



## PROGRAM AND PLANNING COMMITTEE

**Tuesday, February 5, 2019**

**6:00 p.m.**

**West Lincoln Room**

### AGENDA

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1. Call to Order
2. Approval of the Agenda
3. Business arising from the Minutes
4. Appointment of the New Chair
5. New Business
  - Indigenous Education Mid-Year Report 2018-2019 .....JoAnna Roberto & Helen McGregor
  - School Year Calendar 2019-2020.....Michael St. John
  - Secondary Programming Overview..... Helen McGregor
6. Other Business
7. Adjournment
8. Next Meeting – March 5, 2019 at 6:00 p.m.- West Lincoln Room

# **Indigenous Education Mid-Term Report**

**April - November 2018**



**I Matter  
At DSNB**

## **ANCESTRAL LAND ACKNOWLEDGEMENT**

We begin this gathering by acknowledging the land  
on which we gather is the traditional territory  
of the Haudenosaunee and Anishinaabe peoples,  
many of whom continue to live and work here today.

This territory is covered by the Upper Canada Treaties and  
is within the land protected by the Dish with One Spoon Wampum agreement.  
Today this gathering place is home to many First Nations, Métis, and Inuit peoples  
and acknowledging reminds us that our great standard of living is  
directly related to the resources and friendship of Indigenous people.

# STUDENT VOICE and STUDENT ACHIEVEMENT

## K-12

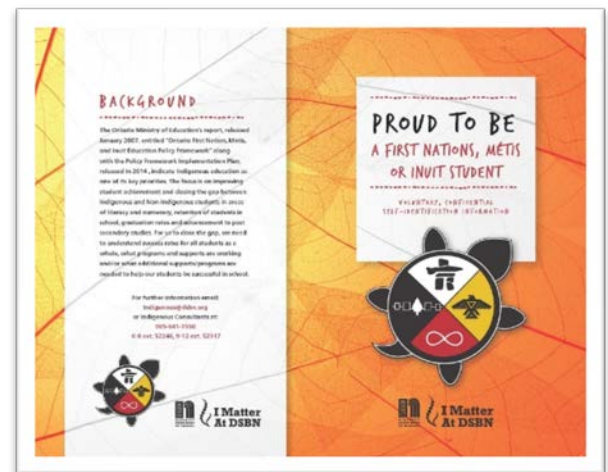
- 562 elementary students and 308 secondary students have self-identified as First Nations, Métis or Inuit descent.
- Indigenous Week acknowledged June 18 - June 22 at Heartland Forest began with a Sunrise Ceremony given by Elder Jackie Labonte to remind us all to appreciate each new day and all that it brings. Approximately 30 DSBN staff and community members participated.



- DSBN sponsored the Community Two Row Wampum art project at the Celebration of Nations and Chuck Commanda's Birch Bark workshops.



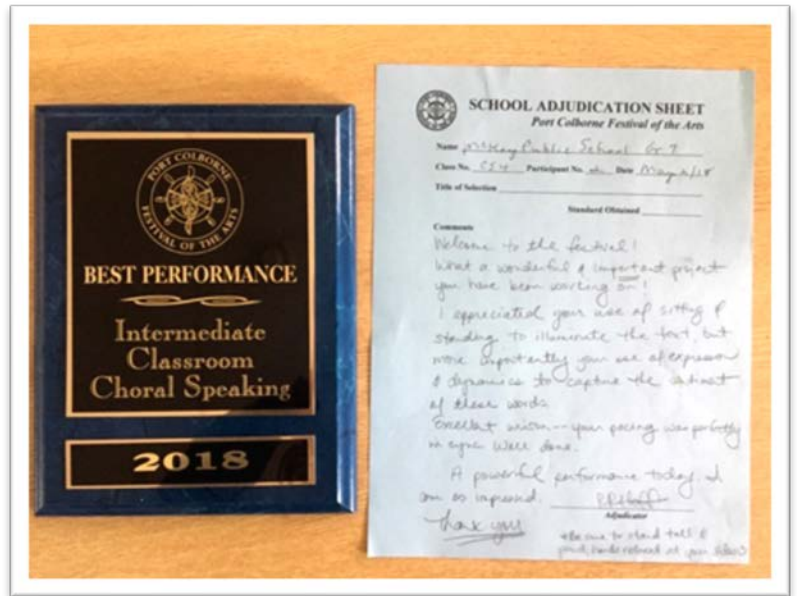
- All DSBN schools recognized Orange Shirt Day - Every Child Matters. Schools ordered DSBN orange shirts for staff and students. Students and staff participated in a wide variety of learning opportunities to acknowledge the impact of residential schools. Some elementary classrooms did healing through art toward reconciliation projects, in addition to whole school assemblies and presentations.
- In October, DSBN implemented the new IEAC approved Ancestral Land Acknowledgement across all schools and in our Board meetings.
- DSBN updated the Indigenous Self-Identification Brochures which are available in every main office and guidance office.
- A postcard was created to share key information about self-identification with families. This was shared with every DSBN student in November with their mid-semester report cards in secondary and with their progress report cards in elementary.
- In November, Treaty Awareness week occurred across the system with a wide variety of learning opportunities for student participation.
- On November 7<sup>th</sup>, International Inuit Day was recognized across the DSBN.
- In November, students will be joining the Indigenous team members, community members and Amanda Pont-Shanks from the Métis Nation of Ontario to raise the Métis flag at the Education Centre, in anticipation of the official recognition of Louis Riel Day on November 16<sup>th</sup>.





