mental Health Lead from the Dufferin-Peel CDSB, *Dr. Susan Sweet*
- Durham Catholic DSB student with the THRIVE-School Mental Health Student Reference Group, *Mya*



Ontario Catholic School  
Trustees' Association

**SPEAKER SERIES**  
**March 24<sup>th</sup> at 7 p.m.**

## **Student Mental Health & Well-Being During the Pandemic – Considerations for Catholic School Board Leaders**

### **Presentation Overview**

*We all have a valuable role in supporting, promoting, and protecting student and staff mental health during the pandemic. This presentation will focus on leadership in challenging times: raising the voices and actions of students, educators, school/system leaders, school mental health professionals, Trustees and many more who have made a positive difference in schools during the COVID-19 pandemic. This presentation will also focus on resources and tools to support Trustees in their roles during this time. We are, together, the helpers who contribute to the system of care wrapping around students through these challenging times.*

### **Registration**

I encourage all OCSTA members to register for this event and please note that there is no cost to participants.

To register, please click on the following link:

[https://us02web.zoom.us/meeting/register/tZYldOyhrzovHNZzOLE1LfJq\\_K74qfMIJjN2](https://us02web.zoom.us/meeting/register/tZYldOyhrzovHNZzOLE1LfJq_K74qfMIJjN2)

**After registering, you will receive a confirmation email containing information about joining the event on March 24.**

For more information, please contact Sharon McMillan at [smcmillan@ocsta.on.ca](mailto:smcmillan@ocsta.on.ca).

Thank you.

**CONNIE ARAUJO-DE MELO** | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON M4R 1K8 | t 416-932-9460 ext. 226

**CATHOLIC EDUCATION: *Nurturing Hope***

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**From:** [OCSTA - Connie DeMelo](#)  
**To:** [OCSTA - Connie DeMelo](#)  
**Subject:** OCSTA: Virtual AGM (May 1) - Elections/Nomination Form and Important Deadline Dates  
**Date:** Thursday, January 21, 2021 3:03:57 PM  
**Attachments:** [image001.jpg](#)  
[image002.jpg](#)  
[Nomination Form for OCSTA Regional Director.pdf](#)

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January 21, 2021

## MEMORANDUM

**TO:** All Trustees  
**CC:** Directors of Education  
 • All Catholic District School Boards  
 OCSTA Directors and Staff  
 Board Secretaries and Administrative Assistants  
**FROM:** Nick Milanetti, Executive Director  
**SUBJECT:** **Virtual AGM (May 1) – Elections and Important Deadline Dates**

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On **Saturday, May 1, 2021** from **9:00am – 12:00 p.m. (EDT)** OCSTA will convene virtually to address items which are required elements of an Annual General Meeting.

A meeting invitation for the “virtual” Annual General Meeting will be distributed to all Catholic school Trustees and Directors of Education. Instructions and parameters for participating in the virtual AGM will be provided by OCSTA closer to the meeting date.

**Election of Regional Director** – Regions 1, 2, 3, 4, 5, 9, 10, 11  
 Members will be able to vote electronically. Rules, regulations and required parameters will be provided to all members in advance of the meeting.

Attached please find a nomination form for election of Regional Director. The deadline date for receipt of nominations (via email) is **9:00 a.m. (EDT) on April 7, 2021**.

Please submit complete nomination forms to Connie Araujo-De Melo at [cdemelo@ocsta.on.ca](mailto:cdemelo@ocsta.on.ca).

If no nominations are received by the deadline, nominations shall remain open for the region for which no nomination was received, until 7:00 a.m. on Saturday, May 1.

### **Proxies**

Due to the AGM being conducted by virtual means, eligible voters will have the option to assign a proxy during the AGM registration process, replacing the hardcopy proxy form.

### **Important Deadline Dates**

Important deadline dates for receipt of Resolutions, Nominations and Proxies are as follows:

- Deadline for Receipt of Resolutions – January 29, 2021 – 12:00pm (EST) (*as per resolution memos distributed on Oct. 13, 2020 & Jan. 19, 2021*)
- Deadline for Receipt of Nominations – April 7, 2021 - 9:00am (EDT)
- Deadline for Assignment of Proxies – April 29, 2021 - 9:00am (EDT)

*Attachment*

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