

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



Mission Statement

*In partnership with the students, the home and the community,
Superior-Greenstone District School Board will address
individual students' needs by providing:*

- ❖ *a diverse education that prepares for and honours their chosen path for success,*
- ❖ *avenues that foster a love of learning, and*
- ❖ *the means to honour varied learning styles.*

Native Education Advisory Committee

February 14, 2012 — 11:00 a.m. to 1:00 p.m.

MINUTES

Designated Site: George O'Neil Public School, 124 Bell Street, Nipigon, ON

Chair: Cindy Fisher

Director : David Tamblyn

1.0 Roll Call

<i>Attendance Mode: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)</i>											
First Nation Members	O	T	V	A	R	First Nation Members	O	T	V	A	R
	S	C	C				S	C	C		
<i>(Aroland)</i> Sonny Gagnon (Chief)				X		<i>(Rocky Bay)</i> Malvina Echum	X				
<i>(Ginoogaming)</i> Cecilia Echum (Chief)				X		<i>(Rocky Bay)</i> James Mishquart				X	
<i>(Ginoogaming/Long Lake #58)</i> Claire O'Nabigon				X		<i>(White Sands)</i> Allen Gustafson, (Chief)				X	
<i>(Lake Nipigon)</i> Yvette Metansinine, (Chief)	X					<i>(Pic Moberg)</i> Marlene Sabourin				X	
<i>(Lake Nipigon)</i> Judy Manning	X					<i>(Red Rock Band)</i> Arlene Wawia, (Chief)				X	
<i>(Lake Nipigon)</i> Priscilla Graham				X		<i>(Red Rock Band)</i> Judy Wawia	X				
<i>(Long Lake # 58)</i> Veronica Waboose, (Chief)				X		Trustees					
<i>(Pays Plat)</i> Valerie Auger	X					Bette Bartlett					X
<i>(Pays Plat)</i> Xavier Thompson, (Chief)				X		Cindy Brown					
<i>(Pic Heron Bay)</i> Roy Michano, (Chief)				X		Cindy Fisher	X				
<i>(Pic Heron Bay)</i> Cindy Fisher,	X					Fred Simonaitis <i>(Alternate)</i>	X				
<i>(Pic Moberg)</i> Johanna Desmoulin, (Chief)				X		Pinky McRae <i>(Ex Officio)</i>					X
<i>(Pic Moberg)</i> Chris Bananish, Sr.				X		Board Administration					
<i>(Pic Moberg)</i> Marlene Sabourin				X		Dave Tamblyn	X				
<i>(Rocky Bay)</i> Bart Hardy, (Chief)				X		Nancy Petrick	X				
<i>(Rocky Bay)</i> Velda Lesperance	X					Barb Willcocks	X				

1.0 Blessing and Welcome

NEAC Chair, Cindy Fisher had all participants introduce themselves and then gave a blessing. Regrets from Trustee B. Bartlett and Presenter Milton Wawia were noted.

2.0 Approval of Minutes & Agenda

Moved by: J. Wawia

Second by: Y. Metansinine

Resolved that, the minutes of the NEAC Meeting, December 12, 2011 be accepted.

Moved by: V. Lesperance_

Second by: F. Simonaitis

Resolved that, the agenda for the NEAC Meeting, February 14, 2012 be accepted.

3.0 Business Arising from Minutes

C. Fisher responded to Yvette Metansinine's inquiry about responsibility of the Chair of NEAC having regular meetings within the NEAC member communities. As well, in regard to inquiry about budget for travel to these communities, Director David Tamblyn said the proposal could be reviewed by the board with a mind toward addressing this in the budget. C. Fisher also asked if the Board would reimburse Pic River First Nation for the time she spends away from her regular position in order to visit the communities?

4.0 Discussion Topics

4.1 Regular Board Meeting: January 23, 2012

4.1.1 It was noted that the formal appointment of the NEAC Chair was processed at the January 23, 2012 Regular Board Meeting. Accordingly, Cindy Fisher assumed her role as Chair with Director D. Tamblyn stepping back as temporary chair as held for December 12, 2011 meeting.

4.1.2 Change to Trustee Appointment for 2012 NEAC

It was noted that at the Regular Board Meeting on January 23, 2012 a revision to NEAC Trustee membership was agreed to with Trustee Bette Bartlett assuming the appointment from Trustee Fred Simonaitis who agreed to move into the alternate position for this committee.

