

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



**Our Mission:** "Inspiring our students to succeed and make a difference"  
**Our Vision:** "We are leaders in providing quality learning experiences in our small school communities"  
**Our Values:** "Caring, Fairness, Empathy, Responsibility, Honesty, Resilience, Respect, Perseverance and Innovation"  
**Our Motto:** "Small schools make a difference"

### Videoconference Delivery Site Locations

Superior-Greenstone District School Board .....(SGDSB) .....12 Hemlo Drive, Marathon, ON  
 Manitouwadge High School .....(MNHS) .....200 Manitou Road W., Manitouwadge, ON  
 Lake Superior High School .....(LSHS) .....Hudson Drive, Terrace Bay, ON  
 Nipigon-Red Rock District High School .....(NRHS) .....20 Frost Street, Red Rock, ON  
 Geraldton Composite High School .....(GCHS) .....500 Second Street West, Geraldton, ON

### Native Education Advisory Committee

Thursday, February 11, 2016 - 10:00 a.m. to 1:30 p.m.

Marathon Board Downstairs Meeting Room, 12 Hemlo Drive, Marathon, ON

### A G E N D A

Note: Light Lunch Provided

### Roll Call

Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)											
First Nation Tuition Agreements	OS	TC	VC	A	R	First Nation (Other)	OS	TC	VC	A	R
(Aroland) Sonny Gagnon (Chief)						(Fort William FN): Fay Zoccole					
(Aroland) Robinson Meschake						(Longlac 58 First Nation) A. Towegishig (Chief)					
(Ginoogaming #77) Cecilia Echum (Chief)						(Marten Falls FN) Elijah Moonias					
(Ginoogaming #77) Martha Taylor											
(Pic Mobert) Johanna Desmoulin (Chief)											
(Pic Mobert) Nicole Simpson											
(Pays Plat) Xavier Thompson (Chief)						Trustees					
(Pays Plat) Valerie Auger						Stanley Sabourin (NEAC Chair)					
(Pic Heron Bay) Duncan Michano (Chief)						Aaron MacGregor					
(Pic Heron Bay) Lisa Michano						Mark Mannisto					
(Rocky Bay) Bart Hardy (Chief)						Pinky McRae (Ex-officio)					
(Rocky Bay) Malvina Echum											
(Red Rock) Pierre Pelletier (Chief)											
(Red Rock) Judy Wawia											
(Red Rock) Emily Thompson						Board Administration					
(White Sands) Allen Gustafson (Chief)						David Tamblyn, Director of Education					
(Lake Nipigon) Theresa Nelson (Chief)						Nicole Richmond, Aboriginal Liaison					
(Lake Nipigon) Judy Manning						Nicole Morden-Cormier, Superintendent of Education					

- 2.0 Review of Previous Meeting Notes
- 2.1 Informational Notes: March 25, 2015 (Attached)
- 2.2 Informational Notes: June 18, 2015 (Attached)
- 3.0 Director's Update (David Tamblyn)
- 4.0 Discussion Topics (Nicole Richmond)
- 4.1 Memorandum from Aboriginal Liaison: Nicole Richmond (Attached)
- 4.2 Board Action Plan for First Nation, Metis and Inuit Portfolio (Attached)
- 4.3 Anishnabemowin Name for Aboriginal Liaison Office
- 4.4 Review
- 2.4.1 NEAC Terms of Reference (Attached for information: Policy No. 539-NEAC)
- 2.3.2 Discussion re Efficacy of the Board
- 4.5 Superior-Greenstone DSB
- 4.5.1 Educating SGDSB Staff on First Nation Issues
- 4.5.2 Integration of First Nation Learning into Curriculum
- 5.0 Other Business
- 6.0 Suggestions for Future Agenda Items
- 7.0 Schedule of Meeting Dates: Location TBD
- Tuesday, March 29, 2016
- Tuesday, May 31, 2016
- Tuesday, October 25, 2016
- 8.0 Adjournment
- Moved by: \_\_\_\_\_ Second by: \_\_\_\_\_
- Resolved that, the NEAC Meeting on February 11, 2016 adjourn at \_\_\_\_\_ p.m.

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### Native Education Advisory Committee

Wednesday, March 25, 2015

10:00 a.m. to 12:00 p.m.

George O'Neill Public School, Corner of 6<sup>th</sup> and Bell, Nipigon, ON

### INFORMATIONAL NOTES

#### Roll Call

Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)											
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(Aroland) Robinson Meschake						(Lake Nipigon) Judy Manning					
(Ginoogaming #77) Cecilia Echum (Chief)						(Fort William FN): Fay Zoccole					
(Ginoogaming #77) Martha Taylor						(Longlac 58 First Nation) A. Towegishig (Chief)					
(Pic Mobert) Johanna Desmoulin (Chief)						Trustees					
(Pic Mobert) Chris Bananish, Sr.						Tara Pitra					
(Pic Mobert) Stanley Sabourin						Mark Mannisto		X			
(Pays Plat) Xavier Thompson (Chief)											
(Pays Plat) Valerie Auger	X					Pinky McRae (Ex-officio)		X			
(Pic Heron Bay) Duncan Michano (Chief)											
(Pic Heron Bay) Liz Michano						Board Administration					
(Rocky Bay) Valda Lesperance (Chief)						David Tambllyn, Director of Education	X				
(Rocky Bay) Malvina Echum						Nancy Petrick, Superintendent of Education					
(Red Rock) Pierre Pelletier (Chief)						Daniel Stargratt, Aboriginal Lead	R				
(Red Rock) Judy Wawia											
(Red Rock) Emily Thompson						Guest					
(White Sands) Allen Gustafson (Chief)						Barb Willcocks	X				

#### 1.0 Introductions and Welcome

Quorum was not achieved. The notes that follow are for information. An update of the Aboriginal initiatives was done with Val Auger.

#### 2.0 Discussion Topics

##### 2.1 An Informational Handbook for Staff and Parents- Update

Viewed the DVD that was put together by Ruth Kavailit. Dave will be sharing this with the Trustees at the upcoming Board meeting. There was a discussion as to the way the information in the Handbook will be shared with our schools, communities and Trustees. We want this Handbook to be used in our schools as a resource.

Copies of the Handbooks will be sent out to all contributors, Chiefs and schools. Document is to be a living document, changes can be made. This is essentially the first draft of the document we want this document to be updated over time with input from all our stakeholders .

Share information Val provided from with Carlana Linderman with Dave and Daniel.

