

SIMCOE COUNTY DISTRICT SCHOOL BOARD

REGULAR BOARD MEETING – WEDNESDAY, JANUARY 25, 2017

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 December 21, 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 – Nil

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 January 11, 2017
 - (b) Report of the Program Standing Committee Meeting held January 18, 2017
- (5) Staff Reports – Items for Decision
- (6) Committee Minutes/Reports - Items for Information
 - (a) Report of the Human Resources Standing Committee Meeting held January 18, 2017
 - (b) Report of the Special Education Advisory Committee Meeting held December 12, 2016
 - (c) Report of the First Nations Education Advisory Committee Meeting held June 8, 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

Business and Facilities Standing Committee Meeting – February 1, 2017 at 6:00 p.m. – Georgian Room

Audit Committee Meeting – February 6, 2017 at 6:00 p.m. – Coldwater Room

Program Standing Committee Meeting – February 8, 2017 at 6:00 p.m. – Georgian Room

Special Education Advisory Committee Meeting – February 13, 2017 at 7:00 p.m. – Georgian Room

Parent Involvement Committee Meeting – February 21, 2017 at 6:00 p.m. – Georgian Room

Regular Meeting of the Board – February 22, 2017 at 6:00 p.m., followed immediately by the Committee of the Whole in Closed Session (Georgian Room), Public Session will resume at 7:00 p.m. - Roy Edwards Room

G. ADJOURNMENT

**SIMCOE COUNTY DISTRICT SCHOOL BOARD
PUBLIC SESSION
RECOMMENDED ACTION – WEDNESDAY, JANUARY 25, 2017**

| REPORT | FYI | Decision Req. | MOTION |
|--|-----|---------------|---|
| | | | Call Meeting to order. Roll Call |
| | | √ | That the agenda be approved as printed. |
| A-3-a Board Minutes December 21, 2016 | | √ | That the Minutes of the Regular Meeting of the Board held Wednesday, December 21, 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 | | | Nil |
| D-1 | | √ | Report from the Closed Session of the Board in Committee of the Whole |
| D-4-a Business & Facilities – January 11, 2017 | | √ | (1) That the Board approve the Capital Priority list, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017. |
| | | √ | (2) That the Board approve that an Attendance Area Review be undertaken, commencing in the Fall of 2017 that includes Banting Memorial High School, Bear Creek Secondary School and Nottawasaga Pines Secondary School, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017. |
| | | √ | (3) That the Board approve a Program Review be undertaken, commencing in the Fall of 2017 that includes Huron Park Public School and Mundy's Bay Public School, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017. |
| | | √ | (4) That the Board approve that holding schools and new capital projects be closed to new out-of-area students for the 2017-2018 school year, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017. |

SIMCOE COUNTY DISTRICT SCHOOL BOARD
 RECOMMENDED ACTION - 2
 JANUARY 25, 2017

| | | | |
|---|----------|-------------------------------------|---|
| <p>D-4-a - Continued Business & Facilities – January 11, 2017</p> | | <p>√</p> <p>√</p> <p>√</p> <p>√</p> | <p>(5) That Board approve that schools accommodating French Immersion and Extended French as a Second Language be closed to new out-of-area students for the 2017-2018 school year, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.</p> <p>(6) That Board approve that schools serviced by private septic systems that are constrained by the Ministry of Environment and Climate Change’s Reasonable Use Policy be closed to out-of-area students for the 2017-2018 school year, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.</p> <p>(7) That the Board approve the pursuit of facility partnership opportunities for the recommended capital priorities, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.</p> <p>(8) That the Board approve the Capital Plan, as set out in APPENDIX A of Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.</p> |
| <p>D-4-b Program – January 18, 2017</p> | | <p>√</p> <p>√</p> <p>√</p> | <p>(1) That the Board approve the revisions to Policy No. 4240 - Safe, Inclusive and Accepting Schools, as set out in APPENDIX C of Report No. PRO-D-1, Revisions to Policy No. 4240 – Safe, Inclusive and Accepting Schools, dated January 18, 2017.</p> <p>(2) That the Board approve the revisions to Policy No. 4255 – Bully Prevention and Intervention, as set out in APPENDIX C of Report No. PRO-D-2, Revisions to Policy No. 4255 – Safe, Bully Prevention and Accepting Schools, dated January 18, 2017.</p> <p>(3) That the Board approve the adoption of Policy No. 4245 – Emergency Response Procedures, as set out in APPENDIX A of Report No. PRO-D-3, New Policy No. 4245 – Emergency Response Procedures, dated January 18, 2017.</p> |
| <p>D-6-a Human Resources – January 18, 2017</p> | <p>√</p> | | |

SIMCOE COUNTY DISTRICT SCHOOL BOARD
 RECOMMENDED ACTION - 3
 JANUARY 25, 2017

| | | | |
|--|---|---|-------------------|
| D-6-b SEAC – December 12, 2016 | √ | | |
| D-6-c FNEAC - June 8, 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 DECEMBER 21, 2016**

The regular meeting of the Simcoe County District School Board was held on Wednesday, December 21, 2016 at the Education Centre.

A. (1) Roll Call

PRESENT:

Trustees

Kathleen Aikins, Peter Beacock (Chairperson), Jennifer Cameron, Annie Chandler, Wayne Clements, Donna Da Silva, Jodi Lloyd (Vice-chairperson), Michele Locke, Krista Mayne, Dan Shilling.

REGRETS

Trustees

Donna Armstrong, Pamela Hodgson.

PRESENT:

Student Trustee

Grace Leyshon, Zak Mattila, Matt Thorhauge.

Recording Secretary

Debbie Foster.

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

(2) Approval of Agenda

Moved by Daniel Shilling
Seconded by Krista Mayne

That the Agenda be approved as printed.

CARRIED

Trustee Jennifer Cameron entered the meeting at this time.

Minutes of the Regular Meeting of the Board held November 23, 2016 (A-3-a)

Moved by Kathleen Aikins
Seconded by Annie Chandler

That the Minutes of the Regular Meeting of the Board held Wednesday, November 23, 2016 be approved as printed.

CARRIED

Minutes of the Special Meeting of the Board held November 23, 2016 (A-3-b)

Moved by Daniel Shilling
Seconded by Annie Chandler

That the Minutes of the Special Meeting of the Board held Wednesday, November 23, 2016 be approved as printed.

CARRIED

Minutes of the Special Meeting of the Board held December 5, 2016 (A-3-c)

Moved by Annie Chandler
Seconded by Jennifer Cameron

That the Minutes of the Special Meeting of the Board held Wednesday, December 5, 2016 be approved as printed.

CARRIED

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

B. Committee of the Whole

Moved by Kathleen Aikins
Seconded by Michele Locke

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

CARRIED

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

C. (1) Report from the Student Trustees

Student Trustee Grace Leyshon provided an update on behalf of the Student Trustees. Grace stated that Denise Cole, Resource Teacher, spoke at the Student Senate meeting about the role that equity and inclusion staff play in schools and how students can help create more inclusive environments. Students also discussed support for students as evaluations approach in January.

(2) Trustee Tributes - Nil

(3) Delegation - Nil

RECOMMENDATIONS FOR ACTION

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

(1)
Moved by Jodi Lloyd
Seconded by Daniel Shilling

#BP-2016-12-21-101

That the Board approve the school administrator appointments as set out in Report No. CL-B-2-a, School Administrator Appointments, dated December 21, 2016.

CARRIED

(2)
Moved by Michele Locke
Seconded by Jodi Lloyd

#BP-2016-12-21-102

That the Board ratify the collective agreement reached with the Association of Professional Student Services Personnel (APSSP) for the term December 21, 2016 to August 31, 2017, as set out in Report No. CL-B-2-b Board Ratification of Association of Professional Student Services Personnel (APSSP) and its Local Agreement, dated December 21, 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

Report of the Business and Facilities Standing Committee Meeting held December 7, 2016 (D-4-a)

(1)
Moved by Michele Locke
Seconded by Jennifer Cameron

#BF-2016-12-07-103

That the Board approve that Policy No. 2198, Use of Copyright – Protected Works in Education remain status quo, as set out in APPENDIX A of Report No. BF-D-1, Review of Policy No. 2198 – Use of Copyright – Protected Works in Education, dated December 7, 2016.

CARRIED

(5) Staff Reports – Items for Decision

Trustee Committee Assignments for 2017 (D-5-a)

Moved by Kathleen Aikins
Seconded by Daniel Shilling

#BP-2016-12-21-104

That the Board ratify the recommendations of the Selection Committee, as set out in APPENDIX A of Report No. D-5-a, Trustee Committee Assignments for 2017, dated December 21, 2016.

