



## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

### Our Mission:

"In SGDSB we are learners. Everything we do is designed to help all students succeed and make a difference. We build positive places for learning and working... together"

### Our Vision:

"Inspiring our students to succeed and make a difference"

### Our Motto:

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

### Our Values:

"Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking"

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

**Tuesday, February 20, 2024 – 10:00 a.m. to 12:00 p.m.**

SGDSB Learning Centre & Virtual Meeting – Microsoft Teams -

Teleconference Dial-In Information: 1 – 8 4 4 – 6 1 3 – 3 1 2 0; 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) Robinson Meshake				X		EEP Program Liaison - Matawa, Shelby Chng			X		
(Biigtigong Nishnabeg) Lisa Michano			X			Randi Ray Wabun Education Partnership Program.				X	
Biinjitiwaabik Zaaging Anishinabek (Rocky Bay) Yvonne Kowtiash			X			Joshua LeClair, 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) Pamela Hardy				X		Nokiiwin Education Advisor – Scott Baker / Loretta Sky				X	
						Representatives					
(Ginoogaming #77) Martha Taylor				X		Tamara Vernier, Native Language Teacher					X
(Ginoogaming #77) Dallas Fisher				X		Sara Carlson, Grad Coach - GCHS			X		
(Ginoogaming #77) Chris Hill			X			Sara Park, Grad Coach - NRHS					X
(Marten Fall FN) Suzanne Baxter			X			Sheila Cassie, Secretary - Portfolio Support			X		
(Marten Falls FN) Louise Coaster				X		Patti Pella, Education Officer, Ministry of Education				X	
(Pays Plat) Valerie Auger			X			Trustees					
(Netmizaaggamik) Monique Brownlee			X			Dr. Paul Cormier (IEAC Chair)					X
(Netmizaaggamik) Joe Moses			X			Julie Michano				X	
(Netmizaaggamik) Amber Deveraux			X			Pinky McRae (Ex-officio)				X	
(Netmizaaggamik) Lori Guinchard					X	Megen Brunskill			X		
(Red Rock) Ted Wawia				X		Board Administration					
(Red Rock) Tymara Ruth			X			Nicole Morden Cormier, Director of Education			X		
(Red Rock) Marilyn Netemegesic			X			Shy-Anne Bartlett, Manager of Indigenous Education			X		
(White Sands) Sue Taylor				X		Eric Fredrickson, Superintendent of Education					X
Animgiigoo Zaagi'igan Anishinabek Denise Bottle			X			Will Goodman, Superintendent of Education			X		
Animgiigoo Zaagi'igan Anishinabek Mary Blakely			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			Carole Leroux, Superintendent of Education					X
(Longlac 58 First Nation)						Lisa Zeleny, Executive Assistant			X		
						Loretta Mangoff, Indigenous Special Education Facilitator			X		



## 2.0 **Opening Prayer**

Marilynn Netemegestic opened the meeting with prayer, smudge, and song.

## 3.0 **Welcome and Introductions**

Shy-Anne welcomed everyone and confirmed quorum.

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

*Moved by: M. Blakley      Second: Denise Bottle*

*That the minutes for the Superior-Greenstone DSB Indigenous Education Advisory Committee meeting, November 7, 2023, be accepted and approved.*

*Carried.*

## 5.0 **Apane go Dazhindamowaad (Standing Agenda Item)**

### 5.1 **Updates RE: November 2023 IEAC Meeting Follow-up**

S. Bartlett provided the following updates. The translated Ojibwe books were purchased from Nelson for all the schools. Ongoing research continues into offering Native Language classes to primary age students; it is in preliminary stages of how that would look as core programming at this level.

N. Morden Cormier added the responsibilities of the Board is to ensure we have teachers to teach the language. We are immersed in growing our own and continue to expand immersive language in a Summer Program. N. Morden Cormier stated input from the IEAC Committee will be sought.

