

SIMCOE COUNTY DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – WEDNESDAY, SEPTEMBER 28, 2016

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).

- A.**
- (1) Roll Call
 - (2) Approval of Agenda
 - (3) Approval of Minutes
 - (a) Minutes of the Regular Meeting of the Board held August 24, 2016
 - (4) Declaration of Conflicts of Interest

CLOSED SESSION

- B.** Committee of the Whole
1. Personnel Matters

PUBLIC SESSION

- C.**
- (1) Report from Student Trustees
 - (2) Trustee Tribute - Nil
 - (3) Delegations

Jason Karklins Re: Transportation, Worsley Elementary School - Wasaga Beach

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 Business and Facilities Standing Committee Meeting held September 7, 2016
- (5) Staff Reports – Items for Decision - Nil
- (6) Committee Minutes/Reports - Items for Information
 - (a) Report of the First Nations Education Advisory Committee Meeting held April 29, 2016
 - (b) Report of the Human Resources Standing Committee Meeting held September 14, 2016
 - (c) Report of the Program Standing Committee Meeting held September 14, 2016
 - (d) Report of the Special Education Advisory Committee Meeting held June 6, 2016

(7) Staff Reports - Items for Information – Nil

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 - Nil

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

Special Education Advisory Committee Meeting – October 3, 2016 at 7:00 p.m. – Georgian Room

Business and Facilities Standing Committee Meeting – October 5, 2016 at 6:00 p.m. – Georgian Room

Human Resources Standing Committee Meeting – October 12, 2016 at 6:00 p.m. – Georgian Room

Program Standing Committee Meeting – October 12, 2016 following HR Meeting – Georgian Room

Parent Involvement Committee Meeting – October 18, 2016 at 6:30 p.m. – Georgian Room

First Nations Education Advisory Committee Meeting – October 25, 2016 at 10:30 a.m. – Georgian Room

Regular Meeting of the Board – October 26, 2016 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)

Audit Committee Meeting – October 31, 2016 at 6:00 p.m. – Coldwater Room

G. ADJOURNMENT

**SIMCOE COUNTY DISTRICT SCHOOL BOARD
PUBLIC SESSION
RECOMMENDED ACTION – WEDNESDAY, SEPTEMBER 28, 2016**

REPORT	FYI	Decision Req.	MOTION
			Call Meeting to order. Roll Call
		√	That the agenda be approved as printed.
A-3-a Board Minutes August 24, 2016		√	That the Minutes of the Regular Meeting of the Board held Wednesday, August 24, 2016 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 Trustee Tribute			Nil
C-3 Delegations			Jason Karklins Re: Transportation, Worsley Elementary School – Wasaga Beach
D-1		√	Report from the Closed Session of the Board in Committee of the Whole
D-4-a Business & Facilities September 7, 2016		√	(1) That the Business and Facilities Standing Committee recommend that the Board approve the Well-Being Plan, as set out in Report No. BF-D-1, 2016-2017 Budget Investment: Well-Being, dated September 7, 2016.
		√	(2) That the Business and Facilities Standing Committee recommend that the Board approve the International Student Plan, as set out in Report No. BF-D-2, 2016-2017 Budget Investment: International Students, dated September 7, 2016.
		√	(3) That the Business and Facilities Standing Committee recommend that the Board approve the Teacher Technology Plan, as set out in Report No. BF-D-3, 2016-2017 Budget Investment: Teacher Technology, dated September 7, 2016.
		√	(4) That the Business and Facilities Standing Committee recommend that the Board approve the required approval date for French program locations in the Alliston community be extended to March 31, 2017, as set out in Report No. BF-D-4, Attendance Area Review 2016:01 – Southwest Elementary: Policy Exception, dated September 7, 2016.

SIMCOE COUNTY DISTRICT SCHOOL BOARD
 RECOMMENDED ACTION - 2
 SEPTEMBER 28, 2016

D-6-a First Nations Education Advisory Committee April 29, 2016	√		
D-6-b Human Resources September 14, 2016	√		
D-6-c Program Meeting September 14, 2016	√		
D-6-d SEAC June 6, 2016	√		
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			Nil
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 AUGUST 24, 2016**

The regular meeting of the Simcoe County District School Board was held on Wednesday, August 24, 2016 at the Education Centre.

A. (1) Roll Call

PRESENT:

Trustees

Kathleen Aikins, Donna Armstrong, Peter Beacock (Chairperson),
Jennifer Cameron, Annie Chandler, Jodi Lloyd (Vice-chairperson),
Michele Locke, Krista Mayne.

REGRETS

Trustees

Wayne Clements, Donna Da Silva, Pamela Hodgson, Daniel Shilling.

PRESENT:

Student Trustee

Grace Leyshon, Zak Mattila, Matt Thorhauge.

Recording Secretary

Debbie Foster.

The Chairperson called the meeting to order at 6:10 p.m.

(2) Approval of Agenda

Moved by Kathleen Aikins
Seconded by Jennifer Cameron

That the Agenda be approved as printed.

CARRIED

(3) Approval of Minutes

Minutes of the Special ARC Board Meeting held June 9, 2016 (A-3-a)

Moved by Krista Mayne
Seconded by Kathleen Aikins

That the Minutes of the Special ARC Meeting of the Board held Tuesday, June 9, 2016 be approved as printed.

CARRIED

Minutes of the Regular Meeting of the Board held June 15, 2016 (A-3-b)

Moved by Kathleen Aikins
Seconded by Annie Chandler

That the Minutes of the Regular Meeting of the Board held Wednesday, June 15, 2016 be approved as printed.

CARRIED

(4) **Declaration of Conflicts of Interest** – Nil

B. Committee of the Whole

Moved by Annie Chandler
Seconded by Jennifer Cameron

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.

Trustee Locke entered the meeting at this time.

C. (1) Report from the Student Trustees

The recently appointed Student Trustees, Grace Leyshon, Zak Mattila and Matt Thorhauge, introduced themselves and shared that they are looking forward to serving as members of the Board for the upcoming school year. Chairperson Beacock and Director Wallace welcomed the new Student Trustees.

(2) **Trustee Tributes**

Chairperson Peter Beacock presented Trustee Tributes to Sid Gendron and Sheila Storey from Sawmill Sid. Mr. Gendron and Ms. Storey were recognized for their contributions to SCDSB secondary and elementary students. Sid and his team provided SCDSB secondary students with enough wood to build buddy benches for all SCDSB elementary schools. In addition to the donation of materials, Sawmill Sid delivered the wood to every location and provided advice on best practices for using the wood. The benches were built by secondary school students in construction technology classes.

Sid Gendron and Sheila Storey commented that it was their pleasure to be involved in such a worthwhile project and mentioned that Sawmill Sid was happy to partner on this project to give back to our local communities, schools and students.

(3) **Delegations** - Nil

RECOMMENDATIONS FOR ACTION

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

(1)
Moved by Jennifer Cameron
Seconded by Jodi Lloyd

#BP-2016-08-24-64

That the Board ratify the collective agreement reached with the local Elementary Teachers' Federation of Ontario for the term September 1, 2014 to August 31, 2017, as set out in Report No. CL-B-2-a, Board Ratification of the Elementary Teachers' Federation of Ontario Representing the Designated Early Childhood Educators and its local agreement, dated August 24, 2016.

CARRIED

(2)
Moved by Michele Locke
Seconded by Jennifer Cameron

#BP-2016-08-24-65

That the Board ratify the terms and conditions reached with the local principals and vice-principals for the term September 1, 2014 to August 31, 2018, as set out in Report No. CL-B-2-b, Board Ratification of the General Terms and Conditions for Principals and Vice-Principals in Simcoe County District School Board, dated August 24, 2016.

CARRIED

(3)
Moved by Jodi Lloyd
Seconded by Kathleen Aikins

#BP-2016-08-24-66

That the Board accept with regret and best wishes the notice of resignation for retirement purposes from Paul Sloan, Superintendent of Education, effective August 31, 2016, as set out in Report No. CL-B-2-c, Notice of Resignation For Retirement – Superintendent of Education, dated August 24, 2016.

CARRIED

Chair Beacock, Vice-Chairperson Lloyd and the trustees thanked Superintendent Sloan for his commitment, professionalism, knowledge and passion for education and wished him well.

Director Wallace thanked Superintendent Paul Sloan on behalf of our students and staff for his years of dedication and wished him all the best.

Superintendent Paul Sloan thanked the Chair, Vice-chairperson, trustees and Director for their kind words and expressed his gratitude for the opportunity of having worked with SCDSB students and staff over the last 26 years.

(4)
Moved by Michele Locke
Seconded by Annie Chandler

#BP-2016-08-24-67

That the Board approve the appointment of Douglas Paul as Supervisory Officer - Superintendent of Education K-12, effective August 25, 2016, according to the terms of a personal services contract between Douglas Paul and the Board, pending Ministry approval, as set out in Report No. CL-B-2-d, Appointment of Supervisory Officer - Superintendent of Education K-12, dated August 24, 2016.

CARRIED

(5)
Moved by Kathleen Aikins
Seconded by Jennifer Cameron

#BP-2016-08-24-68

That the Board approve the school administrator appointment, as set out in Report CL-B-2-e School Administrator Appointment, dated August 24, 2016.

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** - Nil
- (5) **Staff Reports – Items for Decision**

Special Education Advisory Committee Member Appointments (D-5-a)

Superintendent of Education Chris Samis spoke to the report.

Moved by Kathleen Aikins
Seconded by Jennifer Cameron

#BP-2016-08-24-69

That the Board appoint to the SCDSB SEAC, effective September 1, 2016, Jill Foley as member and Lisa Hickling-Miller as alternate member for New Path Youth and Family Services, as set out in Report No. D-5-a, Special Education Advisory Committee Member Appointment, dated August 24, 2016.

CARRIED

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

Report of the Parent Involvement Committee Meeting held
May 24, 2016 (D-6-b)

This report was provided as information.

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

Strategic Plan – Stakeholder Consultation Plan and Development Timeline (D-7-a)

Director Wallace spoke to the report and thanked the trustees in advance for their work that will take place on the Strategic Plan over the next few months. Communications Manager Alison LaMantia reviewed the stakeholder engagement activities and Manager of Research and Evaluation Deb Scharf reviewed the engagement questions. Deb Scharf will forward a structured document to the trustees for feedback.

This report was provided as information.

E. OTHER MATTERS

- (1) Reports from Liaison Members

Trustee Locke provided an update on the recent First Nations Trustee Council Meeting she attended.

Vice-chairperson Lloyd provided an update on the Simcoe County Student Transportation Consortium regarding the appointment of John Barbato as the new Chief Executive Officer and General Manager.

- (2) Notices of Motion for next meeting - Nil

- (3) Questions and Proposals from Trustees - Nil
- (4) Professional Development Seminars Attendance - Nil
- (5) Reports/Update from Staff - Nil
- (6) Correspondence – Nil

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

Business and Facilities Standing Committee Meeting – September 7, 2016 at 7:00 p.m. – Georgian Room
Special Education Advisory Committee Meeting – September 12, 2016 at 7:00 p.m. – Georgian Room
Human Resources Standing Committee Meeting – September 14, 2016 at 6:00 p.m. – Georgian Room
Program Standing Committee Meeting – September 14, 2016 following HR Meeting – Georgian Room
Regular Meeting of the Board – September 28, 2016 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 Michele Locke
Seconded by Kathleen Aikins

That the meeting be adjourned at 7:55 p.m.

