

**RAINBOW DISTRICT SCHOOL BOARD**  
**REGULAR BOARD MEETING**  
to be held in the Ernie Checkeris Boardroom  
at the Centre for Education, 408 Wembley Drive  
on Tuesday, July 3, 2018 at 5:00 p.m.

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<b>AGENDA AND RECOMMENDED MOTIONS</b>
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- A. APPROVAL OF AGENDA** \*Chair
- Motion:  
That the agenda for the Regular Board meeting of July 3, 2018 be approved.
- B. PRELIMINARY DECLARATIONS OF PECUNIARY INTEREST** \*Chair
- C. PRESENTATIONS** \*Chair
- Outgoing Student Trustee Madeleine Leach Jarrett
- D. REPORT FROM THE IN-CAMERA COMMITTEE OF THE WHOLE MEETING OF THE BOARD** \*Director
- E. OLD BUSINESS** \*Director
1. **Previous Minutes** \*Chair
- a) Motion:  
That the minutes of the Regular Board Meeting held on May 23, 2018 be approved.
- b) Motion:  
That the minutes of the Special Board Meeting - Budget held on May 29, 2018 be approved
- c) Motion:  
That the minutes of the Special Board Meeting held on June 11, 2018 be approved
2. **Truth and Reconciliation** \*Chair
- Motion:  
That the board approve *Truth and Reconciliation: A Commitment to Action*.

3. **Tenders/Requests for Proposals** \*SBO
- a) Motion:  
That the Board award the contract for Waste Disposal Services & Recycling Services- Tender # 2018-17 to \_\_\_\_\_ for \$ \_\_\_\_\_.

- b) Motion:  
That the Board award the contract for Courier Service- Tender # 2018-18 to \_\_\_\_\_ for \$ \_\_\_\_\_.

4. **Reports and Recommendations from Board Committees** \*Chair

**2018/2019 Budget**

Motion:  
That the Rainbow District School Board 2018/2019 budget be approved.

- F. **NEW BUSINESS** \*Chair

1. **Requests for Leave of Absence** \*Chair

Motion:  
That \_\_\_\_\_ be granted a leave of absence from the July 3, 2018 Board meeting.

2. **Director's Remarks** \*Director

3. **Other Items** \*Chair  
OPSBA Delegate  
Student Trustee

4. **Trustees' Remarks/Questions** \*Chair  
***Reminder: Trustees who require detailed information on specific questions are encouraged to contact the Director prior to the meeting.***

5. **Chairperson's Remarks** \*Chair

- G. **INFORMATION AND PROPOSALS** \*Chair

1. **Reports from Officials and Staff**  
Frist Nation Advisory Committee minutes February 15, 2018 (official)  
Special Education Advisory Committee minutes May 2, 2018 (official)

2. **Non-Staff Communications**  
Letter from Grand Erie DSB dated May 22, 2018  
Letter from Ontario Public School Boards' Association dated June 8, 2018

**H. FUTURE MEETINGS**

\*Chair

Board Meeting August 28, 2018 5:00 pm Ernie Checkeris Boardroom

Strategic Planning Committee September 11, 2018 5:00 pm Ernie Checkeris Boardroom

**I. ADJOURNMENT**

\*Chair

Motion:

That we do now adjourn at            p.m.

**RAINBOW DISTRICT SCHOOL BOARD**  
**MINUTES OF THE**  
**REGULAR BOARD MEETING**  
held in the Training Lab (room 139)  
408 Wembley Drive, Sudbury  
on Tuesday, May 23, 2018 at 5:30 p.m.

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Present: Trustees: D. Dewar (Chair), G. Fox, J. Hunda, J. Kosmerly, D. Morrison,  
G. Santala, R. Ward, Student Trustee M. Leach Jarrett  
Absent: B. Clement, L. Killens  
Officials: N. Blaseg – Director  
D. Bazinet - Superintendent of Business  
B. Bourget, J Noble, K. Wachnuk - Superintendents  
H. Thirkill  
Others: NIL

Chair Dewar requested that cell phones be turned off during the meeting and made the following statement:

It is with a heavy heart that I once again ask that you join with me in extending our deepest condolences to the families, to the friends and to the entire community of Santa Fe High School.

I want to share a bit of background.

Santa Fe High School is located in the community of Santa Fe, Texas – a 4-hour drive from Corpus Christi, Texas.

The town has a population of just over 13000.

Santa Fey High School's enrolment is about 1400 students.

In February 2018, reports of popping sounds sent the school into lockdown.

Students hid behind desks and pressed tight against the classroom walls, shielding themselves from a possible intruder who, fortunately, never arrived.

But on May 18, 2018, the unthinkable happened.

Today, we mourn the loss of lives and we pray for Santa Fe High School as they cope with the aftermath of this senseless act of violence.

(Minute of silence)

Thank you

**A. APPROVAL OF AGENDA**

Motion: 18-R74, R.Ward/J.Hunda

That the agenda for the Regular Board meeting of May 23, 2018 be approved.  
- **Carried**

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

**C. PRESENTATIONS NIL**

**D. REPORT FROM THE IN-CAMERA COMMITTEE OF THE WHOLE MEETING OF THE BOARD**

Motion: 18-R75, D.Morrison/J.Hunda

That Motion #18-W26 be approved. – **Carried unanimously**

**E. OLD BUSINESS**

**1. Previous Minutes**

Motion: 18-R76, D.Morrison/J.Kosmerly

That the minutes of the Regular Board Meeting held on April 24, 2018 be approved. – **Carried**

**2. Tenders/Requests for Proposals**

Motion: 18-R77, J.Hunda/G.Santala

That the Board award the contract for Charles C. McLean Public School, interior renovations – tender #2018-06 to Sheppard & Son Construction Ltd. for \$163,250.  
- **Carried**