CARRIED

(6) Committee Minutes/Reports – Items for Information

Report of the Special Education Advisory Committee Meeting held
November 14, 2016 (D-6-a)

This report was provided as information.

Report of the Accessibility Advisory Committee Meeting held
September 26, 2016 (D-6-b)

This report was provided as information.

(7) Staff Reports – Items for Information

French Immersion (FI) Application Process 2017-2018 (D-7-a)

Anita Simpson, Superintendent of Program and Innovation, spoke to the report and responded to questions from trustees. Superintendent Simpson will email the parent information dates to the trustees.

This report was provided for information.

South Barrie Site Plan Video (D-7-b)

John Dance, Superintendent of Facility Services, provided a verbal update on the status of the South Barrie secondary school. A video rendering of the school site plan was played. Superintendent Dance indicated that building permits and a site plan agreement will be submitted to the City of Barrie staff in the coming weeks.

This item was provided for information.

E. OTHER MATTERS

- (1) Reports from Liaison Members - Nil
- (2) Notices of Motion for next meeting - Nil
- (3) Questions and Proposals from Trustees

Trustee Chandler commented that the new sign at the front entrance to the SCDSB looks great. She asked about the possibility of having some of the trees cut back as the sign is obstructed when approaching from the east.

Superintendent Dance explained that the trees are actually located on County property; however, board staff is investigating with the intention of asking permission to have the trees in question trimmed.

(4) Professional Development Seminars Attendance - Nil

(5) Reports/Update from Staff

Chair Beacock commented that he had attended a holiday dinner at Wyevale P.S. with Director Wallace and Superintendent Dance. He expressed his appreciation to the schools and volunteers who work tirelessly to ensure these holiday dinners take place. Chair Beacock stated that these holiday dinners are a great gathering for the school communities.

Chair Beacock noted that this is Director Wallace's last Board meeting prior to her retirement at the end of the month. He acknowledged the many achievements of the SCDSB under her leadership, including the relationships and partnerships that have been developed and strengthened. Chair Beacock stated that Director Wallace has worked diligently on behalf of Simcoe County students and families. He stated that it has been a pleasure working with her and he is proud of the work accomplished on behalf of Director Wallace, the senior team and the trustees. Trustee Beacock thanked Director Wallace and wished her all the best in her retirement on behalf of the trustees.

Vice-chairperson Lloyd, Trustee Mayne and Trustee Locke also acknowledged Director Wallace commenting on her strong work ethic, integrity, and character. They expressed their gratitude and appreciation for her support over the years.

Director Wallace thanked the Board of Trustees for their kind words. She thanked current and past trustees for their support, dedication and commitment on behalf of students in Simcoe County. Director Wallace also thanked the senior administration team, educators and staff of the SCDSB and expressed her pride in the programs that we provide to our students.

Chair Beacock and Director Wallace wished everyone a happy holiday.

(6) Correspondence – Nil

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

Business and Facilities Standing Committee Meeting – February 1, 2017 at 6:00 p.m. –
Georgian Room

Audit Committee Meeting – February 6, 2017 at 6:00 p.m. – Coldwater Room

Program Standing Committee Meeting – February 8, 2017 at 6:00 p.m. –
Georgian Room

Special Education Advisory Committee Meeting – February 13, 2017 at 7:00 p.m. –
Georgian Room

Parent Involvement Committee Meeting – February 21, 2017 at 6:00 p.m. –
Georgian Room

Regular Meeting of the Board – February 22, 2017 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 Kathleen Aikins

Seconded by Jodi Lloyd

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

CARRIED

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, JANUARY 11, 2017**

The Business and Facilities Standing Committee met in Public Session on Wednesday, January 11, 2017, at the Education Centre.

PRESENT:

Committee Members Kathleen Aikins, Peter Beacock, Jennifer Cameron, Annie Chandler (Chairperson), Wayne Clements, Donna Da Silva, Michele Locke, Krista Mayne (Vice-Chairperson), Daniel Shilling.

Electronic Participation Donna Armstrong, Jodi Lloyd.

Administration John Dance, Christine Evitt, Stuart Finlayson, Daryl Halliday, Brian Jeffs, Jackie Kavanagh, Janis Medysky, Doug Paul, Chris Samis, Anita Simpson.

Recording Secretary Lorraine Ryder.

REGRETS:

Committee Members Pamela Hodgson.

Student Trustees Grace Leyshon, Zak Mattila, Matt Thornhaug.

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

Approval of the Agenda

MOTION

Moved by Michele Locke
Seconded by Kathleen Aikins

That the agenda be approved as printed.

CARRIED

Declaration of Conflicts of Interest – Nil

Closed Session - Nil

Presentations/Delegations - Nil

Items for Decision

1. Capital Plan 2016-2017 (BF-D-1)

John Dance, Superintendent of Facility Services provided a detailed overview of the report. The 2016-1017 Capital Plan provides information, initiatives and recommendations referencing pressure points to help guide accommodation decisions having regard for enrolment, program and building condition. The plan will serve as a means to assess student accommodation while considering areas of varying enrolment growth and decline, aging facilities, and program inconsistencies and delivery.

Superintendent Dance acknowledged the planning department for their extensive work on the capital plan document and expressed appreciation to several other departments for their assistance. Superintendent Dance also recognized Kathi Wallace, former Director of Education and Janis Medysky, Acting Director of Education for their guidance in the preparation of the capital plan document.

Superintendent Dance, Andrew Keuken, Manager of Planning, Enrolment and Community Use, and Sandy Clee, Senior Planner responded to questions from trustees at this time.

(1)

Moved by Kathleen Aikins
Seconded by Michele Locke

#BF-2017-01-11-14

That the Business and Facilities Standing Committee recommend that the Board approve the Capital Priority list, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

(2)

Moved by Peter Beacock
Seconded by Krista Mayne

#BF-2017-01-11-15

That the Business and Facilities Standing Committee recommend that the Board approve that an Attendance Area Review be undertaken, commencing in the Fall of 2017 that includes Banting Memorial High School, Bear Creek Secondary School and Nottawasaga Pines Secondary School, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

(3)

Moved by Michele Locke
Seconded by Daniel Shilling

#BF-2017-01-11-16

That the Business and Facilities Standing Committee recommend that the Board approve a Program Review be undertaken, commencing in the Fall of 2017 that includes Huron Park Public School and Mundy's Bay Public School, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

(4)

Moved by Peter Beacock
Seconded by Michele Locke

#BF-2017-01-11-17

That the Business and Facilities Standing Committee recommend that the Board approve that holding schools and new capital projects be closed to new out-of-area students for the 2017-2018 school year, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

(5)

Moved by Krista Mayne
Seconded by Peter Beacock

#BF-2017-01-11-18

That the Business and Facilities Standing Committee recommend that the Board approve that schools accommodating French Immersion and Extended French as a Second Language be closed to new out-of-area students for the 2017-2018 school year, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

(6)

Moved by Donna Da Silva
Seconded by Daniel Shilling

#BF-2017-01-11-19

That the Business and Facilities Standing Committee recommend that the Board approve that schools serviced by private septic systems that are constrained by the Ministry of Environment and Climate Change's Reasonable Use Policy be closed to out-of-area students for the 2017-2018 school year, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

(7)

Moved by Donna Da Silva
Seconded by Wayne Clements

#BF-2017-01-11-20

That the Business and Facilities Standing Committee recommend that the Board approve the pursuit of facility partnership opportunities for the recommended capital priorities, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

(8)

Moved by Wayne Clements
Seconded by Jennifer Cameron

#BF-2017-01-11-21

That the Business and Facilities Standing Committee recommend that the Board approve the Capital Plan, as set out in APPENDIX A of Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

CARRIED

Items for Information

1. 2016-2017 Student Enrolment on October 31, 2016 (BF-I-1)

Superintendent Dance and Rick Hodgkinson, Assistant Manager of Admissions and Enrolment provided an overview of the report that contained enrolment data on the number of students who were enrolled in a Simcoe County District School Board school on October 31, 2016. The board is required to report to the Ministry of Education through the Ontario Student Information System (OnSIS) on three specific dates during the school year.

Superintendent Dance and Brian Jeffs, Superintendent of Business Services responded to questions from trustees at this time.

This report was provided for information.

Correspondence – Nil

Other Matters

Trustee Aikins asked if future meetings would be held in the Roy Edwards room. Acting Director Medysky commented that there have been difficulties obtaining bulbs for the projectors and it is hoped that all meetings will be held in the Roy Edwards room starting in February.

Notices of Motion for Next Meeting - Nil

MOTION

Moved by Michele Locke
Seconded by Kathleen Aikins

That the meeting be adjourned at 7:40 p.m.