CARRIED

Bus Exemption Policy
YMCA Before and After School Policy
Worsley Elementary School Wasaga Beach

Simcoe County District School Board - Meeting

September 28th 2016

Jason Karklins

AGENDA

- 🍁 Overview
- 🍁 School Bus Exception Request
- 🍁 YMCA Before and After School Policy
- 🍁 Closing and Questions



OVERVIEW

***All Correspondence attached*

Timeline -

- ✿ Exemption – September 2014 – June 2016. Worked with Vice Principal Sept 2015, and called SCSTC 3 Times to resolve.
- ✿ Original Exemption Request – June 28th 2016 at 1:18pm
- ✿ Initial Decline for Exemption – June 28th at 3:41pm – Michael Carvalho SCSTC
- ✿ 2nd Request for Exemption – June 28th at 3:34pm
- ✿ 2nd Decline for Exemption July 11th at 3:20pm from John Barbato SCSTC

Timeline Cont.

- ✿ Appeal Request – July 13th at 9:20pm
- ✿ Follow-up on Appeal Request – July 20th at 12:43pm
- ✿ Response – John Dance SCDSB – requesting a time to discuss.
- ✿ Confirmation sent to John Dance available for July 25th Call – July 21st at 8:36am
- ✿ Conference Call with John Dance July 25th

Timeline Cont.

- ✿ 3rd Decline for exemption – July 26th at 2:27pm
- ✿ Appeal request to Trustee to Review – August 4th at 11:33pm
- ✿ Follow-up to August 4th email for an update – August 10th at 10:54am
- ✿ Response John Dance SCDSB – August 10th 3:39pm – Reminder of Decline of Exemption
- ✿ Response to John Dance and Trustee of request for exemption and YMCA Waiting List reminder

OVERVIEW CONT.

Timeline – Cont.

- ✿ Response from John Dance SCDSB – Advised looking into YMCA Waitlist
- ✿ Response Pamela Hodgson (Trustee) – August 16th at 11:57am. Decline of review – Due to it being a request of convenience.
- ✿ Response to Pamela Hodgson – About inappropriate response – August 16th 12:29pm

Timeline Cont.

- ✿ Request for an update on emails Re Bus Exemption and YMCA Waitlist – August 22nd 10:20am
- ✿ Follow-up on Appeal Request – July 20th at 12:43pm
- ✿ Response from John Dance SCDSB – August 22nd at 5:05pm – Still looking into YMCA Waitlist and continued decline of Exemption.

Timeline Cont.

- ✿ Update John Dance August 24th at 10:51am – Pending response on YMCA Waitlist
- ✿ Follow-up on Waitlist – August 29th at 9:49am. And advisement that we are not going to use the YMCA due to the lack of communication. (NO Further responses from SCDSB)
- ✿ Requested Delegation Presentation – August 29th at 2:54pm

SCHOOL BUS EXEMPTION

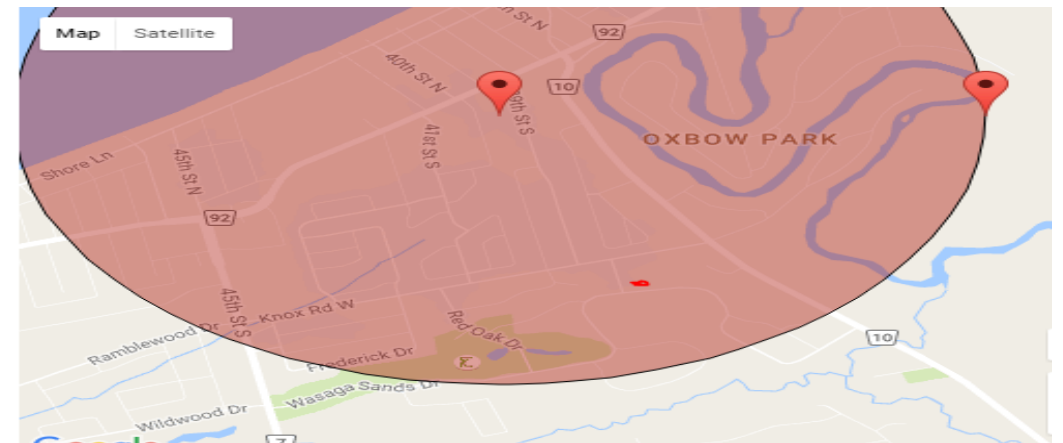
- ✿ Request for a School Bus Exemption for my 2 daughters – Grade 3 and Junior Kindergarten
- ✿ Address – 9 Pauline Place Wasaga Beach
- ✿ Oldest Child – rode the bus (F299) on exemption from 2014. Dealt with Vice Principal September 2015 and tried to contact SCSTC without success. Oldest continued to ride bus until end of school year June 2016
- ✿ Daycare provider is Located at Bus Stop by 106 Wasaga Sands Drive (Bus 299)
- ✿ Walking Route crosses Knox Road. Route not at designated safe crossing zone.
- ✿ No registered or home daycare spots available within the designated walking zone
- ✿ YMCA before and afterschool program – Waitlisted (see Slide 8)



Address: 9 PAULINE PL, WASAGA BEACH
[Worsley E.S.](#)
You are NOT eligible for transportation

Walking Directions as follows:
Start At PAULINE PL for 0.153 km
Turn left onto KNOX RD W for 0.116 km
Turn right onto 39TH ST S for 0.853 km
Arrival at 39TH ST S

[View School Eligibility](#)



SCHOOL BUS EXEMPTION CONT.

- ❁ Bus F299 – ½ Capacity
- ❁ We have Reliable and Safe before and after school care outside the 1.6 KM walking zone
- ❁ Vehicle Traffic on 39th and 31st Street for school pick-up dangerous – both walking zones
- ❁ YMCA Waitlist – Caused need to look for alternative care – contrary to the policies (see slide 8)
- ❁ SCDSB and other Parents use other means to work around SCSTC and SCDSB policies to gain access to the buses or school zones

Requesting an exemption for both my daughters to have access to Bus F299 to ride the bus from their before and after school care provider on Wasaga Sands Drive.

4.2.3 The boundary of each walking zone will reflect the most direct and **practical** walking route from the home school to home.

Licensing Standards

What are the ratios for licensed child care centres?

Licensed child care centres are required to meet the minimum standards set out in the following ratios.

The majority of the ratios for licensed child care centres remain unchanged. Only the ratios for 4-5 year olds and 9-12 year olds have been changed and operators may choose to use the former ratios or the new ones.

Licensed child care centres can choose to have more staff than is required, but may not have less:

Age Grouping	Ratio of staff to children	Maximum number of children in group
Infants (younger than 18 months)	3 to 10	10
Toddlers (18 months or older but younger than 30 months)	1 to 5	15
Preschool (30 months or older but younger than 6 years)	1 to 8	16
Kindergarten (44 months or older but younger than 68 months)	1 to 13	26
Primary/junior school age (68 months or older but younger than 13 years)	1 to 15	30
Junior school age (9 years or older but younger than 13 years)	1 to 20	20

The square footage requirements for licensed child care centres have been aligned to support the new kindergarten and school-age ratios to 2.58 square metres per child.

SCHOOL BUS EXEMPTION CONT.



- 3:15pm September 20th – Cars lined up on 39th Street from Mosley well past the school going south.
- Cars parked on each side of the road causing dangers. No sideway south of school property.
- Reduce school traffic by granting exception to our family

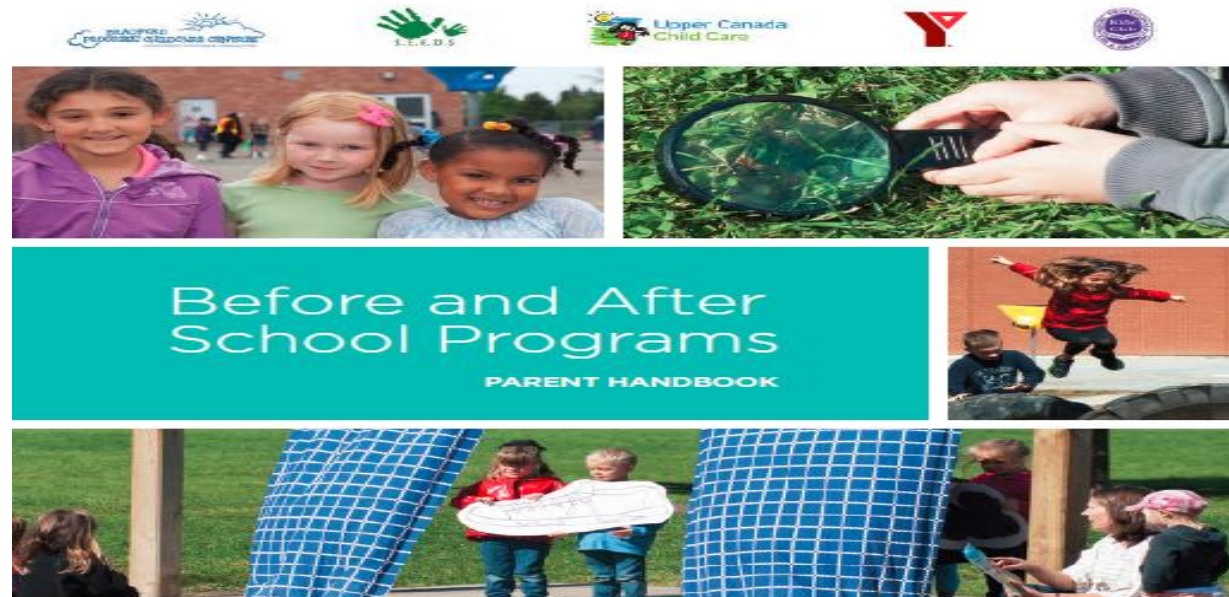
YMCA BEFORE AND AFTER SCHOOL PROGRAM

Timeline -

- ❖ Completed Before and After School Needs Assessment Survey – February 9th 2016
- ❖ Applied for YMCA Program June 24th 2016
- ❖ Advised of a Waitlist numerous times by Michelle Weymark (YMCA)
- ❖ Call with Michelle Weymark week of August 1st – Partial Availabilities
- ❖ Advised SCSTC/SCDSB multiple times of the Waitlist Issue
- ❖ August 29th – Advised John Dance that will not pursue YMCA program further due to lack of responsiveness and resolution.

“Your child’s space in the program for the following September will be guaranteed if registered in full by June 30 of the preceding school year.”

Pulled from - <https://www.scdsb.on.ca/Schools/School Documents/Child-Care-Family-Handbook.pdf>



CLOSING

This process and lack of the board following their own policies created a high amount of stress during this summer for my family. The original request for exemption was sent on June 28th and was quickly declined without full consideration. It took a number of weeks and months to move through this process that ultimately will never have an approval. The process and outcome was very disappointing.

In addition our Trustee was no help and in the correspondence I have included accused me of making this request out of my own convenience. I find her lack of responsiveness and her view of our situation to be unacceptable by an elected official.