**3. Reports and Recommendations from Board Committees**

**i) Special Education Plan 2018-2019**

Motion: 18-R78, J.Kosmerly/J.Hunda

That the Special Education Plan be approved. - **Carried**

**ii) Report from Ad Hoc Committee: Governance Policy Reviews/Updates**

**a) Motion: 18-R79, D.Morrison/J.Kosmerly**

That the changes as outlined in *Policy No. GOV-01: Vision, Mission, and Values* as amended be approved. - **Carried**

**b) Motion: 18-R80, J.Hunda/G.Santala**

That the changes as outlined in *Policy No. GOV-03: Role of the Board of Trustees* as amended be approved. - **Carried**

**c) Motion: 18-R81, R.Ward/J.Hunda**

That the changes as outlined in *Policy No. GOV-06: Role of the Director of Education* as amended be approved. - **Carried**

- d) Motion: 18-R82, G.Santala/J.Kosmerly  
That the changes as outlined in *Policy No. GOV-09: Delegation of Authority* as amended be approved. - **Carried**
- e) Motion: 18-R83, R.Ward/J.Hunda  
That the changes as outlined in *Policy No. GOV-10: Policy Development and Review* as amended be approved. - **Carried**
- f) Motion: 18-R84, J.Kosmerly/D.Morrison  
That the changes as outlined in *Policy No. GOV-11: Learning and Working Environment: Equity and Inclusive Education* as amended be approved. - **Carried**
- g) Motion: 18-R85, J.Hunda/D.Morrison  
That the changes as outlined in *Policy No. GOV-12: Learning and Working Environment: Safe Schools* as amended be approved. - **Carried**
- h) Motion: 18-R86, G.Santala/J.Kosmerly  
That the changes as outlined in *Policy No. GOV-14: Parent/Guardian and Community Relations* as amended be approved. - **Carried**

## **F. NEW BUSINESS**

### **1. Municipal Election Compliance Audit Committee**

Motion: 18-R87, D.Morrison/G.Santala

That the Municipal Election Compliance Audit Committee bylaw 2018-03 as attached be deemed to have been read three times and approved. - **Carried**

### **2. Requests for Leave of Absence**

Motion: 18-R88, D.Morrison/J.Kosmerly

That Trustee Clement and Trustee Killens be granted a leave of absence from the May 23, 2018 Board meeting. - **Carried**

### **3. Director's Remarks**

Director Blaseg spoke about principal and vice principal transfers. On May 7 and 8 we interviewed all candidates that were successful with the eligibility process. As you might recall candidates must go through a series of steps to arrive at an interview. This included an application process, reference checks, a site visit by two senior administrators followed by an interview and a written submission.

Quick Facts:

- 17 applicants for the teacher to vice principal eligibility pool
- 9 applicants for the vice principal to principal eligibility pool

We have eight administrators indicate they were retiring or going on leave next school year.

They include:

- Jeff McKibbon
- Mike Mirka
- Bob Deeth
- Cathy Nursall
- Paul Dupont
- Sherry Conroy
- Dave Farrow
- Lisa Piquette

Before I announce their replacements I just want to say this was not an easy undertaking; it is very tough to replace administrators of this caliber. I want to extend my heartfelt thanks to all of them for their years of service. I hope to see all of them at the board retirement evening on Wednesday, May 30<sup>th</sup> at the Holiday Inn.

I will announce the elementary transfers first, then the secondary.

\*Please note that if I indicate *acting* it is for the following reasons:

- for principals only *acting* means they are in their first year in that role
- for vice principals, acting may mean one of two things
  1. The individual is in their first year as a vice principal and /or
  2. The individual has not yet completed all requirements to deem them qualified

All acting vice principals are still part of their collective teacher associations.

In all of the scenarios noted, once you become permanent in either role, you become a member of the Ontario Principals Council and are no longer a part of a teacher association.

Here are the following transfers:

### **Elementary**

Principal Trevor Dewitt transferred to Algonquin Road PS effective August 20, 2018.

Principal Pablo Gil-Alfau transferred to Chelmsford Senior PS effective August 20, 2018.

Principal James Norrie transferred to Churchill PS effective August 20, 2018.

Principal Kim Boulanger transferred to Jean Hanson PS effective August 20, 2018.

Principal Chris Bourré transferred to R.H. Murray PS effective August 20, 2018.

Principal Stephen Winckel transferred to Walden PS effective August 20, 2018.

Vice Principal Kelly McCauley appointed as Principal of R.L. Beattie PS effective Aug. 20, 2018.

Vice Principal Heather Pennie appointed as acting Principal of Assiginack PS effective Aug. 20, 2018.

Vice Principal Jennifer Harvey appointed as acting Principal of Lansdowne PS effective Aug. 20, 2018.

Acting Principal Enza MacEachern transferred as acting Principal of Levack PS effective Aug. 20, 2018.

Vice Principal Paula Biondi transferred as acting Principal to Monetville PS effective Aug. 20, 2018.

Acting Principal David Wiwchar appointed as Principal of Central Manitoulin PS effective Aug. 20, 2018.

Acting Principal Dan Koziar appointed as Principal of Princess Anne PS effective August 20, 2018.

Acting Vice Principal Carrie Wilson appointed as Vice Principal of Chelmsford PS effective Aug. 20, 2018.

Acting Vice-Principal Ashleigh Conley-Cayer appointed as Vice Principal at Redwood Acres Public School effective Aug. 20, 2018.

Acting Vice-Principal Kim Reisiger remains at Churchill Public School effective Sept. 5, 2018 to June 29, 2019.  
 Acting Vice-Principal Shannon Lafrance-Pitura remains as acting Vice Principal at MacLeod PS effective Sept. 5, 2018 to June 29, 2019.  
 Acting Vice Principal Cathy Norrie remains as acting Vice Principal of Cyril Varney PS effective Sept. 5, 2018 to June 29, 2019.  
 Acting Vice Principal Cheryl Vincent remains as acting Vice Principal of Lansdowne PS effective Sept. 5, 2018 to June 29, 2019.  
 Acting Vice Principal Kristen Pichette remains as acting Vice Principal of R.L. Beattie PS effective Sept. 5, 2018 to June 29, 2019.

