



SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Our Mission:

"Working together to engage students through meaningful learning and empower them to build the skills they need to be successful today and in the future."

Our Vision:

To meet the needs of all learners while sparking curiosity and joy in learning."

Our Motto:

Gikino'amaadiiwigamigoonsan ezhi-gichi-apiitendaagwag
"Small schools make a difference"

Our Values:

"Positive, professional relationships & sense of team, Kindness with expectations, Learner mindset & dedication to ongoing innovation, Belief that experience teaches, engages & connects."

Anishinaabe Gikino'amaagewin Gaa-anokaadamowid (Indigenous Education Advisory Committee)

Tuesday, February 18, 2025 – 10:00 a.m. to 12:00 p.m.

Red Rock Learning Center or Virtual Meeting – Microsoft Teams –

Teleconference Dial-In Information: Phone 1(844) 613-3120 Conference ID No:

Maawanji'idiwin Wiindamaagewi-Ozhibii'igewinan (Meeting Minutes)

1.0 Roll Call

Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)											
First Nations Communities	OS	TC	VC	A	R	Tribal Councils & Representatives	OS	TC	VC	A	R
(Aroland) Angela Towedo				X		EEP Program Liaison - Matawa, Shelby Chng					X
(Biigtigong Nishnaabeg) Lisa Michano			X			Randi Ray and/or Wabun Education Partnership Program				X	
Biinjitiwaabik Zaaging Anishinabek (Rocky Bay) Yvonne Kowtiash				X		Kris Skworchinski Regional Education Council Coordinator, KEB			X		
Biinjitiwaabik Zaaging Anishinabek (Rocky Bay) Christine Hardy				X		Tim Robbins, Metis Nation of Ontario - Senator	X				
Biinjitiwaabik Zaaging Anishinabek (Rocky Bay), Rose Kowtiash			X								
Biinjitiwaabik Zaaging Anishinabek (Rocky Bay) Pamela Hardy				X		Nokiiwin Education Advisor – Scott Baker / Loretta Sky, Erin Lovis			X		
(Ginoogaming #77) Martha Taylor				X		Representatives					
(Ginoogaming #77) Dallas Fisher				X							
(Ginoogaming #77) Chris Hill					X	Sara Carlson, Grad Coach - GCHS			X		
(Marten Fall FN) Suzanne Baxter (10:10)				X		Sara Park, Grad Coach - NRHS			X		
(Marten Falls FN) Louise Coaster				X		Delaney Michano, Grad Coach - MRHS			X		
						Melissa Lanovaz, Grad Coach - LSHS					
(Pays Plat) Valerie Auger 10:21	X					Sheila Cassie, Secretary - Portfolio Support				X	
(Netmizaaggamig) Joe Moses				X		Patti Pella, Education Officer, Ministry of Education				X	
(Netmizaaggamig) Amber Deveraux			X			Trustees					
(Netmizaaggamig) Lori Guinchard				X		Julie Michano				X	
(Netmizaaggamig) Monique Brownlee			X			Pinky McRae (Ex-officio)					X
(Red Rock) Marilyn Netemegesis,				X		Megen Brunskill			X		
(Red Rock) Norma Lesperance			X			Anna Kentner, Indigenous Student Trustee			X		
(Red Rock) Ted Wawia				X		Board Administration					
(Red Rock) Kelle Wrigley			X			Will Goodman, Director of Education	X				
(White Sands) Sue Taylor				X		Carole Leroux, Superintendent of Education	X				
Animgiigoo Zaagi'igan Anishinabek Denise Bottle			X			Shy-Anne Bartlett, Manager of Indigenous Education	X				
Animgiigoo Zaagi'igan Anishinabek Claudette Rody / Mary Blakely			X			Flora Love, Superintendent of Education			X		
Animgiigoo Zaagi'igan Anishinabek, Nikki Goodman					X	Alex Marton, Superintendent of Business					X
Wabun (Flying Post First Nation) Angela McLeod				X		Anthony Jeethan, Human Rights & Equity Advisor			X		
(Bingwi Neyaashi Anishnaabek) Tylyn Silander			X			Lisa Zeleny, Executive Assistant	X				



(Longlac 58 First Nation)				x															
Erik Leroux OS – presenter					Deana Renaud- OS presenter					Tara Balog - presenter									

2.0 **Opening Prayer**

Judy Wawia opened the meeting with prayer, smudge and song.