## 2.2 Update: Voluntary Self-Identification Board Process

Teachers Self-Identification-Val had a question as to how far along are we with this process? We know that Barb Draper is aware of this but we were not sure just where we are at around its implementation.

Current numbers of Aboriginal students in our Board certainly do not reflect our reality

## 2.3 Update: Native Language and Native Studies Board Programs

Shared the information that Dan provided as follows:

- *As of October 2014 our Self Identification numbers were as follows:*
  - *Total number of students that Self-Identified 421 in both panels*
  - *235 in elementary and 186 in secondary*
  - *Elementary breakdown: 235 FN 13 Metis and 1 Inuit*
  - *Secondary breakdown 172 FN 14 Metis.*
- *We have held professional development teleconferences for Administrators and Secretaries to ensure a better understanding of the process and how to enter the students into the system. A script was created for secretaries. In our FN community visits we discussed the importance of Self Identification.*
- *Next steps: Continue to create welcoming environments where students feel proud of their heritage and valued in our school community. Plan to review the numbers in June to see if there has been a change.*
- *Native Language and NS programs:*
  - *This is the first year Native Language is being offered at GOPS, Beardmore, Marjorie Mills and B A Barker PS. We are working collaboratively with our French counterparts creating environments where our students feel proud of who they are and thrive at learning their language. We have provided support for our teachers with resources, professional development and opportunities to visit each other's classrooms to share and learn from each other. In addition they have received added professional developing thru the NTIP program.*

## 2.4 2014-2015 Aboriginal Proposal for Ministry of Education Update

Reviewed the information from the Board Report March 2015.

## 3.0 Open Forum / Q & A

Nil

## 4.0 Future Meeting Agenda Items

Nil

## 5.0 Next Meeting Dates (2015)

Meeting to be determined-There will be one more meeting this year.

## 6.0 Adjournment

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### Native Education Advisory Committee

Thursday, June 18, 2015 - 10:00 a.m. to 12:00 p.m.

George O'Neill Public School, Corner of 6<sup>th</sup> and Bell, Nipigon, ON

Seminar Room

### INFORMATIONAL NOTES

#### Roll Call

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(Pic Mobert) Johanna Desmoulin (Chief)											
(Pic Mobert) Nicole Simpson						<b>Trustees</b>					
(Pays Plat) Xavier Thompson (Chief)						Stanley Sabourin (NEAC Chair)	X				
(Pays Plat) Valerie Auger	X					Tara Pitre					
(Pic Heron Bay) Duncan Michano (Chief)						Mark Mannisto					X
(Pic Heron Bay) Lisa Michano						Pinky McRae (Ex-officio)					
(Rocky Bay) Bart Hardy (Chief)											
(Rocky Bay) Malvina Echum						<b>Board Administration</b>					
(Red Rock) Pierre Pelletier (Chief)						David Tamblyn, Director of Education	X				
(Red Rock) Judy Wawia	X					Nancy Petrick, Superintendent of Education					
(Red Rock) Emily Thompson						Barbara Willcocks, Acting Aboriginal Lead	X				
(White Sands) Allen Gustafson (Chief)											

#### 1.0 Introductions and Welcome

Quorum was not achieved. The notes that follow are for information.

#### 2.0 Discussion Topics

##### 2.1 Aboriginal Peoples in the Superior-Greenstone Region

- Discussed the concept that our Handbook was a living document and we continually need to add pieces to this resource
- One suggestion was to include the recommendations from the Sinclair Report
- Discussed the importance of sharing the Handbook with our First Nation schools and ensuring it is an important resource for each of our schools for ALL staff

## 2.2 DVD Ruth Kavailiti – Cultural Handbook

- Viewed the DVD with our NEAC members
- DVD link needs to be shared with our schools and communities.

## 2.3 Update: Voluntary Self-Identification

- Reviewed the updated school data from Trillium
- Self-Identification pamphlet needs to be reviewed for minor changes (possible revision to add a *Does not apply* category as a choice)
- More pamphlets need to be printed and available in schools
- Need to address the voluntary self-identification piece for staff (Barb Draper would need to be involved in this piece)

## 2.4 Update: Native Studies and Native Language Programs in Schools

- Provided an overview of the Native Language and Native Studies Programs in our Board for the 2014-15 school year. Expanding the language is of key importance to our schools and communities. One suggestion was to organize a celebration (perhaps in the evening) focused on language and culture in our schools but ensuring there is recognition of the cultural mosaic of our school communities.
- To support these programs there has been a wide variety of activities in all our schools celebrating Aboriginal culture (e.g. Feasts, POW WOW's Aboriginal Mentorship program, ice fishing etc.)

## 2.5 Update: Ministry of Education Aboriginal Proposal

- No update was available at this time. Item to be added to our fall agenda

## 3.0 Open Forum / Q & A Nil

## 4.0 Future Meeting Agenda Items

- Tuition Costs specifically around the cost of high cost special needs students? Whose responsibility is it for assuming the costs? (This question will be forwarded to Cathy T.)
- Role of NEAC as an advisory body to assist our School Board in determining direction for Aboriginal Education by creating a work plan using the recommendations of the Sinclair report as the base. Perhaps we would come up with 5 items (prioritized) that our plan could be focused around.
- Review of the Voluntary Self-Identification pamphlet (see comments above)
- Will contact Yolanda Wanakamik to have information sent directly to our communities from the Aboriginal Sport and Wellness Council of Ontario.

## 5.0 Future Meeting Dates Nil

- Dave will advise us as to the next date in the fall

## 6.0 Adjournment

- 12:00p.m.



## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

P.O. Bag 'A', 12 Hemlo Drive

Marathon, Ontario P0T 2E0

E-Mail: [boardoffice@sgdsb.on.ca](mailto:boardoffice@sgdsb.on.ca)

Phone: 807-229-0436 Fax: 807-229-1471

### **Memorandum**

To: Members of the NEAC Committee

Date: February 2, 2015

From: Nicole Richmond, Aboriginal Liaison

Re: Activities of the Aboriginal Liaison (September 2015 to January 2016)

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It has been a tremendous pleasure to assume the role of Aboriginal Liaison for SGDSB.

#### **Manitouwadge High School**

- working with the Manitouwadge High School Aboriginal Voices class to bring Chief Duncan Michano into talk about land / land use / and probably talk about the land claim.