David Squarzolo appointed as acting Vice Principal of A.B. Ellis PS effective Sept. 5, 2018 to June 29, 2019.  
 Andrea Therrien appointed as acting Vice Principal of Jean Hanson PS effective Sept. 5, 2018 to June 29, 2019.  
 Shelley Tamura appointed as acting Vice Principal of Little Current PS effective Sept. 5, 2018 to June 29, 2019.  
 Jamie Bouchard appointed as acting Vice Principal of Northeastern Elementary School effective Sept. 5, 2018 to June 29, 2019.  
 Elisa McNeil appointed as acting Vice Principal of Princess Anne PS effective Sept. 5, 2018 to June 29, 2019.  
 Coleen Eberlein appointed as acting Vice Principal of Queen Elizabeth II PS effective Sept. 5, 2018 to June 29, 2019.  
 Heather Dubeau appointed as acting Vice Principal of Walden PS effective Sept. 5, 2018 to June 29, 2019.

**Secondary**

Principal Danielle Williamson transferred to Chelmsford Valley DCS effective August 20, 2018.  
 Principal Martin Punkari transferred to Confederation SS effective August 20, 2018.  
 Principal Kristina Rivard Gobbo transferred to Espanola HS effective August 20, 2018.  
 Principal Pamela Potvin transferred to Lo-Ellen Park SS effective August 20, 2018.  
 Principal John Capin transferred to Cecil Facer effective March 1, 2019.

Vice-Principal Susan Kett appointed as acting Principal of Barrydowne College effective August 20, 2018.  
 Vice Principal Heather Downey appointed as acting Principal of Sudbury SS effective August 20, 2018.

Vice-Principal Sheila James transferred to Chelmsford Valley DCS effective August 20, 2018.  
 Vice-Principal Yves Poirier transferred to Espanola HS effective August 20, 2018.  
 Vice Principal Patrick Hopkin transferred to Lockerby CS effective August 20, 2018.  
 Vice Principal Dave St. Amour transferred to Sudbury SS effective August 20, 2018.

Victoria Zymantas appointed as acting Vice Principal of Confederation SS effective Sept. 5, 2018 to June 29, 2019.  
 Melanie Bertrand appointed as acting Vice Principal of Lo-Ellen Park SS effective Sept. 5, 2018 to June 29, 2019.  
 Denis Lafleur appointed as acting Vice Principal of Manitoulin SS effective Sept. 5, 2018 to June 29, 2019.

**EQAO facts**

Just one other item I want to bring forward. Just want to ensure all trustees have the facts as they pertain to RDSB EQAO results. At a recent provincial candidates debate a trustee made a statement before asking his question, the trustee indicated that RDSB's EQAO results were the worst in the province. That statement was incorrect.

If we only consider the north-east region, which includes 8 school boards, the 2016-2017 RDSB results/rankings were as follows:

	<b>Reading</b>	<b>Writing</b>	<b>Math</b>
<b>Primary</b>	3	3	3
<b>Junior</b>	3	2	1

	Applied Math	Academic Math	OSSLT	
<b>Grade 9</b>	6	4	<b>Grade 10</b>	3

In the future I would hope that facts carry the day.

As you might expect, the staff member that heard this comment was quite embarrassed and hurt by the disclosing of misinformation. When speaking publicly all of us need to adhere to the facts and speak well of our staff and our students – it's just the right thing to do!

Itinerary:

- April 25      Agenda Setting, Strategic Planning Committee Meeting  
Online Violent Incident Training
- April 26      Citizenship Ceremony, Lo-Ellen Park Secondary School
- April 27      School Visits:  
                  Monetville Public School  
                  Markstay Public School  
                  Adamsdale Public School
- April 28      Parent Involvement Committee Conference:  
                  EAT.Sleep.Move.Think Explore *The Ripple Effect and Its  
                  Impact on the Brain* featuring Dr. Greg Wells at Lockerby CS
- April 29      International Students Reception  
Lockerby Composite School
- April 30      Safe Schools Meeting  
Agenda Setting
- May 1         Executive Council Meeting
- May 2         School Visits:  
                  Levack Public School  
                  Larchwood Public School  
                  Chelmsford Valley DCS  
                  Chelmsford Public School
- May 3         School Visits:  
                  Lockerby Composite School  
                  Algonquin Road Public School  
                  Lo-Ellen Park Secondary School  
                  MacLeod Public School  
                  Alexander Public School  
                  R.L. Beattie Public School
- May 4         Sudbury Regional Heritage Fair,

- Fraser Auditorium, Laurentian University
- May 7 Principal /Vice Principal interviews
- May 8 Principal /Vice Principal interviews – day 2  
Strategic Planning Committee Meeting
- May 9 First Nations Advisory Committee meeting  
Agenda Setting  
Safe School Meeting (Greater Sudbury Police Service and Ontario  
Representatives)  
School Visits:  
Assiginack Public School  
Little Current Public School
- May 10 School Visits:  
C.C. McLean Public School  
Central Manitoulin Public School  
Manitoulin Secondary School  
A.B. Ellis Public School  
OSSTF Meeting
- May 11 Executive Council  
School Visits:  
C.R. Judd Public School  
Redwood Acres Public School  
Confederation Secondary School  
Valley View Public School  
Queen Elizabeth II Public School  
Copper Cliff Public School  
Jean Hanson Public School  
Lansdowne Public School
- May 14 ETFO Meeting  
School Visits:  
Lasalle Secondary School  
Sudbury Secondary School  
Princess Anne Public School  
Lively District Secondary School  
Walden Public School  
R.H Murray Public School
- May 15 Directors meeting  
Principal Visits:  
M.W. Moore Public School  
S. Geiger Public School
- May 16 School Visits  
Cyril Varney Public School

Westmount Public School,  
Carl A. Nesbitt Public School  
Barrydowne College

- May 17 Human Resources meeting  
School Visit:  
Cecil Facer Secondary School  
Future Leaders – Board Office
- May 18 Future Leaders – Board Office  
Safe Schools meeting
- May 22 Executive Council  
Agenda Setting
- May 23 Board Meeting  
Board Awards

4. **Other Items**  
OPSBA Delegate – NIL

Student Trustee – Student Trustee Leach Jarrett spoke about the STaR Ministry session that she and three student trustees attended in April with Superintendent Noble and the success of that conference.

