

RAINBOW DISTRICT SCHOOL BOARD  
**STRATEGIC PLANNING COMMITTEE MEETING**  
to be held in the Ernie Checkeris Boardroom  
Centre for Education, 408 Wembley Drive, Sudbury  
on Tuesday, April 10, 2018 at 5:00 pm

<b>AGENDA AND RECOMMENDED MOTIONS</b>
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A. **APPROVAL OF AGENDA**

\*Chair

Motion:

That the agenda for the Strategic Planning Committee meeting for April 10, 2018 be approved.

B. **PRELIMINARY DECLARATIONS OF PECUNIARY INTEREST**

\*Chair

C. **PRESENTATIONS**

\*Director

Truth and Reconciliation Commission (TRC) *Draft* Action Plan

D. **OLD BUSINESS**

\*Chair

Minutes

Motion:

That the minutes of the Strategic Planning Committee meeting held on March 6, 2018 be approved.

E. **NEW BUSINESS**

\*Chair

Report from Ad Hoc Committee: Governance Policy Reviews/Updates

1. Motion:

That *Policy No. GOV-01: ~~Board~~ Vision, Mission, and Values* as amended be recommended to the Board as a notice of motion.

2. Motion:

That *Policy No. GOV-03: Role of the ~~Corporate~~ Board of Trustees* as amended be recommended to the Board as a notice of motion.

3. Motion:

That *Policy No. GOV-06: Role of the Director of Education* as amended be recommended to the Board as a notice of motion.

4. Motion:  
That *Policy No. GOV-09: Delegation of Authority* as amended be recommended to the Board as a notice of motion.
5. Motion:  
That *Policy No. GOV-10: ~~Board~~ Policy Development and Review* as amended be recommended to the Board as a notice of motion.
6. Motion:  
That *Policy No. GOV-11: Learning and Working Environment: Equity and ~~Inclusion~~ Inclusive Education* as amended be recommended to the Board as a notice of motion.
7. Motion:  
That *Policy No. GOV-12: Learning and Working Environment: Safe Schools* as amended be recommended to the Board as a notice of motion.
8. Motion:  
That *Policy No. GOV-14: Parent/Guardian and Community Relations* as amended be recommended to the Board as a notice of motion.

F. **FUTURE ITEMS**

\*Chair

Comprehension

EQAO

Policy Review

- Policy No. GOV-05: Code of Conduct: Board Members
- Policy No. GOV-15: Student Accommodation

G. **TRUSTEES' REMARKS**

\*Chair

H. **FUTURE MEETINGS**

\*Chair

May 8, 2018

June 5, 2018

I. **ADJOURNMENT**

\*Chair

Motion:

That the meeting be adjourned ( ).



# Rainbow Schools

## **Truth & Reconciliation:** **A Commitment to Action**

March 26, 2018

*Reaching minds. Touching hearts.*



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## FORWARD

This plan “Truth & Reconciliation: A Commitment to Action” is dedicated to the former students of Canada’s residential school experience – the Survivors. This includes the many men and women, the Elders – including those who have passed into the Spirit World – whose traditional territory we now make our home.

This Commitment to Action is in honour of them.



Although much of the “Truth and Reconciliation: A Commitment to Action” plan was developed in consultation and active involvement from the Indigenous community, it should be expressed that the responsibility of Reconciliation should not fall on the shoulders of First Nations, Métis and Inuit people.

Indigenous people will gladly play a role in the development, leadership and partnership in Reconciliation, but ultimately, the responsibility for Reconciliation should fall to all Canadians. In this case, this shall fall to the Rainbow District School Board who will be responsible for the acceptance and implementation of the commitments made herein.



## INTRODUCTION

### The People of the Eighth Fire

From time immemorial, long before the establishment of the public school system, the Indian Act, the founding of Canada and even the Treaties, Indigenous people of Turtle Island lived their lives according to sacred law, living in balance with Creation around them. For the Anishinabek, the original people of the Great Lakes area, their primary philosophy was the concept of Mno Bimaadiziwin – living a good life.

This pre-history also included a number of prophecies that spoke of the coming of European settlers. Each prophecy came with a warning to the Anishinabek to take measures to protect their way of life. It is said that a “Fire” would be lit with the realization of each of these prophecies. There would be eight such Fires to be lit throughout the history of the Anishinabek.

Much of these sacred prophecies aligned with the history of the Indigenous people. The prophecies spoke of the devastation to the territory, lands and waters. They spoke of the discrimination and racism that would be faced by the Anishinabek people. They spoke of the loss of their language, culture and spiritual ways of life.

Despite this, Indigenous people remained resilient and hopeful. The prophecy of the Eighth Fire predicts that the “light-skinned race” would realize their shortcomings and would come to the Indigenous people seeking their help.

The questions arises: Are we in the period of the Eighth Fire? Is this the time when Canadian society make this realization and restarts a new era of inclusiveness and collaboration with Indigenous Nations?

### The Indian Residential School Era

The Indian Residential School experience was the most destructive chapter in the relationship between Canada and Indigenous people. From 1870 until 1996, thousands of First Nations, Métis and Inuit children were forcibly removed from their families and homes and sent to any number of 130 Indian Residential Schools run by the churches. The residential schools policy, created by the Government of Canada, was a systematic attempt to “kill the Indian in the child” and had a traumatic impact on the language, culture and wellness of Indigenous people.

Between 2010 and 2015, the Truth and Reconciliation Commission (TRC) documented the stories from former residential school students – the Survivors. Although many Survivors have cherished memories of their friends, activities and lessons learned during their school days, many recalled their stories of an inadequate education, poor living conditions as well as physical, sexual and cultural abuse.



These children were unable to speak their language, unable to practice their culture and were forced to learn an entirely new language and culture deemed more acceptable by the church and state.

As a direct result, generations upon generations of Indigenous people are unable to speak their Indigenous language and have little or no knowledge of their traditional culture. This crisis of identity, as well as the intergenerational trauma that followed the residential school experience, has resulted in a wide spectrum of health and social issues, poverty and lower success rates in education.

## Rainbow Schools Take Action

In April 2017, the Rainbow District School Board passed the following motion mandating the creation of a Truth and Reconciliation Action Plan as a means of implementing the vision of the 94 Calls to Action listed in the Final Report of the Truth and Reconciliation Commission.

### *Motion*

*The Rainbow District School Board respectfully acknowledges the work of the National Truth and Reconciliation Commission (TRC) regarding residential schools in Canada and the resulting 94 Calls to Action, including the Calls to Action specifically related to education.*

*Be it resolved that the Rainbow District School Board:*

- i. Commit to the development of a Truth and Reconciliation Action Plan in consultation with the First Nation Advisory Committee and the Urban Indigenous Advisory Committee;*
- ii. Commit that all students graduate with knowledge of residential schools and their devastating impacts on Indigenous communities in Canada and recognize the importance of their contributions to the reconciliation process;*
- iii. Commit that all students graduate with an understanding of the significance of the treaties and the shared history of First Nations and non-Indigenous Ontarians;*
- iv. Commit to the continued implementation and development of Anishinaabemowin programs;*
- v. Commit to provide opportunities to all staff and students to learn more about the richness of Indigenous worldview and cultures, working hand-in-hand with Indigenous peoples;*
- vi. Commit to implement, promote and enforce anti-racism strategies as it relates to Indigenous students, families and communities.*



## Towards A Commitment to Action

It is not enough to create a plan of action detailing a number of strategies that enhance the existing Indigenous Education function in Rainbow Schools. First Nations, Métis and Inuit education advocates certainly recognize the importance of augmenting Indigenous programming, especially in the area of language and culture and students supports that will lead to improvement of education success of Indigenous students.

When it comes to leading reconciliation, the commitment, goals and priorities for action must go a lot further. These goals and plan for action must take measurable steps in restoring those things that we had taken from Indigenous people during the Indian Residential School era.

Above all, the *Truth and Reconciliation: Commitment to Action* must be led by the Spirit, of both Indigenous peoples and the Rainbow District School Board. It must be offered in a solemn and sincere way by the Rainbow District School Board and lead to measurable change in First Nation, Métis and Inuit communities.

## Engagement Process and Thanks

Throughout the course of the development of the *Commitment to Action*, the Rainbow District School Board engaged with the following:

- First Nation Advisory Committee (FNAC)
- Rainbow District School Board Indigenous Staff
- Rainbow District School Board Indigenous Students
- Rainbow District School Board Executive Council

Community engagement events were held in Sudbury, M'Chigeeng First Nation, Whitefish River First Nation, Sagamok Anishnawbek and Atikameksheng Anishnawbek.

Rainbow Schools would like to thank all those that participated in the community engagement events, and provided their valuable thoughts, ideas and feedback.





## THE COMMITMENT TO ACTION

*The Rainbow District School Board commits to the following:*

- The public school education system, as a primary means of learning for Indigenous students, must include systematic measures to restore language and culture that was taken away by the Indian Residential School experience.
- We believe that the restoration of identity, self-esteem and pride in one's self, culture and nationhood, coupled with the ability to speak and think in one's own language, will lead to vast improvements in education success and help restore that balance that was upset by the Indian Residential School era.
- Rainbow Schools and the Rainbow District School Board are committed to leading this action, and changing the way Indigenous students are educated in Ontario by exemplifying this in our schools.
- Rainbow Schools and the Rainbow District School Board is committed to enhancing Indigenous Education programs, resources and supports to Indigenous students in an effort to improve education success.
- Rainbow Schools and the Rainbow District School Board are committed to learning and cherishing the stories of Indigenous people, Indigenous Nations, Elders and knowledge keepers, and the survivors of the Indian Residential School experience for the benefit of all students, so we will not repeat the mistakes of the past and carry on as partners in the Eighth Fire.

Endorsed and Accepted by:

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Doreen Dewar  
Board Chair  
Rainbow District School Board

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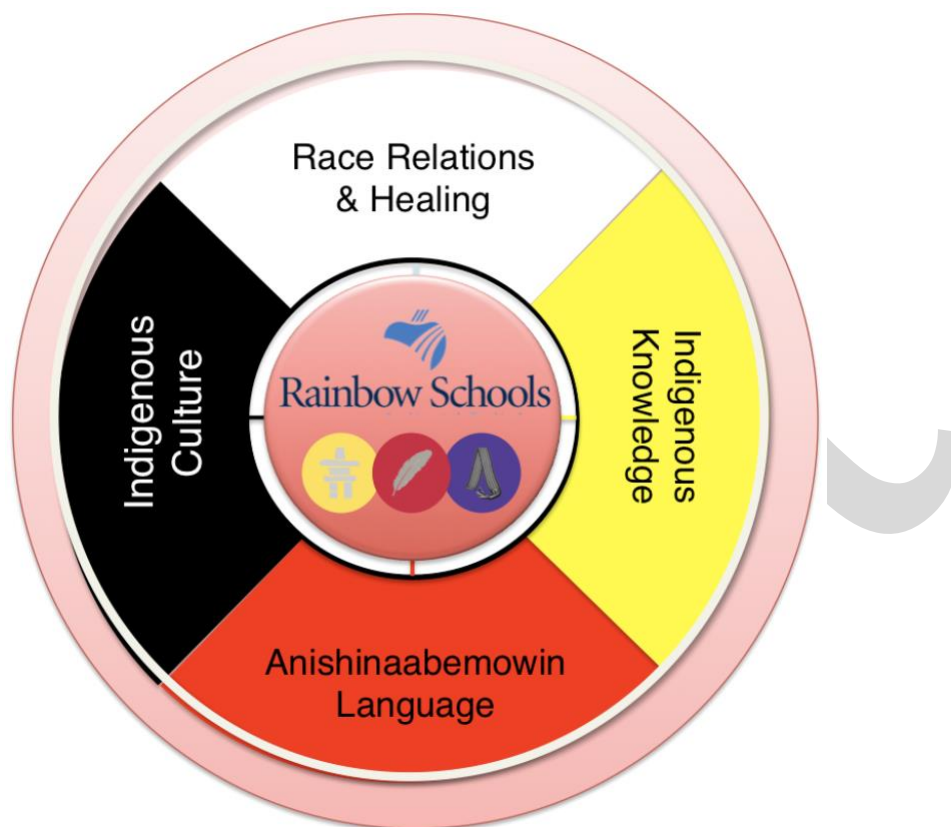
Norm Blaseg  
Director of Education  
Rainbow District School Board

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Kathy Dokis  
Principal, Indigenous Education  
Rainbow District School Board



## A FRAMEWORK FOR ACTION



The *Truth and Reconciliation: A Commitment to Action* plan makes use of a traditional Indigenous framework based on the Anishinaabe Medicine Wheel. The Medicine Wheel is both a traditional and contemporary teaching tool that organizes Indigenous knowledge, philosophy and ideas in a wholistic way.

The medicine wheel communicates a balance between all things: the four colours of humankind, (yellow, red, black and white), the four directions, the four stages of life (child, youth, adult, elder) and the four parts of the self (physical, mental, emotional and spiritual).

This Framework for Action makes use of the Anishinaabe healing colours recognizing Reconciliation as a healing process. It also recognized that the ultimate success of Reconciliation, and success of the Commitment to Action requires a restoration of Indigenous Knowledge, Anishinaabemowin Language, Indigenous Culture as well as implementation of Race Relations and Healing. These four areas represent the priority areas of the Commitment to Action plan.



# 1. INDIGENOUS KNOWLEDGE

1. **Goal:** All students graduate with knowledge of Residential Schools and their devastating impacts on Indigenous communities in Canada and recognize the importance of their contributions to the reconciliation process.

## Strategies:

- 1.1 Create and implement new Residential School learning resources, with enhanced lesson plans, that teaches students about Truth and Reconciliation, the difficult truth about the Residential School experience and intergenerational trauma and lasting impacts of the Residential School era.

**Timeframe:** 5 years

### Success Indicators:

- New resources completed;
- Implemented across all RDSB schools;

- 1.2 Hold field trips to Indian Residential School locations (Spanish, Shingwauk) alongside Survivors. Field trip opportunities may be extended to Teachers, Staff, RDSB Leadership and Trustees.

**Timeframe:** 1 year

### Success Indicators:

- Field trip itineraries developed;
- Students attend field trips;

- 1.3 Support the development of an ad-hoc advisory committee, that includes Residential School Survivors, to advise on resource development and identifying engaging Residential School survivors who can attend field trips and speak in Rainbow Schools.