## ELEMENTARY

- In May, a grade 7/8 class from McKay Public School won Best Performance at the Port Colborne Performing Arts Festival for their Choral Speaking performance. The two selections written and performed by the students were titled [Our Story](#) and [Ma Chérie](#). The students read through a selection of poems that were provided to them from the Grand River Territory. It generated some interesting and philosophical conversation and inspired the students to do some further research on the historical and contemporary experiences of Indigenous peoples. Their classroom teacher then asked the students to write poems (either individually or in pairs) inspired by their findings.



- In June, MP Vance Badawey visited Amber Minor's grade 7/8 class at McKay Public School to present the class with a framed certificate from Prime Minister Justin Trudeau for their hard work in Indigenous Education. Each student also received an individualized certificate recognizing the poems they wrote and their work in reconciliation.

- In June, grade 7 & 8 Indigenous students were invited to the Youth Symposium held at Queenston Heights. In response to student feedback, students were able to invite a friend to come with them to this event. Students had a great day that began with a Keynote from Gary Parker, Cultural Coordinator from the FENFC. Students and educators heard about the importance of listening to and learning from our Elders. The message that everyone has knowledge and wisdom to learn on their journey and has the responsibility to share it with others, resonated with the audience. Team building activities where students and educators had to collaborate to build life sized dream catchers were a great success!

Travis Hill from the Niagara Parks Commission walked everyone through the Landscape of Nations: Six Nations and Native Allies commemorative memorial.

Sheila Maracle and Feather Nixon introduced a traditional Indigenous game to participants and they had the opportunity to partake in a relay while improving their skills at the game.

Participants enjoyed the interactive Big Drum and Pow Wow dance presentation. Indigenous students demonstrated great leadership and improvement in their self-confidence levels by demonstrating dances to the rest of the participants.





- Students at several schools were taught “Métis 101” while learning how to create Métis dot art from their teacher, who was given the teachings during our Indigenous professional development.
- Students from A.K. Wigg, Burleigh Hill, Cherrywood, Connaught, Diamond Trail, Edith Cavell, El McCulley, John Brant, Simcoe Street and Stevensville Public schools participated in the Indigenous week events held at Heartland Forest. Students and teachers from grade 2-6 classes enjoyed learning about Indigenous culture and took part in an array of activities and teachings including: Métis Friendship Bracelets, Hoop Dancing, Inuit artefacts travelling museum, Storytelling, Strawberry Teaching, Nature walk, Medicine teaching, Seven Teachings bracelet making and Métis Dot Art.



- Students at Forestview reflected on their ideas about reconciliation, while creating a tile for the school mural. Three grade 6 classes at Forestview created tiles to create a single mural on display at the school.



Mural created at Forestview to resemble the Five Lands Wampum

- In October, 94 grade 7 and 8 students attended the Indigenous Youth Symposium at the Fort Erie Native Friendship Centre.
- 23 elementary schools have been receiving scheduled Indigenous Education support from the Indigenous Education team for students and classroom teachers. Additional schools are being supported as needed.



Grade 6's at Forestview Public School are participating in an Orange Shirt Day activity - a group reconciliation activity. Their finished work is on display at their school.



Students at Lincoln Centennial learning about Wampum belts and the relationship to Treaties during Treaty Awareness Week



## SECONDARY

- A secondary First Nations, Métis and Inuit Youth Symposium was held in May at the Walker Living Campus with 79 Indigenous students. In total, 120 students, staff and Indigenous community members attended the event.



- In 2017-18, five schools applied for SpeakUp grants with an Indigenous focus. Some examples of projects included: drum making, the Moccasin Project, the red dress project, a residential school visit and a residential schools speaker series.
- An Indigenous Art Mural was completed in the lobby at Governor Simcoe. This seven-panel piece was inspired and supported by Project Home - Helping Our Mother Earth. It was based on the *Sacred Fisher Story* as orated by Isaac Murdoch. The students were supported by Nancy Rowe, Jackie Labonte and Oliver Nobosin and the Indigenous Education team.