Student Trustee Leach Jarrett also spoke about the Stand Up Speak Out conference that was held in May at Cambrian College and spoke of the positive feedback gathered after that conference.

She advised that later this month she and the incoming Student Trustee for 2018-2019 would be attending the OSTA meeting in Toronto.

5. **Trustees' Remarks/Questions**

Trustee Kosmerly spoke to the letter included in the agenda package from Waterloo Region District School Board. SEAC is recommending that the Board write a letter of support and copy all Boards that received the WRDSB letter.

Motion: 18-R89, D.Morrison/R.Ward

That the Board send a letter to Minister of Education Indira Naidoo-Harris in support of the letter dated February 28, 2018 from Waterloo District School Board.

- **Carried**

Trustee Kosmerly advised that she would be bringing forward letters from Peel District School Board and from Conseil scolaire-catholique Franco Nord for discussion at the July 3, 2018 Board meeting

6. **Chairperson's Remarks**

Rainbow District School Board has a budding Elon Musk in its midst. Brendon Matush, a Grade 10 student from Lo-Ellen Park Secondary School, won best in fair at the 2018 Canada-Wide Science Fair held in Ottawa last week with his very own self-driving car. His project was actually called “An Investigation of Techniques for Autonomous Driving Using Convolutional Neural Networks”. It’s the modern day version of “Look Ma! No hands.”

Brendan Matush earned a Gold Medal, the Platinum Award for the Best Intermediate Project, the Excellence Award in the Intermediate Category, the Challenge Award, a Youth Can Innovate Award, a \$4,000 Entrance Scholarship to Western University, and an all-expense paid trip in September to the European Union Contest for Young Scientists as a member of Team Canada in Dublin, Ireland.

And there were other Canada-Wide Science Fair participants from Rainbow Schools who also took home impressive awards.

Kerry Yang, a Grade 8 student at Lo-Ellen park Secondary School, earned a Gold Medal, an Excellence Award in the Junior Category, a Challenge Award, and a \$4,000 entrance scholarship to Western University. Kerry investigated the use of dandelion root to reduce antibiotic resistance.

Nethra Wickramasinghe, a Grade 9 student at Lockerby Composite School, earned a Silver Medal, an Excellence Award in the Intermediate Category and a \$2,000 Entrance Scholarship to Western University. Nethra developed a non-invasive, wireless system to measure and regulate a patient’s heart rate to help reduce stress levels and increase wellness.

Some of the best young scientists in the country are in Rainbow Schools.

We are so proud of our students and their amazing success at the national level.

Our future is in good hands.

For more news about Rainbow Schools, please visit our website at [rainbowschools.ca](http://rainbowschools.ca)

The thought for this month comes from an unknown author who said “ Your cell phone has already replaced your camera, your calendar, your alarm clock and your encyclopedia. Don’t let it replace your family.”

## **G. INFORMATION AND PROPOSALS**

### **1. Reports from Officials and Staff**

Special Education Advisory Committee minutes March 7, 2018 (official)  
Parent Involvement Committee minutes April 3, 2018 (official)

### **2. Non-Staff Communications**

2018 Elementary and Secondary School Graduation dates *FINAL*

Letter from Waterloo Region DSB dated February 26 2018  
Letter from Lambton Kent DSB dated April 16, 2018  
OPSBA Strategic Priorities – 2018-2019 dated May 3, 2018

**H. FUTURE MEETINGS**

Board Meeting - Budget May 29, 2018 5:00 pm Ernie Checkeris Boardroom  
Retirement Dinner May 30, 2018 6:00 pm Holiday Inn  
Student Senate Meeting June 4, 2018 5:00 pm Ernie Checkeris Boardroom  
Strategic Planning Cmttee Meeting June 5, 2018 5:00 pm Ernie Checkeris Boardroom  
Special Education Advisory Cmttee June 6, 2018 12:00 pm Centre for Education Room 125  
Student Senate Meeting June 18, 2018 5:00 pm Ernie Checkeris Boardroom  
Board Meeting July 3, 2018 5:00 pm Ernie Checkeris Boardroom

**I. ADJOURNMENT**

Motion: 18-R90, D.Morrison/R.Ward  
That we now adjourn at 6:25 p.m. – **Carried.**

Unofficial

**RAINBOW DISTRICT SCHOOL BOARD**  
**MINUTES OF THE**  
**SPECIAL BOARD MEETING – BUDGET**  
held in in the Ernie Checkeris Boardroom  
at the Centre for Education, 408 Wembley Drive  
on Tuesday May 29, 2018 at 5:00 p.m.

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Present: Trustees: D. Dewar (Chair), B. Clement, J. Hunda, L. Killens, J. Kosmerly, D. Morrison, G. Santala, R. Ward, Student Trustee Leach Jarrett

Absent: G. Fox

Officials: N. Blaseg – Director  
D. Bazinet – Superintendent of Business  
B. Bourget, J. Noble, K. Wachnuk - Superintendents  
N. Charette, H. Thirkill

Others: K. Kozman, G. Gauthier, N. Mousseau, S. Ackroyd, T, Batchilder and members of public

Chair Dewar requested that cell phones be turned off during the meeting.