M. Blakey conveyed their happiness with the update and thanked the Board for keeping the Indigenous language strong with the Summer Language Program and with purchasing the translated Ojibwe books from Nelson.

L. Michano raised questions about possible next steps as a Community and Board if we continue to struggle to hire qualified language speaking teachers for our schools. As well, concern was expressed regarding limited budgets and concern from parents when the Native Language teacher is being pulled from teaching the language to fill in other areas due to staff shortages as well the environment of which children are learning the language.

N. Morden Cormier thanked L. Michano for bringing forth concerns. The Board has practices to have qualified teachers/language teachers in place and each individual school scenario is looked at carefully on an individual basis.

M. Blakely added our small communities are subject to rumors regarding language teaching practices in our schools, but something is better than nothing. M. Blakey commended our substitute teachers for trying their best with the resources and experience they have.

S. Bartlett was excited to share Superior-Greenstone District School Board and Superior North Catholic District School Board and ABC are working together for language and resources. S. Bartlett will continue to provide updates to the Committee.

### 5.2 **Celebrations/ Welcome to New Staff**

S. Bartlett and D. Renaud introduced and welcomed the following three new staff to the Team: Chelsea Boyd is the new Indigenous Grad Coach and will work closely with V. Auger and Pays Plat community, Delaney Michano is a new Indigenous Grad Coach working out of Marathon High School and Loretta Lemon who has 20 plus years with Superior-Greenstone and is the new Indigenous Education Facilitator who will be working out of the Superior Greenstone Learning Center.



D. Renaud provided the following update on the current Mental Health vacancy. Deana was happy to share Indigenous support was hired as it is important for students to see themselves in the people they are talking to.

The new hire will be an Indigenous Case Manager Secondary – and the Indigenous Mental Health Worker considering an Anishinaabemowin name change. D. Renaud expressed their gratitude for the feedback from the communities and IEAC Committee members.

J. Moses introduced *Netmizaaggamik* new Administrator, Monique Brownlee from the Toronto area. Monique Brownlee provided some background information and shared they had 32 years' experience in Education and a focus in Special Education.

### 5.3 Community Updates (and FNAC)

J. Moses brought forth concerns from the community regarding MRHS Principal Steve Wilson transferring to Margaret Twomey Public School; the timing and the lack of communication from the Board to the Communities affected. J. Moses shared concerns from the Community regarding the timing of the changes of Administration, the gap that is left from J. Gordon transferring into the principal role and leaving the Student Success position vacant. This change will create a ripple effect, specifically for the high needs students. Students have also expressed their concern with the change. Why in March and not at the end of the school? Principal Wilson is a strong partner with the community, which is shown in student attendance. There is parent concern about the lack of engagement from the community from the Board and J. Moses would like to be able to respond to parents on their concerns.

L. Michano also questioned the timing of the changes and requested an internal meeting for the two communities and the Board as it is affecting the students. L. Michano also expressed that Principal Wilson has been an integral part of the relationship with the communities.

N. Morden Cormier acknowledged both the positive impact of S. Wilson and the concerns raised from our community partners. N. Morden Cormier will reach out and set up a meeting with the affected community partners.

M. Blakey brought forth their concern regarding the increase in substance abuse in our communities, how the drugs are affecting our children and grandchildren and if there is CPR education. Along with the increase drug use there is also an increase in Mental Health issues in our youth. Are there presentations happening in our schools to bring awareness to our youth?

D. Renaud responded and agreed the concerns are founded. The priority has been internal support for Mental Health across the board. We have Child & Youth Workers in place at the elementary level and Mental Health Workers in place at the secondary level. There has been huge progress over the years and highlighted several programs/presentations focusing on substance abuse. Superior-Greenstone District School works and will continue to work collaboratively with our Community Partners regarding substance abuse.

D. Renaud will reach out to IEAC members to participate in presentations and training collaborative and partnership to fight the substance abuse increase in our areas.

