



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 Advisory Committee)

Tuesday, November 7, 2023 – 10:00 a.m. to 12:00 p.m.

SGDSB Learning Centre & Virtual Meeting – Microsoft Teams -

Teleconference Dial-In Information: ; 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 and/or Marlo Beaucage, 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, Métis Nation of Ontario - Senator				X	
Biinjitiwaabik Zaaging Anishinabek (Rocky Bay) Pamela Hardy				X		Nokiiwin Education Advisor – Scott Baker / Loretta Sky-Erin Lovis for Loretta Sky-R			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) Joe Moses				X		Dr. Paul Cormier (IEAC Chair)			X		
(Netmizaaggamik) Amber Deveraux			X			Julie Michano				X	
(Netmizaaggamik) Lori Guinchard				X		Pinky McRae (Ex-officio)				X	
(Red Rock) Ted Wawia				X		Board Administration					
(Red Rock) Tymara Ruth			X			Nicole Morden Cormier, Director of Education			X		
(Red Rock) Marilyn Netemegesis			X			Shy-Anne Bartlett, Manager of Indigenous Education			X		
						Eric Fredrickson, Superintendent of Education					X
(White Sands) Sue Taylor				X		Will Goodman, Superintendent of Education			X		
Animgiigoo Zaagi'igan Anishinabek Denise Bottle			X			Alex Marton, Superintendent of Business			X		
Animgiigoo Zaagi'igan Anishinabek Claudette Rody / Mary Blakely			X			Anthony Jeethan, Human Rights & Equity Advisor					X
Wabun (Flying Post First Nation) Angela McLeod			X			Kellie Wrigley, School Effectiveness System Principal			X		
(Bingwi Neyaashi Anishnaabek) Tylyn Silander				X		Lisa Zeleny, Executive Assistant			X		
(Longlac 58 First Nation)						Gerrilynn Christianson, Executive Assistant/Communications Officer			X		
						Carole Leroux, Assistant to the Director			X		
						Deana Renaud, Manager Mental Health			X		
						Amanda Gyori, Early Years System Principal			X		



2.0 **Opening Prayer**

Marilynn Netemegestic opened the meeting by sharing a prayer with the group.

3.0 **Welcome and Introductions**

Chair Paul Cormier welcomed everyone.

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

Moved by: Christine Hardy

Second: Denise Bottle

That the minutes for the Superior-Greenstone DSB Indigenous Education Advisory Committee meeting, May 30th, 2023 be accepted and approved.

Carried.

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

5.1 **Celebrations/Updates: TRC and other Days of Significance**

A verbal presentation was given alongside the attached October Indigenous Newsletter by Shy-Anne Bartlett. S. Bartlett thanked the following for their support and hard work during this time: for Aroland for inviting GCHS, Mary Blakely, for supporting Beardmore Public School and Marilynn Netemegestic for supporting both the Catholic and Public School Boards in the Nipigon-Red Rock area, along with Judy Wawia for participating in the ceremony at Nip-Rock High School. S. Bartlett highlighted several activities and learning taking place in the schools during Truth and Reconciliation.

S. Bartlett touched on the activities that took place in communities and schools on Truth and Reconciliation Day and highlighted Nakina Public School Principal, Kathleen Schram, for embedding learning about Truth and Reconciliation into the whole month. Followed by both Terrace Bay Public and Schreiber Public School and Lake Superior High School and together with the members from Pays Plat community were able to participate in a student led Pow wow. S. Bartlett thanked Val Auger, Pays Plat for the support she provided and indicated how much the students enjoyed this opportunity.

S. Bartlett indicated the idea of working on embedding Truth and Reconciliation throughout the school year and not just one day, or one week. When information is received it will be shared. S. Bartlett emphasized Truth and Reconciliation is continual growth and learning.

Chair Paul Cormier reminded us that history unfolds the whole week and that the day can be and is traumatic and we should approach with an open heart.

5.2 **Updates RE: May 30, 2023 IEAC Meeting Follow-up**

S. Bartlett updated the committee, indicating the hard work that went into the Engagement Framework between the SBDSB and the Anishinabek Education System. Lisa Michano and Josh LeClair added the Engagement Framework will be signed on December 11, 2023.