We request the following -

- 🍁 **Full Exemption for both my children to ride the bus to and from school from our daycare provider**
- 🍁 Full explanation on why the policy for the YMCA program was not followed. With an apology letter to our family for these issues.
- 🍁 A review of the Exemption Process and Appeal Process – If it will always be declined – why have a policy at all.
- 🍁 Review of Bussing policies for rural communities like Wasaga Beach

NPSSTS

Grade	Walk Distance to School	Walking Distance to Bus Stop (where possible)
JK/SK	0.0 km	0.0 km
Grade 1	1.0 km	.50 km
Grade 2 and 3	1.0 km	.50 km
Grade 4 to 6	1.6 km	.50 km
Grade 7 and 8	1.6 km	1.0 km
Secondary School	3.0 km	1.0 km

What Questions do you have?



Jason Karklins

9 Pauline Place, Wasaga Beach Ontario

705-429-8556

705-444-9486

Jason.Karklins@gmail.com

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, SEPTEMBER 7, 2016**

The Business and Facilities Standing Committee met in Public Session on Wednesday, September 7, 2016, at the Education Centre.

PRESENT:

Committee Members Donna Armstrong (Chairperson), Peter Beacock, Annie Chandler, Wayne Clements, Donna Da Silva, Pamela Hodgson, Jodi Lloyd, Michele Locke (Vice-Chairperson), Krista Mayne, Daniel Shilling.

Administration John Dance, Stuart Finlayson, Daryl Halliday, Brian Jeffs, Jackie Kavanagh, Janis Medysky, Paula Murphy, Douglas Paul, Chris Samis, Anita Simpson, Kathryn Wallace.

Staff Danielle Mink.

Recording Secretary Lorraine Ryder.

REGRETS:

Committee Members Kathleen Aikins, Jennifer Cameron.

Student Trustees Grace Leyshon, Matt Thornhaug.

ABSENT:

Student Trustees Zak Mattila.

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

Approval of the Agenda

MOTION

Moved by Peter Beacock
Seconded by Wayne Clements

That the agenda be approved as printed.

CARRIED

Declaration of Conflicts of Interest – Nil

Presentations/Delegations

1. SCSTC - John Barbato, CEO and General Manager

John Dance, Superintendent of Facility Services introduced John Barbato, CEO and General Manager of the Simcoe County Student Transportation Consortium (SCSTC). Mr. Barbato outlined his role and provided a brief overview of the operation of the SCSTC.

Trustee Pamela Hodgson entered the meeting at this time.

Mr. Barbato and Superintendent Dance responded to questions from trustees at this time.

John Dance informed trustees with regret the resignation of Steve Parker, Manager of Design and Construction.

Chair Armstrong acknowledged and congratulated Douglas Paul on his new appointment of Superintendent of Education – Area 2.

Items for Decision

1. 2016-2017 Budget Investment: Well-Being (BF-D-1)

Chris Samis, Superintendent of Education introduced Danielle Mink, Mental Health Leader.

Brian Jeffs, Superintendent of Business Services reviewed how funds for the budget investment projects became available and summarized how the funds would be utilized.

Superintendent Samis provided an overview of the report that outlined the budget investment for well-being. Danielle Mink provided a summary of the well-being plan. This funding will have a positive impact on increasing student and staff well-being awareness and literacy by improving the conditions that promote overall well-being strategies.

Superintendent Samis, Superintendent Jeffs, Danielle Mink, and Kathryn Wallace, Director of Education responded to questions from trustees at this time.

(1)

Moved by Michele Locke

Seconded by Jodi Lloyd

#BF-2016-09-07-01

That the Business and Facilities Standing Committee recommend that the Board approve the Well-Being Plan, as set out in Report No. BF-D-1, 2016-2017 Budget Investment: Well-Being, dated September 7, 2016.

CARRIED

2. 2016-2017 Budget Investment: International Students (BF-D-2)

Brian Jeffs, Superintendent of Business Services summarized the report that presented the funding allocations and projected outcomes for the international student budget investment. This investment will support the need for the growing program and the increase of marketing efforts.

Superintendent Jeffs responded to questions from trustees at this time.

(2)

Moved by Jodi Lloyd

Seconded by Annie Chandler

#BF-2016-09-07-02

That the Business and Facilities Standing Committee recommend that the Board approve the International Student Plan, as set out in Report No. BF-D-2, 2016-2017 Budget Investment: International Students, dated September 7, 2016.

CARRIED

3. 2016-2017 Budget Investment: Teacher Technology (BF-D-3)

Superintendent Dance provided an overview of the report that outlined the budget investment for teacher technology. This budget investment will be used towards upgrading teacher notebooks and providing mounted projectors in all teaching spaces to enhance learning opportunities for students.

Superintendent Dance responded to questions from trustees at this time.

(3)

Moved by Michele Locke

Seconded by Daniel Shilling

#BF-2016-09-07-03

That the Business and Facilities Standing Committee recommend that the Board approve the Teacher Technology Plan, as set out in Report No. BF-D-3, 2016-2017 Budget Investment: Teacher Technology, dated September 7, 2016.

CARRIED

**4. Attendance Area Review 2016:01 – Southwest Elementary:
Policy Exception (BF-D-4)**

Superintendent Dance provided a summary of the report that outlined the rationale to extend the approval date for locations of the French program(s) for southwest elementary schools. This would allow for a thorough public consultation process that considers all factors.

(4)
Moved by Donna Da Silva
Seconded by Krista Mayne

#BF-2016-09-07-04

That the Business and Facilities Standing Committee recommend that the Board approve the required approval date for French program locations in the Alliston community be extended to March 31, 2017, as set out in Report No. BF-D-4, Attendance Area Review 2016:01 – Southwest Elementary: Policy Exception, dated September 7, 2016.

CARRIED

Items for Information

1. Contract Awards Within Approved Budget (BF-I-1)

Brian Jeffs, Superintendent of Business Services provided an overview of the report that summarized the awarded contracts within approved budget. Superintendent Jeffs informed the committee that one bid was disqualified as a signature was not provided on the bid form.

Superintendent Jeffs responded to questions from trustees at this time.

This report was provided for information.

Correspondence – Nil

Other Matters

1. Trustee Beacock commented on the work that was done over the summer at Forest Hill and asked for an update on the remaining work to be done at the school. Superintendent Dance indicated that the leaching beds were completed over the summer and the board is waiting for Ministry of Environment approval to complete the septic works. It is anticipated that this will be completed next summer.
2. Trustee Lloyd thanked staff for their hard work in getting the projects done over the summer to get schools ready and open for the first day of school.
3. Chairperson Armstrong asked for an update on the minister's visit. Director Wallace commented that the minister visited Barrie North. The visit was very positive and the minister was very personable and interested in what was going on in the school. Local MPP Ann Hogarth was also in attendance. Trustee Beacock commented that the announcement made by the minister was the same announcement that Ann Hogarth made earlier this year.
4. Director Wallace assured the table from all accounts that the two secondary schools who received students from Barrie Central are doing well.
5. Vice-Chairperson Locke commented that Georgian Bay District Secondary School has a new sign and everyone is very excited and positive in the north end of Simcoe County.

Notices of Motion for Next Meeting - Nil

MOTION

Moved by Peter Beacock
Seconded by Daniel Shilling

That the meeting be adjourned at 7:35 p.m.

RECOMMENDATIONS

1. That the Board approve the Well-Being Plan, as set out in Report No. BF-D-1, 2016-2017 Budget Investment: Well-Being, dated September 7, 2016.
2. That the Board approve the International Student Plan, as set out in Report No. BF-D-2, 2016-2017 Budget Investment: International Students, dated September 7, 2016.
3. That the Board approve the Teacher Technology Plan, as set out in Report No. BF-D-3, 2016-2017 Budget Investment: Teacher Technology, dated September 7, 2016.
4. That the Board approve the required approval date for French program locations in the Alliston community be extended to March 31, 2017, as set out in Report No. BF-D-4, Attendance Area Review 2016:01 – Southwest Elementary: Policy Exception, dated September 7, 2016.

Respectfully submitted by:

Brian Jeffs
Superintendent of Business Services

John Dance
Superintendent of Facility Services

Approved for submission by:

Kathryn Wallace
Director of Education

September 28, 2016

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 APRIL 29, 2016**

A meeting of the First Nations Education Advisory Committee (FNEAC) was held on Thursday, April 29, 2016 at Twin Lakes Secondary School in Orillia.

PRESENT:

Voting Members

Evelyn Ball, Jodi Lloyd, Michele Locke, Dan Shilling

Non-Voting Members

Stuart Finlayson, Lisa Ewanchuk, Rick Hodgkinson, Nick Howard, Angela Johnson, Diane Lefuel, Brian MacIsaac, John Playford, Irfan Toor, Jim Sammon, Lisa Snache

Recording Secretary

Lois Scott

Guests

Jennifer Pinney-Rodger

REGRETS:

Kim Campbell, Eric Chartrand, Jon Nicholson, Sylvia Norton-Sutherland, Tracey Snache, Paris Snake

Opening Prayer

Evelyn Ball 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 current calendar year.

Moved by Dan Shilling
Seconded by Evelyn Ball

CARRIED

RECOMMENDATION

That Dan Shilling is elected First Nations Education Advisory Committee Vice Chairperson for the current calendar year.

Moved by Evelyn Ball
Seconded by Jodi Lloyd

CARRIED

Welcome and introductions

Trustee Locke welcomed the committee members and facilitated introductions. Regrets were expressed on behalf of those unable to attend.

Approval of the agenda

RECOMMENDATION

That the agenda be approved as printed.

Moved by Jodi Lloyd
Seconded by Dan Shilling

CARRIED

Approval of the minutes of the last meeting dated October 21, 2015

RECOMMENDATION

That the minutes be approved as printed.

Moved by Dan Shilling
Seconded by Evelyn Ball

CARRIED

Terms of Reference

Deferred to the next committee meeting.

Enrolment Report

Background

Rick Hodgkinson, Assistant Manager of Admissions & Enrolment reported that enrolment data presented in this report includes all First Nation students who were enrolled at a Simcoe County District School Board (SCDSB) school on March 31, 2016 (Ministry of Education enrolment count date) under the effective Educational Services Agreements with Beausoleil First Nation and Chippewas of Rama First Nation as fee paying students. The report also shows a breakout of all SCDSB students who have voluntarily self-identified as First Nation, Métis and Inuit.

Enrolment on March 31, 2016

On March 31, 2016, 70 students from Beausoleil First Nation and Chippewas of Rama First Nation were enrolled at SCDSB schools as fee paying students. Total student enrolment is detailed in the table below by First Nation. The second table details the total enrolment of First Nation students by school panel – elementary, secondary and continuing education Learning Centre.

First Nation Students Enrolled at SCDSB Schools

	October 31, 2015	March 31, 2016	Change (Oct 31, 2015 Compared to M ar 31, 2016)
First Nation	Total Students	Total Students	Total Students
Beausoleil	34	33	- 1
Chippewas of Rama	37	37	0
Total	71	70	- 1

Actual number of fee paying students enrolled.

Total Fee Paying First Nation Students Attending SCDSB Schools

	October 31, 2015	March 31, 2016	Change (Oct 31, 2015 Compared to M ar 31, 2016)
Total All First Nation Students	Total Students	Total Students	Total Students
Elementary	13	15	+ 2
Secondary	58	55	- 3
Learning Centre	0	0	0
TOTAL ALL STUDENTS	71	70	- 1

Actual number of fee paying students enrolled.

The tables below and on the following page further break out student enrolment for each First Nation, detailing enrolment by SCDSB school.

