

# **GECD SB IEAC Committee Meeting**

## **Virtual Meeting February 8, 2021**

### **Attendance:**

Director Erin Kelly  
Tyler White  
Alan Halberstadt (Trustee)  
Brad John  
Shelley Armstrong  
Louise Moss

Dr. Clara Howitt  
Brienne John  
Cecil Isaac  
Rick MacMillan  
Shawn Maheux  
Penny Fremlin

Tina DeCastro  
Adrian Klein  
Kim John  
Ron LeClair (Trustee)  
Rachel Olivero

### **Welcome- C. Howitt**

### **Land Acknowledgement- C. Howitt**

**Opening- C. Isaac (as Cecil had trouble joining the opening was provided several minutes into the meeting with a pause to the agenda)**

### **Presentation - Indigenous Education Board Action Plan**

The Funding Allocations form was displayed on screen.

### **Shawn:**

In our previous presentation we reviewed the different sources of funding. The primary source of funding is what we will discuss today how it is contained within the Board Aboriginal Plan (BAP) from the Ministry of Education and through the Grants for Student Needs, otherwise known as the GSN.

The amounts of \$101,515 and \$79, 906, those are enveloped amounts, or earmarked amounts from the prior school year (2019/2020) that were not spent last year, and we are carrying them forward into the current school year. When schools were closed in March (2020) due to the global pandemic, allocations could not be spent in that school year. Because this is a restricted fund, we could carry it forward for use in the current school year.

The first component of the GSN funding is the Indigenous languages allocation. This funding is not applicable to the GECD SB, as we don't run any of those specific courses or sections. However, we do run the FNMI studies course, the NBE course; the Contemporary Aboriginal Voices Grade 11 College Prep Course. This is in the amount of \$2.4 million. The majority of that funding supports the cost of teachers, supplies and professional development. It also subsidizes other funding in order to allow for those smaller class sizes. It allows for the board to provide more Indigenous programming and education for all students, creating awareness and building capacity among all. Of that amount \$260,065 is set aside to cover other initiatives not related to the classroom necessarily. That's to subsidize or help with the Indigenous Education Board Action Plan in total; allocated to other items mentioned throughout this report. The next area of funding is the per pupil amount (PPA), which provides funding at the rate of \$193.39 per Indigenous student enrolled. However, there is a ministry cap and the board receives the maximum funding in this area of \$335, 665. This fund the positions of Team Lead, the three Indigenous Support workers and two Academic Support Teachers, the pilot program that started in January and will continue until June. We will re-evaluate that and hopefully continue it in years to come. There is also the half-time Program Secretary paid out of this funding.

The next amount is the Indigenous funding, paid out to our board specifically in the amount of \$82,307. Added all up, the amount of the BAP is \$859,458.

Alan:

The carryover money from those first two items, do we also get that same amount this year? And how do we spend it?

Shawn:

You are right, we carry the full amount of the BAP forward into this year and it is budgeted this year for the full amount to be spent. If we can't spend that we can carry it forward further into the subsequent year.

Clara:

We have full intentions of spending the money this year, although we've had some constraints this year. The money is dedicated to supporting Indigenous students and Indigenous learning, so if we need to readjust because we are not able to spend all the money this year, we will do that moving forward.

Tina:

This is now the document in which we've placed all the items that we talked about before.

Tina reviewed the form layout and measurement tools on the form.

Tina noted the budgeted amounts were rounded amounts, but the final report will show the amount that was actually spent on each of those items.

Tina:

I've highlighted in yellow anything that is new or revised. We've developed this plan over the years with guidance of the parents/guardians on the IEAC. Over the years we've revised it, adding different items. We've added different items, but haven't really taken anything away from it. We've discussed all of these in previous meetings.

Clara confirmed that a copy of the BAP being reviewed would be shared with everyone on the meeting.

Clara:

As Tina mentioned, we haven't removed anything from our BAP, however we have tweaked, revised and added. One of the significant additions to the BAP over the years is that we have added to the number of FNMI support workers. Originally when the program was initiated we had one and now we have three. I think that is significant to demonstrating our commitment to directly working with Indigenous students. We're excited about the addition this year of the Academic Teachers to provide direct support in the area of student learning, literacy and mathematics.