S. Bartlett, Eric Fredrickson and Deana Renaud had the opportunity to spend time in the community of Pays Plat First Nation during ribbon skirt and ribbon shirt days. There were conversations with parents and guardians who share their vision of education.

S. Bartlett shared exciting news regarding the Nelson Anishinaabemowin Resource; a project with Red Rock Indian Band Elders, the late Mona Cormier and the Late Norma Fawcett, collaborated with Mary Blakely and Gilbert Deschamps; there have been 46 books translated into Anishinaabemowin language. The resources will be available for all schools, in audio format for a nominal fee of \$800.00. The goal is to have hard copies of all the books.

5.3 **Indigenous Student Voice**

Deferred.



5.4 Community Updates (FNAC)

Director Nicole Morden Cormier reminded members that community members can give input on First Nation Advisory Committee meetings and suggested the topic be added for a future meeting.

Action Item– to add to a future meeting to speak on First Nation Advisory Committee meetings and concerns.

V. Auger shared that SCPS and LSHS added Student Success and meet every month. These informal meetings and discussions help to keep on top of things and to know if a student is at risk of not achieving a credit. V. Auger suggested if partnerships are lacking to focus on this area to ensure student needs are being met. Discussions are ongoing.

S.Baxter, Education Director for Marten Falls First Nation shared concerns about communication between the Marten Falls support worker and herself. Information from the school comes to her directly instead of through the worker.

The support to help students graduate and transition; communication is a priority. S. Baxter shared the hope to work with staff from GCHC to better support students who are struggling with absences and possible suspensions. It is important that the Support Worker is involved and updated during challenging times. S. Baxter also suggested maybe a survey is created for students to see if they feel supported. There are 3 support workers in Marten Falls who can support this. S. Bartlett will follow-up with S. Baxter.

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

M. Blakely spoke about the concern for NSL only being offered to students in grade 4-8 and not students in grades SK-3.

The Director acknowledged M. Blakely's concerns explaining the biggest challenge is funding and recruiting Teachers who are knowledgeable in the language. However, SGDSB is trying to address the challenges and are working with Anishinaabemowin Bootawe Committee can help address challenges by supporting the younger grades in accessing Native Language. The Director elaborated that in order to provide Native as a Second Language opportunities for SK-8, the opportunity for French as a second language also needs to be offered to students. The Director acknowledged that it is ideal to have the opportunities for the younger grades, however, the challenges limit the opportunity.

M. Blakely added it would be nice to have Elders going into schools 1-2 times a week and if Superior- Greenstone could look into addressing the challenges of accommodations as travelling Hwy 11 especially in the winter, it is a difficult task for the Elders.

The Director acknowledged M. Blakely's concern and indicated S. Bartlett is working on Board Action Plan to address issues.

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

7.1 Graduation Coach Update

7.1.1 Graduation Coach Update – GCHS

S. Carlson presented their written report included in the agenda package which included data on students supported by the Grad Coach at GCHS. Currently the Indigenous Grad Coach supports 71 students from communities with Education Service Agreement with 67 who identify as First Nation, Métis or Inuit. S. Carlson reviewed the Grad Coach role.

S. Carlson added that student wellbeing is at the forefront at GCHS; as wellbeing connects to Learning.



There are check ins and drop in frequently and in various locations within the school building and outside.

S. Carlson shared about visiting Maarten Falls as 11 students with more transitioning in to GCHS. Students were invited from Maarten Falls to come to GCHS to see where they will be attending. S. Carlson thanked Susanna, Education Officer for supporting GCHS and opening and continuing communication between communities especially around students' absences and behaviors which may lead to suspensions. The communication has improved and will continue to grow. S. Carlson was excited to share the success of transition night turn out. There were 36/50 invitees who attended with their families. This is an increase from last year's transition night. Students did a scavenger hunt in the school and community while parents/guardians spoke to staff. The powwow was a success, and the students would like to have one in their community in the spring. Summer work will include data collection, graduation, transitions; transition meetings starting next week Nov. 13 week – 3 big transition events and will invite students to the school coupled with visits to the students prior. High participation rate with Colleges and Universities when at GCHS.