Fee Paying Students From Beausoleil First Nation Attending SCDSB Schools

Beausoleil First Nation	School Attending	October 31, 2015	March 31, 2016	Change (Oct 31, 2015 Compared to M ar 31, 2016)
		Total Students	Total Students	Total Students
Elementary		0	0	0
Secondary	Midland SS	22	23	+ 1
	Penetanguishene SS	12	10	- 2
	Total Secondary	34	33	- 1
Learning Centre		0	0	0
Total		34	33	- 1

Actual number of fee paying students enrolled.

Fee Paying Students From Rama First Nation Attending SCDSB Schools

Chippewas of Rama First Nation	School Attending	October 31, 2015	March 31, 2016	Change (Oct 31, 2015 Compared to Mar 31, 2016)
		Total Students	Total Students	Total Students
Elementary	Lions Oval PS	2	2	0
	Rama Central PS	3	3	0
	Regent Park PS	8	10	+ 2
	Total Elementary	13	15	+ 2
Secondary	Orillia SS	11	11	0
	Twin Lakes SS	11	11	0
	Simcoe Alternative SS	2	0	- 2
	Total Secondary	24	22	- 2
Learning Centre		0	0	0
Total		37	37	0

Actual number of fee paying students enrolled.

Voluntary, Confidential Self-Identification of Aboriginal Students

In accordance with SCDSB Policy 4195, *Voluntary, Confidential Self-Identification of First Nation, Métis and Inuit 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 table below details the total number of SCDSB students, board-wide who have self-identified as First Nation, Métis and Inuit.

Voluntarily Self-Identified Aboriginal Students

	Elementary			Secondary			Learning Centres			Total Students		
	Oct 31, 2015	Mar 31, 2016	Change (Oct 31, 2015 Compared to Mar 31, 2016)	Oct 31, 2015	Mar 31, 2016	Change (Oct 31, 2015 Compared to Mar 31, 2016)	Oct 31, 2015	Mar 31, 2016	Change (Oct 31, 2015 Compared to Mar 31, 2016)	Oct 31, 2015	Mar 31, 2016	Change (Oct 31, 2015 Compared to Mar 31, 2016)
First Nation	752	753	+ 1	358	342	- 16	6	14	+ 8	1,116	1,109	- 7
Métis	315	320	+ 5	169	165	- 4	3	5	+ 2	487	490	+ 3
Inuit	16	19	+ 3	2	2	0	1	0	- 1	19	21	+ 2
Total	1,083	1,092	+ 9	529	509	- 20	10	19	+ 9	1,622	1,620	- 2

Actual number of students enrolled.

SCDSB Staff Self-Identification

Superintendent Finlayson noted that plans are underway to explore a process for voluntary, confidential self-identification of First Nation, Métis and Inuit staff. Discussion will continue next meeting.

Updates

Beausoleil First Nation

Principal Johnson reminded the committee of the Ogemawahj Tribal Council 2016 First Nations Education Summit to be held in May.

Rama First Nation

Evelyn Ball reported that Rama's Community Education Governing Circle (CEGC) is the umbrella of education and operates similarly to the SCDSB. There are seven board members. Currently two large projects are on the go. The first being Community Graduation Day and First Nations Day on June 21, 2016. Evelyn reported that this date may tie in with student exams and requested that students from Rama First Nation be excused without penalty to participate in the events.

The second project that the CEGC is involved with is the Restoration of Jurisdiction, a Union of Ontario Indians led initiative. Both the CEGC and Beausoleil First Nation, while working in partnership with SCDSB, will be working towards developing a school board for First Nations across Ontario. They are currently putting an education and communication plan and strategy together for their communities. The roll out and voting will take place November 28 through to December 2 in their respective communities. This will change some funding but won't impact the day to day other than enhancing more of the cultural and language initiatives as a regional body.

Trustee Shilling advised the committee that Evelyn Ball holds the position of Chair of the Education Advisory Circle with the Tribal Council.

Trustee Shilling reported that Rama First Nation will be holding their election on September 2, 2016. For the first time council will be elected to hold a four year term rather than a two year term.

Simcoe County District School Board

Principal Ewanchuk introduced Jennifer Pinney-Rodger, Student Success School Support Initiative (SSSSI) teacher, who shared a prezi with the committee.

Student Voice Forums:

http://prezi.com/hc_v372purig/?utm_campaign=share&utm_medium=copy&rc=ex0share

Superintendent Finlayson reported that 47 SCDSB schools have been able to participate in field trips with an FNMI foci and take advantage of funding supports which cover up to 75 percent of the field trip cost.

Principal Ewanchuk spoke to the FNMI Annual Action Plan.

APPENDIX A

School Reports

APPENDIX B

Additional Business/Questions/Comments

A discussion took place regarding the approval of meeting minutes which resulted in the following recommendation:

RECOMMENDATION

That the FNEAC committee distribute electronic minutes immediately to voting members present at the meeting for electronic discussion and approval to ensure a timely distribution to the Board of Trustees. The approval of the minutes will be confirmed by motion at the next FNEAC meeting.

Moved by Jodi Lloyd
Seconded by Dan Shilling

CARRIED

Superintendent Finlayson spoke further to the Ogemawahj Tribal Council 2016 First Nations Education Summit and noted that Director Wallace has been invited to have a delegation of four attend the summit.

Superintendent Finlayson reported that the Education Services Agreement between Rama First Nation and the SCDSB expires August 31, 2016.

It was noted that the Education Services Agreement between Beausoleil First Nation and the SCDSB extends until 2017.

Superintendent Finlayson reported that the revisions made to the SCDSB Policy 4195 Voluntary, Confidential Self-Identification of First Nation, Métis and Inuit Students were passed by the Board. Noted was the most significant change of EQAO reporting policies.

APPENDIX C

Superintendent Finlayson reported that Lakehead University is offering a course in Teaching First Nation, Métis and Inuit Children. The online course is being offered in both the spring and summer sessions. The SCDSB is offering partial reimbursement for tuition for up to 20 people to take this course.

Superintendent Finlayson spoke to the current resource allocation in our department and identified which would continue next year pending budget approval.

Currently there are 6 Student Advisors – we expect this to continue next year.
1 Itinerant Resource Teacher – we expect this to continue next year.
Student Work Study Teacher – funding will not be available next year.
Special Education Resource Teacher – funding will not be available next year.
A second Itinerant Resource Teacher will be available to service our schools next year.

An invitation was extended to FNMI partners to attend the Regional Leads Meeting being held Wednesday May 11, 2016 at the Liberty North Conference Centre along with Principal Ewanchuk and Superintendent Finlayson.

FNEAC Meeting Date

The next FNEAC meeting will take place on Wednesday, June 8th at Christian Island.

Closing Prayer

Evelyn Ball led the group in a closing prayer where all participated.

The meeting adjourned at 1:00 p.m.

Report Status

This report is provided for information.

Respectfully submitted by:

Stuart Finlayson
Superintendent of Education

Approved for submission by:

Kathryn Wallace
Director of Education

September 28, 2016

APPENDIX A – Page 1 to 6

**SIMCOE COUNTY DISTRICT SCHOOL BOARD
FIRST NATIONS EDUCATION ADVISORY COMMITTEE
FIRST NATION, MÉTIS AND INUIT EDUCATION ANNUAL ACTION PLAN 2015-2016**

First Nation, Métis and Inuit Education Annual Action Plan

2015 - 2016

First Nation, Métis
and Inuit Education



The Simcoe County District School Board (SCDSB) supports The Simcoe Path as well as the Board Learning Plan for Student Achievement and Well Being (BLPSA-WB). All of the programs and beliefs can be exemplified in the Medicine Wheel in order to meet the diverse educational needs of our students throughout the SCDSB. Specifically, ensuring equity is one of the four renewed goals for the Ministry of Education in the Province of Ontario. The Medicine Wheel symbolizes the interconnection of the full program.

The action plan supports inclusion of culturally appropriate pedagogy into practice to increase FNMI student achievement, well-being and success while building cultural knowledge and capacity throughout our system.

FNMI student achievement data is collected and used to monitor the progress of student performance on provincial assessments, report cards and SCDSB assessment tools. FNMI student achievement data is analyzed to inform targeted strategies to increase FNMI student success and well-being.



The vision of the First Nation, Métis and Inuit (FNMI) Annual Action Plan is to improve student achievement and well-being among FNMI students of the SCDSB, close achievement gaps where they exist and support cultural capacity and knowledge building for our SCDSB staff and students. The vision is guided by the FNMI Education Policy Framework Implementation Plan. The four focal points are:

1. Using Data to Support Student Achievement
2. Supporting Students
3. Supporting Educators
4. Engagement and Awareness Building

In order to support FNMI student achievement, well-being and success, strong and positive relationships must exist between SCDSB students, teachers, FNMI parents and the FNMI community partners and organizations. Working within the safe and supporting school environment, FNMI departmental staff encourage cultural identity building and increased student confidence and self-esteem. FNMI departmental staff work alongside teachers to encourage classroom use of strategies, grounded in research, to increase FNMI student engagement, well-being and success.

Vision	Relationships	Knowledge	Actions	Results for Re-Visioning
<p>Using Data to Support Student Achievement</p> <ul style="list-style-type: none"> ✓ Collect, analyze, monitor and report on self-identified students to inform targeted strategies ✓ Engage with local FNMI communities to build understanding of self-identification and to increase the number of students who self-identify ✓ Increase FNMI student participation in school programs and services that have proved to be effective 	<ul style="list-style-type: none"> ☑ FNMI Itinerant Resource Teacher ☑ FNMI Student Success Teacher ☑ FNMI Focused Student Work Study Teacher ☑ Principal, FNMI Education ☑ FNMI Student Advisors ☑ Community partners <p>If self-identified FNMI students receive specific differentiated interventions, then student achievement and well-being will increase.</p> <p>If SCDSB members monitor and analyze the achievement of self-identified students, then specific strategies can be identified, targeted and refined to improve student learning and help close achievement gaps.</p>	<p>1608 students who have identified as First Nation, Métis or Inuit:</p> <ul style="list-style-type: none"> ☑ 1076 elementary ☑ 532 secondary <p>Number of FNMI students who have voluntarily self-identified at (% of total school population):</p> <ul style="list-style-type: none"> ☑ Huron Park – (15%) ☑ Tay Shores – (11%) ☑ Regent Park – (9%) ☑ Twin Lakes SS - (7%) 	<p>FNMI Student Success Teacher</p> <ul style="list-style-type: none"> • Twin Lakes Secondary School • Collect, monitor and analyze student success indicators for 66 self-identified students • Apply specific individualized interventions • Report on student achievement outcomes <p>FNMI Focused Student Work Study Teacher (SWST)</p> <ul style="list-style-type: none"> • Tay Shores, Huron Park and Regent Park • Increase community engagement with FNMI partners • Collect and co-reflect on student work • Work alongside host classroom teachers to co-reflect and co-plan instructional strategies to address specific self-identified students in the class • Describe student learning through observation, listening and field notes and document student learning experience • Report on progress and results in a pedagogical documentation monograph 	<ul style="list-style-type: none"> ☐ Implement FNMI Student Success Teacher at Orillia Secondary School, Midland Secondary School and Penetanguishene Secondary School for semester 2 of 2015-2016 school year ☐ Refine the implementation of FNMI Focused SWST based on the pedagogical monograph developed and from learnings of other provincial FNMI Focused SWST.

