

# THAMES VALLEY DISTRICT SCHOOL BOARD FIRST NATIONS ADVISORY COMMITTEE AGENDA

October 15, 2019

3:00 P.M. - 4:30 P.M.

Oneida Nation of the Thames - Community Center (Gym)

**Pages**

- |     |                                                                                                             |    |  |
|-----|-------------------------------------------------------------------------------------------------------------|----|--|
| 1.  | Call to Order                                                                                               |    |  |
| 2.  | Confirmation of Agenda                                                                                      |    |  |
| 3.  | Conflicts of Interest                                                                                       |    |  |
| 4.  | Report of the Previous Meeting                                                                              | 1  |  |
|     | The report of the previous meeting is provided for information.                                             |    |  |
| 5.  | Business Arising from the Minutes                                                                           |    |  |
|     | a. Finance Department 2019-2020 Budget Questions                                                            | 4  |  |
|     | b. Elementary and Secondary Native Language Staffing and Program Delivery Independent Procedure (item #4.a) | 9  |  |
| 6.  | Saunders Update - C. Antone/ D. Macpherson                                                                  |    |  |
| 7.  | Local Indigenous Learning Series - C. Antone                                                                |    |  |
| 8.  | 2018-2019 Grade 9 Results -B. Summers                                                                       |    |  |
| 9.  | Program Spotlight (Standing Item)                                                                           |    |  |
|     | a. Oneida Nation of the Thames - B. Summers                                                                 |    |  |
| 10. | Learning Support Services Update                                                                            |    |  |
|     | a. Board Action Plan (BAP) Update (Standing Item) - C. Camillo/ S. McGahey-Albert/ B. Nielsen               |    |  |
| 11. | School Counselling and Social Work Services Update (Standing Item) - M. Ferdinand                           |    |  |
| 12. | Principal Updates (Standing Item)                                                                           |    |  |
|     | a. Delaware Central Public School/Lambeth Public School - J. Richmond/P. Spicer                             | 12 |  |
|     | b. H.B. Beal Secondary School - T. Langelaan                                                                | 13 |  |

- c. B. Davison Secondary School - C. Friesen 15
- d. Saunders Secondary School
- e. Strathroy District Collegiate Institute - S. Hambides 16

13. Community Updates (Standing Item)

- a. Chippewas of the Thames First Nation
- b. Munsee-Delaware Nation
- c. Oneida Nation of the Thames

14. Other Business

## REPORT OF THE FIRST NATIONS ADVISORY COMMITTEE

September 17, 2019  
3:12 p.m. - 4:19 p.m.

### MEMBERS

C. Antone, Chair  
P. Cuddy, Trustee  
B. Summers, Oneida Nation of the Thames  
O. Correia, Munsee-Delaware Nation  
U. Doxtator, Oneida Nation of the Thames  
E. Young, Chippewas of the Thames  
C. Kechego, Chippewas of the Thames  
M. Fisher, Munsee-Delaware Nation

#### Regrets:

B. McKinnon

### ADMINISTRATION AND OTHERS

D. Macpherson, Superintendent of Student Achievement  
B. Nielsen, FNMI Learning Supervisor  
C. Camillo, FNMI Learning Coordinator of the Thames (Secondary)  
S. Folino, Research and Assessment  
C. Friesen, Principal, B. Davison S.S.  
P. Spicer, Principal, Delaware Central P.S.  
T. Langelann, Vice-Principal, H.B. Beal Secondary School  
S. Kahn, Principal, Saunders S.S.  
J. Patterson, Vice-Principal, Saunders S.S.  
S. Hambides, Principal, S.D. C. I  
C. Kennedy, Student Trustee  
S. Smith, Corporate Services  
N. Smith, Trustee, Chippewas of the Thames

#### 1. Call to Order

The meeting convened at 3:12 p.m. at Antler River Elementary School, Chippewas of the Thames.

#### 2. Confirmation of Agenda

The agenda was approved, on motion.

#### 3. Conflicts of Interest

None declared.

#### 4. Report of the Previous Meeting

The First Nations Advisory Committee Report of the 2019 June 18 meeting was provided for information.

##### a. Business Arising from the Minutes

Other Business (item#11)

In response to a question B. Nielsen provided an update on the revisions to the Elementary and Secondary Native Language Staffing and Program Delivery Independent Procedure.

The committee requested a copy of the revisions prior to the procedure going out for public input.

#### 5. 2018-2019 Grade 9 Results

Deferred.

**6. Discussion of 2019-2020 Meeting Changes**

C. Antone advised the committee of the potential changes to the agenda format and requested input from the members.

**7. Program Spotlight**

**a. Chippewas of the Thames**

C. Kechego introduced N. Smith a newly elected Trustee at Chippewas and reported the details of their recent election. N. Kechego provided an update on student enrolment for the 2019-2020 school year. She provided data on graduation rates, noting the summer credit recovery program was a contributing factor.

C. Kechego provided an update on Orange Shirt day detailing the planned events.

**8. Learning Support Services Update**

**a. Board Action Plan (BAP) Update (Standing Item)**

C. Camillo provided an update on the First Nation Advisory Committee Board Action Plan on Indigenous Education. A handout was provided.

C. Camillo noted this school year she will be spending a half day per month at Lambeth and Delaware for staff and student support.

C. Camillo provided a recap of the Summer School program reporting 36 students earned credits, details of the summer school activities were outlined. She reported students were eager to volunteer at future programs.

In response to a question B. Nielsen reported funding will be extended for grad coaches and they will be in place until the end of the school year.

B. Nielsen noted P. Hearse will attend the 2019 October meeting to review the FNAC budget.

**b. TVDSB Update**

D. Macpherson informed the committee of the new Director and his focus on improving student achievement. He noted Director Fisher will be touring each First Nation community and the N'Amerind Friendship Centre 2019 October 18.

**9. School Counselling and Social Work Services Update (Standing Item)**

M. Ferdinand provided an update on the current staff caseload list. In response to a question M. Ferdinand reported the funding has been extended for three full-time FNMI counsellors and one part-time counsellor for the remainder of the school year. The counsellor's school lists were provided.

