



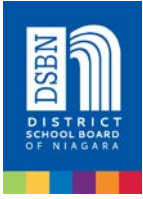
PROGRAM AND PLANNING COMMITTEE

**Tuesday, May 1, 2018
6:00 p.m.
Grimsby Lincoln Room**

AGENDA

1. Call to Order
2. Approval of the Agenda
3. Approval of the Minutes of March 22, 2018
4. Business arising from the Minutes
5. New Business
 - DSBN Flag Protocol Following the Passing Brett Sweeney
of a Student, Staff, or Board Member
 - Elementary School Boundary Change Kelly Pisek and Stacy Veld
Richmond Street PS and Prince of Wales PS
 - Indigenous Education Mid-Term Report 2017-2018 JoAnna Roberto and Helen McGregor
6. Other Business
7. Adjournment
8. Next Meeting – June 5, 2018 at 6:00 p.m. – Grimsby Lincoln Room

PROGRAM AND PLANNING COMMITTEE



Thursday, March 22, 2018
6:00 p.m.
Grimsby Lincoln Room – Education Centre

MINUTES

Present: Dave Schaubel (Chair), Helga Campbell, Diane Chase, Linda Crouch, Kevin Maves

Administration: Lora Courtois, John Dickson, Wes Hahn, Warren Hoshizaki, Helen McGregor, JoAnna Roberto, Michael St. John, Stacy Veld

Guests: Lora Campbell, Cheryl Keddy-Scott, Ronna Lockyer, Sue Mabee

Regrets: Paula MacKinnon, Marian Reimer Friesen

Recording Secretary: Terri Cook

CALL TO ORDER

Chair Dave Schaubel called the meeting of the Program and Planning Committee to order at 6:03 p.m.

APPROVAL OF THE AGENDA

“That the agenda be approved as presented”.

Moved by Helga Campbell, Seconded by Diane Chase

CARRIED

APPROVAL OF THE MINUTES OF FEBRUARY 6, 2018

“That the minutes of the February 6, 2018 Program and Planning Committee meeting be approved as presented”.

Moved by Helga Campbell, Seconded by Kevin Maves

CARRIED

BUSINESS ARISING FROM THE MINUTES

Chair Schaubel asked if there was business arising from the minutes, and there was none.

NEW BUSINESS**St. Catharines Elementary School Boundary Change - Harriet Tubman PS and Connaught PS**

Chair Schaubel invited Director of Education Warren Hoshizaki on behalf of Superintendent Marian Reimer Friesen in her absence, to review the report with the Committee. The report outlines a boundary change for future students in Zone A who would be directed to Connaught PS for the start of the 2018-19 school year in September. Existing Harriet Tubman JK to Grade 7 students in Zone A would be grandfathered from the boundary change and provided the option to attend either Harriet Tubman or Connaught Public Schools. St. Catharines Collegiate is, and would remain as, the home boundary secondary school for Zone A students.

Director Hoshizaki welcomed Ronna Lockyer, Principal of Harriet Tubman and Sue Mabee, Supervisor of Planning. It was shared that the former boundary was designed when Alexandra, Maywood and Memorial public schools were in the area before Harriet Tubman was built. Director Hoshizaki shared that the Ministry approves the size of a new build based on enrolment numbers within the community and it is not uncommon to be at capacity after a new build, since new student migrations/registrations are unable to be projected. If the report is approved by the Board of Trustees, the policies of Niagara Student Transportation Services and the District School Board of Niagara (DSBN) would be followed if no crossing guard is provided and NSTS would deem the Niagara Street and Welland Avenue intersection a hazard.

Moved by Diane Chase, Seconded by Kevin Maves

“That, effective March 28, 2018, the elementary boundary change to transfer Zone A from Harriet Tubman PS to Connaught PS, as shown on Appendix C of the Report, be approved and apply to all future students in Zone A, including students pre-registered at Harriet Tubman PS for the 2018-19 school year. Existing Harriet Tubman PS JK to grade 7 students in Zone A, as described in this report, are grandfathered from the boundary changes and have the option to attend either school; and,

That the school boundaries be updated accordingly.”

CARRIED

Naloxone

Chair Schaubel invited Superintendent Lora Courtois to review the report with the Committee. Superintendent Courtois stated that the DSBN is creating both proactive and reactive strategies to address a growing opioid use crisis through the work of the Mental Health/Well-Being and Health and Safety Teams. The DSBN is working collaboratively with many community agencies in the Niagara Region including Niagara Region Public Health. In addition, a panel discussion with secondary superintendents and administrators took place to operationalize the placement of naloxone kits in all secondary schools and some alternative education sites as deemed necessary. An administrative procedure has been developed which outlines the signs and symptoms of an overdose, including processes and steps through training on how to administer the naloxone nasal spray.

Moved by Helga Campbell, Seconded by Diane Chase

“That the Board adopt a Naloxone Administrative Procedure and place naloxone kits in all secondary schools, some alternative education sites and any other site deemed necessary.”

CARRIED

Educational Research Committee

Chair Schaubel invited Superintendent Helen McGregor on behalf of Paula MacKinnon in her absence, to review the report with the Committee. The proposal entitled ***Exploring Mathematical Proofs in Elementary Classrooms*** will examine the use of mathematical proofs and their impact on student discourse at two schools for mathematics in Grade 3.

Moved by Diane Chase, Seconded by Linda Crouch

“That the report of the Educational Research Committee of February 15, 2018 be received”.

CARRIED

North Niagara Falls Elementary Program Changes: John Marshall PS, Martha Cullimore PS and Prince Philip PS

Chair Schaubel invited Superintendent Wes Hahn to review the report with the Committee. Superintendent Hahn shared that the K-8 and single-track French Immersion school model is optimal for students. With implementation for the September 2018 school year, all students would be relocated with their peers together as a class and, in some cases, siblings that were previously separated by a school transition may be reunited. Superintendent Veld clarified that should the report be approved by the Board of Trustees, parking at Prince Philip would be reviewed along with Martha Cullimore’s parking lot. A communication plan has been created for release if the report is approved.

Moved by Helga Campbell, Seconded by Kevin Maves

“That the following grade changes for North Niagara Falls Elementary Schools be approved, effective June 30, 2018 for implementation for the 2018-19 school year:

- ***Martha Cullimore PS grade structure be expanded to include grades 7 and 8 to create a regular track K-8 school;***
- ***Martha Cullimore PS students will remain at Martha Cullimore PS to complete their K to 8 elementary education;***
- ***Victoria PS students be redirected from Prince Philip PS to Martha Cullimore PS for grades 7 and 8;***
- ***Prince Philip PS regular track grades 7 and 8 be eliminated and students redirected to Martha Cullimore PS;***
- ***John Marshall PS French Immersion grades 1 to 3 be relocated to Prince Philip PS to create a single track, grades 1 to 8 French Immersion program; and***

That the school boundaries be updated accordingly.”