Governor Simcoe secondary students present Indigenous Art Mural "Walk with a Good Heart"



Indigenous Education Studies, NBE grade 11 students exploring Landscape of Nations with Breakout boxes in May

- In the spring, students participated in a variety of field trips including the Landscape of Nations (65 students), Kahawi Dance Performance of Blood Tides at the First Ontario Performing Arts Centre (85 students), Woodland Cultural Centre and Mohawk Institute Residential School (85 students) and Youth and Elders Gathering (160 students).

- Four workshops occurred in the spring with grade 9 geography students who spent time with Karl Dockstader, Sheila Maracle and Nancy Rowe, connecting the curriculum to Mother Earth and the importance of sustainability.
- A grade 9 geography workshop was held at Walker Living Campus with Karl Dockstader's workshop on Wetlands and Thundering Waters which resulted in a student winning the ESPRI National Story Map Contest.
- During the last school year, 279 groups of students had Indigenous teachings provided by DSBN staff and Indigenous community members.
- 47 secondary students participated in a drum making workshop in the spring.
- Last year, 1,480 books from Indigenous authors were distributed to schools.
- During the spring, wellness teachings were offered in various schools by Elder Jackie Labonte, Sheila Maracle and Oliver Nobosin including: Within the Sacred Circle, thinking and walking "in a good way" and the importance of our self-health for our spiritual, mental, emotional and physical selves.
- In partnership with the Fort Erie Native Friendship Centre and with the support of Fran Hill, the Mohawk Language (LMNAO) eLearning course allowed students the opportunity to reconnect with their culture and take steps toward preserving the Mohawk language. The course culminated in June with a celebration of learning where students shared the Mohawk language children's books they had written.



DSBN's Music Monday event in May was opened with traditional drumming by our students led by Jackie Labonte and Oliver Nobosin



Courage to Soar and Mohawk Language student created a children's book in Mohawk Traditional Grand River Dialect as her culminating activity in June

- The Courage to Soar program and DSBN hosted an *Indian Horse* community viewing with over 100 people in attendance. As an act of reconciliation and reciprocity, the \$470 raised was donated to *Save the Evidence* campaign.
- Each school received a collection of 60 First Nations, Métis and Inuit books for their libraries in September.
- 26 sections of Indigenous courses are being offered this year, an increase from 20. Three new schools are offering these courses and a new course, Issues of Indigenous Peoples in a Global Context (NDW4M) has been added.



- In September, 30 grade 9 students participated in a drum making workshop with Jackie Labonte and Oliver Nobosin who shared some teachings and the significance of the drum. Throughout the day they built new relationships and returned to their schools with their own drums.
- In September, with the support of a Youth Rise grant, a school ran a Missing and Murdered Indigenous Women (MMIW) awareness campaign.
- Linked to Orange Shirt Day, Dawn Hill and Roberta Hill, Mohawk Residential School survivors shared their stories with students at four secondary schools.



Dawn Hill (left), Mohawk Residential School Survivor sharing her story with students at Eden High School



Welcoming our Indigenous grade 9 students at drum making workshop with Jackie Labonte in September

- Leading up to Orange Shirt Day, Nancy Rowe, Rick McLean and Jackie Labonte spent time in classrooms with groups of students sharing their knowledge and allowing students the opportunity to ask questions to deepen their understanding. They met with students in NBE English, history, law, and politics classes.



Thorold Secondary students raising awareness for Orange Shirt Day – Every Child Matters and Fundraising for Save the Evidence, October 2018

- Students sold *Every Child Matters*, Orange Shirt Day buttons and \$1105 was raised. This act of reciprocity has been donated to *Save the Evidence* campaign at the Woodland Cultural Centre.



Project of Heart Student Display at  
Beamsville District Secondary School, October 2018

- All schools participated in *Project of Heart*, linked to Orange Shirt Day. Students learned about residential schools and then each student participant created a wooden tile to recognize and honour the students who attended residential schools. The schools then created artistic collections of their community project.

- The Indigenous Student Voice Forum was held in October with 47 Indigenous students. Cindy Biancaniello, Jackie Labonte, Sheila Maracle, Amanda Ponte-Shanks and Nancy Rowe supported the group. They participated in morning of activities to get to know each other and hear each other's stories. In the afternoon they focused on sharing their perspectives on what they would like to see happening in the curriculum and in their school communities.

*"I have voice and an opinion that is valuable and needs to be heard", "I am proud to be who I am as an Indigenous student and I want to make a change".*

They expressed that they want to learn more about their cultures, their languages, history, more teachings and stories. Their input will be collated and used in planning for future student gatherings, learning opportunities and will be shared with principals. The students who participated in the Indigenous Student Voice forum were also representatives at the DSBN system student voice day to share their perspectives and voices.