#### **Marathon High School**

- obtaining class sets of Patricia Ninigewance "Speaking Gokum's language" for Marathon High School;
- giving presentations to the Marathon High staff to provide PD training on First Nations history, Ministry policy, TRC and objectives of this role;
- hosting a mini-powwow to profile dancers and drummers for the promotional video

#### **Margaret Twomey Public School**

- Teaching about treaties / wampum belts, in context of early settler relationships (grade 3s)
- Cultural presentation with Diane Richmond (grade 3s)
- Beading (grade 3 and 6)
- Teaching about environmental stewardship within a First Nation context, comparison to Avatar, relationship to water and sacred role of women (grade 8s)
- Teaching about powwow dancing (grade 1)
- Teaching about the Creation story (JK/SK)

#### **Lake Superior High School**

- working with the Social Justice class at LSHS to teach: identity politics, introducing the Walk a Mile project, and will be working with the class and Pays Plat chief and council and community members to talk about -- residential schools, environmental issues including water, and missing and murdered aboriginal women
- support the Indian Horse multi-media project (grade 12U English)

#### **Terrace Bay Public School**

- attended Diwali ceremonies with students, teachers and community members (Indian Festival of Lights)

#### **George O'Neill Public School**

- organize for Ron Kanutski to provide teachings to the whole school (via class visits throughout the day)

### **Beardmore Public School**

- obtaining resource material for the language / culture teacher to help her incorporate more language into her curriculum
- Ron Kanutski visit

### **Geraldton Composite High School**

- working with the Native Studies class at GCHS to provide beading supplies, and a community member (Shirley Bedwash) has been working with the class to teach the skills
- giving presentations to the Marathon High and Geraldton Composite High School staff to provide PD training on First Nations history, Ministry policy, TRC and objectives of this role;
- support staff incorporating the Street Wolf program into the Grade 10 Native Studies curriculum, in liaison with the Thunderbird Friendship Centre, Dilico and other First Nation community partners
- support staff, students and GCHS community after the passing of a First Nation student attending GCHS; organizing a sacred fire and pipe ceremony to provide teachings about death to the community; organizing an assembly to memorialize the youth (Walter Missace)
- participate in PD respecting trauma informed schools, invite all Federal School principals, local social services (Dilico, Thunderbird Friendship Centre) and First Nation education departments to attend and participate in the PD
- Collaborative Inquiry – currently on pause – intends to examine the factors that support well-being and achievement, examine factors including attendance, achievement on standardized tests (EQAO), graduation rates, etc.

### **BA Parker**

- Ron Kanutski visit
- Investigating training for Vice-Principal to obtain additional qualifications in FASD

### **Marjorie Mills Public School**

- Providing teachings about culture to the grade 6, 7 and 8 classes together with Pam Hardy of Thunder Bird Friendship Centre
- Attend Trappers Camp to supervise the girl students (grades 3-8), engage in learning about checking traps, making fires, geocaching, reading GPS, basic survival schools and safety
- Working with Angie Ice to teach students to sew ribbon skirts
- Teaching about treaties / wampum belts, in context of early settler relationships (grade 3-4-5s)
- Ron Kanutski visit

### **Other**

- Attend Chiefs of Ontario Education Symposium (Charting our Way Forward) to examine First Nations education jurisdiction
- Attend introductory hearing of the Bushey Inquest into the death of seven students attending Dennis Franklin Cromarty High School
- Attend SIM (System Implementation and Monitoring) with SGDSB team
- Participate in the Special Education committee of SGDSB
- Liaise and brainstorm with Mental Health Lead
- Visit various First Nations and education departments (Ginoogaming, Long Lake 58, Pic Mobert, Lake Helen, Pays Plat, BNA, Rocky Bay)
- Attend Nishnawbe Aski Nation Education Partnerships Program Forum
- Relationship building with Dilico cultural development program
- Creation of Woodland Style Colouring Book



# 2015-16 Board Action Plan on First Nation, Métis and Inuit Education

Aboriginal education remains a key priority for the Ministry of Education and we remain committed to ensuring that each First Nation, Métis, and Inuit student has every opportunity for success. The ministry continues to focus on meeting two primary objectives by the year 2016:

1. To improve student achievement and well-being among First Nation, Métis, and Inuit students, and;
2. To close the achievement gap between Aboriginal students and “all students”.

On March 5, 2014, the ministry released the [Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan](#). The plan builds on progress to date in the implementation of the Framework and guides the work of the ministry and school boards in this current school year through to 2016. In support of district school boards’ goals in implementing the [Ontario First Nation, Métis and Inuit Education Policy Framework](#), the Aboriginal Education Office is pleased to provide funding in addition to the Grants for Student Needs (GSN) for the 2015-16 school year to support boards with developing a *Board Action Plan on First Nation, Métis and Inuit Education*.

**District School Board:** Superior Greenstone District School Board

**Names of partners (e.g., First Nation, Métis and Inuit partners or organizations) and level of involvement in the development of the 2015-16 Board Action Plan:** Preliminary discussions with First Nation with whom our Board has tuition agreements and who have children who attend our schools, including but not limited to: Martha Taylor Ginoogaming First Nation; Duncan Michano Pic River First Nation; Nicole Simpson Pic Mobert First Nation; Valerie Auger Pays Plat First Nation; Lake Helen First Nation; Nokiiwin Tribal Council; Animbiigoo Zaagi’igan Anishinabek First Nation.

**Supervisory Officer Signature:** DAVID TAMBLYN                      **Submission Date:** October 21, 2015

**Total AEO Budget:** \$70,038.00

Framework Implementation Board Strategies [as per the Framework Implementation Plan]	To be completed for the 16 strategies			To be completed for 2015-16 programs and initiatives		
	A. Board Goal  <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives  <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2015/16)?</i>  <i>Please include <b>description</b> and <b>timelines</b></i>	Total Budget and Funding Source	C. Program Indicators/Outputs  <i>What indicators and outputs will be used to measure and monitor success?</i>  <i>(e.g., workshops, attendance rates, surveys, community/educator/student feedback)</i>	D. Evidence-Based Outcomes  <i>Given your program indicators/outputs, how do you know your board goals will be achieved?</i>  <i>(e.g., educators reporting increased capacity to support Aboriginal learners, increased Aboriginal representation on PICs)</i>	E. Priority for 2015-16?  <i>Please link to the Board Assessment Tool</i>
<b>I. Using Data to Support Student Achievement (PM 1-4)*</b> Boards will:						
1. Through board planning processes, identify resources and supports that will help	From our BIPSA: Increase the number of FNMI who voluntarily self-identify as	a. Meet with principals, vice principals and support staff to continue the momentum and	Total Budget: \$40,000	The number of students who currently self-id should be compared against census data respecting projected	We project a significant increase in the percentage of First Nation, Métis, and Inuit students meeting provincial	<input checked="" type="checkbox"/>