**Timeframe:** 1 year

### Success Measures:

- Ad-hoc Committee established;
- Provide the Ad-hoc Committee an opportunity to meet;
- Survivors identified;



2. **Goal:** Commit that all students graduate with an understanding of the significance of the treaties, traditional territories and the shared history of First Nations and non-Indigenous Ontarians.

**Strategies:**

2.1 Work with local communities to identify resources for learning about local Indigenous history, area Residential Schools, historic and present Anishinaabe communities and the Robinson Huron Treaty for all grades.

**Timeframe:** 5 years

**Success Measures:**

- FNAC and Indigenous community and organizations engaged;
- New resources identified;

2.2 The RDSB Treaty Education Cycle begin with observance of Robinson Huron Treaty Day on September 9 and conclude with Treaty Recognition Week in November.

**Timeframe:** 1 year

**Success Measures:**

- Observance on September 9;
- Observance of Treaty Recognition Week;
- Activities and commemoration events take place;

2.3 When possible, include Indigenous knowledge, treaties, history and culture into other mainstream courses, subjects, lesson plans and assignments.

**Timeframe:** 3 years

**Success Measures:**

- Courses identified;
- Learning units and resources developed;
- Increased number of mainstream subjects with Indigenous learning content;

2.4 The First Nations Advisory Committee develop an approved, standardized Treaty and Traditional Territory acknowledgement for recommended use at all Rainbow Schools and in Rainbow District School Board business.

**Timeframe:** 1 year

**Success Measures:**

- Collaboration with FNAC and other partners;
- Approved by FNAC and RDSB;
- Communicated with Rainbow Schools, Indigenous communities, partners and the public;



2.5 Where possible, post a Treaty and Traditional Territory acknowledgement sign in Rainbow Schools and the offices of the Rainbow District School Board.

**Timeframe:** 3 to 5 year

**Success Measures:**

- Concept design for sign approved;
- Signs posted in RDSB schools and offices;

2.6 Rainbow Schools consider that announcements, gatherings and special events begin with a Treaty and Traditional Territory acknowledgement.

**Timeframe:** 1 year

**Success Measures:**

- Wording consistent with approved acknowledgement;
- More gatherings and events use acknowledgement;

2.7 The Rainbow District School Board consider use of Treaty and Traditional Territory acknowledgement at the start of new Board terms, the beginning of a new school year, and when hosting special guests and at special occasions.

**Timeframe:** 1 year

**Success Measures:**

- Script and wording approved;
- Acknowledgements made at RDSB meetings and events;

2.8 Develop an implementation plan for using the Kairos Blanket Exercise in Rainbow Schools.

**Timeframe:** 3-5 years

**Success Measures:**

- FNAC sanctions the exercise;
- Identify qualified facilitators;
- Identify opportunities where the Kairos exercise can be held;
- Consider an alternative exercise for younger learners;
- Kairos Blanket Exercise held in schools;



3. **Goal:** All Indigenous students obtain diverse, robust and culturally-relevant education opportunities including sufficient educational resources and supports to achieve education success.

**Strategies:**

- 3.1 Advocate, with the Province, for additional and stable funding, through Grants for Student Need (GSN), to support the Indigenous Education Program that will facilitate the growth and development of Indigenous programs and Indigenous student supports.

**Timeframe:** 3 years

**Success Measures:**

- Advocacy strategy developed;
- Discussions underway with the Ministry of Education;

- 3.2 Explore models and examples for a new Indigenous elementary school that could focus on Anishinaabemowin extended immersion, Indigenous knowledge and culturally-appropriate methodologies of learning.

**Timeframe:** 5 years

**Success Measures:**

- Research conducted including visits to similar schools including First Nations School at Toronto DSB;

- 3.3 Explore the development of an RDSB *Indigenous Learning Centre* with adequate education resource materials for every grade level to support Indigenous education goals.

**Timeframe:** 5 years

**Success Measures:**

- Seek and secure funding;
- New resources identified and developed for all Grades;
- New resources (books, media, materials, electronic resources) in the Learning Centre;
- Numbers of teachers, staff and students using Learning Centre;

- 3.4 Continue to develop Indigenous learning resources within libraries at every Rainbow School.

**Timeframe:** 5 years

**Success Measures:**

- Supporting plan and strategies developed;
- Increased number of Indigenous resources in all libraries;





3.5 That the proposed RDSB Indigenous Learning Resource Centre develop reciprocal sharing arrangements with other education partners and First Nations libraries.

**Timeframe:** 5 years

**Success Measures:**

- Reciprocal arrangements made with supportive partners;
- Sharing of resources underway;

3.6 Understanding that education resources for Indigenous traditional knowledge involves storytelling and oral traditions, begin to document, record and archive lessons within the proposed RDSB *Indigenous Learning Centre*.

**Timeframe:** 5 years

**Success Measures:**

- Resource needs assessment complete;
- Archive and digital strategy using cloud technology/G-Suite developed;
- Audio-visual and digital technology procured;
- Elders, teaching sessions and presentations recorded;
- Students and teachers accessing/making use of recordings

3.7 That secondary school English courses consider learning modules that involve study of Indigenous literature and works of Indigenous authors and take measures to actively involve Indigenous writers in these classes.

**Timeframe:** 3 years

**Success Measures:**

- Learning module and implementation plan developed;
- Resources, books and authors identified;



4. **Goal:** Develop and mobilize a team of Indigenous educators to support Indigenous programs in all schools with a focus on knowledge transfer, capacity building and training for teachers and staff.

**Strategies:**

- 4.1 Consider strategies for recruiting and retaining more Indigenous teachers, Indigenous Studies teachers, Anishinaabemowin and Indigenous language teachers and Indigenous Support Workers.

**Timeframe:** 3 year

- 4.1.1 Advocate and collaborate with the Ministry of Education and Teachers' Unions to address barriers to hiring Indigenous teachers.

**Timeframe:** 5 years

**Success Measures:**

- Barriers identified;
- Government Relations and Labour Relations Strategy developed;
- Discussions underway;
- Barriers/challenges mitigated;

- 4.1.2 Use Indigenous employment listing sources (i.e. Indigenous media, newswires, Indigenous organizations and communities) to recruit employees into Rainbow Schools.

**Timeframes:** 1 year

**Success Measures:**

- Sources identified;
- Job listing taking place;

- 4.1.3 Establish a recruitment strategy to hire Anishinaabemowin language teachers and to hire Anishinaabemowin speakers as language instructors to support and work alongside qualified teachers.

**Timeframe:** 3 years

**Success Measures:**

- FNAC consulted on how to find more candidates;
- Strategy developed;
- Increased number of language teachers hired;





4.2 Based on student need, hire dedicated, full-time Indigenous Support Workers at Rainbow Schools.

**Timeframe:** 3 years

**Success Measure:**

- Student needs assessed;
- New ASWs hired;

4.3 Provide adequate and ongoing support and training for teachers in Cultural Competency, Native Studies, History, Treaties and Indigenous Culture.

**Timeframe:** 3 years

**Success Measures:**

- Training needs assessment and priorities identified;
- Training modules developed
- Indigenous teaching and learning methodologies considered;
- Training opportunities offered;
- Teachers feeling better prepared and knowledgeable and confident;

4.4 Continue to hold regular, Indigenous-focused Professional Development Days for staff to learn more about First Nation, Métis and Inuit people, Residential Schools, Indigenous history and culture through engaging speakers and unique Indigenous learning opportunities.

**Timeframe:** 1 year

**Success Measures:**

- Plan and strategies developed;
- Positive evaluations from Teachers and staff;
- Increased knowledge in Indigenous areas;



## 2. ANISHINAABEMOWIN LANGUAGE

1. **Goal:** Commit to the continued implementation and development of Anishinaabemowin programs to create a new generation of fluent Anishinaabemowin language speakers.

### Strategies:

- 1.1 In consultation with the First Nations Advisory Committee, Elders and language speakers, advocate with the Province for new, progressive Anishinaabemowin language curriculum beginning in Kindergarten through to Grade 12 with a focus on conversational Anishinaabemowin and alternatives to the western style of learning focused on reading and writing.

**Timeframe:** 3 years

#### Success Measures:

- FNAC consulted;
- Curriculum Working Group established;
- Advocacy/Government Relations Workplan established;

- 1.2 Explore the development of an Anishinaabemowin immersion pilot project to support Indigenous learners to be educated in their own culture provided in their own language.

**Timeframe:** 5 years

#### Success Measures:

- FNAC Consulted;
- Project plan explored;
- Targeted program developed;
- Teachers, resources and learning units identified;

- 1.3 Develop resources and supports for parents and families to assist Anishinaabemowin language learners with speaking Ojibwe at home.

**Timeframe:** 3 years.

#### Success Measures:

- Working Group established to develop resources;
- Resource plan developed;
- Consider web resources and community partners;
- Resources created and published;
- Parents and guardians more involved in homework;
- Improvement in language learning;

- 1.4 Plan and host a two-week long (110-hour) Anishinaabemowin Immersion Summer Program program, open to students Grade 8 and higher, to obtain a junior-level secondary school credit in Anishinaabemowin Language.

**Timeframe:** 3 year

#### Success Measures:

- Curriculum and learning plans developed;
- Teachers, resources and learning units identified;
- Summer Camp space identified;
- Number of students in Program;
- Enhanced language learning outcomes;



- 1.5 Continue to develop and enhance reciprocal and mutually-beneficial community partnerships with area First Nations, Friendship Centres, Colleges and Universities and other Indigenous organizations to extend curriculum development and language learning into communities.

**Timeframe:** 3 year

**Success Measures:**

- Community partners identified;
- Relationship Protocols considered;
- New language learning opportunities;
- Language learning taking place with the community;

- 1.6 Make use of technology such as G-Suite, Moodle, Sharepoint, Skype, Facetime and mobile apps to aid in the learning of Anishinaabemowin.

**Timeframe:** 3 years

**Success Measures:**

- Digital strategy for language learning developed;

- 1.7 Encourage daily use of Anishinaabemowin through greetings and common daily phrases, developing schools signs in the language, and playing of O'Canada in the language, and using phrases in RDSB school board meetings and everyday activities.

**Timeframe:** 1-2 years

**Success Measures:**

- Develop a strategy and implement a process for content and delivery;
- Simple Language Guide developed;
- Signage opportunities and concepts identified;
- Signs strategy and content approved;
- O'Canada recorded in Anishinaabemowin and provided to all schools;
- Simple words and phrases used at RDSB Board meeting and in Rainbow Schools;
- Increased awareness of Indigenous language in schools and among staff;

- 1.8 Using Anishinaabemowin during assemblies and other school gatherings and functions.

**Timeframe:** 1 year

**Success Measures:**

- Simple Language Guide developed;
- Simple words and phrases used in Rainbow Schools gatherings;
- Increased awareness of Indigenous language in schools and among staff;



2. **Goal:** Explore opportunities and resources to support the language learning needs of other Nations.

**Strategies:**

2.1 Develop a resource list of books, websites, electronic resources for use by Mushkegowuk Cree and learners from other Indigenous Nations for inclusion into the proposed *RDSB Indigenous Learning Centre*.

**Timeframe:** 3 years

**Success Measures:**

- Identify resources and create a list;
- Include language resources in the development of the Indigenous Learning Centre;

2.2 Develop learning units within the Native Studies curriculum that demonstrates an appreciation for the many diverse Indigenous languages in North America.

**Timeframe:** 3 years

**Success Indicators:**

- Learning unit completed;
- Learning unit incorporated into Native Studies curriculum;



### 3. INDIGENOUS CULTURE

1. **Goal:** Commit to provide opportunities to all staff and students to learn more about the richness of Indigenous worldview and cultures, working hand-in-hand with Indigenous peoples.

#### Strategies:

- 1.1 Hold a Pipe Ceremony and share traditional teachings about the significance of the Commitment to Action and Reconciliation. Invite RDSB Senior Leadership and Trustees to participate.

**Timeframe:** 1 year

#### Success Measures:

- FNAC and Elders consulted about ceremonies;
- RDSB, Trustees, Senior Management invited to attend ceremony;
- Ceremony takes place;
- RDBS officials have an improved understanding of the Commitment to Action and Reconciliation.

- 1.2 Hold a ceremony, celebration and feast to announce the acceptance of the “Truth and Reconciliation: Commitment to Action” and the Commitment Statement.

**Timeframe:** 1 year

#### Success Measures:

- Event plan developed;
- FNAC and Elders consulted about ceremony and feast;
- RDSB, Trustees, Senior Management, Teachers, Staff attend event;
- Media strategy and News release developed;
- Ceremony, feast and announcement take place;
- New Commitment Policy shared with all Rainbow Schools;

- 1.3 Develop a new Indigenous Cultural Liaison Program to support Indigenous cultural renewal in Rainbow Schools.

- 1.3.1 Engage FNAC on the development of Indigenous Cultural Liaison Program framework.

**Timeframe:** 3 years

#### Success Measures:

- Consult and collaborate with FNAC;
- Develop the program framework with objectives and proposed activities;

- 1.3.2 On the advice of FNAC, developed an Elders Sub-Committee that will provide guidance, advice to the Indigenous Cultural Liaison on traditional cultural matters and protocols for traditional knowledge.

**Timeframe:** 3 years

#### Success Measures:

- FNAC consulted on the Working Group concept;
- Elders invited to participate;
- Establish an Elders Sub-Committee and Terms of Reference;



1.3.3 Hire a dedicated Indigenous Cultural Liaison to work with Rainbow Schools and students. The coordinator should be grounded in Indigenous culture.

**Timeframe:** 1 year

**Success Measures:**

- Resources identified;
- Job description and workplan developed;
- Cultural Liaison hired;
- Cultural Program underway

1.4 Provide opportunities for all RDSB teachers and staff to learn more about Indigenous culture through informal learning (lunch and learns) and guest speakers at schools.

**Timeframe:** 1 year

**Success Measures:**

- New program developed;
- Topics and speakers identified;
- Lunch and learns held;
- Teachers and staff more informed;

1.5 Provide opportunities for dialogue between the RDSB Indigenous Education program, parents, First Nation, Métis and Inuit communities and organizations to dialogue and share ideas to support students and Indigenous learning objectives.

**Timeframe:** 1 year

**Success Measures:**

- Plan and strategy developed for Community Forums as needed;
- Event plan developed;
- Community Forum held;
- Positive evaluations from participants;



2. **Goal:** Commit to the design and development of new cultural education spaces in all Rainbow Schools and dedicated traditional activity and ceremonial lands.