Traditional openings at our first Indigenous Student Voice Forum in October

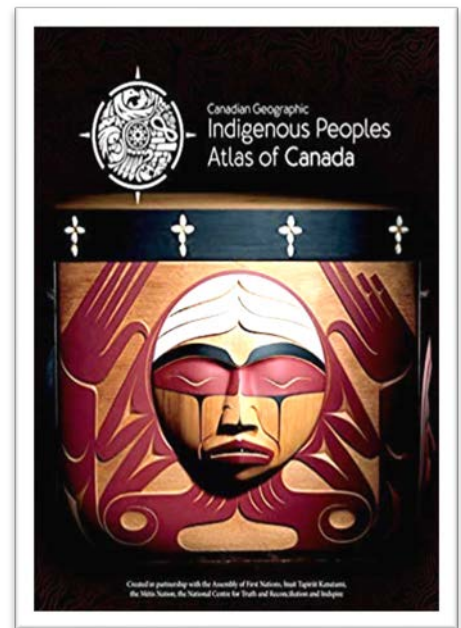


- Students taking Indigenous studies courses had the opportunity to learn from Sheila Maracle, Jackie Labonte, Nancy Rowe and Cindy Biancaniello.
- Two learning events were held at Ball's Falls in October with our environmental science students and their teachers. One day was facilitated by Nancy Rowe and the second by Karl Dockstader. The students learned about the importance of water and taking care of Mother Earth.
- Students will be attending a field trip at the First Ontario Performing Arts Centre in November, to see "Cottagers and Indians" by Drew Hayden Taylor.
- In November, a group of students will be visiting Kana:ta Village, a cultural learning experience in Brantford, where they will visit a replica Haudenosaunee longhouse and participate in a lacrosse and traditional games interactive program. All schools will have the opportunity for students and staff to participate in First Nations Games and Lacrosse clinics with Dallas Squires from Kana:ta Village starting in November.
- Jackie Labonte will be leading student seminars in English classes in November, related to "Medicine Walk" by Richard Wagamese.
- Each self-identified grade 9 student's families received a personal phone call from a member of the DSBN team. The purpose of the reach out was to welcome the students to grade 9, introduce the team and share the supports and resources that are available.
- NPAAMB and the DSBN team are collaborating on lunch and learn sessions for students to share the opportunities available to them.
- Community events are being shared with all schools in the form of posters and other print materials, on social media (Facebook and Twitter) and through mailings to families e.g., Brock Aboriginal Career Fair, NPAAMB Opportunity Knocks, FENFC I Know Conference.
- Letters were sent to all students who successfully earned 8 credits in grade 9 or 16 credits at the end of grade 10 who are eligible for NPAAMB's Stay In School Youth Initiative.
- The Indigenous re-engagement teacher met with each school to determine specific needs for Indigenous students and to share the supports and resources that are available through the Indigenous team.
- On November 7<sup>th</sup>, Inuit Day was recognized with some student-initiated learning opportunities in collaboration with Cindy Biancaniello and the DSBN team.
- Students have been active participants in *The Moccasin Project* and learning about the over representation of Indigenous children in care. This initiative was highlighted in the November 2018 Reader's Digest article "Sewing Change". Nancy Rowe has supported our students and Indigenous Education team in learning about residential schools, the sixties scoop and now the millennium scoop. Last year, 294 students participated and so far, this year 30 students have participated.



Inuit day activities including presentations, *Did You Know* Inuit posters, a lunch presentation on MMIW followed by a faceless doll workshop and an offering of Inuit Labrador tea to students

- Two copies of the *Indigenous Peoples Atlas of Canada*, published by Canadian Geographic were gifted to each school for use in classes and libraries. The Atlas is made up of 4 volumes that provide maps, colour and archival photographs and informative text covering 56 topics related to First Nations, Métis and Inuit peoples and Truth and Reconciliation.
- A SHSM Hospitality program hosted an Indigenous Cooking Workshop with Chef Pauline Cotter (DSBN graduate). Some of the menu included: venison salami, smoked lake trout, elk stew with squash, three sisters, wild boar sausage and wild blueberry bannock.
- Arts students in one school explored some contemporary issues, looked at a variety of Indigenous artists and then developed wood burned creations to share their messages.
- We continued our successful Courage to Soar program in partnership with the FENFC.
- All schools have a Two Row Wampum displayed in their main entrance.