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improve the engagement, learning, achievement, and well-being of First Nation, Métis, and Inuit students	FNMI students and analyze and report on data to inform targeted strategies for increasing Aboriginal student achievement and success.	growth of our self-id program, and evaluate the existing script provided to front-line staff to determine whether it needs amendment. <i>Nov-Dec 2015.</i>	(1-5) Source: <input type="checkbox"/> GSN <input checked="" type="checkbox"/> AEO <input checked="" type="checkbox"/> Other	FNMI school age populations.	standards on province-wide assessments in reading, writing, and mathematics.	
2. Collect, analyse, and report on data for self-identified Aboriginal students, to inform targeted strategies for increasing Aboriginal student achievement and success	From our BIPSA: Increase the number of FNMI who voluntarily self-identify as FNMI students and analyze and report on data to inform targeted strategies for increasing Aboriginal student achievement and success.	a. Aboriginal liaison will collect, analyzes and report on data for self-identified FNMI students, in collaboration with the Student Success lead, the data will be shared with the senior team, administration, and NEAC. <i>Nov-Dec 2015</i> b. In spring 2016, aspirational rates will be established projecting increases over the next five year period after the data in 2a above has been evaluated. <i>Spring 2016.</i>	Total Budget: \$40,000 (1-5) Source: <input type="checkbox"/> GSN <input checked="" type="checkbox"/> AEO <input checked="" type="checkbox"/> Other	Evaluate FNMI report card data, attendance data, graduation rates, EQAO results. Collect narrative data from students about how they perceive their sense of belonging in schools.  a significant increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics.	anWe will achieve our goal when we have: Significant increase in the graduation rate of FNMI students; Significant improvement in FNMI student achievement; Significant improvement in FNMI students' self-esteem	<input checked="" type="checkbox"/>
3. Engage with local First Nation, Métis, and Inuit parents and communities to build understanding of Aboriginal student self-identification and to increase the number of students/families that	From our BIPSA: Increase the number of FNMI who voluntarily self-identify as FNMI students and analyze and report on data to inform targeted strategies for increasing Aboriginal student achievement and success.	a. Aboriginal liaison, in conjunction with schools when available, will visit each First Nation community partner and other stakeholders to build an understanding of Aboriginal student self-identification and how data will be used to target	Total Budget: \$40,000 (1-5) Source: <input type="checkbox"/> GSN <input checked="" type="checkbox"/> AEO <input type="checkbox"/> Other	Qualitative data will be obtained by Aboriginal liaison, who will memorialize observations from meetings in on-going notes, to record changes in relationship over time.	The objective is to build trust and collaboration, Other indicia of success will be increased participation in the NEAC and more contacts between the Aboriginal liaison, system staff, and school staff, and First Nation partners. Increased Aboriginal perspectives in board planning	<input checked="" type="checkbox"/>

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choose to self-identify		support of FNMI students. <i>Throughout.</i>			Increased satisfaction and feeling of support by involved parties	
4. Engage with local First Nation, Métis, and Inuit parents, communities, and/or organizations to explore opportunities for reciprocal data sharing to support a shared understanding of student demographics and of the successes and challenges experienced by Aboriginal learners	From our BIPSA: Increase the number of FNMI who voluntarily self-identify as FNMI students and analyze and report on data to inform targeted strategies for increasing Aboriginal student achievement and success.  Increased collaboration between First Nation communities and SGDSB so that we are working in concert to support our FNMI students.	c. Continue to rollout the Aboriginal Peoples in the SGDSB Handbook, to encourage a celebration of First Nation communities and the schools that serve them. Encourage educators to work with FNMI students to devise their own contributions to our handbook, particularly stories of their own communities, as part of the curriculum and to celebrate the handbook as a living document. <i>Ongoing.</i> d. Evaluate the “Graduation Coach” program and determine suitability for Marathon High School, Geraldton Composite High School and NipRock High School. <i>Ongoing.</i>	Total Budget: \$40,000 (1-5) Source: <input type="checkbox"/> GSN <input checked="" type="checkbox"/> AEO <input checked="" type="checkbox"/> Other	<ul style="list-style-type: none"> <li>Number of community members participating</li> <li>Survey of usefulness of sessions</li> <li>Anecdotal recorded notes memorialized by Aboriginal Liaison</li> <li>Meeting agendas</li> </ul>	The outcome from our relationship building will be an increased sense of belonging for our FNMI students and thus an increased achievement level implement.  Increased involvement and changes in relationship over time  We will also see increased participations FNMI parents in the education of their children	<input checked="" type="checkbox"/>
5. Increase First Nation, Métis, and Inuit student participation in elementary and secondary school	From our BIPSA: Increase the number of FNMI who voluntarily self-identify as FNMI students and analyze	a. Work in collaboration with the Student Success Lead to evaluate existing programs and best practices to engage	Total Budget: \$40,000 (1-5)	Evaluate FNMI report card data, attendance data, graduation rates, EQAO results. Collect narrative data from students	We project a significant increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide	<input checked="" type="checkbox"/>