CARRIED

Wainfleet Elementary Proposed Accommodation Review: William E. Brown PS and Winger PS

Chair Schaubel invited Superintendent John Dickson to review the report with the Committee. Superintendent Dickson shared four major reasons for the Accommodation Review: to provide enhanced programming for students; with an enrolment of 400-600 students there is a greater staff complement of specialized teachers; more opportunity for extra-curricular activities for students, and the facility needs of both schools. The Ministry of Education is looking for Boards to work together for joint new schools. A joint venture with the Niagara Catholic District School Board provides a great opportunity to have a new school in Wainfleet. As part of the process, communication plans and timelines have been prepared should the report be approved.

Moved by Diane Chase, Seconded by Helga Campbell

- “That the Board receive the Wainfleet Elementary Accommodation Review Initial Staff Report; and,
That the Board initiate the Wainfleet Elementary Accommodation Review for William E. Brown PS and Winger PS; and,
That an Accommodation Review Committee be created to consider the Wainfleet Elementary Accommodation Review; and,
That the composition of the Wainfleet Elementary Accommodation Review Committee be approved as outlined in this report and in accordance with Policy F-2; and,
That Trustee Cheryl Keddy-Scott be appointed as the Trustee representative from another jurisdiction; and,
That staff be directed to provide notice of initiation as set out in Policy F-2; and,
That staff be directed to make an application to the Ministry of Education for Joint-Use Seed Funding Program with the Niagara Catholic District School Board”.***

CARRIED

OTHER BUSINESS

The Chair asked if there was any other business and there was none.

NEXT MEETING

The next Program and Planning Committee meeting is scheduled for April 3, 2018 at 6:00 p.m. in the Grimsby Lincoln Room.

ADJOURNMENT

Moved by Helga Campbell, Seconded by Linda Crouch

- “That the meeting of the Program and Planning Committee adjourn”.***

CARRIED

The meeting adjourned at 7:22 p.m.



DISTRICT SCHOOL BOARD OF NIAGARA
REPORT TO PROGRAM AND PLANNING COMMITTEE

**DSBN Flag Protocol Following the Passing of a
Student, Staff, or Board Member**

Background:

According to DSBN Administrative Procedure 5-07, when a student, staff, or Board member passes, the flags at all DSBN schools and worksites are lowered to half-staff from the day of passing up to and including the day of the funeral.

Principals have expressed concern that a system-wide lowering of the flags has a negative impact on their school communities. This impact is exacerbated when the Board has experienced multiple losses over a relatively short period of time, requiring flags to be half-masted for significant periods of time. There have also been times where the funeral takes place several weeks after the passing.

Rationale:

Communications surveyed public boards through OPSBA on their practices. Of the respondents, no board lowers flags system-wide for the passing of staff or students. Typical practice is to lower the flag at the school in question, while a number also lower the flag at their Education Centre.

The DSBN Mental Health Team supports moving away from the Board's current practice and towards a practice that recognizes the local impact of the passing.

The existing procedure would continue to offer flexibility to meet the needs of the DSBN and the Niagara community. The Director of Education would still retain authority to determine circumstances, and the period of time, where all flags would be placed at half-staff. The Board experienced similar circumstances in April when the Director lowered flags across the system out of respect for the crash victims in Humboldt, Saskatchewan.

Recommendations:

- On the passing of a current student or staff member, flags will be lowered at the Education Centre and the current school/worksites of the student/staff member beginning the day of passing for a period of five days, or following the funeral, whichever should come first.
- On the passing of a current member of the Board, flags would continue to be lowered across the Board to recognize the system-wide impact of Trustees.

Communications Implementation Plan:

- Staff will revise the Administrative Procedure
- Messaging communicating the change will be shared with school administrators
- Administrators will share the information with school staff

Recommended Motion:

"That the Board approve the recommendations and implementation plan as outlined in the report".

Respectfully Submitted by:

Brett Sweeney, Acting Chief Communications Officer

Date: May 1, 2018

For further information, please contact Brett Sweeney or the Director of Education.



DISTRICT SCHOOL BOARD OF NIAGARA
REPORT TO PROGRAM AND PLANNING COMMITTEE

ELEMENTARY SCHOOL BOUNDARY CHANGE
RICHMOND STREET AND PRINCE OF WALES PUBLIC SCHOOLS

Background

New housing growth or changes in neighbourhood demographics can cause enrolment to fluctuate within a Planning Area. Enrolment at one school may increase resulting in accommodation pressures while at the neighbouring school a decline in enrolment may create excess space. A school boundary change can rebalance enrolment among schools and help alleviate accommodation pressures.

The Planning Department regularly monitors growth in Niagara and reviews the potential impact, if any, on the school boundaries. An ideal time to implement a boundary change to accommodate new students from future growth is when a new subdivision application has been approved but the construction of the new homes has not yet started.

This report details the accommodation situation at Richmond Street and Prince of Wales PS, a new subdivision proposed in the area, and makes a recommendation for a boundary change to accommodate the new students expected from the subdivision.

Richmond Street PS – Prince of Wales PS

Richmond Street PS serves the Confederation Heights area, which is Thorold's most active area for residential subdivision development. Housing in Confederation Heights is attractive to families with children and the area has strong pupil yields. As a result, Richmond Street PS has been experiencing growth in enrolment and is over-capacity. Currently, the on-the-ground (OTG) capacity of the school is 475 and the enrolment is 546 students (October 31, 2017) resulting in a 115% facility utilization rate. The school has two portables on site to accommodate the additional student capacity. Long term projections indicate enrolment will increase into the 600 student range. To alleviate this situation, a four-room ELKP addition will be constructed for the 2019-2020 school year, increasing the OTG capacity of Richmond Street PS to 579. Detailed enrolment, projections, and facility utilization information can be found in Appendix A.

Prince of Wales PS is the nearest school to Richmond Street PS that has excess space. Current enrolment at Prince of Wales PS is 146 students and the OTG capacity of the school is 311 resulting in a 47% facility utilization rate. Projections indicate an increase in enrolment into the 155 to 159 student range. The school's enrolment is expected to stabilize in this range for the long term. Facility utilization will increase to approximately 50% but excess space at the school will persist. Detailed enrolment, projections, and facility utilization information can be found in Appendix B.

Artisan Ridge Subdivision Proposed Boundary Change

A new subdivision in the Queen Street South and Beaverdams Road area, known as Artisan Ridge, is currently progressing through the municipal approvals process. The plan proposes 453 single detached and townhouse residential units and a 60-unit apartment building. The final unit count will be determined through the subdivision approval process. Artisan Ridge will be completed in three phases with the first phase having 53 single detached homes and 50 townhouse units. The developer expects servicing of the first phase to begin in spring 2018, construction over the summer and fall, and closings to be completed in January 2019.

The Artisan Ridge subdivision is currently boundaried to Richmond Street PS. Ten elementary students are expected over two years from the first phase of the subdivision and another 50 students are expected between 2020 and 2024 from the remaining two phases. Capacity at Richmond Street PS will remain a challenge as the Confederation Heights subdivisions continue to develop and, at the same time, Prince of Wales PS will continue to have excess capacity over the long term. An ideal solution would be to transfer the Artisan Ridge subdivision

area, shown on the map attached as Appendix C, from Richmond Street PS to Prince of Wales PS. This would avoid adding to the capacity pressures at Richmond Street PS, and improve enrolment and facility utilization at Prince of Wales PS. The boundary between Richmond Street PS and Prince of Wales PS runs along Queen Street South. The Artisan Ridge subdivision is located on the west side of Queen Street South making it geographically well suited for a transfer to the Prince of Wales PS.