**10. Principal Updates (Standing Item)**

Principals/Vice Principals, attending the meeting, referred to the written reports provided to committee members. Initiatives, events and programming were highlighted.

School survey data was requested by the committee.

**11. Community Updates (Standing Item)**

**a. Chippewas of the Thames First Nation**

C. Kechego provided a staffing update reporting the school is completely staffed. She provided information on the grant for Secondary Leadership for grade 7 and 8, noting six high school students are interested so far.

**b. Munsee-Delaware Nation**

M. Fisher provided updates on the graduation ceremony, Great Wolf Lodge trip and annual Mandarin dinner. M. Fisher provided transportation information for the career fair and reminded the committee the impact of failing to report school absences.

**c. Oneida Nation of the Thames**

B. Summers provided information on the Oneida fair is this weekend. She provided an update on the success of the summer banquet and back to school event. B. Summers spoke to the importance of the career fair.

B. Summers outlined the projects she is working on including a new curriculum, language carousel, and defining the role of advocates and their workload.

**12. Other Business**

B. Nielsen reported the hiring vacancies for language in Elementary have been filled, an Oneida language program teacher was hired for Beal and Ojibway teacher interviews are in progress.

**13. 2019-2020 Meeting Dates**

2019 October 15 at Oneida.

**14. Adjournment**

The meeting adjourned at 4:19 p.m. by motion.




**Carole Antone**  
CHAIRPERSON

## First Nations Advisory Committee - June 18, 2019




### What's Changed in the Funding?

The amount of Indigenous Education funding is calculated using Ministry of Education formulas. Variables and inputs have changed as follows:

1) Funding amount per pupil has increased:

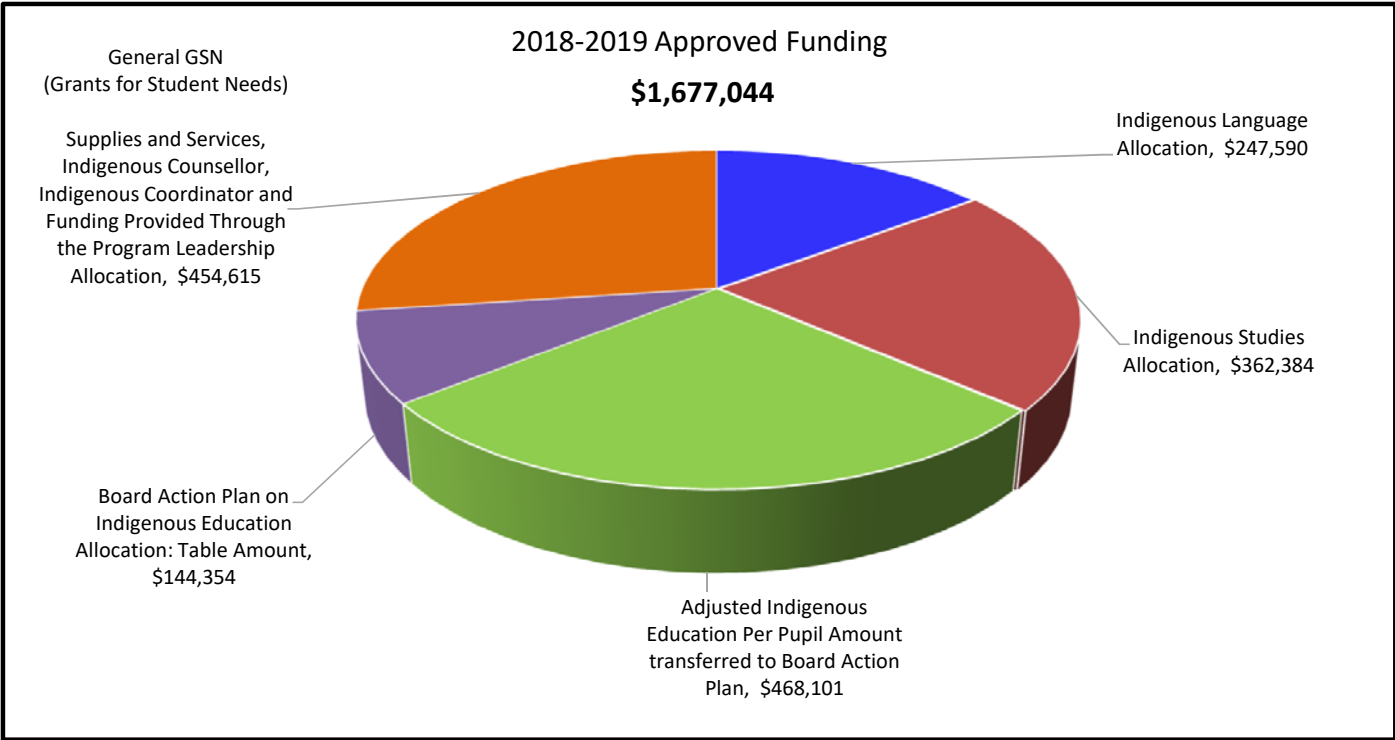
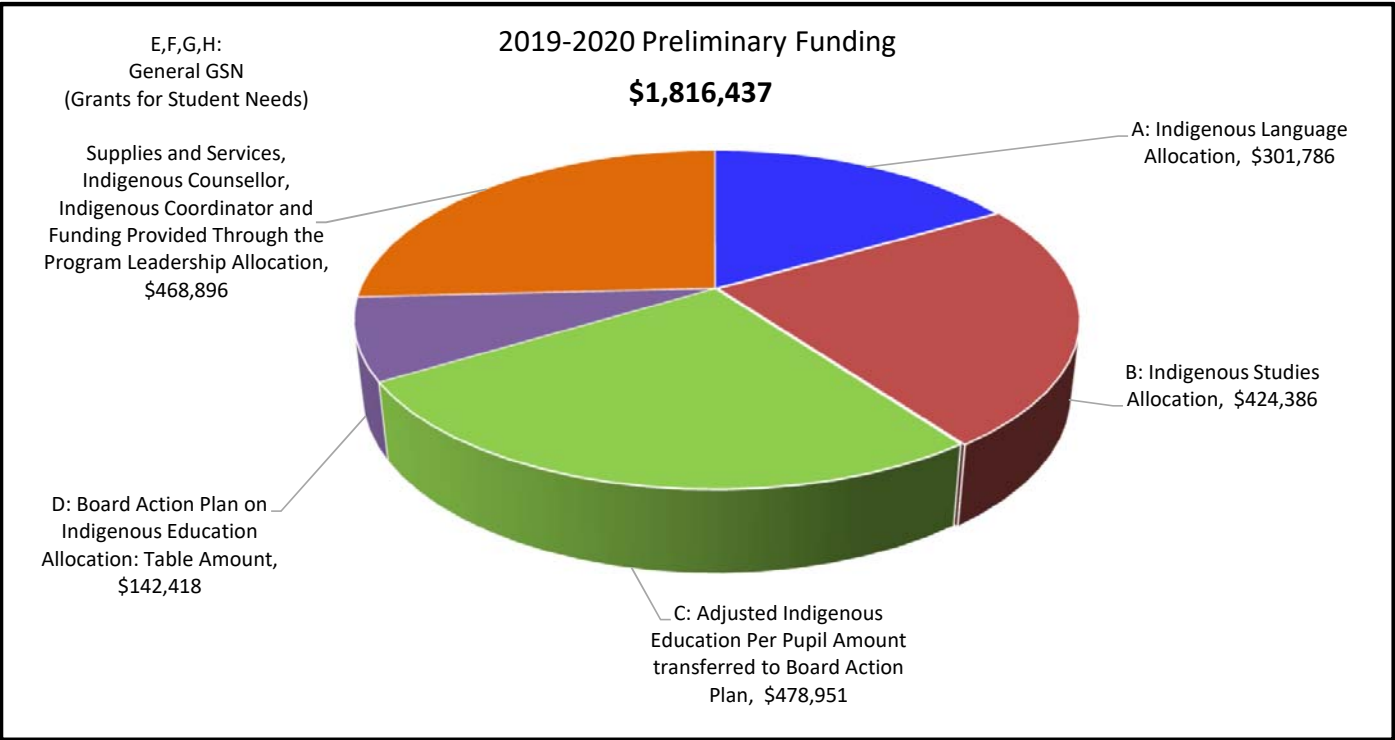
	\$17.77	Indigenous Language – Elementary (2019/20 = \$2,121.93, 2018/19 = \$2,104.16)
	\$9.87	Indigenous Language – Secondary (2019/20 = \$1,178.85, 2018/19 = \$1,168.98)
	\$9.87	Indigenous Studies (2019/20 = \$1,178.85, 2018/19 = \$1,168.98)