Framework Implementation Board Strategies [as per the Framework Implementation Plan]	To be completed for the 16 strategies			To be completed for 2015-16 programs and initiatives		
	A. Board Goal  <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives  <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2015/16)?</i>  <i>Please include <b>description</b> and <b>timelines</b></i>	Total Budget and Funding Source	C. Program Indicators/Outputs  <i>What indicators and outputs will be used to measure and monitor success?</i>  <i>(e.g., workshops, attendance rates, surveys, community/educator/student feedback)</i>	D. Evidence-Based Outcomes  <i>Given your program indicators/outputs, how do you know your board goals will be achieved?</i>  <i>(e.g., educators reporting increased capacity to support Aboriginal learners, increased Aboriginal representation on PICs)</i>	E. Priority for 2015-16?  <i>Please link to the Board Assessment Tool</i>
programs and services that have proved to be effective	and report on data to inform targeted strategies for increasing Aboriginal student achievement and success.	secondary students. <i>Ongoing</i> . b. Conduct a collaborative inquiry into the factors that contribute to student success for students at Geraldton Composite High School. c. Monitor and work in conjunction with the other board leads on initiatives as requested. <i>Ongoing</i> . d. Continue to engage Lakehead University and Inspire with respect to existing programming. <i>Ongoing</i> .	Source: <input type="checkbox"/> GSN <input checked="" type="checkbox"/> AEO <input checked="" type="checkbox"/> Other \$25000 from Collaborative Inquiry funding for 5b	about how they perceive their sense of belonging in schools, including in the “Tell them From Me” survey which our board conducts annually.	assessments in reading, writing, and mathematics. We will achieve our goal when we have: Significant increase in the graduation rate of First Nation, Métis, and Inuit students; Significant improvement in First Nation, Métis, and Inuit student achievement; Significant improvement in First Nation, Métis, and Inuit students’ self-esteem	
<b>II. Supporting Students (PM 5 - 6)*</b> Boards will:						
6. Enhance the inclusion of First Nation, Métis, and Inuit students’ needs and experiences in board and school initiatives that promote safe and accepting schools	<b>From our BIPSA:</b> There is a need to inspire and co-create a collective vision and associated values within each school that is reflective of the need to have a shared responsibility.  Staff indicated the need to build capacity in supporting the needs of their students	a. Host a “Reconciliation Starts with Me” series of confers at NipRock High School, Geraldton Composite High School and Marathon High School, which incorporates the principles of the Truth and Reconciliation Commission’s findings respecting reconciliation in education. Students would prepare art, music, poems,	Total Budget: \$35,000 (6 only) Source: <input type="checkbox"/> GSN <input checked="" type="checkbox"/> AEO <input checked="" type="checkbox"/> Other Other funding: community fund-raising /	Track attendance rates from schools, encourage submissions of projects from students, obtain student and staff feedback about event. Monitor community involvement in the gala and the powwow.	Increased opportunities for knowledge sharing, collaboration, and issue resolution among Aboriginal communities, First Nation governments and education authorities, schools and school boards, and the Ministry of Education  Integration of educational opportunities to significantly improve the knowledge of all students and	<input checked="" type="checkbox"/>

<b>Framework Implementation Board Strategies</b> [as per the <i>Framework Implementation Plan</i> ]	To be completed for the 16 strategies			To be completed for 2015-16 programs and initiatives		
	<b>A. Board Goal</b>  <i>From Strategic Plan, BIPSA or a new goal</i>	<b>B. Programs and Initiatives</b>  <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2015/16)?</i>  <i>Please include <b>description</b> and <b>timelines</b></i>	<b>Total Budget and Funding Source</b>	<b>C. Program Indicators/Outputs</b>  <i>What indicators and outputs will be used to measure and monitor success?</i>  <i>(e.g., workshops, attendance rates, surveys, community/educator/student feedback)</i>	<b>D. Evidence-Based Outcomes</b>  <i>Given your program indicators/outputs, how do you know your board goals will be achieved?</i>  <i>(e.g., educators reporting increased capacity to support Aboriginal learners, increased Aboriginal representation on PICs)</i>	<b>E. Priority for 2015-16?</b>  <i>Please link to the Board Assessment Tool</i>
	around mental health and well-being. Of particular emphasis is the need to help teachers support students in the area of anxiety that impacts their learning.	short stories, to reflect what “reconciliation” means for our community, and teachers would be provided with classroom material to begin discussions about reconciliation. A poster series would be launched at the same time which champions student leaders who embody the “Reconciliation begins with me” principle. This would engage high school students, as well as students in the public, Catholic and federal systems in Grades 7-8. Breakout sessions would be held to train staff, teachers, principals. To be organized in partnership with Student Success and Mental Health leads, as well as various community partners. <i>Spring 2016.</i> b. Provide support for the Marathon High School Powwow <i>Summer 2016.</i> c. Provide support for the Streetwolf Initiative at	partners – objective is to fundraise \$15k		educators in Ontario about the rich cultures and histories of First Nation, Métis, and Inuit peoples	

<b>Framework Implementation Board Strategies</b> [as per the <i>Framework Implementation Plan</i> ]	<i>To be completed for the 16 strategies</i>			<b><i>To be completed for 2015-16 programs and initiatives</i></b>		
	<b>A. Board Goal</b>  <i>From Strategic Plan, BIPSA or a new goal</i>	<b>B. Programs and Initiatives</b>  <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2015/16)?</i>  <i>Please include <b>description</b> and <b>timelines</b></i>	<b>Total Budget and Funding Source</b>	<b>C. Program Indicators/Outputs</b>  <i>What indicators and outputs will be used to measure and monitor success?</i>  <i>(e.g., workshops, attendance rates, surveys, community/educator/student feedback)</i>	<b>D. Evidence-Based Outcomes</b>  <i>Given your program indicators/outputs, how do you know your board goals will be achieved?</i>  <i>(e.g., educators reporting increased capacity to support Aboriginal learners, increased Aboriginal representation on PICs)</i>	<b>E. Priority for 2015-16?</b>  <i>Please link to the Board Assessment Tool</i>
		Geraldton Composite High School, in partnership with the Ontario Federation of Indian Friendship Centres d. Continue to roll out “Our Welcoming Schools” Initiatives to ensure First Nations art is displayed prominently throughout our schools. e. Ensure that all schools have First Nations art in their offices to ensure students feel welcome, reflected and engaged.				
7. Increase opportunities for the participation of First Nation, Métis, and Inuit students in student voice, student engagement, and peer-to-peer mentoring activities	Increased collaboration between First Nation Communities and SGDSB so that we are working in concert to support our FNMI students.	a. Aboriginal liaison to meet with Native language and Native studies teachers, and sit in on classes when appropriate, to engage students in discussions about how to increase student voice, student engagement.	Total Budget: \$20000 (7-11) Source: <input type="checkbox"/> GSN <input checked="" type="checkbox"/> AEO <input type="checkbox"/> Other	Student participation in roundtable discussions; Teacher capacity to facilitate discussion; Willingness to work with Aboriginal liaison; Student and Educator feedback is essential to determine if process is worthwhile. Surveys will also be distributed.	Integration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of First Nation, Métis, and Inuit peoples	<input checked="" type="checkbox"/>
8. Work in collaboration with community partners to identify and address topics relevant to the health, including mental health, and well-being of First Nation,	Integrate positive mental health strategies into both pedagogical classroom practices and school wide interventions. Respond Effectively to the range of	a. Establish partnerships with Dilico, OFIFC, Biiidabin Healing Lodge, and First Nation health units to determine how to enhance well-being of students and to ensure students see	Total Budget: \$20000 (7-11) Source: <input type="checkbox"/> GSN	Qualitative data will be obtained by Aboriginal liaison, who will memorialize observations from meetings in on-going notes, to record changes in relationship over time. Respecting FNMI students with special	Increased opportunities for knowledge sharing, collaboration, and issue resolution among Aboriginal communities, First Nation governments and education authorities, schools and school	<input checked="" type="checkbox"/>



