

SIMCOE COUNTY DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING - WEDNESDAY, NOVEMBER 26, 2014

A G E N D A

NOTE: PUBLIC SESSION will commence at 6:00 P.M., followed immediately by the COMMITTEE OF THE WHOLE in CLOSED SESSION (GEORGIAN ROOM). PUBLIC SESSION will resume AT 7:00 P.M (ROY EDWARDS ROOM).

PUBLIC SESSION

- A.**
- (1) Roll Call
 - (2) Approval of Agenda
 - (3) Approval of Minutes
 - (a) Regular Meeting of the Board held October 22, 2014
 - (b) Special Meeting of the Board held November 12, 2014
 - (4) Declaration of Conflicts of Interest

CLOSED SESSION

- B.** Committee of the Whole

PUBLIC SESSION

- C.**
- (1) Report from Student Trustees

Presentations

- (2) Presentations to Out-going Trustees
- (3) Trustee Tributes – Nil
- (4) Delegations
 1. Dr. Travis Doucette Re: Barrie Central Collegiate Institute
 2. Amy Austin Re: Barrie Central Collegiate Institute

D. RECOMMENDATIONS FOR ACTION

- (1) Report from the Closed Session of the Board in Committee of the Whole
- (2) Matters Arising from Previous Meeting:
Motion(s) for which notice was given at previous Board Meeting - Nil
- (3) Notice of Time Sensitive Motions from Statutory Committees - Nil
- (4) Committee Minutes/Reports - Items for Decision
 - (a) Report of the First Nations Education Advisory Committee Meeting held March 28, 2014
 - (b) Report of the Business and Facilities Standing Committee meeting held November 5, 2014
 - (c) Report of the Human Resources Standing Committee Meeting held November 12, 2014
 - (d) Report of the Program Standing Committee Meeting held November 12, 2014

- (5) Staff Reports – Items for Decision
 - (a) Appointment of First Nation Trustee
- (6) Committee Minutes/Reports - Items for Information
 - (a) Report of the Parent Involvement Committee Meeting held September 30, 2014
 - (b) Report of the Special Education Advisory Committee Meeting held October 6, 2014
- (7) Staff Reports - Items for Information
 - (a) Simcoe County District School Board Mission/Vision Statement

E. OTHER MATTERS

- (1) Reports from Liaison Members
- (2) Notices of Motion for next meeting
- (3) Questions and Proposals from Trustees
- (4) Professional Development Seminars Attendance
- (5) Reports/Update from Staff
- (6) Correspondence
 - Correspondence from Catholic District School Board of Eastern Ontario to Minister Sandals Re: Trustee Honorarium

F. FUTURE BUSINESS OF THE BOARD, STANDING COMMITTEES AND ADVISORY COMMITTEES

Inaugural Meeting of the Board – December 1, 2014 at 7:00 p.m. – Roy Edwards Room
Trustee Information Session – December 10, 2014 at 6:00 p.m. – Georgian Room
Regular Meeting of the Board – December 17, 2014 at 6:00 p.m., followed immediately by the Committee of the Whole in Closed Session (Georgian Room), Public Session will resume at 7:00 p.m. (Roy Edwards Room)

G. ADJOURNMENT

SIMCOE COUNTY DISTRICT SCHOOL BOARD

RECOMMENDED ACTION – WEDNESDAY, NOVEMBER 26, 2014

REPORT	FYI	Decision Req.	MOTION
			Call Meeting to order. Roll Call
		√	That the agenda be approved as printed.
A-3-a Board Minutes October 22, 2014		√	That the Minutes of the Regular Board Meeting held Wednesday, October 22, 2014 be approved as printed.
A-3-b Special Board Minutes November 12, 2014		√	That the Minutes of the Special Meeting of the Board Meeting held Wednesday, November 12, 2014 be approved as printed.
			Declaration of Conflicts of Interest
MOTION		√	That we go into Closed Session of the Committee of the Whole
PUBLIC SESSION			
C-1			Report from Student Trustees
C-2 Presentations to Out-going Trustees			
C-3 Trustee Tributes			Nil
C-4 Delegations			1. Dr. Travis Doucette Re: Barrie Central Collegiate Institute 2. Amy Austin Re: Barrie Central Collegiate Institute
D-1		√	Report from the Closed Session of the Board in Committee of the Whole
D-4-a Report of the First Nations Education Advisory Committee Meeting held March 28, 2014		√	That the Board endorse the Charter of First Nation, Metis and Inuit Education, Charter of Commitment, as set out in APPENDIX E and F of Report No. D-4-a, Report of the First Nations Education Advisory Committee Meeting held March 28, 2014, dated November 26, 2014.

<p>D-4-b Business & Facilities November 5, 2014</p>		<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>(1) That the Board approve the attendance areas for Elmvale District High School and Barrie North Collegiate Institute for implementation in September 2016, as set out in APPENDIX A and A-2 of Report No. BF-D-1 Attendance Area Review (AAR): Barrie North Collegiate Institute and Elmvale District High School, dated November 5, 2014.</p> <p>(2) That the Board approve the Capital Plan projects, as set out in Report No. BF-D-2, 2014 Capital Priority Project List: Consolidation, Efficiency and Modernization, dated November 5, 2014.</p> <p>(3) That the Board approve that Hyde Park Public School be included in the southeast Barrie elementary attendance area review, as set out in Report No. BF-D-3, Southeast Barrie Elementary Attendance Area Review (AAR): 2014-2015 School Year, dated November 5, 2014.</p> <p>(4) That the Board declare that the Barrie Central Collegiate Institute secondary school site, effective July 1, 2016, will no longer be required for the purposes of the Board, dated November 5, 2014.</p> <p>(5) That the Board approve the disposition of Barrie Central Collegiate Institute secondary school site in accordance with Ontario Regulation 444/98, with the closing date of the sale to take place after July 1, 2016, dated November 5, 2014.</p> <p>(6) That the Board declare that the Prince of Wales public school site will no longer be required for the purposes by the Board, dated November 5, 2014.</p> <p>(7) That the Board approve the disposition of the Prince of Wales public school site in accordance with Ontario Regulation 444/98, dated November 5, 2014.</p> <p>(8) That the Board approve that trustee expenses be posted on the board website on an annual basis following the approval of the audited financial statements.</p>
<p>D-4-c Human Resources November 12, 2014</p>		<p>√</p>	<p>That the Board approve the revisions to Policy No. 3035 – Workplace Conflict Resolution, as set out in APPENDIX C of Report No. HR-D-1, Review of Policy No. 3035 Workplace Conflict Resolution, dated November 12, 2014.</p>
<p>D-4-d Program Standing November 12, 2014</p>		<p>√</p>	<p>That the Board approve the revisions to Policy 4250, Progressive Discipline and Promoting Positive Student Behaviour, as set out in APPENDIX C of Report No. PRO-D-1, Revisions to Policy No. 4250, Progressive Discipline and Promoting Positive Student Behaviour, dated November 12, 2014.</p>
<p>D-5-a Appointment of First Nation Trustee</p>		<p>√</p>	<p>That the Board appoint Daniel Shilling as the First Nation Representative on the Board for the 2014-2018 trustee term, as set out in Report No. D-5-a, Appointment of First Nation Trustee, dated November 26, 2014.</p>
<p>D-6-a PIC September 30, 2014</p>	<p>√</p>		
<p>D-6-b SEAC – October 6, 2014</p>	<p>√</p>		
<p>D-7-a SCDSB Mission/Vision Statement</p>	<p>√</p>		

E-1 Reports from Liaison Members			
E-2 Notices of Motion for Next Meeting			
E-3 Questions and Proposals from Trustees			
E-4 Professional Development Seminars Attendance			
E-5 Reports/Update from Staff			
E-6 Correspondence			Correspondence from Catholic District School Board of Eastern Ontario to Minister Sandals Re: Trustee Honorarium
Future Business			
Adjournment		√	Motion to Adjourn

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: The Secretary

SUBJECT: **MINUTES OF THE REGULAR MEETING OF THE
BOARD HELD OCTOBER 22, 2014**

The regular meeting of the Simcoe County District School Board was held on Wednesday, October 22, 2014 at the Education Centre.

A. (1) Roll Call

PRESENT:

Trustees Donna Armstrong, Peter Beacock (Chairperson), Nicole Black, Debra Edwards, Suzanne Ley, Michele Locke (Vice-chairperson), Jodi Lloyd, Krista Mayne, Caroline Smith, Christine Williams.

REGRETS

Trustees Amanda Monague, Robert North.

PRESENT:

Student Trustees Carly Gardiner, Twesh Upadhyaya.

REGRETS:

Student Trustee Maya Burhanpurkar.

Recording Secretary Lena Robyn.

The Chairperson called the meeting to order at 6:05 p.m.

Chairperson Beacock informed trustees that the delegation contacted the Director's Office today requesting that their delegation be withdrawn at tonight's Board meeting.

(2) Approval of Agenda

Moved by Nicole Black
Seconded by Krista Mayne

That the Agenda be approved as revised.

CARRIED

(3) Approval of Minutes

Minutes of the Regular Meeting of the Board held September 24, 2014 (A-3-a)

Moved by Peter Beacock
Seconded by Suzanne Ley

That the Minutes of the Regular Meeting of the Board held Wednesday, September 24, 2014 be approved as printed.

CARRIED

(4) Declaration of Conflicts of Interest

Trustee Debra Edwards declared a conflict of interest relating to ETFO. Trustee Edwards also declared a conflict of interest for the October 8, 2014 Human Resources Standing Committee meeting.

Trustee Caroline Smith declared a conflict of interest relating to ETFO occasional. Trustee Smith also declared a conflict of interest for the October 8, 2014 Human Resources Standing Committee meeting.

B. Committee of the Whole

Moved by Suzanne Ley
Seconded by Christine Williams

That the Board move into Committee of the Whole in Closed Session at this time.

CARRIED

The Public Session of the Board re-convened at 7:00 p.m.

C. (1) Report from the Student Trustees

Student Trustees Carly Gardiner and Twesh Upadhyaya shared the following update:

At the October 22, 2014 Student Senate meeting, Danielle Mink, SCDSB Mental Health Lead, made a presentation about mental health and resilience, and the Senate discussed school climate improvements and school spirit. Student Senate also discussed secondary sports and recreation involvement, and it was determined that participation is steady or on the rise at most schools.

(2) Delegations - Nil

(3) Presentations - Nil

RECOMMENDATIONS FOR ACTION

(1) Report from the Closed Session of the Board in Committee of the Whole

Report from the Closed Session of the Board in Committee of the Whole from October 22, 2014:

(1,2,3,4)

Moved by Suzanne Ley
Seconded by Debra Edwards

(1)

#BP-2014-10-22-81

That the Board declare the portion of the Fred C. Cook Elementary School site containing the heritage property surplus, as set out in Report No. CL-BF-D-1, Disposition of Surplus Heritage Building, Bradford, dated October 1, 2014.

(2)

#BP-2014-10-22-82

That the Board approve the disposition of the portion of the Fred C. Cook Elementary School site containing the heritage property in accordance with Ontario Regulation 444/988, as set out in Report No. CL-BF-D-1, Disposition of Surplus Heritage Building, Bradford, dated October 1, 2014.

(3)

#BP-2014-10-22-83

That the Board approve a five year lease renewal extension for the Bradford Learning Centre, as set out in Report No. CL-BF-D-2, Bradford Learning Centre and Simcoe Alternative Secondary School (SASS): Bradford Campus Lease Renewals, dated October 1, 2014.

(4)

#BP-2014-10-22-84

That the Board approve a five year lease renewal extension for the Bradford Alternative School, as set out in Report No. CL-BF-D-2, Bradford Learning Centre and Simcoe Alternative Secondary School (SASS): Bradford Campus Lease Renewals, dated October 1, 2014.

CARRIED

(2) Matters Arising from Previous Meeting:

Motion(s) for which notice was given at previous Board meeting - Nil

(3) Notice of Time Sensitive Motions from Statutory Committee – Nil

(4) Committee Minutes/Reports – Items for Decision

Report of the Business and Facilities Standing Committee Meeting held
October 1, 2014 (D-4-a)

Moved by Donna Armstrong
Seconded by Jodi Lloyd

#BP-2014-10-01-85

That the Board approve an Attendance Area Review to be undertaken for the new Alcona South Public School that includes Alcona Glen Elementary School, Goodfellow Public School and Innisfil Central Public School commencing in the fall of 2014, as set out in Report No. BF-D-1, Attendance Area Review (AAR): New Alcona South Public School, dated October 1, 2014.

CARRIED

Superintendent Dance indicated that the attendance area review process will commence in the next couple of weeks.

Report of the Human Resources Standing Committee Meeting held
October 8, 2014 (D-4-b)

Moved by Michele Locke
Seconded by Krista Mayne

#HR-2014-10-08-86

That the Board approve that Policy No. 3010 – Employee Exchanges and External Secondments remain status quo, as set out in APPENDIX A of Report No. HR-D-1, Review of Policy No. 3010 – Employee Exchanges and External Secondments, dated October 8, 2014.

CARRIED

(5) Staff Reports – Items for Decision

Simcoe County Student Transportation Consortium Annual General Meeting (AGM)
Designated Voting Member and Alternate Voting Member (D-5-a)

The Simcoe County Student Transportation Consortium (SCSTC) Board of Directors has scheduled its Fiscal 2014-2015 Annual General Meeting on November 27, 2014.

The SCSTC has two member organizations – Simcoe County District School Board and the Simcoe Muskoka Catholic District School Board and each member organization is entitled to one vote at the SCSTC member meetings.

The Chairperson called for nominations for the designated voting member for the November 27, 2014 SCSTC AGM meeting.

(1)

Moved by Michele Locke
Seconded by Suzanne Ley

#BP-2014-10-22-87

That the Board appoint Trustee Jodi Lloyd to serve as the designated voting member for the November 27, 2014, SCSTC AGM, as set out in APPENDIX A of Report No. D-5-a, Simcoe County Student Transportation Consortium Annual General Meeting (AGM) Designated Voting Member and Alternate Voting Member, dated October 22, 2014.

Trustee Lloyd accepted the nomination.

The Chairperson called for further nominations for the designated voting member for the November 27, 2014 SCSTC AGM Meeting. There being no further nominations, Trustee Lloyd was appointed as the designated voting member for the meeting.

CARRIED

The Chairperson called for nominations for a designated alternate voting member for the November 27, 2014 SCSTC AGM meeting.

(2)
Moved by Nicole Black
Seconded by Michele Locke

#BP-2014-10-22-88

That the Board appoint Trustee Suzanne Ley to serve as the designated alternate voting member for the November 27, 2014 SCSTC AGM, as set out in APPENDIX A of Report No. D-5-a, Simcoe County Student Transportation Consortium Annual General Meeting (AGM) Designated Voting Member and Alternate Voting Member, dated October 22, 2014.

CARRIED

Trustee Ley accepted the nomination.

The Chairperson called for further nominations for the designated alternate voting member for the November 27, 2014 SCSTC AGM Meeting. There being no further nominations, Trustee Ley was appointed as the designated alternate voting member for the meeting.

CARRIED

First Nation Representation on the Board (D-5-b)

The Board's preliminary enrolment of First Nation students is slightly down when compared to the start of school enrolment of First Nation students last year. Under subsection 5 of the Regulation, the appointment of a First Nation Representative may be made at the discretion of the Board. In keeping with the Board's current practice of First Nation representation alternating between the Beausoleil and Chippewas of Rama First Nations, this upcoming term representation would be from Chippewas of Rama First Nations.

Moved by Suzanne Ley
Seconded by Debra Edwards

#BP-2014-10-22-89

That the Board approve a position of a First Nation Representation on the Board for the 2014-2018 trustee term, as set out in Report No. D-5-b, First Nation Representation on the Board, dated October 22, 2014.

CARRIED

Trustee Absences (D-5-c)

Trustee Monague has been absent from the August 27, 2014 and September 24, 2014 regular meetings of the board, therefore the Board may, by resolution, authorize Trustee Monague for her absences at the regular meetings of the board while Trustee Monague is on medical leave.

Moved by Michele Locke
Seconded by Jodi Lloyd

#BP-2014-10-22-90

That the Board excuse the absences of Trustee Amanda Monague from the Regular Meetings of the Board while Trustee Monague is on medical leave, as set out in Report No. D-5-c, Trustee Absences, dated October 22, 2014.

CARRIED

(6) **Committee Minutes/Reports – Items for Information**

Report of the Parent Involvement Committee Meeting held June 10, 2014 (D-6-a)

This report was provided as information.

Report of the Special Education Advisory Committee Meeting held
September 8, 2014 (D-6-b)

This report was provided as information.

Report of the Program Standing Committee Meeting held
October 8, 2014 (D-6-c)

This report was provided as information.

(7) **Staff Reports – Items for Information**

Enrolment of First Nation Students on September 30, 2014 (D-7-a)

Enrolment data presented in the report included all First Nation students who attended a Simcoe County District School Board school between September 2nd and September 30th of this school year. The enrolment is down slightly (5 students) when compared to the start of school enrolment of these students last year. The preliminary report shows an increase in the number of students who have voluntarily self-identified compared to last year.

This report was provided as information.

E. OTHER MATTERS

(1) Reports from Liaison Members - Nil

(2) Notices of Motion for next meeting - Nil

(3) Questions and Proposals from Trustees

Trustee Lloyd requested clarification regarding comments made in the delegation submission specifically relating to the Board being in direct violation of the Good Ontario Good Places Act.

Superintendent Dance indicated that in reference to a concern that the board was in contravention of city by-laws that the board and the City of Barrie have entered into minutes of settlement to resolve the board's appeal to the Ontario Municipal Board on the re-zoning of Barrie Central property. Regarding the contention that the opening of the new South Barrie Secondary School is not tied to the closure of Barrie Central, he indicated that the two situations involve different students and serve distinctive areas of the City of Barrie, and were separate business cases sent to the Ministry of Education for funding. A further question in the delegation was the status of the provincial Places to Grow policy. Places to Grow is an interpretative document that refers to 'complete communities'. Having a secondary school in the central area of a municipality is not a requirement of a complete community just as in Barrie having a hospital is not a requirement – Royal Victoria Hospital moving from a downtown location to its present location over a decade ago.

Chairperson Beacock encouraged trustees to read comments that were recently made on facebook.

Trustee Mayne indicated that she attended the Bear Creek Haunted House this past week.

Trustee Edwards commented that students should be encouraged to be involved in hosting mayoral and trustee candidates' meetings.

(4) Professional Development Seminars Attendance - Nil

(5) Reports/Update from Staff - Nil

(6) Correspondence

Memo from the Ministry of Education Re: Student Transportation Procurement Review

**F. FUTURE BUSINESS OF THE BOARD, STANDING COMMITTEES
AND ADVISORY COMMITTEES**

Business and Facilities Standing Committee Meeting – November 5, 2014 at 6:00 p.m.
Georgian Room

Special Education Advisory Committee Meeting – November 10, 2014 at 7:00 p.m.
Georgian Room

Special Board Meeting – November 12, 2014 at 6:00 p.m. – Georgian Room

Human Resources Standing Committee Meeting – November 12, 2014 following the
Special Board meeting - Georgian Room

Program Standing Committee Meeting – November 12, 2014 following Human
Resources Standing Committee Meeting – Georgian Room

Meet and Greet with the New Board – November 17, 2014 at 6:00 p.m.
Georgian Room

Parent Involvement Committee Meeting – November 18, 2014 at 6:00 p.m. – Georgian
Room

Regular Meeting of the Board – November 26, 2014 at 6:00 p.m., followed immediately
by the Committee of the Whole in Closed Session (Georgian Room), Public Session will
resume at 7:00 p.m. (Roy Edwards Room)

MOTION TO ADJOURN

Moved by Krista Mayne

Seconded by Nicole Black

That the meeting be adjourned at 8:00 p.m.