2) Overall enrolment has increased:

	29.00	Indigenous Language (2019/20 = 160, 2018/19 = 131)
	50.00	Indigenous Studies (2019/20 = 360, 2018/19 = 310)
	542.84	Average Daily Enrolment (2019/20 = 77,910.77, 2018/19 = 77,367.93)

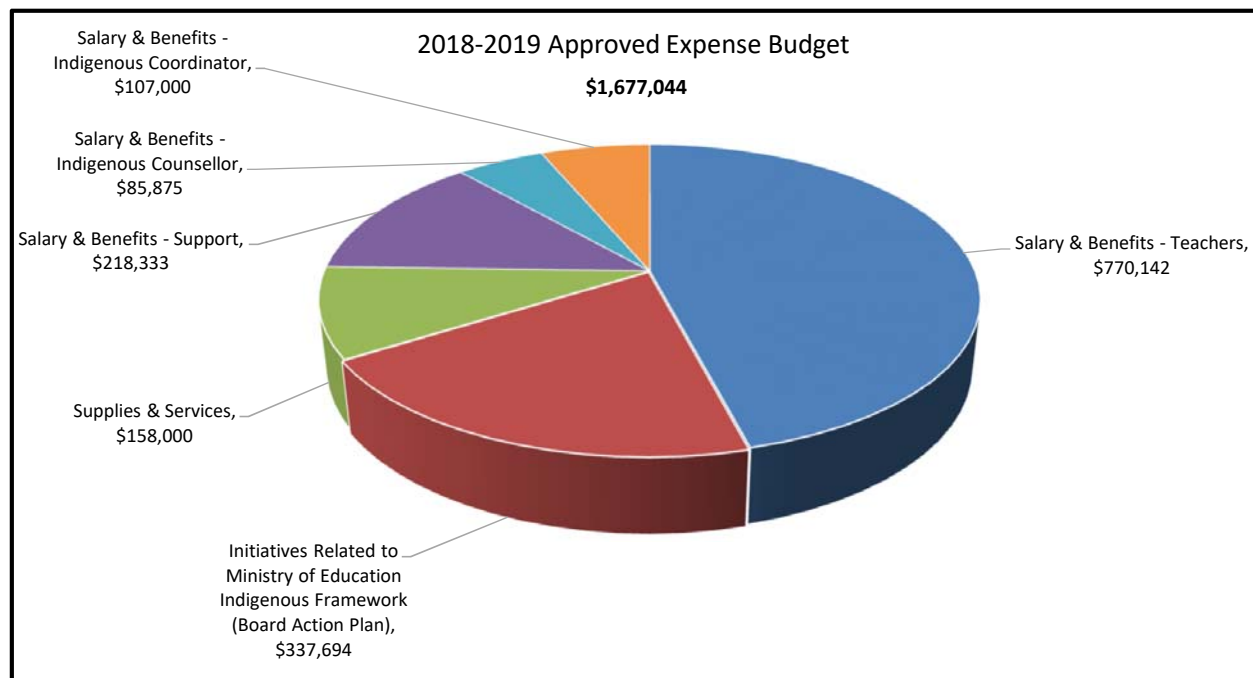
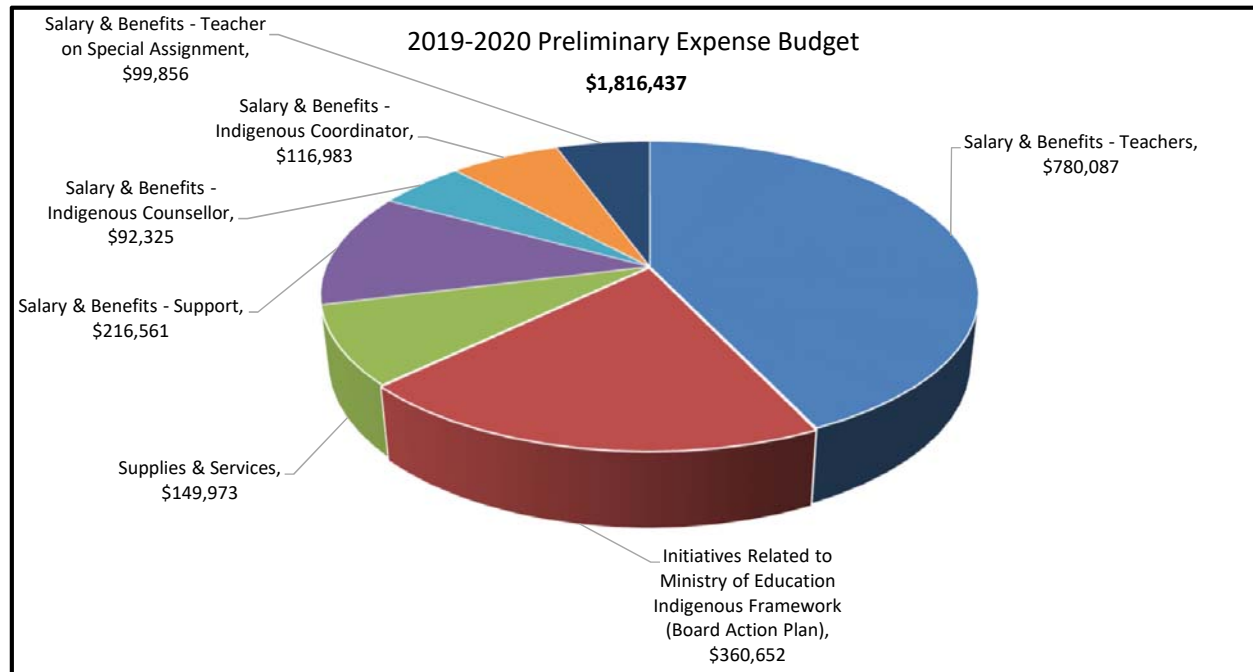
For additional details regarding Ministry of Education information, please refer to the 2019-20 Technical Paper located at:  
<http://www.edu.gov.on.ca/eng/funding/1920/TechnicalPaper2019-20.pdf>