Framework Implementation Board Strategies [as per the Framework Implementation Plan]	To be completed for the 16 strategies			To be completed for 2015-16 programs and initiatives		
	A. Board Goal  <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives  <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2015/16)?</i>  <i>Please include <b>description</b> and <b>timelines</b></i>	Total Budget and Funding Source	C. Program Indicators/Outputs  <i>What indicators and outputs will be used to measure and monitor success?</i>  <i>(e.g., workshops, attendance rates, surveys, community/educator/student feedback)</i>	D. Evidence-Based Outcomes  <i>Given your program indicators/outputs, how do you know your board goals will be achieved?</i>  <i>(e.g., educators reporting increased capacity to support Aboriginal learners, increased Aboriginal representation on PICs)</i>	E. Priority for 2015-16?  <i>Please link to the Board Assessment Tool</i>
Métis, and Inuit students	mental health issues that student experience. Build, sustain and lead mentally healthy schools.	themselves reflected in the school environment. <i>Throughout.</i> b. Work in partnership with the Mental Health lead and Behaviour Specialist to collaborate on best practices across the board, and devise strategies to engage parents in discussions about students' mental health and participation in preparing learning plans. Emphasize positive mental health. <i>Throughout.</i> c. Identify the number of self-ID FNMI students who are identified with special needs and those who are in-care, and tailor programs to serve the specific needs of these students. <i>October 2015</i>	<input checked="" type="checkbox"/> AEO <input type="checkbox"/> Other	needs and who are in care, we would have these populations identified and would curtail programming specific to their needs, engaging Dilico, CAS and the Ontario Provincial Advocate for Children and Youth.	boards, and the Ministry of Education. Increased sense of positive mental health in schools.	
9. Increase opportunities for Native languages and Native studies education, based on local demographics and student and community needs	Work at ensuring that our Native Language and Native Studies teachers are supported to ensure effective programming for our students.	a. Obtain class sets of Talking Gookum's Language (Patricia Ningewance) for all secondary Ojibway language students. b. Support the participation of Ojibway language teachers to attend the Anishnaabemowin	Total Budget: \$20000 (7-11) Source: <input type="checkbox"/> GSN <input checked="" type="checkbox"/> AEO	Meetings held at regular intervals with the Ojibway language teacher, the principal in the host school and the Aboriginal liaison will use to determine what additional supports are required. Data will be evaluated	We are also aiming to support Native Studies and Native language teachers to ensure their personal and professional satisfaction, to ensure morale is high, and to increase retention rates. Increased educator satisfaction	<input checked="" type="checkbox"/>

Framework Implementation Board Strategies [as per the Framework Implementation Plan]	To be completed for the 16 strategies			To be completed for 2015-16 programs and initiatives		
	A. Board Goal  <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives  <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2015/16)?</i>  <i>Please include <b>description</b> and <b>timelines</b></i>	Total Budget and Funding Source	C. Program Indicators/Outputs  <i>What indicators and outputs will be used to measure and monitor success?</i>  <i>(e.g., workshops, attendance rates, surveys, community/educator/student feedback)</i>	D. Evidence-Based Outcomes  <i>Given your program indicators/outputs, how do you know your board goals will be achieved?</i>  <i>(e.g., educators reporting increased capacity to support Aboriginal learners, increased Aboriginal representation on PICs)</i>	E. Priority for 2015-16?  <i>Please link to the Board Assessment Tool</i>
		Teg Conference in Sault St. Marie (March 30 – April 3, 2016) to foster collaboration and relationship building between our teachers. d. Have monthly meetings between Ojibway language teachers to determine best practices, assess existing material, develop curriculum and collaborate on learning strategies. <i>On-going monthly.</i> e. Attend recruitment sessions to engage First Nations teachers and attract them to work at SGDSB.	<input type="checkbox"/> Other	Students will be surveyed to evaluate what their learning outcomes are with respect to language classes.  Retention rates for students in Native Studies and Native language courses will be reviewed in comparison to other elective and language courses. Data will inform planning	Students will see themselves reflected in their school community, students will have the opportunity to learn their language as shown by data and evidence	
10. Focus on supporting successful transitions for First Nation, Métis, and Inuit students	Increased collaboration between First Nation Communities and SGDSB so that we are working in concert to support our FNMI students.	a. Implement a pen-pal program between our grade six classes in the public school board and their companions in the federal system, to encourage friendships and supportive relationships between on-reserve and off-reserve learners, to assist with transition and integration when the students join each other in high school. This will be done	Total Budget: \$20000 (7-11) Source: <input type="checkbox"/> GSN <input checked="" type="checkbox"/> AEO <input type="checkbox"/> Other	The academic data of this cohort (anticipated to arrive into secondary panel in 2018) will be compared with data of current students within the secondary panel, including retention rates. Number of participants Number of community partners Survey of participants	Increased collaboration between First Nation education authorities and school boards to ensure that First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools	<input checked="" type="checkbox"/>



<b>Framework Implementation Board Strategies</b> [as per the <i>Framework Implementation Plan</i> ]	<i>To be completed for the 16 strategies</i>			<b>To be completed for 2015-16 programs and initiatives</b>		
	<b>A. Board Goal</b>  <i>From Strategic Plan, BIPSA or a new goal</i>	<b>B. Programs and Initiatives</b>  <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2015/16)?</i>  <i>Please include <b>description</b> and <b>timelines</b></i>	<b>Total Budget and Funding Source</b>	<b>C. Program Indicators/Outputs</b>  <i>What indicators and outputs will be used to measure and monitor success?</i>  <i>(e.g., workshops, attendance rates, surveys, community/educator/student feedback)</i>	<b>D. Evidence-Based Outcomes</b>  <i>Given your program indicators/outputs, how do you know your board goals will be achieved?</i>  <i>(e.g., educators reporting increased capacity to support Aboriginal learners, increased Aboriginal representation on PICs)</i>	<b>E. Priority for 2015-16?</b>  <i>Please link to the Board Assessment Tool</i>
		in partnership with the Nokiwin Tribal Council FNSSP. \$350 per school Rollout year: <ol style="list-style-type: none"> <li>1. Margaret Twomey Public School [Pic River and Pic Mobert];</li> <li>2. Marjorie Mills Public School [Long Lake #58]</li> <li>3. George O'Neill Public School [BZA]</li> <li>4. Nakina Public School [Aroland].</li> </ol> <i>Nov 2015 – June 2016.</i> a. Aboriginal liaison to conduct literature review to determine best practices with respect to transition between federal to provincial schools, and to share best practices with First Nation Education Authorities and SGDSB system team, with a view to implementing into our secondary schools.				
11. Continue to work with local First Nations to implement successful Education Service Agreements and to support successful transitions for		a. Review Tuition Agreements and implement appropriately. <i>Ongoing.</i> b. Travel to meet with First Nation Education Directors,	Total Budget: \$20000 (7-11) Source:	Qualitative data will be obtained by Aboriginal liaison, who will memorialize observations from meetings in on-going notes, to record changes in relationship over time.	Increased collaboration between First Nation education authorities and school boards to ensure that First Nation communities receive the preparation they need to succeed	<input checked="" type="checkbox"/>