RECOMMENDATIONS

1. That the Board approve the Capital Priority list, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.
2. That the Board approve that an Attendance Area Review be undertaken, commencing in the Fall of 2017 that includes Banting Memorial High School, Bear Creek Secondary School and Nottawasaga Pines Secondary School, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

3. That the Board approve a Program Review be undertaken, commencing in the Fall of 2017 that includes Huron Park Public School and Mundy's Bay Public School, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.
4. That the Board approve that holding schools and new capital projects be closed to new out-of-area students for the 2017-2018 school year, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.
5. That the Board approve that schools accommodating French Immersion and Extended French as a Second Language be closed to new out-of-area students for the 2017-2018 school year, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.
6. That the Board approve that schools serviced by private septic systems that are constrained by the Ministry of Environment and Climate Change's Reasonable Use Policy be closed to out-of-area students for the 2017-2018 school year, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.
7. That the Board approve the pursuit of facility partnership opportunities for the recommended capital priorities, as set out in Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.
8. That the Board approve the Capital Plan, as set out in APPENDIX A of Report No. BF-D-1, Capital Plan 2016-2017, dated January 11, 2017.

Respectfully submitted by:

Brian Jeffs
Superintendent of Business Services

John Dance
Superintendent of Facility Services

Approved for submission by:

Janis Medysky
Acting 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, JANUARY 18, 2017**

The Program Standing Committee met in Public Session at the Education Centre on Wednesday, January 18, 2017.

PRESENT:

Committee Members

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

Student Trustees

REGRETS:

Committee Members

Jennifer Cameron, Pamela Hodgson, Michele Locke, Daniel Shilling.

Student Trustees

Grace Leyshon.

ABSENT:

Student Trustees

Zak Mattila, Matt Thorhauge.

Administration

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

Staff

Alison Bradshaw, Denise Cole, Robin Dashnay, Stephanie Jacklin,
Hanne Nielsen, Glenn Stephenson.

Recording Secretary

Kary Hancock.

Superintendent of Business Services Brian Jeffs called the meeting to order at 6:25 p.m.

1. **Approval of Agenda**

Superintendent Jeffs asked trustees for approval of the agenda.

Moved by Peter Beacock
Seconded by Kathleen Aikins

That the agenda be approved as printed.

CARRIED

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

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

4. **Election of Chairperson**

Superintendent Jeffs designated Superintendents of Education Stuart Finlayson and Douglas

Paul to count the election ballots, if required.

Superintendent Jeffs called for nominations for the office of the Chairperson of the Program Standing Committee.

Moved by Kathleen Aikins
Seconded by Jodi Lloyd

That Trustee Clements be nominated as Chairperson of the Program Standing Committee.

Trustee Clements indicated that he would stand.

Superintendent Jeffs called for further nominations.

There being no further nominations, Trustee Clements was acclaimed as Chairperson of the Program Standing Committee.

Trustee Clements assumed the Chair at this time.

5. Election of Vice-Chairperson

Chairperson Clements called for nominations for Vice-Chairperson of the Program Standing Committee.

Moved by Kathleen Aikins
Seconded by Jodi Lloyd

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

Trustee Mayne indicated that she would stand.

Chairperson Clements called for further nominations.

There being no further nominations, Trustee Mayne was acclaimed as Vice-Chairperson of the Program Standing Committee.

Trustee Mayne assumed the Vice-Chair at this time.

Items for Decision

1. Revisions to Policy No. 4240 – Safe, Inclusive and Accepting Schools (PRO-D-1)

Superintendent of Education Daryl Halliday invited Robin Dashnay, Principal of Oakley Park Public School, Stephanie Jacklin, Vice-principal of Cookstown Public School and Glen Stephenson, Itinerant Resource Teacher - Equity and Inclusion to the table. Superintendent Halliday indicated that the policy is being revised to include references to social media and the addition of gender identity issues. To avoid any discrepancies, there are now common definitions for bullying and conflict.

Superintendent Halliday, Principal Dashnay, Vice-principal Jacklin, and Itinerant Resource Teacher Stephenson responded to trustee queries related to conflict versus bullying issues in the schools, safety in the secondary schools and Safe Schools Teams.

Chairperson Clements advised that he does not support the use of the word mitigating. He

would like to have the word potential added in front of the word mitigating. Trustee Lloyd advised that she would like to see what the ministry requirements are around this definition before changing any wording.

A discussion took place regarding the potential wording changes of this policy as well as the possibility of this motion coming to the next Program Standing Committee meeting.

Acting Director Medysky reminded the table that we need to stay true to Ministry legislation.

Moved by Kathleen Aikins
Seconded by Jodi Lloyd

#PRO-2017-01-18-03

That the Program Standing Committee recommend that the Board approve revisions to Policy No. 4240 - Safe, Inclusive and Accepting Schools, as set out in APPENDIX C of Report No. PRO-D-1, Revisions to Policy No. 4240 - Safe, Inclusive and Accepting Schools, dated January 18, 2017.

CARRIED

2. Revisions to Policy No. 4255 – Bullying Prevention and Intervention (PRO-D-2)

Superintendent Halliday indicated that this policy is being revised to include additional supports for students impacted by bullying. Principal Dashnay spoke about the different programs that are running in the schools as well as the “buddy benches” that are being used in the elementary schools. Vice-principal Jacklin shared some of the proactive measures currently being used. These include student assemblies, spirit days, peaceful playground ambassadors and a student welcoming committee. Itinerant Resource Teacher Stephenson advised that student voice form, speak up forums and Roots of Empathy are some of the projects that are centrally organized at the board for students.

Superintendent Halliday, Principal Dashnay and Itinerant Resource Teacher Stephenson responded to trustee queries related to the use of the buddy bench as well as the various programs currently being utilized for bullying prevention and intervention.

Moved by Peter Beacock
Seconded by Donna DaSilva

#PRO-2017-01-18-04

That the Program Standing Committee recommend that the Board approve revisions to Policy No. 4255 - Bully Prevention and Intervention, as set out in APPENDIX C of Report No. PRO-D-2, Revisions to Policy No. 4255 - Safe, Bully Prevention and Intervention, dated January 18, 2017.

CARRIED

3. New Policy No. 4245 – Emergency Response Procedures (PRO-D-3)

Superintendent Halliday indicated that this policy has been created to support schools as they plan and prepare for potential emergency situations.

Superintendent Halliday responded to trustee queries related to why this was never a policy before. Superintendent Halliday responded that the board did have procedures in place, with the absence of a policy. As per Ministry mandate, this policy has been created.

Moved by Kathleen Aikins
Seconded by Jodi Lloyd

#PRO-2017-01-18-05

That the Program Standing Committee recommend that the Board approve the adoption of Policy No. 4245 – Emergency Response Procedures, as set out in APPENDIX A of Report No. PRO-D-3, New Policy No. 4245 – Emergency Response Procedures, dated January 18, 2017.

CARRIED

Items for Information

1. Safe and Caring Schools Annual Action Plan 2016-2017 (PRO-I-1)

Superintendent Halliday invited Itinerant Resource Teachers – Equity and Inclusion, Denise Cole and Glen Stephenson to the table to share some of the key projects involved in this plan. Some of these plans include Health & Physical Education Inquiry, Innovative GLS Program for Children and Youth in Care, Support Development of Elementary School Climate Survey, and Implementation of the Police/School Board Protocol.

Superintendent Halliday, Itinerant Resource Teacher Cole and Itinerant Resource Teacher Stephenson responded to trustee queries related to those children with Crown ward status and the physical health education curriculum.

This report was provided for information.

2. First Nation, Métis and Inuit Education Annual Action Plan 2016-2017 (PRO-I-2)

Superintendent Finlayson invited Alison Bradshaw, Principal FN-M-I to the table. Principal Bradshaw advised that this plan will move forward with the four (4) guiding principles of Using Data to Support Student Achievement, Supporting Students, Supporting Educators and Engagement and Awareness Building.

Superintendent Finlayson advised that a mural is being designed by students at Georgian Bay District SS from donated supplies from the community. Once this mural is complete, it will be mounted along the Tay Trail bike path.

Superintendent Finlayson and Principal Bradshaw responded to trustee queries related to how many students have self-identified within our board.

This report was provided for information.

3. Adult and Continuing Education – Department Update (PRO-I-3)

Superintendent Jeffs invited Hanna Nielson, Principal of Adult and Continuing Education to the table to speak to some of the activities that are currently ongoing within Adult and Continuing Education.

Principal Nielson advised that our board is considered a leader in the province based on our model of services which are funded by the Ministry of Citizenship and Immigration, Ministry of Advanced Education Skills Development and the Ministry of Education.