Projections indicate that, with the boundary change, enrolment at Prince of Wales would increase to 153 students in the 2019-20 school year and to nearly 220 students longer term. Facility utilization would be improved. Detailed Prince of Wales PS projections and facility utilization information for the boundary change can be found in Appendix D.

The boundary change would apply to future students moving into the Artisan Ridge subdivision. There are no current students that would be impacted by the boundary change.

Transportation

NSTS has reviewed the proposed boundary change. The only students eligible for bus transportation in phase one would be junior and senior kindergarten students. Grades 1 to 8 students in phase one would be within the walk zone for Prince of Wales PS. NSTS expects that any additional JK and SK students can be accommodated on existing bus services and the cost for the extra mileage to serve the new area would be minimal. Future phases of the subdivision may be outside the walk zone and those future students would be eligible for bus transportation.

Timeline

The boundary changes, if approved, can take effect on the day after Board approval.

Appended Data

- Appendix A: Richmond Street PS Enrolment, Projections & Facility Utilization
- Appendix B: Prince of Wales PS Enrolment, Projections & Facility Utilization
- Appendix C: Student Distribution – Boundary Change Map
- Appendix D: Boundary Change Scenario – Prince of Wales PS Enrolment Projections & Facility Utilization

Recommendation

“That, effective May 23, 2018, the elementary school boundary change to transfer the area shown on Appendix C of the Report, from Richmond Street Public School to Prince of Wales Public School, be approved.”

Respectfully Submitted by:

Kelly Pisek, Superintendent of Education (Elementary)
Stacy Veld, Superintendent of Business Services

May 1, 2018

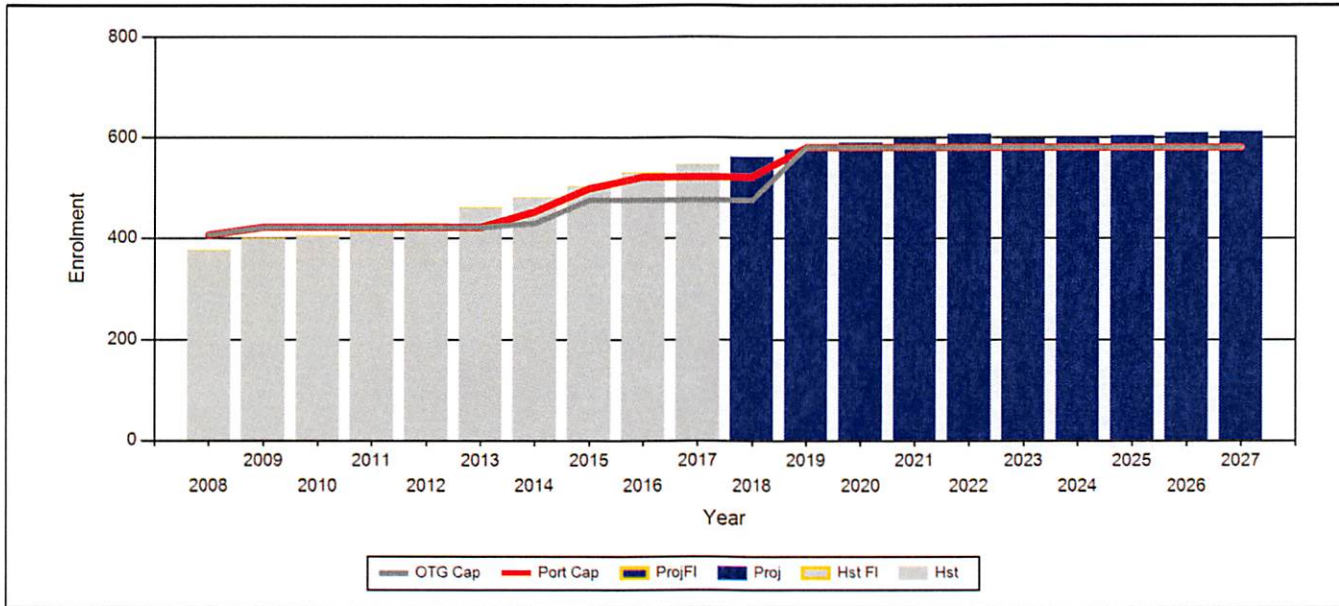
Richmond Street PS

Scenario: 297

OTG Capacity: 475.0
 Portable Capacity: 46.0
 Portables: 2

Municipality: Thorold
 Planning Area: Thorold

Status: Active
 School Type: Elementary
 Admin Area: Area 4



Total Historic Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2008	30.0	41.0	31.0	36.0	33.0	44.0	47.0	35.0	41.0	38.0	.0	.0	.0	.0	376.0	92.6%
2009	32.0	39.0	42.0	36.0	36.0	43.0	44.0	47.0	38.0	43.0	.0	.0	.0	.0	400.0	95.0%
2010	42.0	31.0	41.0	43.0	33.0	37.0	42.0	47.0	51.0	38.0	.0	.0	.0	.0	405.0	96.2%
2011	41.0	44.0	39.0	41.0	44.0	32.0	36.0	41.0	44.0	51.0	.0	.0	.0	.0	413.0	98.1%
2012	44.0	45.0	44.0	46.0	46.0	47.0	36.0	38.0	39.0	44.0	.0	.0	.0	.0	429.0	101.9%
2013	51.0	47.0	42.0	47.0	51.0	46.0	54.0	39.0	43.0	41.0	.0	.0	.0	.0	461.0	109.5%
2014	51.0	57.0	45.0	48.0	47.0	43.0	52.0	50.0	40.0	47.0	.0	.0	.0	.0	480.0	111.9%
2015	56.0	48.0	55.0	45.0	48.0	49.0	50.0	51.0	56.0	44.0	.0	.0	.0	.0	502.0	105.7%
2016	43.0	59.0	48.0	56.0	47.0	54.0	52.0	55.0	55.0	60.0	.0	.0	.0	.0	529.0	111.4%
2017	51.0	51.0	50.0	51.0	65.0	52.0	58.0	60.0	52.0	56.0	.0	.0	.0	.0	546.0	115.0%