Vision	Relationships	Knowledge	Actions	Results for Re-Visioning
<p>Supporting Students</p> <ul style="list-style-type: none"> ✓ Enhance inclusion of FNMI students' needs and experiences in board and school initiatives that promote safe and accepting schools ✓ Work in collaboration with community partners to identify and address topics relevant to well-being of students ✓ Increase opportunities for Native languages and Native studies ✓ Focus on supporting transitions for self-identified students and for students transitioning from First Nation schools to board schools 	<ul style="list-style-type: none"> ☑ Ojibwe Language Teacher ☑ FNMI Itinerant Resource Teacher ☑ Elementary Student Success Teachers ☑ Secondary Teachers <p>If FNMI student transitions and transitions from First Nation schools are purposefully planned, then fewer FNMI students will be identified as "at-risk" of not graduating and more FNMI students will graduate in four years.</p>	<p>Ojibwe Language Program</p> <ul style="list-style-type: none"> ☑ OCT certified teacher now delivering Ojibwe language program at Lions Oval PS and Regent Park PS ☑ Lions Oval has 58 students registered ☑ Regent Park has 70 students registered <p>Transitioning from First Nation schools to SCDSB secondary schools</p> <ul style="list-style-type: none"> ☑ Mnjikaning Kendaaswin Elementary School (MKES) ☑ Christian Island Elementary School (CIES) <p>Summer 2016 Reach Ahead and Cultural Camp</p> <ul style="list-style-type: none"> • Student need has been expressed by Rama and Beausoleil First Nations 	<p>Ojibwe Language</p> <ul style="list-style-type: none"> • Implement SCDSB Ojibwe Language Resource documents • Provide cultural supports to enhance the program • Support Ojibwe Language teacher with assessment and evaluation strategies <p>Transitioning</p> <ul style="list-style-type: none"> • Provide release time for English, Mathematics, Music and Physical Education teachers to work alongside grade 8 teachers and teach 75 minute periods at MKES and CIES • FNMI Itinerant Resource Teacher and Elementary Student Success teachers will support Grade 8 teachers with transitions packages <p>Summer Reach Ahead and Cultural Camp</p> <ul style="list-style-type: none"> • Work, in collaboration with Rama and Beausoleil First Nation staff to develop 5 week camp for students headed to secondary school • Camp will be located on each First Nation 	<p>Ojibwe Language</p> <ul style="list-style-type: none"> ☐ Continue to refine the implementation of the Ojibwe Language Resource document ☐ Ojibwe Language students will become more involved in school assemblies ☐ Support for the program will increase <p>Transitioning</p> <ul style="list-style-type: none"> ☐ MKES and CIES students will continue to register at SCDSB secondary schools <p>Summer Reach Ahead and Cultural Camp</p> <ul style="list-style-type: none"> ☐ MKES and CIES student registration at SCDSB secondary schools will increase

Vision	Relationships	Knowledge	Actions	Results for Re-Visioning
<p>Supporting Educators</p> <p>Facilitate professional development for teaching staff to assist them in incorporating culturally appropriate pedagogy into practice which will enable them to increase their knowledge and awareness of FNMI culture, histories and perspectives and enhance their capacity to support FNMI learners more effectively.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> FNMI Itinerant Resource Teacher <input checked="" type="checkbox"/> Principal: FNMI Education <input checked="" type="checkbox"/> Community Elder and traditional knowledge keepers <input checked="" type="checkbox"/> Grade 6-12 teachers <input checked="" type="checkbox"/> SCDSB students <p>If SCDSB schools provide inclusive learning environments in which all students see themselves reflected in the curriculum, then all students will have opportunities across the Ontario Curriculum to learn about and appreciate contemporary and traditional FNMI cultures, histories and perspectives</p>	<p>Residential Schools and Reconciliation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Authentic information from Truth and Reconciliation Commission (TRC) <input checked="" type="checkbox"/> Intergenerational loss and impacts effect contemporary lifestyles of FNMI families <p>First Nation, Métis and Inuit Collaborative Inquiry</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Schools where FNMI Focused SWST will be involved <input checked="" type="checkbox"/> Community partners engagement <p>We Are All Treaty People</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Local treaty experts <input checked="" type="checkbox"/> Knowledge of traditional territory 	<p>Residential Schools and Reconciliation</p> <ul style="list-style-type: none"> • Use of PLC process and collaborative inquiry model • Incorporate learnings from TRC final report • Document learning journey • Incorporate authentic literature <p>FNMI Collaborative Inquiry</p> <ul style="list-style-type: none"> • Use collaborative inquiry process • Launch the inquiry at Enaahtig Healing Lodge and Education Centre • Engage Elder and traditional knowledge keepers to assist in building inquiry questions and learning <p>We Are All Treaty People</p> <ul style="list-style-type: none"> • Engage treaty experts to support teacher learning • Use of collaborative inquiry model over course of 2 release days per teacher • Distribute We Are All Treaty People kits to every elementary school 	<ul style="list-style-type: none"> <input type="checkbox"/> Participants in all professional learning will have an increased knowledge and understanding of FNMI history and perspectives that impact FNMI student achievement and well-being. <input type="checkbox"/> Participants will also have an understanding that the traditional territory of the SCDSB is that of the Anishinabek people and treaty relationships.

Vision	Relationships	Knowledge	Actions	Results for Re-Visioning
<p>Engagement and Awareness Building</p> <p>Collaborate with FNMI parents and communities to enhance communications on progress related to FNMI student success and well-being</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> FNMI Student Advisors <input checked="" type="checkbox"/> Principal: FNMI Education <input checked="" type="checkbox"/> Elder and First Nation knowledge keeper 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Recommendations from SCDSB Urban Aboriginal Education Provincial Report to CODE <input checked="" type="checkbox"/> FN Advisory Committee <input checked="" type="checkbox"/> FNMI Education Circle <input checked="" type="checkbox"/> FNMI student self-identification and program information 	<p>Community Partners Gathering</p> <ul style="list-style-type: none"> • Gather focus topics from participating community partner • Work tables focused on factors that affect FNMI student well-being • Collect and collate strategies to increase FNMI student well-being <p>Family and Community Newsletter</p> <ul style="list-style-type: none"> • Inform FNMI parents and community of FNMI Voluntary, Confidential Self-Identification Policy, provincial assessment results and of SCDSB FNMI programs and services 	<ul style="list-style-type: none"> <input type="checkbox"/> FNMI community partners are more informed of FNMI departmental programs <input type="checkbox"/> FNMI strategies are informed by community partner voice <input type="checkbox"/> FNMI families will have increased knowledge of SCDSB programs to improve FNMI student success and well-being

APPENDIX B – Page 1 to 7

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

Christian Island Elementary School (CIES)

Principal Johnson reported that many activities for the students have taken place since the last meeting and have included:

- Annual Spirit Days – Another successful year for Spirit Day activities! Activities that they hosted for their students during February and March were primarily culture based and the theme was Arctic Games.
- Anti-Bullying Workshop – A workshop hosted by the Health Centre for students took place on February 24th. The workshop was interactive for all grades. All participants received a t-shirt to remember the day and the lessons learned.
- Student Council – Valentine’s Day activities and a dance for students.
- Nutrition Program – Lots of new items purchased through the FNSNP funding. The nutrition program is fully equipped and running smoothly.
- Extra-curricular Activities – Current activities being offered include a guitar club, craft club, and a music club, and a “Just Dance” club.
- Climate Change – Presentations hosted by BFN took place during the month of February and the students learned some new information and took part in interviews and the preparing of a video for the community.
- Spirit Days – Another successful year for Spirit Day activities. The students enjoyed the theme “Arctic Games.”
- Chimnissing Anishinabe Bimaadzwin Conference – On April 5th and 6th students from grades 4-8 will attend the conference. The BFN Nookmis Revenue Fund, through the Anishinabemowin, Harvesting, Seniors and Youth Initiatives is sponsoring the event. It will focus on Beausoleil First Nation (Chimnissing) specific history, provided by their own teachers, elders, seniors, youth, academics and professionals. Topics for this event include:
 - Treaties
 - Genealogy
 - Traditional Teachings
 - History
 - Land Use
- Royal Winter Fair – Once again the whole school attended the fair in Toronto and had a great time. Students learned a lot about agriculture and brought back information that they used in their classroom projects.
- Pow Wow – The annual School Pow Wow is scheduled for Wednesday, May 25th. Invites have been sent to schools.

Principal Johnson reported that many activities for the staff have taken place since the last meeting and have included:

- Dr. Eric Jackman Institute of Child Study School Visit – All of classroom teachers went to Toronto to the Jackman Institute to learn about “Environmental Inquiry” and in preparation of the OTC Wide PLC.
- OTC PLC – This year’s PLC was hosted by BFN and Rama and Georgina’s school staff joined BFN for the day. The topic was “Inquiry Based Learning.” Other activities included a tour and history of Christian Island and a session on future FNSSP planning. Great day!
- Youth Training in British Columbia – The NSL teacher attended youth training in British Columbia during March 10th-14th. The staff have not had the opportunity yet to hear about what he learned, however, he will be sharing his new knowledge at the next staff meeting.

- Behaviour Workshops – This is a three part series hosted by Community Living Huronia for parents, staff, and community. The sessions are full of information and strategies on how to deal with difficult behaviours.
- Education Curriculum Resources – On April 20th a couple of the teachers, BEAC members, community members and Principal Johnson attended the workshop at OTC in Rama. They examined various resources that incorporate First Nation histories, cultures, languages, and contemporary issues into the curriculum. Participants had an opportunity to share effective practices in the development of curriculum resources, and propose curriculum resource development strategies/projects that could be undertaken in collaboration with key partners.

Mnjikaning Kendaaswin Elementary School (MKES)

Principal Howard reported that on January 29th they had a super P.A. Day hosted by Principal Johnson at Christian Island. The focus was the environment and participants gained many insights. Principal Howard noted that they are pleased to host many SCDSB elementary sporting events at the MASK arena. Self-locking front doors at MKES have been introduced to ensure greater security for both students and staff. The parental response has been very positive to this initiative. They had a lovely Winter Carnival and Jump Rope for Heart day. All the staff and students had a great time just having fun. The Senior Boys Drum and Little Girls Hand Drum groups were part of the opening for First Nations Library Week. They are very pleased to be part of the Paso por Paso initiative which involves students designing Valentine's Day cards for Mayan children at the Tierra Linde School in Guatemala. The cards are delivered to the students and they design cards for the MKES students. The students at MKES loved the cards from Guatemala. This year there was also a Skype session for the students so they could see and talk to each other. The school had a number of theme days: Celebrate Your Culture Day, Hawaiian Day and the anti-bullying Day of Pink. The Kehewin Native Dance Theatre did 2 performances for the students at MKES. In the performance for the older students the performers talked about their career path and their love of their culture and dance. Both students and staff really enjoyed the presentations. To increase parental involvement and promote Science /Technology they held a Science Fair. All grades were given a specific challenge and the students were provided with materials to kick-start their project. The projects were done at home and were all on display during our Parent-Teacher conferences following Report 1. All participants were awarded a certificate and the entire MKES staff helped judge the winning entries. 40 students received winner's medals. When careers are considered, opportunities in the field of technology continue to grow. The school is attempting to engage students in this area. To this aim they have introduced the Hour of Code to all students so they gain an insight into programming. They have a Science/Technology teacher 3 days a week and continue to look for ways to inspire students in this important area. During April students have participated in the Race Against Drugs at ODAS Park, Hector Copegog: Little Boy Drum Teachings, the Orillia Kiwanis Music Festival and the Safety Village. Principal Howard concluded his report by stating that schools are exciting places and being part of the educational journey of the students is certainly rewarding.