**A. APPROVAL OF AGENDA**

Motion: 18-R91, G.Santala/B.Clement

That the agenda for the Special Board Meeting - Budget of May 29, 2018 be approved. – **Carried**

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

**C. 2018/2019 BUDGET PRESENTATION**

Superintendent Bazinet provided line-by-line clarification of the distributed 2018/2019 budget presentation.

Trustees had the opportunity to ask questions.

Trustee Morrison thanked Superintendent Bazinet and the entire central services staff for the comprehensive 2018/2019 budget presentation. Her words were supported by the trustees.

Chair Dewar reminded trustees that there is an opportunity to seek further clarification through personal call or email and/or at the next Strategic Planning Committee meeting. Trustees are encouraged to submit questions to the Superintendent of Business prior to the June 5 meeting.

**D. NEW BUSINESS**

**Requests for Leave of Absence**

Motion: 18-R92, R.Ward/B.Clement

That Trustee Fox be granted a leave of absence from the May 29, 2018 Special Board Meeting - Budget. – **Carried**

**E. ADJOURNMENT**

Motion: 18-R93, J.Hunda/D.Morrison

That we now adjourn at 6:20 p.m. – **Carried.**

Unofficial

**RAINBOW DISTRICT SCHOOL BOARD**  
**UNOFFICIAL MINUTES OF THE**  
**SPECIAL BOARD MEETING**

held in the Ernie Checkeris Boardroom  
Centre for Education, 408 Wembley Drive  
on Monday, June 11, 2018 at 5:00 p.m.

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Present: Trustees: D. Dewar (Chair), B. Clement, G. Fox, J. Hunda, L. Killens, J. Kosmerly, D. Morrison, G. Santala, R. Ward  
Absent: Student Trustee M. Leach Jarrett  
Officials: N. Blaseg - Director  
D. Bazinet – Superintendent of Business  
K. Wachnuk - Superintendent  
N. Charette, H. Thirkill  
Others: S. Ackroyd, C. McDonald, G. Gauthier, members of the public

Chair Dewar requested that cell phones be turned off during the meeting.

**A. APPROVAL OF AGENDA**

Motion: 18-R94, R.Ward/J.Kosmerly

That the agenda for the Special Board meeting of June 11, 2018 be approved.  
– Carried

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

**C. CAPITAL AND ACCOMMODATION PLAN – UPDATE #6**

Superintendent Bazinet reviewed the document that was distributed to trustees regarding the multi use sports facility at Lasalle Secondary School campus.

Trustees had the opportunity to ask questions and discuss.

Motion: 18-R95, D.Morrison/J.Kosmerly

That \$1.1M for the cost of the artificial turf surface from the existing School Condition Improvement capital allocation be approved.

Trustee Killens and Trustee Kosmerly requested a poll vote.

*Bob Clement: In-favour*  
*Grace Fox: In-favour*  
*Larry Killens: Opposed*  
*Dena Morrison: In-favour*  
*Ruth Ward: In-favour*

*Doreen Dewar: In-favour*  
*Judy Hunda: in-favour*  
*Judy Kosmerly: In-favour*  
*Gord Santala: In-favour*

**- Carried**

**D. Requests for Leave of Absence**

Motion: 18-R96, G.Santala/B.Clement

That Student Trustee Leach Jarrett be granted a leave of absence from the June 11, 2018 Special Board meeting. - **Carried**

**E. ADJOURNMENT**

Motion: 18-R97, L.Killens/D.Morrison

That we do now adjourn at 5:50 pm. - **Carried**

Unofficial



# Rainbow Schools

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

July 2018

*Reaching minds. Touching hearts.*



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DRAFT



## 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.

DRAFT



# 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 arise: Are we in the period of the Eighth Fire? Is this the time when Canadian society makes 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.

## Consultation Process Acknowledgement

In order to ensure the many voices of our Indigenous and academic community were honoured in this Truth and Reconciliation: Commitment to Action, the following groups were consulted under the leadership of Kathy Dokis and Bob Goulais in the fall and winter of 2017/2018.

- The First Nations Advisory Committee of the Rainbow District School Board
- The Urban Indigenous Community
- Indigenous Youth from the Rainbow District School Board
- Indigenous Staff from the Rainbow District School Board
- M'Chigeeng First Nation
- Whitefish River First Nation
- Sagamok Anishnawbek
- Atikameksheng Anishnawbek
- RDSB Executive Council
- RDSB Principal of Indigenous Education
- RDSB System Principals
- RDSB Strategic Planning Committee



## 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 the Trustees of the Rainbow District School Board

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Doreen Dewar  
Board Chair  
Sudbury, Area 5

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Dena Morrison  
Board Vice-Chair  
Sudbury, Area 4

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Grace Fox  
Trustee  
First Nations

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Gord Santala  
Trustee  
Sudbury, Area 1

---

Ruth Ward  
Trustee  
Sudbury, Area 2

---

Judy Kosmerly  
Trustee  
Sudbury, Area 3

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Judy Hunda  
Trustee  
Sudbury, Area 6

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Larry Killens  
Trustee  
Manitoulin, Area 7

