



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



Aboriginal Advisory Committee
Wednesday June 13, 2018
Limestone District School Board, Kingston
2-4 pm

Present:

Krishna Burra
Limestone DSB
Superintendent of Education

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

Kevin Reed (LDSB)
Limestone DSB
Indigenous Education Lead

Elaine Jeffery
Metis Nation of Ontario

Melanie Howard
Queens University

Terri Slack
Algonquin & Lakeshore CDSB
Superintendent of School Effectiveness

Danka Brewer
Shabot Obaadjivan First Nation

Lindsay Morcom
Queens University ATEP

Jolene Knowles
Limestone DSB

Nicholas Woolley
Algonquin & Lakeshore CDSB

Regrets:

Kate Brant
Mohawks of the Bay of Quinte

Charlene Landry-Kyte
Algonquin & Lakeshore CDSB

Janice Hill
Four Directions Aboriginal Student Centre

Meri MacLeod
Limestone DSB

Christine Jamieson
Limestone DSB

Kelly Maracle
Limestone DSB

Brad Reitzel
Algonquin & Lakeshore CDSB

For more information, please contact:

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MINUTES

Opening and Greeting:

Kevin Reed welcomed the group on behalf of the Limestone District School Board. Shawn McDonald congratulated Kevin on his upcoming retirement and presented a card and cake on behalf of the group. Lindsay Morcom presented Kevin with an Eagle Feather from a bald eagle named Elvis. Melanie Howard presented Kevin with a gift.

Agenda Items:

Minutes from the January and March meetings were shared, considered and no additions/deletions.

Kevin opened a discussion regarding council membership and strategies.

Melanie Howard proposed a board wide parent involvement committee (she sits as a parent on the advisory council) and then have a representative from that group on this committee. She discussed the view of Indigenous People in a fixed historical context and the need to further the discussion with parents in the contemporary presentation of Indigenous Culture. She differentiated the fixed historical perspective and presentation with the contemporary Indigenous perspective (ie. Not in buckskin and beads (which are reserved for ceremony or special education) rather in urban centers). Question: what do Indigenous parents want from the school boards? Who are the Indigenous children in your community from cultural perspective? Very complex issue for both parents and children – representing a community requires more than one representative. Key element is getting more people around the table and providing a balance between culture and contemporary issues.

Kevin replied that the MOE focus will be historical for the coming few years which challenges the perspective of contemporary.

Lindsay discussed the move from a deficit perspective to an asset perspective. She also announced that Loberough and Frontenac won awards at Suggested inviting: Kingston Indigenous Language List plus Family and Children Services (CAS) – Nadia Maracle, oversees Indigenous Children adoption or a representative.

Elaine indicated that adoptive families use them as a resource for culture.

Krishna asked if there were other organizations that should be invited. How do you differentiate business organizations from community representatives? The people at the table need to have a genuine interest and concern in education.

Shawn created a list of suggested agencies:

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

Kevin: suggestions to ask from parent councils and take applications. Additionally, student representatives could be a point of discussion. Suggesting direct mailing of self-identified students (this has limited success).

Shawn: could we have a single parent representative from each board? And each board figure out how to obtain a parent representative. ALCDSB could work through the Parent Council Group.

Lindsay: can we have Indigenous teachers? Suggested a teacher from Holy Name.

Krishna: suggested sending out a query to parent councils; have a board Indigenous Council and then have a representative attend this committee. They are considering running a LDSB Indigenous Parent Council. Discussion of boards' possibility to provide a self-identification process for staff.

Danka: detailed that another board has done an anonymous self-identification; 17% of the teacher population self-identified; how would this work? Which teachers have qualifications for Indigenous Education. Visited the issue of invitation to the parent councils at each school. Doesn't think that sending to everyone will result in a positive meaningful response.

Shawn: is there research that links student achievement and teacher self-identification. He will gather surveys from other boards.

Lindsay: will conduct this research.

Report from Algonquin Lakeshore Catholic District School Board

Shawn McDonald provided programming updates from the ALCDSB:

- RND put in an Indigenous Garden this year

Report from Limestone District School Board

Kevin Reed provided programming updates from the LDSB:

- sent out the revisions for Getting to Know Turtle Island and would like to host an event in the summer. This will go out for September.
- Rideau Heights School principal shared what is happening at her school. The students provided an overview of their work over the year. That their voices matter. Creation of 3 songs and a mural.
- LDSB had a meeting with the MNO at the Katarauqui Learning Centre and that funding is in place for next year.

Danka: shared that she is working with 5 district school boards. Discussed her experience at Rideau Vista School. Thanked Kevin for his service and partnership.

Open Forum

Kevin discussed the need to have a signatory for the board Action Plan and that the timing is difficult with the present committee structure and calendars. Both boards would present at the meeting and then have a signature.

Danka – creation of a chair would enable to the committee to sign the documents.

Nick – detailed the Learning and Leading event and the conversations with allies. It was very positively received and excitement exists for next year. It had a big impact on the RND students.
Krishna – boards need to have a discussion about this part 2 next year to build into the action plan for 2018-2019.

Additional Items

Danka informed the group that she has moved and she will do some For Your Indigenous Information for teachers in the fall. She will provide more information in the fall.

Lindsay – more individual submissions to Imagine Canada should be encouraged.

Jolene – played a song written and performed by her students.

Closing

The meeting was adjourned at 4 pm.