J. Moses thanked D. Renaud and Team for the information and ongoing focus on substance abuse and mental health issues in our schools. J. Moses expressed concerns with the increase of substance abuse with more serious drugs in the community. Additionally, the community is working on a 7-point plan which will include a Community Safety Plan.

J. Moses will communicate with the Board to build capacity and to build knowledge together.



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

### **6.1. Powwows**

S. Bartlett reported there are Powwows happening again this year and indicated that they would be reaching out to IEAC members to discuss what this could look like.

### **6.2 Board Action Plan**

S. Bartlett indicated a monetary amount will be held to support Powwows in our communities as indicated in the consultation with IEAC members. It has been suggested to support four Powwows or for Indigenous Youth Council to have one large Pow wow. If there are four Powwows, the money will be divided equally to support the four Pow wows. Dates of the Pow wows will be provided to Communities to allow a representative to attend. S. Bartlett indicated a subcommittee will be created and requested IEAC Committee members to volunteer to be on it. T. Ruth has offered to be on subcommittee and M. Blakey will make the best effort to be at the meeting. Please notify S. Bartlett by February 14. Reminder the Board Action Plan is due to the Ministry on February 26 and two individuals who attended the meeting will need to sign off on the report.

## **7.0 Anishinaabe Gikino'amaagewini-Dazhindamowaad (Indigenous Education Updates**

### **7.1 Enrolment and Register Processes**

Brent Harris, Manager of Financial Services, presented their report attached as attached in the Agenda package.

B. Harris spoke to the difference between registers and student lists. Student lists refer to lists of students received from the First Nation Communities indicating who will be attending school for the current school year. The Registers are lists that go to the Ministry and from which funding is created. The Registers are reviewed three times a year; October, March and June.

B. Harris followed up with why we ask for student lists: First we need to know who is coming into the schools each year. In August, the Business Department is allocating resources for next school year. Particularly looking for new kids/students entering in the school system. Second reason is that billing will be sent out, so a confirmed list is needed. August is to confirm who is in the schools and February date is to clean up the lists from students who may have moved or left the community.

B. Harris will explain better on a one-to-one basis, as requested by the community, why a student is removed from the Registers. ex. a student moves or is no longer attending schools. Common practice is not to remove the student from the Register unless confirmation from the First Nation Community is received This is done to prevent any unnecessary changes in the funding model.

The following questions were raised from various IEAC members; what the process looks like for schools for students who move from town to town. How do addresses stay up to date? How is billing affected if a student does not attend after the billing date?

All members questions were addressed. Further questions can be forwarded to S. Bartlett.

### **7.2 Our School Data:**

#### **7.2.1 Infographic Indigenous Stats**

D. Renaud presented their report attached in the agenda package. The key to collecting data to understand our experience of our Indigenous students. The is what drives the work, and it changes the way we provide services. There are two roles that have been created form learning about our indigenous student



experiences: Indigenous Mental Health Worker and Indigenous Case Management.

#### 7.2.2 Our School Climate Survey: Comparative Results for Indigenous Student

Amy Fullerton, Indigenous Mental Health Worker presented their report attached in the agenda package. A. Fullerton presented a quick snapshot of what our school climate student survey to track trends in student belonging, mental health and well-being.

The results of the school climate surveys identify schools' progress and the challenges that should be addressed. We have hired a Mental Health data Coordinator, who works with our mental health team to dig deeper into our school climate data. This year we have disaggregated the data to pull information for students who identify as Indigenous.

The areas of focus are: Bullying, Exclusion, and Harassment, Sense of Belonging, Support Awareness, Positive Relationships, Future Preparation, Anxiety (4,5,6), Depression (7-12), Truancy (7-12)

Next Steps: Focus on communication of this information, Understanding the experience of Indigenous Students to help us allocate culturally responsive resources, responsive resources, continue to engage in building collaborative relationships, have responsive planning initiatives.