Regent Park Public School

A report was read on behalf of Principal Campbell. The FNMI culture is being infused more and more at Regent Park. A formal restorative circle was held at Regent Park, led by Lisa Ligers, involving two boys who vandalized the community garden. Roseanne Irving has led a number of classroom circles and has supported Amy Strong with the board's "Walking the Path" program in 4 classrooms. The intermediate teachers will be doing a novel study on the book "Red Wolf" by Jennifer Dance.

Lisa Ligers and Roseanne Irving will be presenting Restorative Practices training at the board this month. Amy Strong is working with a number of our teachers in the role of FNMI student work study teacher. This deals with best practices to implement FNMI perspectives, worldviews and culture into the classroom using the new Literacy and Learning materials.

Colleen Moreau is the new FNMI student advisor. She has really connected with students and parents and will continue to build positive relationships with the Regent community.

The OSL program is up and running and Raven Cotnam has had students present in Ojibway, at our Remembrance Day and Christmas celebrations. This program is growing in popularity.

Rama Central Public School

Principal Lefuel reported that the school continues to weave FNMI awareness throughout the curriculum and through general school practices such as Restorative Practices and strategic planning of resources and field trips. They have 3 students on tuition agreements and 9 additional students who have self-identified as FNMI. One teacher on staff is currently on a leave from the school as he is now in a leadership position with the SCDSB as an FNMI Itinerant Resource Teacher.

Recently, the school received a kit entitled "We are all Treaty People." The kit contains a book to share with students, teacher resources such as guides for lessons and videos are provided with clear links to the curriculum goals for each grade. This is being delivered centrally through the school's teacher-librarian to ensure the kit is used to its full potential and cared for.

In December, students in Grade 5 attended an outdoor educational experience by visiting Springwater Provincial Park. Participating students went on a guided "Medicine Walk," led by the First Nations elder who manages the park. After eating lunch at the park, they went to the Simcoe County Museum, for an afternoon program entitled "Wendat and the Winds of European Change." This field trip addressed aspects of the grade 5 social studies expectations (First Nations and Explorers). Parent volunteers, students and the teacher all provided exceptionally positive feedback about this trip opportunity. The Grade 6 class will be replicating this trip on May 4.

The staff "School Learning Plan" team regularly reviews current achievement levels of students who are self-identified and establishes goals for continued improvement with a particular focus on mathematics. Kindergarten staff have also identified the "Little Spirits" professional development opportunity as an area of personal focus this year.

Twin Lakes Secondary School (TLSS)

Principal Toor reported that the Ojibwe course is wrapping up. The course has generated consistent interest every year, drawing in students who are able to expand their conversational Ojibwe with the older generation.

I.S.U.s are almost complete and students are looking forward to trying out their creations.

An 'Ojibwe Word of the Week' has been added to the school website.

The FNMI Student Success teacher has been meeting with students regularly to keep up to date on their academic progress.

The trip to Lakehead University in December went well. Some students are interested in staying local when they complete secondary school.

Student surveys are being completed and questions are based on how they feel at school, support offered, FNMI culture evident in school, discrimination, and extra-curricular activities.

A student voice forum was held January 12 and all FNMI students have been invited to discuss a series of questions and also to hear about some opportunities and programming.

As part of a Speaker series, Ryan Hinds, a CFL Player, will be in to speak about goal setting, resiliency and achieving success.

On December 9 Brent and Rob were invited with a Gr. 10 History class to join an Innisdale trip to the Six Nations Woodlands Cultural Centre and Residential School in Brantford. This trip was generously funded by Experiential Education and Lisa Ewanchuk. The trip was a powerful, vivid experience for students, and the follow up activity involved parental feedback on the issue, which helped to expand the dialogue. History of Residential School banners are installed just outside the library.

For a few years Twin Lakes has been gathering original artworks, visuals, and artifacts to reflect the many First Nations, Metis and Inuit cultures of Turtle Island. These are now on display in room 217, which has become the space for Indigenous learning. A special thanks again to Lisa for the course funding that allows the school to gather these awesome resources.

New school murals include FNMI influence including a large 'Thunderbird' mural.

Teachers are involved with reconciliation PLC including building Minecraft worlds.

Two Indigenous courses have been added to the 2016-17 course calendar. All Grade 11 College English students will be taking Contemporary Aboriginal Voices NBE3E. These additions reflect the board's goal of expanding Indigenous Understandings across the curriculum, and across departments as well.

Next semester the school is looking forward to several local trips with the Indigenous Studies class to St. Marie among the Hurons, a possible trip to the ROM, and a possible trip to the Woodlands Cultural Centre.

May 13 is the date for the Parry Sound High School Pow Wow . The school is working on details to attend.

Orillia Secondary School (OSS)

Principal Sammon reported that Orillia Secondary School currently has 74 students who are officially and unofficially identified as First Nation, Métis or Inuit. Of this number, 19 are from Chippewas of Rama First Nation and 11 are students covered by the tuition agreement.

In the Grade 10 NAC2O course, students have started looking at creation stories and oral tradition, the Medicine Wheel, Seven Grandfather Teachings, First Nations and Inuit inventions and other cultural aspects before delving into history. Historical topics discussed thus far are: European arrival, fur trade, Jesuits and New France, and the French and Indian War.

In the Grade 11 NBV3C course, students have been studying traditional teachings, the Medicine Wheel, Seven Grandfather Teachings, First Nations and Inuit inventions, and other cultural inventions before delving into a project on reconciliation. Participating with other schools in

Simcoe County and beyond, students were involved in the #CraftReconciliation project, where they were to design a model of reconciliation in Minecraft. To prepare for this, students researched Missing and Murdered Indigenous Women, learned about residential schools and their lasting impact, and other contemporary issues, including land, education, health and income. Students were to then pick one issue and design a model. Models ranged from community centres to statues to affordable housing units to museums and before and after models of land and residential schools.

Students in both classes have also taken part in hands-on activities, including participating in Talking Circles, making their own Talking Sticks, and forming their own tipis (out of bamboo skewers). Additionally, they participated in the No Face Dolls project with the Métis Nation of Ontario, to honour missing and murdered Indigenous women. Students participated in a Google Hangout with Waubgeshig Rice, hearing his perspective on contemporary issues and were able to ask questions.

Students will soon be delving into treaties and wampum belts, and will even be beading their own wampum belts with the help of guest speakers. Guest speakers in the near future will be discussing clans, the fish fence, treaties and more, and helping students form their own leather and beaded wampum belts/bracelets.

All students were invited to Lakehead University in Orillia in April to learn about what opportunities are available for them; 20 attended. Students participated in a version of a lecture on the importance of water, and then made their own water filters. They also participated in a talking circle with an elder, hearing from the student leader of the Turtle Island Student Circle (Indigenous Club), and were involved in the blanket exercise. The day ended with a talking circle where students shared their thoughts on the day. Many students were encouraged to start our own school club, which will be starting Thursday, April 28.

Upcoming field trip opportunities include a visit to Sainte-Marie among the Hurons on May 17 to participate in the "Two Cultures: One Land" program of the coming together of French and Wendat cultures. Additionally, Grade 11 students will be visiting Georgian College Aboriginal Resource Centre, Barrie, in May to learn more about what opportunities are available to them, as well as participate in sessions with an Elder and eat traditional food.

Midland Secondary School (MSS)

Penetanguishene Secondary School (PSS)

Principal MacIsaac reported that ongoing preparations and transition events to merge PSS and MSS classes continue at both schools. In the Contemporary Aboriginal Voices class, students have just completed their introductory unit on oral tradition and creation stories. Students have been given some important vocabulary about identity, discrimination, stereotypes, racism, ethnocentricity, marginalization, colonization, worldview, and individuality. They have learned the importance of storytelling and the events that surround the stories. We also had a long discussion about "the word" and how it is often considered a living entity; once you've spoken something it becomes very difficult to take back. It was an enlightening moment for some individuals in the class. We are just beginning our unit on the novel *Red Wolf* and today students were introduced to the 100 years of loss information. There was an immense amount of shock and some horror over the history they didn't know. The class will be creating a bulletin board with the information - as a reminder. Mrs. Prentice will lead the class through a discussion regarding the life cycle wheel and the societal impacts related to residential schools.

This semester is the first opportunity to have one period designated to a Student Success teacher for FNMI students. Mrs. Prentice has taken on this role and has become the caring adult of nearly 50 FNMI students. She has successfully touched base with nearly all of them since the start of second semester. She is looking forward to informally tracking students that are successful and identifying ways to improve the skills and needs of our lesser successful students as best she can. She has taken on this role to be another individual that can support students who need a caring voice. At present, she is assisting students with their credit recovery and informing many of various events that occur within the community. Additionally, she is supporting our grade nine and ten students with EQAO Math prep and OSSLT preparation.

In the Expressions of Aboriginal Cultures Art class students are starting the semester looking at nature and the importance of every creature. We are also part of the craft-reconciliation group. This group is about reconciliation and how we can recognize it and what we can do to change the future through art or the software Minecraft. Within this group we had several google hangout discussions. As a class we went over the 94 reconciliation's and as a class discussed which topic we felt was the most important and what we could do to represent that issue through art. This is an ongoing class project.

At PSS we had an FNMI Student Voice Forum lead by Jennifer Pinney-Rodger and PSS student leaders. The students gathered for the day and spent time discussing PSS and how they are represented and supported at PSS. They embraced the opportunity and shared valuable information. Afterwards, the students met with the school administration and presented their information at the March staff meeting. In April, Arrole Lawrence visited the school and presenting to the whole school on the topic, "Understanding the Game of Life". The students enjoyed the presentation and we have invited Mr. Lawrence to come speak next year to the students when they are GBDSS.

Rama Student Advisor – Lisa Snache

Rama Student Advisor Lisa Snache reported that Interim Reports for Semester 2 have been received and students have been seen. Ongoing supports are being offered to those students requiring additional help. Contacts/inquiries have been made with their teachers. Final Report Cards Semester 1 and Status Sheets have been received and followed up with students. A review of timetables and course progress has been completed with most students. Mid-Term Reports Semester 1 were received and students at TLSS and OSS have been met with. Extra supports for those students requiring help are being offered.

The Aboriginal Post-Secondary Information Program in November 2015 was very well attended at TLSS and OSS.

SAL Committee Meeting in December 2015 and in March 2016 were attended.

University of Toronto representatives were at TLSS and OSS on January 12, 2016 to promote the Summer Mentorship Program. One student has been accepted. As well one student has been accepted for March Break program in Physical Education.

Several students from OSS attended Lakehead University on Apr. 5, 2016 for their Day on Campus program which was facilitated by the Aboriginal Mentorship Program staff (Thunder Bay Campus).

Upcoming events include the Skilled Trades Competition/FNMI Conference in Waterloo on May 3, 2016 and also, the Circle of Science Camp at Canadore College May 9 – 11, 2016.