Total Projected Enrolment

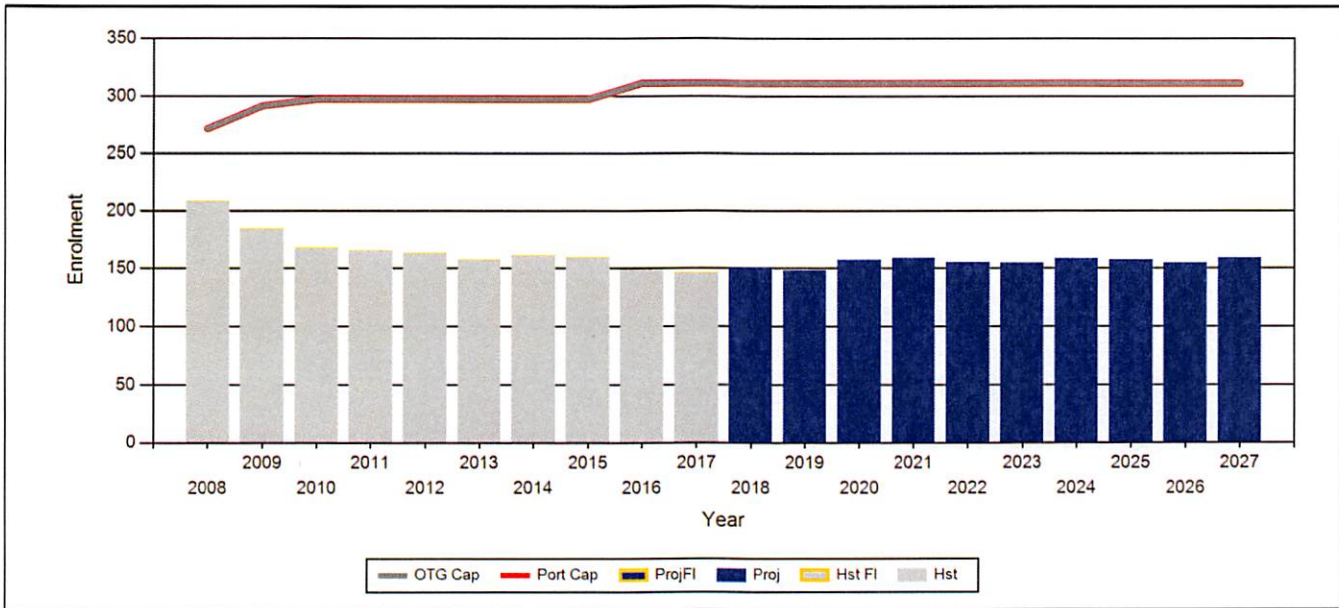
Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2018	52.0	54.6	47.1	52.0	53.6	68.3	55.6	60.3	62.4	54.6					560.5	118.0%
2019	50.0	55.6	50.4	49.0	54.6	56.2	73.0	57.9	62.7	65.5					575.0	99.3%
2020	60.0	53.5	51.4	52.4	51.5	57.3	60.2	75.9	60.2	65.9					588.3	101.6%
2021	54.0	64.2	49.4	53.5	55.1	54.0	61.3	62.6	79.0	63.2					596.3	103.0%
2022	54.0	57.8	59.3	51.4	56.1	57.8	57.8	63.8	65.1	82.9					606.1	104.7%
2023	53.0	57.8	53.4	61.7	54.0	58.9	61.9	60.1	66.3	68.3					595.5	102.8%
2024	53.0	56.7	53.4	55.5	64.8	56.7	63.1	64.3	62.5	69.7					599.7	103.6%
2025	52.0	56.7	52.4	55.5	58.3	68.0	60.6	65.6	66.9	65.7					601.8	103.9%
2026	52.0	55.6	52.4	54.5	58.3	61.2	72.8	63.1	68.2	70.3					608.4	105.1%
2027	52.0	55.6	51.4	54.5	57.2	61.2	65.5	75.7	65.6	71.6					610.4	105.4%

Prince of Wales PS (Thorold)

Scenario: 297

OTG Capacity: 311.0 Municipality: Thorold
 Portable Capacity: Planning Area: Thorold
 Portables:

Status: Active
 School Type: Elementary
 Admin Area: Area 4



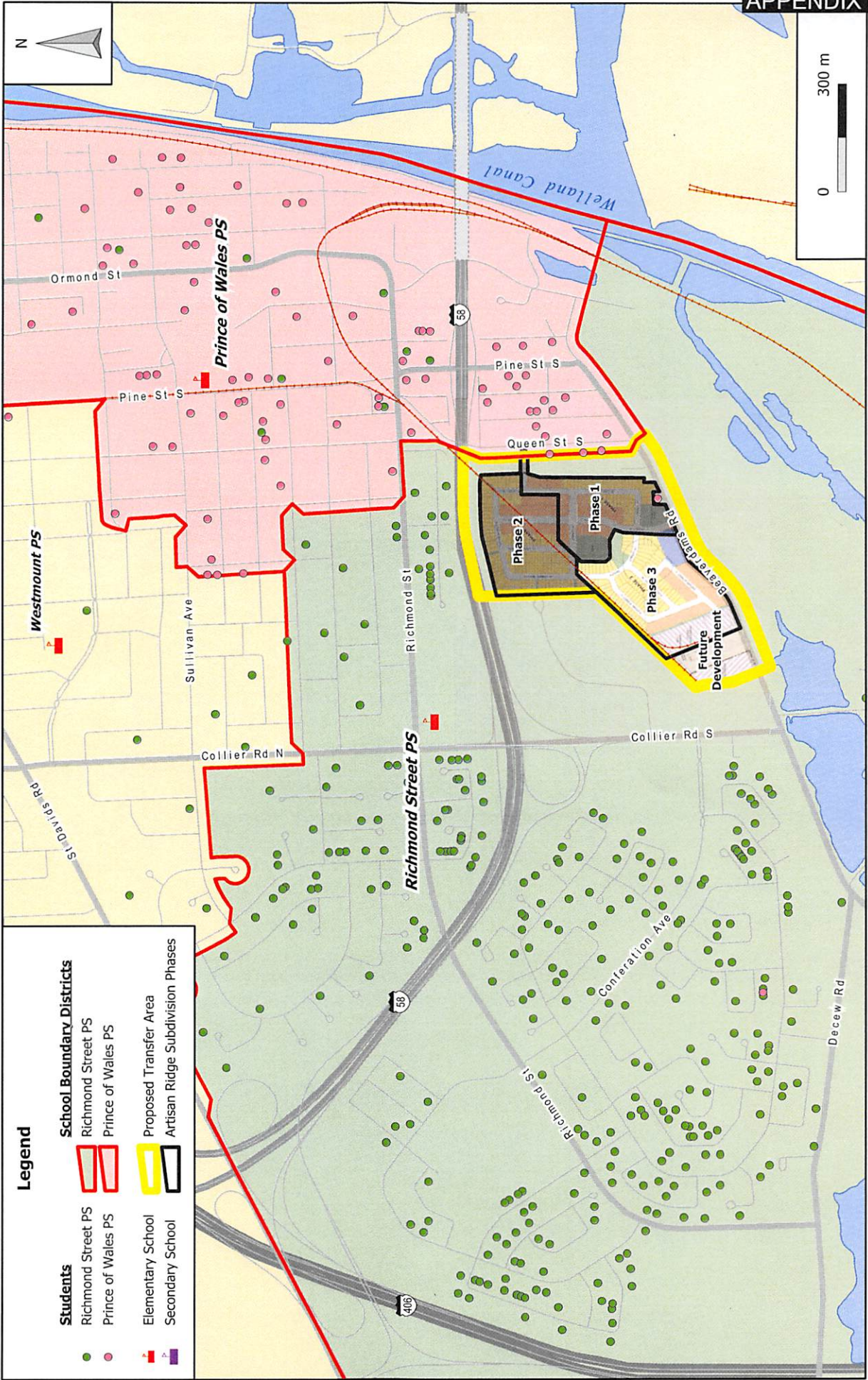
Total Historic Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2008	19.0	18.0	22.0	18.0	26.0	20.0	25.0	20.0	21.0	19.0	.0	.0	.0	.0	208.0	76.8%
2009	17.0	22.0	13.0	21.0	13.0	24.0	14.0	21.0	20.0	19.0	.0	.0	.0	.0	184.0	63.2%
2010	9.0	16.0	16.0	18.0	19.0	15.0	21.0	12.0	19.0	22.0	.0	.0	.0	.0	167.0	56.2%
2011	20.0	12.0	16.0	15.0	15.0	19.0	16.0	23.0	10.0	19.0	.0	.0	.0	.0	165.0	55.6%
2012	16.0	18.0	13.0	17.0	16.0	13.0	16.0	16.0	26.0	12.0	.0	.0	.0	.0	163.0	54.9%
2013	16.0	16.0	17.0	11.0	18.0	15.0	9.0	15.0	13.0	27.0	.0	.0	.0	.0	157.0	52.9%
2014	24.0	16.0	17.0	18.0	13.0	18.0	15.0	11.0	13.0	16.0	.0	.0	.0	.0	161.0	54.2%
2015	22.0	22.0	16.0	18.0	18.0	10.0	17.0	9.0	12.0	15.0	.0	.0	.0	.0	159.0	53.5%
2016	18.0	20.0	17.0	14.0	17.0	19.0	10.0	15.0	9.0	10.0	.0	.0	.0	.0	149.0	47.9%
2017	13.0	20.0	16.0	12.0	16.0	19.0	14.0	9.0	16.0	11.0	.0	.0	.0	.0	146.0	47.0%