4.2 First Nation Representation and Board Committee

Y. Metansinine in posing general inquiries on this subject received the following responses from NEAC Chair, C. Fisher.

- As First Nation Trustee on Board, C. Fisher has a term of four years or the full term of duly elected school board trustees
- She explained she was first appointed by the Chief's Council
- In next election she was reassigned
- In last election she sent out letter of support to Chief's and was again supported by the community
- She is the representative for all tuition agreement students attending Superior-Greenstone DSB schools

Y. Metansinine asked if there were Terms of Reference for C. Fisher's position on the SGDSB board. She stated that there appeared to be a gap of representation between board and representation for their (Aboriginal) communities and asked what First Nation Trustees does for the Aboriginal communities to which C. Fisher responded that she addressed all concerns from the constituent group. She also suggested that Trustee job description/roles and responsibilities apply. In addition, C. Fisher advised that the barrier of costs for NEAC members to travel to NEAC meetings has been addressed in board policy with reimbursement being provided as at March 2010.

A discussion and concerns were raised about the issue of communications and liaison between Aboriginal communities, Superior-Greenstone DSB and Chiefs and Councils in the area. C. Fisher asked that Y. Metansinine inform her about the date for the next Northern Superior Chief's meeting where she could attend and make a presentation for information and clarification.

As concerns NEAC itself, Director D. Tamblyn clarified that members of the committee are representatives of their communities and who can both bring information to the committee and bring meeting information back into their communities. Superior-Greenstone DSB Trustee Fred Simonaitis offered the following, which is that, the mandate of the committee is to work together to bring ideas to the board; to move forward for programming within our board; provide guidance to the board and finally, to provide an opportunity for dialogue about problems be these current or in future.

In discussions about publication of NEAC meeting notes and information it was suggested that with NEAC minutes available on the board website, community access is available to all parties and the same can be downloaded from the board website and published via whatever channels an Aboriginal community wished, be it a newsletter, website, council meetings etc.

4.3 Confirmation of Aboriginal Proposals 2011-2012

Student Success Leader Barb Willcocks who is also the Superior-Greenstone DSB Aboriginal Lead advised that there is an Aboriginal Leads meeting held three times per year. Four funding proposals were submitted in July 2011.

- Professional Development, Circle of Light Conference: receipt of \$15,000
 - Two teachers/ three administrators attended Toronto conference
 - The board's summer Outdoor Cooperative Education project was showcased with Teacher Matthew Lawrence making the presentation.
 - Remaining funds are to be used for attendance at a Native Studies/Languages conference set for later this spring
- Project Build approved for \$20,000
 - Application was for \$50,000 for summer project
 - Will need to seek further funding
- Textbooks approved for \$10,800:
 - 20 texts for each of five high schools to be used for Native Studies NAC,
 - 20 texts each high school for grade 10 Academic History Class
 - 40 texts for grade 11 Native Beliefs, Values and Aspirations
- Aboriginal Voluntary Self-ID submission for \$20,000 has not been approved at this time.

4.4 Native Studies Courses

B. Willcocks explained that these are not mandatory. Extra funding is provided to schools that have 12 Non-Tuition students taking a Native Studies/Languages course. Tuition students are encouraged to register for these courses as well. At one time the Ministry indicated there would be compulsory Native Studies classes for all students but at present this is not policy. Aboriginal Voices, a grade 11 English class, was offered this year in Manitouwadge and resources were purchased to support this course. A locally developed program for Civics for Aboriginal students has been created. Some schools/boards have made it compulsory for all students to take Native studies courses.

Questions were posed as to how do we make it mandatory across Superior-Greenstone? It was suggested that Chief and Councils write letters requesting consideration to have Aboriginal courses mandatory.

4.5 Review of Self ID Policies

4.5.1 SGDSB: Policy 527-Voluntary Aboriginal Student Self- Identification

(Attached)

B. Willcocks noted that self-identification information remains in our data bank. The MOET does not receive this information directly. Board policy does not allow us to upload all the data. The percentage of Aboriginal students in our Board is reported as being very low and is not indicative of the reality. We need to communicate the self-identification policy with our families. The Grant for Student Needs Funds for self-identification is not connected to the data that would be uploaded from the schools but rather to the 2006 census data.

Y. Metansinine explained why it is important to get baseline data to support programming. She wants to review this policy with her council and asked for information package to be prepared. Director D. Tamblyn suggested that we revise the pamphlet that was originally made in 2006 and send to NEAC members to share with their Councils. C. Fisher suggested that we review the history of the self-identification policy, while Y. Metansinine wants to stress the importance of our parents understanding what the self-identification is meant to address and that is not just a "money grab" for the schools. She is prepared to review the policy with our board as self-ID is a priority for the Ministry, although she did note that a lot of the pieces were in the draft policy that other Boards had in their policy.