The MKES Grade 8 High School presentation and luncheon was held on January 22, 2016. It was well attended by our grade 8 students, their parents and the Orillia high school personnel. Registration numbers for Twin Lakes is 2 and OSS is 10.

Students as of March 10, 2016:

Twin Lakes S.S. 17 students (11 on and 6 off reserve)
Includes 1 student with SAL Outreach

Orillia S.S. 19 students (10 on and 9 off reserve)
Includes 1 student with SAL Outreach

APPENDIX C – Page 1 to 3

**SIMCOE COUNTY DISTRICT SCHOOL BOARD
FIRST NATIONS EDUCATION ADVISORY COMMITTEE
POLICY NO. 4195 VOLUNTARY, CONFIDENTIAL SELF-IDENTIFICATION OF
FIRST NATION, MÉTIS AND INUIT STUDENTS**

1. Rationale

The Simcoe County District School Board (SCDSB) values and implements the strategies outlined in the Ministry of Education's Ontario First Nation, Métis, and Inuit (FNMI) Education Policy Framework. The availability of data on students of the SCDSB is a critical foundation for the development, implementation, and evaluation of programs to support the needs of FNMI students. Through the voluntary, confidential self-identification process, we will be able to learn more about the achievement and well being of FNMI students.

The SCDSB recognizes that the learning aspirations and potentials of FNMI students can be realized through a responsive, transparent and accountable policy that results in improved programs and services. Collaboration among FNMI students, parents and their communities, First Nation Schools, First Nation Chief and Councils, FNMI organizations and the SCDSB will encourage the development of strong partnerships.

2. Policy

The SCDSB is committed to providing programs that result in improved success for FNMI students. This policy establishes self-identification of FNMI students in order that student data may be collected, analyzed and reported. All FNMI students have the right to voluntarily self-identify so that appropriate programs may be designed and delivered to improve educational outcomes. Student information will be shared with the Ministry of Education through the Ontario School Information System (OnSIS) and the Education Quality and Accountability Office (EQAO).

3. Definition

Aboriginal Peoples: The descendants of the original inhabitants of North America. Section 35(2) of the Constitution Act, 1982, states: "In this Act, 'Aboriginal peoples of Canada' includes the Indian, Inuit, and Métis peoples of Canada." These separate groups have unique heritages, languages, cultural practices, and spiritual beliefs. Their common link is their indigenous ancestry.

First Nation: A term that came into common usage in the 1970s to replace the word "Indian", which many found offensive. The term "First Nation" has also been adopted to replace the word "band" in the names of communities.

Métis: People of mixed First Nation and European ancestry. The Métis history and culture draws on diverse ancestral origins, such as the Scottish, Irish, French, Ojibwe and Cree.

**VOLUNTARY, CONFIDENTIAL
SELF-IDENTIFICATION OF FIRST
NATION, MÉTIS, AND INUIT
STUDENTS**

Page 2

Inuit: Aboriginal people in Northern Canada, living mainly in Nunavut, the Northwest Territories, northern Quebec, and Labrador.

Voluntary Self-Identification refers to the confidential, self-identification of FNMI ancestry. Self-identification is a personal choice and no proof of ancestry is required. All parents/guardians of FNMI students, and students who are 18 years or older, have the right to self-identify. The SCDSB shall provide a process to do so.

4. **Guidelines**

The self-identification policy will adhere to transparency and equity and inclusion. It will respect individual privacy, dignity and cultural diversity with regards to data collection, data analysis and reporting.

Data Collection: Student achievement data for system and provincial assessments will be collected and aggregated related to the performance of FNMI students. All student data will be collected and securely stored in a student management system (SMS) to respect privacy. Data collected will be treated in the same manner as Ontario Student Records and protected and governed by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and the Provincial Freedom of Information and Privacy Act (FIPPA) governing school boards and the Ministry of Education.

Data Analysis will provide information for future decision-making promoting FNMI student success. Action plans will be developed to improve achievement among FNMI students in the areas of:

- Literacy and numeracy
- Special Education
- Engagement and retention
- Credit accumulation
- Graduation rates
- Advancement to post-secondary pathways.

Reporting: The EQAO collects FNMI student self-identification for students in Grade 3, 6, 9 and 10 on an annual basis when they participate in provincial assessments. Aggregated student results for both system and provincial assessments will be reported to the SCDSB. The EQAO values students' privacy. Results are not reported publicly for schools where fewer than 10 students participated because it might be possible to identify individual students. Individual student information will be protected and governed by privacy legislation and the Ontario Student Record Guideline 2000. Additionally, the SCDSB will provide First Nations student achievement data in accordance with Education Service Agreements.

CURRICULUM AND INSTRUCTION 4100

VOLUNTARY, CONFIDENTIAL
SELF-IDENTIFICATION OF FIRST
NATION, MÉTIS, AND INUIT
STUDENTS 4195

Page 3

5. **Administrative Procedures**

The Director of Education is authorized to provide the administrative procedures necessary to implement this policy.

ADOPTED MAY 23, 2007
REVISED SEPTEMBER 26, 2012
REVISED APRIL 27, 2016

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, SEPTEMBER 14, 2016**

The Human Resources Standing Committee met in Public Session on Wednesday, September 14, 2016, at the Education Centre.

PRESENT:

Committee Members

Kathleen Aikins, Donna Armstrong, Peter Beacock, Annie Chandler, Wayne Clements, Donna DaSilva (Vice-Chairperson), Pamela Hodgson, Jodi Lloyd, Michele Locke, Krista Mayne (Chairperson).

Administration

John Dance, Stuart Finlayson, Daryl Halliday, Brian Jeffs, Jackie Kavanagh, Janis Medysky, Paula Murphy, Douglas Paul, Chris Samis, Anita Simpson, Kathryn Wallace.

REGRETS:

Committee Members

Jennifer Cameron, Daniel Shilling.

PRESENT:

Student Trustees

Grace Leyshon.

ABSENT:

Student Trustees

Zak Matilla.

REGRETS:

Student Trustees

Matt Thorhauge.

Recording Secretary

Kary Hancock.

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

2. Approval of the Agenda

MOTION

Moved by Kathleen Aikins
Seconded by Peter Beacock

That the agenda be approved as printed.

CARRIED

3. Declaration of Conflicts of Interest – Nil

4. Presentations/Delegations – Nil

Moved by Jodi Lloyd
Seconded by Kathleen Aikins

That the Human Resources Standing Committee move into closed session.

CARRIED

The Human Resources Standing Committee reconvened in public session at 6:15 p.m.

Items for Decision - Nil

Items for Information

1. Opening School Year Staffing Process (HR-I-1)

Janis Medysky, Associate Director, provided an overview of the report which outlines the critical dates and process for September staffing. This report details the staffing process for both elementary and secondary school teachers.

Due to increased enrollment in our elementary schools we are adding thirty-five (35) classes. This results in nine (9) additional JK/SK classes, twenty-four (24) Grade 1-8 classes and two (2) EFSL classes.

Since June 1, 2016, Human Resource Services has received 59 elementary resignations or retirements and 29 secondary resignations or retirements. We have had to hire to date, forty-five (45) elementary contract teachers and one (1) secondary contract teacher.

We will be reviewing the numbers in our secondary schools on Friday to determine any staffing adjustments. At this time due to resignations and retirements, we have been able to bring back several county declared teachers.

Associate Director Medysky and John Dance, Superintendent of Facility Services, responded to questions from trustees at this time.

Trustee Donna Armstrong entered the meeting at this time.

This report was provided for information.

2. Labour Update (Verbal)

Associate Director Medysky advised that she does not have a verbal update for public session.

Correspondence - Nil

Other Matters - Nil

Notices of Motion for next meeting – Nil

MOTION

Moved by Michele Locke
Seconded by Donna DaSilva

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

CARRIED

Report Status

This report was provided for information.

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, SEPTEMBER 14, 2016**

The Program Standing Committee met in Public Session at the Education Centre on Wednesday, September 14, 2016.

PRESENT:

Committee Members

Kathleen Aikins, Donna Armstrong, Peter Beacock, Annie Chandler (Chairperson), Wayne Clements, Donna DaSilva, Pamela Hodgson, Michele Locke, Jodi Lloyd, Krista Mayne (fulfilling the role of Vice-chairperson).

Student Trustees

Grace Leyshon.

REGRETS:

Committee Members

Jennifer Cameron, Daniel Shilling.

Student Trustees

Matt Thorhauge.

ABSENT:

Student Trustees

Zak Mattila.

Administration

Stuart Finlayson, Daryl Halliday, Brian Jeffs, Jackie Kavanagh, Paula Murphy, Douglas Paul, Chris Samis, Anita Simpson, Kathryn Wallace.

Staff

Tina Delaire, Heather Hamilton, Dean Maltby, Pat Miller, Brian MacIsaac.

Recording Secretary

Mary Cannell.

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

1. **Election of Vice-Chairperson**

In the absence of Vice-chairperson Daniel Shilling, Chairperson Annie Chandler called for nominations for the office of Vice-chairperson of the Program Standing Committee for the evening.

Moved by Peter Beacock
Seconded by Donna DaSilva

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 Chandler called for further nominations. There being no further nominations, Trustee Mayne was acclaimed as Vice-chairperson for the evening.

Trustee Mayne assumed the Vice-chair at this time.

2. Approval of Agenda

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

Moved by Peter Beacock
Seconded by Kathleen Aikins

That the agenda be approved as printed.

CARRIED

3. Declaration of Conflicts of Interest – Nil.

4. Presentations/Delegations – Nil.

Items for Decision - Nil

Items for Information

1. Ontario Renewed Math Strategy (PRO-I-1)

Superintendent of Program and Innovation Anita Simpson indicated that work is underway to provide a renewed focus on deepening effective instruction in mathematics to support improved student achievement and learning. The Ministry of Education has provided school boards with funding to provide differentiated supports for schools according to need with a model that provides intensive support to a few schools, increased support to some schools and funding to support work in all schools.

Superintendent Simpson stated that cross-panel collaboration between Grades 7 and 8 teachers and Grades 9 and 10 teachers will allow for the sharing of best pedagogical practices among panels. The School Effectiveness Framework (SEF) will also provide targeted, differentiated support in mathematics for Kindergarten to Grade 6 students.

Superintendent Simpson and Director of Education Kathryn Wallace responded to trustee queries and comments related to level of math study and the relationship to post-secondary education, time required to master mathematical skills, and relating the curriculum to practical applications.

Further discussion took place regarding changing the content and delivery of the current math curriculum, the amount of time spent on math per day by students, and the process used to determine standardized testing questions used in the Education Quality and Accountability Office (EQAO) assessments of learning.

This report was provided for information.

2. Ontario Secondary School Literacy Test: Plan for 2016-2017 (PRO-I-2)

Superintendent of Education Jackie Kavanagh invited Principal of Student Success Heather Hamilton and Principal of Student Success SSSI Brian MacIsaac to the table.

At the request of trustees, Superintendent Kavanagh provided a brief overview of and rationale for the changes of venue for the Supervised Alternative Learning (SAL) program for this school year.

Superintendent Kavanagh advised trustees that for the first time, on October 20, 2016, students will write the Ontario Secondary School Literacy Test (OSSLT) online in an early attempt to fulfill the literacy requirement of the Ontario Secondary School Diploma (OSSD). Every student who is eligible to write will attempt the digital writing of the test, with another opportunity in the spring of 2017 for any student who is not successful. The second test, in March 2017, will include the option of using pen and paper as in past practice. Superintendent Kavanagh confirmed that, as always, accommodations will be provided for students in need, and that close collaboration between principals and literacy teams will assist with identifying at-risk students.