A three (3) year Provincial Adult Education Strategy initiative has been launched to reengage adult learners with the Simcoe County District School Board acting as the host board.

Superintendent Jeffs shared that the Adult and Continuing Education Department as a whole does not receive much GSN funding. They are almost self-sufficient, with enrollment driving their funding. International students are a funding stream that we are looking to increase in the next two years.

Superintendent Jeffs and Principal Nielsen responded to trustee queries regarding the strategy of recruiting international students and the concept of e-learning and its many components.

This report was provided for information.

Other Matters - Nil

Notices of Motion for Next Meeting - Nil

Moved by Jodi Lloyd
Seconded by Kathleen Aikins

That the meeting be adjourned.

CARRIED

Meeting adjourned at 8:20 p.m.

RECOMMENDATIONS

1. That the Board approve the revisions to Policy No. 4240 - Safe, Inclusive and Accepting Schools, as set out in APPENDIX C of Report No. PRO-D-1, Revisions to Policy No. 4240 - Safe, Inclusive and Accepting Schools, dated January 18, 2017.
2. That the Board approve the revisions to Policy No. 4255 - Bully Prevention and Intervention, as set out in APPENDIX C of Report No. PRO-D-2, Revisions to Policy No. 4255 - Safe, Bully Prevention and Intervention, dated January 18, 2017.
3. That the Board approve the adoption of Policy No. 4245 – Emergency Response Procedures, as set out in APPENDIX A of Report No. PRO-D-3, New Policy No. 4245 – Emergency Response Procedures, dated January 18, 2017.

Respectfully submitted by:

Anita Simpson
Superintendent of Program and Innovation

Approved for submission by:

Janis Medysky
Acting Director of Education

January 25, 2017

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, JANUARY 18, 2017**

The Human Resources Standing Committee met in Public Session on Wednesday, January 18, 2017, at the Education Centre.

PRESENT:

Committee Members Kathleen Aikins (Vice-Chairperson), Donna Armstrong (Chairperson), Peter Beacock, Annie Chandler, Wayne Clements, Donna DaSilva, Jodi Lloyd, Krista Mayne.

Student Trustees

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

REGRETS:

Committee Members Jennifer Cameron, Pamela Hodgson, Michele Locke, Daniel Shilling.

ABSENT:

Student Trustees Grace Leyshon.

Recording Secretary Kary Hancock.

Jackie Kavanagh, Superintendent of Education, called the meeting to order at 6:00 p.m.

1. **Approval of the Agenda**

MOTION

Moved by Kathleen Aikins
Seconded by Krista Mayne

That the agenda be approved as printed.

CARRIED

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

3. **Election of Chairperson**

Superintendent Kavanagh explained the process that would be used for the election of the Chairperson and Vice-chairperson of the Human Resources Standing Committee. Superintendent Kavanagh designated Superintendent Paula Murphy and Superintendent Stuart Finlayson to count election ballots, if required.

Superintendent Kavanagh called for nominations for the office of Chairperson of the Human Resources Standing Committee.

Moved by Annie Chandler
Seconded by Jodi Lloyd

That Trustee Armstrong be nominated as Chairperson of the Human Resources Standing Committee.

Trustee Armstrong indicated that she would stand.

Superintendent Kavanagh called for further nominations.

There being no further nominations, Trustee Armstrong was acclaimed as Chairperson of the Human Resources Standing Committee.

Trustee Armstrong assumed the Chair at this time.

4. Election of Vice-Chairperson

Chairperson Armstrong called for nominations for the office of Vice-Chairperson of the Human Resources Standing Committee.

Moved by Jodi Lloyd
Seconded by Wayne Clements

That Trustee Aikins be nominated as Vice-Chairperson of the Human Resources Standing Committee.

Trustee Aikins indicated that she would stand.

Chairperson Armstrong called for further nominations.

There being no further nominations, Trustee Aikins was acclaimed as Vice-Chairperson of the Human Resources Standing Committee.

Trustee Aikins assumed the Vice-Chair at this time.

5. Presentations/Delegations - Nil

Moved by Peter Beacock
Seconded by Donna DaSilva

That the Human Resources Standing Committee move into closed session.

CARRIED

The Human Resources Standing Committee reconvened in public session at 6:13 p.m.

Items for Decision - Nil

Items for Information

1. **HR Annual Plan (HR-I-1)**

Janis Medysky, Acting Director, provided an overview of the report. During a year when we are not actively bargaining or dealing with labour issues, the Human Resources Department is concentrating on a number of projects to bring efficiency to our processes. These projects include training, on-line orientation, and information storage which will see the digitization of all personnel files.

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

Correspondence - Nil

Other Matters

Acting Director Medysky advised that there will not be a Human Resources Standing Committee meeting in February as we do not have any items to bring forward at this time. This will allow the Program Standing Committee meeting to begin at 6:00 p.m. in February.

Notices of Motion for next meeting – Nil

MOTION

Moved by Jodi Lloyd
Seconded by Krista Mayne

That the meeting be adjourned at 6:20 p.m.

CARRIED

Report Status

This report was provided for information.

Approved for submission by:

Janis Medysky
Acting Director

January 25, 2017

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 DECEMBER 12, 2016**

The regular meeting of the Special Education Advisory Committee was held on Monday, December 12, 2016 at the Education Centre.

A. Roll Call

PRESENT:

SEAC Members

Donna Armstrong (Trustee), Peter Beacock (Trustee), Kevin Berry (Chairperson), Mark Bryan, Jill Foley, Sara Jamieson, Dan Stroh, Sandy Thurston, Tanya van Voorst, Yana Skybin (Vice-Chairperson).

SEAC Alternates

James Hall (Acting Member), Svetlana Zaruvimski.

Staff

Dr. Bill Colvin, Curt Davidson, Connie Gray, Brian Jeffs, Stephen McClelland, Danielle Mink, Christine Misener, Chris Samis.

REGRETS:

SEAC Members

Kelly Barber, Annie Chandler (Trustee), Sheryl Eastop, Rose-Ann Marchitto, Sally Seabrook.

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, staff and shared regrets for the evening.

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

Yana Skybin, Vice-Chairperson, read the Statement of Beliefs.

(2) Approval of Agenda

Moved by Tanya Van Voorst
Seconded by Mark Bryan

That the agenda be approved as written.

CARRIED

(3) Approval of Minutes

- (a) Minutes of the Regular SEAC Meeting held November 14, 2016 (A-3-a)

Moved by Sandy Thurston
Seconded by Dan Stroh

That the minutes be approved as written.

CARRIED

B. Presentations

- (1) (a) Accessibility Advisory Committee (B-1-a)**

Chris Samis, Superintendent of Education, introduced Brian Jeffs, Superintendent of Business Services, and Curt Davidson, Principal of Special Education, who provided an overview of the role of the Accessibility Advisory Committee.

The Accessibility Advisory Committee in consultation with the Simcoe County District School Board (SCDSB) is committed to identify, remove and prevent barriers for people with disabilities who work, learn and participate in the SCDSB community and environment. This includes, students, staff, parents/guardians, volunteers and visitors to the board and its schools/facilities. [The SCDSB Multi-year Accessibility Plan](#) is reviewed and updated at least once every five years and posted on the public website.

Ontario's Accessibility Action Plan mandates that all buildings are to be accessible by 2025. The SCDSB is working diligently to meet this deadline however, the financial implications are problematic.

The Accessibility Advisory Committee completes four accessibility audits annually to ensure the school meets the criteria for an accessible building. The audit will check doorway widths, door handles, counter heights, faucet placement, etc. Superintendent Jeffs and Principal Davidson will investigate posting the audit results on the public website.

Superintendents Samis and Jeffs responded to questions from SEAC at this time.

C. Items for Decision - Nil

D. Items for Information

- (1) Follow-up from Previous Meeting - Nil**

(2) Staff Reports

- (a) Special Education Funding (D-2-a)

Chairperson Berry requested clarification on the allocation of funds from the Pupil Foundation Grant (PFG) and special education budget.

Superintendent Samis clarified that all salaries for regular classroom teachers for credit bearing courses are not paid for through special education however, teachers for county classes (including gifted in elementary) are.

Superintendent Jeffs advised that the pupil foundation grant is a Ministry funded formula that generates funds above and beyond the special education envelope related to special education (county) class teachers only.

Chairperson Berry suggested that staff consider re-evaluating the model used to allocate the Pupil Foundation Grant and recommended additional funds be allocated to special education to ensure the current needs of all students are met.

Superintendent Samis noted that all boards fund in different ways. While educational assistant's salaries come from special education funding, the SCDSB does not fund specialized transportation, social workers, child and youth workers, and attendance councilors through special education funding.