CARRIED

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: The Secretary

SUBJECT: **MINUTES OF THE SPECIAL MEETING OF THE
BOARD HELD NOVEMBER 12, 2014**

A Special meeting of the Simcoe County District School Board was held on Wednesday,
November 12, 2014 at the Education Centre at 6:00 p.m.

A. (1) Roll Call

PRESENT:

Trustees

Donna Armstrong, Peter Beacock (Chairperson), Michele Locke
(Vice-chairperson), Jodi Lloyd, Krista Mayne, Robert North,
Christine Williams.

REGRETS:

Trustees

Nicole Black, Debra Edwards, Suzanne Ley, Amanda Monague,
Caroline Smith.

PRESENT:

Student Trustees

Maya Burhanpurkar, Carly Gardiner.

REGRETS:

Student Trustee

Twesh Upadhyaya

Recording Secretary

Lena Robyn.

The Chairperson called the meeting to order at 6:00 p.m.

(2) Approval of Agenda

Moved by Donna Armstrong

Seconded by Krista Mayne

That the Agenda be approved as printed.

CARRIED

(3) Declaration of Conflicts of Interest – Nil

B. RECOMMENDATIONS FOR ACTION

Committee Minutes/Reports

Report of the Audit Committee Meeting held November 3, 2014 (B-1-a)

Michael Laycock, Chartered Accountant from BDO Canada LLP, provided an overview of the 2013-2014 Audited Financial Statements and reported on the results of the audit.

Brian Jeffs, Superintendent of Business Services provided a brief overview of the report and responded to questions from trustees. Corry Van Nispen, Controller spoke to the Consolidated Statement of Financial Position and responded to questions from trustees.

(1,2,3)

Moved by Robert North

Seconded by Christine Williams

(1)

#SBP-2014-11-12-91

That the Board approve the audited financial statements for the year ended August 31, 2014, as set out in APPENDIX A of Report No. AUD-D-1, Audited 2013-2014 Financial Statements, dated November 3, 2014.

(2)

#SBP-2014-11-12-92

That the Board approve the transfer to Unappropriated Accumulated Surplus/(Deficit) in the amount of \$2,000, as set out in APPENDIX A of Report No. AUD-D-1, Audited 2013-2014 Financial Statements, dated November 3, 2014.

(3)

#SBP-2014-11-12-93

That the Board approve the Annual Audit Committee Report: Year Ending August 31, 2014, as set out in Report No. AUD-D-2, Annual Audit Committee Report: Year Ending August 31, 2014, dated November 3, 2014.

CARRIED

**FUTURE BUSINESS OF THE BOARD, STANDING COMMITTEES
AND ADVISORY COMMITTEES**

Trustee Information Session – November 17, 2014 at 6:00 p.m. – Georgian Room

Parent Involvement Committee Meeting – November 18, 2014 at 6:00 p.m.

Georgian Room

Regular Meeting of the Board – November 26, 2014 at 6:00 p.m., followed immediately by the Committee of the Whole in Closed Session (Georgian Room), Public Session will resume at 7:00 p.m. (Roy Edwards Room)

MOTION TO ADJOURN

Moved by Robert North

Seconded by Michele Locke

That the meeting be adjourned at 6:25 p.m.

CARRIED

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: First Nations Education Advisory Committee Meeting

SUBJECT: **REPORT OF THE FIRST NATIONS EDUCATION ADVISORY COMMITTEE
MEETING HELD MARCH 28, 2014**

A meeting of the First Nations Education Advisory Committee (FNEAC) was held on Friday, March 28, 2014 at Penetanguishene Secondary School.

PRESENT:

Voting Members

Michele Locke, Amanda Monague, Dan Shilling, Byron Stiles

Non-Voting Members

Stuart Finlayson, Lisa Ewanchuk, Arlana Bickell, Lisa Snache, Diane Fletcher, Nick Howard, Brian Maclsaac, Diane Lefuel, Lori Beresford, Jim Sammon, Rick Hodgkinson

Guests

Lois Scott (Recorder)

REGRETS:

Nancy Assance, Kim Campbell, Debra Edwards, Daryl Halliday, Angela Johnson

Welcome and introductions

Stuart Finlayson, Superintendent of Education, opened the meeting by welcoming the Committee members and facilitating introductions. Regrets were expressed on behalf of those unable to attend.

Opening Prayer

Byron Stiles led the group in an opening prayer.

Election of New Chairperson and Vice Chairperson

RECOMMENDATION

That Michele Locke is elected First Nations Education Advisory Committee Chairperson for the 2013-2014 calendar year.

Moved by Amanda Monague
Seconded by Dan Shilling

CARRIED

RECOMMENDATION

That Amanda Monague is elected First Nations Education Advisory Committee Vice Chairperson for the 2013-2014 calendar year.

Moved by Michele Locke
Seconded by Dan Shilling

CARRIED

Review of Terms of Reference

APPENDIX A

Superintendent Finlayson requested that the committee review the terms of reference and bring forward any questions or comments.

It was discussed that Penetanguishene Secondary School and Midland Secondary School recommend a student from each location to represent their school on the First Nations Education Advisory Committee. Trustee Monague suggested perhaps the youth council could be looked at to act as student representatives on the FNEAC committee.

Approval of the minutes of the last meeting dated June 14, 2013

RECOMMENDATION

That the amended minutes be approved as printed.

Moved by Michele Locke
Seconded by Amanda Monague

CARRIED

Approval of the agenda

RECOMMENDATION

That the agenda be approved as printed.

Moved by Amanda Monague
Seconded by Byron Stiles

CARRIED

Best Practices – Lisa Ewanchuk

APPENDIX B

Principal Ewanchuk reviewed the Best Practices brochure. Copies were distributed to all present.

School Reports

APPENDIX C

Trustee Locke suggested that after the school updates, time be allowed for updates from both First Nations communities and the board. Alphabetical order for reporting was recommended as follows:

Updates from Beausoleil First Nations
Updates from Chippewas of Rama
Updates from Simcoe County District School Board

Enrolment Report – October 2013

Rick Hodgkinson, Assistant Manager of Admissions and Enrolment shared that enrolment data was extracted from the board's student information system (PowerSchool) for the purpose of reporting to the Ministry of Education through OnSIS for the October 31, 2013 count date. His report details the enrolment of First Nation students attending SCDSB schools under the effective Educational Services Agreements with Beausoleil First Nation and Chippewas of Rama First Nation as fee paying students. The report also shows the number of SCDSB students who have voluntarily self-identified as First Nation, Métis or Inuit on the October 31st count date.

Enrolment on October 31, 2013

On October 31, 2013, 82 students from Beausoleil First Nation and Chippewas of Rama First Nation were enrolled at SCDSB schools as fee paying students. This is a decrease of three students compared to last year, detailed in the table below.

First Nation Students Enrolled at SCDSB Schools

	October 31, 2012	October 31, 2013	Change (Oct 31, 2013 Compared to Oct 31, 2012)
First Nation	Total Students	Total Students	Total Students
Beausoleil	30	36	+ 6
Chippewas of Rama	55	46	- 9
Total	85	82	- 3

Actual number of fee paying students reported on October 31st.

The tables on the following page further detail the total number of Beausoleil First Nation and Chippewas of Rama First Nation students (fee paying students) attending SCDSB schools under the effective Educational Services Agreements.

Fee Paying Students From Beausoleil First Nation Attending SCDSB Schools

		October 31, 2012	October 31, 2013	Change (Oct 31, 2013 Compared to Oct 31, 2012)
Beausoleil First Nation	School Attending	Total Students	Total Students	Total Students
Elementary		0	0	0
Secondary	Barrie Central CI	1	0	- 1
	Midland SS	24	24	0
	Penetanguishene SS	5	12	+ 7
	Total Secondary	30	36	+ 6
Learning Centre		0	0	0
Total		30	36	+ 6

Actual number of fee paying students reported on October 31st.

Fee Paying Students From Rama First Nation Attending SCDSB Schools

		October 31, 2012	October 31, 2013	Change (Oct 31, 2013 Compared to Oct 31, 2012)
Chippewas of Rama First Nation	School Attending	Total Students	Total Students	Total Students
Elementary	Lions Oval PS	2	2	0
	Rama Central PS	3	2	- 1
	Regent Park PS	8	10	+ 2
	Total Elementary	13	14	+ 1
Secondary	OD/Park SS	11	9	- 2
	Twin Lakes SS	25	17	- 8
	Alternative Secondary School	0	3	+ 3
	Total Secondary	36	29	- 7
Learning Centre	Orillia Learning Centre	6	3	- 3
Total		55	46	- 9

Actual number of fee paying students reported on October 31st.

Total Fee Paying First Nation Students Attending SCDSB Schools

		October 31, 2012	October 31, 2013	Change (Oct 31, 2013 Compared to Oct 31, 2012)
Total All First Nation Students		Total Students	Total Students	Total Students
Elementary		13	14	+ 1
Secondary		66	65	- 1
Learning Centre		6	3	- 3
TOTAL ALL STUDENTS		85	82	- 3

Actual number of fee paying students reported on October 31st.

Voluntary, Confidential Self-Identification of Aboriginal Students

In accordance with SCDSB Policy 4195, *Voluntary, Confidential Self-Identification of Aboriginal Students*, all aboriginal students have the right to voluntarily self-identify so that appropriate programs may be designed and delivered to improve educational outcomes. The number of students voluntarily self-identified through the registration and student verification process continues to increase. On October 31, 2013, 1,493 students self-identified as First Nation, Métis or Inuit. Compared to October 31, 2012 the number of SCDSB students who have voluntarily self-identified has increased by 9% or 128 students.

Voluntarily Self-Identified Aboriginal Students

	Elementary			Secondary			Total Students		
	Oct 31, 2012	Oct 31, 2013	Change (Oct 31, 2013 Compared to Oct 31, 2012)	Oct 31, 2012	Oct 31, 2013	Change (Oct 31, 2013 Compared to Oct 31, 2012)	Oct 31, 2012	Oct 31, 2013	Change (Oct 31, 2013 Compared to Oct 31, 2012)
First Nation	651	694	+ 43	290	345	+ 55	941	1,039	+ 98
Métis	260	289	+ 29	151	147	- 4	411	436	+ 25
Inuit	5	14	+ 9	8	4	- 4	13	18	+ 5
Total	916	997	+ 81	449	496	+ 47	1,365	1,493	+ 128

Actual number of fee paying students reported on October 31st.

FNMI Education Multi Year Plan 2013-2016 - Lisa Ewanchuk
EQAO Student Achievement Report – Lisa Ewanchuk

APPENDIX D

Charter of First Nation, Metis and Inuit Education, Charter of Commitment

APPENDIX E
APPENDIX F
APPENDIX G

Trustee Monague reported that a draft Charter of Commitment for FNMI Education was shared at the First Nation Trustee Council meeting in August 2013. The Charter of Commitment for FNMI Education was adapted from the Accord on Indigenous Education written by the Association of Canadian Deans of Education for use in universities. The draft Charter of Commitment for FNMI Education was to be reviewed by the school boards' First Nation Education Advisory Committees for feedback and then presented to the Ontario Public School Boards Association's Education Working Group and Board of Directors in the fall. The Charter of Commitment for FNMI Education was approved by both the Education Working Group and the Board of Directors in the fall and is being circulated to other provinces through the Canadian School Boards Association. A request was sent out by OPSBA for school boards to endorse the Charter of Commitment for FNMI Education and a variety of school boards have since supported the Charter including: Bluewater District School Board, Halton DSB, Ottawa Carleton DSB, Thames Valley, DSB, Toronto DSB, as well as school boards in Manitoba, Saskatchewan and Nova Scotia. Some school boards are adapting some areas of the Charter to reflect the values or beliefs of their boards. Attached is a letter from the Bluewater DSB to OPSBA's president Michael Barrett that includes a motion that was passed supporting the Charter of Commitment for FNMI Education as another example of what some school boards are doing to show their support. One suggestion is to prepare a document for the media showcasing our support for the Charter of Commitment with examples or highlights of how Simcoe County District School board supports First Nation, Métis and Inuit Education. It could also be looked at how the Charter of Commitment relates to the vision, beliefs and goals within the FNMI Multi-Year Plan.

RECOMMENDATION

The FNEAC recommends that the Charter be endorsed by the board.

Moved by Dan Shilling
Seconded by Amanda Monague

CARRIED

Welcome to High School

Principal Ewanchuk spoke to the SCDSB handout and provided both Christian Island and Mnjikaning Kendaaswin Elementary School with copies.

Seventh Fire Support

Principal Fletcher reported that there has been an increase in enrolment. Additional funding opportunities will be explored by Principal Ewanchuk. The program is now in its tenth year of operation.

Education Services Agreement – Consent Form

APPENDIX H

Superintendent Finlayson will seek further clarification on the age of consent for First Nation resident pupils with Corporate Risk Officer, Gina Coish.

CODE Summer Learning Project

Principal Ewanchuk reported that funding is available for the CODE summer school project. Our board received funding for two classes of grade 2 students. The location is to be determined.

FNEAC Meeting Dates for 2014

The next meeting will be held on Thursday, June 12 at Christian Island.

Additional Business

The Education Service Agreement signing with Beausoleil First Nations will take place May 21, 2014 at Beausoleil First Nations.

Questions/Comments

Trustee Locke reported that Trustee jurisdictions have been changed commencing with the new 2014-2018 term. Changes will affect three jurisdictions; Tay, Ramara and Severn; Penetanguishene, Midland, Tiny and Wasaga Beach; and Orillia.

Closing Prayer

Byron Stiles led the group in a closing prayer.

The meeting adjourned at 3:00 p.m.

REPORT NO. D-4-a
NOVEMBER 26, 2014 – 8

RECOMMENDATION

That the Board endorse the Charter of First Nation, Metis and Inuit Education, Charter of Commitment, as set out in APPENDIX E and F of Report No. D-4-a, Report of the First Nations Education Advisory Committee Meeting held March 28, 2014, dated November 26, 2014.

Respectfully submitted by:

Stuart Finlayson
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Director of Education

November 26, 2014

APPENDIX A – Pages 1 to 2

**SIMCOE COUNTY DISTRICT SCHOOL BOARD
FIRST NATIONS EDUCATION ADVISORY COMMITTEE
TERMS OF REFERENCE**

FIRST NATIONS EDUCATION ADVISORY COMMITTEE

Terms of Reference

The BOARD agrees to establish and maintain the First Nations Education Advisory Committee the terms of reference for which will be as follows:

1. First Nations Education Advisory Committee is to be established by resolution of The Simcoe County District School Board to represent the interests of the First Nations as per 462/97 of the Education Act.
2. The Committee shall be composed of:
 - (i) Voting members:
 - a) The First Nation Trustee of the Board as per the Education Act;
 - b) A First Nation Education Director/Manager for each First Nation;
 - c) Two Trustees of the Simcoe County District School Board;
 - d) One community representative or designate be appointed by each of the participating First Nations;
 - e) One elder to be appointed by each of the participating First Nations.
 - (ii) Non-voting members:
 - a) Principals or their designates from the Board's schools which provide educational services to First Nation pupils;
 - b) The principal or designate from Christian Island Elementary School and Mnjikaning Kendaaswin Elementary School;
 - c) One Secondary student representative to be appointed by each of the participating First Nations;
 - d) Superintendent of Schools or designate;
 - e) Ex-officio
 - Chief of Each First Nation Band or Designate
 - Director of the Simcoe County District School Board or Designate
 - f) First Nation Student Advisors from both First Nations
 - g) Other invited guests of the First Nation Community and the Simcoe County District School Board.

3. The Committee members shall hold office for one calendar year with the opportunity for reappointment. The term of office of a member appointed under this section terminates on the same date as the term of office of the elected members (4 years).
4. Every vacancy on the Committee occasioned by the death or resignation of a member, or by any other cause, shall be filled by a qualified person and that person shall hold office for the unexpired term of such member.
5. The Chairperson and Vice-Chairperson of the Committee shall be elected by the Committee at its first meeting.
6. The Committee will meet four times annually or as required. Its first meeting of the year for election of officers will be held in the spring.
7. The Committee will make a report to the Board relating to the number of students attending SCDSB schools through Education Services Agreements.
8. The Committee through its members provide a forum for improved communications where concerns, changes or new initiatives from principals, the Board, the First Nation and the parents can be reviewed, with local consultation if required, and recommendations or reports submitted to the Board.
9. The Committee will provide a direct line of communication with local First Nation Community Education Authorities/Education Advisory Circles to ensure their input and interest is utilized in the self development of First Nation people in educational matters.
10. All Committee reports and recommendations require approval of a quorum of the voting members of the Committee for submission to the Board. A quorum of the Committee consists of four voting members.

April 14, 2004
Revised February 25, 2009
Revised October 22, 2010
Revised January 25, 2012

APPENDIX B – Pages 1 to 2

**SIMCOE COUNTY DISTRICT SCHOOL BOARD
FIRST NATIONS EDUCATION ADVISORY COMMITTEE
BEST PRACTICES**

Ontario Ministry of Education

"All students in Ontario will have knowledge and appreciation of the contemporary and traditional First Nation, Metis and Inuit traditions, cultures and perspectives."

Ontario First Nation, Metis and Inuit Policy Framework 2007

Simcoe County District School Board BIPSA-WB: Our Beliefs

"All students will benefit from classroom instruction and specific interventions that are informed by provincial, system and classroom assessments, and achievement and learning skills trends for specific students groups including but not limited to First Nation, Metis and Inuit, Special Education, English Language Learners and gender."

Simcoe County District School Board Goals for First Nation, Metis and Inuit Students:

"If schools implement the First Nation, Metis and Inuit Best Practices document and use the resources from the Literacy and Learning Baskets, then First Nation, Metis and Inuit students will see themselves reflected in the curriculum."



Sources:

Canadian Council on Learning, "Redefining How Success is Measured in FNMI Learning", 2007

Kawartha Pine Ridge D.S.B., "Nurturing the FNMI Spirit in Our Schools", 2008

Nexus— Best Start, "A Child Becomes Strong: Journeying Through Each Stage of the Life Cycle", 2011

Ontario Ministry of Education, "Ontario FNMI Education Policy Framework", 2007

Simcoe County D.S.B., "Board Improvement Plan for Student Achievement and Well-Being", 2012

Simcoe County D.S.B. Urban Aboriginal Pilot Project, "Opening Many Doors: A Final Report of Creating Conditions for Success of FNMI Students", Haig-Brown Research & Consulting, 2010

Simcoe County D.S.B. Urban Aboriginal Pilot Project, "The Schools Speak" Haig-Brown Research & Consulting, 2009

Toronto D.S.B "Aboriginal Education Curriculum Resource", 2012

Toulouse, P.R., "Achieving Aboriginal Student Success", 2011

"Creating a place where it is okay to be Aboriginal."



1170 Highway 26 West
Midhurst, ON L0L 1X0
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**Best Practices for
Meeting the Needs
of the Whole Child**
"What the people said."