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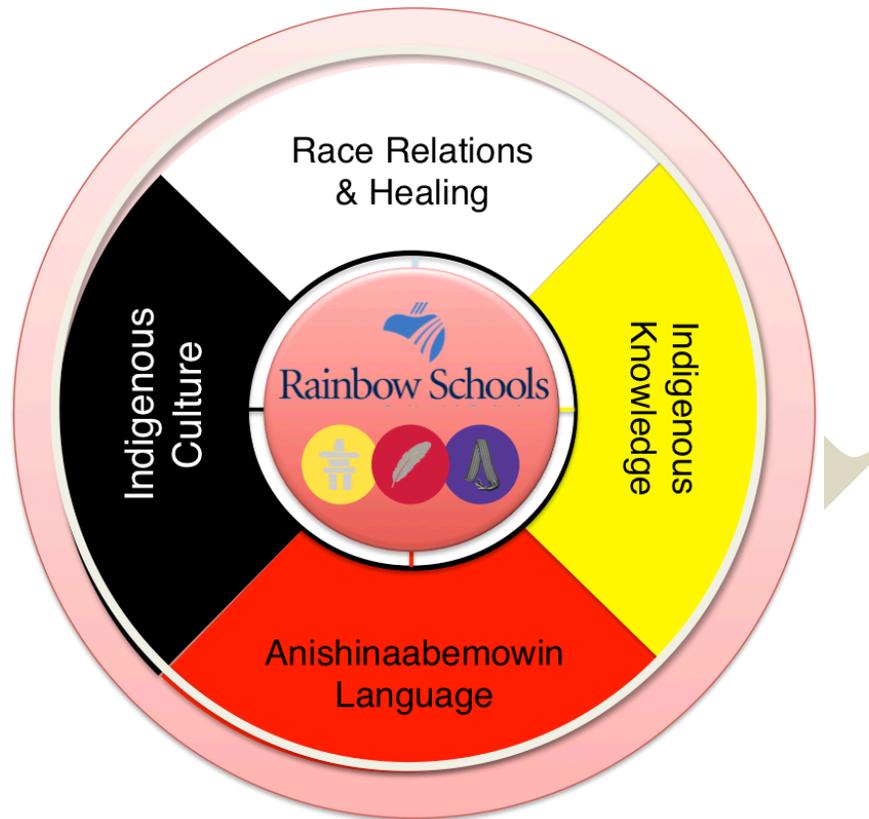
Bob Clement  
Trustee  
Espanola, Area 8

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Madeline Leach Jarrett  
Student Trustee  
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 holistic 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 teach 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 begins with observance of Robinson Huron Treaty Day on September 9 and concludes 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

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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 develops 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

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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 (e.g. 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

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## 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 Work plan 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, 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

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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

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### 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, develop 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 work plan 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

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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

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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 include 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

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## 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 (e.g. 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

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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 (e.g. 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 Measures:**

- 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 Grandfather Teachings, Grandmother Teachings and Two-Spirited Teachings based upon the medicine wheel.

**Timeframe:** 3 years

**Success Measures:**

- Facilitate opportunities with community partners
- Identify teachers, Elders to speak to these topics

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# 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 Rainbow Schools or Rainbow District School Board or their partners. In fact, many Calls to Action are quite specific and intended for certain parties (e.g. 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.

## Language and Culture

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

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-language 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.

## 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 ensures 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:
- i. Ensuring that their institutions, policies, programs, and practices comply with the United Nations Declaration on the Rights of Indigenous Peoples.
  - ii. 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.
  - iii. Engaging in ongoing public dialogue and actions to support the United Nations Declaration on the Rights of Indigenous Peoples.
  - iv. 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:
- i. Aboriginal title claims are accepted once the Aboriginal claimant has established occupation over a particular territory at a particular point in time.
  - ii. 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:
- i. 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 are 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



## 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.*



MINUTES OF THE  
**FIRST NATIONS ADVISORY COMMITTEE MEETING**  
Rainbow District School Board Centre for Education  
Room 125  
Thursday, February 15, 2018  
10:00 a.m. - 2:00 p.m.

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**Members Present:** Kim Nootchtai, Atikameksheng Anishnawbek  
Carlene Assinewai, Aundeck Omni Kaning  
Claudette Fournier, Sagamok Anishnawbek  
Cynthia Trudeau, Sheguindah First Nation  
Kelly Lee Assinewe, N'Swakamok Native Friendship Centre  
Stephanie Roy, Kenjgewin Teg Educational Institute  
Grace Fox, Trustee, Rainbow District School Board  
Doreen Dewar, Trustee, Rainbow District School Board  
Bob Clement, Trustee, Rainbow District School Board  
Kathy Dokis, Principal of Indigenous Education, Rainbow District School Board  
Norm Blaseg, Director of Education, Rainbow District School Board

**Members Absent with Regret:** Annelise Dokis, Dokis First Nation  
Janice Cada, Shehewaning First Nation  
Robert Pierfield, Wapapitae First Nation  
Vanessa McGregor, Whitefish River First Nation  
Far Zoccola, Wikwemikong First Nation

**Members Absent:** Kevin Mossip, Zhiibaahaasing First Nation

**Guests:** Robert Beaudin, M'Chigeeng First Nation  
Chop Waindubence, Rainbow District School Board

**Recording Minutes:** Alicia Marshall, Rainbow District School Board

1. **WELCOME AND INTRODUCTIONS**  
Meeting began at 10:05 am. Quorum has been met.
2. **APPROVAL OF AGENDA**  
Request by Trustee Fox that #4 and #5 (Elections) be moved to #14.  
Member Cynthia Trudeau discussed the need to ensure students with special needs in certificate programs acquire the skills needed to be productive in their communities.  
Director Blaseg recommended adding this to the Education Service Agreement as a topic/addendum.

Motion by Trustee Fox to accept amended minutes. Seconded by Carlene Assinewai. **Carried.**

**3. REVIEW AND APPROVE MINUTES FROM SEPTEMBER 28, 2017 AND JANUARY 15, 2018**

Amendment made to #7 – ‘individuals who carry out *Indigenous* PD sessions.’

Motion to approve amended minutes for September 28, 2017 by Grace Fox. Seconded by Cynthia Trudeau. **Carried.**

Motion to approve minutes for January 15, 2018 by Carlene Assinewe. Seconded by Claudette Fournier. **Carried.**

**4. INDIGENOUS STUDENT SENATE POSITION**

Principal Dokis explained that this is an Indigenous Student Trustee position, not Senate. Members asked questions and discussed what this position would entail, the roles and responsibilities, and the process of selection.

Trustee Dewar discussed the role of the Student Trustee with the Board. The Board of Directors look to this student for current issues, feedback and input and is a strong voice for the students. An Indigenous Student Trustee could have the same role.