### 7.3 Graduation Coach Update

#### 7.3.1 Graduation Coach Update - GCHS

Sara Carlson presented their report attached in the agenda package. Quantitative data attached in the agenda. ESA student numbers are in the update. Transitions are going well. Transitions into school are all done except Marten falls due to distance. Virtual transitions are being done with Marten Falls. Transitions Day at GCHS was well attended. A survey was done for readiness to attend high school. A small number of students indicated they are not confident at all. S. Carlson stated the goal is to have zero.

Next steps- to work with students who are leaving high school and working on graduation.

#### 7.3.2 Graduation Coach Update - NRHS

see attached report

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

### 8.1 Director's Quarterly Report

N. Morden Cormier presented their report, attached in the agenda package. A couple of brief updates. The eclipse on April 8 the Board has decided on an early dismissal on this day with some solid education from our staff on the harm that can come to them. At 12:30 school staff will engage in professional development regarding an eclipse.

Although the 2024-2025 School Calendar has a PA Day on National Truth and Reconciliation week, the Board acknowledges this week is blocked off for Superior-Greenstone staff to have the freedom to attend community events.



MYSP- the Future Design School was sent the information gathered from communities, parents and guardians and will use the information to support themes for the Multi Year Strategic Plan.

The Board is expanding our student trustees to have an Indigenous Student Trustee. The criteria would include being a full- time student attending one of the five high schools, the candidate is in grade 10- to 11 or gr. 12 planning to stay another year. The successful candidate would complete a 2-year term. The position is a paid position. The Student Trustee is provided with a salary, paid internet, and stipend for cell phone.

Superior-Greenstone District School Board is looking at revising the Management Guidelines to see where changes can be made that best suits Superior-Greenstone District School Board. The Board is looking to engage with a minimum of two Elders, to volunteer to participate in discussions to provide feedback to better reflect the Indigenous Student Trustee and the community. We are looking for IEAC members to work with S. Bartlett and N. Morden Cormier.

Deadlines for the process: Policy enhancement- April 16  
Policy review date -Approval June 11  
Sept 2024 - Indigenous Student Trustee

## **9.0 Awashime Dazhindamowaad (Additional Agenda Items)**

### **9.1 SGDSB Jordan's Principal Funding**

A. Brewster presented their report as attached in the Agenda package. Jordan's Principal Funding was created for Jordan River Anderson – Jordan's Principal Funding is to ensure all Indigenous Students can receive the proper resources attending school. To ensure there are no gaps in learning for the student who has an Individual Education Plan (IEP). SGDSB can provide a letter of support for Jordan Principal Funding. Funding is for one year and renewals must be done yearly in the spring for staffing to be in place in September.

Questions were asked from various IEAC members on the process for Jordan Principal funding as well as concerns of the consistency of applications and approvals; and improvements being needed.

L. Michano asked how it would look for a parent to apply for an Educational Assistant in a school? Would the EA be with one student, or multiple? Could it be a joint application?

D. Bottle added, AES will be watching this process intently. Specifically, procedures and key dates for Jordan's Principal to bring back to members.

W. Goodman reassured IEAC Committee members and responded to concerns on if a parent/guardian is to fill out the Jordan's Principal application. The application process is a joint effort between the schools and community. The schools do the paperwork and discussions are with all groups involved for each student. This is to ensure all parties are represented at the table to fill out the information.

First Nations Advisory Committee can input on how the Jordans' Principle procedures and work best to work collectively with the Schools and School Board on a nice tight process.

W. Goodman stated a conversation is available on the subject.

### **9.2 TRC and Anti-Racism Policy Review - Update**

S. Bartlett and A. Jeethan, presented the TRC and Anti-Racism report attached in the agenda package.

S. Bartlett provided the following update on the TRC Policy. The current stage is at the consultation part with members of IEAC providing feedback. The group had their first meeting