**First Nation, Métis
and Inuit Education**



First Nation, Métis and Inuit Best Practices



PHYSICAL

Include:

- Students have a voice;
- Circle teachings as part of classroom practice and instruction;
- Community agreements rather than class rules;
- First Nation, Métis and Inuit authors and literature (Literacy and Learning Baskets);
- Elders and Métis Senators, artists, story tellers and other community members in classroom and school activities;
- Cross-curricular First Nation, Métis and Inuit experiences in all subjects (Teacher's Toolkit);
- Videos, novels, visuals and links that represent authentic First Nation, Métis and Inuit voices;
- Content that reflects local First Nation, Métis and Inuit communities and honours regional protocols;
- Highly interactive and collaborative learning environments;
- Dedicated gathering spaces and display areas;
- Experiential learning techniques;
- Respectful teaching strategies;
- Parents/guardians and community partners.
- Time to listen;



EMOTIONAL

Acknowledge:

- The diversity within First Nation, Métis and Inuit Cultures and Histories;
- The distinct and unique differences between and amongst First Nations (for example Anishinaabe and Haudenosaunee);
- The names of individual nations rather than the more generic overuse of Aboriginal people as a collective;
- The importance of building and maintaining positive relationships with families and community members;
- The importance of positive peer relationships in schools;
- The connection between self-esteem and learning;
- Individual strengths, needs, interests and learning styles;
- Student learning is impacted by a variety of factors including anxiety, sensory challenges and coping strategies;
- Behaviour is a form of communication.

MENTAL

Ensure:

- Lesson plans are based on the principles of Universal Design and include Differentiated Instruction;
- Restorative Practices are used to build and maintain respectful relationships;
- Success criteria and learning goals are clear and concrete;
- Students have a voice;
- Students receive rich, detailed and timely feedback;
- Information is accurate and authentic; (Learning Baskets, Goodminds Book Distributor);

SPIRITUAL

Reflect on:

- Your own understanding of First Nation, Métis and Inuit peoples and current issues;
- Cultural bias and assumptions;
- Bias in learning resources;
- The connections between the 7 Grandfather Teachings and SCDSB's Character Traits;
- The importance of active listening and asking what students are saying;
- Individual and peer feedback;
- The difference between circular/holistic and linear/sequential thinking.
- How you honour and respect each student in your care.

APPENDIX C – Pages 1 to 11

**SIMCOE COUNTY DISTRICT SCHOOL BOARD
FIRST NATIONS EDUCATION ADVISORY COMMITTEE
SCHOOL REPORTS**

Mnjikaning Kendaaswin Elementary School

Principal Howard reports that it has been a busy few months at MKES since the last meeting. The four FNSSP teams have been working hard to continue to move the school forward and the last two Professional Development days have had time allocated for school improvement planning. The areas of raising attainment in Numeracy and Literacy, involving parents in their child's learning and incorporating more cultural content within our curriculum are major priorities for the school.

The Rama Health unit is encouraging students to sample different fruits on a monthly basis as part of a Healthy Eating initiative. Two or more Salad days have been introduced each month as part of a healthy lifestyle. The Health unit also provided zumba, yoga and traditional dancing activities for students as part of Diabetes Awareness Day. The students have enjoyed the opportunity to play volleyball, basketball and hockey with SCDSB schools.

Parent-Teacher conferences after the Progress report and Report 1 were well attended. A critical aspect in continuing to improve the school is the active involvement of parents in their child's education and this is a priority area. Grade 8 transition activities are in full swing with the support of the local high schools.

Two additional staff members have been gained to support high cost Special Needs students in the school. This will alleviate some pressures felt by class teachers and provide much needed support for students.

Rogers TV filmed a Christmas special at the school. The school was honoured to be asked again as it should be a different school each year. It was a wonderful opportunity for the students to sing and perform in both Ojibwe and English. The Christmas Concert was successful and was well supported by the community.

The school is trying to continue to provide more opportunities for our students and have been involved in the Knights of Columbus Spelling Bee and the Orillia Legion Speech competitions.

The Science and Technology programme continues to flourish with students designing and making cardboard sleds and racing them! The Grade 7/8 students had the opportunity to try ice fishing.

Chad Solomon (author of the Rabbit and Bear Paws series) did a wonderful presentation for the Primary classes. The whole school feasted our Eagle Staff as part of our Cultural activities.

The Parent Advisory Circle organized and held a raffle to raise funds for class trips. Again it was well supported by the community and an opportunity for parents to contribute the life of the school.

Principal Howard expressed that he is very fortunate to be surrounded by dedicated educators who want to make a difference.

Lions Oval Public School

Superintendent Finlayson reported for Principal Halliday the unfortunate news that Lions Oval had to cancel OSL classes along with Regent PS for the duration of the school year. In spite of many, varied attempts a teacher who would be capably able to teach the Ojibwe language was unable to be secured.

On the good news side, in spite of that reality Lions Oval continues to work as a team to help the FNMI students see themselves in the curriculum. It has been a clear focus of the teaching staff to weave First Nations traditions and culture throughout the learning that they are doing in the classrooms.

The school also continues to access the support of FNMI Itinerant Resource Teachers who come in and work with some of the FNMI students directly which is a positive support for them.

Sara Jamieson, First Nations Student Advisor, is working with a number of students on an art project and everyone is excited to see the results. She is also beginning the process of working with groups of our students on a weekly basis and that support is appreciated.

Rama Central Public School

Principal Lefuel reported that the school improvement plan as a working document has been modified to reflect a greater focus on the monitoring and provision of interventions for students who are self-identified. Twenty self-identified students are being closely monitored using a variety of assessment tools and upcoming report cards will show positive growth during the first months of instruction.

The teacher who is participating as a member of the Board's First Nation Metis and Inuit Education Collaborative Inquiry group is working with another teacher on staff who was an FNMI Special Education Consultant for the Simcoe County School Board for 2 years. Together, they have chosen specific students to monitor their growth over time and are sharing resources and ideas with staff during meetings.

The FNMI inquiry has been completed and the following data has been collected:

- Prior to the beginning of the project students were asked to write down everything they knew about First Nations, Metis and Inuit History and culture.
- Of the 26 participating students, 8 were able to state 3-6 facts.
- At the conclusion of the project, 22 students were able to record 3 or more facts.
- The identified next steps are to work on research reports about history and culture.

The FNMI Student Advisor is scheduled to attend the school every Tuesday morning and the FNMI Special Education Consultant has been working in a consultation role and has also provided in-class support. They work collaboratively with staff and parents to provide programming suggestions and feedback.

Safe and Inclusive Schools

Classroom community agreements are now well established in all classrooms and the use of restorative practices has supported a positive school climate. The school climate survey was administered to all students in grades 4-8 and results are pending.

The school has a recess support room where restorative circles are conducted by staff with formal training. Students have become familiar with the restorative model and some have requested to have a circle when conflicts arise. Staff members regularly conduct whole class circles to discuss general classroom issues. This has improved classroom climate and students have been observed taking more ownership over their role as a classroom citizen. This month, two more staff members completed their level 2 Restorative Practices training.

Twin Lakes Secondary School

Principal Beresford reported that a display was set up in the school's front foyer throughout November which showcased First Nation, Metis, and Inuit cultural items; including wind catchers, drums, art and more.

The Ojibwe language class continued to gather traditional food recipes and had an elder from Enahtig Healing Lodge aid in preparing some of these dishes. Students had been studying basic greetings, personal pronouns, diminutives, verb sentences using specific nouns, numbers and animals.

The FNMI SSI (Student Success Initiative) teacher has been collecting data and aiding the mathematics department with strategies that support FNMI students (via handouts, surveys and technology). Their work is yielding positive results. Currently, in semester two, the FNMI SSI teacher is working with students specifically in the classroom to provide support to the students.

The semester two teacher for Native Studies, the Ojibwe language teacher (from semester one) and the Student Success Teacher (also the coordinator for the Full Circle Youth group) have contacted varied resources, guest speakers, and presenters to come in during the week of March 31 to April 04, 2014 where the Native Studies class is participating in the first annual "We are the World" Diversity week. The class will be creating trifold displays to share FNMI culture with the school population.

The Native Studies teacher continues to build partnerships through strengthening the network connections with Elders and First Nations leaders in the community. Ralph King from Rama First Nation will be coming to the class to share teachings. Spring class trips are also being planned. Added to these wonderful links is the building of bridges with Lakehead University's Orillia Campus and Georgian College Barrie Campus in relation to FNMI culture/resources.

Twin Lakes Secondary School is planning to add a new course for the next school year; grade 11 English: Contemporary Aboriginal Voices. As well, the Native Studies teacher is adding a greater number of FNMI units to grade 10 history and grade 9 English courses. In addition, the department (FNMI studies) is continuing to build its library of over 120 excellent novels; including graphic novels, fiction/non-fiction and other resources for access by other staff members.

The recent professional development day dealt with equity and inclusion. The teachers were given the opportunity to work with such resources as "Ways of Knowing" to implement and integrate FNMI perspectives in to their classes and varied units.

The school received some unexpected, wonderful press a few weeks ago when two of the teacher's students and the teacher (Rob Kooy) were interviewed by the Orillia Packet and Times:

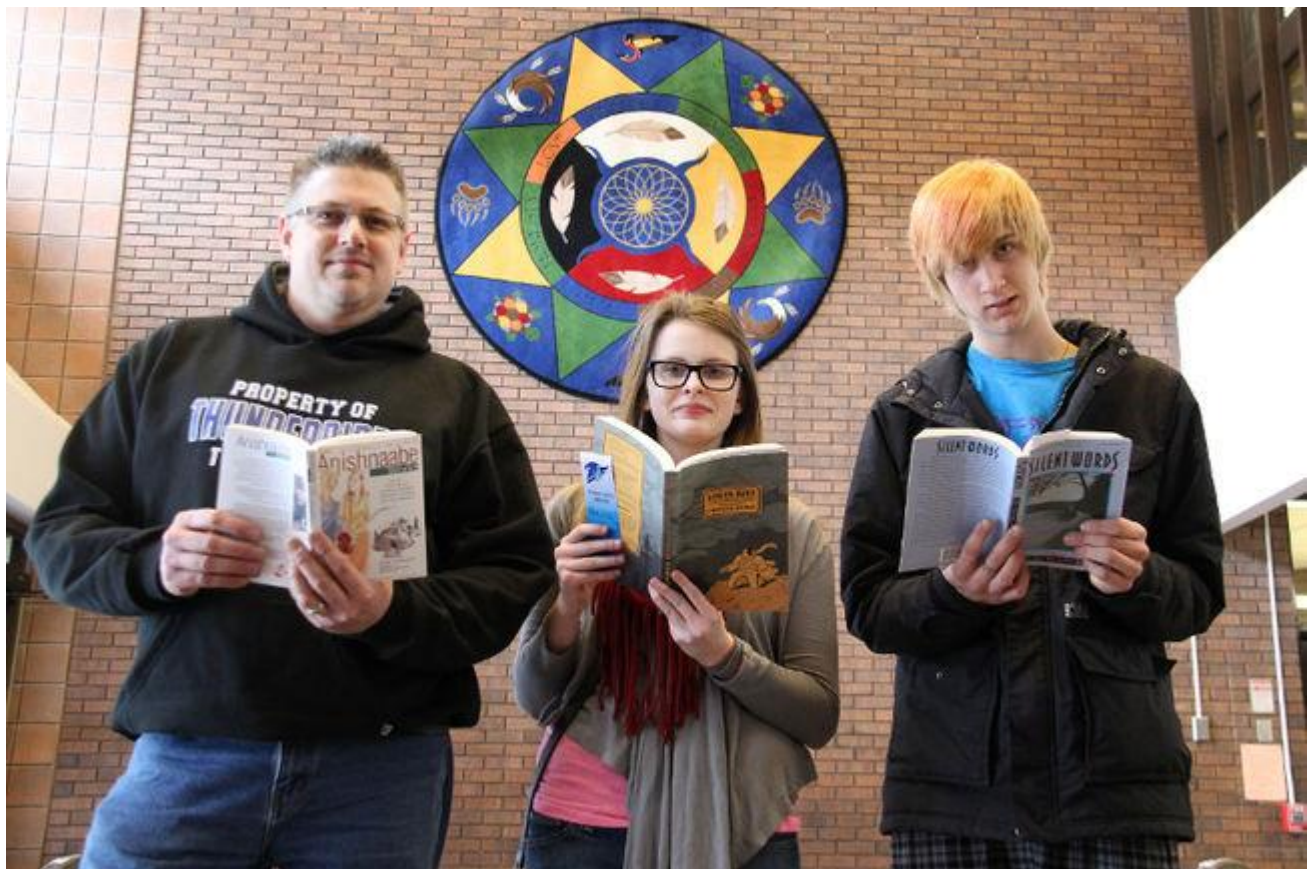
http://www.orilliapacket.com/2014/02/21/program-filling-the-gap?utm_source=addThis&utm_medium=addthis_button_gmail&utm_campaign=Program+fillin+g+the+gap+%7C+Orillia+Packet+and+Times#.Uwvzb7YbMng.gmail

Please see the accompanying article related to FNMI teachings in the schools and related student voice.

Program filling the gap

By [Gisele Winton Sarvis](#), Orillia Packet & Times

Friday, February 21, 2014 6:45:11 EST PM



Twin Lakes Secondary School native studies teacher Rob Kooy, left, students Courtney Foster and Robert Bloomer each hold a favourite book, from left, Anishnaabe World: A Survival Guide for Building Bridges Between Canada and First Nations, Louis Riel: A Comic Strip Biography and Silent Words. GISELE WINTON SARVIS - THE PACKET &

Courtney Foster is curious about the history and modern struggles of First Nations people.

She has a native aunt, lives close to Rama First Nation and has native friends.

Robert Bloomer is inspired to learn about native culture because he has a native half-sister and recently took part in a men's drumming group.

"I kept the beat of the drum. As I closed my eyes and listened to it, the feeling you get is so intense. He told me the creation story about the seven teachings of man and the four colours of man and I was just so inspired by it," Bloomer said.

That's what made the two Twin Lakes Secondary School students choose to take the Grade 11 aboriginal beliefs, values and aspirations course. The course was set up about three years ago and comes out of the native studies department that also offers a fall semester course in the Ojibway language.

"Our goal is to expand awareness of First Nations, Métis and Inuit issues in Canada," said native studies (history and English) teacher Rob Kooy.

Kooy is not native, but has availed himself of resources from Lisa Ewanchuk, the central principal of First Nation, Métis and Inuit education at the Simcoe County District School Board (SCDSB).

Ewanchuk said all publicly funded schools in the province deliver support for recognized First Nations, Métis and Inuit students as well as education for all staff and students from kindergarten to Grade 12. In 2007, the provincial government passed the Ontario First Nation, Métis and Inuit (FNMI) Education Policy Framework legislation.

"It speaks about the vision (that) First Nations and Métis and Inuit students across the province have a better understanding of themselves, their identity and so they can achieve their elementary and secondary education in Ontario," she said.

Prior to 2007, Simcoe County had already started a self-identification policy born of the First Nation education advisory committee that is made up of Rama and Beausoleil First Nations and a First Nations trustee from the SCDSB.

"When we started off with our policy, we immediately had 700 responses," she said, which told her there was a desire for that type of identification.

So far, about 1,300 students have identified themselves as FNMI in Simcoe County, but Ewanchuk said there are more students who haven't self-identified.

The Ministry of Education has also set a critical date of 2016 for FNMI students to improve achievement and close the gap in literacy, numeracy, retention, graduation rates and advancement to post-secondary education, Ewanchuk explained.

There are 10 performance measures that include scores on the provincial assessments done in grades 3, 6 and 9 and the secondary-school literacy test that has been since 2007.

"Since 2007, we've seen gains in reading and writing at the Grade 3 and 6 levels and gains in academic math at the secondary level. We've seen stable rates around secondary-school literacy tests," Ewanchuk said.

There are a significant number of students who are achieving the provincial standard and are well on their way, but gaps remain, she said.

Students who identify themselves as FNMI can be assisted when they transition from schools on reserve from Rama and Beausoleil to public secondary schools in Grade 9.

They can also take part in cultural awareness education. For example, a banner art program began this month in elementary and secondary schools.

"This activity builds student identity," she said.

It also extends to the rest of the student population because FNMI students have to bring a friend into the program.

The second component of the provincial legislation works to educate all staff and students about traditional and contemporary First Nations, Métis and Inuit issues, she said.

"In the past, and speaking of myself as a teacher, when it came to study aboriginal people in Canada in Grade 6, you taught your unit, but it always came from a historical perspective that was not developed or written by First Nation and Métis people," she said.

Now, that education comes from FNMI writers and educational influences come from community partners such as the First Nations education advisory committee, FNMI education advisory circle and individual cultural educators such as John Snake from Rama, who died in January.

"He did a lot of circles for staff and professional learning about First Nations cultural awareness. He was a very dear friend of mine. He taught me a lot," she said. "He taught us all about using kind words and thinking and acting from our heart. It has made an impact on our teachers."

Ewanchuk has a dedicated FNMI staff of seven specialized teachers and advisers who work from the SCDSB Administration Centre in Midhurst but visit and work in all the schools.

Among the resources they've made available are literature and learning baskets that have been delivered to schools and kindergarten to secondary-school classes with FNMI writers.

One of the programs that is available in schools for everyone is the restorative practices for respectful relationships.

"If there are budding behaviour issues, the school may want to have a formal circle and you need a trained facilitator. The circle would be necessary for issues around theft, vandalism or fighting,"

Ewanchuk said. "Rama's insight for us is we always need to be sure our students have a voice, that they are heard in a respectful manner using a talking stick. It's done with an elder."

Initially, the OPP model of restorative practices was adopted, but then the SCDSB made its own and has trained 250 staff and some police officers in facilitating the circles.

"It really gives the students a voice to be heard," she said.

Also along the cultural continuum, student leadership teams have been set up in schools in the county and they are organizing powwows at their schools in Barrie, Orillia and Midland.

The Seven Grandfather posters that are in all schools were written with the help of students, Ewanchuk said.

Simcoe County is a leader in the FNMI education field. It was one of three school boards that took part in a pilot project looking at the needs for FNMI students in an urban environment. The information contained voices of many people, including students, and was included in the provincial summary submitted to the Ministry of Education with recommendations.

Ewanchuk said she knew the work she was doing was on the mark when an elder stood and thanked her after she made a presentation at a November conference in front of chiefs of Ontario and the Ministry of Education.

"It was awesome," she said. "There's a lot happening that is informing our work."

Lastly, credit courses about FNMI are expanding. Next year, a new course, English contemporary aboriginal voices, will be offered at Twin Lakes Secondary School.

The school has offered Ojibway language using an outside aboriginal teacher class for several years.

In Kooy's native studies class this semester, there are 23 students, only eight of whom are self-identified as FNMI.

"Kids from all backgrounds take this course. I think that's fantastic," he said. "Historically, there has been a significant gap in secondary level in terms of curriculum for First Nations issues."

The course covers historical and current issues such as treaties and residential schools.

Foster, a student in Kooy's course, said "they learned about where we came from, but we didn't learn where they came from."

"When you are with the other natives in school, it's nice to know the same thing they are thinking," she said.

gisele.wintonsarvis@sunmedia.ca

OD/Park Secondary School

Principal Sammon reported that at present, there are 50 students who have formally self-identified as First Nations, Métis, or Inuit (*9 are from Rama*); additionally, there are another dozen students who have disclosed this aspect of their cultural identity to a guidance counsellor or to the FNMI student advisor.

There will be 11 FNMI students who will be graduating in June; three have applied to a college or university of their choice. They are being assisted with their applications for band funding as well as in applying for post-secondary assistance, and financial supports. Other graduates are choosing to enter the work force or pursue an apprenticeship; they too are being assisted with transitional supports.

There are two sections of Native Studies this semester: a grade 10 NAC2O course as well as a combined grade 11 college/workplace course, NBV3C/3E. Students in both classes are actively engaged in learning about the cultures, traditions, and contemporary beliefs of Aboriginal peoples in Canada. The school is fortunate to have several guests scheduled to come in over the course of the semester to share their authentic voices and perspectives. There are also field trips planned that both classes will participate in together.