**Motion** by Trustee Fox to recommend to the board that an Indigenous Student Trustee position be established. Seconded by Stephanie Roy. **Carried.**

**5. EDUCATION SERVICE AGREEMENTS**

Principal Dokis provided an update that the Anishinabek Education System (AES) has new guidelines coming in April. Draft guidelines will come out at the end of February.

Members discussed opportunities to best support students of both the AES and non-AES First Nations and how to bridge the programming between the communities and schools of the board for students.

**6. KENJGEWIN TEG PROPOSAL**

Stephanie Roy presented a partnership proposal between Kenjgewin Teg and the board for secondary programming. Members asked questions throughout the presentation.

**7. TRC PLAN**

Principal Dokis provided a detailed draft of the Truth and Reconciliation: A Commitment to Action. Principal Dokis and Director Blaseg highlighted goals and strategies from the document and members asked questions.

Director Blaseg reviewed the vetting process of the document and a rough timeline of events until the final draft is complete. The goal for completion and beginning of implementation is September 1, 2018.

Member Stephanie Roy commended the board on the Action Plan and shared that she is excited for the students to be a part of this movement and feels the impact will be far reaching.

**8. CULTURAL LIAISON POSITION**

Principal Dokis introduced Chop Waindubence as the new Cultural Liaison for the Rainbow District School Board.

**9. ANNUAL REPORT**

Principal Dokis provided the draft Annual Report to members.

Members discussed the Seven Social Factors and how the data and stories reflect these factors.

**10. BOARD ACTION PLAN RUBRIC**

Principal Dokis reviewed the rubric with members and they were invited to share their feedback.

Trustee Fox posed the idea of recruitment strategies to encourage First Nation people to apply for positions. Principal Dokis shared that recent Rainbow District School Board job postings are now being posted in two different First Nation sources.

Stephanie Roy suggested the use of surveys for students for #6. She recommended 'The Learning Bar' as a resource for surveys.

**11. DRUMS**

Principal Dokis explained that Room 225 of the Centre for Education will be a room dedicated Indigenous room. Members discussed having the eleven First Nation logos put on drums and whether this could be an opportunity for the students to display their art.

**12. ELECTION FOR CHAIR**

Trustee Dewar nominated Kelly-Lee Assinewe, seconded by Trustee Fox. Principal Dokis made three more calls for nominations. Kelly-Lee Assinewe accepted. **Motion carried** that Kelly-Lee Assinewe be declared the Chair of FNAC.

**13. ELECTION OF VICE CHAIR**

Trustee Dewar nominated Trustee Fox, seconded by Stephanie Roy. Chair Assinewe made three more calls for nominations. Trustee Fox accepted. Motion is unanimous that Trustee Fox be declared Vice Chair of FNAC.

**14. NEW BUSINESS**

Sagamok First Nation shared their Annual Report with members.

**15. CLOSING**

Trustee Fox provided a closing. Meeting adjourned at 1:50pm.

**MINUTES OF THE RAINBOW DISTRICT SCHOOL BOARD  
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING**

**Wednesday, May 2, 2018**

**Time: 12:00 PM**

**Room 125 – Rainbow District School Board**

**Present:**

**SEAC Members:**

Maureen Beaudry  
Bob Clement  
Judy Kosmerly  
Wendy Larouche (Chair)

Canadian Hearing Society  
Trustee  
Trustee  
Learning Disabilities Association of Sudbury

**Staff:**

Karin Kozman  
Colleen McDonald  
David Squarzolo  
Kathy Wachnuk

Manager of Finance  
Principal of Special Education Programs and Services  
Special Education Consultant  
Superintendent

**Regrets:**

Julie Contini  
Natasha Delaney (Vice-Chair)

Down Syndrome Association of Sudbury  
Autism Ontario – Sudbury

**1.0 Welcome and Introductions**

W. Larouche welcomed everyone.

**2.0 Establish Quorum of Voting Members**

Quorum was established.

**3.0 SEAC Mission Statement**

Superintendent Wachnuk read aloud the mission statement.

**4.0 Approval of the Agenda**

**Motion 1:**

Moved by: Trustee Clement

Seconded by: Trustee Kosmerly

That the agenda for the SEAC meeting of April 4, 2018 be approved as amended.

Motion carried.

**5.0 Conflicts of Interest**

No conflicts of interest were noted.

**6.0 Approval of the Minutes of the Previous Meeting**

**Motion 2:**

Moved by: M. Beaudry

Seconded by: Trustee Kosmerly

That the minutes of the SEAC meeting of March 7, 2018 be approved.

Motion carried.

**7.0 Business Arising**

Deferred to Superintendent's Report

**8.0 New Business**

Requests for Leaves of Absence

**Motion 3:**

Moved by: Trustee Kosmerly

Seconded by: M. Beaudry

That the SEAC approve the absences of Natasha Delaney and Julie Contini from

the May 2, 2018 SEAC meeting.  
Motion carried.

Special Education Budget 2018-2019

Karin Kozman, Manager of Finance, shared the proposed special education revenue and expenditures for 2018-2019.

**Motion 4:**

Moved by: Trustee Kosmerly

Seconded by: Trustee Clement

That the SEAC support the Board in writing a letter to the Ministry stating its concern regarding the reduction in funding for students who are no longer attending a self-contained class.

Motion carried.

**Motion 5:**

Moved by: Trustee Clement

Seconded by: M. Beaudry

That the SEAC recommend the proposed 2018-19 special education budget be approved by the Board.

Motion carried.

Special Education Plan 2018-19

Superintendent Wachnuk shared the proposed special education staffing for 2018-2019 and highlighted changes.

**Motion 6:**

Moved by: Trustee Clement

Seconded by: M. Beaudry

That the SEAC recommend the proposed 2018-19 special education staffing be approved by the Board.