**Strategies:**

2.1 Where appropriate and wherever possible, plan for dedicated space for Indigenous learning in Rainbow Schools that can be used for classroom learning, multi-use space for ceremonies and gatherings and for use by support programs, Elders and Indigenous Support Workers. This space would be open to all students.

**Timeframe:** 3 years

**Success Measures:**

- Indigenous spaces included in facilities planning across the Board;
- New spaces identified;

2.2 Where possible, create Indigenous learning spaces using culturally-appropriate and accurate Indigenous themes, authentic artwork, learning resources and practical comforts that facilitate an open, welcome learning environment.

**Timeframe:** 3 years

**Success Measures:**

- Students, FNAC and the Indigenous community come up with design and cultural theme ideas;
- Schools implement the ideas in Indigenous space planning;
- Indigenous artists and students artists featured;

2.3 Set aside an outdoor space for the collective use by all Rainbow Schools for Indigenous traditional activities and ceremonies. Consider collaboration with Indigenous partners.

**Timeframe:** 5 years

**Success Measures:**

- Plan and strategy developed;
- RDSB canvass and evaluate possible outdoor Indigenous space including at Board office;
- Community involvement and partnerships considered;





3. **Goal:** Implement Indigenous land-based cultural learning and in-class cultural learning across all grade levels for all students.

**Strategies:**

3.1 Encourage land-based Indigenous cultural learning including holding ceremonies, fall harvest, lodge building, medicine walks and harvesting, community food and medicine gardening, lye corn preparation, smoked fish preparation, kinnikinnick, hide tanning, etc.

**Timeframe:** 2 year

**Success Measures:**

- Identify opportunities that may incorporate land-based learning;
- Identify key staff leaders for land-based learning;
- Increased level of traditional land-based learning;

3.2 Encourage in-class Indigenous cultural learning including traditional teachings, moccasin and regalia making, beadwork, medicine bag making, crafts, ribbon shirt/ribbon skirt making, etc.

**Timeframe:** 2 year

**Success Measures:**

- Identify opportunities for in-class; learning (i.e. preparation before school pow-wow, Treaty Awareness activities, Native Studies class);
- Identify resources, instructors/leaders, Elders and volunteers;





4. **Goal:** Celebrate the Indigenous community, student life and achievement through the development of Indigenous students and ally organizations and by school-led and student-led Indigenous Cultural celebrations including feasts, pow-wows and gatherings.

**Strategies:**

- 4.1 Where appropriate, recognize the achievement of Indigenous students through a Rainbow Schools Seven Grandfathers Awards and annual celebration.

**Timeframe:** 2 years

**Success Measures:**

- Awards program and criteria developed;
- Events plan developed;
- Nominations received and winners decided;
- Celebration event takes place;

- 4.2 Encourage and support the development of Indigenous students and ally organizations and clubs that facilitate student dialogue, activities and cultural sharing.

**Timeframe:** 2 years

**Success Measures:**

- Plan and strategy developed;
- Staff resources/volunteers identified to lead organizations and clubs;
- Student organizations and clubs established;

- 4.3 Continue to support Rainbow Schools to hold cultural events (ex. pow-wows and feasts) throughout the school year.

**Timeframe:** 1 year

**Success Measures:**

- Planning Committees established;
- Cultural advisors consulted;
- Resources and volunteer needs identified;
- Event Plan developed;
- Cultural events take place;

- 4.4 Encourage and support student drum circles and drum groups that includes learning drum teachings and songs from Elders and singers from within the community.

**Timeframe:** 1 year

**Success Measures:**

- Resources (volunteer, Elders and singers) needs identified;
- Singers/advisors consulted;
- Singing Groups and drum circles established;



4.5 Encourage traditional feasts in Rainbow Schools using locally produced and sourced, traditional foods.

**Timeframe:** 1 year

**Success Measures:**

- Traditional food sought from families and community partners;
- Feasts are planned and takes place;
- Feasts take place in different schools;
- Increased cultural pride;

4.6 Where appropriate, host traditional ceremonies that include RDSB students, families staff, Elders and community members.

**Timeframe:** 1 year

**Success Measures:**

- Ceremony is planned and takes place;
- Indigenous students feel more included;
- Healing opportunities provided to participants;



## 4. RACE RELATIONS & HEALING

1. **Goal:** Commit to implement, promote and enforce anti-racism strategies as it relates to Indigenous students, families and communities.

### Strategies:

- 1.1 Develop and include a focus on Indigenous anti-racism in Rainbow Schools equity and inclusion campaigns to encourage all students to be allies to each other in promoting diversity, respect and inclusion.

**Timeframe:** 3 years

#### Success Measures:

- Plan and strategies reviewed to enhance the Indigenous focus;
- Communications products/promotion materials created and shared with schools;
- Decreased number of incidents documented over time;
- Process shared with FNAC;

- 1.2 Develop an Indigenous peer mentorship program where youth can talk to one another about their experiences with racism.

**Timeframe:** 2 years

#### Success Measures:

- Plan and strategy developed;
- Staff resources/volunteers identified to lead peer initiative;
- Peer Mentorship program established;
- Improved relationships among students;
- Decreased number of racism incidents documented over time.

- 1.3 Make use of the existing RDSB climate survey to obtain baseline and ongoing data about race relations within Rainbow Schools.

**Timeframe:** 3 years

#### Success Measures:

- Plan and strategy developed;
- Climate Survey adapted;
- Baseline sample survey takes place;
- Regular follow-up sample surveys takes place;
- Summary report developed and shared with the FNAC;



2. **Goal:** Support opportunities for healing for individuals, within the school community and improving the understanding the intergenerational impacts of Residential Schools.

**Strategies:**

- 2.1 Promote and explore space for individual and group use of spiritual activities including smudging, tobacco offerings and singing.

**Timeframe:** 2 years

**Success Measures:**

- Elders, Cultural Coordinator consulted;
- Communication to staff, schools and students;
- Space and time set-aside for cultural activities;
- Increased cultural pride;
- Number of students participating.

- 2.2 Develop guidelines for smudging in Rainbow Schools.

**Timeframe:** 2 years

**Success Measures:**

- FNAC and Elders consulted;
- Smudging guidelines developed;
- Smudging guidelines shared with all schools;
- Indoor spaces set aside for smudging;

- 2.3 Partner with local Indigenous organizations on developing and implementing school-based wellness programs.

**Timeframe:** 3 years

**Success Measures:**

- Discussions take place with Health Centres;
- Partnership and objectives affirmed;
- Indigenous healing resources and practitioners engaged in Rainbow Schools;
- New healing and wellness programs offered in schools;

- 2.4 Explore opportunities for Healing Circles, Sweat Lodges and Ceremonies for students, families, teachers and staff to improve wellness.

**Timeframe:** 3 years

**Success Measures:**

- Plan and strategy developed;
- Resources identified to lead Healing Circles, Sweat Lodges and Ceremonies initiative;
- Healing Circles, Sweat Lodges and Ceremonies program established;



2.5 Develop or adopt learning units on Missing and Murdered Indigenous Women and Girls and the 60s Scoop.

**Timeframe:** 3 years

**Success Indicators:**

- Curriculum working group established;
- Learning unit completed;
- Learning unit embedded into selected curriculum;

2.6 Ensure schools, staff and students have access to counsellors and mental health supports to facilitate Indigenous healing.

**Timeframe:** 1 year

**Success Measures:**

- Review existing crisis action plans;
- Resources identified to lead Indigenous healing during crises;
- Plan and strategy developed;

3. **Goal:** Provide training and supports to teachers and staff on how to address racism, race-related bullying and other racial conflicts and situations that may arise.

**Strategies:**

3.1 Host regular and ongoing race relations training for teachers to build an understanding of what racism is, recognize implicit bias, and learn effective strategies to deal with racism, race-related bullying and racial conflicts.

**Timeframe:** 3 years

**Success Measures:**

- Training requirements and needs identified;
- Anti-racism training program established;
- Improved understanding, skills, strategies and confidence to deal with issues;

3.2 Build an understanding that all Canadians, including Indigenous people, continue to learn the history, cultures and traditions of the First Peoples of this land. Not all Indigenous people necessarily possess historical or cultural knowledge.

**Timeframe:** 1 year

**Success Measures:**

- Distribute a communiqué to Principals, Teachers and Staff;
- Include messaging in Indigenous PD Day activities;



4. **Goal:** Develop an understanding and sharing of what decolonization means through the lens of the Indigenous people with the goal of removing systemic barriers.

**Strategies:**

- 4.1 Begin to build an understanding across the system of what “decolonizing” means.

**Timeframe:** 5 years

**Success Measures:**

- Develop a plan and strategy to build an understanding of decolonization;
- Consult with FNAC and Educators;

- 4.2 Establish a process for conducting a review of policies, programs, curriculum and resources to identify systemic barriers to learning and access to services by Indigenous students. (Ex. Cultural appropriation issues, learning away from their home community, etc.)

**Timeframe:** 5 years

**Success Measures:**

- Develop a plan and strategy;
- Evaluation takes place;
- Report provided to RDSB;

- 4.3 Ensure Indigenous learning consists of a balance of First Nation, Métis and Inuit perspectives.

**Timeframe:** 3 years

**Success Measures:**

- Métis and Inuit representation included learning units;
- Relationships and dialogue established with the local Métis Nation of Ontario and the Tungasuvvingat Inuit;



5. **Goal:** Develop initiatives that involve all students working together towards Mno Bimaadziwin (a good life), respectful relationships and recognizing and understanding the intergenerational trauma and impacts arising from residential schools including lateral violence.

5.1 Make use of Indigenous values systems including Mno Bimaadziwin and the Seven Grandfather Teachings across all Rainbow Schools.

**Timeframe:** 1 year

**Success Measures:**

- Increased awareness of Mno Bimaadziwin and Seven Grandfather Teachings;
- Communications and promotional materials include these Indigenous values;
- These Indigenous values included in RDSB strategic plan.

5.2 Build staff and student understanding of basic cultural ceremonies (Ex. Rights of Passage, Berry Fast, Vision Quests, Fasts, funerals) and support interested students to take part in these ceremonies as part of the self-identity process.

**Timeframe:** 3 years

**Success Indicators:**

- Identify resources, teachers, Elders to speak to these topics;
- Hold learning sessions;
- Students identify interest and take part in rights of passage;

5.3 Identify and facilitate, through community partners, opportunities for young men to learn the Men's Teachings and Fire Teachings to teach them to walk in balance with kindness and gentleness and to understand their traditional Anishinaabe roles as young men.

**Timeframe:** 3 years

**Success Indicators:**

- Facilitate opportunities with community partners;
- Develop a cultural learning program for young men;
- Identify teachers, Elders to speak to these topics;

5.4 Identify and facilitate, through community partners, opportunities for young women to learn the Grandmothers Teachings and to teach them to walk in balance as lifegivers and nurturers, and to understand their traditional Anishinaabe roles as young women.

**Timeframe:** 3 years

**Success Indicators:**

- Facilitate opportunities with community partners;
- Develop a cultural learning program for young women;
- Identify teachers, Elders to speak to these topics;





# TRUTH & RECONCILIATION CALLS TO ACTION

All 94 Calls to Action from the Truth and Reconciliation Commission (TRC) are listed here. This is mainly for learning and quick-reference only, to better understand the full scope of the TRC's recommendations. They are not necessarily intended for implementation by the Rainbow Schools or Rainbow District School Board or their partners. In fact, many Calls to Action are quite specific in targeting certain parties (ex. federal and provincial governments).

## LEGACY

### Child Welfare

1. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:
  - i. Monitoring and assessing neglect investigations.
  - ii. Providing adequate resources to enable Aboriginal communities and child-welfare organizations to keep Aboriginal families together where it is safe to do so, and to keep children in culturally appropriate environments, regardless of where they reside.
  - iii. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.
  - iv. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.
  - v. Requiring that all child-welfare decision makers consider the impact of the residential school experience on children and their caregivers.
2. We call upon the federal government, in collaboration with the provinces and territories, to prepare and publish annual reports on the number of Aboriginal children (First Nations, Inuit, and Métis) who are in care, compared with non-Aboriginal children, as well as the reasons for apprehension, the total spending on preventive and care services by child-welfare agencies, and the effectiveness of various interventions.

3. We call upon all levels of government to fully implement Jordan's Principle.
4. We call upon the federal government to enact Aboriginal child-welfare legislation that establishes national standards for Aboriginal child apprehension and custody cases and includes principles that:
  - i. Affirm the right of Aboriginal governments to establish and maintain their own child-welfare agencies.
  - ii. Require all child-welfare agencies and courts to take the residential school legacy into account in their decision-making.
  - iii. Establish, as an important priority, a requirement that placements of Aboriginal children into temporary and permanent care be culturally appropriate.
5. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate parenting programs for Aboriginal families.

### Education

6. We call upon the Government of Canada to repeal Section 43 of the Criminal Code of Canada.
7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate education and employment gaps between Aboriginal and non-Aboriginal Canadians.
8. We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.





9. We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:
  - i. Providing sufficient funding to close identified educational achievement gaps within one generation.
  - ii. Improving education attainment levels and success rates.
  - iii. Developing culturally appropriate curricula.
  - iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
  - v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
  - vi. Enabling parents to fully participate in the education of their children. Respecting and honouring Treaty relationships.
11. We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.
12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.
14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles:
  - i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
  - ii. Aboriginal language rights are reinforced by the Treaties.
  - iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation.
  - iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.
  - v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.
15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal-languages initiatives.
16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.
17. We call upon all levels of government to enable residential school Survivors and their families to reclaim names changed by the residential school system by waiving administrative costs for a period of five years for the name-change process and the revision of official identity documents, such as birth certificates, passports, driver's licenses, health cards, status cards, and social insurance numbers.

## Language and Culture

13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.

## Health

18. We call upon the federal, provincial, territorial, and Aboriginal governments to acknowledge that the current state of Aboriginal health in Canada is a direct result of previous Canadian government policies, including residential schools, and to recognize and implement the health-care rights of Aboriginal



people as identified in international law, constitutional law, and under the Treaties.