Students from the Pow Wow planning committee at Georgian College are working with the students to share their experiences and expertise; this is very valuable as we move forward with preparations for cultural awareness week and celebration scheduled for May.

Midland Secondary School and Seventh Fire

Principal Fletcher reported that second semester at Seventh Fire has students taking Ojibwe, physical education/health for life, learning strategies and an independent compulsory course (civics/careers, geography, math, etc.). In addition to regular classes, some students are participating in dual credits. Two students are completing a Personal Growth and Development course and four students are completing a Culture and Cuisine course. Both dual credits are offered with a First Nations focus through Georgian College. Students will receive from the dual credits both a college and high school credit.

In the Ojibwe course, we are transitioning into incorporating blended learning strategies to further support students. Video language lessons are being archived to support anytime anyplace learning. The learning strategies course is incorporating a series of hands-on and experiential projects including bicycle maintenance, cultural sharing circles, interviewing Seventh Fire grads (and documenting these interviews to share at our 10th Anniversary Graduation ceremony) and work is underway on the Student Voice project involving the sanding and painting of paddle blanks. Rogers TV produced and broadcast a segment on Seventh Fire which showcased our students first semester.

Georgian Bay Friendship Centre continues to support the students in attendance at Seventh Fire providing counselling and community liaison for all aspects of the students' lives.

This winter students had the opportunity to connect their environmental science course in semester 1 to the impact of recreational activities on the environment. To enrich their studies, students went skiing and snowboarding at Snow Valley while assessing the impact of chair lifts, clear cutting runs and snow-making.

The grade nine Native Studies (NAC10) course this semester at MSS has 19 students enrolled. Thus far in the semester the students have studied three groups of First Nations peoples to develop student's understanding of their art, culture, architecture, ceremonies and way of life. Each unit the students have sampled representative foods. They are currently finishing carving of totem poles as a culminating activity of the unit.

Through the Student Success initiative focusing on FNMI student achievement the Instructional Coach has focused on the grade 9 and 10 students taking math at the applied level. Teachers have developed instructional strategies to support the learning of these students. Very positive results were achieved first semester with all FNMI students in grade 9 and 10 applied math earning their credit.

Students at both sites continue to be supported by FNMI student advisors Ruth Quesnelle and Karen King and Beausoleil First Nations Student Advisor Sylvia Norton through guidance and the provision of cultural activities and the sharing food.

Penetanguishene Secondary School

Principal Maclsaac reports that the PSS students and staff continue to work on cultural awareness with opportunities to celebrate the cultural backgrounds of the community. During Semester two the grade 9 art class, Expressing Aboriginal Culture has offered students opportunities to learn about First Nation customs from across Canada. Students are currently learning about West Coast style art and then are moving into a unit on drum making. The Art department will also have students working in a collaboration project with James Keating Elementary School on a project that relates to legends.

Students from Christian Island Elementary School joined other PSS feeder schools in February as part of the grade eight to grade nine transition programs. Students participated in various classes, fun activities and heard from teachers of various programs to assist in their course selection. Students from Christian Island also joined other future PSS students at grade 9 transition dance. New this year was an opportunity for incoming grade 8 students to spend an entire day matched with a grade 9 buddy. These students would follow the grade 9 students' timetable. PSS staff will be visiting the future students once again in May prior to them joining PSS in September.

This semester PSS has once again offered the Ojibwe language class. Ojibwe class is at its capacity with 26 students. This is the first time in five years that the class is at its maximum size. Attendance has been great and students are engaged each and every day. Currently being worked on is vowel and consonants sounds as well as basic conversation words and expressions. The students will be moving on to personal pronouns, diminutives, and interrogatives shortly. Students have begun planning their "Anishinaabe (Ojibwe) Board

Games. The class will be joining the project that art class is involved with at James Keating. We will be adding a Language component to the story/illustrations.

This semester's Contemporary Aboriginal Literature class has 33 registered students, this is one of the largest classes in the school. The semester started with the reading of a short essay by Drew Hayden Taylor that introduced some of the complications of being politically correct. The discussion generated from this piece was interesting and has outlined some 'labelling' issues our own students have encountered.

Due to the large number of students from a diverse population - culturally and socio-economically - a lesson on values was needed for everyone to gain a better understanding of each other's needs. This led to some examination of the Seven Grandfather Teachings and their value to everyone in society.

The students have read some short stories from W. P. Kinsella and then watched the movie *Dance Me Outside*. Their comparisons between the stories and movie demonstrated that they enjoyed the movie, but that the stories provided more interesting tales. This particular unit was also used to help prepare some of the students for the upcoming literacy test. A series of paragraphs was completed to outline the importance of values to the individual.

Storytelling and storytellers are a critical component of any society, and students have been examining these in relation to myths, creation stories and legends. The teacher read the Kitche-uwa'ne legend to the class, some had never heard the story before. They are writing their own creative story about our home town. Additionally, the students have been working in small groups to read a variety of children's stories by Aboriginal authors. They will be presenting one to the class.

The next unit will be the novel *The Absolutely True Diary of a Part-Time Indian*, which most students typically enjoy for its humour and common issues that some share with the main character Junior. The novel really helps some students really begin to understand the adversity that Aboriginal teens struggle to overcome.

The staff and students are excited as the warmer weather develops. Field trips are planned to provide some authentic learning opportunities for students in both classes to support students learning.

Rama Student Advisor

Lisa Snache reported that with the completion of semester one finals, and semester two interims ongoing monitoring of attendance and progress is in place. She advised that supports for academics are being offered as the need arises.

College and university tours for several grade 12 students are taking place. A grade 8 options presentation and luncheon took place on January 17, 2014 for students and parents at Mnjikaning Kendaaswin Elementary School.

To date registrations numbers are three students for Twin Lakes Secondary School and four students for O/D Park Secondary School. Lisa reported that she attended the Grade 8 Open

House for OD/PARK and Twin Lakes. She advised that a Youth Support Worker from Rama Social Services meets with students (at risk) in the schools.

Lisa reported that she had an inquiry from a former OD student regarding a native art mural done by him, he is hoping that it will go to the new school. This has been discussed with Principal Sammon.

A University of Toronto representative presented a Summer Mentorship Program to the students at TLSS and OD/PARK. Three students have applied for this opportunity. One student attended their March Break Aboriginal Youth Gathering.

Lisa reported that an upcoming event, the Future Building Construction Trades Fair, will take place in Burlington on April 9/14.

The current number of Rama students, as of December 19, 2013 is as follows:

Twin Lakes Secondary School (On Reserve 16) (Off Reserve 8)	24
OD/PARK (On Reserve 10) (Off Reserve 6)	16
Orillia Alternative Program	1

Student Representative

Arlana Bickell reported that she has been very busy since the last FNEAC meeting. She has participated in link crew events at Twin Lakes Secondary School. She partook in Bully Awareness week activities from November 17-23, 2013. Arlana attended Participation week activities from November 25-29, 2013. She participated in an MSAC teleconference November 20, 2013 on FNMI curriculum review for Grade 10 First Nations, Metis, and Inuit peoples in Canada. Arlana also completed the School Climate Survey. She assisted in organizing and getting donations for the TLSS athletics auction for Orillia's Jubilee House.

Arlana was profiled in the SCDSB Sharing Simcoe article on her selection & participation on MSAC. Arlana was selected as the Rotary Club student of the month for December. She participated in a SCDSB student forum February 11, 2014. On February 11, 2014 Arlana attended a luncheon presentation by the Rotary Club for student of the month for December. Arlana presented a cheque on behalf of TLSS athletic council to Orillia Jubilee House (proceeds from the Christmas auction). She helped set up, take tickets and attended semi-formal. She attended a "sexting presentation" which showed how the school environment was affected. Arlana participated in the student voice forum on February 28, 2014. Arlana reported that soccer practices and track and field have started up.

During March break Arlana attended the SOAR Aboriginal Youth Gathering and recruitment camp at the University of Toronto. Arlana reported that parent/teacher/student interviews took place March 20, 2014. She reported that course option sheets were due March 25, 2014. Arlana informed the committee that preparations are underway for the cultural fair to be held on April 2, 2014. She reported that she is looking forward to attending the Raptors game for athletic council participation in April and is also looking forward to the volleyball-athon in April.

APPENDIX D – Pages 1 to 15

**SIMCOE COUNTY DISTRICT SCHOOL BOARD
FIRST NATIONS EDUCATION ADVISORY COMMITTEE
FNMI EDUCATION MULTI YEAR PLAN 2013-2016**



Simcoe County
District School Board

Your Future... Our Priority



First Nation, Métis and Inuit Education Multi-Year Plan

- | | | | | | | | | | |
|-----------|----------------|-------------|--------|---------|----------|---------|---------|---------|---------------|
| Integrity | Responsibility | Cooperation | Caring | Respect | Optimism | Honesty | Empathy | Courage | Inclusiveness |
|-----------|----------------|-------------|--------|---------|----------|---------|---------|---------|---------------|

Vision



BIPSA-WB and FNMI Multi Year Plan

The Ontario First Nation, Métis, and Inuit Education

Policy Framework

Our plan for First Nation, Métis, and Inuit education within the Simcoe County District School Board captures the vision of the Framework Policy which states: First Nation, Métis, and Inuit students in Ontario will have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue post-secondary education or training and/or enter the workforce. They will have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world. All students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives (p.7).



Simcoe County
District School Board

Your Future... Our Priority

- Relevant, purposeful learning supporting high achievement, well-being and learning for life.
- Inclusive, equitable and safe learning and working environments
- Confidence in public education
- Responsible stewardship of resources

Supportive Structures

The Simcoe County District School Board has a number of structures in place to support increased First Nation, Métis and Inuit student confidence, self-esteem and student achievement, as well as increased community engagement.

Community Partners

- First Nation Education Advisory Committee: Rama & Beausoleil
- First Nation, Métis and Inuit Education Advisory Circle
- FNMI agencies/organizations in Barrie, Orillia and Midland

Board Leadership

- Trustees
- First Nation Trustee
- Director
- Superintendent Lead
- Administrative Council
- Principal of First Nation, Métis and Inuit Education

First Nation, Métis and Inuit Education Staff

FNMI Student Advisors, FNMI Program IRT, FNMI Special Education IRTs

Positive School Climate

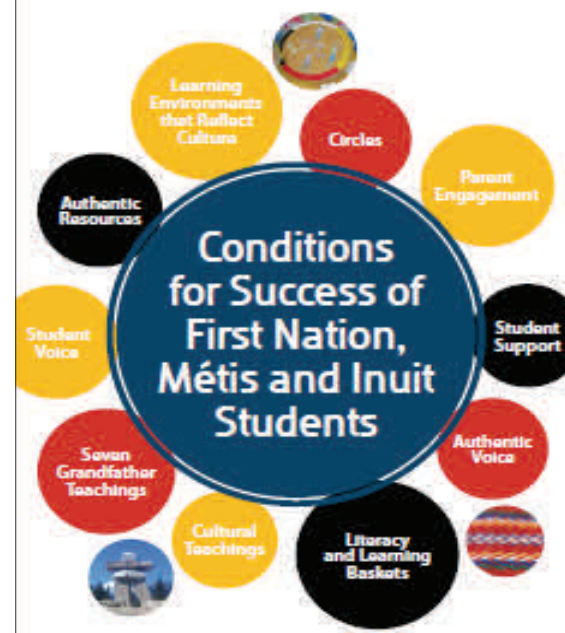
CONNECTING CHARACTER EDUCATION TO THE SEVEN GRANDFATHER TEACHINGS



Credits: Mishomis Book
Traditional Teachers
Lionis Oval Public School
- Ojibway Language Class



“Create a place where it is okay to be Aboriginal” - parent



First Nation, Métis and Inuit Best Practices



PHYSICAL

Include:

- Students have a voice;
- Circle teachings as part of classroom practice and instruction;
- Community agreements rather than class rules;
- First Nation, Métis and Inuit authors and literature (Literacy and Learning Baskets);
- Elders and Métis Senators, artists, story tellers and other community members in classroom and school activities;
- Cross-curricular First Nation, Métis and Inuit experiences in all subjects (Teacher's Toolkit);
- Videos, novels, visuals and links that represent authentic First Nation, Métis and Inuit voices;
- Content that reflects local First Nation, Métis and Inuit communities and honours regional protocols;
- Highly interactive and collaborative learning environments;
- Dedicated gathering spaces and display areas;
- Experiential learning techniques;
- Respectful teaching strategies;
- Parents/guardians and community partners.
- Time to listen;



EMOTIONAL

Acknowledge:

- The diversity within First Nation, Métis and Inuit Cultures and Histories;
- The distinct and unique differences between and amongst First Nations (for example Anishinaabe and Haudenosaunee);
- The names of individual nations rather than the more generic overuse of Aboriginal people as a collective;
- The importance of building and maintaining positive relationships with families and community members;
- The importance of positive peer relationships in schools;
- The connection between self-esteem and learning;
- Individual strengths, needs, interests and learning styles;
- Student learning is impacted by a variety of factors including anxiety, sensory challenges and coping strategies;
- Behaviour is a form of communication.

MENTAL

Ensure:

- Lesson plans are based on the principles of Universal Design and include Differentiated Instruction;
- Restorative Practices are used to build and maintain respectful relationships;
- Success criteria and learning goals are clear and concrete;
- Students have a voice;
- Students receive rich, detailed and timely feedback;
- Information is accurate and authentic; (Learning Baskets, Goodminds Book Distributor);

- Individuals can choose from a variety of ways to communicate their understandings;
- Educational content is rooted in contemporary times and helps students understand how the past led to present realities;
- Maps include a time period reference and accurately locate First Nation, Métis and Inuit peoples of that period;
- Both contemporary and traditional contributions of First Nation, Métis and Inuit people are equally valued;
- A balance of perspectives is presented;
- Visuals include contemporary images and people;
- The need for the self-determination of First Nation, Métis and Inuit peoples is respected.

SPIRITUAL

Reflect on:

- Your own understanding of First Nation, Métis and Inuit peoples and current issues;
- Cultural bias and assumptions;
- Bias in learning resources;
- The connections between the 7 Grandfather Teachings and SCDSB's Character Traits;
- The importance of active listening and asking what students are saying;
- Individual and peer feedback;
- The difference between circular/holistic and linear/sequential thinking.
- How you honour and respect each student in your care.

Relationships

Board Improvement Plan for Student Achievement and Well-Being

We believe that...“All students will benefit from classroom instruction and specific interventions that are informed by provincial, system and classroom assessments, and achievement and learning skills trends for specific student groups including but not limited to First Nation, Metis and Inuit (FNMI), Special Education, English Language Learners (ELL) and gender.”



Community Culture and Caring	Learning and Teaching	Pathways
<ul style="list-style-type: none"> Equity and Inclusive Education Character Education Restorative Practices Positive School Climate Growth Mindsets Collaboration with Community Partners Student Voice 	<ul style="list-style-type: none"> Literacy Rich Environment Inquiry-based Learning Differentiated Instruction Literacy and Learning Baskets Board Leadership Development Strategy Collaborative Inquiry to Address Urgent Student Needs Implementation and monitoring of Individual Education Plans (IEP) Early Success EQAO 	<ul style="list-style-type: none"> Education and Career Planning Specialized Programs Transition Planning Early Identification Monitoring and Tracking of Students Identified At Risk

First Nation, Métis and Inuit Education

Goals...



IF First Nation, Métis and Inuit (FNMI) students receive differentiated and culturally enhanced classroom instruction and specific FNMI interventions, THEN FNMI student achievement will increase and achievement gaps will close.



IF SCDSB staff continue to focus on and monitor the achievement of students who have identified as First Nation, Métis and Inuit students, THEN areas of need can be identified and targeted to improve learning.



IF schools implement the First Nation, Métis and Inuit (FNMI) Best Practices document and use the resources developed for the FNMI Literacy and Learning Baskets and lessons from the Teacher's Toolkit, THEN FNMI students will see themselves reflected in the curriculum.

Knowledge

ELEMENTARY AND SECONDARY PROVINCIAL ASSESSMENTS



EQAO RESULTS: Simcoe County District School Board (SCDSB) compared to SCDSB First Nation, Métis and Inuit (FNMI) Students and Provincial FNMI Students									
Year of Assessment	Primary Assessment								
	Reading			Writing			Mathematics		
2012-2013	70	55	46	74	65	55	69	46	44
2011-2012	67	56	47	74	59	57	67	56	48
2010-2011	68	59	43	73	67	55	69	64	49
2009-2010	65	55	42	67	55	51	69	60	50

EQAO RESULTS: Simcoe County District School Board (SCDSB) compared to SCDSB First Nation, Métis and Inuit (FNMI) Students and Provincial FNMI Students									
Year of Assessment	Junior Assessment								
	Reading			Writing			Mathematics		
2012-2013	76	63	58	70	62	55	52	37	33
2011-2012	73	60	55	68	58	53	50	35	34
2010-2011	72	60	57	65	56	54	49	42	35
2009-2010	73	64	50	63	58	49	55	43	36



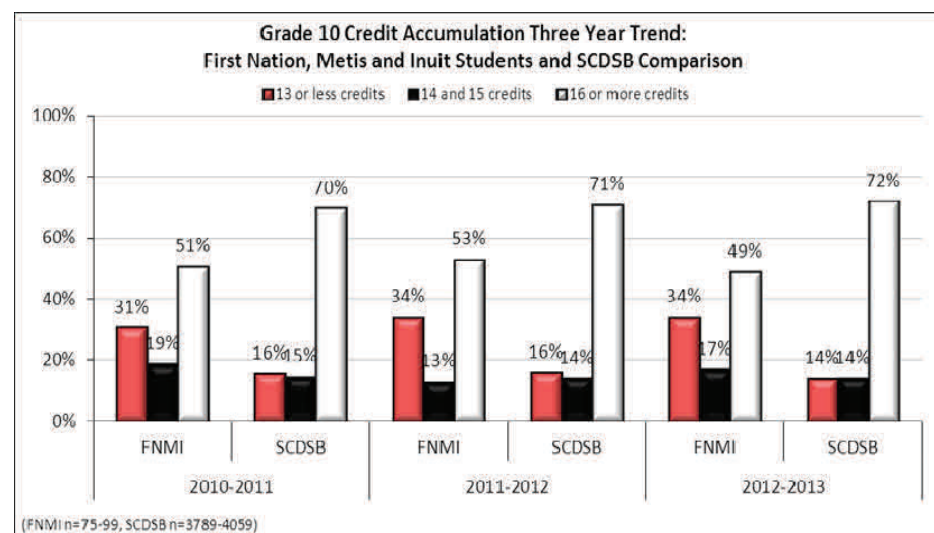
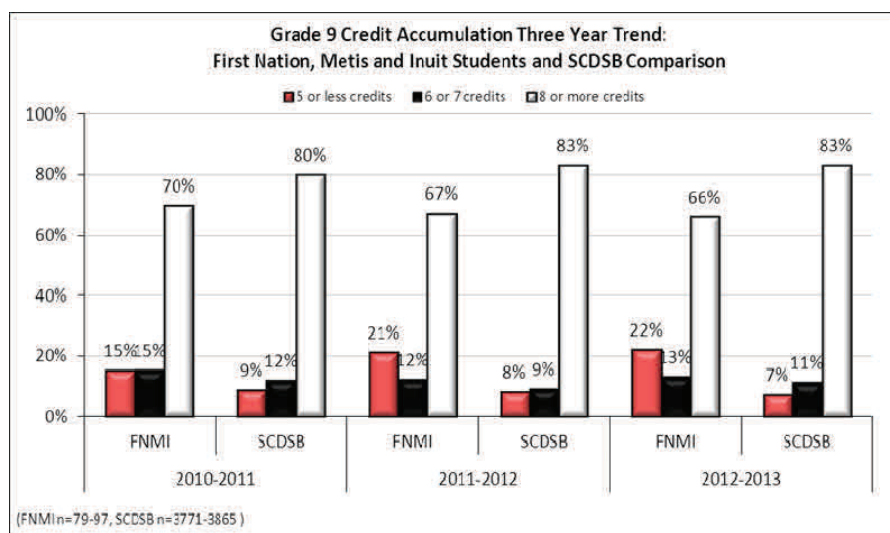
EQAO RESULTS: Simcoe County District School Board (SCDSB) compared to SCDSB First Nation, Métis and Inuit (FNMI) Students and Provincial FNMI Students									
Year of Assessment	Grade 9 Mathematics						OSSLT		
	Applied			Academic					
2012-2013	45	35	33	82	64	69	78	56	59
2011-2012	46	39	37	81	84	68	78	53	63
2010-2011	44	26	34	81	75	73	80	59	61
2009-2010	44	25	30	80	67	72	83	58	58

