

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name NATIVE **INDIGENOUS** EDUCATION ADVISORY COMMITTEE

539

Board Approved: _____
March 26, 2013

Reviewed: _____
March 7, 2013

Review By: **December 2024**
~~December 2018~~

POLICY

It is the policy of the Superior-Greenstone District School Board to ~~improve our understanding of~~ **strengthen relationships with** First Nations, Métis, and Inuit partners on and off reserve through its **Indigenous** Education Advisory Committee (IEAC). Representation on the committee may include **Indigenous representatives from various community partners, parents/guardians of pupils of the Board, Indigenous students of the board, board staff aligned with Indigenous education, and trustees.** ~~Aboriginal groups with which the Board has tuition agreements and/or those groups whose children of Aboriginal heritage may be voluntarily self-identified as defined within Board Policy 527-Voluntary Aboriginal Student Self-Identification.~~

RATIONALE

The Superior-Greenstone District School Board recognizes the importance of co-operation and communication between ~~First Nation, Métis and Inuit~~ **Indigenous** stakeholders and the Board. In order to improve communication and receive input, the ~~Native~~ **Indigenous** Education Advisory Committee would provide opportunities for Senior Administration, Trustees, and School Principals to interact directly with ~~representatives of First Nation, Métis and Inuit~~ **Indigenous** partners wherever they may reside within the geography of the Board.

1. Terms of Reference

1.1 Mandate of ~~NEAC~~ **IEAC**

- 1.1.1 To focus on initiatives **and Board strategies as identified in the Ontario First Nation, Metis and Inuit Education Policy Framework (2007) in alignment with the Board's Strategic Plan** ~~concerns as may be identified through its tuition agreement partners and or others constituents of Aboriginal heritage.~~
- 1.1.2 To act as a liaison among the schools, community, Senior Administration and Trustees.
- 1.1.3 To make recommendations to the Board relating to the education of students to ensure the appropriateness of the content of Board curriculum materials and programming.
- 1.1.4 To review performance outcomes for First Nation, Métis, and Inuit students and make recommendations to the Board toward a goal to continually improve outcomes for students.
- 1.1.5 To expand the awareness of the educational needs of First Nation, Metis, and Inuit students to improve educational opportunities and ensure successful completion of secondary education
- 1.1.6 ~~To increase the awareness of the nature of Aboriginal educational concepts and the positive impact it has for all students of the Board~~

- 1.1.7 To ensure communication of **NEAC IEAC** developments, a standing agenda item will occur at Board meetings with minutes of all meetings disseminated for Board acknowledgement and/or follow-up as may be required.

1.2 Recommended Participants

- One Trustee of the Board under Section 188 of the Education Act, RSO who is appointed by the Board to represent the interests of ~~First Nations~~ **Indigenous** students, as well as two additional trustees as selected by the Board at the Organizational Board meeting held annually in December
- The board chair as ex-officio member may attend as appropriate
- The Director of Education
- The Superintendent of Education
- The Board's ~~Student Success/Aboriginal Lead~~ **Indigenous Education Lead**
- **Indigenous community partners**
- **Indigenous Education portfolio holders from local First Nation, Metis and Inuit communities**
- **Indigenous students who are pupils of the Board**
- **Indigenous Language teachers employed by the Board**
- ~~One Aboriginal representative and one alternative representative from each tuition agreement partner of the Board~~
- ~~One at-large Aboriginal representative at large as nominated by NEAC~~

1.3 Meeting Dates

NEAC IEAC will meet a minimum of three times in each school year on dates established by the committee with dates within the approximate time of:

- Early fall
- Mid-winter
- Late Spring

Such meeting dates will be posted and the agenda distributed to stakeholders as outlined in Part 1.2. In addition, minutes of all meeting shall be posted to the board website for access by all interested stakeholders.

REFERENCES

- Policy 536: Equity and Inclusive Education
- Policy 536: Equity and Inclusive Education Management Guideline