19. We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic diseases, illness and injury incidence, and the availability of appropriate health services.
20. In order to address the jurisdictional disputes concerning Aboriginal people who do not reside on reserves, we call upon the federal government to recognize, respect, and address the distinct health needs of the Métis, Inuit, and off-reserve Aboriginal peoples.
21. We call upon the federal government to provide sustainable funding for existing and new Aboriginal healing centres to address the physical, mental, emotional, and spiritual harms caused by residential schools, and to ensure that the funding of healing centres in Nunavut and the Northwest Territories is a priority.
22. We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.
23. We call upon all levels of government to:
  - i. Increase the number of Aboriginal professionals working in the health-care field.
  - ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.
  - iii. Provide cultural competency training for all healthcare professionals.

24. We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

## Justice

25. We call upon the federal government to establish a written policy that reaffirms the independence of the Royal Canadian Mounted Police to investigate crimes in which the government has its own interest as a potential or real party in civil litigation.
26. We call upon the federal, provincial, and territorial governments to review and amend their respective statutes of limitations to ensure that they conform to the principle that governments and other entities cannot rely on limitation defences to defend legal actions of historical abuse brought by Aboriginal people.
27. We call upon the Federation of Law Societies of Canada to ensure that lawyers receive appropriate cultural competency training, which includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.
28. We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.



29. We call upon the parties and, in particular, the federal government, to work collaboratively with plaintiffs not included in the Indian Residential Schools Settlement Agreement to have disputed legal issues determined expeditiously on an agreed set of facts.
30. We call upon federal, provincial, and territorial governments to commit to eliminating the overrepresentation of Aboriginal people in custody over the next decade, and to issue detailed annual reports that monitor and evaluate progress in doing so.
31. We call upon the federal, provincial, and territorial governments to provide sufficient and stable funding to implement and evaluate community sanctions that will provide realistic alternatives to imprisonment for Aboriginal offenders and respond to the underlying causes of offending.
32. We call upon the federal government to amend the Criminal Code to allow trial judges, upon giving reasons, to depart from mandatory minimum sentences and restrictions on the use of conditional sentences.
33. We call upon the federal, provincial, and territorial governments to recognize as a high priority the need to address and prevent Fetal Alcohol Spectrum Disorder (FASD), and to develop, in collaboration with Aboriginal people, FASD preventive programs that can be delivered in a culturally appropriate manner.
34. We call upon the governments of Canada, the provinces and territories to undertake reforms to the criminal justice system to better address the needs of offenders with Fetal Alcohol Spectrum Disorder (FASD), including:
  - i. Providing increased community resources and powers for courts to ensure that FASD is properly diagnosed, and that appropriate community supports are in place for those with FASD.
  - ii. Enacting statutory exemptions from mandatory minimum sentences of imprisonment for offenders affected by FASD.
  - iii. Providing community, correctional, and parole resources to maximize the ability of people with FASD to live in the community.
  - iv. Adopting appropriate evaluation mechanisms to measure the effectiveness of such programs and ensure community safety.
35. We call upon the federal government to eliminate barriers to the creation of additional Aboriginal healing lodges within the federal correctional system.
36. We call upon the federal, provincial, and territorial governments to work with Aboriginal communities to provide culturally relevant services to inmates on issues such as substance abuse, family and domestic violence, and overcoming the experience of having been sexually abused.
37. We call upon the federal government to provide more supports for Aboriginal programming in halfway houses and parole services.
38. We call upon the federal, provincial, territorial, and Aboriginal governments to commit to eliminating the overrepresentation of Aboriginal youth in custody over the next decade.
39. We call upon the federal government to develop a national plan to collect and publish data on the criminal victimization of Aboriginal people, including data related to homicide and family violence victimization.
40. We call on all levels of government, in collaboration with Aboriginal people, to create adequately funded and accessible Aboriginal-specific victim programs and services with appropriate evaluation mechanisms.
41. We call upon the federal government, in consultation with Aboriginal organizations, to appoint a public inquiry into the causes of, and remedies for, the disproportionate victimization of Aboriginal women and girls. The inquiry's mandate would include:
  - i. Investigation into missing and murdered Aboriginal women and girls.



- ii. Links to the intergenerational legacy of residential schools.
42. We call upon the federal, provincial, and territorial governments to commit to the recognition and implementation of Aboriginal justice systems in a manner consistent with the Treaty and Aboriginal rights of Aboriginal peoples, the Constitution Act, 1982, and the United Nations Declaration on the Rights of Indigenous Peoples, endorsed by Canada in November 2012.

## RECONCILIATION

### Canadian Governments and the United Nations Declaration on the Rights of Indigenous People

43. We call upon federal, provincial, territorial, and municipal governments to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.
44. We call upon the Government of Canada to develop a national action plan, strategies, and other concrete measures to achieve the goals of the United Nations Declaration on the Rights of Indigenous Peoples.

### Royal Proclamation and Covenant of Reconciliation

45. We call upon the Government of Canada, on behalf of all Canadians, to jointly develop with Aboriginal peoples a Royal Proclamation of Reconciliation to be issued by the Crown. The proclamation would build on the Royal Proclamation of 1763 and the Treaty of Niagara of 1764, and reaffirm the nation-to-nation relationship between Aboriginal peoples and the Crown. The proclamation would include, but not be limited to, the following commitments:
- i. Repudiate concepts used to justify European sovereignty over Indigenous lands and peoples such as the Doctrine of Discovery and terra nullius.

- ii. Adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.
- iii. Renew or establish Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.
- iv. Reconcile Aboriginal and Crown constitutional and legal orders to ensure that Aboriginal peoples are full partners in Confederation, including the recognition and integration of Indigenous laws and legal traditions in negotiation and implementation processes involving Treaties, land claims, and other constructive agreements.

46. We call upon the parties to the Indian Residential Schools Settlement Agreement to develop and sign a Covenant of Reconciliation that would identify principles for working collaboratively to advance reconciliation in Canadian society, and that would include, but not be limited to:
- i. Reaffirmation of the parties' commitment to reconciliation.
  - ii. Repudiation of concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and terra nullius, and the reformation of laws, governance structures, and policies within their respective institutions that continue to rely on such concepts.
  - iii. Full adoption and implementation of the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation.
  - iv. Support for the renewal or establishment of Treaty relationships based on principles of mutual recognition, mutual respect, and shared responsibility for maintaining those relationships into the future.
  - v. Enabling those excluded from the Settlement Agreement to sign onto the Covenant of Reconciliation.
  - vi. Enabling additional parties to sign onto the Covenant of Reconciliation.





47. We call upon federal, provincial, territorial, and municipal governments to repudiate concepts used to justify European sovereignty over Indigenous peoples and lands, such as the Doctrine of Discovery and terra nullius, and to reform those laws, government policies, and litigation strategies that continue to rely on such concepts.

### **Settlement Agreement Parties and the United Nations Declaration on the Rights of Indigenous Peoples**

48. We call upon the church parties to the Settlement Agreement, and all other faith groups and interfaith social justice groups in Canada who have not already done so, to formally adopt and comply with the principles, norms, and standards of the United Nations Declaration on the Rights of Indigenous Peoples as a framework for reconciliation. This would include, but not be limited to, the following commitments:
- Ensuring that their institutions, policies, programs, and practices comply with the United Nations Declaration on the Rights of Indigenous Peoples.
  - Respecting Indigenous peoples' right to self-determination in spiritual matters, including the right to practise, develop, and teach their own spiritual and religious traditions, customs, and ceremonies, consistent with Article 12:1 of the United Nations Declaration on the Rights of Indigenous Peoples.
  - Engaging in ongoing public dialogue and actions to support the United Nations Declaration on the Rights of Indigenous Peoples.
  - Issuing a statement no later than March 31, 2016, from all religious denominations and faith groups, as to how they will implement the United Nations Declaration on the Rights of Indigenous Peoples.
49. We call upon all religious denominations and faith groups who have not already done so to repudiate concepts used to justify European sovereignty over Indigenous lands and peoples, such as the Doctrine of Discovery and terra nullius.

### **Equity for Aboriginal People in the Legal System**

50. In keeping with the United Nations Declaration on the Rights of Indigenous Peoples, we call upon the federal government, in collaboration with Aboriginal organizations, to fund the establishment of Indigenous law institutes for the development, use, and understanding of Indigenous laws and access to justice in accordance with the unique cultures of Aboriginal peoples in Canada.
51. We call upon the Government of Canada, as an obligation of its fiduciary responsibility, to develop a policy of transparency by publishing legal opinions it develops and upon which it acts or intends to act, in regard to the scope and extent of Aboriginal and Treaty rights.
52. We call upon the Government of Canada, provincial and territorial governments, and the courts to adopt the following legal principles:
- Aboriginal title claims are accepted once the Aboriginal claimant has established occupation over a particular territory at a particular point in time.
  - Once Aboriginal title has been established, the burden of proving any limitation on any rights arising from the existence of that title shifts to the party asserting such a limitation.
53. We call upon the Parliament of Canada, in consultation and collaboration with Aboriginal peoples, to enact legislation to establish a National Council for Reconciliation. The legislation would establish the council as an independent, national, oversight body with membership jointly appointed by the Government of Canada and national Aboriginal organizations, and consisting of Aboriginal and non-Aboriginal members. Its mandate would include, but not be limited to, the following:
- Monitor, evaluate, and report annually to Parliament and the people of Canada on the Government of Canada's post-apology progress on reconciliation to ensure that government accountability for reconciling the relationship between



Aboriginal peoples and the Crown is maintained in the coming years.

- ii. Monitor, evaluate, and report to Parliament and the people of Canada on reconciliation progress across all levels and sectors of Canadian society, including the implementation of the Truth and Reconciliation Commission of Canada's Calls to Action.
- iii. Develop and implement a multi-year National Action Plan for Reconciliation, which includes research and policy development, public education programs, and resources.
- iv. Promote public dialogue, public/private partnerships, and public initiatives for reconciliation.

54. We call upon the Government of Canada to provide multi-year funding for the National Council for Reconciliation to ensure that it has the financial, human, and technical resources required to conduct its work, including the endowment of a National Reconciliation Trust to advance the cause of reconciliation.

55. We call upon all levels of government to provide annual reports or any current data requested by the National Council for Reconciliation so that it can report on the progress towards reconciliation. The reports or data would include, but not be limited to:

- i. The number of Aboriginal children—including Métis and Inuit children—in care, compared with non-Aboriginal children, the reasons for apprehension, and the total spending on preventive and care services by child-welfare agencies.
- ii. Comparative funding for the education of First Nations children on and off reserves.
- iii. The educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people.
- iii. Progress on closing the gaps between Aboriginal and non-Aboriginal communities in a number of health indicators such as: infant mortality, maternal health, suicide, mental health, addictions, life expectancy, birth rates, infant and child health issues, chronic

diseases, illness and injury incidence, and the availability of appropriate health services.

- iv. Progress on eliminating the overrepresentation of Aboriginal children in youth custody over the next decade.
- v. Progress on reducing the rate of criminal victimization of Aboriginal people, including data related to homicide and family violence victimization and other crimes.
- vii. Progress on reducing the overrepresentation of Aboriginal people in the justice and correctional systems.

56. We call upon the prime minister of Canada to formally respond to the report of the National Council for Reconciliation by issuing an annual "State of Aboriginal Peoples" report, which would outline the government's plans for advancing the cause of reconciliation.

## **Professional Development and Training for Public Servants**

57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal-Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

## **Church Apologies and Reconciliation**

58. We call upon the Pope to issue an apology to Survivors, their families, and communities for the Roman Catholic Church's role in the spiritual, cultural, emotional, physical, and sexual abuse of First Nations, Inuit, and Métis children in Catholic-run residential schools. We call for that apology to be similar to the 2010 apology issued to Irish victims of abuse and to occur within one year of the issuing of this Report and to be delivered by the Pope in Canada.



59. We call upon church parties to the Settlement Agreement to develop ongoing education strategies to ensure that their respective congregations learn about their church's role in colonization, the history and legacy of residential schools, and why apologies to former residential school students, their families, and communities were necessary.
60. We call upon leaders of the church parties to the Settlement Agreement and all other faiths, in collaboration with Indigenous spiritual leaders, Survivors, schools of theology, seminaries, and other religious training centres, to develop and teach curriculum for all student clergy, and all clergy and staff who work in Aboriginal communities, on the need to respect Indigenous spirituality in its own right, the history and legacy of residential schools and the roles of the church parties in that system, the history and legacy of religious conflict in Aboriginal families and communities, and the responsibility that churches have to mitigate such conflicts and prevent spiritual violence.
61. We call upon church parties to the Settlement Agreement, in collaboration with Survivors and representatives of Aboriginal organizations, to establish permanent funding to Aboriginal people for:
  - i. Community-controlled healing and reconciliation projects.
  - ii. Community-controlled culture- and language revitalization projects.
  - iii. Community-controlled education and relationship building projects.
  - iv. Regional dialogues for Indigenous spiritual leaders and youth to discuss Indigenous spirituality, self-determination, and reconciliation.
62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
  - i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
  - ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
  - iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
  - iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.
63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:
  - i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
  - ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
  - iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
  - iv. Identifying teacher-training needs relating to the above.
64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.
65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

## Education for Reconciliation

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:
  - i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a



## Youth Programs

66. We call upon the federal government to establish multiyear funding for community-based youth organizations to deliver programs on reconciliation, and establish a national network to share information and best practices.

## Museums and Archives

67. We call upon the federal government to provide funding to the Canadian Museums Association to undertake, in collaboration with Aboriginal peoples, a national review of museum policies and best practices to determine the level of compliance with the United Nations Declaration on the Rights of Indigenous Peoples and to make recommendations.
68. We call upon the federal government, in collaboration with Aboriginal peoples, and the Canadian Museums Association to mark the 150th anniversary of Canadian Confederation in 2017 by establishing a dedicated national funding program for commemoration projects on the theme of reconciliation.
69. We call upon Library and Archives Canada to:
- Fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples and the United Nations Joint-Orontlicher Principles, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.
  - Ensure that its record holdings related to residential schools are accessible to the public.
  - Commit more resources to its public education materials and programming on residential schools.
70. We call upon the federal government to provide funding to the Canadian Association of Archivists to undertake, in collaboration with Aboriginal peoples, a national review of archival policies and best practices to:

- Determine the level of compliance with the United Nations Declaration on the Rights of Indigenous Peoples and the United Nations Joint-Orontlicher Principles, as related to Aboriginal peoples' inalienable right to know the truth about what happened and why, with regard to human rights violations committed against them in the residential schools.
- Produce a report with recommendations for full implementation of these international mechanisms as a reconciliation framework for Canadian archives.