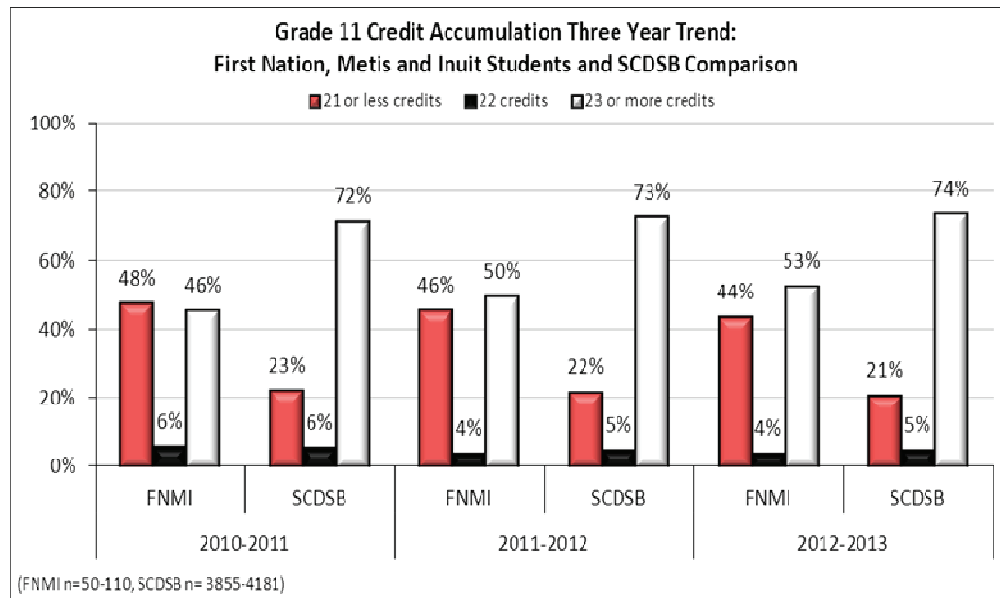
Simcoe County District School Board Students	SCDSB First Nation, Métis and Inuit Students	Provincial FNMI Students
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CREDIT ACCUMULATION

PASS RATES

Three Year Trend of Credit Accumulation: FNMI and SCDSB Comparison							
		2010-11		2011-12		2012-13	
		FNMI (n=50-79)	SCDSB (n=3865-4181)	FNMI (n=96-99)	SCDSB (n=3812-4026)	FNMI (n=93-110)	SCDSB (n=3771-3855)
		8 or more credits	8 or more credits	8 or more credits	8 or more credits	8 or more credits	8 or more credits
Grade 9	All Students	70%	80%	67%	83%	66%	83%
	Male	67%	75%	62%	80%	65%	79%
	Female	73%	84%	73%	86%	66%	87%
		16 or more credits	16 or more credits	16 or more credits	16 or more credits	16 or more credits	16 or more credits
Grade 10	All Students	51%	70%	53%	71%	49%	72%
	Male	40%	65%	54%	66%	40%	68%
	Female	64%	74%	51%	75%	63%	76%
		23 or more credits	23 or more credits	23 or more credits	23 or more credits	23 or more credits	23 or more credits
Grade 11	All Students	46%	72%	50%	73%	53%	74%
	Male	46%	68%	35%	69%	53%	70%
	Female	46%	76%	69%	77%	53%	77%





SCDSB AND FNMI PASS RATE COMPARISON

Grade 9

Year	Grade 9 English					
	Academic		Applied		Locally Developed	
	SCDSB	FNMI	SCDSB	FNMI	SCDSB	FNMI
2012-2013	97	89	89	86	87	81
2011-2012	97	95	90	88	87	76
2010-2011	97	89	87	95	86	NR

Year	Grade 9 Mathematics					
	Academic		Applied		Locally Developed	
	SCDSB	FNMI	SCDSB	FNMI	SCDSB	FNMI
2012-2013	96	86	89	79	90	91
2011-2012	97	94	89	78	90	87
2010-2011	95	90	86	85	86	NR

Grade 10

Year	Grade 10 English					
	Academic		Applied		Locally Developed	
	SCDSB	FNMI	SCDSB	FNMI	SCDSB	FNMI
2012-2013	97	94	87	75	88	85
2011-2012	96	89	87	90	89	73
2010-2011	96	91	87	77	81	73

Year	Grade 10 Mathematics					
	Academic		Applied		Locally Developed	
	SCDSB	FNMI	SCDSB	FNMI	SCDSB	FNMI
2012-2013	93	73	84	76	91	82
2011-2012	93	95	83	77	88	81
2010-2011	93	73	82	86	87	100

ACTIONS

High Levels of Student Achievement

Performance Measures:

Significant increase in the percentage of First Nation, Métis and Inuit students meeting provincial standards on province wide assessments in reading, writing and mathematics.

Strategies:

- 1.1 Build capacity for effective teaching, assessment and evaluation practices.
- 1.2 Promote system effectiveness, transparency, and responsiveness.

2012-2013 Highlights

- * IRT numeracy support in Priority Schools
- * Achieving FNMI Student Success: Seven Teachings and Literacy and Numeracy - Data analysis, trend identification SIPSA goals
- * Developed FNMI Specific PLC school collaborative inquiry model
- * Provided Restorative Practices for Respectful Relationships: Stage 1, 2 and 3
- * Voluntary, Confidential Self Identification of First Nation, Métis and Inuit Students - held three Community Feasts - new brochures and posters
- Finalize NBE 3C/3U: Contemporary Aboriginal Voices

FNMI specific SIPSA goals have been developed and shared with all elementary schools

2013-2014 Targeted Actions

- Collect evidence on how resources are being incorporated into classroom program
- Facilitate First Nation, Métis and Inuit Collaborative Inquiry—Ministry funded
- Aboriginal Education Office Grant—Numeracy
- Provide authentic resources to schools
- Facilitate First Nation, Métis and Inuit (Native Studies professional learning with secondary schools
- Provide support to all 14 schools with developed SIPSA goals—focus on strategies

Reduce Gaps in Student Achievement

Performance Measures:

- Significant increase in the graduation rate of First Nations, Métis and Inuit students.
- Significant improvement in First Nations, Métis and Inuit student achievement.
- Significant improvement in First Nation, Métis and Inuit self esteem.
- Increased collaboration between First Nation education authorities and school board to ensure the First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools.
- Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help then serve first Nation, Métis and Inuit students more effectively.

Strategies:

- Enhance support to improve literacy and numeracy skills.
- Provide additional support in a variety of areas to reduce gaps in student achievement

2012-2013 Highlights

- Developed FNMI Best Practices brochure.
- Facilitated an FDK Oral Language Assessment Collaborative Inquiry in 12 schools. Resourced school with Eagle Crest leveled books, FNMI cultural resources and provided professional learning around the Four Foci questions developed by Carmel Crevola.
- Facilitated a series of PD sessions related to the incorporation of FNMI culture and history in the classroom: These sessions will include: The Seven Grandfather Teachings, Medicine Wheel, Haudensaune teachings, Inuit perspectives, relevant research, and engaging parents.
- Developed a formal transitions process for students coming from Mnjikaning Kendaaswin ES and Christian Island ES. Shared with the Assembly of First Nations.
- Provided special education supports for parents to ensure smooth placement and adjustment for students moving from First Nation schools to SCDSB schools.
- Held cultural gatherings at Lions Oval, Huron Park, Maple Grove and Barrie Central

2013-2014 Targeted Actions

- Student leadership teams and FNMI staff to facilitate Student Voice in the Arts—school banners and Seven Teachings—share at “Sharing Our Learning” in May
- FNMI Collaborative Inquiry
- Professional learning sessions:
 - Oral language and FNMI resources in FDK classrooms
 - Turtle Island Voice and We are all Treaty People
 - Revised Social Studies Curriculum
 - First Nation, Métis and Inuit Studies teachers
- Supporting schools with FNMI SIPSA goals
- Ministry Re-engagement and FNMI School Support Initiative through Student Success
- Zones of Regulation implementation by FNMI staff

High Levels of Public Confidence

Performance Measures:

- Increased participation of First Nation, Métis, and Inuit parents in the education of their children.
- Increase opportunities for knowledge sharing, collaboration, and issue resolution among Aboriginal communities, First Nation governments and education authorities, schools, school boards, and the Ministry of education.

Strategies:

- Build educational leadership capacity and co-ordination.
- Build capacity to support identity building, including the appreciation of Aboriginal perspectives, values, and cultures by all students, school board staff, and elected trustees.

2012-2013 Highlights

- Continue to consult and collaborate with First Nation Education Advisory Committee (FNEAC) and the Aboriginal Education Advisory Circle (AEAC) on matters related to the implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework.
- Updated the FNMI Staff Website.

2013-2014 Targeted Actions

- AEO Proposal to contract a Community Cultural Coordinator
- Digitize the resource and to create CD ROMs, listening centres and update using contemporary visuals
- Complete SCDSB FNMI Handbook
- Through the use of the Wise Ones process, bring in contemporary First Nation guest speakers: Wab Kinew and David Jones (Turtle Concepts)
- Coordinate First Nation, Métis and Inuit (Native) Studies Cultural Day in February
- Sharing our Learning: May 7, 2013
- Cultural Gatherings at Penetanguishene SS and OD/Park

Simcoe County District School Board Goals for First Nation, Métis and Inuit Students

1. IF First Nation, Métis and Inuit (FNMI) students receive differentiated and culturally enhanced classroom instruction and specific FNMI interventions, THEN FNMI student achievement will increase and achievement gaps will close.
2. IF schools implement the First Nation, Métis and Inuit (FNMI) Best Practices document and use the resources developed for the FNMI Literacy and Learning Baskets and lessons from the Teacher’s Toolkit, THEN FNMI students will see themselves reflected in the curriculum.
3. IF SCDSB staff continue to focus on and monitor the achievement of students who have identified as First Nation, Métis and Inuit students, THEN areas of need can be identified and targeted to improve learning.

Community, Culture and Caring	Learning and Teaching	Program and Pathways
<p><u>Reach Every Student</u></p> <ul style="list-style-type: none"> • Restorative Practices: Stages • Student Voice – Focus Groups • School banners—Student Voice in the Arts • Seven Grandfather Teaching—Student Voice in the Arts • Equity in Action – Wab Kinew (Feb 25th and Feb 26th) <p><u>Close the Gap</u></p> <ul style="list-style-type: none"> • Student Leadership Teams • School Cultural Gatherings at OD/Park and PSS • SCDSB FNMI Handbook (AEO proposal) <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Engaging FNMI Parents through Focus Groups “<i>Sustaining Conditions for Continued Success</i>” • <i>Zones of Regulation</i> implementation by FNMI staff 	<p><u>Reach Every Student</u></p> <ul style="list-style-type: none"> • FNMI Literacy and Learning Baskets • Support FNMI school SIPSA implementation • Turtle Island Voices Grade 4-8 PD • We are all Treaty People resources PD • Eagle Crest FDK PD • Ministry of Education Collaborative Inquiry • Revised Social Studies, History and Geography PD • Wise Ones • 8th Fire Focus – Wab Kinew (Feb 26th) • First Nation, Métis and Inuit Studies PD • Cultural Celebration – May 2014 <p><u>Close the Gap</u></p> <ul style="list-style-type: none"> • FNMI SIPSA Implementation • FNMI Special Education support • Ojibwe Language Resources • FNMI Numeracy (AEO proposal) • Community, Culture and Language Coordination – Electronic Ojibwe Language Resource Guide (AEO proposal) <p><u>Assessment</u></p> <ul style="list-style-type: none"> • FNMI Data analysis to inform FNMI teaching strategies – Numeracy and OSSLT 	<p><u>Close the Gap</u></p> <ul style="list-style-type: none"> • Grade 8 course recommendations • Transition planning with Beausoleil and Rama First Nations • Transition support materials • Ministry of Education FN Re-engagement – Student Success • Ministry of Education FNMI School Support Initiative – Student Success • FNMI strategies in FDK classrooms • Aboriginal Post-Secondary Education • Student Advisors supporting FNMI students and FNMI students identified as at-risk • Seventh Fire Alternative Education Program <p><u>Assessment</u></p> <ul style="list-style-type: none"> • Tracking and monitoring of FNMI students identified as at-risk • FNMI Data analysis to inform FNMI teaching strategies

APPENDIX E – Pages 1 to 4

**SIMCOE COUNTY DISTRICT SCHOOL BOARD
FIRST NATIONS EDUCATION ADVISORY COMMITTEE
CHARTER OF COMMITMENT
FIRST NATION, MÉTIS AND INUIT EDUCATION**

Charter of Commitment First Nation, Métis and Inuit Education

This document has been drafted for consideration for adoption by the Ontario Public School Boards' Association and for recommendation to the Canadian School Boards' Association as a National Charter of Commitment.

The development of this Charter is guided by:

- The *Canadian Constitution Act*, 1982
- The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), September, 2007
- Ontario's First Nation, Métis and Inuit Education Policy Framework (2007)
- *It's Our Vision, It's Our Time – First Nations Control of First Nations Education*, Assembly of First Nations, July 2010
- *The Accord on Indigenous Education*, Association of Canadian Deans of Education, 2010

(Key provisions of these documents are set out in the Appendix)

Intent

The intent of the Charter is to articulate the support by school boards for

- First Nation, Métis and Inuit knowledge systems and learning models;
- The central value of culture, language and knowledge of history in contributing to the well-being of First Nation, Métis and Inuit students, families and communities;
- A holistic approach that addresses spiritual, emotional, physical and intellectual development in relation to oneself, family, community and environment
- Ensure that there is a mechanism for school boards to periodically report on their progress towards achieving the goals of the Charter.

Vision

First Nation, Métis and Inuit identities, cultures, languages, values, ways of knowing, and knowledge systems will flourish in all Ontario schools.

Principles

This Charter of Commitment:

- Supports a socially just society for First Nation, Métis and Inuit peoples
- Reflects a respectful, collaborative, and consultative process among First Nation, Métis and Inuit knowledge holders and knowledge holders in the general education community
- Promotes partnerships among schools, school boards and First Nation, Métis and Inuit communities

- Values the diversity of First Nation, Métis and Inuit knowledges and ways of knowing and learning.

Goals

The Ontario Public School Boards' Association on behalf of member school boards will collaborate with education partners in Ontario to support, endorse and foster the following goals:

Respectful and Welcoming Learning Environments

- Support all school and board staff in creating learning environments that instill a sense of belonging for all learners in Ontario and that are more accepting, respectful, welcoming and supportive of First Nation, Métis and Inuit learners.
- Promote strategies that encourage First Nation, Métis and Inuit students to participate in the full range of school activities including recreation and leadership roles.
- Foster initiatives that provide students with positive transition experiences in moving from First Nation communities to provincially funded schools.
- Promote respectful and welcoming environments so that all schools are positioned to encourage involvement of families of First Nation, Métis and Inuit students and of community members.

Respectful and Inclusive Curriculum and Classroom Programs

- Actively identify opportunities to integrate First Nation, Métis and Inuit histories, cultures and perspectives in delivery of curriculum in the classroom across the full spectrum of subjects and from K-12.
- Consult with Elders and other First Nation, Métis and Inuit experts in traditional knowledge, cultures, and histories to bring relevant local perspectives to instruction planning.
- Promote shared planning with First Nation, Métis and Inuit families in student transitions, student supports and curriculum resources and include these measures in Education Services Agreements between First Nation communities and school boards.
- Share successful initiatives of integration of First Nation, Métis and Inuit histories, cultures and perspectives among school boards and with the Ministry to support continuous improvement in curriculum and program planning that incorporates First Nation, Métis and Inuit content.

Culturally Responsive Pedagogy

- Advocate for teacher education programs that include courses on First Nation, Métis and Inuit cultures, histories and perspectives and that prepare teachers to incorporate these areas of knowledge across their teaching practice.
- Provide professional development within school boards that offers teachers opportunities to improve their knowledge, understanding and skills in relation to

First Nation, Métis and Inuit cultures, histories, perspectives, learning models and learning styles.

- Involve Elders and others with expertise in local First Nation, Métis and Inuit communities in supporting teachers to incorporate First Nation, Métis and Inuit content in their program delivery in accurate, culturally sensitive and appropriate ways

Valuing First Nation, Métis and Inuit expertise

- Partner with First Nation, Métis and Inuit organizations and learning institutions to engage their expertise in appropriate ways to incorporate First Nation, Métis and Inuit cultures, histories and perspectives in school programs.
- Consult with First Nation, Métis and Inuit organizations and learning institutions

Culturally responsive assessment

- Promote assessment practices that actively support achievement of First Nation, Métis and Inuit students through acknowledgement of a range of learning models and learning styles.
- Promote the elimination of cultural and other forms of bias in student assessment.

Affirming, revitalizing the languages of Canada's First Peoples

- Recognize the central role of language in supporting identity and culture and in validating First Nation, Métis and Inuit world views.
- Be proactive in promoting indigenous languages in schools, including consideration of language immersion programs.
- Promote the development of resources in First Nation, Métis and Inuit languages.

First Nation, Métis and Inuit representation in staff and leadership

- Promote voluntary confidential self-identification of First Nation, Métis and Inuit staff in school boards.
- Encourage increased representation of First Nation, Métis and Inuit staff in boards through hiring and promotion practices.
- Collaborate with universities and colleges, and with First Nation, Métis and Inuit communities, to improve access, transitional support and retention strategies to increase the numbers of First Nation, Métis and Inuit people enrolling in and completing secondary, post-secondary, teacher education and early childhood education programs.

Non-Aboriginal learners – foster commitment to First Nation, Métis and Inuit education

- Promote curriculum that ensures grade-appropriate instruction across the curriculum related to First Nation, Métis and Inuit cultures, histories, perspectives and contributions to both historical and contemporary Canada.
- Encourage opportunities for all students to experience First Nation, Métis and Inuit cultures and the components of an inclusive and welcoming school environment.

Research

- Create awareness of education research by First Nation, Métis and Inuit educators and researchers.
- Partner with First Nation, Métis and Inuit communities at all levels in ethically based and respectful research processes.

August, 2013

APPENDIX F – Pages 1 to 4

**SIMCOE COUNTY DISTRICT SCHOOL BOARD
FIRST NATIONS EDUCATION ADVISORY COMMITTEE
CHARTER OF COMMITMENT
FIRST NATION, MÉTIS AND INUIT EDUCATION
REFERENCES**

Charter of Commitment First Nation, Métis and Inuit Education

REFERENCES

The *Canadian Constitution Act, 1982*

RIGHTS OF THE ABORIGINAL PEOPLES OF CANADA

35. (1) The existing aboriginal and treaty rights of the aboriginal peoples of Canada are hereby recognized and affirmed.