The Two Row Wampum is displayed at the main entrance of every Secondary School.  
This display is at Thorold Secondary School where the  
Specialized School to Community Students painted this Indigenous mural



# STAFF PROFESSIONAL DEVELOPMENT

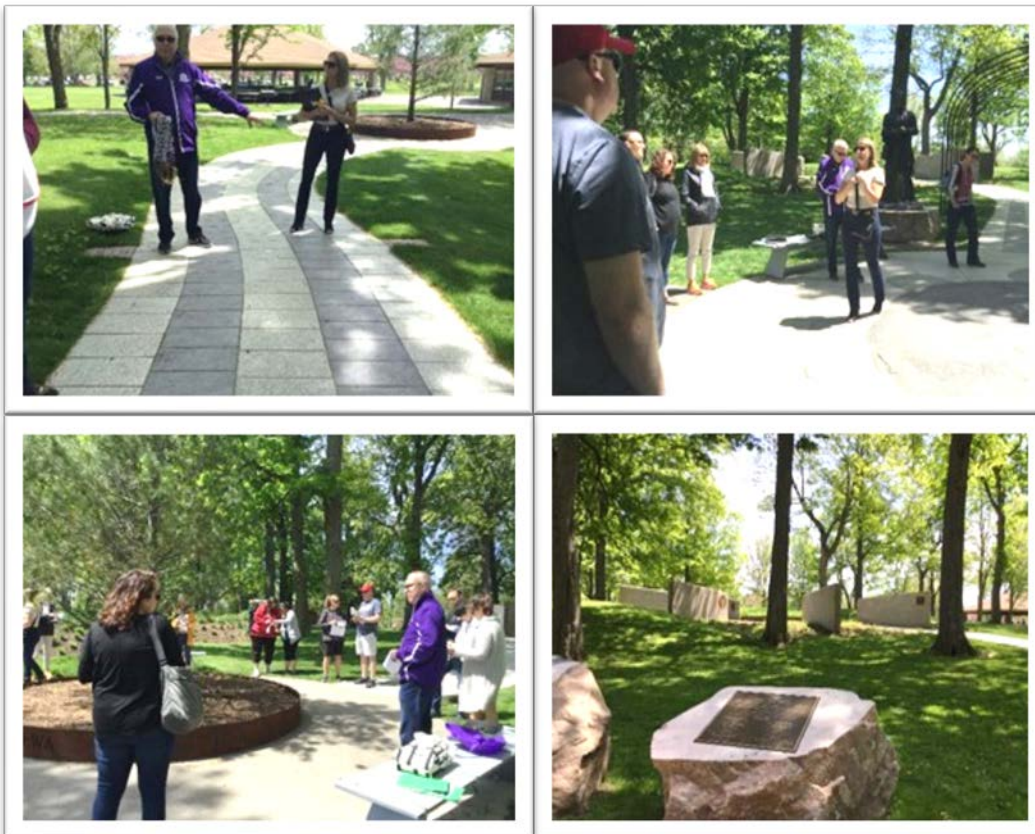
## K-12

- In June, over 50 educators attended a Sunrise Ceremony with Elder Jackie Labonte.
- Dr. Niigaan Sinclair presented to 140 principals and vice-principals about Truth and Reconciliation at the system Leadership Matters Conference in October.
- DSBN Indigenous team members have participated in the Summer Institutes, “Revitalizing our Classrooms with Indigenous Knowledge”, Landscape of Nations 360, Indigenous Leads meeting in Toronto, the FNMIEAO Elders conference, the NRNC Pow wow, Celebration of Nations at the First Ontario PAC, and the Massey Lecture, “All Our Relations”, with Tanya Talaga.

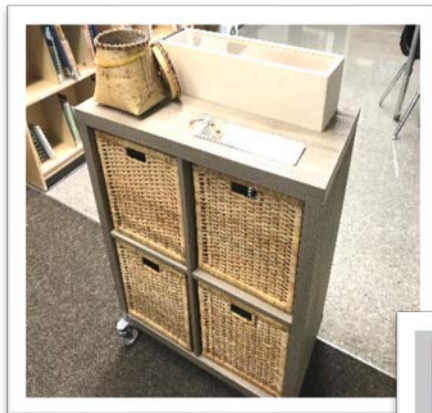


## ELEMENTARY

- Elementary educators participated in a guided tour of the Landscape of Nations: Six Nations and Native Allies commemorative memorial at Queenston Heights with Tim Johnson and Michele-Elise Burnett LON 360°: A National Education Initiative. During this professional development session, they explored some of the components of the memorial, learned about Indigenous contributions in the War of 1812, the significance of the architecture, the Indigenous plants, bronze statues and plaques.