7.1.2 Graduation Coach Update - NRHS

S. Park Graduation Coach for NRHS presented their written report and included data on the students supported. S. Park reported there are 160 students currently enrolled at NRHS with 23 ESA and 22 other students. S. Park provided the following updates at NRHS: the Waking the Language Powwow was well attended at the end of May. Well supported from our Indigenous communities and both SGDSB and SNCD SB. The transition night had a great turn out with 33 families attended out of 38. NRHS Drum program continues with Paddy Dampier and enhancing drumming program. Transition planning is ongoing in collaboration with community partners and students and parents and guardians. Next steps : developing transition plan for grade 8 students, provide ongoing support to graduating students applying to post-secondary and students entering the workforce after graduation, collaborate with community organizations and community members to provide cultural opportunities , daily data collection program delivery.

A. McLeod -Flying Post mentioned there are 3-4 members attending NRHS and asked how they would be able to access S. Parks services.

S. Bartlett acknowledged A. McLeods question and stated the Graduation Coach at NRHS is funded by Red Rock Indian Band. However, if students require support and are looking for help; S. Park would not turn them away.

Chair Cormier commented on the increased turns out of parents and students at the transition events stating, when we have a good turnout, it shows the comfort level of our families and community members and that speaks volumes.

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

8.1 Director's Quarterly Report

The Director announced Will Goodman as the new Director of Education beginning September 2024.

The Director spoke to the new adopted Feast and Feedback as a result of Parent Engagement Committee meetings. The entire Senior Team and system support people travelled to communities to have informal conversations, face to face or virtual. The Director indicated they want to expand to First Nations Communities and suggested if there was a preexisting event; the Team could possibly partner with the Community for an informal event.



9.0 Awashime Dazhindamowaad (Additional Agenda Items)

9.1 Data Sharing (elementary and credit accumulation)

S. Bartlett and K. Wrigley presented their report highlighting, areas of Math, Reading, Writing and IEP's (Individual Education Plan) comparison from June 2022 to June 2023. The group compared is First Nation, Métis, Inuit and Education Service Agreement students.

Student Individual Education Plans have decreased with an increase in identification of Autism and similar identification in behavior in 2023. Looking further into Métis and First Nation which was not done in 2022.

S. Bartlett reported that First Nation, Métis, Inuit students from graded 1-6 remain mostly consistent for at provincial standard in Math. Slight increase for Education Service Agreement students, 50% Education Service Agreement students reaching provincial standard. Grade, 7/8 students remain mostly consistent for a at provincial standards, with considerable increase for students approaching provincial standards.

Reading highlights showed grades 1-8 First Nation, Métis, Inuit students had significant growth in both reaching and approaching Provincial standards. Students attending Superior-Greenstone District School Board on an Education Service Agreement also showed significant growth in reaching provincial standards.

Writing highlights show small growth in grades 1-6 for First Nation, Métis, Inuit students for approaching Provincial Standards. Significant growth in grade 7/8 students who identify as First Nation Métis Inuit students approaching Provincial Standards. Growth in students attending SGDSB on an Education Service Agreement for approaching Provincial Standards.

Attendance is still a big concern when comparing June 2022 and June 2023.

S. Bartlett indicated a qualitative report would be effective to identify causes for 2022-2023. We will need to focus on what can be done to support families and students to attend regularly.

Chair P. Cormier added the Trustees have ongoing discussions around data and the need for data but also the need to look deeper into it.

9.2 Data EQAO

K. Wrigley presented their report attached in the agenda package. K. Wrigley emphasized – holistic understanding for our students speaking to how we know that achievement encompasses a whole person/not just the numbers.

The achievement results are for the 2021-2022 and 2022-2023 school years. The 21-22 school year provided SGDSB with a baseline that we are using to compare to the results from the 22-23 school year. This will determine areas of needs and focus for student learning in reading, writing, mathematics and student attitudes in relation to each of these areas.

K. Wrigley highlighted four key points in math and writing, when comparing the achievement results for the students who Self-identify as First Nation Métis Inuit to those who do not in Grades 3 and 6 across the two years and 2 key points when comparing grade 9 mathematics and when comparing achievement results of the students who Self-Identify as First Nation Métis Inuit. K. Wrigley also spoke to the OSSLT-Grade 10 Literacy Test and when comparing achievement results the students who self-identify and FNMI, are less likely to be successful on the Gr. 10 Literacy Test, than those students who do not self-identify as First Nation Métis Inuit.

