



Building Bridges to Success for
First Nation, Métis and Inuit Students



Aboriginal Advisory Committee
Tuesday, September 18, 2018
Limestone District School Board, Kingston
2-4 pm

Present:

Krishna Burra
Limestone DSB
Superintendent of Education

Terri Slack
Algonquin & Lakeshore CDSB
Superintendent of School Effectiveness

Shawn McDonald (ACDSB)
Algonquin & Lakeshore CDSB
Indigenous Education Lead

Christine Jamieson
LDSB

Kelly Maracle
Limestone DSB

Candace Lloyd
Highland Waters Metis Council

Danka Brewer
Shabot Obaadjivan First Nation

Lindsay Morcom
Queens University ATEP

Nicholas Woolley
Algonquin & Lakeshore CDSB

Erin Pincivero
Napanee DSS, LDSB

Brad Reitzel
Algonquin & Lakeshore CDSB

Romaine Mitchell
Ministry of Education, Ottawa Region

Regrets:

Kate Brant
Mohawks of the Bay of Quinte

Charlene Landry-Kyte
Algonquin & Lakeshore CDSB

Jolene Knowles
Limestone DSB

Melanie Howard
Queens University

Elaine Jeffery
Metis Nation of Ontario

For more information, please contact:

Terri Slack, Superintendent of School Effectiveness
Algonquin & Lakeshore Catholic District School Board
613-354-6257 x 478

Krishna Burra, Superintendent of Education
Limestone District School Board
613-544-6925 x 229

MINUTES

Opening and Greeting:

Greeting by Candace Lloyd.

Introductions of the group.

Welcome to ALCDSB and to the group.

Purpose and need for minutes to meet current and future accountability.

Minutes from the June meeting was shared, considered and following corrections noted:

Agenda Items:

1. Proposal to change the name of the Aboriginal Advisory Council:

- Suggestion to change the committee name to Indigenous Education Advisory Council
- **Consensus reached**

2. Proposal to set a Council Quorum and Advisory Council Membership:

- Based on our experience last year, it was suggested that we create a quorum so that the council does not become solely a school board meeting
- Suggestion that the minimum of community members be set at 3 Indigenous representatives and 2 school board officials.
- Comments: need ensuring that the representatives be Indigenous and not allies; if parents are part of the group, then parents need to be included in the quorum; need to examine the purpose of the committee...is the role for boards to list or share; how do we deal with members who wear multiple hats as parents and community representatives;
- Adjustment: **3 Indigenous stakeholders; 1 parent; 1 DSB representative** from each board; **Consensus achieved.**
- Question: can someone switch hats to meet quorum? Clarity of roles for members is required to help with discussion. How do we distinguish a representative of parents or is it a parent that represents on the committee? Discussion ensued.
- **ALCDSB will use its own internal process to determine the parent representative. LDSB has a grant to form a parent group (family network) from whom the parent representative will be determined.**
- Shawn explored the groups from the June list:
 - Pathways to Education
 - NAD (National Aboriginal Day Committee from City of Kingston)
 - Family and Children Services
 - Kingston Police Force (Frank Howard; Community Policing Officers)
 - Marianne Lions, St. Lawrence College
 - Two Spirit Organization – is there one in Kingston? There is one in Ottawa.
 - Three Things Organization (private consulting company??)
 - Boys and Girls Club
 - United Way
 - Public Health Units
 - Language Nest
 - Tee Pee Mosa (private consulting company)—spelling??
 - Queens Native Student Group/Four Directions representative
 - RMC
- Kingston Police, St. Lawrence College, Deb St. Amant (Queens role is expanding-- representative will send representatives.
- Four Directions will keep their seat though sending a representative.