Total Projected Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2018	18.0	12.9	16.7	15.2	12.6	16.3	18.1	13.7	9.0	17.4					149.9	48.2%
2019	18.0	17.8	10.8	15.9	16.0	12.9	15.5	17.7	13.7	9.8					148.0	47.6%
2020	21.0	17.8	14.9	10.2	16.7	16.3	12.2	15.2	17.7	15.0					156.9	50.5%
2021	19.0	20.8	14.9	14.2	10.7	17.0	15.5	12.0	15.2	19.3					158.5	51.0%
2022	19.0	18.8	17.4	14.2	14.9	10.9	16.2	15.2	12.0	16.6					155.0	49.8%
2023	19.0	18.8	15.7	16.5	14.9	15.2	10.4	15.8	15.2	13.0					154.5	49.7%
2024	19.0	18.8	15.7	14.9	17.3	15.2	14.4	10.2	15.8	16.5					157.9	50.8%
2025	18.0	18.8	15.7	14.9	15.7	17.7	14.4	14.1	10.2	17.3					156.8	50.4%
2026	18.0	17.8	15.7	14.9	15.7	16.0	16.8	14.1	14.1	11.1					154.3	49.6%
2027	18.0	17.8	14.9	14.9	15.7	16.0	15.2	16.5	14.1	15.4					158.5	51.0%

Proposed Elementary School Boundary Change in Thorold



Legend

Students	School Boundary Districts
● Richmond Street PS	▭ Richmond Street PS
● Prince of Wales PS	▭ Prince of Wales PS
▭ Elementary School	▭ Proposed Transfer Area
▭ Secondary School	▭ Artisan Ridge Subdivision Phases

Note: Student locations based on October 31, 2017 Trillium data.
 Map prepared by: DSBN Planning Services. Contains map data courtesy of: © 2018 Regional Municipality of Niagara and its suppliers, © 2010 Queen's Printer (Ontario Ministry of Natural Resources)

Prince of Wales PS (Thorold)

Scenario: 295

OTG Capacity: 311.0

Municipality: Thorold

Status: Active

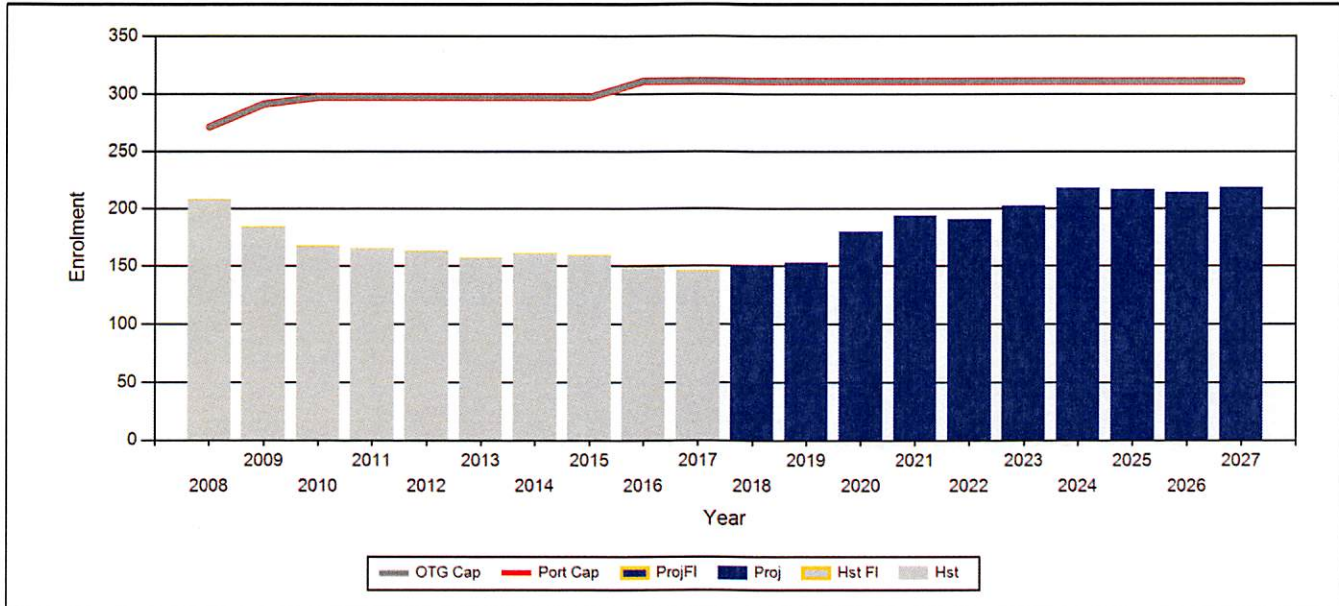
Portable Capacity:

Planning Area: Thorold

School Type: Elementary

Portables:

