

Regular Board Meeting

Tuesday, February 9, 2016

Education Centre

St. Catharines

5:30 - 6:00 pm [Information Session]

6:15 - 7:00 pm [Private Session]

7:00 - 10:00 pm [Public Session]

A G E N D A

A. COMMENCEMENT OF THE MEETING OF THE BOARD

1. Call to Order and Noting of Members Absent
2. Declaration of Conflict of Interest

B. COMMITTEE OF THE WHOLE

1. Motion to Move to Committee of the Whole (Private Session)
2. Motion to Return to Open Board (Public Meeting)

C. SINGING OF 'O CANADA'

Connaught Public School choir will perform 'O Canada', via video

D. REFLECTIVE READING

By Student Trustee Justin Dubé

E. BUSINESS OF THE BOARD

1. Adoption of the Agenda

Recommended Motion:

“That the Agenda be adopted.”

2. Approval of Board Minutes

Recommended Motion:

Pages 5-15

“That the Minutes of the Regular Meeting of the District School Board of Niagara dated January 26, 2016 be confirmed as submitted.”

3. Business Arising from the Minutes

4. Ratification of Business Conducted in Committee of the Whole

Recommended Motion:

“That the business transacted in Committee of the Whole be now ratified by the Board.”

F. EDUCATIONAL SHOWCASING OR PRESENTATIONS

1. Director’s Report and Recognition

W Hoshizaki
Pages 16-18

Update from Provincial, Regional and Local Perspective

- a) Director’s Recognition – Joanne Mestek, Youth Counsellor
- b) Director’s Update to Trustees

2. Educational Showcases

G. STUDENT ACHIEVEMENT REPORT

H. DELEGATIONS

I. BOARD RECESS (Optional)

J. OLD BUSINESS

1. REPORT OF THE SUPERVISED ALTERNATIVE LEARNING COMMITTEE

C Keddy Scott
Pages 19-21

Recommended Motion:

“That the report of the Supervised Alternative Learning Committee dated February 3, 2016 be received.”

2. REPORT OF THE PARENT INVOLVEMENT COMMITTEE

J Ajandi / H Campbell
Pages 22-23

Recommended Motion:

“That the report of the Parent Involvement Committee, dated February 3, 2016 be received.”

K. QUESTIONS ASKED OF AND BY BOARD MEMBERS

L. NEW BUSINESS

M. INFORMATION AND PROPOSALS

1. Staff Reports

a) Report on Supporting Newcomers from Syria

John Dickson
Pages 24-25

2. Trustee Information Session

An information session on Anti-bullying and Conflict Resolution was presented to trustees.

3. Correspondence and Communications

Pages 26-27

a) Correspondence from the Minister of Education, Liz Sandals re: the Aboriginal Education Strategy

4. **Trustee Communications and School Liaison**

5. **Ontario Public School Boards' Association Report**

J Ajandi

6. **Future Meetings**

Pages 28-29

The calendars for February and March are attached.

N. ADJOURNMENT

Recommended Motion:

“That this meeting of the District School Board of Niagara be now adjourned.”

**February 9, 2016 Board Meeting
Director's Update to Trustees**

Director's Recognition for Extraordinary Contributions – Joanne Mestek, Youth Counsellor, Harriet Tubman and Connaught Public Schools

Joanne Mestek is being recognized tonight for her outstanding contributions as the Youth Counsellor at Harriet Tubman and Connaught public schools.

Joanne has worked in many DSBN schools, most recently as the Youth Counsellor at Maywood, Memorial and Alexandra. As the schools merged together to form Harriet Tubman Public School, staff and students were thrilled that she was able to join them in their new school. She had developed relationships with staff, students and the community and was a great help during the transition.

Harriet Tubman Principal, Ronna Lockyer, recently recalled the first time she met Joanne which was in July 2005. She said that Joanne sat across from her and passionately explained why Roots of Empathy had to be delivered at Alexandra Public School. The mission of Roots of Empathy is to build caring, peaceful and civil societies through the development of empathy in children and adults. It quickly became evident to Ronna that this might also be Joanne's personal mission!

As the role of Youth Counsellor has evolved, so has Joanne. She has embraced delivering full class, positive and pro-active programs to teach children emotional regulation and conflict resolution. She can be found in each and every classroom, delivering Roots of Empathy, Zones of Regulation and Friends for Life. At recess, she can be found running her 'skipping' or 'walking' clubs, providing a safe alternative for students during the break.

Joanne works with staff each year to plan anti-bullying week and has run parent anti-bullying workshops in the evenings. This year, she was a presenter on 'Conflict vs Bullying' at the DSBN Parent Involvement Conference.

Joanne regularly says, 'They have to know better to do better' and has committed herself to ensuring kids know better. She demonstrates a growth mindset and believes all children can be successful. Joanne fully endorses the "What's Expected" code of conduct at Harriet Tubman and has helped the school to develop consistent and clear language to describe and learn expected behaviours.

Many letters have been written and comments made in support of Joanne.