**First Nations Advisory Committee - June 19, 2018**  
**Indigenous Education Funding Summary**



## First Nations Advisory Committee - June 18, 2019

### Indigenous Education Expense Summary

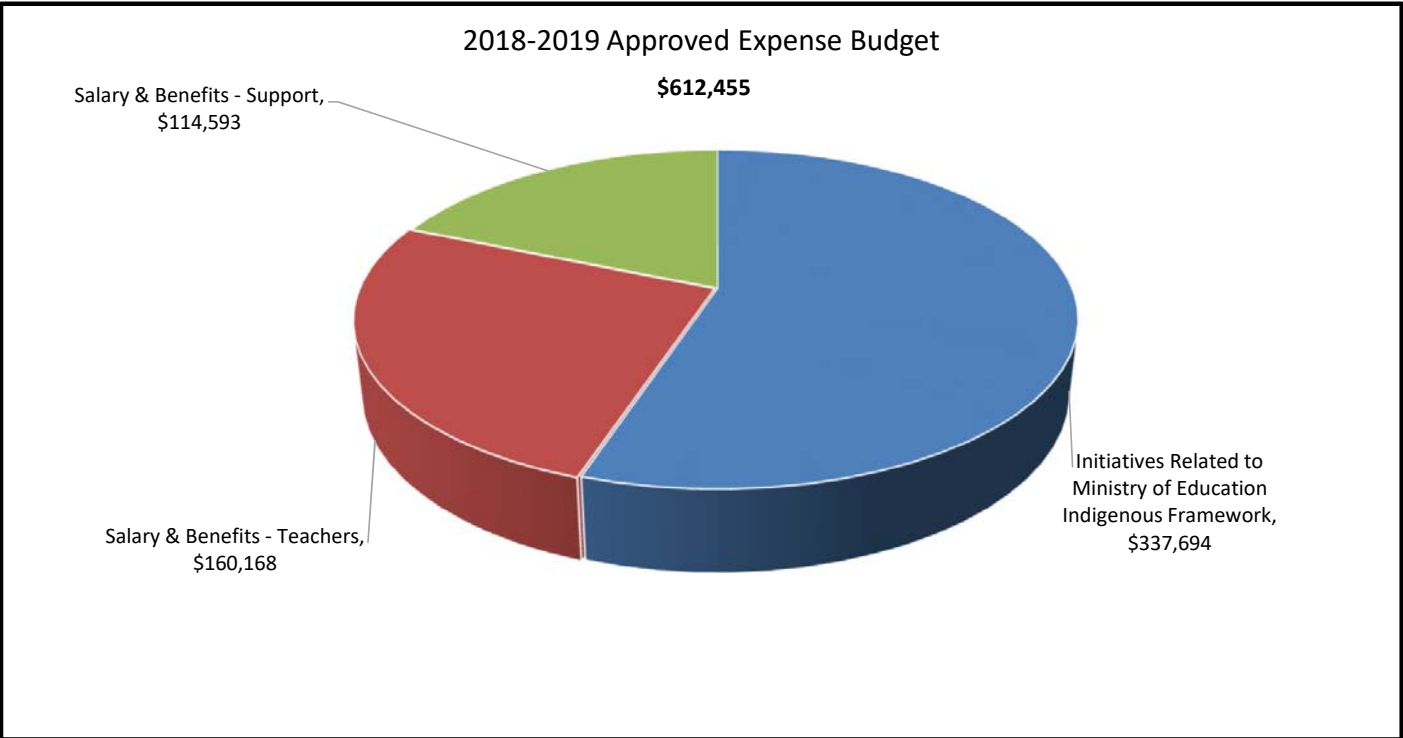
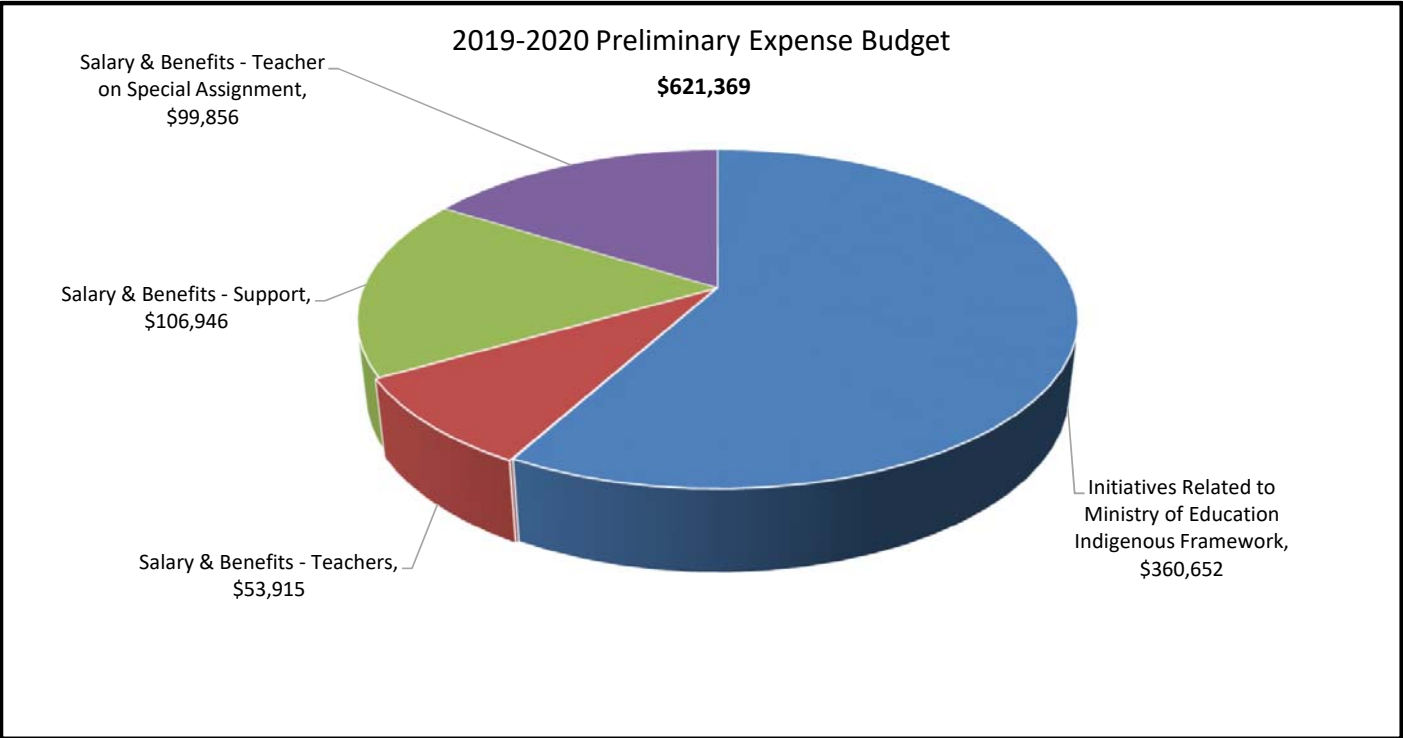


#### What's Changed in the 2019-2020 Expense Budget?

- ↑ 1.00 Teacher on Special Assignment 1.0 FTE (Full Time Equivalent)
- ↑ 0.50 Research Associate 0.5 FTE
- ↑ \$22,958 Initiatives related to Ministry of Education Indigenous Framework through the Board Action Plan  
(2019/20 = \$360,652, 2018/19 = \$337,694)
- ↓ 0.33 Teacher FTE for Indigenous Language classes and Indigenous Studies classes  
(2019/20 = 7.54 FTE, 2018/19 = 7.87 FTE)
- ↓ 0.40 Reduction in Learning Supervisor FTE



**First Nations Advisory Committee - June 18, 2019**  
**Board Action Plan on Indigenous Education Allocation**



# First Nations Advisory Committee - June 18, 2019



Submission Version: Board Working Version  
 School Board Name: Thames Valley DSB  
 School Year: 2019-20  
 Cycle: Estimates