Admin Area: Area 4



Total Historic Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2008	19.0	18.0	22.0	18.0	26.0	20.0	25.0	20.0	21.0	19.0	.0	.0	.0	.0	208.0	76.8%
2009	17.0	22.0	13.0	21.0	13.0	24.0	14.0	21.0	20.0	19.0	.0	.0	.0	.0	184.0	63.2%
2010	9.0	16.0	16.0	18.0	19.0	15.0	21.0	12.0	19.0	22.0	.0	.0	.0	.0	167.0	56.2%
2011	20.0	12.0	16.0	15.0	15.0	19.0	16.0	23.0	10.0	19.0	.0	.0	.0	.0	165.0	55.6%
2012	16.0	18.0	13.0	17.0	16.0	13.0	16.0	16.0	26.0	12.0	.0	.0	.0	.0	163.0	54.9%
2013	16.0	16.0	17.0	11.0	18.0	15.0	9.0	15.0	13.0	27.0	.0	.0	.0	.0	157.0	52.9%
2014	24.0	16.0	17.0	18.0	13.0	18.0	15.0	11.0	13.0	16.0	.0	.0	.0	.0	161.0	54.2%
2015	22.0	22.0	16.0	18.0	18.0	10.0	17.0	9.0	12.0	15.0	.0	.0	.0	.0	159.0	53.5%
2016	18.0	20.0	17.0	14.0	17.0	19.0	10.0	15.0	9.0	10.0	.0	.0	.0	.0	149.0	47.9%
2017	13.0	20.0	16.0	12.0	16.0	19.0	14.0	9.0	16.0	11.0	.0	.0	.0	.0	146.0	47.0%

Total Projected Enrolment

Year	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total	Util %
2018	18.0	12.9	16.7	15.2	12.6	16.3	18.1	13.7	9.0	17.4					149.9	48.2%
2019	18.5	18.3	11.3	16.4	16.5	13.3	16.0	18.2	14.2	10.3					152.9	49.2%
2020	23.3	20.1	17.2	12.5	18.9	18.5	14.5	17.5	20.0	17.2					179.6	57.7%
2021	22.5	24.3	18.4	17.7	14.3	20.5	19.0	15.5	18.7	22.8					193.7	62.3%
2022	22.5	22.3	20.9	17.7	18.4	14.5	19.7	18.7	15.5	20.1					190.3	61.2%
2023	23.7	23.6	20.5	21.3	19.6	19.9	15.1	20.6	19.9	17.8					202.0	64.9%
2024	25.0	24.8	21.7	20.9	23.3	21.1	20.4	16.2	21.8	22.5					217.8	70.0%
2025	24.0	24.8	21.7	20.9	21.7	23.7	20.4	20.1	16.2	23.2					216.7	69.7%
2026	24.0	23.8	21.7	20.9	21.7	22.0	22.8	20.1	20.1	17.1					214.2	68.9%
2027	24.0	23.8	20.9	20.9	21.7	22.0	21.2	22.4	20.1	21.4					218.4	70.2%



**Indigenous
Education
Mid-Term Report
2017-2018**



STUDENT VOICE and STUDENT ACHIEVEMENT

K-12

- Students, staff, schools and Indigenous Community Members led and contributed to Orange Shirt Day and Treaty Awareness initiatives.
- 463 elementary students and 295 secondary students have self-identified as First Nations, Métis or Inuit descent.
- 200 students attended the Fort Erie Native Friendship Centre Youth and Elders event at the Scotia Centre.
- DSBN supported Always Vessels exhibition that ran from Jan 20 – Mar 10 at Rodman Hall Art Centre. It featured the work of nine Anishinaabek and Haudenosaunee artists, whose subjects and media range widely from glass beads to photography and from language to land.
- DSBN Indigenous Education Facebook and Twitter Accounts created to promote all opportunities and workshops to students and families.

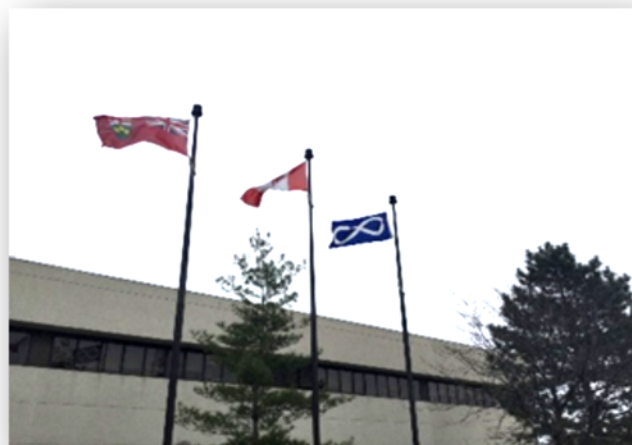
ELEMENTARY

- There were 20 teachers and 49 students who attended an Indigenous Youth Symposium at the Fort Erie Native Friendship Centre. During this day together, students deepened their connection to culture, strengthened leadership skills, built positive relationships, and experienced cultural teachings. Students also participated in a lacrosse and traditional sports workshop. Students' feedback from the fall Indigenous Youth Symposium was considered and is being implemented in the planning of the Part 2 Youth Symposium this spring. 6 schools received an Iroquois Lacrosse demonstration with a focus on traditional sports and Lacrosse skills.
- Glynn A. Green, Forestview and Prince of Wales South students had an opportunity to hear more about treaties, living documents that represent a relationship between Indigenous and non-Indigenous peoples. Students examined a Two Row Wampum Belt. This agreement is known as the Guswenta or Two Row Wampum. When Sheila Maracle and Ronda Menard visited the schools, Sheila also explained the Hiawatha Belt.
- 6 schools received a Tribal Vision presentation, First Nations powwow style singing and dancing with cultural and historical information.





- Students and teachers attended the Louis Riel Day event hosted by Métis Nation of Ontario and took part in a Métis flag raising ceremony, a traditional meal, dance and games.
- Prince of Wales Thorold held an Indigenous Treaty Awareness community/school event. Pro-grant and Speak-up Grants were received. The focus was on Wampum Belts, We Are All Treaty People Kit activities, Traditional Art, Music and Food.
- An Indigenous tutor from Brock University was hired to help support Indigenous elementary students K-8.



SECONDARY

- Students in the Courage to Soar Indigenous program organized a variety of learning opportunities for students and staff including: lacrosse clinics and a full day event entitled “Igniting Knowledge and Nurturing Our Wellness” with over 130 participants.
- In November, over 300 students from all schools participated in the Student Voice Forum. 41 students acted as facilitators to organize the day, create the themes and guide the questions. Participants and facilitators represented DSBN’s diverse student population including students that identify as FNMI.
- Students participated in community events and activities supported by the DSBN Indigenous Team. eg. Celebration of Nations, viewing of *Rumble: The Indians Who Rocked the World*, and viewing of *Angry Inuk*.
- The DSBN’s Indigenous re-engagement effort supported 43 grade 9 and 10 students during semester one to successfully achieve their credits.



Giidaajunadaad (Nancy Rowe) sharing Anishinaabe teachings of the natural cycle and the moon cycle and how we are connected to the moon and Mother Earth with NAC20 class First Nations, Métis and Inuit Studies History Course students.