(2) In this Act, "aboriginal peoples of Canada" includes the Indian, Inuit, and Metis peoples of Canada.

(3) For greater certainty, in subsection (1) "treaty rights" includes rights that now exist by way of land claims agreements or may be so acquired.

(4) Notwithstanding any other provision of this Act, the aboriginal and treaty rights referred to in subsection (1) are guaranteed equally to male and female persons.

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), September, 2007

Article 14: (1) Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning. (2) Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination. (3) States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible to an education in their own culture and provided in their own language.

Ontario's First Nation, Métis and Inuit Education Policy Framework (2007)

Vision

First Nation, Métis, and Inuit students in Ontario will have the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce. They will have the traditional and contemporary knowledge, skills, and attitudes required to be socially contributive, politically active, and economically prosperous citizens of the world. All students in Ontario will have knowledge and appreciation of contemporary and traditional First Nation, Métis, and Inuit traditions, cultures, and perspectives.

***It's Our Vision, It's Our Time – First Nations Control of First Nations Education,
Assembly of First Nations, July 2010***

“The purpose of the policy framework presented in this paper is to reaffirm the First Nations’ vision of lifelong learning presented in the ICIE 1972 policy* and reassert First Nations inherent Aboriginal and Treaty rights to education. This policy framework provides strategic recommendations that will enable the development and implementation of education legislation, governance frameworks, policies, programs and services for all levels of education for First Nations learners at all stages of lifelong learning. Key elements of First Nations’ lifelong learning addressed in this paper include language immersion, holistic and culturally relevant curricula, well-trained educators, focused leadership, parental involvement and accountability, and safe and healthy facilities founded on principles that respect First Nations jurisdiction over education.”

“All peoples have the right to maintain their cultural and linguistic identities, and education is essential to actualizing this right. First Nations control over education will provide the means to acquire the necessary skills to be self-empowered and self-sufficient and to maintain First Nations cultural values and languages. This is essential to actualizing an individual’s success in society. It will also provide a strong foundation for empowering proud First Nations peoples who are fully able to contribute to the development of their families, clans, communities and nations.”

**** STATEMENT OF VALUES (ICIE 1972 Policy)***

“We want education to provide the setting in which our children can develop the fundamental attitudes and values which have an honored place in Indian tradition and culture. The values that we want to pass on to our children, values which make our people a great race, are not written in any book. They are found in our history, in our legends and in the culture. We believe that if an Indian child is fully aware of the important Indian values he will have reason to be proud of our race and of himself as an Indian.

We want the behavior of our children to be shaped by those values which are most esteemed in our culture. When our children come to school, they have already developed certain attitudes and habits that are based on experiences in the family. School programs that are influenced by these values respect cultural priority and are an extension of the education which parents give children from their first years.

These early lessons emphasize attitudes of:

- self-reliance,*
- respect for personal freedom,*
- generosity,*
- respect for nature, and*
- wisdom.*

All of these have a special place in the Indian way of life. While these values can be understood and interpreted in different ways by different cultures, it is very important that

Indian children have a chance to develop a value system which is compatible with Indian culture.

The gap between our people and those who have chosen, often gladly, to join us as residents of this beautiful and bountiful country, is vast when it comes to mutual understanding and appreciation of differences. To overcome this, it is essential that Canadian children of every racial origin have the opportunity during their school days to learn about the history, customs and culture of this country's original inhabitants and first citizens. We propose that education authorities, especially those in Ministries of Education, should provide for this in the curricula and texts which are chosen for use in Canadian schools.”

(From: National Indian Brotherhood/Assembly of First Nations, Indian Control of Indian Education: Policy Paper, 1972)

The Accord on Indigenous Education, Association of Canadian Deans of Education, 2010

Establishing mechanisms and priorities for increased Indigenous educational engagement, establishing partnerships with Indigenous organizations and communities, and using educational frameworks based on Indigenous knowledge are trends that have important implications for the Association of Canadian Deans of Education (ACDE). New ways of engagement are required in order to address these trends. The time is right for a concerted and cooperative effort that creates transformational education by rejecting the “status quo,” moving beyond “closing the gap” discourse, and contributing to the well-being of Indigenous peoples and their communities. At the same time, ACDE recognizes that it has a role and responsibility to expand educators’ knowledge about and understanding of Indigenous education.

The processes of colonization have either outlawed or suppressed Indigenous knowledge systems, especially language and culture, and have contributed significantly to the low levels of educational attainment and high rates of social issues such as suicide, incarceration, unemployment, and family or community separation. In secondary schooling, for instance, 2006 graduation rates are still below 50 percent nationally for Aboriginal students and only 8 percent for university degree attainment, in contrast to the 14 percent Canadian average for persons over 15 years of age. In response, Indigenous people and their organizations and communities have become more involved in decision-making and policy development in order to improve all levels of education. Major national studies and government commissions have called for this type of political and educational involvement, and have recommended that Indigenous knowledge systems have a central position in educational policy, curriculum, and pedagogy, in

order to make significant improvements to Indigenous education.² Individual and collective efforts to make such improvements are being enacted in local, regional, provincial, and national contexts. ACDE joins these efforts through its member faculties, schools, colleges, and departments of education across Canada. As a national organization, ACDE supports and encourages increased national dialogue and cooperative action for improving Indigenous education.

APPENDIX G – Pages 1 to 2

**SIMCOE COUNTY DISTRICT SCHOOL BOARD
FIRST NATIONS EDUCATION ADVISORY COMMITTEE
CHARTER OF FIRST NATION, MÉTIS AND INUIT EDUCATION
LETTER – BLUEWATER DISTRICT SCHOOL BOARD**



Bluewater District School Board

P.O. Box 190, 351 1st Avenue North
Chesley, Ontario N0G 1L0
Telephone: (519) 363-2014 Fax: (519) 370-2909
www.bwdsb.on.ca

Sent by email: mbarrett@gayleafoods.com

January 28, 2014

Michael Barrett, President
Ontario Public School Boards' Association (OPSBA)
439 University Avenue, Suite 1850
Toronto, Ontario
M5G 1Y8

Dear Michael Barrett:

On behalf of the Board of Trustees of Bluewater District School Board, we are sharing with the Ontario Public School Boards' Association the following motion which was passed unanimously at our Regular Meeting of the Board held on January 21, 2014:

Moved by J. Johnstone. Seconded by T. Root

The Ontario Public School Boards' Association's (OPSBA) Education Program Work Team endorsed a Charter of Commitment on First Nation, Métis and Inuit Education which had been drafted by the First Nation Trustees Council. The suggestion for drafting such a document for the K-12 sector came to the First Nation Trustees Council from the Assembly of First Nations. The suggestion was inspired by the Accord on Indigenous Education developed by the Association of Canadian Deans of Education (ACDE) in 2009. OPSBA staff communicated with ACDE and received permission to adapt the Accord. The draft Charter of Commitment is consistent with *Ontario's First Nation, Métis and Inuit Education Policy Framework* and puts forward a strengths-based set of values to promote success in First Nation, Métis and Inuit education in the K-12 sector.

Whereas Bluewater District School Board sees the adoption of this Charter as a proactive measure that is inclusive of the strengths of First Nation, Métis and Inuit peoples and the value First Nation, Métis and Inuit peoples place on the education of their children, be it resolved:

THAT Bluewater District School Board endorse the Charter of Commitment on First Nation, Métis and Inuit Education which was unanimously adopted by the Board of Directors of the Ontario Public School Boards' Association (OPSBA); and

THAT Bluewater District School Board send a letter to OPSBA with the endorsement and copied to Chippewas of Nawash Unceded First Nation and The Chippewas of Saugeen First Nation (with Charter), and locally elected MPPs.

We fully support and commend the efforts of OPSBA in endorsing the Charter of Commitment on First Nation, Métis and Inuit Education. Through the expression of both locally and provincially based support, we are hopeful that broader discussion can result in effective measures to address existing knowledge gaps between non-aboriginal and aboriginal peoples so that equity, awareness and understanding are strengthened with respect to the vital significance and rich cultural diversity of our First Nations.

As always, our commitment remains focused on providing a quality educational experience for every student in a safe and caring environment.

Sincerely,



Marg Gaviller
Chair, Bluewater District School Board

cc: Chief Arlene Chegahno and Councillors, Chippewas of Nawash Unceded First Nation
Chief Randall Kahgee and Councillors, Saugeen First Nation
MPP Bill Walker, Bruce-Grey-Owen Sound
MPP Lisa Thompson, Huron-Bruce
Ontario school board chairs

Supporting Documentation Attached: Charter of Commitment on First Nation, Métis and Inuit Education

/jp

APPENDIX H – Page 1

**SIMCOE COUNTY DISTRICT SCHOOL BOARD
FIRST NATIONS EDUCATION ADVISORY COMMITTEE
ESA – CONSENT FORM**

Rama First Nation and Simcoe County District School Board
AUTHORIZATION FOR ACCESS TO THE
INFORMATION CONTAINED IN THE ONTARIO STUDENT RECORD

I, the parent/guardian of _____ D.O.B. _____
Student's Name Day/Month/Year

OEN Number _____ hereby give my authorization to release to the Rama First Nation Education Personnel, the following information:

OR

I, _____, OEN Number _____ having attained the age of 18, hereby give my authorization to release to the Rama First Nation Education Personnel, the following information:

Access to the following information as required:

- Achievement and attendance records.
- Education Quality Assessment Office (EQAO) results.
- Ontario Secondary School Literacy Test (OSSLT) results summary.
- Identification, Placement & Review Committee report (IPRC).
- Psycho-educational assessments / Occupational Therapy report
- Individual Education Plan / Safety Plan
- Report Cards
- Transcripts
- SNC Meetings
- Transitions
- Notification and permission to attend in-school conferences.
- Notification and permission to attend IPRC meeting.
- Notification and permission for Rama First Nation Education Personnel to meet with the above named student for the purpose of providing educational or career counselling.

This authorization remains in effect for the duration of their enrolment or until it is revoked in writing.

Student's Signature (having attained Age 18)

Date

Parent/Guardian Signature

Date

(This information, held in confidence, is collected in accordance with the Education Services Contract between Rama First Nation and The Simcoe County District School Board in compliance with the Municipal Freedom of Information and Protection of Privacy Act.)

Cc School Principal
OSR Documentation File

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Business and Facilities Standing Committee

SUBJECT: **REPORT OF THE PUBLIC SESSION OF THE
BUSINESS AND FACILITIES STANDING COMMITTEE
MEETING HELD WEDNESDAY, NOVEMBER 5, 2014**

The Business and Facilities Standing Committee met in Public Session on Wednesday, November 5, 2014, at the Education Centre.

PRESENT:

Committee Members Donna Armstrong (fulfilling the role of Vice-Chairperson),
Peter Beacock, Suzanne Ley, Jodi Lloyd (Chairperson),
Michele Locke, Krista Mayne, Caroline Smith, Christine Williams.

Student Trustees Maya Burhanpurkar, Carly Gardiner.

Administration John Dance, Stuart Finlayson, Brian Jeffs, Jackie Kavanagh, John
Legere, Chris Samis, Paul Sloan, Kathryn Wallace.

REGRETS:

Committee Members Nicole Black, Debra Edwards, Amanda Monague, Robert North.

Student Trustees Twesh Upadhyaya.

Recording Secretary Lorraine Ryder.

Chairperson Lloyd called the meeting to order at 6:00 p.m.

Election of Vice-Chairperson

Chairperson Lloyd called for nominations for the position of Vice-Chairperson of the Business and Facilities Standing Committee for the evening.

Moved by Suzanne Ley
Seconded by Michele Locke

That Trustee Donna Armstrong be nominated for election as Vice-Chairperson of the Business and Facilities Standing Committee for the evening.

Trustee Armstrong indicated that she would stand.

Chairperson Lloyd called for further nominations for the position of Vice-Chairperson of the Business and Facilities Standing Committee for the evening.

There being no further nominations, Trustee Armstrong was acclaimed as Vice-Chairperson of the Business and Facilities Standing Committee for the evening.

CARRIED

Trustee Armstrong assumed the position of Vice-Chairperson at this time.

Approval of the Agenda

MOTION

Moved by Peter Beacock
Seconded by Michele Locke

That the agenda be approved as printed.

CARRIED

Declaration of Conflicts of Interest - Nil

MOTION

Moved by Krista Mayne
Seconded by Michele Locke

That the Business and Facilities Standing Committee move into closed session.

CARRIED

The Business and Facilities Standing Committee reconvened in public session at 6:15 p.m.

Presentations/Delegations

**1. MCL McKnight Charron Lauren Architects –
Victoria Harbour Elementary School Addition**

John Dance, Superintendent of Facility Services invited Steve Parker, Manager of Design and Construction to introduce Stephen Charron of MCL McKnight Charron Lauren Architects. Mr. Charron presented the design for the addition to Victoria Harbour Elementary School.

Mr. Charron and Manager Parker responded to questions from trustees at this time.

2. Saccoccio Wepler Architects Inc. – Alcona South Public School

Manager Parker introduced Paul Wepler, Dana Saccoccio, and Nick Groves of Saccoccio Wepler Architects Inc. Mr. Wepler presented the site plan, Ms. Saccoccio presented the floor plan, and Mr. Groves presented the 3D rendering of the building of the new Alcona South Public School.

Items for Decision

1. Attendance Area Review: Barrie North Collegiate Institute and Elmvale District High School (BF-D-1)

John Dance, Superintendent of Facility Services provided an overview of the report. Board staff recommend that as of September 2016, students residing in the northern area along Horseshoe Valley Road and in the community of Anten Mills retain the option to attend Elmvale District High School and to the south, students would attend Barrie North Collegiate Institute. Students attending Elmvale District High School who reside outside the dual boundary would be grandfathered with transportation for a period of four years.

Superintendent Dance responded to questions from trustees at this time.

Moved by Suzanne Ley
Seconded by Michele Locke

(1)
#BF-2014-11-05-12

That the Business and Facilities Standing Committee recommend that the Board approve the attendance areas for Elmvale District High School and Barrie North Collegiate Institute for implementation in September 2016, as set out in APPENDIX A of Report No. BF-D-1 Attendance Area Review (AAR): Barrie North Collegiate Institute and Elmvale District High School, dated November 5, 2014.

CARRIED

2. 2014 Capital Priority Project List: Consolidation, Efficiency and Modernization (BF-D-2)

Superintendent Dance provided a summary of the report that comprised of the 2014 capital priority project list. The Ministry of Education issued a memorandum that set out details of a new program, School Consolidation Capital (SCC), as part of the School Board Efficiencies and Modernization initiative. Staff have prepared an interim capital priorities project list along with two business cases specifically for SCC funding.

Superintendent Dance and Kathi Wallace, Director of Education responded to questions from trustees at this time.

Moved by Michele Locke
Seconded by Suzanne Ley

(2)
#BF-2014-11-05-13

That the Business and Facilities Standing Committee recommend that the Board approve the Capital Plan projects, as set out in Report No. BF-D-2, 2014 Capital Priority Project List: Consolidation, Efficiency and Modernization, dated November 5, 2014.

Trustee Smith requested a recorded vote at this time.

YEAS

Donna Armstrong
Peter Beacock
Suzanne Ley
Michele Locke
Jodi Lloyd
Krista Mayne
Christine Williams

NAYS

Caroline Smith

CARRIED

**3. Southeast Barrie Elementary Attendance Area Review (AAR):
2014-2015 School Year (BF-D-3)**

Superintendent Dance provided an overview of the report that presented Hyde Park Public School as having the potential to be impacted by the southeast Barrie elementary attendance area review. As a result, staff recommend that Hyde Park Public School be included in the southeast Barrie elementary attendance area review.

Moved by Christine Williams
Seconded by Donna Armstrong

(3)

#BF-2014-11-05-14

That the Business and Facilities Standing Committee recommend that the Board approve that Hyde Park Public School be included in the southeast Barrie elementary attendance area review, as set out in Report No. BF-D-3, Southeast Barrie Elementary Attendance Area Review (AAR): 2014-2015 School Year, dated November 5, 2014.

CARRIED

MOTION

Moved by Michele Locke
Seconded by Krista Mayne

That the committee recess at this time.

CARRIED

The Business and Facilities Standing Committee reconvened at 7:40 p.m.

Items for Information

1. **Attendance Area Change: Stayner Collegiate Institute and Collingwood Collegiate Institute/Nottawasaga and Creemore Public School/Nottawa Elementary School/Worsley Elementary School (BF-I-1)**

Superintendent Dance provided a summary of the four attendance area changes made by board staff within the Township of Clearview. The changes took effect at the beginning of this school year with no negative impact on students. The changes provide for attendance areas with greater stability and consistency for transitioning students from the same feeder elementary school to the same secondary school.

This report was provided for information.

2. **Attendance Area Change: Barrie North Collegiate and Bear Creek Secondary School (BF-I-2)**

Superintendent Dance provided an overview of the report. Barrie North Collegiate's attendance area originally included the Black Creek Estates development. The secondary school attendance area change for this development from Barrie North Collegiate to Bear Creek Secondary School provides greater stability and consistency for grade eight students moving into grade nine by aligning feeder schools with one secondary school.

Superintendent Dance responded to questions from trustees at this time.

This report was provided for information.

3. **Attendance Area Review Status: Alliston Union Public School/ Cookstown Central Public School (BF-I-3)**

Superintendent Dance summarized the report that outlined the status of the attendance area review for Alliston Union Public School and Cookstown Central Public School. Staff are confident that a business case is justified for a new East Alliston Public School given the current and projected accommodation pressures at both schools as well as at Ernest Cumberland Elementary School. The attendance area review has been placed on hold as accommodation pressures continue to be observed.

This report was provided for information.

4. **Barrie Central Collegiate Institute Contingency Plan (BF-I-4)**

Superintendent Dance provided an overview of the report that defined the contingency plan for Barrie Central Collegiate Institute. A Barrie Central Action Plan has been developed in the event of the loss of the mechanical heating system. Barrie Central students would be accommodated at Barrie North Collegiate should the heating system fail.

Superintendent Dance and Director Wallace responded to questions from trustees at this time.

This report was provided for information.

5. Barrie Central and Prince of Wales Properties: Options for Use (BF-I-5)

Paul Sloan, Superintendent of Education provided an overview of the report that comprised of three possible options for the Barrie Central and Prince of Wales properties as a result of the closure of Prince of Wales in June 2011 and the closure of Barrie Central effective June 2016.

Brian Jeffs, Superintendent of Business Services explained the offer of purchase process to trustees.

Superintendents Sloan, Jeffs, and Dance responded to questions from trustees at this time.

This report was provided for information.

Student Trustee Maya Burhanpurkar left the meeting at this time.

MOTION

(4, 5, 6, 7)

Moved by Michele Locke
Seconded by Suzanne Ley

(4)

#BF-2014-11-05-15

That the Business and Facilities Standing Committee recommend that the Board declare that Barrie Central Collegiate Institute secondary school site, effective July 1, 2016, will no longer be required for the purposes of the Board, dated November 5, 2014.

(5)

#BF-2014-11-05-16

That the Business and Facilities Standing Committee recommend that the Board approve the disposition of Barrie Central Collegiate Institute secondary school site in accordance with Ontario Regulation 444/98, with the closing date of the sale to take place after July 1, 2016, dated November 5, 2014.

(6)

#BF-2014-11-05-17

That the Business and Facilities Standing Committee recommend that the Board declare that Prince of Wales public school site will no longer be required for the purposes by the Board, dated November 5, 2014.

(7)

#BF-2014-11-05-18

That the Business and Facilities Standing Committee recommend that the Board approve the disposition of the Prince of Wales public school site in accordance with Ontario Regulation 444/98, dated November 5, 2014.

Trustee Smith requested a recorded vote at this time.