- Question about approaching the Grandmother's Council to provide a representative; need to better understand the membership requirements for Grandmother's Council membership prior to invitation; questioning their committee process and the representative elements and constitution and find out more information.
- Suggestion to send a formal invitation to groups and continue information seeking from Grandmother's Council. **Consensus achieved.**
- Question about the involvement of 'CAS' and they are in discussions with staff; National Aboriginal Day – role for them? And ongoing information seeking. What about OPP representation? The OPP would be beneficial though organizationally they are difficult to establish representation due to the number of detachments. Danka suggested Derek Needum, OPP Perth Detachment and will follow up with him.
- **Reimbursement for Travel for community partners who are not supported by work institution was supported with consensus. This will support the parent representative.**

3. Information Updates:

- Romaine Mitchell provided an update – everything is on hold as an inventory is being completed by the provincial government. The IEO is working to educate the new government. He suggests that the delays may be significant though he remains optimistic. He has the ability to travel to boards.
- ALCDSB/LDSB are moving forward with the priorities established.
- **Fee schedule for presenters at schools: adjustment to keep pace with occasional teachers is under review. This is in process for each board.**

4. Action Plans:

- Shawn outlined the process and requirements of the Board Action Plan process.
 - EX. ALCDSB outlined Indigenous Spaces Grant for Schools, reviewing the school climate process
 - LDSB supported speakers, student focus groups
- Updates from LDSB provided by Kelly Maracle:
 - Partnership with Gould Lake Outdoor Centre to enhance and add to Indigenous programming
 - KLC Connects-SHSM programming including trip to Indigenous Skills Summit in Cornwall trip to FNTI Flight School and Birchbark Canoe building. Field trips include salmon fishing, sweat lodge and canoeing. Other programming to continue happening throughout the 2018-2019 school year.
 - Working on Indigenous STEM/On the land course to begin incorporating language into programming for self-identified students.
 - Indigenous Leadership opportunities for secondary students.
 - Pilot Language program in partnership with Kingston Indigenous Language Nest for spring 2019.
 - November – Indigenous Education month activities include Aboriginal Post-Secondary Information Program Tour, individual school initiatives, Treaties week and others.
 - Indigenous Mentorship program with Queen's Sciences and Queen's Four Directions for secondary students Indigenous Youth Leadership Program, Thursdays from 2:30-4:30 at KLC.
 - Young Men's Wellness Weekend – October 2018 in partnership with TJC. Looking forward to a Young Women's Wellness Weekend in the spring.

- Lindsay has volunteered her services to help with the data collection process and a project for our future participation. Examples from the committee about funding use to support data:
 - SJM the wigwam is a product of the Indigenous Spaces Grant – based on collected data from students.
 - Lindsay will provide a math activity relating to wigwams for DSBs.
 - LDSB/ALCDS are making connections from OEE with Indigenous Education.
- Examples from the committee to support students:
 - ALCDSB supported transition process from federal to provincial schools
 - ALCDSB has an Indigenous Knowledge Keeper program which meets curriculum expectations, meets student needs and develops partnership with our Indigenous Community. Program needs some updating this year.
 - Students in crisis and need – how can we support them? Is there a wrap around process from the group and therefore the community? How can the committee support culturally? Romaine indicates that Elders from the North have been brought down by other boards to help with transitions. Can we produce a list of resources, support contacts for schools?
- Examples from supporting educators:
 - Teacher professional development is a very costly exercise and is not a one day in-service process. This is an ongoing process.
 - Krishna indicated that a large cost relating to curriculum updates with professional development and resources. He mentioned the Gr. 11 English course having moved to Indigenous Literature.
 - Danka spoke to FYI Squared opportunity offered to staff. Staff indicated that personal knowledge increase was requested and contact sharing.
 - Romaine, the ministry indicates that they expect that it will take a generation of learning to occur before teacher education costs come down.
- Examples of Engagement and Awareness Building
 - Promoting Indigenous Students self-identification
 - Change of Season celebrations- community feasts around these changes. Give them the opportunity to learn about the seasonal traditions.
 - There is a lot of promotion of traditional holidays like Christmas or Hanukah, but we don't celebrate Indigenous traditions- harvesting celebrations; Green Corn Celebration; Winter Solstice; Renewal Celebrations. Using the traditional Indigenous calendar to promote self identification.
 - At school celebrations have members of the community there that might have parents/families identify with that group during community gatherings (ex. Open House)
 - Kelly- Make things visible and help educators feel ok with the conversation, which has helped increase self identification in Limestone Board. Not as much emphasis on the Self-ID. All other work has helped them connect, which has helped create the higher self-id rate.