- 4.5.2 Other Board's Self ID Policy
- Rainy River DSB Self ID Policy
 - Keewatin-Patricia DSB Self ID Policy
 - Keewatin-Patricia DSB Self-ID Pamphlet

These items were shared.

4.6 Continuing Education Program

4.6.1 Superior-Greenstone DSB Teacher (Nipigon Region)

Teacher Matthew Lawrence described the Continuing Education program for Ontario Secondary School Diploma and explained how the Prior Learning Assessment Recognition process works. It was noted that a Report to the Board was provided earlier this year. See attached Report No. 72: August 22, 2011 (Attached)

Within the program, the following supports exist:

- Retention Support Worker Coordinator, Milton Wawia
- Confederation College Teacher

Six students are registered at this time.

4.7 Board Strategic Plan

Director D. Tamblyn shared the background of the strategic plan, and the challenges with declining enrolment especially in providing programming at the secondary level. As student populations declines so to does the funding. However, there are still many good things happening in our board and we want the strategic plan to support these. One of the areas he wishes to explore closely is how can we make Aboriginal students feel more a part of our school community, and address the issue of instilling a sense of belonging. He asked groups to put their thoughts on paper on how to make schools more welcoming

4.8 Next Meeting Date

Next Meeting Date March 19,2012 GOPS

5.0 Open Forum / Q & A

5.1 Rhonda LeClair

Barb Willcocks will contact with Ms. LeClair to arrange for her attendance at an upcoming NEAC meeting to share her research.

6.0 Future Meeting Agenda Items

The committee requested the following information for the next NEAC Meeting:

- Terms of Reference
- Mandate of committee
- Roles and responsibility of Trustee (representative)
- Aboriginal Representative – on board committees—policy information, guidelines etc.
- Roles and responsibilities for each trustee on these other committees
- How is information from other committees disseminated to the public
- Process to mandate First Nation courses within the high school and/or elementary school.

7.0 Adjournment

The meeting adjourned at 2:20 p.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name VOLUNTARY ABORIGINAL STUDENT SELF-IDENTIFICATION

527

Board Approved: _____
April 25, 2006

Reviewed: September 26, 2011

Review By: December 2012
(Annual Review)

POLICY

It is the policy of the Superior-Greenstone District School Board to provide the opportunity for all Aboriginal students and their parents **and guardians** to voluntarily self-identify **as being of Aboriginal ancestry (First Nations, Metis, or Inuit)**. programming.

Personal information will be kept confidential.

RATIONALE

The Superior-Greenstone District School Board believes the learning aspirations and potentials of Aboriginal students can be realized through a responsive, transparent and accountable policy that focuses on improved programs and services and builds on strong partnerships with Aboriginal parents **and guardians** and their communities. **It is essential to understand our student population and have accurate student achievement data within Superior-Greenstone District School Board to improve success for all students. In accordance with the Ministry of Education's Aboriginal Policy Framework, accurate student achievement data needs to be collected to assess progress towards the goals of improving Aboriginal student achievement and closing the gap in academic achievement between Aboriginal and non-Aboriginal students. Continued data collection and analysis will provide information for improvement planning and decision-making surrounding student success.**

PROCEDURES

1.0 Implementation

- 1.1 **Voluntary** self-identification will be collected **annually** on Student **Verification** Forms for all **elementary and secondary** students enrolled with the Superior-Greenstone District School Board as of the 2005-2006 school year.
- 1.2 **Voluntary** self-identification will be collected on the Superior-Greenstone District School Board **Registration** Form for all new **elementary and secondary** students enrolled with the Board **as of** the 2006-2007 school year.

2.0 Guidelines

Programmes will be evaluated regularly based on their:

- Transparency
- Inclusion
- Innovation
- Learner-centeredness
- Equitability

- Responsiveness
- Collaboration
- Respect for individual privacy and dignity
- Results
- Acknowledgement and reflection of cultural diversity
- Contribution to the knowledge base through research
- Superior-Greenstone District School Board Policy No. 527

3.0 Accountability

- Provide high quality learning opportunities that are responsive, flexible and accessible to Aboriginal students
- Increase the retention rate of **all** students
- Increase the graduation rates of **all** students
- Ensure that **all** students are well prepared for participation in post-secondary studies and the world of work
- Promote effective, respectful working relationships and partnerships with Aboriginal parents and the general Aboriginal community.