## Section 18 - Indigenous Education Allocation

18.1	<b>Indigenous Language Allocation</b>	<b>Number of Pupils</b>	<b>Factor</b>	
18.1.1	<b>Total Elementary</b>			
	<u>Average Program minutes per school day</u>			
	IL 20-39 minutes	-	1,414.62	-
	IL 40 minutes or more	120	2,121.93	254,632
	IL Elementary			254,632
		<b>Pupil Credits</b>	<b>Factor</b>	
18.1.2	<b>Total Secondary (exclude fully High Credit pupils and pupils 21 years and over)</b>			
	IL Grade 9 and 10	26.0	1,178.85	30,650
	IL Grade 11 and 12	14.0	1,178.85	16,504
	IL Secondary			47,154
18.1.3	<b>Total Indigenous Language Allocation</b>			<b>301,786</b> <b>A</b>
	.....Item 18.1.1 + Item 18.1.2			
18.2	<b>Indigenous Studies Allocation</b>	360.0	1,178.85	<b>424,386</b> <b>B</b>
	<b>Total Elementary Indigenous Education Per Pupil Amount.</b>			
18.3.1	Average Daily Enrolment			55,914.00
18.3.2	Indigenous Education Per Pupil Amount Incidence Factor			0.0381
	.....0.0381 ( 2019-20 GSN Reg Table) x Indigenous Amount Weighting Factor 1			
18.3.3	Indigenous Education Per Pupil Amount.			403,888
	.....Item 18.3.1 x Item 18.3.2 x Indigenous Education Per Pupil Amount Per Pupil Benchmark \$189.59			
	<b>Total Secondary Indigenous Education Per Pupil Amount.</b>			
18.3.4	Average Daily Enrolment			21,996.77
18.3.5	Indigenous Education Per Pupil Amount Incidence Factor			0.0381
	.....0.0381 (2019-20 GSN Reg Table) x Indigenous Amount Weighting Factor 1			
18.3.6	Indigenous Education Per Pupil Amount.			158,891
	.....Item 18.3.4 x Item 18.3.5 x Indigenous Education Per Pupil Amount Per Pupil Benchmark \$189.59			
18.3.7	Minimum Indigenous Education Per Pupil Amount Allocation			167,657
18.3.8	Total Indigenous Education Per Pupil Amount			562,779
	.....The greater of item 18.3.7 and sum of items 18.3.3 and 18.3.6			
18.3.9	Indigenous Lead funded through Program Leadership Allocation			83,828
	.....Section 10 Program Leadership Allocation, item 1.1, col. 6			
18.3.10	Adjusted Indigenous Education Per Pupil Amount			<b>478,951</b> <b>C</b>
	.....Item 18.3.8 less item 18.3.9			
18.3.11	Board Action Plan on Indigenous Education Allocation			<b>142,418</b> <b>D</b>
	.....2019-20 GSN Reg Table			
18.4	<b>Indigenous Education Allocation</b>			<b>1,347,541</b>
	.....Item 18.1.3 + Item 18.2 + Item 18.3.10 + Item 18.3.11			
	<b>Board commitment to Supplies &amp; Services</b>		<b>148,000</b> <b>E</b>	
	<b>Board commitment to Indigenous Counsellor</b>		<b>92,325</b> <b>F</b>	
	<b>Board commitment to Indigenous Coordinator</b>		<b>116,983</b> <b>G</b>	
	<b>Funding Provided Through the Program Leadership Allocation</b>		<b>111,588</b> <b>H</b>	
	<b>Total Preliminary 2019/2020 Funding</b>		<b>\$ 1,816,437</b>	

**Transfer to  
Board Action Plan  
\$562,779 - \$83,828 = \$478,951**

**\$478,951 + \$142,418 = \$621,369  
Board Action Plan Envelope**

Less: Funding equivalent to half of the Supervisory Officer salary and benefit benchmark.

General GSN Funding \$468,896



## INDEPENDENT PROCEDURE

Title: **ELEMENTARY AND SECONDARY NATIVE LANGUAGE STAFFING AND PROGRAM DELIVERY** Procedure No: 9041  
Effective Date:

Department: **PROGRAM SERVICES**

Resources

- Equity and Inclusive Education Policy #2002
- First Nations, Métis, and Inuit Policy Framework, 2007
- Ontario Curriculum, Native Languages, Grade 1-8, 2001
- Ontario Curriculum, Native Languages, Grade 9-10, 1999
- Ontario Curriculum, Native Languages, Grade 11-12, 2000
- Ontario Curriculum, Native Languages, Grades 1-12, 2011

### 1.0 Overview

Thames Valley District School Board recognizes the importance of Native languages and the connection that these languages have to the preservation of First Nations cultures and contributing to students' understanding of self and sense of pride.

Native Language programs are available in identified TVDSB schools, in accordance with this independent procedure. This procedure describes a process that must be followed in order for programming to be offered in schools.

Through the study of a Native Language, students will:

- Be active and effective speakers in an ancestral language of Ontario;
- Connect to other 'ways of knowing' unavailable to non-NL speakers;
- Revitalize authentic, living language communities;
- Embrace the rich, dynamic nature (elements, parts of speech, word order, root derivatives) of the language and apply language acquisition skills to other discipline areas;
- Understand the values, beliefs, history and customs expressed through and embedded within the language and culture of study;
- Recognize their role as active members of a family, extended family, community, and the world as they come to know the interconnectedness of all things through the study of a Native Language.

*Ontario Curriculum, Native Languages, Grades 1-12, 2011*

Administered By:	<b>ASSOCIATE DIRECTOR OF LEARNING SUPPORT SERVICES</b>
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Date of Last Amendment	2007 May 22 2009 November 10 2012 December 18
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## 2.0 **Procedure for Distribution of the Native Language Staffing Complement**

2.1 In accordance with the Ministry of Education funding regulations, and through the budget process, Administrative Council will establish the total number of Native Language teachers available for distribution to each panel of the elementary and secondary schools.

### 2.1.1 **Elementary**

Learning Support Services will annually request the projected Native Language enrollment by grade (Grades 4 through 8) for the following year.

### 2.1.2 **Secondary**

Learning Support Services will annually request the actual number of student registrations by course code.

2.2 Using the data submitted, Learning Support Services will establish the Native Language allocation to schools.

## 3.0 **Procedure for Requesting New Native Language Programs**

In accordance with Ministry of Education Policy, the Board may consider offering new Native Language programs in elementary and/or secondary schools.

### 3.1 **Elementary**

New elementary Native Language programs may be considered, according to the following guidelines:

- The Principal makes a request to the Associate Director of Learning Support Services for the establishment of a new Native Language Program;
- A survey will be provided by Operations Services to **all** families of students in Grades 3 through 7 to determine interest for entry into the Native Language program. The survey results must be submitted to Operations Services no later than December 31;
- The results of the survey will determine the specific Native Language to be offered;
- A total minimum number of students, according to current Ministry guidelines, must generate enough grant to offer the program;
- Native Language will be offered at the same time as French Instruction.