MOTION

Moved by Peter Beacock
Seconded by Yana Skybin

That the committee recess at this time.

CARRIED

(b) APM A8540 Gifted Screening and Identification Process (D-2-b)

Superintendent Samis introduced Dr. Bill Colvin, Senior Psychologist, who provided an update on the changes made to Administrative Procedures Memorandum (APM) A8540 Gifted Screening and Identification Process.

The changes are reflected in the report with new additions shown in red font and strikethroughs to indicate deletions.

James Hall, SEAC Member, representing the Association for Bright Children of Ontario – Simcoe Chapter was consulted and agreed with the changes.

Superintendent Samis and Senior Psychologist Colvin responded to questions from SEAC at this time.

Trustee Armstrong left the meeting at this time.

(c) APM A8535 Use of Service Animals by Students (D-2-c)

Superintendent Samis provided an overview of the changes made to APM A8535 Use of Service Animals by Students.

Changes include:

1. Changes throughout from service dog to service animal;
2. Increase in medical professionals who may write a recommendation for a service animal; and,
3. Added complexity regarding certification.

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

(d) Special Education - Individualized Transportation Update (D-2-d)

Superintendent Samis provided an update on special education individualized transportation.

As of September 2016, the SCDSB provides transportation for approximately 23,000 students, of which 950 are through individualized transportation. The majority of students with special education needs do not receive specialized transportation.

Requests and/or approvals are reviewed annually, including consideration of how to enhance the student's independence and opportunities for inclusion. As students' needs change, their transportation needs may also change.

Individualized transportation is funded by the Ministry of Education. It does not affect the Special Education Grant.

Chairperson Berry suggested that SEAC is a great resource to provide input on how to decrease the need for transportation.

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

MOTION

Move by James Hall
Seconded by Tanya Van Voorst

That the SEAC meeting continues past 9:00 p.m.

(3) Committee Reports - Nil

(4) SEAC Member Updates

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

1. Tanya Van Voorst, SEAC Member, expressed gratitude on behalf of Candlelighters Simcoe Parents of Children with Cancer for disseminating information regarding Childhood Cancer Awareness in September. Over \$15,000 was raised.

(5) Board Member Updates

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

1. Trustee Beacock advised that due to the increased demand for French programming, the following changes will take effect in September 2017:

- Extended French (grades 5 – 8) will move from Hillcrest Public School to Portage View Public School.
 - French Immersion (grades 1 – 4) will move from Regent Park Public School to Harriett Todd Public School.
2. The SCDSB Special Organizational Meeting was held Monday, December 5, 2016. Peter Beacock was acclaimed Chairperson of the Board and Jodi Lloyd was re-elected as Vice-Chairperson. The Selection Committee will appoint trustees to the various committee such as SEAC.

E. Correspondence - Nil

F. Other Matters

1. Superintendent Samis provided an update on IEP Online. IEP has been offline for approximately 2 weeks due to complications from the provider. Administration and staff are working diligently with PCG to rectify the issue. As a short-term solution, IEP templates have been provided to schools temporarily.
2. Danielle Mink, Mental Health Lead, advised that well-being continues to be a central focus. The Ministry has asked for individuals to complete an engagement survey prior to January 15, 2017 through the following link <http://www.edu.gov.on.ca/eng/about/Wellbeing2.html>.

G. Notices of Motion for Next Meeting - Nil

H. Adjournment

Moved by Peter Beacock
Seconded by James Hall

That the meeting be adjourned at 9:15 p.m.

CARRIED

The next meeting date is January 16, 2017.

Report Status

This report is provided for information.

Respectfully submitted by:

Chris Samis
Superintendent of Education

Approved for submission by:

Janis Medysky
Acting Director of Education

January 25, 2017

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 JUNE 8, 2016**

A meeting of the First Nations Education Advisory Committee (FNEAC) was held on Wednesday, June 8, 2016 at the Simcoe County District School Board.

PRESENT:

Voting Members Evelyn Ball, Jodi Lloyd, Lorraine McRae, Dan Shilling.

Non-Voting Members Stuart Finlayson, Lisa Ewanchuk, Kim Campbell, John Playford, Jim Sammon.

Recording Secretary Lois Scott.

REGRETS: Nancy Assance, Eric Chartrand, Rick Hodgkinson, Nick Howard, Angela Johnson, Diane Lefuel, Michele Locke, Brian MacIsaac, Jon Nicholson, Sylvia Norton-Sutherland, Lisa Snache, Tracey Snache, Paris Snake, Irfan Toor.

Welcome and introductions

Chairperson Dan Shilling welcomed the committee members and facilitated introductions. Regrets were expressed on behalf of those unable to attend.

The committee expressed their appreciation to Beausoleil First Nation and thanks to Jeff Monague for leading a Medicine Walk at Springwater Park.

Opening Prayer & Acknowledgement of Territory

Rama Elder Lorraine McRae led the group in an opening prayer and acknowledgement of territory.

Approval of the agenda

RECOMMENDATION

That the agenda be approved as printed.

Moved by Evelyn Ball
Seconded by Jodi Lloyd

CARRIED

Approval of the minutes of the last meeting dated April 29, 2016

RECOMMENDATION

That the minutes be approved as amended.

Moved by Jodi Lloyd
Seconded by Evelyn Ball

CARRIED

Terms of Reference

Deferred to next meeting.

FNEAC Meeting Dates 2016-2017

Meeting dates were discussed and set for the 2016-2017 school year as follows:

Tuesday, October 25, 2016
Tuesday, December 13, 2016
Tuesday, March 21, 2017
Tuesday, June 13, 2017

Updates

Beausoleil First Nation (BFN)

Superintendent Finlayson reported on behalf of Acting Director Nancy Assance.

Beausoleil First Nation continue to hold community information sessions on the Restoration of Jurisdiction.

Anishinabek Education Service Agreement (AES) with the Union of Ontario Indians (UOI)
Two community meetings have been held within the territory of Beausoleil First Nation.
Both meetings of March 23 and June 6 were well attended.

Beausoleil First Nation Governance Committee will be working on a draft constitution once the BFN elections are complete, the First Nation requires a constitution to be part of the AES.

The election of BFN Chief and Council is scheduled for June 25 with a swearing-in ceremony in July when the transition of Chief and Council will take place.

Acting Director Assance continues to be part of the Education Advisory Circle with the Ogemawahj Tribal Council (OTC). Several education staff, students and Beausoleil Education Advisory Committee members participated in a successful First Nation Education Summit hosted by the OTC in Scugog First Nation.

Myrtle Jamieson will be providing greetings on behalf of the Beausoleil First Nation at the groundbreaking ceremony on Thursday, June 9, 2016 to celebrate the start of construction of Georgian Bay District Secondary School.

Two active band secondary students were supported as they attended the Musicfest Canada 2016 in Ottawa. Penetanguishene Secondary School (PSS) Jazz and Concert Band both received High Silver awards and the Honour Music Award was given to Roly Monague Jr. for his dedication to the band.

Several students attended the "Circle of Science" at Canadore College, Sylvia Norton Sutherland assisted with chaperone duties.

Secondary graduation dates coincide with each other. The Midland Secondary School (MSS) graduation date coincides with St. Theresa's graduation and the PSS graduation date coincides with the Christian Island Elementary Grade 8 graduation. Due to having graduates this year at all schools, co-ordination of providing awards and having BFN representation at each graduation ceremony will include the Beausoleil Education Advisory Committee (BEAC) members, Acting Director and family members for the presentation of several awards such as the Boyd E. Jamieson, Paul Sandy, Education Director and BEAC awards.

Adult Education currently has one graduate for the 2015-2016 school year. BFN have struggled with enrolment due to various factors, such as childcare, class location and weather.

The Christian Island Adult Learning Centre will be relocated from the Christian Island Recreation Centre to a more central location in the community. It will be located in the basement of the Lorna Sandy Resource Centre/Public Library.

Rama First Nation

Director Evelyn Ball reported that Rama is working on the Restoration of Jurisdiction with an upcoming phase two session to be held June 22, 2016.

Director Ball touched on some of the events that will be taking place at the First Nations celebration on June 21. Events are open to the public.

The community graduation takes place the same day at Casino Rama, with just under 100 graduates. This will be a closed event.

Director Ball notified the committee that Rama First Nation will be undertaking school reviews. It is a requirement of Indian Affairs that reviews take place every 5 years.

Chairperson Shilling added that Rama First Nation recently celebrated the milestone of providing daycare for 40 years.

