

Indigenous Education Advisory Council Meeting

Sept 28th, 2017

In Attendance: *Insert those who attended on*

Regrets:

Anne Marie Garrick

JoAnne Henry

Chief Dan Miskokomon

Opening— Elder Mona Stonefish

Welcome and Introductions

- Clara Howitt welcomes everyone, introductions made around the table.

Indigenous Education Protocol

- Harry Doxtator signs on behalf of Chief Randall Phillips from Oneida Nation

Indigenous Education Advisory Council (document was handed out to all attendees)

- Clara Howitt reviews terms of reference and provided opportunity for the group to discuss.

Goal and Purpose of the IEAC

- The mandate of the Indigenous Education Advisory Council (IEAC) is to advise the Board on matters relating to the education of First Nations, Metis and Inuit students.
 - This mandate also includes:
 - Advising and assisting with the implementation of the GECD SB Indigenous Education Protocol
 - Advising and assisting with the implementation of GECD SB Action Plan on Indigenous Education
 - Identifying community issues that impact education.
 - Responding to other initiatives as they arise.

Meetings

- The Council will meet 5 times per year (sub-committees may be formed and meet outside these dates)
- Meetings dates will be shared with GECD SB First Nations, Metis and Inuit parents with an open invitation to attend

Terms of Reference

- Membership

- First Nations, Métis and Inuit parents/guardians from the Greater Essex County District School Board are welcome to join or attend the Council meetings at any time
- First Nations, Metis and Inuit community representatives from their respective territories
- Board staff aligned to Indigenous Education
- Trustee representative
- Meeting Agendas
 - Agenda items will be brought forward to all members of the Council
 - Administrative support will be provided at each meeting and meeting notes shared with the Council
- Decision making by consensus
 - When making decisions, the Council will attempt to come to a consensus twice
 - If consensus cannot be reached, the decision will be set aside and a meeting for a vote to occur will be scheduled. A majority vote will determine the decision by those in attendance at the meeting set aside for the vote
 - Once a decision is made all members commit to respecting the decision and moving forward in a positive way
 - Members need to announce a conflict of interest when one arises
 - For Example: When deciding on a partnership with an organization, If a parent is employed by that organization they need to declare a conflict of interest
- Non-agenda items brought forward during meetings will be recorded; next steps regarding that item will be decided upon at the end of the meeting or at the following meeting.
- All meetings will open with Smudge when possible
- Community and Board Updates will be provided
- Meeting notes will be approved through email
 - Members will acknowledge receipt of the meeting minutes
 - Members will bring concerns forward prior to the meeting

Principles for Our Journey Together (Terms of Engagement)

- Commit to sharing our gifts to support the Indigenous Education Advisory Council mandate
- Respond in a timely manner to communication
- Respond to others in a good way
- Address all concerns directly to the Committee in a good way
- Commit to engage on a regular basis
- Conclude all meetings with a final opportunity for all to share

The above document is the result of the work of the IPC.

Review of DRAFT Action Plan:

Format used by the Ministry, the first page shows the funding available. Every school board receives a certain amount

Refer to Handout for amounts and allocations.

Discussion:

This is a DRAFT document and changes can be made.

What happens if the money is not spent? Does it go back to the Ministry?

- The money will be spent and reported on at the end of the school year.

Explanation regarding the dedicated Indigenous Education Lead position requested.

- The funding is provided for a person aligned to Indigenous Education full time. Ministry mandates at least one person dedicates 100% of time for Indigenous Education. If a school board does not have a person for this, Boards need to apply to the Ministry and explain why.

Does the Indigenous Dedicated Lead have to be a Superintendent?

- The person in this position does not need to be a Superintendent.
- At this time GECSB dedicates the funding to fund- 2 FNMI support Workers, a teacher consultant as well as a half time FNMI Social Worker.

The \$75,749 allocated in the FNMI Action Plan is not allowed to be used for salary, only towards the Indigenous Education Board Action Plan.

DRAFT Indigenous Board Action Plan:

1. The FNMI Student Support worker Program—is a very important role that provides cultural and academic programming. The Student Support worker are provided training in different areas to support their work and professional learning.
2. Data Collection—qualitative and quantitative data will be collected and analyzed by the FNMI team including feedback from students and families.
3. How do we increase the number of families who chose to Self-Identify? This is a very difficult conversation as there are many concerns regarding the Self-ID process and policy through the Ministry. Despite the concerns consideration also needs to be brought to the fact that an increase in Self ID numbers mean more funding, which means more resources and programs. Moving forward actions need to be authentic, real and build trust. Resources need to be authentic.