YEAS

Suzanne Ley
Michele Locke
Jodi Lloyd
Christine Williams

NAYS

Donna Armstrong
Peter Beacock
Caroline Smith

ABSTENTION

Krista Mayne

CARRIED

6. Contract Awards Within Approved Budget (BF-I-6)

Superintendent Jeffs provided an overview of the report which summarized the awarded contracts within approved budget.

This report was provided for information.

7. Trustee Expenditures (BF-I-7)

Superintendent Jeffs summarized the report that outlined the requirement of some organizations to post publically, the expense claim information of board members and senior staff. Part III of the Broader Public Sector Accountability Act, 2010 does not list school boards as being required to post expense claims publically. A number of boards in the province have moved in the direction of voluntarily posting trustee expenses to increase transparency and facilitate a greater understanding of the expenses incurred by trustees.

There was consensus at the table to post trustee expenses on the board website effective immediately. Superintendent Jeffs will contact the trustees that were not present at the meeting and ask for their consent.

Superintendent Jeffs responded to questions from trustees at this time.

This report was provided for information.

MOTION

Moved by Peter Beacock
Seconded by Donna Armstrong

(8)

#BF-2014-11-05-19

That the Business and Facilities Standing Committee recommend that the Board approve that trustee expenses be posted on the board website on an annual basis following the approval of the audited financial statements.

CARRIED

Correspondence – Nil

Other Matters - Nil

Notices of Motion for Next Meeting - Nil

MOTION

Moved by Michele Locke
Seconded by Suzanne Ley

That the meeting be adjourned at 9:05 p.m.

CARRIED

RECOMMENDATIONS

1. That the Board approve the attendance areas for Elmvale District High School and Barrie North Collegiate Institute for implementation in September 2016, as set out in APPENDIX A and A-2 of Report No. BF-D-1 Attendance Area Review (AAR): Barrie North Collegiate Institute and Elmvale District High School, dated November 5, 2014.
2. That the Board approve the Capital Plan projects, as set out in Report No. BF-D-2, 2014 Capital Priority Project List: Consolidation, Efficiency and Modernization, dated November 5, 2014.
3. That the Board approve that Hyde Park Public School be included in the southeast Barrie elementary attendance area review, as set out in Report No. BF-D-3, Southeast Barrie Elementary Attendance Area Review (AAR): 2014-2015 School Year, dated November 5, 2014.
4. That the Board declare that Barrie Central Collegiate Institute secondary school site, effective July 1, 2016, will no longer be required for the purposes of the Board, dated November 5, 2014.
5. That the Board approve the disposition of Barrie Central Collegiate Institute secondary school site in accordance with Ontario Regulation 444/98, with the closing date of the sale to take place after July 1, 2016, dated November 5, 2014.
6. That the Board declare that Prince of Wales public school site will no longer be required for the purposes by the Board, dated November 5, 2014.
7. That the Board approve the disposition of the Prince of Wales public school site in accordance with Ontario Regulation 444/98, dated November 5, 2014.
8. That the Board approve that trustee expenses be posted on the board website on an annual basis following the approval of the audited financial statements.

Respectfully submitted by:

Brian Jeffs
Superintendent of Business Services

John Dance
Superintendent of Facility Services

Approved for submission by:

Kathryn Wallace
Director of Education

November 26, 2014

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Human Resources Standing Committee

SUBJECT: **REPORT OF THE PUBLIC SESSION OF THE HUMAN RESOURCES
STANDING COMMITTEE MEETING HELD WEDNESDAY, NOVEMBER 12,
2014**

The Human Resources Standing Committee met in Public Session on Wednesday, November 12, 2014, at the Education Centre.

PRESENT:

Committee Members

Donna Armstrong (Vice-Chairperson), Peter Beacock, Jodi Lloyd, Michele Locke, Krista Mayne (Chairperson), Robert North, Christine Williams.

Administration

John Dance, Stuart Finlayson, Jackie Kavanagh, John Legere, Janis Medysky, Paula Murphy, Chris Samis, Anita Simpson, Paul Sloan, Kathryn Wallace.

REGRETS:

Committee Members

Nicole Black, Debra Edwards, Suzanne Ley, Amanda Monague, Caroline Smith.

PRESENT:

Student Trustees

Maya Burhanpurkar, Carly Gardiner.

REGRETS:

Student Trustees

Twesh Upadhyaya.

Recording Secretary

Kary Hancock.

Chairperson Mayne called the meeting to order at 6:30 p.m.

1. **Approval of the Agenda**

MOTION

Moved by Robert North
Seconded by Peter Beacock

That the agenda be approved as printed.

CARRIED

2. **Declaration of Conflicts of Interest** - Nil

3. **Presentations/Delegations** - Nil

MOTION

Moved by Michele Locke
Seconded by Robert North

That the Human Resources Standing Committee move into closed session.

CARRIED

The Human Resources Standing Committee reconvened in public session at 7:10 p.m.

Items for Decision

1. Revision of Policy No. 3035 – Workplace Conflict Resolution (HR-D-1)

Janis Medysky, Associate Director, provided an overview of the report. Policy No. 3050 was adopted by the Board on April 27, 1994 and last revised on October 26, 2011. Minor language revisions were made to improve the wording on this policy along with a reference to APM 4075 which accompanies this policy.

Moved by Michele Locke
Seconded by Robert North

(1)
#HR-2014-11-12-12

That the Human Resources Standing Committee recommend that the Board approve the revisions to Policy No. 3035 – Workplace Conflict Resolution, as set out in APPENDIX C of Report No. HR-D-1, Review of Policy No. 3035 Workplace Conflict Resolution, dated November 12, 2014

CARRIED

Items for Information

1. Human Resource Services Annual Plan 2014-2015 (HR-I-1)

Associate Director Medysky provided an overview of the Human Resource Services Annual Plan. The Human Resource area of Leading Services for Learning provides daily support to approximately 5000 employees of the board. While we anticipate becoming very busy with the onset of local negotiations for our 8 collective agreements we have also identified several initiatives within the Human Resource Services Department: restorative practices, exit surveys and strategic succession planning. Accessibility for Ontarians with Disabilities (AODA) has typically been a responsibility of Human Resource Services and will be shifting to Superintendent Brian Jeffs' portfolio and the Corporate Risk team.

Associate Director Medysky responded to questions from trustees at this time.

This report is provided for information.

2. Labour Update (VERBAL)

Associate Director Medysky advised that there is no labour update for open session.

Correspondence - Nil

Other Matters - Nil

Notices of Motion for next meeting – Nil

MOTION

Moved by Peter Beacock
Seconded by Michele Locke

That the meeting be adjourned at 7:15 p.m.

CARRIED

RECOMMENDATION

That the Board approve the revisions to Policy No. 3035 – Workplace Conflict Resolution, as set out in APPENDIX C of Report No. HR-D-1, Review of Policy No. 3035 Workplace Conflict Resolution, dated November 12, 2014

Respectfully submitted by:

Janis Medysky
Associate Director

Approved for submission by:

Kathryn Wallace
Director of Education

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Program Standing Committee

SUBJECT: **REPORT OF THE PROGRAM STANDING COMMITTEE
MEETING HELD WEDNESDAY, NOVEMBER 12, 2014**

The Program Standing Committee met in Public Session at the Education Centre on Wednesday, November 12, 2014.

PRESENT:

Committee Members

Donna Armstrong, Peter Beacock, Jodi Lloyd, Michele Locke, Krista Mayne (fulfilling the role of Vice-Chairperson), Robert North, Christine Williams (fulfilling the role of Chairperson).

Student Trustees

Maya Burhanpurkar, Carly Gardiner.

Administration

John Dance, Stuart Finlayson, Brian Jeffs, Jackie Kavanagh, John Legere, Paula Murphy, Chris Samis, Anita Simpson, Paul Sloan, Kathryn Wallace.

Staff

Denise Cole, Jane Dewar, Heather Hamilton, Heather Ma, Ann McClure.

REGRETS:

Committee Members

Nicole Black, Deb Edwards, Suzanne Ley, Amanda Monague, Caroline Smith.

Student Trustees

Twesh Upadhyaya.

Recording Secretary

Mary Cannell.

Chairperson Williams called the meeting to order at 7:30 p.m.

1. Election of Vice-Chairperson

In the absence of Chairperson Suzanne Ley, Vice-Chairperson Christine Williams assumed the role of Chairperson. She then called for nominations for the office of Vice-Chairperson of the Program Standing Committee for the evening.

Moved by Donna Armstrong
Seconded by Michele Locke

That Trustee Krista Mayne be nominated as Vice-Chairperson of the Program Standing Committee for the evening.

Trustee Mayne indicated that she would stand.

Chairperson Williams called for further nominations. There being none, Trustee Mayne was acclaimed as Vice-Chairperson for the evening.

Trustee Mayne assumed the Vice-Chair at this time.

2. **Approval of Agenda**

Chairperson Williams asked trustees for any additions or changes to the agenda. .

Moved by Peter Beacock
Seconded by Donna Armstrong

That the agenda be approved as printed.

CARRIED

2. **Declaration of Conflicts of Interest** – Nil.

3. **Presentations/Delegations** – Nil.

Item for Decision

1. **Revisions to Policy No. 4250 – Progressive Discipline and Promoting Positive Student Behaviour (PRO-D-1)**

Superintendent of Education John Legere indicated that this policy is being revised to incorporate minor language changes.

Superintendent Legere responded to trustee queries related to the reporting of cyber-bullying and the definition of bullying.

Moved by Michele Locke
Seconded by Donna Armstrong

#PRO-2014-11-12-01

That the Program Standing Committee recommend that the Board approve revisions to Policy No. 4250 – Progressive Discipline and Promoting Positive Student Behaviour, as set out in APPENDIX C of Report No. PRO–D-1, Revisions to Policy No. 4250, Progressive Discipline and Promoting Positive Student Behaviour, dated November 12, 2014.

CARRIED

Items for Information

1. **Advanced Placement Program (PRO-I-1)**

Superintendent of Education Anita Simpson and Principal of Program Ann McClure provided an overview of the current status of the Advanced Placement Program.

Superintendent Simpson responded to trustee queries related to student access to the Advanced Placement offerings at other schools, and the plans being made to further expand the Advanced Placement program.

This report was provided for information.

2. Student Success/Learning to 18: Multi-Year Plan (PRO-I-2)

Superintendent of Education Paul Sloan and Principal of Student Success Heather Hamilton presented an overview of the Student Success/Learning to 18 Multi-Year Plan. Principal Hamilton shared that included in the plan is a continued focus on offering a variety of pathways to graduation for students, professional learning opportunities for teachers and the use of temporary interventions to increase student achievement and well-being.

Superintendent Sloan responded to trustee queries and comments related to the identification of at-risk students and the number of crown ward students in the board.

This report was provided for information.

3. Full-Day Early Learning – Kindergarten (FDEL-K) Multi-Year Plan (PRO-I-3)

Superintendent of Education Paula Murphy invited Heather Ma, Early Years Consultant, to the table. Superintendent Murphy indicated that the Full-Day Early Learning – Kindergarten (FDEL-K) program is now fully implemented in all elementary schools, with over 6,700 students currently enrolled. Superintendent Murphy shared data gathered by the Ministry of Education that indicates growing success in language acquisition for students who have benefited from FDEL-K.

Consultant Ma provided highlights of the professional learning opportunities for classroom teachers and Designated Early Childhood Educators (DECEs) held in the fall. A video clip depicting the “Hands in the Dirt” session was shared with trustees and illustrated the professional development that took place to allow educators to expand learning beyond the classroom.

This report was provided for information.

4. Safe and Caring Schools Multi-Year Plan (PRO-I-4)

Superintendent Legere invited Itinerant Resource Teachers Jane Dewar and Denise Cole, and Mohini Athia, Director of Centre Ontarien de Prévention des Agressions (COPA), to the table. Superintendent Legere indicated that the creation of a Student Well-Being steering committee is underway and will include a collaboration of both Safe Schools and Equity and Inclusive Education efforts. Other highlights from the Safe and Caring Schools Multi-Year Plan include detailed analysis of the school climate surveys, student voice forums in all schools, and the continued implementation of Safe Welcome in all schools across the board.

COPA Director Athia described the work of COPA as an agency that supports human rights and children’s rights. COPA, in partnership with this board, has hosted 18 full-day workshops since 2012. A new project entitled Leadership for Safe, Strong and Free Schools Safe@School is being piloted by this board in partnership with COPA and the Ontario Teachers’ Federation and involves online anti-bullying and equity resources for students, parents and educators.

Superintendent Legere and COPA Director Athia responded to trustees queries related to participation in the pilot project, community involvement hours for secondary students and the release of the Trans-Gender guide.

This report was provided for information.

Other Matters - Nil

Notices of Motion for Next Meeting - Nil

Moved by Beacock
Seconded by Locke

That the meeting be adjourned.

CARRIED

Meeting adjourned at 9:00 p.m.

RECOMMENDATION

That the Board approve the revisions to Policy No. 4250 – Progressive Discipline and Promoting Positive Student Behaviour, as set out in APPENDIX C of Report No. PRO–D-1, Revisions to Policy No. 4250, Progressive Discipline and Promoting Positive Student Behaviour, dated November 12, 2014.

Respectfully submitted by:

Anita Simpson
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Director of Education

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Director of Education

SUBJECT: **APPOINTMENT OF FIRST NATION TRUSTEE**

1. **Background**

At the October 22, 2014 Board meeting, trustees approved the position of a First Nation Representation on the Board for the 2014-2018 trustee term.

On October 23, 2014, the Director sent a letter to Chief Rodney Noganosh inviting Chippewas of Rama First Nation to name a person to represent the interest of First Nations students for the 2014-2018 trustee term. During the 2010-2014 trustee term, the First Nation Representative on the Board has been from Beausoleil First Nation.

On November 7, 2014, the Director received a letter from Chippewas of Rama First Nation indicating that the Chief and Council passed a motion on October 20, 2014 naming Daniel Shilling as their First Nation representative to be appointed by the Board on behalf of Chippewas of Rama First Nation and Beausoleil First Nation communities.

RECOMMENDATION

That the Board appoint Daniel Shilling as the First Nation Representative on the Board for the 2014-2018 trustee term, as set out in Report No. D-5-a, Appointment of First Nation Trustee, dated November 26, 2014.

Approved for submission by:

Kathryn Wallace
Director of Education

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Parent Involvement Committee

SUBJECT: **REPORT OF THE PARENT INVOLVEMENT COMMITTEE
MEETING HELD SEPTEMBER 30, 2014**

A meeting of the Parent Involvement Committee was held on Tuesday, September 30, 2014 at the Education Centre.

PRESENT:

Committee Members: (Voting)
Jason Barr, Melanie Darlington, Donna DaSilva, Sheri Doyle, Rachel Draper, Sarah Huter, Jennifer Johnson (Vice-chairperson), Anita Johnson-Ford, Corryn Mounstephen, David O'Brien (Chairperson).

Trustee

Representatives: (Non-voting)
Krista Mayne, Suzanne Ley.

Administration & Staff

Representatives: (Non-voting)
Rita England (Recorder), Jackie Kavanagh, Alison LaMantia, Peter McLean, Jane Seymour, Marla Tomlinson.

REGRETS: Christine Bowman, Ken Boyington.

GUEST(S): Frank Cappadocia.

1. Welcome

Jackie Kavanagh, Superintendent of Education – Area 5, called the meeting to order at 6:10 p.m. and welcomed the committee and new members: Jason Barr, Melanie Darlington, Sheri Doyle, Rachel Draper and Corynn Mounstephen.

Superintendent Kavanagh welcomed the guest speaker Frank Cappadocia, Associate Vice-Provost, Department of Student Affairs – Orillia campus, as well as the school council chair from Trillium Woods E. S.

2. Approval of Agenda

Superintendent Kavanagh asked the committee for approval of the agenda.

Moved by Jennifer Johnson
Seconded by David O'Brien

That the agenda be accepted as printed.

CARRIED

3. Review of PIC Mandate and Meeting Protocols

Superintendent Kavanagh reviewed the mandate of the Parent Involvement Committee, as outlined in the Ministry of Education document, *A Practical Handbook for Parent Involvement Committee Members – Making a Difference* www.ontario.ca/eduparents.

Ontario Regulation 612/00

The Mandate of the PIC is to:

- support, encourage, and enhance meaningful parent engagement at the board level to improve student achievement and well-being;
- provide information and advice to the board on parent engagement;
- communicate with and support school councils; and
- undertake activities to help parents support their children's learning at home and at school.

Superintendent Kavanagh reviewed the information provided at the September 23, 2014 PIC orientation meeting and provided information on the standardized process by which the board runs standing committees e.g. written motions and raising of hands to address the committee.

The committee was advised that the new chair and vice-chair will be attending a monthly agenda building meeting and all requests for agenda items must be sent by email through the chair or vice-chair of the committee. Future agenda items may also be brought to the table at the end of each meeting under Additional Updates/Future Agenda Items.

Superintendent Kavanagh handed out Expense and Mileage Claim forms and explained that mileage must be for board business only and a notation must be included on the expense form as to the reason for the mileage claim. Mileage for PIC meetings, prep and planning for PIC meetings and sub-committee meetings are automatically covered by the PIC budget; however all other expenses and mileage must be preapproved by Superintendent Kavanagh.

PIC members were reminded of the:

- a) attendance requirements for meetings and that a "Batphone" may be set up by contacting Rita England, at the Area 5 office, a week prior to the meeting.
- b) "Chain of Command" - contact your chair or vice-chair with questions; they will be brought to the attention of the Superintendent for review and response.

4. Election of Chairperson and Vice-chairperson

Superintendent Kavanagh called for nominations for the position of Chairperson of the Parent Involvement Committee.

Moved by Corryn Mounstephen

That Jennifer Johnson be nominated for election as Chairperson of the Parent Involvement Committee.

The nomination was declined by Jennifer Johnson.

Moved by Jennifer Johnson
Seconded by Sarah Huter

That David O'Brien be nominated for election as Chairperson of the Parent Involvement Committee.

The nomination was accepted by David O'Brien.

Superintendent Kavanagh called for further nominations for the Chairperson position.

There being no further nominations, David O'Brien was acclaimed as Chairperson of the Parent Involvement Committee.

CARRIED

Chair David O'Brien assumed the position of Chairperson at this time.

Chair O'Brien called for nominations for the position of Vice-chairperson of the Parent Involvement Committee.

Moved by Corynn Mounstephen
Seconded by Donna DaSilva

That Jennifer Johnson be nominated for election as Vice-chairperson of the Parent Involvement Committee.

The nomination was accepted by Jennifer Johnson.

Chairperson O'Brien called for further nominations for the office of Vice-chairperson of the Parent Involvement Committee.

There being no further nominations, Jennifer Johnson was acclaimed as the Vice-chairperson of the Parent Involvement Committee.

CARRIED

5. Approval of June 10, 2014 Minutes

Chair O'Brien asked for approval of the minutes.

Moved by Sarah Huter
Seconded by Anita Johnson-Ford

That the minutes of the June 10, 2014 be accepted as printed.

CARRIED

6. Presentation – Frank Cappadocia, Lakehead University

Chair O'Brien welcomed Frank Cappadocia, Associate Vice-Provost, Department of Student Affairs – Orillia campus.

Associate Vice-Provost Cappadocia provided a presentation to the committee on post-secondary education at Lakehead University entitled "If you love me let me go..." Associate Vice-Provost Cappadocia provided detailed information and spoke on: University Life at Lakehead, the many Lakehead scholarships, athletics and recreation, career services and learning supports, personal counselling, orientation and assistance for students with disabilities and the many first generation learners in Simcoe County.