Simcoe County District School Board (SCDSB)

Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan - Board Assessment Tool – APPENDIX A

Superintendent Finlayson requested input with respect to signage and notification of welcome to everyone that would reflect the First Nation, Métis and Inuit culture at all SCDSB schools. Several ideas were discussed and the committee agreed to support this concept in principle. It was suggested that the medicine wheel be central or incorporated in whatever design was finally achieved as people recognize that symbol as an FNMI symbol.

Superintendent Finlayson advised the committee that the SCDSB is undertaking a process for voluntary self-identification for staff. The self-identification package will consist of a memorandum and a letter to self-identify. It will become part of the SCDSB employee package.

School Reports

APPENDIX B

Additional Business/Questions/Comments

Superintendent Finlayson advised the committee that he is looking into the possibility of Beausoleil and Rama First Nations having access to the teaching section of the SCDSB staff website to access PD resources and information.

FNEAC Meeting Date

The next FNEAC meeting will take place on Tuesday, October 25 at Rama.

Closing Prayer

Elder Lorraine McRae led the group in a closing prayer.

The meeting adjourned at 2:00 p.m.

Report Status

This report is provided for information.

Respectfully submitted by:

Stuart Finlayson
Superintendent of Education

Approved for submission by:

Janis Medysky
Acting Director of Education

January 25, 2017

APPENDIX A – Page 1 to 6

**SIMCOE COUNTY DISTRICT SCHOOL BOARD
FIRST NATIONS EDUCATION ADVISORY COMMITTEE
ONTARIO FIRST NATION, MÉTIS AND INUIT EDUCATION POLICY FRAMEWORK
IMPLEMENTATION PLAN
BOARD ASSESSMENT TOOL**

Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan

Board Assessment Tool

Aboriginal education remains a key priority for the Ministry of Education and we remain committed to ensuring that each First Nation, Métis, and Inuit student has every opportunity for success.

The ministry continues to focus on meeting two primary objectives by the year 2016:

1. To improve student achievement and well-being among First Nation, Métis, and Inuit students, and;
2. To close the achievement gap between Aboriginal students and “all students”.

On March 5, 2014, the ministry released the [Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan](#). The plan builds on progress to date in the implementation of the Framework and guides the work of the ministry and school boards in this current school year through to 2016. In support of district school boards’ goals in implementing the [Ontario First Nation, Métis and Inuit Education Policy Framework](#), the Aboriginal Education Office is pleased to provide funding in addition to the Grants for Student Needs (GSN) for the 2014-15 school year to support boards with developing a *Board Action Plan on First Nation, Métis and Inuit Education*. This tool is designed to assist boards with assessing progress to date according to each of the Framework Implementation Plan board strategies and identify key priority areas to inform the development of a *Board Action Plan on First Nation, Métis, and Inuit Education*. Boards are encouraged to complete the Board Assessment Tool by indicating the level of implementation for each Framework Implementation Board Strategy and identifying priority areas for 2014-15.

| Framework Implementation Board Strategies <i>[as per the Framework Implementation Plan]</i> | Pre-Implementation | Early Implementation | Continuing Implementation | Priority for 2014-15 |
|---|--|---|--|--------------------------|
| I. Using Data to Support Student Achievement (PM 1-4)* | | | | |
| Boards will: | | | | |
| 1. Through board planning processes, identify resources and supports that will help improve the engagement, learning, achievement, and well-being of First Nation, Métis, and Inuit students. | <input type="checkbox"/> Limited board-wide planning processes implemented that identify resources and supports aimed at improving the engagement, learning, achievement, and well-being of First Nation, Métis, and Inuit students. | <input type="checkbox"/> Some board-wide planning processes implemented that identify resources and supports aimed at improving the engagement, learning, achievement, and well-being of First Nation, Métis, and Inuit students. | <input type="checkbox"/> Formalized board planning processes implemented that identify resources and supports aimed at improving the engagement, learning, achievement, and well-being of First Nation, Métis, and Inuit students. | <input type="checkbox"/> |
| 2. Collect, analyse, and report on data for self-identified First Nation, Métis, and Inuit students, to inform targeted strategies for increasing Aboriginal student achievement and success. | <input type="checkbox"/> Early stages of collection, analysis, and reporting on data for self-identified First Nation, Métis, and Inuit students. | <input type="checkbox"/> Limited collection, analysis, and reporting on data for self-identified First Nation, Métis, and Inuit students. | <input type="checkbox"/> Regular, ongoing collection, analysis, and reporting on data for self-identified First Nation, Métis, and Inuit students and using the data to inform targeted strategies to increase Aboriginal student achievement. | <input type="checkbox"/> |

| Framework Implementation Board Strategies <i>[as per the Framework Implementation Plan]</i> | Pre-Implementation | Early Implementation | Continuing Implementation | Priority for 2014-15 |
|---|---|--|--|-----------------------------|
| 3. Engage with local First Nation, Métis, and Inuit parents and communities to build understanding of Aboriginal student self-identification and to increase the number of students/families that choose to self-identify. | <input type="checkbox"/> Minimal engagement with local First Nation, Métis, and Inuit parents and communities to build understanding of Aboriginal student self-identification and to increase the number of students/families that choose to self-identify. | <input type="checkbox"/> Occasional engagement with local First Nation, Métis, and Inuit parents and communities to build understanding of Aboriginal student self-identification and to increase the number of students/families that choose to self-identify. | <input type="checkbox"/> Frequent engagement with local First Nation, Métis, and Inuit parents and communities to build understanding of Aboriginal student self-identification and to increase the number of students/families that choose to self-identify. | <input type="checkbox"/> |
| 4. Engage with local First Nation, Métis, and Inuit parents, communities, and/or organizations to explore opportunities for reciprocal data sharing to support a shared understanding of student demographics and of the successes and challenges experienced by Aboriginal learners. | <input type="checkbox"/> Minimal engagement with local First Nation, Métis, and Inuit parents, communities, and/or organizations to explore opportunities for reciprocal data sharing to support a shared understanding of student demographics and of the successes and challenges experienced by Aboriginal learners. | <input type="checkbox"/> Occasional engagement with local First Nation, Métis, and Inuit parents, communities, and/or organizations to explore opportunities for reciprocal data sharing to support a shared understanding of student demographics and of the successes and challenges experienced by Aboriginal learners. | <input type="checkbox"/> Frequent engagement with local First Nation, Métis, and Inuit parents, communities, and/or organizations to explore opportunities for reciprocal data sharing to support a shared understanding of student demographics and of the successes and challenges experienced by Aboriginal learners. | <input type="checkbox"/> |
| 5. Increase First Nation, Métis, and Inuit student participation in elementary and secondary school programs and services that have proved to be effective. | <input type="checkbox"/> Low First Nation, Métis, and Inuit student participation in elementary and secondary school programs and services that have proved to be effective. | <input type="checkbox"/> Some First Nation, Métis, and Inuit student participation in elementary and secondary school programs and services that have proved to be effective. | <input type="checkbox"/> High First Nation, Métis, and Inuit student participation in elementary and secondary school programs and services that have proved to be effective. | <input type="checkbox"/> |
| II. Supporting Students (PM 5 - 6)* Boards will: | | | | |
| 6. Enhance the inclusion of First Nation, Métis, and Inuit students' needs and experiences in board and school initiatives that promote safe and accepting schools. | <input type="checkbox"/> Very little inclusion of First Nation, Métis, and Inuit students' needs and experiences | <input type="checkbox"/> Some inclusion of First Nation, Métis, and Inuit students' needs and experiences in | <input type="checkbox"/> Extensive inclusion of First Nation, Métis, and Inuit students' needs and experiences in | <input type="checkbox"/> |