A grade 7 student wrote, *"You are a great mentor and I thank you for giving us your knowledge."*

A staff member adds *"Joanne is personable and approachable and is always ready to lend a listening ear and step in when needed."*

Perhaps the most impactful letter came from a kindergarten parent who wrote:

"We have always had great difficulty with teeth brushing. Every morning and every night - same story - crying, battling, tears etc. The other night we were headed in the same direction and things were escalating and he put both hands in the air and said, "Stop! I am at the beach. I am at the beach." He calmed down and relaxed using a strategy that he had learned at school. At this young age, he has learned this tool and how to use it! I just wanted to say thank you for reminding me how amazing kids are and how helpful and amazing and important these teachings are."

Joanne, you make a difference in the lives of our students. You are most deserving of the Director's Recognition for Extraordinary Contributions. Congratulations!

Designated Member of Collaborative Team (DMCT) Training

The DSBN recently held more DMCT training for all elementary schools on Tuesday, February 2nd.

When a child is concussed there is a team that meets to develop the return to learn/return to physical activity plan for the student. This team consists of the concussed student, parent/guardian, school staff, volunteers, coaches, medical doctor, etc. The role of the DMCT is to communicate with the parents and ensure that staff who provide education to the concussed student are aware of the progression of the plan.

This is an instrumental component of the DSBN's HEADSTRONG concussion management and awareness program, and we are continuing to deepen our understanding of the impact concussions have on the lives of our students.

We were pleased to have had both Dr. K. Swayze and Dr. M. Torigian as presenters for this comprehensive training. We continue to work in partnership with the medical community to ensure each student at the DSBN receives the best care in suspected and diagnosed concussions.

Every elementary school was represented and the DMCT trained representative will be instrumental in creating and implementing a return to learn and return to physical activity plan for a concussed student. Their role in communicating with all members of the team will support students both at home and at school and will ensure essential continuity of care during a recovery process.

We are now looking forward to providing this same training for our secondary DMCTs in the near future.

Possibilities: Addressing Poverty in Elementary Schools

On February 4, 2016, ETFO Niagara sponsored a half day professional development opportunity for teachers which featured first-hand examples of school based innovations and initiatives from ETFO's Poverty and Education Project.

Approximately 40 teachers were in attendance and will share their learning with staff at their home school about practical strategies to address the academic and non-academic needs of students and their families experiencing poverty. Attendees were also provided with a copy of the new ETFO resource book *Possibilities*.

Technological Design Class Project

Students taking grade 11 technological design class at DSBN Academy, designed and built a variety of houses for the dog breed of their choice. Some were insulated, some had front decks, all were very well built. The students learned a variety of design and construction techniques.

They were very proud of their projects, not only because of the final result, but because the houses are being sold on Kijiji with the profits going to a local animal charity.



Wrestling Provincials



Jaylin Reyes, student at Laura Second Secondary School, competed the last week of January at the Junior Wrestling Provincials. She finished an amazing 3rd place in an age group higher than her own, and has now qualified for Nationals! Congratulations Jaylin!

Frozen themed Gala

Approximately 200 special education students from across the DSBN, dressed in formal attire, gathered inside the gym of Thorold Secondary School recently, to take part in a semi-formal dance.

Thank you to educational assistant Lindsay Dezeeuw, along with Lorraine Schoonings, coordinator of Thorold Secondary School's special education program, for spearheading this event in an effort to give the students this high school experience. As well, the school's grade 12 leadership class helped organize the event and make it a memorable day!





District School Board of Niagara

Report on Supporting Newcomers from Syria

Background

The District School Board of Niagara is well positioned to support newcomer families from Syria. The Welcome Centre reception and integration process which has been in place since 2007 and has registered over 2700 students ensures that all newcomer English Language Learners (ELLs) are provided with supports for their success and well-being. We are continuing to work with the Ministry of Education and local agencies in response to Canada's plan to resettle Syrian newcomers.

Action

To date, the DSBN has registered 23 students (17 elementary in 6 schools and 6 secondary in 1 school) from Syria, with increased numbers anticipated in coming weeks.

Reception Process

The DSBN Welcome Centre for Newcomer Families continues to be the first point of contact for newcomer families. Welcome Centre staff will visit families at a convenient site to ensure students are registered, assessed, supported, and effectively transitioned to their new school. The Welcome Centre staff/itinerant ELL teachers are experienced in registering a high number of students in a short period of time and will work closely with schools to ensure a smooth transition.

Supports Available

- The Settlement Workers in Schools (SWIS) team provides a liaison between home and schools for newcomer families. SWIS and Welcome Centre staff work in partnership to ensure a successful introduction to the students' new school. The SWIS team includes Arabic speakers.
- DSBN Social Workers are fully equipped to provide trauma, mental health and PTSD support.
- Additional Arabic speaking volunteers are available through the St. Catharines Islamic Society, including a DSBN teacher and staff member.
- DSBN also has a partnership with other community supports, including our local multicultural centres.
- Students in need of support for their well-being are connected to appropriate support (Social Worker, Youth Counsellor, community support).
- Families in need of support will be referred via the DSBN Mental Health Team or the SWIS team.