Associate Vice-Provost Cappadocia showed a YouTube video to the committee entitled "How you can help your students", and stressed the importance of investing in our children and encouraging all students to succeed to their fullest potential.

http://youtu.be/dR_sV6xlKzq

Chair O'Brien and the committee thanked Associate Vice-Provost Cappadocia for the very informative presentation and responding to their many questions.

7. People for Education Conference – Saturday, November 8, 2014

Committee member Jason Barr spoke on the People for Education Conference from 2013 and explained that the People for Education are the voice for public education. They provide initiatives and ways to support the Ministry of Education. A detailed report written by committee member Barr was sent to all committee members regarding the 2013 People for Education Conference.

As in previous years, it was suggested that PIC members be sponsored to attend the People for Education conference at the Rothman School of Business in Toronto.

MOTION

Moved by Sarah Huter
Seconded by Corryn Mounstephen

That the Parent Involvement Committee recommend that funding in the amount of \$600.00 be made available to enable PIC members listed below to attend the annual People for Education Conference on Saturday, November 8, 2014.

PIC members to attend the conference are: Rachel Draper, Anita Johnson-Ford and David O'Brien.

Ken Boyington confirmed his attendance by email.

CARRIED

Trustees Krista Mayne and Suzanne Ley also expressed an interest in attending the People for Education Conference.

All receipts and mileage must be submitted to Rita England on a board expense claim after the event.

[\(http://www.peopleforeducation.ca/events-workshops/come-to-our-conference/register-now/\)](http://www.peopleforeducation.ca/events-workshops/come-to-our-conference/register-now/).

8. Report from the School Council Orientation Team

Lead: David O'Brien

Assist: Rachel Draper, Anita Johnson-Ford, Donna DaSilva, Jennifer Johnson

Chair O'Brien invited PIC members to reach out and meet with the members of the school councils in their areas. It was suggested that members drop by their respective schools, introduce themselves and promote the School Council Orientation Session on October 20th. All school council members are invited. Chair O'Brien reminded PIC members that the PIC's key mandate is to support school councils.

The committee discussed: providing a personalized version of the introduction template letter to school principals and/or school council members as a means of introduction, motivating parents with engaging speakers, encouraging all school councils to attend the October 20th School Council Orientation session, door prizes "swag" to encourage parents to come out to parent engagement sessions, and in the future, the possibility of recording the meeting for parents who are unable to attend.

The agenda was finalized and will be advertised on the board website.

9. Circle of Learning Parent Academy

Alison LaMantia, Manager of Communications, provided handouts detailing the progress, dates and information on the Circle of Learning Parent Academy sessions. These free workshops will be made available to parents/guardians at various highschools in Simcoe County, and at the Education Centre.

The committee discussed various methods of promoting the Circle of Learning Parent Academy to reach the largest audience. Communications Manager LaMantia shared the various methods the Communications Department will use to advertise, including the Sharing Simcoe blog and other methods of social media to promote the event.

Manager LaMantia requested that members sign up for the events and reminded members that they will be required to introduce speakers at each event. The Parent Academy events will replace the regular PIC meetings for November 18, 2014 and April 21, 2015.

The workshop dates and locations are as follows:

CIRCLE OF LEARNING PARENT ACADEMY

Dates	Time	Location
November 18, 2014	7:30 p.m.	Midland S.S.
November 20, 2014	7:30 p.m.	Innisdale S.S.
November 25, 2014	7:30 p.m.	Bradford District H.S.
March 11, 2015	7:30 p.m.	Education Centre
April 14, 2015	7:30 p.m.	Collingwood Collegiate
April 16, 2015	7:30 p.m.	Twin Lakes S.S.
April 21, 2015	7:30 p.m.	Banting Memorial H.S.
May 13, 2015	4:00 p.m.	Nottawasaga Pines S.S.
May 13, 2015	7:30 p.m.	Eastview S.S.

Topics will include: Successful Transitions – how you can help your child achieve their full potential; Make the Difference in Math with a Growth Mindset; Math 101 – all parents can support their child in math; Resilience - Nine things kids need from their families, schools and communities.

MOTION

Moved by Anita Johnson-Ford
Seconded by Sarah Huter

That the Parent Involvement Committee recommend that PIC members (voting members) be accredited, compensated for their transportation costs in attending a Circle of Learning Parent Academy event. Further, these costs are from the home school to the event location (e.g. Collingwood and return Midland.)

CARRIED

Discussion ensued around various methods of attracting parents to the events e.g. the use of ticket for draws, passports for all events, booking transportation where required, a custom flyer for each event, a parent workshop page on the website and the possibility of having the ticket and feedback on the same form.

The sub-committee will meet again to discuss further.

10. Updates from Staff

a) School Council Survey

At the June meeting, David O'Brien questioned if a survey could be developed and distributed to school councils. Superintendent Kavanagh has contacted the board's Research Department and Dr. Sandra Sangster will attend the October PIC meeting to speak to PIC members in order to create a survey for school councils.

b) Family of Schools Meetings

Superintendent Kavanagh handed out a form entitled Family of Schools Event/Meeting to be completed by School Councils who are interested in hosting a Family of Schools meeting. If approved, one hundred dollars will be reimbursed to support refreshments at a Family of Schools meeting.

Superintendent Kavanagh reminded the committee that the PIC decided to continue on with the Family of Schools format for the 2015 – 2016 school year at the May 20, 2014 meeting. A motion was made to set aside funds in the amount of \$2,000 to be used to support Family of Schools meetings, with a maximum of up to 20 meetings.

All receipts from the meetings are to be kept and sent to Rita England, Executive Assistant – Area 5, by the PIC member involved in the meeting.

11. Additional Updates/Future Agenda Items

a) Contact Chair O'Brien with any agenda items for future meetings.

12. Adjournment

Moved by Anita Johnson-Ford
Seconded by Jennifer Johnson

That the meeting be adjourned at 8:05 p.m.

The next regular meeting will be held on Tuesday, October 21, 2014, 6:00 p.m., Georgian Room at the Education Centre.

13. Report Status

This report is provided for information.

Respectfully submitted by:

Jackie Kavanagh
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Director of Education

November 26, 2014

TO: The Chairperson and Members of the
Special Education Advisory Committee

FROM: Chairperson of SEAC
Superintendent of Education

SUBJECT: **MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
MEETING HELD OCTOBER 6, 2014**

The regular meeting of the Special Education Advisory Committee was held on Monday, October 6, 2014 at the Education Centre.

A. Roll Call

PRESENT:

SEAC Members

Donna Armstrong (Trustee), James Hall, (fulfilling the role of Chairperson), Yana Skybin (fulfilling the role of Vice-chairperson).

SEAC Alternates

Kevin Berry (Acting Member), Angie Bridekirk, Patrick King (Acting Member), Rose-Ann Marchitto (Acting Member), Ceci Vasoff.

Staff

Kathy Chapman, Mike Giffen, Tina Holroyd, Janis Medysky, Chris Samis.

REGRETS:

SEAC Members

Sue Downing, Laura LaChance, Kim Latour, Jodi Lloyd, Caroline Smith.

ABSENT:

SEAC Members

Sari Russell.

Recording Secretary

Tina Bazuk.

In the absence of Chairperson Smith, Associate Director Medysky, called the meeting to order at 7:10 p.m.

Election of Chairperson

Associate Director Medysky called for nominations for the position of Chairperson of the Special Education Advisory Committee for the evening.

Moved by Donna Armstrong
Seconded by Rose-Ann Marchitto

That James Hall, SEAC Member, be nominated for election as Chairperson of the Special Education Advisory Committee for the evening.

James Hall indicated that he would stand.

Associate Director Medysky called for further nominations for the position of Chairperson of the Special Education Advisory Committee for the evening.

There being no further nominations, James Hall was acclaimed as Chairperson of the Special Education Advisory Committee for the evening.

CARRIED

James Hall assumed the Chair at this time.

Election of Vice-Chairperson

Chairperson Hall called for nominations for the position of Vice-chairperson of the Special Education Advisory Committee for the evening.

Moved by Donna Armstrong
Seconded by Rose-Ann Marchitto

That Yana Skybin, SEAC Member, be nominated for election as Vice-chairperson of the Special Education Advisory Committee for the evening.

Yana Skybin indicated that she would stand.

Chairperson Hall called for further nominations for the position of Vice-chairperson of the Special Education Advisory Committee for the evening.

There being no further nominations, Yana Skybin was acclaimed as Vice-chairperson of the Special Education Advisory Committee for the evening.

CARRIED

Yana Skybin assumed the Vice-chair at this time.

(1) Welcome

(a) Introductions

Chairperson Hall welcomed committee members and shared regrets for the evening.

(b) SCDSB Special Education Statement of Beliefs

Angie Bridekirk, SEAC Alternate Member, read the Statement of Beliefs.

(2) Approval of Agenda

Moved by Kevin Berry
Seconded by Patrick King

That the agenda be approved as written.

CARRIED

(3) Approval of Minutes

(a) Minutes of the Regular SEAC Meeting held September 8, 2014 (A-3-a)

Moved by Kevin Berry
Seconded by Donna Armstrong

That the minutes be approved as written.

CARRIED

B. Presentations

(1) SEAC – Nil

(2) Staff

(a) Personal Protective Equipment/Calming Room Update (B-2-a)

Chris Samis, Superintendent of Education, thanked Kevin Berry, SEAC Acting Member, and Sally Potts, Principal of Special Education, for consulting and working with a vendor to develop a new foam pad that will support a safe learning and working environment.

At the September 8, 2014 SEAC meeting, members requested additional follow-up information regarding the use of foam pads. In the absence of Principal Potts, Mike Giffen, Principal of Special Education, and Kevin Berry, provided an update on Personal Protective Equipment and shared the new Calming Room Poster.

Currently there are only a couple of students in SCDSB who occasionally require the use of foam pads. The goal is to design a foam pad that reduces the risk of injury to students or staff while maintaining the dignity of the student. The Joint Health and Safety Committee will be consulted for input. Each site that still uses foam pads will receive site-based professional development from central staff and will be required to consult with central staff on an ongoing basis when the safety plans are reviewed.

The use of a Calming Room is a proactive self-regulation strategy. A poster “My Calming Room” was developed to create a visual from a student’s perspective that reiterates the goals for the use of the room.

SEAC members requested regular follow-up regarding the use of foam pads throughout the year.

Superintendent Samis, Principal Giffen and Kevin Berry responded to questions from SEAC at this time.

(b) SRA Project (Corrective Reading) (B-2-b)

Superintendent Samis introduced Kathy Chapman and Tina Holroyd, Central Consultants who presented the implementation (Phase 1 and 2), results and instructional strategies for the SRA, Corrective Reading project.

The SRA, Corrective Reading program provides additional intensive and ongoing support for students with special education needs in Grades 3 and up who require a direct instruction approach to make gains in reading. Students who are selected for Corrective Reading will have an IEP which details the modified curriculum expectations as well as the alternative Corrective Reading expectations.

All of the potential candidates for Corrective Reading must complete a placement test outlined in the Corrective Reading program. This placement test establishes baseline data for decoding accuracy and reading rate. The test is administered by the SERT and students are grouped with others who are screened with similar difficulties and test results. The reading record level, as determined through the use of the PM Benchmark Kits, is also considered when selecting and grouping students.

Central Consultants Chapman and Holroyd attended a train-the-trainer session in Oregon in August 2014 that allows them to provide SRA, Corrective Reading training to SCDSB teachers.

Superintendent Samis and Central Consultants Chapman and Holroyd responded to questions from SEAC at this time.

C. Items for Decision - Nil

D. Items for Information

(1) SEAC Member Reports

(a) Association/Agency Updates (D-1-a)

Integration Action for Inclusion in Education and Community Ontario:

Yana Skybin advised SEAC that Integration Action for Inclusion is developing a workshop regarding support for integration in camps and recreational opportunities. Dates will be available shortly.

(2) Staff Reports

(a) SCDSB Mission/Vision Statement (D-2-a)

Superintendent Samis provided an overview of the process regarding developing a new Mission, Vision and Values Statement that will better reflect what the SCDSB stands for and values.

Part of the process involves gathering feedback on the draft mission statement and vision statement options. A survey has been developed to ensure as many stakeholders as possible can respond with their individual opinions. SEAC members were encouraged to provide input by completing the 5 minute survey at www.scdsb.on.ca/mission. The deadline to provide feedback is November 12, 2014.

Superintendent Samis responded to questions from SEAC at this time.

(b) SEAC Member Nomination Package (D-2-b)

Superintendent Samis provided an update on the SEAC Member and Alternate Member Nomination Package that were included in all Member and Alternate Member folders.

SEAC nomination packages were distributed to Coalition Council members to aid in the recruitment of missing association/agency representation. The package has been added to the [SCDSB public website](#) and will be shared via social media.

Superintendent Samis advised SEAC that due to a lack of funding, Learning Disabilities Association of Ontario (LDAO) has closed their Simcoe County location.

(3) Committee Reports

(a) Inclusionary Practices of SCDSB Sub-Committee

Angie Bridekirk, SEAC Alternate Member, outlined the sub-committee discussions regarding the DRAFT document for the County Class review. The survey provides opinion based research that allows the SCDSB to identify areas of growth in order to meet the needs of all students with special education needs.

The sub-committee will meet prior to the November SEAC meetings for further review.

(4) Links to Board Reports

(a) [September 24, 2014 – Board Meeting](#)

Donna Armstrong, Trustee, spoke to the Board approved motion regarding Barrie Central.

E. Correspondence - Nil

F. Other Matters

1. Superintendent Samis advised SEAC members that Central Special Education staff were given the opportunity to attend a guided tour of the Huronia Regional Centre (HRC) provided by the Ministry of Community and Social Services. Visiting the HRC offered a chance to better understand the devastating effects of institutionalization on those with developmental disabilities.
2. Chairperson Hall inquired about the approval process for SEAC Members to send information home with students. Superintendent Samis advised that the issue would be discussed with senior administration and a response would be brought back to the November SEAC meeting.
3. Yana Skybin requested a brief update on iPads in schools. Superintendent Samis outlined the difference between the iPad funding received for schools and the funding received specific to special education needs students.

G. Notices of Motion for Next Meeting - NIL

H. Adjournment

Moved by Kevin Berry
Seconded by Rose-Ann Marchitto

That the meeting be adjourned at 9:00 p.m.

CARRIED

The next meeting date is November 10, 2014

Report Status

This report is provided for information.

Respectfully submitted by:

Chris Samis
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Director of Education

November 26, 2014

TO: The Chairperson and Members of the
Simcoe County District School Board

FROM: Director of Education

SUBJECT: **SIMCOE COUNTY DISTRICT SCHOOL BOARD VISION
/MISSION STATEMENT**

1. **Background**

The Simcoe County District School Board's (SCDSB) current mission statement was approved in 1996 as part of the strategic plan. The mission statement needs to be renewed to reflect the innovation occurring in education and to summarize the purpose of the SCDSB in a concise, memorable statement. This renewal will also provide an opportunity to outline the vision for the SCDSB—the ideal future state we are working towards.

By capturing the essence of our purpose, the renewed mission and vision statements will provide a foundation that will guide the review of the *Simcoe Path Strategic Plan* during the 2014-15 school year.

2. **Current Status**

A draft Mission, Vision and Values document was developed based on input gathered during the 2013-14 school year and feedback received from Trustees. A survey was developed and shared with external and internal stakeholders to gather feedback on the draft mission statement, vision statement options and values. The following methods were used to share the drafts and the opportunity to take the survey:

- News release to media and social media
- Template materials for schools and managers to use with staff, students and parents
- A newsletter article in the November newsletter article package for schools
- Articles in the staff e-newsletter
- Presentations to various committees
- Flyers provided to local libraries and community centres
- Email to community partners

In total, more than 400 responses were received. The responses reflect good representation from stakeholder groups and provide trend information regarding views on the drafts.

3. Next Steps

The initial plan was to bring a final recommendation to the Board of Trustees at the November 26, 2014 Board Meeting. While there is strong support for our draft mission statement and values, there is not a clear favoured vision statement among the options provided. In addition, respondents provided significant insight through the open-ended responses that can be used to determine the final recommendations for both the mission and vision statements.

Therefore, the plan now is to form a committee to review the results and come to a consensus on what the Mission, Vision and Values for the Simcoe County District School Board should be.

The recommended Mission, Vision and Values will be presented to the Board of Trustees in early 2015.

4. Report Status

This report is provides as information.

Approved for submission by:

Kathryn Wallace
Director of Education

Robyn, Lena

From: Robyn, Lena
Sent: Wednesday, November 19, 2014 3:57 PM
To: Robyn, Lena
Subject: FW: Delegation

From: Travis Doucette
Sent: Wednesday, November 19, 2014 9:35 AM
To: Robyn, Lena
Subject: Re: Delegation

Hello Ms. Robyn -

Here's a brief outline of what I'd like to say:

- Thank the trustees for their ongoing efforts to put the students' needs first in regards to the closing of BCC.
- Acknowledge that the process has been both time consuming and incredibly taxing on the trustees and board.
- Acknowledge that this particular school closure has demanded more time than others.
- Acknowledge that recent events pertaining to BCC's closure have demonstrated an understandable fatigue on the board of Trustees as evidenced in correspondence I have personally received. Thanking them for their consistent efforts to explain how and why the decisions regarding BCC have been made.
- Suggest that the consolidation decisions to be made are done so with great sensibility and with respect to the oncoming new board who will be entrusted with implementing the decision and managing the ramifications.

When should I expect to hear whether or not my delegation is approved?
I suspect I only need 5 minutes.

I failed to mention in my previous email - I am an alumni of BCC.

Thanks again,

Dr. Doucette

Robyn, Lena

From: Robyn, Lena
Sent: Wednesday, November 19, 2014 3:58 PM
To: Robyn, Lena
Subject: FW: Delegation

From: Amy Austin
Sent: Wednesday, November 19, 2014 9:45 AM
To: Robyn, Lena
Subject: Re: Delegation

My presentation is not totally complete yet but the main points I will outline are those listed on the petition <http://www.ipetitions.com/petition/save-barrie-central-collegiate>. Given the response from the Ministry in regards ton the ARC-I will not be speaking to that section.

- SCDSB is acting contrary to the Good Places to Grow Act
- The SCDSB is mistaken in it's declaration the south Barrie high school will be open in Sept 2016-included in this will be OMB guidelines and timing
- that the SCDSB will have a significant overcrowding issue come Sept 2016 with an excess of portables being required

Amy



CATHOLIC DISTRICT SCHOOL BOARD OF EASTERN ONTARIO

Box 2222, 2755 Highway 43 - Kemptonville, Ontario - K0G 1J0
Phone: 613-258-7757 Toll-Free: 1-800-443-4562 Fax: 613-258-7134
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October 24, 2014

Liz Sandals
Minister of Education
Mowat Block
Queen's Park
Toronto ON M7A 1L2

Dear Minister Sandals:

At a regular Board meeting of October 7, 2014, after much debate and discussion, the Board of Trustees of the Catholic District School Board of Eastern Ontario reluctantly passed the required motion regarding no increase of the Trustee honorarium. The Board is deeply disappointed that the Minister of Education has taken this action towards School Board Trustees. Most Trustees use their honorarium to support school level activities and events within their community. We feel this decision does not respect the work we do as Trustees.

The Board of Trustees anticipate that the Ministry will announce some salary increases for various employee groups as a result of current provincial negotiations. We hope that you and the government will reassess the current decision on Trustee honorarium and will commit to revisiting it once provincial negotiations have been completed.

Sincerely,

J. Brent Laton
Board Chair

cc: CDSBEO Trustees
Wm. J. Gartland, Director of Education
Trustees of Catholic Boards
✓Trustees of Public Boards
Local MPP's