| Framework Implementation Board Strategies <i>[as per the Framework Implementation Plan]</i> | Pre-Implementation | Early Implementation | Continuing Implementation | Priority for 2014-15 |
|---|---|--|--|-----------------------------|
| | in board and school initiatives that promote safe and accepting schools. | board and school initiatives that promote safe and accepting schools. | board and school initiatives that promote safe and accepting schools. | |
| 7. Increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities. | <input type="checkbox"/> Few opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities. | <input type="checkbox"/> Some opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities. | <input type="checkbox"/> Frequent opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities. | <input type="checkbox"/> |
| 8. Work in collaboration with community partners to identify and address topics relevant to the health, including mental health, and well-being of First Nation, Métis, and Inuit students. | <input type="checkbox"/> Minimal collaboration with community partners to identify and address topics relevant to the health, including mental health, and well-being of First Nation, Métis, and Inuit students. | <input type="checkbox"/> Occasional collaboration with community partners to identify and address topics relevant to the health, including mental health, and well-being of First Nation, Métis, and Inuit students. | <input type="checkbox"/> Frequent collaboration with community partners to identify and address topics relevant to the health, including mental health, and well-being of First Nation, Métis, and Inuit students. | <input type="checkbox"/> |
| 9. Increase opportunities for Native languages and First Nation, Métis, and Inuit Studies education, based on local demographics and student and community needs. | <input type="checkbox"/> Few opportunities for Native languages and First Nation, Métis, and Inuit Studies education. | <input type="checkbox"/> Some opportunities for Native languages and First Nation, Métis, and Inuit Studies education. | <input type="checkbox"/> Numerous opportunities for Native languages and First Nation, Métis, and Inuit Studies education. | <input type="checkbox"/> |
| 10. Focus on supporting successful transitions for First Nation, Métis, and Inuit students. | <input type="checkbox"/> Few initiatives to support successful transitions for First Nation, Métis, and Inuit students. | <input type="checkbox"/> Some initiatives to support successful transitions for First Nation, Métis, and Inuit students. | <input type="checkbox"/> Numerous initiatives to support successful transitions for First Nation, Métis, and Inuit students. | <input type="checkbox"/> |
| 11. Continue to work with local First Nations to implement successful Education Service Agreements and to support successful transitions for First Nation students. | <input type="checkbox"/> Minimal engagement with local First Nations to implement successful Education | <input type="checkbox"/> Occasional engagement with local First Nations to implement successful Education Service Agreements and to support | <input type="checkbox"/> Frequent engagement with local First Nations to implement successful Education Service Agreements and to support | <input type="checkbox"/> |

| Framework Implementation Board Strategies <i>[as per the Framework Implementation Plan]</i> | Pre-Implementation | Early Implementation | Continuing Implementation | Priority for 2014-15 |
|---|--|---|---|-----------------------------|
| | Service Agreements and to support successful transitions for First Nation student. | successful transitions for First Nation students. | successful transitions for First Nation students. | |
| III. Supporting Educators (PM 7)* Boards will: | | | | |
| 12. Facilitate professional development opportunities for teaching staff to assist them in incorporating culturally appropriate pedagogy into practice to support Aboriginal student achievement, well-being, and success. | <input type="checkbox"/> Few professional development opportunities for teaching staff to assist them in incorporating culturally appropriate pedagogy into practice to support Aboriginal student achievement, well-being, and success. | <input type="checkbox"/> Some professional development opportunities for teaching staff to assist them in incorporating culturally appropriate pedagogy into practice to support Aboriginal student achievement, well-being, and success. | <input type="checkbox"/> Numerous professional development opportunities for teaching staff to assist them in incorporating culturally appropriate pedagogy into practice to support Aboriginal student achievement, well-being, and success. | <input type="checkbox"/> |
| 13. Provide professional development opportunities that enable teachers and board leaders to increase their knowledge and awareness of Aboriginal cultures, histories, traditions, and perspectives and enhance their capacity to support Aboriginal learners more effectively. | <input type="checkbox"/> Few professional development opportunities that enable teachers and board leaders to increase their knowledge and awareness of Aboriginal cultures, histories, traditions, and perspectives and enhance their capacity to support Aboriginal learners more effectively. | <input type="checkbox"/> Some professional development opportunities that enable teachers and board leaders to increase their knowledge and awareness of Aboriginal cultures, histories, traditions, and perspectives and enhance their capacity to support Aboriginal learners more effectively. | <input type="checkbox"/> Numerous professional development opportunities that enable teachers and board leaders to increase their knowledge and awareness of Aboriginal cultures, histories, traditions, and perspectives and enhance their capacity to support Aboriginal learners more effectively. | <input type="checkbox"/> |
| 14. Support an increased focus on Aboriginal education by inviting board-designated Aboriginal Education Leads to participate in regional Literacy and Numeracy Secretariat and Student Success initiatives and other professional learning opportunities. | <input type="checkbox"/> Few opportunities for board-designated Aboriginal Education Leads to participate in regional Literacy and Numeracy Secretariat and Student Success initiatives and other professional learning opportunities. | <input type="checkbox"/> Some opportunities for board-designated Aboriginal Education Leads to participate in regional Literacy and Numeracy Secretariat and Student Success initiatives and other professional learning opportunities. | <input type="checkbox"/> Numerous opportunities for board-designated Aboriginal Education Leads to participate in regional Literacy and Numeracy Secretariat and Student Success initiatives and other professional learning opportunities. | <input type="checkbox"/> |
| IV. Engagement and Awareness Building (PM 8-10)* Boards will: | | | | |
| | | | | |

| Framework Implementation Board Strategies <i>[as per the Framework Implementation Plan]</i> | Pre-Implementation | Early Implementation | Continuing Implementation | Priority for 2014-15 |
|---|--|---|---|-----------------------------|
| 15. Engage with local First Nation, Métis, and Inuit parents, communities, and organizations to build understanding of Aboriginal student self-identification and to increase the number of students/families that choose to self-identify. | <input type="checkbox"/> Minimal engagement with local First Nation, Métis, and Inuit parents, communities, and organizations to build understanding of Aboriginal student self-identification and to increase the number of students/families that choose to self-identify. | <input type="checkbox"/> Occasional engagement with local First Nation, Métis, and Inuit parents, communities, and organizations to build understanding of Aboriginal student self-identification and to increase the number of students/families that choose to self-identify. | <input type="checkbox"/> Frequent engagement with local First Nation, Métis, and Inuit parents, communities, and organizations to build understanding of Aboriginal student self-identification and to increase the number of students/families that choose to self-identify. | <input type="checkbox"/> |
| 16. Collaborate with First Nation, Métis, and Inuit parents and communities to enhance communications on progress related to Aboriginal student achievement and success. | <input type="checkbox"/> Minimal collaboration with First Nation, Métis, and Inuit parents and communities to enhance communications on progress related to Aboriginal student achievement and success. | <input type="checkbox"/> Occasional collaboration with First Nation, Métis, and Inuit parents and communities to enhance communications on progress related to Aboriginal student achievement and success. | <input type="checkbox"/> Frequent collaboration with First Nation, Métis, and Inuit parents and communities to enhance communications on progress related to Aboriginal student achievement and success. | <input type="checkbox"/> |

* The implementation plan for Year 1 is organized around the ten performance measures included in the Framework. The performance measures will continue to be used as key indicators to monitor and track progress in implementation.

Performance Measures (pages 9 -15):

1. Significant increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics
2. Significant increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario
3. Significant increase in the graduation rate of First Nation, Métis, and Inuit students
4. Significant improvement in First Nation, Métis, and Inuit student achievement
5. Significant improvement in First Nation, Métis, and Inuit students' self-esteem
6. Increased collaboration between First Nation education authorities and school boards to ensure that First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools
7. Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Métis, and Inuit students more effectively
8. Increased participations of First Nation, Métis, and Inuit parents in the education of their children

- 9. Increased opportunities for knowledge sharing, collaboration, and issue resolution among Aboriginal communities, First Nation governments and education authorities, schools and school boards, and the Ministry of Education**
- 10. Integration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of First Nation, Métis, and Inuit peoples**

APPENDIX B – Page 1 to 5

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

Mnjikaning Kendaaswin Elementary School (MKES)

As this academic year draws to a close it is very important to reflect on achievement but also reflect on the challenges we all face. How do we address the demands of the curriculum and also the health and wellness of our students? The mental health of our students appears to be an area of growing concern.

Many of the activities that take place help promote student self-esteem and provide opportunities for student growth. At Mnjikaning Kendaaswin Elementary School, Grade 5 students are involved in the D.A.R.E. (Drug Abuse Resistance Education) programme. This programme helps students make positive choices and helps students to recognize that they have a voice.

A “Reduce Your Screen Time Challenge” was introduced to all students to promote a healthier lifestyle. Students tracked their screen time for seven days and in the following seven days tried to reduce the total amount of screen time by being more active. It was very informative to see how many hours students were on their devices. Prizes were given to students that participated in this activity.

The school has established a John Snake garden and students are really enjoying the opportunity to dig, plant, care for and hopefully eat their produce.

The Rama Health Unit come to the school on a regular basis to provide students with smoothies and fruit sampling.

All classes participated in the activities at the Safety Village that was held at the Rama Community Hall. The activities were facilitated by Rama Fire, Police, EMS, CN Police, Hydro One and the OPP.

The Grade 5 class took part in the Race Against Drugs at ODAS Park. These activities help to support the health and wellness of our students.

Grade 7 students visited the Victoria Point wetlands as part of an environmental inquiry project. The school aerial drone took some wonderful footage of the wetlands.

Older students participated in the Heritage Fair at the Simcoe County Museum and one of the students was selected to represent Simcoe County in Toronto as a Young Citizen. Her project was titled “Inequalities Towards Children.”