Framework Implementation Board Strategies [as per the Framework Implementation Plan]	To be completed for the 16 strategies			To be completed for 2015-16 programs and initiatives		
	A. Board Goal  <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives  <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2015/16)?</i>  <i>Please include <b>description</b> and <b>timelines</b></i>	Total Budget and Funding Source	C. Program Indicators/Outputs  <i>What indicators and outputs will be used to measure and monitor success?</i>  <i>(e.g., workshops, attendance rates, surveys, community/educator/student feedback)</i>	D. Evidence-Based Outcomes  <i>Given your program indicators/outputs, how do you know your board goals will be achieved?</i>  <i>(e.g., educators reporting increased capacity to support Aboriginal learners, increased Aboriginal representation on PICs)</i>	E. Priority for 2015-16?  <i>Please link to the Board Assessment Tool</i>
First Nation students		Principals, and Chiefs and Councils, to discuss matters including but not limited to: tuition agreements, cultural programming within schools, transition of students from federal to provincial schools, cultural competency of the board and educators, best practices for FNMI student success. <i>Ongoing.</i>	<input type="checkbox"/> GSN <input checked="" type="checkbox"/> AEO <input type="checkbox"/> Other	Aboriginal liaison to create memos of outstanding issues identified by First Nation partners and to develop a communication strategy to share SGDSB FNMI news.	when they make the transition to provincially funded schools	
<b>III. Supporting Educators (PM 7)*</b>						
Boards will:						
12. Facilitate professional development opportunities for teaching staff to assist them in incorporating culturally appropriate pedagogy into practice to support Aboriginal student achievement, well-being, and success	From our BIPSA: increase teacher efficacy through PD about Aboriginal learners and how to infuse Aboriginal perspectives within their practice.	a. Aboriginal Liaison participation at PD days and staff meetings at all schools to provide focussed cultural, historical, political, and spiritual framework of First Nations learners. <i>Ongoing</i> b. Engaging teachers from federal schools in SGDSB PD sessions, and releasing SGDSB teachers / principals to attend PD sessions at federal schools upon invitation.	Total Budget: \$12500 (12-14) Source: <input type="checkbox"/> GSN <input checked="" type="checkbox"/> AEO <input type="checkbox"/> Other	Baseline surveys of all staff will be conducted to determine cultural competency of staff, and annual surveys will evaluate progress.	Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Métis, and Inuit students more effectively	<input checked="" type="checkbox"/>
13. Provide professional	From our BIPSA: increase	a. Develop land-based,	Total	Baseline surveys of all staff will be	Increased satisfaction among	<input checked="" type="checkbox"/>

Framework Implementation Board Strategies [as per the Framework Implementation Plan]	To be completed for the 16 strategies			To be completed for 2015-16 programs and initiatives		
	A. Board Goal  <i>From Strategic Plan, BIPSA or a new goal</i>	B. Programs and Initiatives  <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2015/16)?</i>  <i>Please include <b>description</b> and <b>timelines</b></i>	Total Budget and Funding Source	C. Program Indicators/Outputs  <i>What indicators and outputs will be used to measure and monitor success?</i>  <i>(e.g., workshops, attendance rates, surveys, community/educator/student feedback)</i>	D. Evidence-Based Outcomes  <i>Given your program indicators/outputs, how do you know your board goals will be achieved?</i>  <i>(e.g., educators reporting increased capacity to support Aboriginal learners, increased Aboriginal representation on PICs)</i>	E. Priority for 2015-16?  <i>Please link to the Board Assessment Tool</i>
development opportunities that enable teachers and board leaders to increase their knowledge and awareness of Aboriginal cultures, histories, traditions, and perspectives and enhance their capacity to support Aboriginal learners more effectively	teacher efficacy through PD about Aboriginal learners and how to infuse Aboriginal perspectives within their practice.	ecological curriculum to integrate into existing science curriculum, in partnership with teachers from Margaret Twomey Public School, Marathon High School and the Lands and Resources office and Education department of Pic River First Nation <i>Nov2015 – June 2016</i> . b. Provide support to Grade 3 Social Studies teachers to incorporate teach about the Treaty Relationship. Purchase of <i>We are all Treaty People</i> for 5 elementary schools, and 3 in Ojibway language for language teachers. <i>Sept 2015</i>	Budget: \$12500 (12-14) Source: <input type="checkbox"/> GSN <input checked="" type="checkbox"/> AEO <input type="checkbox"/> Other	conducted to determine cultural competency of staff, and annual surveys will evaluate progress.	educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Métis, and Inuit students more effectively	
14. Support an increased focus on Aboriginal education by inviting board-designated Aboriginal Education Leads to participate in regional Literacy and Numeracy Secretariat and Student Success initiatives and other professional learning opportunities.	From our BIPSA: increase teacher efficacy through PD about Aboriginal learners and how to infuse Aboriginal perspectives within their practice.	Identify board-designated Aboriginal Education Leads at the system and school level (in schools with high FNMI populations) to participate in regional Literacy and Numeracy Secretariat, Student Success initiatives and professional learning opportunities	Total Budget: \$12500 (12-14) Source: <input type="checkbox"/> GSN <input checked="" type="checkbox"/> AEO <input type="checkbox"/> Other	Baseline surveys of all staff will be conducted to determine cultural competency of staff, and annual surveys will evaluate progress. Identifying a key Aboriginal lead at each FNMI school will firmly establish the link between the Board's initiatives and the on-the-ground learning in the schools, which will be documented through emails.	Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Métis, and Inuit students more effectively	<input checked="" type="checkbox"/>