3.0 **Welcome and Introductions**

Shy-Anne Bartlett thanked everyone for joining the February 18, 2025 IEAC meeting. S.Bartlett did a land acknowledgement speaking about the land in winter and is sleeping. For all the elders in past, present and future. Acknowledged the territories we have the privilege of calling home. Thanked the water, the sun, the air and the earth for giving us everything we need. Thanked everyone today and elders for being here and Judy for opening with prayer.

4.0 **Approval of the Maawanji'idiwin Wiindamaagewi-Ozhibii'igewinan (Meeting Minutes)**

4.1 IEAC Meeting Minutes, November 5, 2024.

Moved by: Amber Devereaux

Second: Denise Bottle

That the minutes for the Superior-Greenstone DSB Indigenous Education Advisory Committee meeting, November 5, 2024, be accepted and approved.
Carried.

5.0 **Apane go Dazhindamowaad (Standing Agenda Items)**

5.1 Community Updates

There are no community updates currently.

5.2 Follow-up from November 5, 2024 IEAC meeting: Updates

S. Bartlett provided the following updates from the November 5, 2024, IEAC meeting. The Truth and Reconciliation action plan survey was sent out, the Policy has passed and is posted on the SGDSB website. The action plan updates will be shared in April.

5.3 Special IEAC Meeting Minutes, January 30, 2025: Powwows

A Special IEAC meeting was held on January 30, 2025, regarding the locations for the three Powwows for 2025. The meeting determined the following three locations Nip-Rock High School, Geraldton Composite High School and Marathon High School with possible collaboration with Margaret Twomey Public School.

S.Bartlett provided information on how Special IEAC meeting topics are selected, such as the January 30, 2025 Powwow topic. The topics are picked based on suggestions from communities. The Board does not choose the topic.

The IEAC members were asked if the word 'Powwow' or the word 'Gathering' should be used. This question was brought forth from an IEAC member. The question was discussed with the suggestion we hear from the students. S.Bartlett will bring the question to the Indigenous Youth Council to have student voice.

The second Special IEAC meeting, topic Student Success took place on February 12, 2025. Minutes will be provided to committee members at the next IEAC meeting on April 22, 2025.



S.Bartlett confirmed the following Feast and Feedback events will take place at the Red Rock Indian First Nation community, Netmizaaggamig Nishnaabeg and Bingwi Neyaashi Anishinaabek communities. S.Bartlett will connect with each First Nation community to confirm the time, the date and the details.

The following IEAC meeting locations will be held in community, and we are grateful for the invitation.

- April 22, 2025 – Biigtigong Nishnaabeg First Nation
- May 20, 2025 – Animgiigoo Zaagi'igan Anishinaabek First Nation

Next steps: Next steps will be to continue to take minutes and to address follow-ups for next IEAC meetings

5.4 Indigenous Student Trustee Report

S.Bartlett introduced Anna Kentner, the new Indigenous Student Trustee. Anna presented their report as attached in the agenda. A. Kentner thanked the students for selecting them to be the Trustee for next 2 years. One of the first steps as Trustee. A. Kentner provided a survey to students for what they want from Indigenous Trustee. A. Kentner spoke on their opportunity to attend Ottawa OSTA -AECO to connect with other Indigenous Student Trustees to see what challenges other schools may have and what is working in other schools and school boards.

W.Goodman welcomed A.Kentner and stated Anna has hit the ground running and asked Anna to explain what OSTA stands for the Ontario Student Trustee Association, a platform for student advocacy and how challenges can be met and issues that may have to go to Ministry of Education .

5.5 IEAC Language Development Report

A language development report will be a standing item on every IEAC meeting agenda moving forward. S.Bartlett presented the report as attached in the agenda. Superior-Greenstone DSB offers Anishinaabemowin instruction across all school, utilizing both virtual and in-person modalities to ensure accessibility and inclusivity. Key initiatives underway include Summer Immersion Camps, Joint Professional Development with Superior North Catholic DSB, Annishinaabemowin Boodawe Committee (ABC) Engagement, Mentor-Learner Program, led by ABC and High School Pathways Development. Details of the initiatives can be found in the report.