## Missing Children and Burial Information

71. We call upon all chief coroners and provincial vital statistics agencies that have not provided to the Truth and Reconciliation Commission of Canada their records on the deaths of Aboriginal children in the care of residential school authorities to make these documents available to the National Centre for Truth and Reconciliation.
72. We call upon the federal government to allocate sufficient resources to the National Centre for Truth and Reconciliation to allow it to develop and maintain the National Residential School Student Death Register established by the Truth and Reconciliation Commission of Canada.
73. We call upon the federal government to work with churches, Aboriginal communities, and former residential school students to establish and maintain an online registry of residential school cemeteries, including, where possible, plot maps showing the location of deceased residential school children.
74. We call upon the federal government to work with the churches and Aboriginal community leaders to inform the families of children who died at residential schools of the child's burial location, and to respond to families' wishes for appropriate commemoration ceremonies and markers, and reburial in home communities where requested.





75. We call upon the federal government to work with provincial, territorial, and municipal governments, churches, Aboriginal communities, former residential school students, and current landowners to develop and implement strategies and procedures for the ongoing identification, documentation, maintenance, commemoration, and protection of residential school cemeteries or other sites at which residential school children were buried. This is to include the provision of appropriate memorial ceremonies and commemorative markers to honour the deceased children.

76. We call upon the parties engaged in the work of documenting, maintaining, commemorating, and protecting residential school cemeteries to adopt strategies in accordance with the following principles:

- i. The Aboriginal community most affected shall lead the development of such strategies.
- ii. Information shall be sought from residential school Survivors and other Knowledge Keepers in the development of such strategies.
- iii. Aboriginal protocols shall be respected before any potentially invasive technical inspection and investigation of a cemetery site.

### **National Centre for Truth and Reconciliation**

77. We call upon provincial, territorial, municipal, and community archives to work collaboratively with the National Centre for Truth and Reconciliation to identify and collect copies of all records relevant to the history and legacy of the residential school system, and to provide these to the National Centre for Truth and Reconciliation.

78. We call upon the Government of Canada to commit to making a funding contribution of \$10 million over seven years to the National Centre for Truth and Reconciliation, plus an additional amount to assist communities to research and produce histories of their own residential school experience and their

involvement in truth, healing, and reconciliation.

### **Commemoration**

79. We call upon the federal government, in collaboration with Survivors, Aboriginal organizations, and the arts community, to develop a reconciliation framework for Canadian heritage and commemoration. This would include, but not be limited to:

- i. Amending the Historic Sites and Monuments Act to include First Nations, Inuit, and Métis representation on the Historic Sites and Monuments Board of Canada and its Secretariat.
- ii. Revising the policies, criteria, and practices of the National Program of Historical Commemoration to integrate Indigenous history, heritage values, and memory practices into Canada's national heritage and history.
- iii. Developing and implementing a national heritage plan and strategy for commemorating residential school sites, the history and legacy of residential schools, and the contributions of Aboriginal peoples to Canada's history.

80. We call upon the federal government, in collaboration with Aboriginal peoples, to establish, as a statutory holiday, a National Day for Truth and Reconciliation to honour Survivors, their families, and communities, and ensure that public commemoration of the history and legacy of residential schools remains a vital component of the reconciliation process.

81. We call upon the federal government, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools National Monument in the city of Ottawa to honour Survivors and all the children who were lost to their families and communities.



82. We call upon provincial and territorial governments, in collaboration with Survivors and their organizations, and other parties to the Settlement Agreement, to commission and install a publicly accessible, highly visible, Residential Schools Monument in each capital city to honour Survivors and all the children who were lost to their families and communities.
83. We call upon the Canada Council for the Arts to establish, as a funding priority, a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process.

## Media and Reconciliation

84. We call upon the federal government to restore and increase funding to the CBC/Radio-Canada, to enable Canada's national public broadcaster to support reconciliation, and be properly reflective of the diverse cultures, languages, and perspectives of Aboriginal peoples, including, but not limited to:
  - i. Increasing Aboriginal programming, including Aboriginal-language speakers.
  - ii. Increasing equitable access for Aboriginal peoples to jobs, leadership positions, and professional development opportunities within the organization.
  - iii. Continuing to provide dedicated news coverage and online public information resources on issues of concern to Aboriginal peoples and all Canadians, including the history and legacy of residential schools and the reconciliation process.
85. We call upon the Aboriginal Peoples Television Network, as an independent non-profit broadcaster with programming by, for, and about Aboriginal peoples, to support reconciliation, including but not limited to:
  - i. Continuing to provide leadership in programming and organizational culture that reflects the diverse cultures, languages, and perspectives of Aboriginal peoples.
  - ii. Continuing to develop media initiatives that inform and educate the Canadian public, and connect Aboriginal and non-Aboriginal Canadians.
86. We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

## Sports and Reconciliation

87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:
  - i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples.



- ii. An elite athlete development program for Aboriginal athletes.
  - iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
  - iv. Anti-racism awareness and training programs.
91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

## Business and Reconciliation

92. We call upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:
- i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.
  - ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
- iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

## Newcomers to Canada

93. We call upon the federal government, in collaboration with the national Aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including information about the Treaties and the history of residential schools.
94. We call upon the Government of Canada to replace the Oath of Citizenship with the following:
- I swear (or affirm) that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth II, Queen of Canada, Her Heirs and Successors, and that I will faithfully observe the laws of Canada including Treaties with Indigenous Peoples, and fulfill my duties as a Canadian citizen.*



RAINBOW DISTRICT SCHOOL BOARD  
**Minutes of the**  
**STRATEGIC PLANNING COMMITTEE MEETING**

held in the Ernie Checkeris Boardroom  
408 Wembley Drive, Sudbury  
on Tuesday, March 6, 2018 at 5:00 pm.

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Present:	Trustees:	D. Morrison (chair), B. Clement, D. Dewar, L. Killens (via phone), R. Ward, Student Trustee M. Leach Jarrett
	Absent:	G. Fox, J. Hunda, J. Kosmerly, G. Santala
	Officials:	N. Blaseg – Director D. Bazinet – Superintendent of Business B. Bourget, J. Noble – Superintendents
	Staff:	N. Charette, H. Thirkill, G. Gauthier, C. McDonald, H. Gaffney, S. Conroy, K. Burgess and member of public

A. **APPROVAL OF AGENDA**

Motion: R.Ward/D.Dewar

That the agenda for the Strategic Planning Committee meeting for March 6, 2018 be approved. - **Carried**

B. **PRELIMINARY DECLARATIONS OF PECUNIARY INTEREST** NIL

C. **PRESENTATION**

1. **Learning How to Read**

Superintendent Noble introduced Sherry Conroy, Principal of Program, to present to trustees about *Learning How to Read*.

Sherry Conroy informed trustees of the three components of learning to read (decoding, fluency and comprehension) and explained strategies used in instruction.

Trustees had the opportunity to ask questions and were extremely appreciative of the informative presentation. Trustees commented on the flow of recent presentations, bringing the facets of reading together.

2. **MyBlueprint**

Superintendent Noble introduced Heather Gaffney, Principal of Student Success, to present to trustees about *MyBlueprint*. Principal Gaffney spoke

about this educational career/life planning program that students in Rainbow Schools use to help make decisions about their future.

Karen Burgess, Coordinator, Computers in Education, walked trustees through the on-line program and explained how information is gathered from students in grades 7 to 12. Students can complete surveys, plan course selection, explore post-secondary schools and programs, explore career opportunities, build a resume and create budgets. Students can add and change information throughout their high school career. Karen was able to demonstrate the benefits of this excellent tool for students.

Trustees had the opportunity to ask questions and were extremely appreciative of the presentation.

D. **OLD BUSINESS**

Minutes

Motion: R.Ward/B.Clement

That the minutes of the Strategic Planning Committee meeting held on February 6, 2018 be approved. - **Carried**

E. **NEW BUSINESS**

F. **FUTURE ITEMS**

EQAO  
Policy Review  
Reading Comprehension

G. **TRUSTEES' REMARKS**

Trustee Dewar advised trustees of maps that are available that clearly show the location of all school boards throughout the province. An electronic copy and hard-copy will be made available to trustees.

H. **FUTURE MEETINGS**

April 10, 2018  
May 8, 2018  
June 5, 2018

I. **ADJOURNMENT**

Motion: D.Dewar/R.Ward

That the meeting be adjourned (6:45 pm). - **Carried**

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# GOVERNANCE POLICY UPDATE

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Policy No. GOV-01	<del>Board</del> Vision, Mission, and Values <b>see attached</b>
Policy No. GOV-02	Strategic Directions for Rainbow Schools <b>no changes recommended</b>
Policy No. GOV-03	Role of the <del>Corporate</del> Board of Trustees <b>see attached</b>
Policy No. GOV-04	Board Self-Assessment: Governance Performance <b>no changes recommended</b>
Policy No. GOV-05	Code of Conduct: Board Members <b>to be reviewed</b>
Policy No. GOV-06	Role of the Director of Education <b>see attached</b>
Policy No. GOV-07	Selection of the Director of Education <b>no changes recommended</b>
Policy No. GOV-08	Performance Review: Director of Education <b>no changes recommended</b>
Policy No. GOV-09	Delegation of Authority <b>see attached</b>
Policy No. GOV-10	<del>Board</del> Policy Development and Review <b>see attached</b>
Policy No. GOV-11	Learning and Working Environment: Equity and <del>Inclusion</del> Inclusive Education <b>see attached</b>
Policy No. GOV-12	Learning and Working Environment: Safe Schools <b>see attached</b>
Policy No. GOV-13	Environmental Sustainability and Stewardship <b>no changes recommended</b>
Policy No. GOV-14	Parent/Guardian and Community Relations <b>see attached</b>
Policy No. GOV-15	Student Accommodation <b>to be reviewed</b>
Policy No. GOV-16	Transportation Agreement <b>no changes recommended</b>



**BOARD POLICY No. GOV-01**

Adopted	March 25, 2014
Last Revised	September 27, 2016
Review Date	
Board Motion	16-R125

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## VISION, MISSION, AND VALUES

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### 1. RATIONALE

This governance policy has been developed to identify the Board's vision, to describe the role the Board sees itself fulfilling, and to state the values that the communities of Rainbow District School Board can expect of the Board **embraces**. This policy also sets out Board priorities for the district.

This policy is a public statement of the intent and governing principles of the Board.

### 2. POLICY

- 2.1 Rainbow District School Board's purpose is to exemplify and promote the following vision, mission and values:

#### VISION

We are leaders in learning, inspiring success for all students by reaching minds and touching hearts.

#### MISSION

We bring learning to life, enabling students to fulfill their aspirations.

#### VALUES

- Honesty
- Respect
- Empathy
- Responsibility
- Integrity
- Courtesy
- Resilience
- Acceptance
- Courage
- Co-operation

2.2 Rainbow District School Board has two priorities that guide the work of the Board:

#### BOARD PRIORITIES

Reaching minds.

- Provide authentic and engaging learning opportunities
- Set high expectations and create excitement for learning
- Support students to reach their potential
- Foster 21st century skills and competencies
- Deepen literacy and numeracy skills

Touching hearts.

- Nurture physical, mental, social and emotional well-being
- Forge strong relationships and build resiliency
- Honour diversity and enhance cultural understanding
- Value student, staff, parent/guardian and partner voice
- Celebrate student, staff, school and system success

2.3 Rainbow District School Board's logo message appears on Board publications:

*Reaching minds. Touching hearts.*

### 3. BOARD EXPECTATIONS

Board Governance By-Laws and Policies, Administrative Procedures established by the Director of Education and all Board activities must be consistent with the Board's vision, mission and values.

#### REFERENCE DOCUMENTS

**Legal:**

*Education Act, S. 169.1 Duties and Powers of Boards*

**Board:**

Board Governance Policies  
Administrative Procedures

February 28, 2018

**BOARD POLICY No. GOV-03**

Adopted	March 25, 2014
Last Revised	
Review Date	
Board Motion	14-R37

## ROLE OF THE CORPORATE BOARD OF TRUSTEES (hereinafter referred to as “ the Board”)

### RATIONALE

This governance policy describes the Board’s major areas of responsibility and supports effective board decision-making. Together with Board Policy Role of the Director of Education, this policy clarifies the distinction between the Board’s **Board of Trustees’** responsibility to govern and the Director’s executive and administrative duties.

### POLICY: AREAS OF BOARD RESPONSIBILITY

#### ACCOUNTABILITY FOR STUDENT ACHIEVEMENT AND WELL-BEING

- Make decisions that reflect Rainbow District School Board’s focus on student achievement and its mission of bringing learning to life, enabling students to fulfill their aspirations.
- Promote **and foster** a culture of equity **and inclusion**
- Ensure that an appropriate educational program is available for all students in Rainbow schools.
- Promote clear, consistent expectations that focus on successful outcomes for all students.
- Rainbow District School Board recognizes and appreciates the cultural and individual differences inherent within the children of the First Nations, Métis, and Inuit peoples and will encourage these students to become active participants within their own educational processes and valued contributors to the enrichment of other students.
- The Board will embed First Nations, Métis, and Inuit perspectives, traditions, and culture in curriculum content areas.
- The Board provides the opportunity for First Nations, Métis, and Inuit students and their parents to voluntarily self-identify to improve learning outcomes.
- Approve **and ensure** measures **are in place** that promote student well-being.

#### ACCOUNTABILITY TO THE PROVINCIAL GOVERNMENT

- Act in accordance with the *Education Act*, Regulations, and other statutory requirements to ensure the implementation of provincial standards and policies.
- Provide advice to the Ministry of Education and the Ontario Public School Boards’ Association, including advice regarding the regional and local implications of new policy recommendations.

**ACCOUNTABILITY TO THE COMMUNITY**

- Make decisions that reflect Rainbow District School Board's vision, mission, values, and ~~strategic directions~~ **priorities as reflected in Strategic Directions.**
- Make decisions that represent the interests of the entire Rainbow district.
- Ensure effective stewardship of the Board's resources.
- Establish processes that provide the First Nation Advisory Committee, the Special Education Advisory Committee, the Parent Involvement Committee and School Councils with opportunities for input according to their role.
- The Board is committed to building partnerships and effective working relationships with First Nations, Métis, and Inuit communities and organizations and to developing teaching strategies and resources to support the success of these students.
- Consult and engage with the staff, parents, students, and supporters of the Board on the Board's multi-year strategic directions.
- Provide reports that describe district results in accordance with provincial policy.
- Develop processes to receive and hear appeals in accordance with appropriate statutes and Board policy.
- Model a culture that reflects the Board's Code of Conduct.