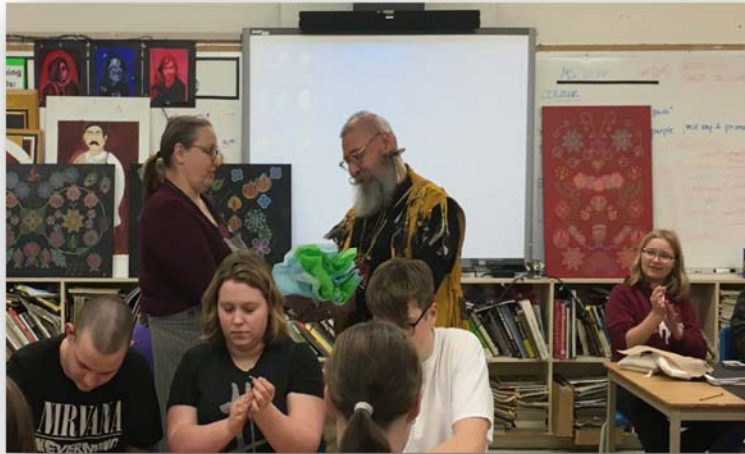
- Indigenous community members and Indigenous team members provided Indigenous teachings and perspectives to over 135 groups of students in semester 1:
 - Residential Survivors Roberta Hill and Dawn Hill
 - Students engaged in Indigenous self-esteem and mental-health activities with Elder Jackie and Oliver Nobosin.
 - Jennifer Harper from Cheekbone Beauty, an Anishinabe social entrepreneur visited several Business and First Nations, Métis and Inuit Classes.
 - Students visited the “Walking With Our Sisters” Installation at Six Nations.
 - Nancy Rowe shared teachings of how we are connected to the moon, the water and Mother Earth and supported experiential learning opportunities for Grade 11 Environmental Science students at Balls Falls and Grade 9 Geography Students at DSBN Walker Living Campus.
 - Cindy Biancaniello visited several First Nations, Métis and Inuit Studies classrooms.
 - Students visited Woodland Cultural Centre exploring the museum, learning about the Mohawk Institute Residential School and had the opportunity to hear and meet Survivor Geronimo Henry.
- 84 students participated in The Moccasin Project where students learned about Indigenous Children in Care in Canada and had an opportunity to make baby moccasins facilitated by DSBN Indigenous Education Team.
- Indigenous Advisor Sheila Maracle collaborated with teachers to bring traditional teachings and Indigenous perspectives connected to their subjects in over 100 classrooms in semester 1.
- Offered updated Mohawk language eLearning course for 30 participants in semester 2 with support of Elder Fran Hill, using Six Nations Grand River dialect.
- Continued our successful Courage to Soar program in partnership with FENFC.
- New Indigenous Focused classroom established for grade 9 and 10 students in St. Catharines.



Elder Fran Hill teaching our Mohawk Language Learners the pronunciation key at the Courage to Soar classroom at FENFC. (Feb 27, 2018)



- 20 sections of First Nations, Métis and Inuit Studies Courses are being offered in a variety of schools this year including 2 new courses:
 - 8 sections of English: Contemporary Aboriginal Voices, Grade 11 (NBE3E/C/U)
 - 7 sections of Expressing Aboriginal Cultures, Grade 9 (NAC10)
 - 2 sections of Aboriginal Peoples in Canada, Grade 10 (NAC20)
 - 1 section Mohawk Language Course (LNMAO)
 - 1 section Current Aboriginal Issues in Canada (NDA3M) - new
 - 1 section Aboriginal Governance: Emerging Directions (NDG4M) - new



Métis Artist Brian Kon teaching the Laura Secord Art Club about Métis Culture and Métis Dot Art. (Feb 13, 2018)



Greater Fort Erie Secondary School and Courage to Soar Students participating in Lacrosse Skills Development through Iroquois Lacrosse's Kevin Sandy, and Right to Play at FENFC

- Letters mailed home to all students who qualified for NPAAMB's Youth Stay in School Initiative in the fall and to all potential graduates with information about scholarships and bursaries and DSNB team member contact information to support funding applications.



Drumming circle with Jackie and Oliver at Laura Secord Secondary School (March 8, 2018)

- A representative of the Canadian Armed Forces Indigenous Training Program met with interested Indigenous students to share summer and post-secondary opportunities.
- Students participated in Indigenous Post Secondary Career planning with Aboriginal Post-Secondary Information Program (APSIP) at Niagara Native Regional Centre (NRNC) and Fort Erie Native Friendship Centre (FENFC) in November.



Students from Eastdale Secondary School enjoying some dancing at Youth and Elders (March 9, 2018)

STAFF PROFESSIONAL DEVELOPMENT

K-12

- DSBN Indigenous Education Team attended:
 - FNMIEAO and Inspire Conferences
 - the opening of “Vessels” at Rodman Hall
 - Youth and Elders
 - several events at Celebration of Nations, NRNC POW WOW, Roberta Jamieson talk at Sheridan College
 - Six Nations and Mississauga New Credit reserves to explore future professional development opportunities for DSBN Secondary Staff
 - Ministry of Education Regional Indigenous Leads meeting
 - Ministry of Education Curriculum Roll Out
- DSBN attended and supported the Fort Erie Native Friendship Centre as they hosted their 23rd annual POW WOW on March 3rd.
- 68 new teachers and mentors gathered together to listen to a guest presenter from the Fort Erie Native Friendship Centre speak about the history of Indigenous treaties.
- On March 22nd at the Education Centre, we were thrilled to host accomplished artist, researcher and writer Rick Hill as he delivered a “Moccasin Talk” about wampum belts, treaties and the significant role of Six Nations and Native Allies in the War of 1812, which inspired the development of the Landscape of Nations Commemorative Memorial at Queenston Heights Park.



DSBN Presents
RICK HILL

We are thrilled to host accomplished artist, researcher and writer Rick Hill as he delivers a “Moccasin Talk” about wampum belts, treaties and the significant role of Six Nations and Native Allies in the War of 1812, which inspired the development of the Landscape of Nations Commemorative Memorial at Queenston Heights Park.



Rick W. Hill, former coordinator of Deyohaháge Indigenous Knowledge Centre at Six Nations Polytechnic, Ohsweken, is a historian and advisor for the Niagara Falls Museum, as well as numerous other organizations, conducting projects and programs involving Haudenosaunee history, culture and art. He was a former assistant director for Public Programs at the Smithsonian Institution's National Museum of the American Indian. Mr. Hill is a master lecturer who has become an essential resource for organizations involved in educational activities for the War of 1812.

Join us to experience the breadth of Rick Hill's Indigenous knowledge.

March 22, 2018 - Education Centre Atrium
4:00 - 6:00 p.m.