### 3.2 **Secondary**

New secondary Native Language courses may be considered, according to the following guidelines:

- Schools must include a course description in their course calendar and promote the course to **all** students;
- A total minimum number of students, according to current Ministry guidelines, must generate enough grant to offer the program;
- Allocated staffing lines must be dedicated to Native Language courses only.

### 3.3 **Out-of-Area Registration - Elementary - Grades 4 to 8**

Where Native Language programs do not currently exist, parent(s)/guardian(s) may request to register their child(ren) at a school where a Native Language program is offered. Where out-of-area registration is approved, it shall be the responsibility of the parent(s)/guardian(s) to provide transportation to the program.

## 4.0 **Staff Supervision**

- 4.1 The Principals of the schools to which Native Language teachers are assigned shall be responsible for daily supervision and Teacher Performance Appraisals.

## 5.0 **Hiring of Native Language Teachers**

- 5.1 Coordination of the hiring of Native Language teachers at the elementary level shall be the responsibility of Learning Support Services.
- 5.2 Coordination of the hiring of Native Language teachers at the secondary level shall be the responsibility of secondary school Principals.
- 5.3 Learning Support Services and secondary schools may include in the hiring process, Principal(s)/Superintendent, a Learning Supervisor, and where possible will include a fluent speaker of the Native Language.
- 5.4 Where certified candidates do not exist, Learning Support Services and secondary schools shall work with Human Resource Services to meet the requirements of Regulation 184 (Teachers Qualifications).

**FIRST NATIONS ADVISORY COMMITTEE  
SCHOOL PRINCIPAL'S REPORT**

**School: Lambeth/ Delaware**

**PART 1 – Student Achievement**

*Quantitative achievement data for students from communities (aggregate, as available); review of most recent FNMI Student Success Team Meeting (secondary), date of next meeting (secondary); next steps, other data sources regarding student achievement and well-being for community students*

- Program Development Team meetings were held in September (13 for students from Oneida and 2 from Munsee-Delaware). Advocates from Oneida and the Education Coordinator from Munsee-Delaware were in attendance for students on their respective nominal rolls. Further meetings with Learning Support Teachers to review plans to address student needs have been scheduled or in some cases, have already occurred.
- IEPs are being generated this month for students who have exceptional needs
- Specialized technology and training is being provided to students identified by Psychological Services as requiring technology to access curriculum expectations (to date, 7 applications have been submitted; 6 for students from Oneida and 1 for a student from Munsee-Delaware).
- Meetings have been scheduled with Social Work Attendance Counsellors, Learning Support Teachers, Education Advocates from Oneida and the Education Coordinator from Munsee-Delaware to review students attendance to date and identify potential supports
- Prime Math assessments have been completed for students in grades 7 and 8 at Lambeth and all those new to Delaware, including grade 7 and 8 students. Reading diagnostic assessments continue (i.e., DRA). The resulting baseline data is being used to plan small group instruction.
- The Empower Reading program will continue to support last year's cohort until the end of October when post assessment data will be collected. In November, a second group will receive the instruction.

**PART 2 – Initiatives to Support First Nations Students**

*Cultural events, student activities, staff development, parent and community engagement*

- Orange Shirt day was honoured by staff and students. Students were engaged in age-appropriate lessons.
- The Fourth R Program begins October 11
- Student advocates continue to meet weekly with grade 7-8 students at Lambeth (2x/week) and Delaware (1x/week). Lunch and wellness check-ins are provided. The Oneida Language teacher provides an additional day of lunchtime support.
- The Oneida Language teacher and advocates have encouraged Oneida students to become more involved in recess games and supports and this has lead to a number of new friendships both in class and outside. The advocates will look into providing more outdoor educational equipment to continue to support this initiative.
- Information regarding TVO Mathify, a free after school online 1 on 1 tutoring program for students in grades 7-10, has been shared with families and advocates.

**PART 3 – School News**

*School-wide events and updates*

- October 8 – Reforest London Planting Day at Delaware Central (20 trees are being added to the property)
- October 8<sup>th</sup> Cross Country Regional Meet
- October 15<sup>th</sup> – IEPs go home
- October 15<sup>th</sup> – Attendance review and support (Lambeth)
- October 16<sup>th</sup> – Attendance review and support (Delaware)
- October 17<sup>th</sup> – Attendance review and support (Delaware)
- October 18<sup>th</sup> – Photo retakes at Delaware
- October 21 – Grade 5/6 at Nature School (Jaffa Outdoor Education Centre)
- October 22<sup>nd</sup> – PDT meetings
- October 22<sup>nd</sup> – Cross Country Finals (rain date – Oct. 23)
- October 25<sup>th</sup> – PD Day
- October 29<sup>th</sup> - Grades 3/4 and 5/6 at Westminster Pond with Reforest London
- October 29<sup>th</sup> – Grade 7-8's attend Jewish Community Centre presentation by author and educator, Max Eisen
- November 8<sup>th</sup> – Progress Reports go home