ABC is a grassroots committee strictly based on language acquisition. The committee works closely with First Nation Communities such as Red Rock Indian Band and Flying Post First Nation.

Carole Leroux will meet with ABC and guidance counsellors starting next week to begin conversation regarding how the pathways will develop.

Next Steps: To further our commitment to Anishinaabemowin revitalization, SGDSB plans to expand high school pathways, enhance professional development and strengthen community partnerships.

The floor was open for questions and comments. J.Wawia expressed hopes that the books transcribed by Norma Fawcett are in the schools and thanked ABC and schools for promoting the language. J.Wawia then shared a personal story and is very happy to see how we are all working together.



S. Bartlett acknowledged J. Wawia was instrumental in ensuring the books were placed into the schools.

6.0 Nonde-ayaan ji-gaagiigidoyaang (Open Discussion of Areas of Need):

6.1 Lines of Communication

W. Goodman opened the floor for a discussion opportunity to design a communication protocol. Who are the people from the school boards to community so when someone leaves the community is aware of who is in place. An example of when communication and who the key contact is, would be if there is an emergency within the communities. We want to communicate to members on what our processes and policies are when communication is needed. Currently, we have school messenger and Edsby, etc. W. Goodman asked if a small committee is needed to collaborate on specifics and create a process.

V. Auger spoke about a bussing issue that caused students to be stuck in Schreiber and what the situation looked like for the students and parents.

W. Goodman acknowledged V. Auger feedback. This is a great example to review and take this situation and share with bussing consortium on where communication breakdown may have taken place. However, when OPP is involved, we need to look at options.

A discussion took place, with members sharing their feedback, comments and asking questions 'Are emergency plans shared with communities? What is the OPP and MTO roles are in situations. What pieces are required at the system, school and global level that need to be shared. W. Goodman suggested this could be a mapped-out process that would benefit our parents and guardians and communication.

W. Goodman and members agreed that a committee is needed, and an email will be sent by S. Bartlett with a synopsis and why and will provide potential dates.

7.0 Anishinaabe Gikino'amaagewini-Dazhindamowaad (Indigenous Education Updates)

7.1 Graduation Coach Update

7.1.1 Graduation Coach Update – NRHS

Members review Report attached in agenda package.

7.1.2 Graduation Coach Update – GCHS

Members to review Report attached in agenda package.

7.1.3 Graduation Coach Update – MRHS

Members to review Report attached in agenda package.

7.1.4 Graduation Coach Introduction – LSHS

Melissa Lanovaz presented their report as attached in the agenda. M. Lanovaz started in the position in October 2024, currently supporting 25 students from surrounding communities who identify as First Nation, Metis or Inuit. A Metis Youth Culture Camp was attended in February by one student from LSHS. The MYCC is attended by students across Ontario.

Post-Secondary transitions have started. Potential graduates at LSHS are receiving targeted support to prepare for their next steps. Dawn Tees from the Metis Nation of Ontario met with student to provide information on Metis-specific supports such as tutoring, financial support and mental health supports. Indigenous Youth Council brought student voice on beading and had Clair Auger share her knowledge of beading.



Next Steps: participate in school visits to build relationships, support grade 8 students in their transition to high school, collect data, implement intervention, provide ongoing support for graduating students, daily data collection and program delivery.

S. Bartlett opened the floor for questions or comments.

A discussion followed with K.Wrigley asking if all graduation coaches have a list of bursaries and do they carve out time to sit with students to provide support. S.Bartlett confirmed that all graduation coaches do provide support.

This sparked additional comments from J. Wawia that students need reminders and that the students may also need to provide additional requirements such as submitting a paragraph which they must do themselves. Our students need to do some work themselves and thanked the grad coaches for their hard work, with a focus on S. Park, Grad Coach at NRHS; stating she supports all students.

D.Bottle can support students with applications. D. Bottle will forward information on bursaries to all the grad coaches even if they may not pertain to students. May 1st is the deadline for post-secondary. Education Officers will be included in the email, to avoid sending out duplicate information.

S. Bartlett will provide D. Bottle with the graduation coaches emails.

7.2 Tiny Homes

W. Goodman provided a video for Tiny Homes. Lisa MacLeod, Vice-Principal at NRHS will attend the next meeting. Tiny Homes is a program that teaches how to use the proper tools and looking at expanding with Mettawa. We are looking to grow this program which cannot be done without partnerships.