**SYSTEM LEADERSHIP**

- Provide overall direction for the district by establishing the Board vision, mission ~~and values,~~ **priorities as reflected in Strategic Directions.**
- Develop and approve a multi-year plan aimed at achieving the Board's goals.
- Include annual system priorities and expected outcomes in the Board plan.
- Annually approve the Board plan in public session for district distribution.
- Annually use the Board plan to drive the budget process.
- Annually review the Board plan with the Director of Education.
- Annually evaluate the effectiveness of Rainbow District School Board in relation to the Board plan.
- Monitor progress toward the improvement of student achievement and well-being.
- Ensure that reports on implementation of the Board plan are brought to the attention of supporters and employees of the Board.

**POLICY DEVELOPMENT, IMPLEMENTATION, AND REVIEW**

- Develop governance policies ~~and by-laws~~ that outline how the Board and district will successfully function, and that promote the Board's goals.
- Ensure that a rationale statement is developed for all new policies prior to development.
- Review Board policies regularly to ensure that they continue to reflect the desired purpose and impact.
- Monitor and evaluate the effectiveness of Board policies, directions, and priorities and the efficiency of the implementation of these policies.
- Hold the Director of Education responsible for the implementation and review of Board policies.

**DIRECTOR/BOARD RELATIONS**

- Select the Director of Education.
- Provide the Director with a clear job description and corporate direction.
- Delegate administrative authority and responsibility to the Director through Board policy, subject to the provisions and restrictions of the *Education Act* and Regulations.

- Monitor and evaluate the performance of the Director in meeting the director's duties under the *Act*, including related policies, guidelines, and regulations as well as duties under the multi-year plan and any other duties assigned by the Board.
- Promote the professional growth of the Director in providing quality district leadership.
- Ensure ongoing capacity building and succession planning for key positions.
- At least once a year at the director's request, provide the Director with an opportunity to meet alone with the Board in closed session.
- Promote a positive working relationship with the Director of Education.

#### **FISCAL RESPONSIBILITY**

- Ensure that a budget development process is in place.
- Based on the Board's strategic plan and other provincial directions, annually approve the budget to ensure that financial resources are allocated to achieve the desired results.
- Ensure regular financial reporting to the Board.
- Monitor the adequacy, reliability, and integrity of financial and statistical information and data gathering activities.
- Approve as per legislation all student accommodation plans and other planning documents that drive budget decisions.
- Establish an Audit Committee to ensure that the district is compliant with provincial audit regulations and that the district has in place appropriate accountability processes.
- Set parameters for collective bargaining and ratify Memoranda of Agreements with all bargaining units and non-union groups.

#### **BOARD DEVELOPMENT**

- Conduct a self-assessment of the Board's effectiveness and performance on a regular basis.
- Develop an annual plan for both collective and individual trustee development by increasing knowledge of the trustee role, Board processes, issues, and the Board vision, mission, and values **and priorities**.
- Use the expertise of the Director of Education and provincial organizations to help develop and support the trustees' professional development plan.
- Seek opportunities to network with other school boards.

#### **POLITICAL ADVOCACY AND COMMUNICATION**

- Develop and maintain positive and effective relations with officials in the Ministry of Education at central and regional offices, members of provincial parliament, and counterparts in municipal government.
- Advocate for the interests of Rainbow District School Board with the Ministry of Education and other provincial and municipal officials as appropriate.

#### **RECOGNITION**

- Develop mechanisms to ensure that Rainbow District School Board recognizes students and student achievement.
- Develop mechanisms to ensure that Rainbow District School Board recognizes the achievements of the staff, volunteers, and community members.

## REFERENCE DOCUMENTS

**Legal:** *Education Act, S. 169.1; S. 170 Duties and Powers of Boards*

**Board:** Board Governance Policies  
*Strategic Directions for Rainbow Schools*

February 27, 2018

draft

**BOARD POLICY No. GOV-06**

Adopted	March 25, 2014
Last Revised	
Review Date	
Board Motion	14-R37

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## ROLE OF THE DIRECTOR OF EDUCATION

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**RATIONALE**

This governance policy describes the major areas of responsibility of the Director of Education as the Chief Education Officer and the Chief Executive Officer of the Board. Together with Board Policy Role of the Corporate Board, this policy clarifies the distinction between the Board's responsibility to govern and the Director's executive and administrative duties.

**POLICY: AREAS OF THE DIRECTOR'S RESPONSIBILITY****STUDENT ACHIEVEMENT AND WELL-BEING**

- Takes the necessary steps to provide a safe, caring, learning environment.
- Provides advice and leadership to the Board in setting goals for student achievement and well-being, and in promoting the Rainbow District School Board vision of inspiring success for all students;
- Ensures that students in the district have the opportunity to meet the standards of education mandated by the Ministry of Education.
- Maintains the conditions that foster respectful and responsible behaviour for each student.
- Takes the necessary steps to provide for the safety and well-being of students while participating in school programs or being transported to or from school programs on transportation provided by the Board.
- Takes the necessary steps to provide appropriate facilities to accommodate students.

**EDUCATIONAL LEADERSHIP**

- Provides advice, leadership, and direction to the Board on all educational matters.
- Provides direction and educational leadership to the district and is accountable for the effective functioning of the system.
- Demonstrates a positive relationship with provincial and regional Ministry of Education officials and with the staff at local government levels.
- Advocates for the district's needs at the provincial level.
- Develops and maintains positive and effective relations with the system leadership team and the staff in district schools and departments.
- Provides a Director's annual report to the Board and to the Minister on action taken during the previous year, as required by legislation **including making reference to the multi-year plan.**

**DIRECTOR/BOARD RELATIONS**

- Establishes and maintains positive working relations with the Board and individual Board members.



- Supports the ~~corporate~~ Board in performing its role and facilitates the implementation of its role as outlined in Board policy.
- Communicates effectively with the ~~governing~~ Board and individual Board members.

### **SYSTEM LEADERSHIP AND PLANNING**

- Demonstrates positive and proactive district leadership that has the support of the staff with whom the director works most closely.
- Develops effective approaches for succession planning.
- Provides leadership for the development and annual review of the Board's multi-year strategic directions.
- Ensures that the multi-year strategic directions establish Board priorities and identify specific measures and resources that will be applied in achieving those priorities, specifically with regard to the Board's responsibility for student achievement.
- Ensures appropriate involvement of the Board in system planning (approval of process and timelines, establishment of Board priorities and expected outcomes, and final Board approval).
- Reports regularly on implementation and results achieved in relation to the Board's multi-year strategic directions and district improvement plans.

### **FISCAL RESPONSIBILITY**

- Ensures that the fiscal management of the district is in accordance with the Ministry's ~~Student Focused Funding Model~~ Grants for Student Needs (GSN), other applicable grant regulations, and in accordance with the provisions of the *Education Act* and Regulations.
- Ensures that the fiscal management of the district is in alignment with the Board's multi-year strategic directions.

### **ORGANIZATIONAL MANAGEMENT**

- Demonstrates effective organizational skills that result in district compliance with all legal, Ministerial, and Board mandates and timelines.
- Reports to the Board and Minister with respect to matters identified in and required by the *Education Act* and Regulations.
- Brings to the attention of the Board any act or omission by the Board that in the opinion of the director of education may result in or has resulted in a contravention of the *Education Act* or any policy, guideline, or regulation made under the *Act*.
- Advises the Deputy Minister of Education of the act or omission if the Board does not respond in a satisfactory manner to an act of omission brought to its attention.

### **PERSONNEL MANAGEMENT**

- Has overall authority and responsibility for all personnel-related issues, except those personnel matters precluded by Board policy, legislation, or collective agreements.
- Ensures effective processes are in place for the selection, supervision, development, and performance review of all staff.
- Ensures effective processes are in place for ongoing capacity building and succession planning throughout the organization.
- Ensures compliance with human rights and labour relations legislation.
- Makes every effort to identify and remove discriminatory biases and systemic barriers that would limit the opportunities for individuals from diverse communities for employment, promotion, and succession planning in all positions in schools and the district.

**POLICY/PROCEDURES**

- Provides leadership in the planning and development of Board policies.
- Provides leadership and accountability for the implementation and review of Board policies.
- Provides leadership and accountability for the planning, development, implementation, and evaluation of administrative procedures.

**COMMUNICATIONS AND COMMUNITY RELATIONS**

- Establishes effective communication strategies to keep the district and community informed of key monitoring reports, student and staff achievements, local issues, and Board decisions.
- Ensures open, transparent, and positive internal and external communications are in place.
- Ensures that School Councils and the Parent Involvement Committee have the opportunity to provide appropriate advice and support as required in the regulations and/or Board policy.
- Participates in community affairs in order to enhance and support the district and promote public education.

**RECOGNITION AND PUBLIC RELATIONS**

- Establishes effective recognition programs and strategies to ensure that the internal and external audiences are aware of student, staff, volunteer, and district successes.

**REFERENCE DOCUMENTS****Legal:**

*Education Act, S. 283 Chief Executive Officer*  
*Education Act, S. 283.1 Duties of Director*

**Board:**

Board Governance Policies  
Administrative Procedures  
*Strategic Directions for Rainbow Schools*

February 28, 2018

**BOARD POLICY No. GOV-09**

Adopted	March 25, 2014
Last Revised	
Review Date	
Board Motion	14-R37

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## DELEGATION OF AUTHORITY

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### 1. RATIONALE

This governance policy delegates certain responsibilities and powers of Rainbow District School Board to the Director of Education, and describes executive limitations on those powers.

### 2. POLICY

- 2.1 This policy delegates authority to enable the Director of Education to provide leadership as the chief education officer and chief executive officer of Rainbow District School Board. The Director of Education is responsible for the administration of all aspects of the school board's operations.
- 2.2 The Board entrusts the day-to-day management of the school system to its staff under the leadership of the Director .
- 2.3 The Director of Education is authorized to hire staff in accordance with the *Education Act*, the *Human Rights Code*, requirements for a criminal record check under the *Criminal Code (Canada)*, and within the staff complements and salary ranges approved in collective agreements and the annual Board budget.
- 2.4 The Board delegates authority to the Director to hire staff using a fair selection process based on qualifications, experience, and merit that supports the creation of a bias-free workplace.
- 2.5 The Director is authorized to establish human resource procedures, including performance appraisals, job expectations and responsibilities, job authority for the staff, professional development of all staff, the effective handling of grievances, and protection against wrongful conditions.
- 2.6 All negotiating teams are the responsibility of the Director of Education and all members of negotiating teams are accountable to the Director.
- ~~2.7 The Board delegates authority to the Director of Education to make decisions during the summer months with regard to awarding tenders for capital projects or other emergent business matters as required to avoid negative impact on the system. The Director will report to the Board on any capital projects awarded or other decisions made through delegated authority at the earliest opportunity.~~

~~2.8 The Board delegates to the Director of Education the right to do any act or thing or exercise any power that the Board may or is required to do or exercise except those matters, which in accordance with the legislation, cannot be delegated.~~

~~2.9~~ 2.7

Examples of matters which the Board cannot delegate include: policy development and review, selection of the Director of Education, the Director's performance appraisal, decisions regarding appeals of student suspensions and student expulsion, and decisions related to a recommendation from the Director of Education to terminate the employment of a teacher as a result of unsatisfactory performance.

~~2.10~~ 2.8

Board delegation of authority is within certain executive limitations, including but not limited to the following:

- a) The Director of Education shall comply with all legal, Ministerial, and Board mandates.
- b) Budgeting for any fiscal year or part of any fiscal year shall comply with legislative requirements and Board strategic planning.
- c) The Director will obtain clear parameters for settlement from the Board before undertaking negotiations with any employee bargaining unit, and will abide by the terms of collective agreements.
- d) The Director will avoid **and declare** potential conflict and bias during the selection process and in the workplace arising from a work relationship between an employee and a member of that employee's immediate family, **including the Director of Education**.
- e) The Director will ensure that student accommodation and capital planning does not deviate materially from the approved Capital Plan.
- f) The Director will ensure that Board assets are protected from unnecessary risk and are insured against theft and casualty losses to at least replacement value.
- g) The Director will ensure that Board buildings and equipment are maintained in a state that meets health and safety standards.
- h) The Director will protect the organization, the Board, and staff from unnecessary exposure to claims of liability or loss.

~~2.11~~ 2.9

The Board reserves to itself the authority to make decisions on specific matters. The Board will instruct the Director of Education through written policies and decisions of the Board in public session. Further, the Board requires that any new provincial legislation or major initiatives must be initially brought to the Board for discussion and determination of decision-making authority.

### 3. DELEGATION: ADMINISTRATIVE PROCEDURES

- 3.1 The Board delegates to the Director the right to develop administrative procedures to implement Board policy and to address all issues not governed by Board policy.
- 3.2 The development of separate and distinct policy and procedural documents reinforces the distinction between the Board's responsibility to govern and the Director's executive or administrative duties.

- 3.3 The Director of Education and designates will develop, implement, and monitor a comprehensive series of administrative procedures. The procedures must comply with legislated requirements; be consistent with Board policies, goals and priorities; provide system direction; and ensure the reasonably uniform application of the procedures by those staff members responsible for their implementation.
- 3.4 Procedures will evolve over time as new tools emerge, new processes are designed, and the environment changes. Procedures must be agile and responsive to the context. Procedures which are unnecessarily restrictive limit the creativity that staff members bring to their work.
- 3.5 The Board delegates to the Director of Education the authority to develop administrative procedures in the following major categories:
- General Administration: General administration procedures deal with system planning, matters that affect the whole district, issues that affect both students and staff members, and community involvement.
  - Educational Programs and Materials: These procedures describe school organization, the curriculum, instructional strategies, and curriculum resources.
  - Students: These administrative procedures deal with all student matters. Some examples are school attendance, student welfare and safety, supervision, emergency plans, discipline, student evaluation, reporting to parents, and awards.
  - Personnel and Staff Relations: These procedures deal with any matters related to staff members or volunteers. Procedures describe such issues as hiring of staff, staff records, health and safety, benefits and assistance, professional development, performance appraisal, professional misconduct, and recognition.
  - Business Administration: Business administration procedures relate to the management and maintenance of the Human Resources, Finance, Facilities and Information Services departments.