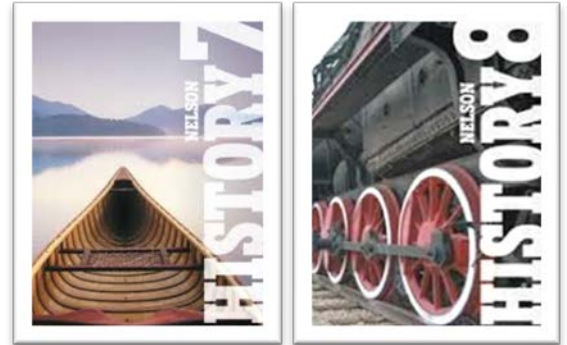


- The Indigenous Education Resource Teacher (K-8) presented to 10 teachers in the Principal Qualification Part 2 Course. Indigenous resources available in elementary schools were reviewed, Indigenous education programming and events.
- In the spring we organized the items needed to provide Places of Comfort for some of our schools. In October, six schools received the Places of Comfort in their libraries. This consists of a table and seating as well as some items of significance to First Nations, Métis and Inuit. As part of the roll out, the consultants for Indigenous Education conducted student and teacher presentations on how to best use the space and Indigenous resources.





- This fall, 17 elementary teachers and 1 administrator began the First Nations, Métis and Inuit Studies Part 1 AQ course on October 2. The course is being funded by DSBN and offered at no cost to the teachers.
- In October, 27 elementary teachers participated in the first of our professional development after-school Speaker Series to hear Allan Jamieson speak about treaties.
- As part of our support for the revised Social Studies, History and Geography curriculum, 35 elementary teachers participated in the first session of the SSHG CIL, with embedded Indigenous Perspectives. Teachers received the new Indigenous grades 7 and 8 textbooks (Nelson) to take back to their schools.
- This year, the elementary consultants are delivering presentations at the monthly school staff meetings. Three schools have received Indigenous Education presentations during their staff meetings in September and October.
- Treaty Awareness learning materials were shared with all elementary schools during the previous school year, including the “We are all Treaty People” kit, and treaty maps. 20 schools are being supported with presentations by the consultants for Indigenous Education, as well as by our Indigenous advisor during Treaty Awareness week, to help support the teachers with these resources.
- The November 16<sup>th</sup> elementary PA day is offering sessions for Indigenous Visual Arts, to support our Visions and Voices resource. We are also offering sessions that day for Indigenous daily physical activity (DPA).
- In November, all elementary DSBN instructional coaches and consultants will hear Roberta Hill speak about her experience as a residential school survivor and engage in conversation about the implication in education today.
- The elementary Indigenous Education consultants have been facilitating increased teacher learning on Indigenous perspectives for all students through collaborative inquiry including co-planning and co-teaching.
- The elementary Indigenous Education consultants have been facilitating and supporting educators to embed Indigenous perspectives across curricular areas in order to meet the needs of our Indigenous self-identified and non-identified students on an ongoing basis.
- 86 elementary teachers have taken part in professional development on various topics including: Landscape of Nations, Orange Shirt Day, Treaty Awareness and Métis Dot Art.



Amanda Pont-Shanks delivering professional development along with the elementary Indigenous team. Teachers were taught “Métis 101” and how to create and teach Métis Dot Art

## SECONDARY

- In the spring, we started on a two-day journey with grade 10 history teachers to set the foundational learning to support the implementation of the new curriculum. They participated in cultural awareness training through OFIFC, facilitated by Jason Shawana, followed with an afternoon with Rick Hill, supporting us in unpacking the new curriculum and making connections. The teachers also spent time with community members representing the First Nations, Métis and Inuit communities to deepen their learning.
- A writing team was established with history teachers and community members: Nancy Rowe, Amanda Pont-Shanks and Cindy Biancaniello and the Indigenous Education team. 13 lessons were co-created and shared with schools for use in the fall. These were all translated into French for use in our French immersion programs.



Grade 10 History teachers participate in the Blanket Exercise lead by Karl Dockstader in May



Visual Arts teacher's spending the day with Indigenous Artist Doug Maracle at his art studio, learning about wood burning in September

- In the 2017-18 school year, all secondary learning communities had Indigenous learning opportunities that linked to their curricular areas. These included Métis Dot Art at Rodman Hall for the Arts, Indigenous Ways of Knowing in science, Indigenous foods and diabetes health circle with a social sciences team.
  - This fall, 20 teachers are completing the First Nations, Métis and Inuit Peoples – Understanding Traditional Teachings, Histories, Current Issues and Cultures – Part 1 Additional Qualification Course. The course is being offered through a combination of eLearning and face to face sessions by Colinda Clyne, Anishinaabe (KatiganZibi) the Indigenous Lead at the Upper Grand District School Board.
- The November 16<sup>th</sup> secondary PD day is offering 46 learning sessions to teachers in various subject areas, with the support, expertise and knowledge of 13 Indigenous community members. Some examples of sessions include: the blanket exercise, cultural awareness and student success, 13 Moons and Constellations, Métis floral beadwork, Six Nations Harvesting Rights, a residential schools' survivor, Indigenous Story Telling and the Indian Act. These sessions are meant to extend the curriculum connections and learning that has already started across the schools.