Framework Implementation Board Strategies [as per the Framework Implementation Plan]	To be completed for the 16 strategies			To be completed for 2015-16 programs and initiatives		
	A. Board Goal	B. Programs and Initiatives	Total Budget and Funding Source	C. Program Indicators/Outputs	D. Evidence-Based Outcomes	E. Priority for 2015-16?
	From Strategic Plan, BIPSA or a new goal	What programs and initiatives does your board currently provide (include both ongoing and new for 2015/16)?  Please include <b>description</b> and <b>timelines</b>		What indicators and outputs will be used to measure and monitor success?  (e.g., workshops, attendance rates, surveys, community/educator/student feedback)	Given your program indicators/outputs, how do you know your board goals will be achieved?  (e.g., educators reporting increased capacity to support Aboriginal learners, increased Aboriginal representation on PICs)	Please link to the Board Assessment Tool
<b>IV. Engagement and Awareness Building (PM 8-10)*</b> Boards will:						
15. Engage with local First Nation, Métis, and Inuit parents, communities, and organizations to build understanding of Aboriginal student self-identification and to increase the number of students/families that choose to self-identify	From our BIPSA. Increased collaboration between First Nation Communities and SGDSB so that we are working in concert to support our FNMI students.	a. Travel to meet with First Nation Education Directors, Principals, and Chiefs and Councils, to discuss matters including: tuition agreements, cultural programming within schools, transition, cultural competency of the board and educators, best practices for FNMI student success. <i>Ongoing.</i>	Total Budget: \$2500 (15-16) Source: <input type="checkbox"/> GSN <input checked="" type="checkbox"/> AEO <input type="checkbox"/> Other	The number of students who currently self-id should be compared against census data respecting projected FNMI school age populations.	Increased participations of First Nation, Métis, and Inuit parents in the education of their children Increased opportunities for knowledge sharing, collaboration, and issue resolution among Aboriginal communities, First Nation governments and education authorities, schools and school boards, and the Ministry of Education	<input checked="" type="checkbox"/>
16. Collaborate with First Nation, Métis, and Inuit parents and communities to enhance communications on progress related to Aboriginal student achievement and success	From our BIPSA: Increase the number of FNMI who voluntarily self-identify as FNMI students and analyze and report on data to inform targeted strategies for increasing Aboriginal student achievement and success. Increased collaboration between First Nation Communities and SGDSB so that we are working in concert to support our FNMI students.	a. Communicate on an on-going basis with political stakeholders through the Native Education Advisory Committee. <i>Throughout.</i> b. Foster relationships of mutual cooperation with First Nations federal schools, First Nation education directors, Tribal Councils and Friendship Centres. <i>Ongoing.</i> c. Develop a Facebook Page to communicate with students, parents, teachers, staff and	Total Budget: \$2500 (15-16) Source: <input type="checkbox"/> GSN <input checked="" type="checkbox"/> AEO <input type="checkbox"/> Other	Increased attendance and participation at the NEAC, user activity on the facebook page, emails, phone calls, speaking engagement invitations to the Aboriginal liaison.	Increased participations of First Nation, Métis, and Inuit parents in the education of their children Increased opportunities for knowledge sharing, collaboration, and issue resolution among Aboriginal communities, First Nation governments and education authorities, schools and school boards, and the Ministry of Education	<input checked="" type="checkbox"/>

<b>Framework Implementation Board Strategies</b> [as per the Framework Implementation Plan]	To be completed for the 16 strategies			To be completed for 2015-16 programs and initiatives		
	<b>A. Board Goal</b>  <i>From Strategic Plan, BIPSA or a new goal</i>	<b>B. Programs and Initiatives</b>  <i>What programs and initiatives does your board currently provide (include both ongoing and new for 2015/16)?</i>  <i>Please include <b>description</b> and <b>timelines</b></i>	<b>Total Budget and Funding Source</b>	<b>C. Program Indicators/Outputs</b>  <i>What indicators and outputs will be used to measure and monitor success?</i>  <i>(e.g., workshops, attendance rates, surveys, community/educator/student feedback)</i>	<b>D. Evidence-Based Outcomes</b>  <i>Given your program indicators/outputs, how do you know your board goals will be achieved?</i>  <i>(e.g., educators reporting increased capacity to support Aboriginal learners, increased Aboriginal representation on PICs)</i>	<b>E. Priority for 2015-16?</b>  <i>Please link to the Board Assessment Tool</i>
		First Nation partners. October-November 2015, Throughout.				

\* The implementation plan for Year 1 is organized around the ten performance measures included in the Framework. The performance measures will continue to be used as key indicators to monitor and track progress in implementation.

Performance Measures (pages 9 -15):

1. Significant increase in the percentage of First Nation, Métis, and Inuit students meeting provincial standards on province-wide assessments in reading, writing, and mathematics
2. Significant increase in the number of First Nation, Métis, and Inuit teaching and non-teaching staff in school boards across Ontario
3. Significant increase in the graduation rate of First Nation, Métis, and Inuit students
4. Significant improvement in First Nation, Métis, and Inuit student achievement
5. Significant improvement in First Nation, Métis, and Inuit students’ self-esteem
6. Increased collaboration between First Nation education authorities and school boards to ensure that First Nation communities receive the preparation they need to succeed when they make the transition to provincially funded schools
7. Increased satisfaction among educators in provincially funded schools with respect to targeted professional development and resources designed to help them serve First Nation, Métis, and Inuit students more effectively
8. Increased participations of First Nation, Métis, and Inuit parents in the education of their children
9. Increased opportunities for knowledge sharing, collaboration, and issue resolution among Aboriginal communities, First Nation governments and education authorities, schools and school boards, and the Ministry of Education
10. Integration of educational opportunities to significantly improve the knowledge of all students and educators in Ontario about the rich cultures and histories of First Nation, Métis, and Inuit peoples

# ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

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*Section*                      SCHOOLS AND STUDENTS

*Policy Name*              NATIVE EDUCATION ADVISORY COMMITTEE

539

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*Board Approved: March 26, 2013*

*Reviewed: March 7, 2013*

*Review By: December 2018*

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## ***POLICY***

It is the policy of the Superior-Greenstone District School Board to improve our understanding of First Nations, Métis, and Inuit partners on and off reserve through its Native Education Advisory Committee (NEAC). Representation on the committee may include 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 stakeholders and the Board. In order to improve communication and receive input, the Native Education Advisory Committee would provide opportunities for Senior Administration, Trustees, and School Principals to interact directly with representatives of First Nation, Métis and Inuit partners wherever they may reside within the geography of the Board

### **1. Terms of Reference**

#### **1.1 Mandate of NEAC**

- 1.1.1 To focus on initiatives and 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 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 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
- 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 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