Superintendent Kavanagh responded to trustee queries related to deferring students who have not yet passed a secondary English course, the Ontario Secondary School Literacy Course (OSSLC), and the communication to students about the online test.

Director Wallace confirmed that messaging related to changes in the administration of the OSSLT would be shared with the system in the coming days, and that the new structure would allow for intense support for students who are not successful on the first writing of the test.

This report was provided for information.

3. Summer Learning Opportunities: Assistive Technology Camp (PRO-I-3)

Superintendent of Education Chris Samis indicated that the sixth annual assistive technology summer camp was held at the Barrie Learning Centre this past summer. The camp provides support in the use of specialized learning equipment for both students with identified learning disabilities and their parents. Superintendent Samis stated that there are approximately 4,000 assistive technology devices in the board currently, ranging from iPads to Chromebooks and laptops.

Superintendent Samis responded to a trustee query related to web-based assistive software such as Kurzweil and Word Q.

This report was provided for information.

5. Report Status

This report was provided for information.

Other Matters

Trustee Beacock shared his recent experience touring three secondary schools in the board and commented on the positive atmosphere present during his visits.

Trustee Lloyd congratulated everyone on a successful start to the school year.

Director Wallace confirmed that information and dates related to the strategic planning process will be sent to trustees tomorrow. She also indicated that the Eligibility Process meeting held the previous evening attracted a number of interested staff members.

Trustee Beacock shared that 11 Japanese students are visiting West Bayfield Elementary School this week, and that this is the first time they have come to Ontario on exchange.

Trustee Beacock asked trustees for feedback on the current Ontario Federation of School Athletic Associations (OFSAA) policy that states that students who change schools must sit out of team sports for the first year at a new school. Trustees discussed the merits of sending a letter on behalf of the Board outlining concerns with this policy and agreed to discuss the matter further at an upcoming Board meeting, after hearing from Superintendent John Dance.

Notices of Motion for Next Meeting - Nil

Moved by Kathleen Aikins
Seconded by Donna Da Silva

That the meeting be adjourned.

CARRIED

Meeting adjourned at 7:55 p.m.

Respectfully submitted by:

Anita Simpson
Superintendent of Program and Innovation

Approved for submission by:

Kathryn Wallace
Director of Education

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 JUNE 6, 2016**

The regular meeting of the Special Education Advisory Committee was held on Monday, June 6, 2016 at the Education Centre.

A. Roll Call

PRESENT:

SEAC Members

Kevin Berry (Chairperson), Mark Bryan, Annie Chandler (Trustee), Sheryl Eastop, Rose-Ann Marchitto, Peter Nagora, Yana Skybin (Vice-Chairperson), Dan Stroh, Sandy Thurston.

SEAC Alternates

James Hall.

Staff

Kathy Chapman, Michael Giffen, Connie Gray, Tina Holroyd, Shannon Thompson, Stephen McClelland, Janis Medysky, Chris Samis.

REGRETS:

SEAC Members

Kathleen Aikins (Trustee), Kelly Barber (LOA), Sara Jamieson, Tanya van Voorst.

ABSENT:

SEAC Members

Donna Armstrong (Trustee), Sally Seabrook, Caroline Smith.

Recording Secretary

Tina Bazuk.

Kevin Berry, Chairperson, called the meeting to order at 7:00 p.m.

(1) Welcome

(a) Introductions

Chairperson Berry welcomed committee members and staff, and shared regrets for the evening.

(b) SCDSB Special Education Statement of Beliefs (A-1-b)

Annie Chandler, Trustee, read the Statement of Beliefs.

(2) Approval of Agenda

Moved by Mark Bryan
Seconded by Rose-Ann Marchitto

That the agenda be approved as written.

CARRIED

(3) Approval of Minutes

- (a) Minutes of the Regular SEAC Meeting held May 9, 2016 (A-3-a)

Moved by Annie Chandler
Seconded by Rose-Ann Marchitto

That the minutes be approved as written.

CARRIED

B. Presentations

(1) (a) Transition Learning Centre (B-1-a)

Tina Holroyd, Central Consultant in Special Education, provided an overview of Transition Learning Centre located at 231 Bayview Drive, Barrie. The program is designed to prepare senior age students to transition from Secondary School to the community with the goal of teaching students how to apply skills needed to engage in their post-secondary world.

The Transition Learning Centre uses the principles of Applied Behaviour Analysis to help all students develop age appropriate, pro-active strategies for behaviours specific to the student.

There are three areas of focus at the Transition Learning Centre which include:

Work placements

Staff prepare students with the skills needed in the work environment (i.e. interview skills, Workplace Hazardous Materials Information System (WHMIS) training, etc.). Each student will have their own work placement such as Homesense, Marshalls, Canadian Tire, etc.

Leisure activities

Students are provided the opportunity to enjoy recreational activities out in the community such as working out, bowling and trampoline, etc. Students learn how to properly use the equipment and how to join fitness classes.

Social skills and self-regulation programming

Students are taught the foundational living skills of dressing appropriately, cleaning, grocery shopping, making some meals, navigating public transportation, making eye contact, etc.

In all components, students receive a strong level of support that is intentionally faded away when possible, to support students as they become more independent.

Staff are exploring the idea of setting up an advisory council to determine which students would benefit from the Transition Learning Centre programming and to ensure that all community supports are being accessed. The SCDSB is looking to build partnerships with community agencies as students transition into the community so they can continue to receive support if required.

Chris Samis, Superintendent of Education, Stephen McClelland, Principal of Special Education, and Central Consultant Holroyd responded to questions from SEAC at this time.

Superintendent Samis expressed his gratitude to Central Consultant Holroyd for her commitment to Special Education over the past several years. Ms. Holroyd will be transitioning to the role of Vice-principal at Connaught Public School in Collingwood effective September 1, 2016.

C. Items for Decision - Nil

D. Items for Information

(1) Follow-up from Previous Meeting

(a) SEAC Membership Follow-up (D-1-a)

Sandy Thurston entered the meeting at this time.

At the May 9, 2016 SEAC meeting, discussion took place related to the future recruitment and enhancement of local parent association representation on SEAC.

Superintendent Samis provided SEAC with a list of Agency/Associations currently represented on other District School Board SEACs and gave members the opportunity to discuss future potential members through a Think-Pair-Share activity.

Potential members communicated through the Think-Pair-Share activity included:

- Canadian Mental Health Association
- Community Living Huronia
- Early Intervention Council
- Learning Disabilities Association of Ontario
- Royal Victoria Hospital, Speech and Language for preschool
- Tourette Syndrome Association of Ontario
- Epilepsy Association
- Easter Seals

Chairperson Berry suggested that SEAC could consider writing a letter to the Ministry requesting a change in the regulation to broaden the terms to allow more parent representation at the table.

Superintendent Samis noted that a healthy balance between community agency and parent association representation is needed.

Superintendent Samis responded to questions from SEAC at this time.

(2) Staff Reports

(a) SEAC Annual Evaluation (D-2-a)

SEAC members were provided the opportunity to complete the annual SEAC evaluation at the May 9, 2016 SEAC meeting. Mike Giffen and Stephen McClelland, Principals of Special Education, analyzed, summarized and considered the results for next steps at future SEAC meetings.

SCDSB staff will use the information collected through the evaluation to meet the needs of the SCDSB's SEAC membership and in turn better meet the needs of the students of the SCDSB with special education needs.

Superintendent Samis and Principals Giffen and McClelland responded to questions from SEAC at this time.

(b) Growing Leadership - OELC (D-2-b)

Superintendent Samis provided an overview of the Ontario Education Leadership Centre (OELC) Growing Leadership course. From May 7 - 11, 2016, four students with special education needs from each secondary school were provided the opportunity to participate in the course.

The Growing Leadership course was specifically designed to provide leadership opportunities for students with special education needs who fit a specific profile and would benefit from the opportunity. The course supports students who have the adaptive skills to function, meet new people and follow schedules with limited transitional supports in a 'camp-type' environment.

The program included a number of leadership development sessions, workshops as well as outdoor activities to help build on core capacities such as communication, team building, risk-taking, goal-setting, and overcoming personal challenges.

(c) Police-School Board Protocol Update (D-2-c)

Superintendent Samis advised that school boards received notification from the Ministry of Education that local protocols would need to be updated with changes implemented in September 2016.

Police-School Board Protocols provide a common understanding of each partner's roles and responsibilities along with agreed-upon procedures and decision-making authority when addressing situations requiring police responses at schools.

Superintendent Samis provided some highlights of the Protocol surrounding the roles and responsibilities of both Police and schools when there is an investigation involving students with special education needs or an emergency situation.

An overview of the Police-School Board Protocol is being shared with various educational stakeholders and a review of relevant Administrative Procedures is taking place. An on-line training video is being developed to share with staff via email, staff meetings, staff website and added as a mandatory component to the orientation process for newly-hired staff.

Superintendent Samis agreed to investigate the option of creating a Police-School Board Protocol parent brochure that will list what parents can expect if there are situations involving police responses at schools.

Superintendent Samis responded to questions from SEAC at this time.

(d) Fostering Independence Brochure – Think-Pair-Share (D-2-d)

Principals Giffen and McClelland provided an overview of the Fostering Independence Brochure that was developed by the Barrie Region Boards (11 Boards) to assist educators and families as they support the pathway to student independence.

During the 2014-2015 school year, the SCDSB invited Barrie Region Board representatives to brainstorm different ideas to support students while fostering independence. In 2015-2016 the boards received funding through a Regional Learning for All Grant to develop the brochure.

The Fostering Student Independence brochure will be provided to each special education resource teacher and administrator and will also be included in the orientation package for newly-hired staff.

SEAC members were provided the opportunity to discuss, who should get the information and how and when the information might be used.

Recognizing that a few minutes to review the brochure may not provide sufficient time to provide feedback, Principals Giffen and McClelland suggested that members could email further recommendations.

Superintendent Samis advised that consideration would be given to adding independence as a goal to the transition page in the student's IEP.

The new IEP solution, IEP online by PCG Education Solutions, will be implemented in September 2016. PCG is the largest provider of IEP solutions in North America.

On June 13, 14 and 15, at least one SERT from each school (max 2 per elementary school and 3 for secondary) will be provided with one full-day of training on the use of the new program. Additional on-site training will be offered next year to support additional SERTs as well as those new to the role.

Superintendent Samis agreed to provide a presentation in the Fall 2016 to show a sample of what the new IEP program will look like.

Superintendent Samis and Principals Giffen and McClelland responded to questions from SEAC at this time.

(3) **Committee Reports** - Nil

(4) **SEAC Member Updates**

(a) Association/Agency Updates – All (D-4-a) - Nil

(5) **Board Member Updates**

(a) Updates from Board Meetings – (D-5-a) - Nil

E. **Correspondence** - Nil

F. **Other Matters**

Superintendent Samis thanked SEAC members and staff for their participation and dedication to SEAC.

G. **Notices of Motion for Next Meeting** - Nil

H. **Adjournment**

Moved by James Hall
Seconded by Rose-Ann Marchitto

That the meeting be adjourned at 8:55 p.m.

CARRIED

The next meeting date is September 12, 2016.

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

September 28, 2016