W. Goodman thanked Smart Modular Canada from Thunder Bay for resourcing materials for this program and working with our educators and their architects for the build which go into communities. This building will go to Ginoogaming.

L. MacLeod will be sharing more at our next IEAC meeting and will provide information on a member's question if this is only available for Mettawa communities or available for all communities.

J. Wawia thanked for the program and the job fair that is coming to NRHS and encouraged other EDO to have job fairs in their own communities.

7.3 Indigenous Special Education Facilitator: Update

Loretta Lemon, Indigenous Special Education Facilitator resigned from the position, with her last day being January 31, 2025. The job posting closed Feb 18, 2025. The successful candidate will be a key player and how they will work in their role and will identify as Indigenous, Metis or Inuit.

All applicants will be reviewed and there will be a member from IEAC who will attend the interviews. W.Goodman encouraged community partners to shoulder tap anyone they feel would be a good fit.

S. Bartlett will send job posting to all members.



7.4 Board Action Plan

S.Bartlett thanked the members who took time to participate in the action plan and for submitting ideas.

8.0 Ginkino-amaagewini-Odaakewigimaa Oshkichigaadewinan (Director of Education Updates)

8.1 Director's Quarterly Report

W. Goodman highlighted specific points in the Directors' Report. Specifically, a huge thanks to Amanda Paakkunainen for her role as the K-3 Early Years Literacy Facilitator. We wish her luck in her new role. This is also a role that is open in SGDSB. Report is attached for member's review.

The floor was open for comments or questions. There were none at this time. Members can email S. Bartlett with comments or questions later.

9.0 Awashime Dazhindamowaad (Additional Agenda Items)

9.1 Kindergarten

The kindergarten marketing and registration process began in January, with effort to engage families in a variety of ways. Kindergarten Information Nights are scheduled for Spring, some schools have already hosted successful open houses. Several of our principals have made visits to their respective First Nation Communities to be available for face-to-face meetings, offering an opportunity to answer any questions from families. Registration packages have been sent to Education Directors, but if you have not received them yet or would like some, please reach out to F. Love. K.Wrigley requested registration forms and V. Auger confirmed Schreiber Public School has given her packages.

S.Bartlett will connect with principals to make sure packages get out in a timely manner.

W.Goodman added families are wanting to prepare and have reached out already, and that early registration is a key piece to have a good start. We want to transition as many students into our schools as possible.

The discussion switched to grade 7/8 transitions when a member asked if students could have the opportunity for more than a day or half a day. Students being absent on that day means they have missed their chance. If there are more days planned then they can see the Tiny Homes program, the wood working, and see that they want to attend and participate. With transportation and cost of transportation being a key part in transition days; more days may be challenging.

C.Leroux addressed a member's question regarding high school students going to the college and university. Lake Superior High School has already gone with plans for other schools to go. This is a good question for FNAC.

A discussion ensued regarding transition to a college or university and the importance of seeing what it like and what opportunities there are.



9.2 Summer Learning

Tara Balog provided a verbal report on the Summer Program. Last year was the pilot year for several programs. The Anishinaabemowin Immersion Camp was face-to-face that served 26 students. The K-6 Literacy Numeracy Boost is a virtual four-week program which serviced 14 students. The Reach Ahead Program for grade 9 is a credit program. All 11 students gained a credit. The Cooperative Ed Summer credits engaged 8 students with a total of 16 credits being earned.

The SGDSB Clinical Team programs services 52 students online and in person and two face-to-face camps serving 25 students in Greenstone and 13 in Terrace Bay and outdoor learning and connected opportunity for five day long camp style program. The Positive Behaviour transition services 13 students.

Member feedback include the possibility of providing classes on budgets, making a budget and how to successfully follow a budget, financial literacy is more important than ever with students receiving annuity and land claim money. career choices, what is in our area? what is available.?

9.3 Special Education Report

E. Leroux presented and highlighted the following in the Special Education Report attached in the agenda.

We continue to work toward removing barriers for students with Special Education Needs and those who identify as Indigenous with a focus on a variety of strategies to allow students to achieve success. The MDT has Hot Topic Sessions monthly which included Dr. Pamela Toulouse's checklist for creating culturally respectful IEPs, IPRC presentation and the concept of Two-Eyed Seeing. Support universal design for all student, working with Shelley Moore, introduced Ages and Stages this year. Have introduced Tier 2 reading intervention programs.

