

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name INDIGENOUS EDUCATION ADVISORY COMMITTEE 539

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June 18, 2019
March 26, 2013

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March 5, 2019
March 7, 2013

Review By: December 2028

POLICY

It is the policy of the Superior-Greenstone District School Board to strengthen relationships with First Nations, Métis, and Inuit partners on and off reserve, and enhance programming and services that meet the needs of students 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.

RATIONALE

The Superior-Greenstone District School Board recognizes the importance of co-operation and communication between Indigenous stakeholders and the Board. We recognize the uniqueness each student brings as a person and a learner, and our priority is to meet the unique needs of each individual student. In addition, we as a school board, are committed to Truth, Reconciliation, and advancing the human rights of Indigenous peoples. In order to improve communication and receive input, the Indigenous Education Advisory Committee would provide opportunities for Senior Administration, Trustees, Managers and School Principals to interact directly with Indigenous partners wherever they may reside within the geography of the Board.

Special Interest Topic IEAC Meetings

Special Interest Topic IEAC meetings will be considered to engage in discussions that require more focused attention. These meetings will be called on an as needed basis. Special IEAC meetings will be planned for 1 hour in length and a summary will be shared at quarterly IEAC meetings. Chair of Special IEAC Meetings will report to the IEAC.

Key Strategies

- Make recommendations and improve the capacity of SGDSB to respond to the learning and cultural needs of Indigenous students;
- Make recommendations to improve achievement among Indigenous students;
- Facilitate increased participation of Indigenous parents, students, communities, and organizations in working to support student success.

1. Terms of Reference

1.1 Mandate of IEAC

- 1.1.1 To focus on initiatives and Board strategies as identified in the Ontario First Nation, Métis and Inuit Education Policy Framework (2007) in alignment with the Board's Strategic Plan.

- 1.1.2 To exercise the principles of the Engagement Framework.
- 1.1.3 To act as a liaison among the schools, community, Senior Administration and Trustees.
- 1.1.4 To make recommendations to the Board relating to the education of students to ensure the content of Board curriculum materials and programming is appropriate and culturally relevant.
- 1.1.5 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.
- 1.1.6 To expand the awareness of the educational needs of First Nation, Métis, and Inuit students to improve educational opportunities and support working towards the completion of secondary education.
- 1.1.7 To ensure communication of 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.
- 1.1.8 First Nation, Métis and/or Inuit Stakeholders will have the opportunity to bring community comments and updates as well as request agenda items for the next IEAC meeting and/or request a special IEAC meeting for items requiring focused attention.

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 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 Manager of Indigenous Education
- Indigenous community partners
- Indigenous Education portfolio holders from local First Nation, Métis and Inuit communities
- Indigenous students who are pupils of the Board
- Indigenous Language teachers employed by the Board
- Board staff aligned with Indigenous education
- Principals/Vice Principals who hold an Education Service Agreement (ESA) with a First Nation community, but attend as a listener only.

1.3 Meeting Dates

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 meetings shall be posted to the board website for access by all interested stakeholders.

1.4 Renumeration

- Any IEAC community members who travel for face-to-face meetings will be reimbursed for mileage as per Policy 307 (2.8).
- Individuals who are asked to open and/or close IEAC meetings will be provided with an honorarium.

Review

Review of Terms of Reference shall be reviewed at the beginning of every school year, or at the request of IEAC membership.

REFERENCES

- Policy 536: Equity and Inclusive Education
- Policy 536: Equity and Inclusive Education Management Guideline
- Policy 307: Travel Meals and Hospitality Expenses