Chair P. Cormier– suggested comparing data in our school's vs First Nations Schools. How do the numbers compare as First Nations schools are doing more cultural events



9.3 TRC Policy Review-Engagement Update

S. Bartlett presented their report included in the agenda package.

The current stage is at the research and structure stage. Areas of focus that meet the needs based on the 4 quadrants of Midewiwin (Emotional, Physical, Mental and Spiritual and how we will strive to meet these needs such as days of significance, supporting cultural practices, embedding curriculum into core subject areas, and continued learning for all staff.

Next steps – members of IEAC to help in the process review –

Next steps will be to work with members of IEAC who wish to participate to help review various stages. It is the intention to have this policy in place by the end of the 2023-2024 school year.

9.4 Anti Racism Policy Review-Engagement Update

Deferred.

9.5 Multi-Year Strategic Plan Engagement

Special IEAC meeting – invite to engage with partners in our community for the Strategic Plan November 15 is a 1hour meeting – Future Design School – contracted to data collection and evaluations and recommendations from our Multi Year Strategic Plan Engagement with communities on November 15 – can provide feedback in a document format. Still working through trying to formulate an opportunity for face-to-face input. With servicing 13 communities, plus First Nation Communities, it will not be possible to visit all but hopefully a few face-to-face can be created.

Encouraged to join the November 15 meeting and to be part of the voice for our new Strategic Plan

Chair P.Cormier– echoed the Directors sentiments to have a voice and input from community partners and First Nation Communities to attend and provide input to support the Trustees.

9.6 Indigenous Special Education Facilitator

S. Bartlett updated the committee regarding the new job with interviews to take place November 8 and the successful candidate should be in place by the end of next week.

9.7 Education Service Agreement (ESA) Report

W. Goodman presented his Power Point Presentation speaking on the history of ESA's and that they were once referred to as Tuition Agreements. This was because the focus was primarily on the funding and not the student needs. The Tuition Agreements between First Nation Communities and the School Board provided the detailed provision but were not updated regularly. The money flowed from the Federal Government to the First Nation Community and then to the Board.

In 2016 Education Service Agreements was created and re-written with the student and community as the focus not the dollar amount as the focus. Intro grad coaches and First Nation Advisory Committees (FNAC) introduced.

In Sept 1, 2019 – Reciprocal Education Approach (REA)

Ministry mandate to improve access to education for First Nation students by eliminating the need for First Nations and school Boards to negotiate and enter into an agreement for the base tuition fee. The Reciprocal education approach leveled the playing field for all students.

W. Goodman provided the next steps for SGDSB following rules of the REA to ensure equity where no Education Service Agreement is in place or if the ESA is needing major improvement.



The Director added the biggest change is it moved from money focus with tuition agreements to a student based –the base fee is calculated at the Ministry Level and the Board does not have a say in how the base fee is calculated. The pros are the Board can focus on communicate about how the ESA what is involved and how it is to provide services and relationships with students, families and communities.

10.0 Special Meetings

10.1 Special IEAC Meeting Minutes, October 17, 2023.

Board action Plan was discussed at the Special IEAC Meeting on October 17, 2023.; the survey yielded 9 responses.

The top 5 priorities indicated were Relationship Engagement, Transitions, TRC (embedding throughout the school year), NLS Support and Elders in the schools S. Bartlett will discuss allocation of funds for each priority and review with IEAC members –

10.2 Future Special Meeting Topics – Meeting Date Scheduling

Suggestions for future special IEAC meetings include the following:

- Building relationships through inviting community school staff to participate in the School Board staff professional development learning opportunities.
- Progressive discipline and racism in schools.
- How the school board could increase support of Indigenous language.
- Special Education – (new item)

11.0 Gaagiigidowin gaye wawiindamowinan aanie-maanwinji'idiwin ge-dazhindamoyaang (Open Discussion and Suggestions for Next Meeting Dates):

11.1 November 15, 2023, 9:30 a.m. – Future Design School

This meeting will be an opportunity for the members of the Future Design School to consult and engage with Indigenous partners on the upcoming MYSP

11.2 Indigenous Education Advisory Committee Meeting Dates

- February 20, 2024
- April 23, 2024
- May 22, 2023

12.0 Adjournment:

*Moved by: C. Hardy Second: M. Netemegesic
That, the IEAC Meeting on November 7, 2023, adjourn at 12:06.*

Carried.

Marilynn Netemegesic closed the meeting with a prayer.