- Treaty Awareness learning materials have been shared with schools, including Treaty Maps, the Haldimand Treaty Map, and learning about the new Ancestral Land Acknowledgement.
- In November DSBN Canadian and World Studies Consultant and Nancy Rowe will be sharing the journey of implementing the new grade 10 enhanced history curriculum at the Ontario History and Social Science Teachers' Association (OHASSTA).
- The DSBN team created a web site of learning materials, lessons and resources that were shared with schools to support Residential Schools education and Orange shirt day Every Child Matters initiatives.
- The Indigenous Education secondary learning community participated in a day of learning this fall with Nancy Rowe. They explored the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP), contemporary issues, reviewed the new curriculum documents, had a traditional lunch, explored privilege with Jodie Lynn Harrison (Brock University) and shared resources.



Indigenous Studies and CWS teachers at Lodge listening to survivor Geronimo Henry, September 2018

- 35 teachers including Indigenous Education teachers, consultants for equity and inclusive education and Canadian and World Studies, the grade 10 history/law/politics writing team and members of the Indigenous Education team went on a field trip to the Akinomaagaye Gaamik Lodge of Learning, located at New Credit First Nation. Nancy Rowe hosted the group with a robust day of learning including a talk with Geronimo Henry, Mohawk Institute Residential school survivor and a traditional lunch. The participants learned about being good stewards of the land by using feast bundles.

- The visual arts secondary learning community continued their learning journey about Indigenous ways of knowing by spending another day with Doug Maracle, this time in his studio. They explored wood burning and contemporary issues.
- In October the drama and dance secondary learning community expanded their knowledge with the support of Nikki Shawana and JR Jonathan by learning a variety of dances including: pow wow dancing, intertribal dancing, hoop dancing and the potato dance.
- The math and Indigenous consultants participated in a one-day workshop on *Indigenous Knowledge in Mathematics* by Dr. Cathy Bruce, Bobby Henry and Claire Mooney.
- Indigenous team members, the Social Studies and Humanities consultant and a foods teacher participated in a one-day gathering *Honouring Our Traditional Foods, Feeding Our Mind, Body and Spirit* with special guests Rick Hill and Chandra Maracle.



Drama and dance secondary teachers enjoying First Nations dancing with Nikki Shawana trying out the hoop dancing at the Shaw Festival.



## **DSBN INDIGENOUS TEAM**

### **K-12**

Indigenous Education Advisor – Sheila Maracle

### **ELEMENTARY**

Indigenous Education Lead Consultant – Ronda Menard

Indigenous Education Consultant – Jamie Groat

Principal – Lorraine Giroux

Superintendent – JoAnna Roberto

### **SECONDARY**

Indigenous Education Consultant – Erica Zombolas Indigenous

Education Re-Engagement Teacher – Marcia Malloy

Principal – Paul Taylor

Superintendent – Helen McGregor





**I Matter  
At DSBN**



## **Report to Program and Planning Committee**

**Tuesday, February 5, 2019**

### **Elementary and Secondary School Year Calendars 2019-2020**

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#### **Background:**

The Education Act, *Regulation 304 — School Year Calendar, Professional Activity Days*, sets the requirements for the preparation and submission of school year calendars to the Ministry of Education for approval.

The 2019-2020 calendar provides for 194 possible school days between September 1, 2019 and June 30, 2020. The school year shall include a minimum of 194 school days of which three days shall be designated as professional activity days. In addition, up to four days may be designated by the Board as professional activity days. The remaining school days shall be instructional days. The Boards may designate up to ten instructional days as examination days.

#### **Consultation Process**

School Year Calendar Committee meetings and electronic communication.

#### **The committee members include:**

- Michael St. John, Superintendent
- Scott Anderson, OPC
- Sharon Burns, OPC
- Brian Barker, ETFO
- Lisa Etienne, OSSTF
- Julie Hopkin, APSSP
- Brenda Mahoney, CUPE
- Lisa Mooney, PIC
- Melanie Sendzik, CSS

#### **Committee members were tasked with the following:**

- Review calendar year information
- Create draft Elementary and Secondary school year calendars
- Vet as appropriate with the groups represented (includes all Elementary and Secondary Principals, Vice-Principals, School Chairs, Parent Involvement Committee and all Federations and Unions)
- Gather feedback
- Vet drafts through Senior Administration
- Consult with the co-terminus Board to achieve alignment

**Note:** Once the Elementary and Secondary School Year Calendar has been approved by the Board and the Ministry, the system will be informed.