## REFERENCE DOCUMENTS

### **Legal:**

*Education Act, sections 218.1 and 283*

*Human Rights Code*

*Criminal Code (Canada)*

*Ontario Regulation 521/01 Collection of Personal Information*

*Policy/Program Memoranda*

*Child and Family Services Act*

*Ontario College of Teachers Act*

*Employment Standards Act*

*Labour Relations Act*

*Municipal Freedom of Information and Protection of Privacy Act*

*Occupational Health and Safety Act*

**Board:**

Board Governance Policies

Administrative Procedures

*Strategic Directions for Rainbow Schools*

February 28, 2018

draft



BOARD POLICY No. GOV-10	
Adopted	March 25, 2014
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Review Date	
Board Motion	14-R37

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## BOARD GOVERNANCE POLICY DEVELOPMENT AND REVIEW

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### 1. RATIONALE

This governance policy clarifies the intent and governing principles for the development and review of Board policies. It also describes the variety of documents that guide all activities within Rainbow District School Board.

### 2. DEFINITIONS

**Board Policies:** Board policies are statements of intent, governing principles, or end results adopted by the Board in public and intended to guide future actions. They provide vision and direction for all activities within Rainbow District School Board and directions for how the Board itself is to function. They address non-delegable matters such as policy-making, selection of the Director of Education, and the Director's performance appraisal. Board policies provide a framework for the effective operation of the district and a support for consistent decision-making by the Director of Education and staff.

**Governance By-Laws:** The Governance By-Laws establish rules for Board governance such as the role of the trustee, order of procedure, establishment of regular and special committees, and rules for electronic meetings.

**Administrative Procedure:** An administrative procedure is a prescribed course of action by which the Director of Education directs the staff. Administrative procedures supplement Board policy and must be entirely consistent with Board values, policies, and priorities. A guideline or implementation handbook may also serve as an administrative procedure or support such a procedure.

**Guideline:** A guideline is an administrative instruction issued by the Director of Education or designate which prescribes a specific course of action to be taken in a given situation, or provides additional detail about the implementation of an administrative procedure.

**Implementation Handbook:** An implementation handbook is a collection of administrative instructions issued by the Director or designate which consolidates implementation for staff and others in a particular field. For example, the Director or a superintendent might issue a Special Education Handbook or a School Council Handbook. A handbook may also be a similar collection issued by a principal for the school staff, students, and parents.

**Protocol:** A protocol is a document, which sets out the rules for interaction between the Board of trustees or the staff and outside agencies. For example, a protocol is an effective way of establishing linkages and formalizing relationships between district personnel and



community agencies that deliver prevention and intervention programs. A Police Protocol confirms working relationships between a school district and police services.

### **3. POLICY**

#### **POLICY DEVELOPMENT**

- 3.1 Board policies provide an appropriate balance between the responsibility of the Board to develop directing principles for the system, and the opportunity for the Director of Education to exercise professional judgment in the administration of the district.
- 3.2 The Board shall establish specific policies to guide the actions of the Director of Education and staff. These policies shall be broad enough to allow flexibility in dealing with diverse situations at appropriate expense, while ensuring consistency across the system.
- 3.3 Policy may be developed for the following purposes:
  - a) to give substance to the Board's Vision, Mission, and Values Policy and Strategic Directions for Rainbow Schools;
  - b) to make a public statement by which the Board can be held accountable;
  - c) to comply with legislated requirements; and/or
  - d) to set broad parameters for the Director to establish administrative procedures.
- 3.4 Policies shall be consistent with the Board's Vision, Mission and Values Policy and Strategic Directions for Rainbow Schools.
- 3.5 Policies shall be readily available and accessible to Board employees, students, and the public on the Board's website.

#### **POLICY REVIEW**

- 3.6 The Board, with the assistance of the Director of Education, shall periodically measure the effectiveness of Board policies and their implementation, and shall develop a review process that includes a process for revising Board policy as required.
- 3.7 The Director of Education is responsible for ensuring that any policy revisions made by the Board are announced and posted on the Board website.
- 3.8 Once a policy has been approved or amended by the Board, all former policies or Board motions that are superseded in whole or in part by the new policy or amendment shall be considered revoked.

#### 4. BOARD EXPECTATIONS

- 4.1 The Director of Education or designate ensures that Board policies are written according to Board direction and that they come to the Board for approval.
- 4.2 The Director of Education is authorized to issue administrative procedures to implement Board policy and the Director is responsible for the implementation of the procedures.
- 4.3 The Director may also develop such other independent procedures as deemed necessary for the effective operation of the district. All administrative procedures must be entirely consistent with Board policies.
- 4.4 The Board may also delete a policy and subsequently delegate the Director authority over this area. The Director may choose to develop an administrative procedure relative to the matter that has been delegated.
- 4.5 Policies shall be current and up to date. Policies will include a template to insert the dates that policies were adopted and last reviewed/revised. ~~and the next regular review date.~~
- 4.6 Policies will include a list of legal references and cross-references to any applicable Board documents, such as related administrative procedures.
- 4.7 Policies will be expressed in simple, straightforward language and avoid acronyms.

#### REFERENCE DOCUMENTS

**Legal:**

*Education Act: sections 169.1-171 Duties and Powers of Boards*

*Education Act: S 283 Chief Executive Officer*

*Education Act: S 286 Duties of Supervisory Officers*

**Board:**

Board Governance Policies

Board Governance By-Laws

Administrative Procedures

*Strategic Directions for Rainbow Schools*

February 28, 2018



**BOARD POLICY No. GOV-11**

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Board Motion	14-R37

**LEARNING AND WORKING ENVIRONMENT:  
EQUITY AND INCLUSION **ve Education****

**1. RATIONALE**

This governance policy reflects the values of Rainbow District School Board that all persons are entitled to learn and work in an environment **s** that promotes human rights and equity of opportunity, free from discrimination and harassment. This policy affirms the Board's responsibility to provide a protected learning and working environment that is ~~supportive of the dignity, self esteem, and fair treatment of~~ **supportive, nurturing, welcoming, respectful and inclusive for** everyone taking part in Rainbow District School Board district activities.

**2. DEFINITIONS**

**Bias Free:** Without inclination of prejudice for or against a person or group especially in a way considered unfair

**Equity:** ~~Equity is the provision of opportunities for equality, ensuring that personal or social circumstances are not an obstacle to achieving potential. Equity of treatment is not the same as equal treatment because it includes acknowledging historical and present discrimination against identified groups and removing barriers, eliminating discrimination, and remedying the impact of past discrimination.~~ **A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.**

**Discrimination:** Discrimination is differential treatment which negatively affects the status of a person based upon a ~~prohibited~~ **protected** ground under the *Ontario Human Rights Code*.

**Diversity:** The presence of a wide range of human qualities and attributes within a group, organization, or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

**Harassment:** Harassment is defined in the *Ontario Human Rights Code* as "engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome".

**Inclusive Education:** Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their

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physical surrounding, and the broader environment, in which diversity is honoured and all individuals are respected.

**Prohibited Protected Grounds:** The *Ontario Human Rights Code* defines prohibited **protected** grounds as: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability.

### 3. POLICY

#### 3.1 Equity and Inclusion **ve Education**

- a) Rainbow District School Board is committed to providing a learning and working environment in which all individuals treat each other with respect and dignity, free from objectionable conduct, **discrimination**, or harassment.
- b) The Board respects and values the ~~diversity and similarities of the cultures and traditions of diverse groups within its~~ **diverse perspectives of the Rainbow District School Board community** and actively seeks to ~~promotes an educational environment free from racial and ethnocultural prejudice and discrimination~~ **a bias-free working and learning environment.**
- c) The Board is committed to an education system that upholds the principles of equitable and inclusive education in order to enable each student to ~~learn effectively, to reduce achievement gaps, and to improve learning outcomes for all, regardless of race, class, gender, ethnicity, disability, sexual orientation, family status, religious and linguistic differences, and other historical forms of marginalization~~ **succeed personally and academically regardless of background, identity or personal circumstances.**
- d) The Board will implement ~~positive~~ **bias-free** employment practices. ~~that support equitable hiring, mentoring, retention, promotion, and succession planning.~~
- e) The Board is dedicated to serving the staff, students, and families ~~in diverse communities by incorporating~~ **embedding** the principles of equitable and inclusive education into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the *Ontario Human Rights Code*.
- f) The Board will investigate in a thorough and timely manner any claims of discrimination and harassment and take appropriate action, consistent with the principles of the *Ontario Human Rights Code*.

#### 3.2 Accommodations

- a) Rainbow District School Board will make every reasonable effort to ensure that all policies, procedures, and practices are consistent with the principles of **equitable and inclusive education**. ~~independence, dignity, integration, and equality of opportunity for all.~~

- b) The Board makes particular accommodations for persons with disabilities. The Board is committed to making services and facilities accessible to **all people in its communities** in accordance with the provisions of the **Ontario Human Rights Code**, the **Accessibility for Ontarians with Disabilities Act**, and the **Ontario Building Code**.
- c) The Board acknowledges each individual's right to follow or not follow religious/spiritual beliefs and practices free from discriminatory or harassing behaviour and is committed to ~~taking all reasonable steps to providing~~ religious/spiritual accommodation to students, ~~and the staff,~~ **and volunteers**. Religious/**spiritual** accommodation will be in accordance with the *Ontario Human Rights Code*, the requirements in Policy/Program Memorandum No. 108 Opening or Closing Exercises, and in sections 27-29 of Ontario Regulation 298 regarding religion in schools.
- d) **The Board acknowledges each individual has a right to live according to gender identity and gender expression and makes accommodations based on gender identity and gender expression in accordance with the Ontario Human Rights Commission.**

#### 4. BOARD EXPECTATIONS

- 4.1 This policy applies to all members of the Board's community including, but not limited to, students, staff, trustees, contractors, parents/**guardians**, volunteers, permit holders and all other persons who are invited to or who work on Board property.
- 4.2 This policy also applies to any communication or activity which may take place outside of Board property but which has the effect of or results in adversely affecting the Board's working and learning environment.
- 4.3 It is the expectation of Rainbow District School Board that all employees, students, and persons invited to or visiting Board property will ~~strive to~~ maintain the highest level of professional and personal courtesy when interacting with Board employees and students.

#### REFERENCE DOCUMENTS

**Legal:**

*Education Act, para. 8 (1) 29.1 Equity and Inclusive Education; Section 169.1 School Climate*  
*Canadian Charter of Rights and Freedoms*  
*Ontario Human Rights Code*  
*Occupational Health and Safety Act*  
*Accessibility for Ontarians with Disabilities Act 2005*  
*Ontario Building Code.*  
*Ontario's Equity and Inclusive Education Strategy 2009*  
*PPM No. 119 Developing and Implementing Equity and Inclusive Education Policies 2013*

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Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation

PPM No. 108 Opening or Closing Exercises

Ontario Regulation 298, Sections 27-29 Religion in Schools

**Ontario's Education, Equity Action Plan**

**Board:**

Board Policy No. GOV-01 Vision, Mission, and Values

Board Policy No. GOV-12 Learning and Working Environment: Safe Schools

*Strategic Directions for Rainbow Schools*

Administrative Procedures

February 28, 2018

draft



**BOARD POLICY No. GOV-12**

Adopted	March 25, 2014
Last Revised	
Review Date	
Board Motion	14-R37

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## LEARNING AND WORKING ENVIRONMENT: SAFE SCHOOLS

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### 1. RATIONALE

The goal of this governance policy is to support a safe, inclusive, and accepting learning and working environment in which every student can reach his or her full potential. This policy affirms Rainbow District School Board's commitment to a whole-school approach that supports all students in developing healthy relationships, making good choices, continuing their learning, and achieving success.

### 2. DEFINITIONS

**School Climate:** School climate refers to the environment, values, and relationships found within a school. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

**Code of Conduct:** The Board has established a Code of Conduct that sets out standards of behaviour for students, staff, parents/guardians, volunteers, school council members, trustees, and visitors engaged in any school activity. The Board also directs principals, in conjunction with members of the school council, to develop a school Code of Conduct clarifying acceptable and non-acceptable behaviour for all members of their school community.

**Progressive Discipline:** Progressive discipline is a whole-school approach that uses a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours.

**Bullying:** Bullying means aggressive and typically repeated behaviour by a student **an individual** that is intended to cause (or should be known to cause) harm, fear, or distress to another individual, including physical, psychological, social, or academic harm, or harm to the individual's reputation or property. Bullying creates a negative environment for another individual and occurs in a context where there is a real or perceived power imbalance.

**Cyber-bullying:** Cyber-bullying is using electronic means to intimidate, harm, exclude, or ruin a reputation. Cyber-bullying includes the use of e-mails and instant messaging,

text or digital imaging sent on cell phones, web pages and blogs, chat rooms, and discussion groups to spread rumours, images, or hurtful comments.

**Mitigating and Other Factors:** Mitigating and other factors must be taken into account when discipline is being considered. These factors are described in Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils.

**Suspension:** A suspension means a student is removed from school and school activities for a specific period of time ranging from one school day to 20 school days. A student who is suspended for more than five school days is considered to be on long-term suspension and may participate in a program for suspended students.

**School Expulsion:** Expelled students are removed from school and school activities for an indefinite time period. A school expulsion is an expulsion from the school of the board that the student was attending. The student will be assigned to another school in the board.

**Board Expulsion:** A board expulsion is an expulsion from all schools of the board. The board offers a program for expelled students which must be completed before the student returns to school. A student who is expelled from the board must complete an alternative program before returning to school.

**Tribunal of the Board:** The tribunal of the board is a committee of at least three members of the board designated to determine suspension appeals and recommendations for expulsion.

### 3. POLICY

#### 3.1 Positive Climate

- a) The Board acknowledges the impact of the school climate on student and staff success and is committed to fostering positive school climates through practices that support healthy student, staff, and school community relationships.
- b) Rainbow District School Board's Code of Conduct establishes positive expectations for student behaviour. The Board strives to create positive attitudes towards punctuality, regular attendance, completion of classroom assignments, and interest in learning through classroom participation.
- c) The Board recognizes that discipline of students begins at home with parents/guardians who are the first and primary educators for their children. This includes responsibility for social development, behaviour, and discipline. The Board encourages a partnership with parents in the support of students' social, emotional and academic growth.

#### 3.2 Prevention and Intervention

- a) Rainbow District School Board believes that students, staff, and the community have the right to learn and work in a healthy, non-threatening environment free from physical and psychological violence.