Motion carried.

**9.0 Superintendent's Report**

Superintendent Wachnuk reviewed in detail the parent responses into special education programs and services. The survey may require revamping or other strategies to engage more parents. The Board received 141 parent responses.

Principal McDonald is developing a single Board procedure addressing anaphylaxis, asthma, diabetes, seizures, and concussions. Discussion has occurred about maintaining a supply of Naproxen in schools for emergency administration. Training in its administration and implementing a protective protocol would also be necessary. The Board has maintained a supply of Glucagon pens in schools for the past two years.

A special education audit with the Ministry of Education is scheduled for tomorrow.

## **10.0 Special Education Staff Report**

Principal McDonald reported that the Applied Behaviour Analysis professional development offered by Brien Managhan during five after school sessions was well attended. Five sessions are being offered on Manitoulin Island.

After school sessions for Behaviour Management Systems certification and recertification held last week at Princess Anne PS were well attended by administrators, teachers, educational assistants, and early childhood educators in the Board.

Meetings with staff, parents, and community partners have been underway for preschoolers with special needs starting Kindergarten in September. IPRC meetings for students starting secondary school in September have been occurring.

Principal McDonald recently attended a speech-language conference. Dr. Sheila Bennett was a presenter who promoted the use of the term belonging rather than inclusion or integration.

The number of schools offering the Empower Reading Program will be expanded to 14 in September. The Early Language Intervention model will move into Tier 2 in September. Programming recommendations will be provided by a speech-language pathologist and delivered by a teacher.

Summer special education programs will be offered at Princess Anne PS and Jean Hanson PS. Redwood Acres PS might also host a program.

The annual Challenge Meet is scheduled for June 19 at Laurentian University.

## **11.0 Board Report**

Trustee Kosmerly reported that the Board received presentations on the international education program, and eco schools. The Board reviewed the truth and reconciliation action plan, the draft governance policy revisions, capital funding, and enrolment data.

The Board recommended sharing with the SEAC a letter received February 2018 from the Waterloo Region DSB discussing increasing occurrences of student aggression.

**Motion 7:**

Moved by: M. Beaudry

Seconded by: Trustee Clement

That the SEAC recommends to the Board they write a letter of support sim to Waterloo Region DSB letter to the Minister of Education.

Trustee Clement reported that he attended a Directors Meeting in Toronto. The province has passed compulsory course requirements in Indigenous studies.

Child and Family Services Review Board based in Toronto has the authority to overturn decisions that the RDSB and other school boards make about students. OPSBA will be addressing this.

**12.0 Chairperson's Report**

W. Larouche received information about Bill 44 and the Education Amendment Act for Fetal Alcohol Spectrum Disorder. The SEAC will wait until Autumn 2018 to determine any further action.

**13.0 Association Reports**

Wendy Larouche (Learning Disabilities Association of Sudbury)

The LDAS hosted Barbara Coloroso on April 16 in Sudbury. The session was well attended.

**14.0 Correspondence Addressed to SEAC**

2018-03-19 Peel DSB SEAC Letter

The Peel DSB SEAC shared that there are shortages of school bus drivers in the Greater Toronto Area resulting in delays in transporting students to and from school. There are difficulties locally in securing monitors for transportation particularly in rural areas.

2018-04-03 CSCNO Letter

The Board shares the same concerns that were outlined in the previous correspondence received.

2018-04-19 PVN&C DSB SEAC Letter

Information item

**15.0 Other Items/ Future Agenda Items/ Information Requests**

- IPRC form – Julie Contini – June 2018
- Lasalle SS student successes – Superintendent Wachnuk – June 2018
- Ministry of Education recognition of FASD – Superintendent Wachnuk – September 2018

**16.0 Next Meeting Date**

June 6, 2018 from 12:00 until 2:00 PM in Room 125 at the RDSB Board Office, 408 Wembley Drive, Sudbury.

**17.0 Adjournment**

W. Larouche adjourned the meeting at 2:19 PM.

OFFICIAL



# Grand Erie District School Board

Education Centre: 349 Erie Avenue, Brantford, Ontario N3T 5V3  
(519) 756-6301 | granderie.ca | info@granderie.ca | Fax: (519) 756-9181

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May 22, 2018  
Hon. Indira Naidoo-Harris  
Minister of Education  
Ministry of Education  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, ON M7A 1L2

Dear Minister Naidoo-Harris,

On behalf of the Grand Erie District School Board, I am writing to share our serious concerns with the financial implications of the current sick leave provision for elementary and secondary school teachers.

For many years, teachers were allowed to have 20 days of sick leave that be could banked each year. Since the current system has been in place, allowing teachers 11 days of sick leave and up to 120 days of leave at 90% pay, school boards have seen a steady increase in supply teacher costs.

We urge the government to explore changes to this model or to provide funding to help school boards mitigate the expanding costs associated with teacher absence.

Sincerely,

Greg Anderson  
Board Chair

cc: Trustees  
Ontario Public School Board Chairs  
Executive Director, OPSBA



**ONTARIO PUBLIC  
SCHOOL BOARDS'  
ASSOCIATION**

**Leading Education's Advocates**

**Ontario Public School Boards' Association**  
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www.opsba.org

Laurie French  
Past President

W.R. (Rusty) Hick  
Executive Director

June 8, 2018

Dear Doreen Dewar, Board Chair

On behalf of the Ontario Public School Boards' Association, I'm happy to present to you our Annual Report of the 2017-18 school year.

The work described in the report provides a comprehensive account of the accomplishments throughout the past year that we can all take great pride in.

I encourage you to share these additional copies of our Annual Report with your colleagues. The document is also available in electronic format on our website at <http://www.opsba.org/events-and-publications/annual-report>.

Thank you for your contribution to public education this year and I wish you all the best for the summer break.

Best Regards,

Laurie French  
Past President (2016-2018)  
Ontario Public School Boards' Association