Council Representation on Board Action Plans

Council representation is required for sign off on Board Action Plans. A general email will come out to Council members with information about what the plans entail, and look for a signature.

5. Community Partners Update:

- Shawn shared the infographic created with Lindsay, as well as some details on the article that they wrote for EdCan Network.

Roundtable Discussion:

- **Danka:** FYI Squared- had a meeting with teachers who were interested in more info last week. Teachers get to ask questions they wouldn't normally get to ask because it is not part of board PD sessions. Talked about protocols, traditions, etc...
- Taught not to teach about ceremony, but can teach about culture and tradition.
- They were very interested in learning more about culture and resources available.
- Will continue to work with "Lakers" program at Granite Ridge.
- Teachers are still very keen on having content supplemented by Indigenous Knowledge program.

- **Krishna:** focus on professional learning in the First Nations/Inuit courses; Grade 10 History; 4-8 Social Studies/History teachers. Make sure we maintain momentum in our collaborative inquiries. ASSP schools need continued resource support to help them in a cultural manner and providing post-secondary opportunities as well.

- **Nick:** Working continuing to do our Land Acknowledgement in the morning.

- **Christine:** Overwhelmed with the requests in her new role and demands to be in the schools to help teachers with the roll out of the curriculum and connect them with the traditional knowledge keepers. Very happy to be doing what I love!

- **Kelly:** A lot of things happening; Katrowki we are continuing to gather wrap around supports (Ex. mental health support, hospital support, etc...) 215 students, about 32 are formerly self identified. 75-80 students per day in the first two weeks.
 - Tyendinaga justice circle- @ Alba Lake in October. Will build a sweat lodge. 12 young men will participate in the weekend.
 - Canoe project- will build a birch bark canoe as part of a grant
 - 2 students going to Indigenous Trades summit
 - Gould Lake Tipi- students have painted new Tipi cover; will be a teaching tipi with a book to accompany it.
 - Urban land based education; working on a canoe trip in May/June to show them that you can still participate in Land based education. (Kingston Mills to Kingston City Hall)
 - Indigenous student leadership in high schools will continue, and these students will be incorporated at KLC when possible.
 - Joint PD Day with Mohawks of the Bay of Quinte, NSS,

- Erin: English courses are all Indigenous Literature- figured there would be some parent concern over literature, and there has been none so far; some kids saying this is the best learning she has ever had. 3 sections currently running. Fantastic start and kids are extremely engaged.

- Romaine: Knowledge is not knowing all the answers, its knowing how to find them. Getting the teachers to this point where they say "I don't know" and they find the answers is a huge step in the process. Change is the only constant, and change will come. Trying to keep the political things out of the grassroots and be a buffer between schools and Ministry to ensure the good work continues. Allowing those above us to

learn about the great things going on and allow them to understand what we do. We will be doing the same things, but doing them differently.

- Candace: had our council meetings and set some policies for the Metis Nation of Canada. A lot more cultural related need than previous years. Cultural information comes from the area you are in. Services come from the greater Metis community. My region is both school boards (north of Bancroft/Smith Falls/Northumberland and the County). Looking to branch out community involvement. My Fiddle player is playing at Arden's music (Kingston/Belleville) but still available to schools. Learning Michief Cree. Ontario Grants have all been put on hold. Federal grants are continuing. Spawning Bed programs are on hold as the grant was held.

6. Closing

Next Meeting: November 28th- Hosted at Limestone 2-4pm.