- b) The Board supports the use of prevention practices as a foundation for a healthy environment. These practices include character development, Student Success strategies, anti-bullying and violence prevention programs, citizenship development, student leadership, and healthy lifestyle initiatives. These positive measures involve the whole school and school community.
- c) Prevention and intervention measures also include effective behaviour management practices such as program modifications or accommodations; appropriate class placement; positive encouragement and reinforcement; individual, peer and group counselling; conflict resolution; mentorship programs; safety plans; and school, district and community support programs.

### 3.3 Progressive Discipline

- a) The Board supports the use of progressive discipline that promotes positive student behaviour and is appropriate to meet the developmental, individual, and special needs of all students.
- b) The Board believes that every student has the right to an education.
- c) The Board expects that a firm and fair application of the Board's Code of Conduct shall prevail in all matters related to Rainbow District School Board, including school activities, school board business, and school buses.
- d) The Board requires a response to all inappropriate student behaviour. The Board supports the staff in the use of a continuum of practices that include predictable and supportive consequences to inappropriate behaviours that are contrary to the Board or school codes of conduct.

### 3.4 Bullying

- a) Part XIII of the *Education Act* includes bullying with other inappropriate student activities that may lead to suspension, or lead to a principal's recommendation to the Board for expulsion.
- b) The Board believes that bullying adversely affects ~~pupils'~~ **students'** ability to learn, healthy relationships, and the school climate as well as a school's ability to educate its ~~pupils~~ **students**.
- c) Bullying will not be accepted on school property, at school-related activities, on school buses, **online** and in any other circumstances (~~e.g., online~~) where engaging in bullying will have a negative impact on ~~pupils~~ **students** and the school climate.

### 3.5 Suspension and Expulsion

- a) In order to meet the goal of creating a safe and caring school environment, the Board supports the use of positive practices as well as consequences for inappropriate behaviour, when necessary.

- b) The Board will deal with suspension of pupils in accordance with the Part XIII of the *Education Act*, related Regulations, and Memoranda.
- c) The Board will deal with expulsions of pupils in accordance with Part XIII of the *Education Act*, related Regulations, and Memoranda.
- d) In considering whether to suspend a student or to recommend to the Board that a student be expelled, a principal shall take into account any mitigating or other factors prescribed by the regulations.

### 3.6 Appeals and Hearings

- a) The Board recognizes its duties and powers to decide upon appeals of student suspensions and principals' recommendations for expulsion. In exercising these duties and powers, the Board interprets the provisions of the *Education Act* and Regulations in a broad and liberal manner consistent with the *Ontario Human Rights Code*.
- b) The Board recognizes that the *Ontario Human Rights Code* has primacy over provincial legislation and school board policies and procedures, such that the *Education Act*, Ontario Regulations, Program Policy Memoranda, and Rainbow District School Board policies and administrative procedures are subject to and shall be interpreted and applied in accordance with the *Ontario Human Rights Code*.
- c) The Board authorizes a Tribunal of the Board of no fewer than three (3) Board members to conduct appeals of student suspensions and hearings of recommendations for student expulsion. The Board formally delegates to the **Tribunal of the Board** the powers set out in the *Education Act*, Regulations under the *Act*, and the *Statutory Powers Procedure Act* to implement any appropriate order and to make decisions on behalf of the Board.
- d) In the case of an appeal of a suspension, the ~~Tribunal of the Board~~ shall either: confirm the suspension and its duration; confirm the suspension but modify its duration, quash the suspension and order that the record be expunged, even if the suspension has already been served.
- e) The decision of the Tribunal for suspension appeals is final.
- f) In the case of an expulsion hearing, the ~~Tribunal of the Board~~ shall review the submissions and views of the parties and shall consider whether the decision to expel and the type of expulsion recommended by the principal are reasonable in the circumstances. The ~~Tribunal of the Board~~ shall decide whether to expel the student; and if the student is to be expelled, whether the student is expelled from his or her school only or from all schools of the district.
- g) A student's parent/guardian or **an** adult student may appeal a ~~Tribunal's of the Board's decision to expel a student~~ to the Child and Family Services Review Board in accordance with procedures set out by the Ministry of Education. The decision of the Child and Family Services Review Board is final.

- h) The Board provides “Restart” a programs for students who are on long-term suspension and for students expelled from all schools of the board. The “Restart” programs support students in both academic and non-academic areas.

#### 4. BOARD EXPECTATIONS

- 4.1 The Board expects that each school will establish a student dress code in consultation with the School Council.
- 4.2 The Board expects staff and students to maintain the highest standards of respectful and responsible behaviour when using all information technologies.
- 4.3 ~~The Board supports the suspension of any student who is deemed responsible for an act of vandalism or theft on school property for a period of time commensurate with the seriousness of the offense.~~ A student who commits an act of vandalism or theft may be required to provide restitution.
- 4.4 The Board supports ongoing information sharing between school officials and justice system personnel within the *Youth Criminal Justice Act* subject to the *Municipal Freedom of Information and Protection of Privacy Act*.

#### REFERENCE DOCUMENTS

**Legal:**

*Education Act, Part XIII Behaviours, Discipline and Safety*  
Ontario Regulation 472/07 Behaviour, Discipline and Safety of Pupils  
Ontario Regulation 474/00 Access to School Premises  
PPM 119 Developing and Implementing Equity and Inclusive Education Policies 2013  
PPM 120 Reporting Violent Incidents to the Ministry of Education  
PPM 128 The Provincial Code of Conduct and School Board Codes of Conduct  
PPM 141 School Board Programs for Students on Long-term Suspension  
PPM 142 School Board Programs for Expelled Students  
PPM 144 Bullying Prevention and Intervention  
PPM 145 Progressive Discipline and Promoting Positive Student Behaviour  
*Ontario Human Rights Code*  
*Statutory Powers Procedure Act*  
*Youth Criminal Justice Act*  
*Municipal Freedom of Information and Protection of Privacy Act*

**Board:**

Board Policy No. GOV-01 Vision, Mission, and Values  
Board Policy No. GOV-11 Learning and Working Environment: Equity and Inclusion  
*Strategic Directions for Rainbow Schools*  
*Rainbow District School Board Code of Conduct*  
*Rainbow District School Board: A Guide for Students and Parents*  
Administrative Procedures

March 1, 2018

**BOARD POLICY No. GOV-14**

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Board Motion	14-R37

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**PARENT/**GUARDIAN** AND COMMUNITY RELATIONS**

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**1. RATIONALE**

Rainbow District School Board believes that parents/guardians are the most important partners in education. This governance policy confirms the commitment of Rainbow District School Board to be proactive and inclusive in employing diverse strategies to gather input from parents/guardians and to facilitate their support of student achievement and well-being.

The Board welcomes and appreciates the ideas, perspectives, and contributions that come from partnerships with parents/guardians and the wider community. The Board believes that interaction among parents/**guardians**, community members, and members of the Board will foster mutual understanding and encourage the integration of community services and resources.

In Rainbow District School Board, parents/guardians, families, and community members are engaged in a variety of ways. These include school councils, the Parent Involvement Committee, and many other working groups and community partnerships that are important parts of the Board's operations.

**2. DEFINITIONS**

**Parent Involvement Committee:** The Parent Involvement Committee (PIC) is a legislated committee of the Board that acts in an advisory capacity to represent the voice of parents/guardians who have children in Rainbow schools. It supports, encourages, and enhances parent engagement at the district level in order to improve student achievement and well-being.

**School Council:** A school council is a legislated committee established in each school in Rainbow District School Board to promote the active participation of parents/guardians in improving student achievement and well-being. The council acts in an advisory capacity to the principal and/or Board according to applicable legislation.

**Special Education Advisory Committee:** The Special Education Advisory Committee (SEAC) is a legislated committee of the Board that plays a vital role in ensuring that exceptional pupils receive appropriate educational services. Under Ontario's Education Act, every exceptional pupil is entitled to special education programs and services, which meet his or her needs.



**First Nations Advisory Committee:** The First Nation Advisory Committee (FNAC) is a committee of the board that includes representatives that have signed education service agreements with the board. The committee considers matters and makes recommendations regarding programs and services for First Nation students of the Board **in order to improve student achievement and well-being.**

**Parent and Community Engagement:** This engagement refers to the partnerships established to support student achievement and well-being in alignment with the Ministry of Education's Parent Involvement Policy and Parent Engagement Policy. Parent/guardian and community engagement can occur in homes, in the community, in the classroom, at school, within families of schools, and at the Board level.

**Partnership:** Partnership refers to a relationship in which the Board, its schools, and/or staff members are involved with parents/guardians, families, business partners, various levels of government, volunteers, community service agencies, and parent/**guardian** groups. It refers to all those who contribute to and have an interest in supporting student success and well-being in Rainbow schools.

### 3. **POLICY**

#### a) **School Councils and the Parent Involvement Committee**

- 3.1 The Board is committed to the belief that successful education requires a strong partnership and active involvement between the school, the home, the staff, and members of the community.
- 3.2 The Board believes that relationships between these partners will be strengthened by the formation of school councils in each school and a parent involvement committee at the board level.
- 3.3 Therefore, it is the policy of the Board that each school establish a school council and that the Board establish a parent involvement committee in accordance with provincial requirements.
- 3.4 The school council will serve in an advisory capacity to the school's principal and the Board to promote excellence in education, and will place the overall interest of students first.
- 3.5 The Board may solicit and take into consideration the advice of its parent involvement committee with regard to matters that relate to improving student achievement and well-being, and shall inform the parent involvement committee of its response to advice provided by the committee.

#### b) **Educational Partnerships**

- 3.6 Rainbow District School Board promotes and permits mutually beneficial educational partnerships between municipal, provincial, federal ministries and agencies, or any other individuals, corporations/businesses, or associations deemed to have a positive and direct impact on student learning and programming.



- 3.7 The Board supports the sponsorship of all school activities by an organization within a particular school providing that these activities are under the jurisdiction of the principal of the school.
- 3.8 The Board believes that co-instructional activities form an integral part of a student's education and supports community volunteers in the delivery of its co-instructional program.
- 3.9 The Board supports the use of volunteers without remuneration for Rainbow District School Board sanctioned activities.

## **BOARD EXPECTATIONS**

### **4. Communication**

- 4.1 The Board believes and advocates that the involvement of parents/guardians enriches the learning environment and directly contributes to successful student achievement. The Board shall provide parents/**guardians** with the information they need to support their children's education.
- 4.2 A variety of communication procedures shall be developed and maintained at the school and system levels to provide access to information needed by parents/**guardians** and communities and to ensure that all parents/**guardians** and members of the diverse communities in the district have opportunities to participate in the school system.
- 4.3 The Board will notify **the** public school ratepayers, the media, and the staff of agenda items for meetings of the Board that are open to the public, and will communicate the results of these meetings through the distribution of minutes.

### **5. School Councils**

- 5.1 In accordance with Ontario Regulation 612/00, the principal or principal designate of each school shall facilitate the establishment of a school council consisting of student, parent/**guardian**, staff, and community representatives. The school council shall be recognized as the official school community organization representing the interests of the parents/**guardians** and students of the school. The school council shall be chaired by a parent/**guardian**.
- 5.2 The school council shall operate in a way that is consistent with the vision, mission, values, and policies of Rainbow District School Board, and shall have, as its primary guiding principle, the fostering of the educational interests of students.
- 5.3 Opportunities shall be made available to school council chairs and other local parent/**guardian** leaders to assist them in developing their school community leadership skills and to school administrators to assist them in enhancing their skills in building positive school community relations.

- 5.4 The mandate of the school councils, on behalf of their school community, is to:
- encourage the active participation of parents/**guardians** to improve student achievement and well-being;
  - enhance parent/**guardian** awareness of educational issues and the accountability of the education system to parents/**guardians**;
  - provide advice to the principal and, where appropriate, to the Board on school and education issues; and
  - submit an annual report on its activities, including any fundraising activities, to the principal of the school.

## **6. Parent Involvement Committee**

- 6.1 The Parent Involvement Committee may advise the Board as required by the Ministry or Board, enhance parental engagement, and consider matters referred to the committee by the Board.
- 6.2 The responsibilities of the Parent Involvement Committee are to:
- enhance communications between School Councils and Rainbow District School Board
  - solicit feedback from School Councils as required by the Board
  - provide resources of benefit to School Councils
  - raise awareness of School Councils and their importance within their schools
  - encourage parents/**guardians** and community representatives to become involved within the schools
  - provide a forum for sharing ideas and recommendations while respecting the management rights and responsibilities of the Rainbow District School Board

## **7. Special Education Advisory Committee**

- 7.1 The Special Education Advisory Committee may make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the Board.
- 7.2 The responsibilities of the Special Education Advisory Committee are to:
- provide stakeholders a voice in determining relevant educational programs and services for students identified with special needs.
  - participate in the Board's annual review of its special education plan;
  - participate in the Board's annual budget process as it relates to special education;
  - review the financial statements of the Board as they relate to special education.

## **8. First Nations Advisory Committee**

- 8.1 The First Nations Advisory Committee may consider matters and make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of programs and service for First Nations students of the Board.

8.2 The responsibilities of the First Nations Advisory Committee are to:

- provide First Nations people a voice in determining relevant educational programs and services for students of First Nations ancestry.
- review the financial statements and tuition agreements of the Board as they relate to First Nations Tuition agreements.
- monitor progress in incorporating the seven social factors as identified in tuition agreements in Rainbow District School Board plans and programs.
- increase all students' knowledge, awareness, understanding, and appreciation of First Nations people and their history and cultures **in accordance with our commitment to Truth and Reconciliation.**

## REFERENCE DOCUMENTS

### **Legal:**

*Education Act S. 170 (1) para. 17.1 School Councils*

Ontario Regulation 298 Operation of Schools S 11 Duties of Principals

Ontario Regulation 612/00 School Councils and Parent Involvement Committees

Ontario Parent Involvement Policy 2005

Parents in Partnership: A Parent Engagement Policy for Ontario Schools, 2010

*Honouring the Truth, Reconciling for the Future Summary of the Final Report of the Truth and Reconciliation Commission of Canada*

### **Board:**

Board Policy No. GOV-01 Vision, Mission, and Values

Board Policy No. GOV-03 Role of the Corporate Board

Board Policy No. GOV-06 Role of the Director of Education

Rainbow District School Board: *A Guide for Students and Parents*

*Strategic Directions for Rainbow Schools*

Administrative Procedures

**Rainbow District School Board Truth and Reconciliation Action Plan**

March 1, 2018