4. Indigenous Education Advisory Council as well as school based team meetings will be held to share challenges and successes experienced by First Nations, Metis and Inuit learners.
5. Academic Tutors- the funding allotted to the tutors requires that students receiving the additional tutoring are students that are struggling to achieve academic success at grade level. It's important to maximize other programs already being offered by the GECDsB not just using FNMI funding where tutoring and academic supports are being offered.
6. Subject Specific PD—Guidance counsellors/student success teachers will have an opportunity to learn on how to assist FNMI students in moving forward to post-secondary schooling. Workshops with grade 12 students will also be provided prior to post-secondary applications are due.

Cultural Safety/Trauma Informed Training

There will be training for some schools/staff in this area this year and will continue next year as well.

- The group discuss that there are people trained already that will provide this service to the school board. Importance on that the trainer/facilitator of these sessions be Indigenous. For example, Canadian Mental Health has robust program on Indigenous Healing.
 - Intergenerational Trauma needs to be explored and included in the training.
 - Can we consider creating a safe place for First Nations, Metis and Inuit students in each school? Space is a large challenge in our schools, therefore we need allies/advocates at each school that can create these safe spaces for students.
7. FNMI Student Council where student voice and leadership drives the work. This would include planning events such as the PowWow and Symposium.

Student Mentoring Program

Recommendation was given to -have grade 12 students mentor gr. 9's, maybe grade 9's could mentor lower grades. As well as reach out to the College, University and other organizations to mentor highschool students.

8. IEAC—works with the GECDsB to identify and address topics in relation to well-being of FNMI students. Recommendation was made that Superintendent Sharon Pyke be part of the conversations regarding mental health and well-being.
9. Native Studies/Native Language-additional Ojibwe class at WestGate this year, for students and families. As well as classes in Oneida and Ojibwe will be offered in partnership with the Catholic Board.

Learning Through the Arts Partnership — GECDsB would like to encourage that the Grade 9 Native Studies Art course be taught in our high schools. The goal is to prepare educators

properly, there will be a partnership with a local Indigenous Artist to work as a mentor with secondary Art teachers to implement Indigenous Art in the classroom.

“What is Indigenous Art?” It is not just visual, also includes music, dance and drama. Dean Logan was mentioned as a local artist and possible contact. Would like to have an artistic presence in every school, honouring Indigenous people.

Grade 11 English (NBE)—will eventually be mandatory to teach using Indigenous texts, but teachers need to be trained first and relevant Indigenous literature available in the classrooms.

10. Supporting Successful Transitions for FNMI students

Grade 9 student Welcome- FNMI Student Support Workers made face to face introductions with each student and gave them a small gift card.

JK/SK Welcome Packages

Honouring our Students PowWow

Grade 12 Post Secondary Application Workshops

11. Does not apply to our Board as we are not a tuition Board.

12. Professional Development—discussed professional learning advocate or helper at each school that will receive learning opportunities focused on incorporating culturally appropriate pedagogy into practice to support Indigenous student achievement, well-being and success.

Question: How to decide how training is provided? Answers/discussion: Alternatives—contract it out? Still needs to be release days, which are costly, approx. 26b5\$ per educator. There might be other funds to use to make one teacher from all schools can be trained.

Possible to try and fund 1 person per school, and suggest to principals that if they would like to they can pay for a second person to be trained.

This will be a sub-committee.

13. System Awareness Days—address these awareness days—Orange Shirt Day, Sister in Spirit, Red Dress, Have a Heart, Missing Persons

Need to move forward with these, many schools are participating in Orange Shirt Day

Teaching happens with awareness

Art Gallery partnership continuing

14. Professional Learning for FNMI Staff

15. Round Dance – Friday November 10th

- FNMI EAO Conference—can fund up to 8 people to attend in London this year. Fill in handout and return if interested in attending. Question: Is there just 1 conference per

year that be approved for funding? Answer: will depend on funding available after this conference attendance.

Questions: Parent Grant—if we went forward with application, could it be used to cover conference costs? Answer— we could try.

Budget lines are estimates in the Draft Plan, they can be adjusted, might have additional funds from Ministry.

Question: What steps are being taken to make this formal committee of the board?

Clara: I will follow up. This committee is very important.

Can't submit the Board Action Plan without paper being signed by people at this table. Will be signed at next meeting.

Keep in mind this is a DRAFT plan

Next meeting date—October 12th, 9:30am

Closing