English as a Second Language (ESL) and English Literacy Development (ELD) Programming

Elementary: The DSBN has a blended site school and itinerant ESL/ELD program model, allowing us to support English Language Learners at all of our 83 elementary schools. ESL/ELD site schools are an option for students requiring more intensive support. Parents who prefer for their children to receive the ESL/ELD program at their home school will be supported by an itinerant ELL teacher.

Secondary: Similar to our elementary model, DSBN secondary schools offer 3 ESL/ELD site schools in St. Catharines, Niagara Falls, and Welland offering ESL/ELD credits. English Language Learners attending other schools receive support from an itinerant ESL/ELD teacher.

The team of elementary and secondary ELL teachers have flexible timetables to allow them to meet the needs of newcomer students.

Respectfully submitted,

John Dickson
Superintendent of School Support Services

Date: February 9, 2016

For further information, please contact John Dickson or Warren Hoshizaki.

Ministry of Education

Ministère de l'Éducation

Minister

Ministre

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January 19, 2016

Ms. Dale Robinson
Chair
District School Board of Niagara
191 Carlton Street
St. Catharines ON L2R 7P4

A handwritten signature in blue ink that reads "Dale".

Dear Ms. Robinson,

Thank you for your letter of December 16, 2015, in which you share your board's support for increasing awareness and understanding of Aboriginal Canadian history among young people. I welcome your support for an inclusive curriculum and appreciate the opportunity to respond.

The Ontario government is committed to helping improve learning opportunities for both Indigenous and non-Indigenous learners about First Nations, Métis and Inuit ways of knowing. That is why in 2007 we launched the Aboriginal Education Strategy. It supports learning and achievement for Aboriginal students and seeks to increase the knowledge and awareness of *all* students about Aboriginal histories, cultures and perspectives, including residential schools.

A critical element of reconciliation is a better understanding among all Canadians of the lasting impacts and trauma caused by residential schools. As I am sure you are aware, the Ministry of Education released several revised curricula in 2013 and 2015. These contain significantly more opportunities for students to learn about Aboriginal histories, cultures and perspectives and topics of significance, including residential schools and treaties in a developmentally appropriate way. These curricula include the revised *Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 (2013); Canadian and World Studies, Grades 9 and 10 (2013); Canadian and World Studies, Grades 11 and 12 (2015); and Social Sciences and Humanities, Grades 9 to 12 (2013).*

.../2

The Truth and Reconciliation Commission made an important recommendation to include age-appropriate learning about residential schools, treaties and Aboriginal peoples' historical and contemporary contributions to Canada. Under the leadership of the Council of Ministers of Education Canada (CMEC), ministers across the country have been working to ensure students over the course of their education gain an understanding of how residential schools have affected Aboriginal peoples and Canada as a whole. One of CMEC's commitments was to advance Aboriginal education and ensure all students gain an understanding of residential schools and their impact. To support this, our ministry is developing a comprehensive plan with First Nations, Métis and Inuit groups, as well as education stakeholders and other partners to enhance this learning in an age- and grade-appropriate way.

As part of our comprehensive plan, we recognize the importance of professional learning and curriculum-linked resources, in addition to building and sustaining positive relationships with our First Nations, Métis and Inuit partners and their communities.

Thank you for your initiative and support on this important issue. I look forward to sharing our ministry's plans in more detail when they are finalized.

Sincerely,

A handwritten signature in blue ink that reads "Liz Sandals". The signature is fluid and cursive, with a long horizontal stroke at the end.

Liz Sandals
Minister

February 2016

Trustee Calendar

Jan 2016

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Mar 2016

S	M	T	W	T	F	S
						1 2 3 4 5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jan 31	Feb 1	2	3 1:00 PM SAL 5:30 PM PIC	4	5	6
7	8 6:15 PM Board Meeting	9	10	11 6:00 PM SEAC	12	13
14	15 9:00 AM Family Day	16	17 9:00 AM Student Trustee Senate Retreat 6:00 PM Finance	18	19	20
21	22 12:00 PM Strategic Planning Committee Meeting	23 4:00 PM Program and Planning 6:15 PM Board Meeting	24 9:00 AM Pink Shirt Day	25 4:45 PM DSBN Gala	26	27
28	29	Mar 1 1:00 PM SAL	2	3	4	5

March 2016

Trustee Calendar

Feb 2016							Apr 2016						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6						1	2
7	8	9	10	11	12	13	3	4	5	6	7	8	9
14	15	16	17	18	19	20	10	11	12	13	14	15	16
21	22	23	24	25	26	27	17	18	19	20	21	22	23
28	29						24	25	26	27	28	29	30

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Feb 28	29	Mar 1 1:00 PM SAL	2	3	4	5
6	7	8 5:30 PM Policy Committee Meeting 6:15 PM Board meeting	9	10 6:00 PM SEAC	11	12
13	14 9:00 AM March Break	15 12:00 AM March Break	16 12:00 AM March Break 6:00 PM Finance Meeting	17 12:00 AM March Break	18 12:00 AM March Break	19
20	21	22	23	24 6:30 AM Strategic Plan Working Committee Meeting	25 9:00 AM Good Friday	26
27 9:00 AM Easter Monday	28	29	30	31	Apr 1	2