Tina continued reviewing the form.

Tina noted that previously a parent had asked whether tutors were able to tutor students with learning disabilities. Clara noted that Superintendent Wilcox has looked into the opportunity of partnering with the LDAO to support specifically students with learning disabilities and more information on this will be forthcoming in the very near future. Tina also noted that specific tutoring programs could be financed through Jordan's Principle. The tutors we have are qualified teachers but do not necessarily have special education qualifications.

It was noted that implementation of the NBE course at the two final high schools, Riverside and LDSS, was pending completion of staff PD being completed. Clara noted that although there has been difficulty with allowing for teacher release, this is something that is a priority this year. If teacher releases are allowed, this would be at the top of the list, along with health and safety training.

The library renewal or gap analysis has begun in all our libraries. We will be returning to the IEAC seeking input as to the guidelines or the removal and additional of resources.

The Ministry of Education, in his teleconference last week, did allude to funding for summer learning initiatives. His mentioning this is favourable for us to be able to continue with Camp Migizi, even though this is money we can't count on every year, but we hope for it to continue.

We are launching a Virtual School Committee for the district to continue with virtual learning innovations beyond Covid. We will be circling back to this committee for input in terms of virtual learning.

Ron:  
I have a comment. The mandatory history class I realize comes from the ministry, but with so much time on colonial history, I think if we're ever going to get to a situation where we have some significant reconciliation, we have to have an Indigenous based history course in high school. I think we need to continue to investigate this opportunity in moving forward.

Tina:  
As a council member of the FNMI Association, we often write letters to the Ministry about specific issues and concerns, especially when it comes to the curriculum. There is a Grade 10 Indigenous Studies course that could completely replace the current Grade 10 history course. When they revised the Grade 10 history course, they did add much more Indigenous history, but I agree, I think it needs to be a course.

Clara:  
Thank you, Trustee LeClair. We all believe that this work is incredibly important. The curriculum was recently revised and does provide an overview of both Black history in Canada and Indigenous history. We need to consider what is happening in the province of Ontario and work around equity and inclusion and that there may be connections to anti-oppression for Indigenous students and families, as well as other groups that are racialized. I think that's an area that we can explore.

Ron:  
I certainly would be in favour of bringing forward a request for a letter to identify and change the curriculum to include a mandatory history course.

Clara:  
Thank you. We will move towards looking at that possibility.

Louise:  
In your outcome measures under supporting educators, increase in the number of Indigenous teachers and non-teaching staff in schools, do we have a number of where we are at within the school board?

Clara:  
That's an excellent question, Louise. I can arrange for my colleague, Superintendent Vicki Houston, who leads our Human Resources Department, to join us in our April meeting to provide an update. We have started this work under the principles of Indigenous Education Protocol for the district and we have taken advice of this committee in terms of removing barriers to having Indigenous individuals apply to various positions in the board. I will arrange to have my colleague; Superintendent Houston join us in an upcoming meeting.

Clara:

**Action Items:**

I'm going to be sending out the Indigenous Education Board Action Plan to all members of the committee, as I see that not everyone was able to join. So, in the spirit of transparency with our parents/guardians, I will send it out. Also in that communication, I will send out a request asking any parent member of the committee if they would volunteer to be the signature person who provides the signature on behalf of the IEAC, so that we can follow up with the appropriate signatures to send our plan to the Ministry of Education. I'll also send an invitation through outlook and a communication about our next scheduled meeting on April 7<sup>th</sup> from 4:30pm to 6:00pm. We have some follow up for that meeting, including inviting my colleague, Superintendent Houston to join us and Superintendent Wilcox. We'll be coming back to you seeking your input on the library gap analysis protocol on how we will be selecting books to reinvest into our libraries. I may come back to you in advance of that meeting about input on virtual learning moving forward; if not I will bring it to that specific meeting. I will also follow up with detailed minutes from our meeting in January and this meeting to all the members on the committee.

Closing: Cecil Isaac

Meeting Adjourned