4.0 Data collection, Storage, Access and Usage or Security Protocol

All data will be securely stored to respect privacy and used only as a means to enhance Aboriginal education programmes within the Superior-Greenstone District School Board.

- 4.1 Data will be treated in the same manner as Ontario Student Records and protected and governed by the Freedom of Information Act.
- 4.2 Individual data will not be communicated. The information gathered will be used in the aggregate only and for the purpose of developing and implementing supportive programmes.
- 4.3 The information gathered will be shared with educational organizations (e.g. Ministry of Education, EQAO) for the purpose of developing supportive programs.

5.0 Timeline

The data collected as a result of this policy will be evaluated on an annual basis and the results reported to the Superior-Greenstone District School Board First Nation Advisory Committee. The policy will be reviewed annually for its effectiveness and need for continuation.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Report No: 72
Date: August 22, 2011

TO: Chair and Members of the
Superior-Greenstone District School Board

FROM: Barbara Willcocks Student Success Lead
Nancy Petrick Principal Nipigon Red Rock District High School

SUBJECT: Proposal for a Partnership with Confederation College to Provide Adult Education
Services for our First Nation Communities in the Nipigon and Greenstone Area

Background

Confederation College has entered into a partnership with Ontario Power Generation (OPG) and the Canadian Union of Skilled Workers (CUSW) to support Waaskiinaysay Ziibi Inc. (WZI). WZI is a development corporation wholly owned by First Nation Bands (Animibiigoo Zaagi'igan (AZA), Biinjitiwaabik Zaaging Anishinaabek (BZA), Red Rock Indian Band (RRIB), Whitesand First Nation (WFN) and Bingwi Neyaashi Anishinaabek (BNA) collectively known as the *Lake Nipigon First Nations - LNFN* in the Superior-Greenstone region.

Confederation College has a *Collaboration Agreement* with WZI to co-operatively plan, develop, promote and deliver all required assessments and academic upgrading that will lead to the completion of the OSSD for adults in our local communities or an equivalency. Confederation College has identified through academic screening approximately 10-30 individuals who have the necessary literacy and numeracy skills to complete these requirements for graduation. These individuals are our past, present and future parents of the students who attend our schools. The rationale behind Confederation College offering this program is that it will provide the Jackfish Project with a skilled labour force when it eventually comes on line. Currently we have a board wide partnership with the College in the area of dual credits for our secondary students and adult certification in area of construction.

Goal

This joint venture will provide a pathway for the adults in our local communities to acquire the necessary skills and academic upgrading that will lead to the successful completion of their OSSD. The spin-off effect will be significant. Not only will more of our community members have secondary school qualifications, but the confidence and self-esteem gained from this success will have a direct impact upon their children, our students. Furthermore, these adults (i.e. our parents) would now have the opportunity to attend college programming to achieve specialization in areas that are required for gainful employment in the Jackfish project and in other employable areas.

Description

Through the Continuing Education program, one teacher would be hired with the potential of an additional teacher if enrolment warrants this. This individual would be based out of NRHS and would travel to the above mentioned communities. One unique feature of this partnership is the support our families would receive through the Retention Worker. This individual would provide personal, academic and career support as they move through the program and would help them access community resources if needed.

Financial

Continuing Education: The Continuing Education program will be accessed for the payment of one teacher who delivers the instruction directly to the individuals involved in the program. Depending on the number of students who register for the program an additional teacher may be added.

Confederation College

Confederation College agrees to pay an annual amount of \$120,000 to the SGDSB for the following services:

- 1) Teaching and mentoring of students toward achieving their OSSD.
- 2) Providing PLAR services to students when required.
- 3) Educational services will be provided to 4 out of the 5 communities belonging to WZI (Whitesand being the exception) on weekly bases. One day per week will be scheduled at NRHS for student support through virtual learning.
- 4) Travel expenses and financial compensation for travel time for the teacher will be determined. Instructional supplies including a computer will be provided for the teacher
- 5) Clerical time (one day per week) and principal administrative time (one day per month) will be included.

At the time of writing this report the college has indicated that if there are surplus funds they may be used for our SCWI program

Superior-Greenstone DSB

SGDSB will provide office space at NRHS for the teacher and an area for small group instruction at Beardmore Public School.

Administrative Recommendation

That the Superior-Greenstone DSB direct Administration to enter into agreement with Confederation College to provide adult education services for First Nation Communities in the Nipigon and Greenstone area.

Respectfully submitted by:

Barbara Willcocks
Student Success Lead

Nancy Petrick
Principal of Nipigon Red Rock District High School