Grades 7 and 8 students participated in the Aboriginal Camp Choice at Humber College. This visit gave students the chance to meet other students from a number of other First Nations.

The new John Snake Memorial Multi-Purpose Grounds were formally opened and it was wonderful that the Senior Drum Group and Choir participated in the opening.

Grades 7 and 8 students also went to Toronto to watch a performance of Outside Looking In.

The MKES Spring Concert was a great success. The school is very proud of their music programme and the enjoyment the students get from music.

A number of students received awards at the `Stars of the Festival` event at the Orillia Opera House. It was especially pleasing to see the Senior Drum Group receive an award as an outstanding small ensemble.

Lions Oval Public School

Lions Oval Public School presently has 48 students enrolled in the Ojibwe Second Language (OSL) programme classes. The OSL programme continues to be open to every student in grades one through eight. Through the school year students have been introduced, in the Ojibwe language, to the following aspects of native language study: medicine wheels, yearly calendars (both Ojibwe - 13 moons and SCDSB - 12 months), weather, counting (0 - 1000), The Eight Basic Needs, Talking Circles, and Feeling and Emotions. OSL students have been involved in assembly presentations throughout the year, in-class oral presentations, and as part of the Arts Night in May.

The Character Education and Recognition programme continues to focus on key character traits as identified by the ten SCDSB character traits and the Seven Grandfather Teachings. The message to our students continues to be "Get Caught Showing...Courage / Bravery / Respect / Optimism / Empathy / Truth / Honesty / Caring / Wisdom / Inclusiveness / Humility / Love / Cooperation / Responsibility / Integrity." "Gotchas" are used by staff to recognize and reinforce student implementation of these key character traits. Monthly character assemblies have, and will continue to recognize students from each class who have demonstrated identified character traits. "Gotcha" draws at monthly assemblies continue for Lions Oval prizes (water bottles, fling rings – Frisbees, and fun packs) along with daily draws for Lions Oval Public School paw pencils. These character incentives continue to reinforce and keep these character traits at the forefront of the school culture. There is an increased visual presence of the Seven Grandfather Teachings, the ten SCDSB Character Traits, and Restorative Practice key points throughout the school, particularly in the teaching areas.

Staff have been involved in a variety of professional development throughout the year, including the Little Spirits Oral Language Inquiry, Zones of Regulation PLC, Daily Physical Activity PLC, OVL Mental Health Team initiatives, and the STEAM inquiry. The school will be working towards the implementation of the Minds Up curriculum in the fall.

Lions Oval Public School continues to utilize restorative practices, both in a formal and informal approach. Students use "Think Sheets" as reflective practice to identify the impact of their actions on others and how they can restore relationships due to the harm their behaviour has inflicted on others around them. Formal restorative circles with trained staff are an option to other discipline procedures.

Twin Lakes Secondary School

The Native Studies class, along with the First Nations, Métis and Inuit Student Success group and the Indigenous Club, went on four unique trips. They were invited to the Parry Sound High School Powwow. It was an amazing cultural experience as students participated in many dances, including the Potato Dance. Students saw and heard some remarkable drumming and dancing performances by community members of all ages.

Students attended the OUTSIDE LOOKING IN show at the Sony Centre, which was a spectacular Indigenous Youth dance performance, by 100 students from all over Ontario and beyond. It was

an empowering show, with inspiring testimonies of young people overcoming great odds and gaining hope, new skills, and bright futures.

The trip to Sainte Marie among the Hurons featured a rousing game of lacrosse, a tour of the expanded museum, and three sisters soup for lunch.

Indigenous Club continues to meet weekly and every month students participate in a potluck where everyone brings in a variety of home cooked Indigenous foods.

The Thunderbird mural is now complete and the Indigenous Studies room continues to accumulate original artwork.

Students participated in a variety of challenges to build team spirit, improve solving skills, and develop communication skills on a treetop trekking field trip.

Orillia Secondary School

Orillia Secondary School currently has 74 students who are officially and unofficially identified as First Nation, Métis or Inuit. In the Grade 10 NAC2O course, there are currently 15 students; in the Grade 11 split course, there are 12 NBV3C students and 9 NBV3E students.

Grade 10 students visited Sainte-Marie among the Hurons in May, participating in the “Two Cultures: One Land” program. They learned about the coming together of French and Wendat cultures, and got to experience hands-on the type of environment, clothing, buildings, etc., that would have been used in the time period. Grade 10 students also learned about Métis history and culture, and the impact of residential schools on all communities, but particularly how it affected Inuit communities when children returned home. Students finished the course by researching a topic of interest from 1950 to present that affects First Nations, Métis and/or Inuit peoples, and shared their findings with the rest of the class in a Showcase. Students also formed a creative model to represent their topic.

Grade 11 students visited the Barrie campus of Georgian College in May, working with the Aboriginal Resource Centre. Through leadership activities, students learned about opportunities Georgian College has, and also took part in a tour of the campus. They were able to view many classrooms specific to a variety of programs. Lunch was provided, which included three sisters soup and bannock. To finish the day, students learned about the importance of the medicine wheel and history of clans with an elder, and made their own medicine pouches with the four sacred medicines. Students also learned about stereotypes in the media, and analyzed the effects of stereotypes in film, TV and sports. Students finished the course by researching a topic of interest, such as a nation, cultural tradition, historical event, and shared their findings with the rest of the class in a Showcase. Students formed a creative model to represent their topic.

Students in both classes formed their own wampum belt bracelets with the assistance of guest speaker, Lee Benson. They learned about the history of different wampum belts and their importance to Canadian history and society today, before creating their own designs. Additionally, students in both classes learned about local treaties and land claims, including the Coldwater-Narrows Land Claim and Williams Treaty, to understand the history of the land we live on and how it is affected today. Students in both classes were also invited to listen to a guest speaker, Tove Wilson (from SCDSB), discuss her experience as a child of a residential school survivor.

Our students were invited to the Parry Sound High School Powwow on May 20. Students

participated in a variety of dances, traditional food and ceremonies at the powwow. Indigenous Club has also started, and approximately eight to ten students visit on a weekly basis, with others dropping in every now and then. They have focused on creating bonds with First Nation, Métis and Inuit students between the grades by getting to know each other. They also had a potluck where each student followed a recipe for a traditional food item. To finish off the year, students in the Indigenous Club will be decorating and putting up information on a Library bulletin board to bring more representation of First Nation, Métis and Inuit content. Additionally, all students in the school are encouraged to visit the FNMI Studies classroom and meet with their Student Success Teacher. When problems arise in classes, including behaviour, work ethic, etc., the Student Success Teacher gets involved and holds regular check-ins with students.

Midland Secondary School – 7th Fire

Semester 2 courses offered this year are EMS 30 - Media Studies, and HFL 4E - Food & Healthy Living.

Students have been planning, shopping for and preparing meals and snacks on a weekly basis, most recently recipes have included chicken parmesan, mango-pomegranate smoothies, spinach dip with fresh vegetables, Indian tacos, chicken Caesar salad and wraps, hamburger soup, and broccoli chicken Alfredo.

The Friendship Centre has provided the school with \$1,000.00 to purchase day passes for the YMCA. The class attends once per week as part of the Food and Healthy Living course.

Students have created mask molds of their own faces and painted them as part of Walking the Path. The inside of the mask represented what others cannot see while the outside represented the side of them the world sees.

Students attended a presentation at Georgian College on available programs and post-secondary opportunities.

Students participated in a Student Voice forum in March and then presented their findings to the larger group in May.

Braedon Toutant was the recipient of the Excellence in Education award in May.

Students participated in the trial of the on-line version of the OSSLT.

Students continue working on an on-going class project. The students have been working on a Wampum belt which will be gifted to Georgian Bay District Secondary School.

Students attended a field trip to Enaahdig Healing Lodge where they participated in a circle with teachings on importance of fire. Students learned how to start a fire with flint & striker in the bush, made cedar tea and went on a nature walk.

A field trip to Camp Kitchi is scheduled where students will participate in outdoor survival, team building activities and games.

In Aboriginal Art Class students are reviewing the medicine wheel and Grandfather Teachings along with challenges related to sovereignty and the Indian act and treaties. Wab Kinew's 8th Fire series has been a helpful resource along with *We are all...Treaty People*.

Discussion on Métis culture including art forms and teachings is scheduled to take place with one of the FNMI student advisors.

Each Wednesday students are meeting at lunch to discuss the start of an Aboriginal Youth Group. The students want to learn about cultural teachings. They have had an Aboriginal youth worker come in and discuss opportunities in the Community for Aboriginal young people, and the student advisor has made traditional dishes for the students. This project is in the pilot stage. Student leaders are discussing what the group will look like.