### **Timeline:**

- Program and Planning — February 5, 2019
- Board — February 26, 2019
- Ministry Submission — (On or before) May 1, 2019

### **Professional Activity Days**

In accordance with the *Education Act, Regulation 304 — School Year Calendar*, the following seven days have been identified as Professional Activity Days for both elementary and secondary panels for 2019- 2020:

### **Elementary Professional Activity Days**

- Friday, October 11, 2019
- Friday, November 15, 2019
- Friday, January 17, 2020 - Assessment Report Card Writing
- Friday, February 14, 2020
- Friday, May 15, 2020
- Friday, June 5, 2020 - Assessment Report Card Writing
- Friday, June 26, 2020

### **Secondary Professional Activity Days**

- Friday, October 11, 2019
- Friday, November 15, 2019
- Friday, January 31, 2020 - Turn Around Day
- Friday, February 14, 2020
- Friday, May 15, 2020
- Friday, June 25, 2020
- Friday, June 26, 2020

### **Secondary Examination Days**

- Semester 1: Friday, January 24 — Thursday, January 30, 2020
- Semester 2: Thursday, June 18 — Wednesday, June 24, 2020

### **Board & Civic Holidays**

- |                    |   |
|--------------------|---|
| • Labour Day       | Monday, September 2, 2019                           |
| • Thanksgiving Day | Monday, October 14, 2019                            |
| • Christmas Break  | Monday, December 23, 2019 – Friday, January 3, 2020 |
| • Family Day       | Monday, February 17, 2020                           |
| • March Break      | Monday, March 16 – Friday, March 20, 2020           |
| • Good Friday      | Friday, April 10, 2020                              |
| • Easter Monday    | Monday, April 13, 2020                              |
| • Victoria Day     | Monday, May 18, 2020                                |

### **Recommendation:**

***"That the report of the Elementary and Secondary School Year Calendars – 2019-2020 be received and approved for submission to the Ministry of Education by May 1, 2019."***

Respectfully submitted by  
Michael St. John, Area 6 - Superintendent of Education  
Date: February 5, 2020

**For further information, please contact Michael St. John or the Director of Education**

## DISTRICT SCHOOL BOARD OF NIAGARA PROFESSIONAL ACTIVITY DAYS

### School Year Calendar 2019-2020

DATE	PROFESSIONAL ACTIVITY EVENT
October 11, 2019	Elementary and Secondary
November 15, 2019	Elementary and Secondary
January 17, 2020	Elementary – Assessment Report Card Writing
January 31, 2020	Secondary – Turn-Around Day activities related to promotion / class placement and school growth plan summary
February 14, 2020	Elementary and Secondary
May 15, 2020	Elementary and Secondary
June 5, 2020	Elementary - Assessment Report Card Writing
June 25, 2020	Secondary
June 26, 2020	Elementary and Secondary





Ministry of Education

# School Year Calendar 2019 - 2020

**Legend** → **H** - Statutory Holiday Schedule

**E** - Scheduled Examination Day

**P** - Professional Activity Day

Board Designated  
**B** - Holiday

☒ Half Day

Elementary Draft

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 <sup>st</sup> Week			2 <sup>nd</sup> Week			3 <sup>rd</sup> Week			4 <sup>th</sup> Week			5 <sup>th</sup> Week		
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2019							1	2	5	6	7	8	9	12	13	14	15	16
September 2019	20			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20
October 2019	21	1							7	8	9	10	11	14	15	16	17	18
November 2019	20	1						1	4	5	6	7	8	11	12	13	14	15
December 2019	15			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20
January 2020	19	1					1	2	3	6	7	8	9	13	14	15	16	17
February 2020	18	1		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21
March 2020	17			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20
April 2020	20						1	2	3	6	7	8	9	13	14	15	16	17
May 2020	19	1						1	4	5	6	7	8	11	12	13	14	15
June 2020	18	2		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19
July 2020							1	2	3	6	7	8	9	13	14	15	16	17
<b>TOTAL</b>	<b>187</b>	<b>7</b>																

**Note:** The 2019-2020 calendar provides for 194 possible school days between September 1, 2019 and June 30, 2020. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days



Ministry of Education

# School Year Calendar 2019 - 2020

**Legend** → **H** - Statutory Holiday Schedule

**E** - Scheduled Examination Day

**P** - Professional Activity Day

Board Designated  
**B** - Holiday

☒ Half Day

Secondary Draft

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 <sup>st</sup> Week				2 <sup>nd</sup> Week				3 <sup>rd</sup> Week				4 <sup>th</sup> Week				5 <sup>th</sup> Week									
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2019							1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	
September 2019	20			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					
October 2019	21	1			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		
November 2019	20	1						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
December 2019	15			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				
January 2020	14	1	5				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
February 2020	18	1		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28						
March 2020	17			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				
April 2020	20					1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		
May 2020	19	1						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
June 2020	13	2	5	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30				
July 2020						1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	
TOTAL	177	7	10																										
				Note:	The 2019-2020 calendar provides for 194 possible school days between September 1, 2019 and June 30, 2020. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																								

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