<p style="text-align: center;"><b>FIRST NATIONS ADVISORY COMMITTEE</b> <b>SCHOOL PRINCIPAL'S REPORT</b></p>
<p><b>School: H.B. Beal Secondary School (October 2019)</b></p>
<p><b>PART 1 – Student Achievement</b>  <i>Quantitative achievement data for students from communities (aggregate, as available); review of most recent FNMI Student Success Team Meeting (secondary), date of next meeting (secondary); next steps, other data sources regarding student achievement and well-being for community students</i></p> <ul style="list-style-type: none"> <li>• Weekly meetings with check-in's with students who have low attendance rates</li> <li>• Weekly and monthly attendance tracking of students who have been noted as "non-attender's"-plan of action put in place with the students and teachers.</li> <li>• Monthly meetings/check-ins with students (as many as possible-average 30 per month or more)</li> <li>• Meeting with FNMI SWAC teacher (Fanshawe) January- four students will be starting the FNMI SWAC at Fanshawe College</li> <li>• Meetings with Oneida Education Advocates</li> <li>• Meeting with Chippewa Community Education Advocate, to discuss student progress/concerns and plans of action.</li> <li>• Helping students with school and/or personal needs: clothing, access to funding to assist in covering trip cost (through Beal's funding resources)</li> <li>• FNMI Graduation Coach meeting's with Saunders, Beal and SDCI to discuss progress, share successes, program plan and devise plans of action for student success.</li> <li>• Fanshawe (Dan Kennedy) will be coming to the FNMI Room on October 10 and 29th to do career testing/planning with senior students</li> </ul> <p>Attendance Data (period 1 &amp; 2)</p> <ul style="list-style-type: none"> <li>• Period 1 students access the FNMI space everyday to work (SST and FNMI support), 2-5 students.</li> <li>• Period 2 on average 3-7 students will come to the FNMI space following the class lesson to complete their work.</li> </ul> <p>During periods 3 &amp; 4 (FNMI SST) we average 5-8 students each period          We have 9 FNMI students working on credit recovery, with a possible 3 more</p>
<p><b>PART 2 – Initiatives to Support First Nations Students</b>  <i>Cultural events, student activities, staff development, parent and community engagement</i></p> <ul style="list-style-type: none"> <li>• New faces of students to the FNMI room who were not often using it before.</li> <li>• Meet and greet with students to see Jordin Tootoo, First Inuit to play in the NHL &amp; Recovered Addict.</li> </ul>

- Fourth R with Mike Cywink –mentees and mentors presentation at Western University in preparation for the 8 week program.
- Working with Dan Kennedy at Fanshawe College-anticipated participation at this year’s Indigenous High School Day (tour and program information) for grade 11 and 12 students, November 13th.
- Community lunches will be Oct. 8th and Oct. 22nd

### **PART 3 – School News**

#### *School-wide events and updates*

- Annual Post Secondary Information Session –Beal Secondary School, November 18th.
- We had a successful Orange Shirt Day. Ms. Flannery's class produced a video based around an essay written by Meghan French from Chippewa.
- Treaty Recognition Week is November 4th - 8th. We'll be planning some lunch time awareness events.



<p style="text-align: center;"><b>FIRST NATIONS ADVISORY COMMITTEE</b> <b>SCHOOL PRINCIPAL'S REPORT</b></p>
<p><b>School:</b> B. Davison -- October 2019</p>
<p><b>PART 1 – Student Achievement</b> <i>Quantitative achievement data for students from communities (aggregate, as available); review of most recent FNMI Student Success Team Meeting (secondary), date of next meeting (secondary); next steps, other data sources regarding student achievement and well-being for community students</i></p> <p><i>We have two FNMI Grade 9 students who both came to us with significant attendance and academic issues. One has been attending quite regularly and beginning to settle in. The other, when he is here, is doing well but his attendance is better than last year but still a concern. The majority of our FNMI students are in their senior grades and have all started the year off well. Two of them are on track to graduate this year in only their fourth year of high school.</i></p>
<p><b>PART 2 – Initiatives to Support First Nations Students</b> <i>Cultural events, student activities, staff development, parent and community engagement</i></p> <p>We have Student Success Team meetings weekly but we have, once a month, a Team meeting with all stakeholders. In addition, our SST often meets separately with our FNMI Counsellor and Student Advocate. Our FNMI Counsellor brought four of our FNMI students to an Orange Shirt celebration on Monday, Sept 30<sup>th</sup>. In addition, we had several students attend the Oneida Career Fair on the 3<sup>rd</sup> of October.</p>
<p><b>PART 3 – School News</b> We had a wonderful response to our first Family Night on September 19<sup>th</sup> with well over 100 people showing up for dinner and to have great conversations with our staff. We heard almost overwhelmingly positive first impressions from our Grade 9 parents which is extremely critical as most if not all of our Grade 9's are coming to us with a skeptical view of the worth of school.</p>

<p style="text-align: center;"><b>FIRST NATIONS ADVISORY COMMITTEE</b> <b>SCHOOL PRINCIPAL'S REPORT</b></p>
<p><b>School: Strathroy District Collegiate Institute – September 2019 report.</b></p>
<p><b>PART 1 – Student Achievement</b> <i>Quantitative achievement data for students from communities (aggregate, as available); review of most recent FNMI Student Success Team Meeting (secondary), date of next meeting (secondary); next steps, other data sources regarding student achievement and well-being for community students</i></p> <ul style="list-style-type: none"> <li>• Christine has worked with Alt Ed to provide SAL programming for a few students to ensure they remain connected to SDCI while they are part-time students.</li> <li>• Candy and Craig Saari (SST) have pulled data on attendance and credit attainment for June. The data will be compared to student marks/attendance when early warning reports come out on October 14.</li> <li>• We are looking at student marks at early warning date when students are in class vs. student marks at early warning date when students are not in class.</li> <li>• Candy continues to make phone calls home each day when students are absent from class/school.</li> <li>• Next SST meeting is October 15</li> </ul>
<p><b>PART 2 – Initiatives to Support First Nations Students</b> <i>Cultural events, student activities, staff development, parent and community engagement</i></p> <ul style="list-style-type: none"> <li>• SDCI now has a dedicated FNMI space in NW203</li> <li>• Candy has worked with the students to create a list of furniture/equipment for the space</li> <li>• Once the room is set up Candy will begin making rawhide gloves and mitts with the students</li> <li>• Candy provides an FNMI update at each staff meeting</li> <li>• Charlene is working with us on the FNMI School Champion Team approach</li> <li>• The entire staff is working generally on culture and creating a welcoming, engaging space for all students</li> <li>• Rogers Hometown Hockey is coming to Strathroy and we are planning an FNMI component to our week long festivities</li> </ul>
<p><b>PART 3 – School News</b> <i>School-wide events and updates</i></p> <ul style="list-style-type: none"> <li>• October 11 – Early Progress Reports</li> <li>• October 18 – Commencement</li> <li>• October 23 – Parent Teacher Interview</li> <li>• October 27 – P.A. Day</li> <li>• November 2 – Rogers Hometown Hockey events at SDCI</li> <li>• November 6 – Take Your Kid to Work Day/ Grade 8 Visits</li> </ul>