Register using PD Place #6745

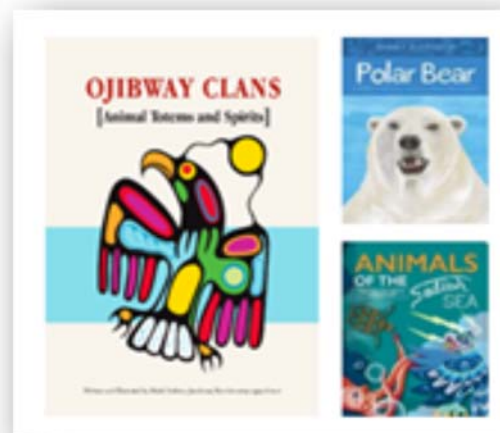


ELEMENTARY

- 58 Indigenous students were supported by the Indigenous Education Resource Teacher, with First Nations, Métis and Inuit (FNMI) culturally embedded support across all curriculum areas.
- 33 elementary educators received the OFIFC First Nations, Métis and Inuit cultural awareness cycle 1 training.
- 22 elementary educators received the OFIFC First Nations, Métis and Inuit cultural awareness cycle 2 training in 2017-18.
- 43 elementary educators attended the Residential School Survivor Series at Woodland Cultural Centre.
- 33 elementary teachers deepened their understanding of First Nations, Métis and Inuit culture, struggles and identity by participating in Indigenous Education after school sessions on Orange Shirt Day, Métis Dot Art, Inuit culture & resources and Treaty Awareness.
- 79 Treaty Awareness kits and 9 additional French kits were distributed to schools.
- 79 elementary schools have the Grade 6 Residential School Kits and 100 teachers attended an in-service.
- Each school received a package of library books as a read aloud and a starting point for discussions with students on topics pertaining to residential schools. Teachers attended a workshop and learned how to use the Orange Shirt Day Mentor Texts and other resources in their program.
- Prince of Wales Thorold held an Indigenous Treaty Awareness community/school event. Pro-grant and Speak-up Grants were received. The focus was on Wampum Belts, We Are All Treaty People Kit activities, Traditional Art, Music and Food.
- As part of the EQAO/Mid-Year workshops, participants had an opportunity to preview Indigenous books. They discussed how to use the books to model reading strategies, as discussion starters and as part of an exploration of curriculum expectations around graphic text. Grade 6 teachers received poems from Indigenous authors and the book *Ojibway Clans Animal Totems and Spirits*, which presents information about animals and provides a helpful page about Woodland style art. Grade 3 teachers received *Animals of the Salish Sea* which has



bubble fact descriptions linked to paragraphs of characteristics. Grade 3s also received *Polar Bear*, which contains first-hand accounts from authors who live in the Arctic, along with interesting facts on the behaviours and biology of each animal.



- Sheila Maracle, Indigenous Advisor, facilitated in 10 elementary classrooms between September and March.



- A book entitled *Powwow's Coming* was sent to each elementary school to use with primary students. Students who attended the Powwow were encouraged to contribute their experience to a classroom conversation during the read-aloud.
- Indigenous students were provided with the national Aboriginal Arts & Stories contest package which provided an opportunity for them to explore the heritage, society and politics of Indigenous civilizations in Canada by reflecting on the meaningful cultural elements of their lives.

SECONDARY

- November's professional development Sessions included 16 Indigenous Education workshops facilitated by Indigenous community members with over 300 teachers participating in the Indigenous Education workshops of subject specific leaders.
 - Exploring Indigenous Rights: Blanket Exercise - Karl Dockstader and Kelly Davis
 - Two Row Wampum Teachings - Sheila Maracle
 - Métis Dot Art - Amanda Pont-Shanks, MNO
 - Inuit Culture Past and Present - Cindy Biancaniello, Inuit Council
 - Bridging Cultures and Indigenous Ways of Knowing Science and Nature - Nancy Rowe
 - Drumming Circle and Teachings - Jackie and Oliver Nobosin
 - Lessons from the Earth - Rattles - Jackie and Oliver Nobosin
 - Braided Bracelets - Gifts from Mother Earth - Jackie and Oliver Nobosin
 - Three Fires Justice - Celeste Smith, NRNC
- Principals and vice principals participated in teachings with Sheila Maracle on the Treaties, The Two Row Wampum Belt and Land Acknowledgement.
- Consultants and Instructional Coaches participated in teachings of Treaties, The Two Row Wampum, Land Acknowledgement, and traditional teaching of the importance of beading with Sheila Maracle.



- Program leaders representing the varied subject areas in secondary schools had Indigenous learning opportunities that linked to their curricular areas:
 - Business - Indigenous Social Entrepreneur Jennifer Harper from Cheekbone Beauty
 - Drama - Drumming Circles and teachings with Jackie and Oliver Nobosin
 - English - Importance of literature by Indigenous Authors and Indigenous Perspectives



- First Nations, Métis and Inuit Studies - Indigenous Ways of Knowing with Nancy Rowe, The Moccasin Project, An afternoon with Rick Hill
 - French - Métis History and Culture, Métis Finger Weaving and Mischief Language Lessons with Amanda Pont-Shanks
 - Health and Physical Education - First Nations Games and Lacrosse Clinic with Dallas Squires
 - Geography - Medicine Walk and Indigenous Ways of Knowing Geography with Nancy Rowe
 - History - Indigenous History with Nancy Rowe and preparing for the new grade 10 History curriculum with Rick Hill
 - Math - Importance of Beading and Indigenous Ways of Knowing math
 - Music - Drumming Circles and teachings with Jackie and Oliver Nobosin
 - Social Studies and Humanities - First Nations foods and resources from Indigenous Diabetes Health Circle and The Moccasin Project
 - Science - Indigenous Ways of Knowing Science and Water Teachings
 - Visual Arts - Métis Dot Art with MNO Amanda Pont-Shanks at Rodman Hall and sculpting with clay with Doug Maracle
- Sixty-three secondary teachers participated in Cultural Awareness training in semester one and an additional 14 participated in a visit to the Mohawk Residential School visit.
 - For Treaty Awareness Week, each Secondary School and Alternative Education location received a Secondary Treaty Kit, Guswenta Two Row Wampum belt and plaque explaining its significance now at each main entry area of each school.
 - 1,480 books from Indigenous authors distributed to secondary schools.
 - Veterans Week Resource Package shared with all schools providing information to teachers recognizing Indigenous Veterans contributions.



Jennifer Harper is a First Nations Anishinaabe woman and DSBN Parent, talking to students about Social Entrepreneurship, giving back to FNMI Communities by sharing her story.

Gary Parker speaking at the Fort Erie Native Friendship Centre's third annual Youth and Elders Conference





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DSBN INDIGENOUS EDUCATION TEAM

Ronda Menard (1.0 FTE)
Indigenous Education Lead
(K-8)

Erica Zombolas (1.0 FTE)
Consultant of Indigenous Education
(9-12)

Sheila Maracle (1.0 FTE)
Indigenous Education Advisor
(K-12)

Tyler Marr (1.0 FTE)
Indigenous Re-engagement Teacher
(9-12)

JoAnna Roberto
Superintendent of Curriculum and Student Achievement (K-8)

Lorraine Giroux
Student Achievement Leader (K-8)

Helen McGregor
Superintendent of Curriculum and Student Achievement (9-12)

Paul Taylor
Student Achievement Leader (9-12)



**I Matter
At DSBN**