MDT Referrals: This year, the MDT team has received 12 referrals for students who are Indigenous and has worked collaboratively with schools to ensure students have the necessary resources for success. Referrals are used to inform the team of any new modifications to a student's IEP.

Indigenous Special Education: the Indigenous Special Education Facilitator collaborated with nine schools and supported 33 students with special needs. She has also worked closely with four federal schools to assist 13 students transitioning to grade 9 in September.

Positive Behaviour Support: The project "Removing Barriers" centers around three key goals: improving skill development for autonomy to support student independence, bridging assessment insights with curriculum expectations, empowering students to ensure seamless transition across grades, schools, and pathways.

The Innovation Grant proposal, submitted by Superior Life Skills in partnership with the Superior-Greenstone DSB and the Superior-North Catholic DSB, and First Nation communities, is already working to build local capacity to support children and youth with autism and their families.

The IEP Audit Data was reviewed.

K.Wrigley asked if there an opportunity to look at the data for the FNMI students and the gaps that exist. W.Goodman addressed the question; the First Nation Advisory Committee is an excellent platform to look at specific data.



9.3.1 New Addition Item:

W. Goodman spoke on Jordan Principle changes and how to access those dollars. Changes in how the funding is accessed may have an impact on students in the future.

V. Auger requested a conversation with W. Goodman to speak about the changes that will affect two of their students.

9.4 Indigenous Trustee Update

Where are we at with the position? W. Goodman updated notified members there have been two names put forward for this position and asked IEAC members for their voice on the process. How do you want to appoint, elect or choose the Indigenous Trustee. What does the process look like? This is for all First Nation Communities to come together for their process.

Members voiced they do not want to go to an election, but an endorsement. Who are the candidates, why they want to do the role, have a session with the candidates and then communities can send in their preference of the candidate they would like to support.

W. Goodman addressed a members concern of eliminating a prospective candidate. Currently there is one seat that is an Indigenous Trustee for the Board. For this to be changed, it is a process that is not just in SGDSB but in all of Ontario Legislation. The school board's role is to help facilitate the process but not choose the person.

The question of how to proceed with the selection was posed to members. Members voice does not like the process to be done like a job interview. If an endorsement is to be made by the Chief, it is important for candidates to speak to their passion on the position. Although it is not a demanding position, the Education process for Trustee is governed by the government.

W. Goodman will host a group to reflect on the process of appointing the Indigenous Trustee with potential members, K. Wrigley and M. Blakely and J. Wawia; to facilitate a meeting to work on how the appointment would look for Indigenous Trustee.

9.5 Our School Data Report

Deana Renaud presented the data attached in the agenda and introduced herself.

Speak regarding what our info is saying to what our data is saying vs our students. We use this info to guide our mental health action plan. We center the wellbeing of all students in an intentional way. We priority Indigenous student sin the mental health portfolio.

Half the FNMI students filled out the survey. We know 48% report a positive sense of belonging in school. Compared to non-indigenous which is 54%. In terms of positive relationships 65% have friends at school they can trust. This is below the provincial level of 75%. Truancy and attendance is a clear area of concerns. We have 46% students who skip classes or missed days without a reason or arrive late for school classes compared to 22% of non-indigenous student. Transportation is one of the biggest issues for students to miss. If there is a snow day on a Thursday, the students will miss the Friday. Another issue form family and students – there is a lack of supports in community for indigenous families. Self-Esteem – 48% of our Indigenous population who like and accept themselves and are proud of their accomplishments. It is not far off for overall which is at 50% of students with low self-esteem. Understanding Culture = 46% other cultures 62%, Bullying 55% indigenous feel safe at school and to and from school – the Canadian norm is the same as well as non-indigenous students. Ongoing efforts from Mental Health Team to encourage active conversations on how we are engaging our Indigenous students in our schools.

Truancy Issues & Parent Engagement – Family engagement initiative launched in Terrace Bay, Schreiber and Pawgwasheeng Pays Plat First Nation for parent engagement to bring

