



**REGIONAL EDUCATION COUNCIL #2**  
**FALL MEETING – NOVEMBER 30, 2018**  
LEXINGTON HOTEL  
SUDBURY, ON

---

Contents

PARTICIPANTS .....3

SUMMARY OF EVENTS.....3

    Regional Priorities .....3

    ESA Guidelines .....6

    Special Education Committee .....6

    Data, Research and Evaluation Committee .....7

    Draft guidelines regarding agreements for accessing and sharing Anishinabek First Nations education resources.....7

    Cultural Competency Training Program and Criteria for selection of Anishinabek First Nations and School Boards to pilot the program .....7

    Regional Updates .....8

RECOMMENDATIONS .....8

CLOSING .....9

## PARTICIPANTS

- Kelly Crawford (Chair, KEB Director of Education)
- Marvin Assinewai (Co-chair, REC Coordinator)
- Renee Restoule (Culture, Programs and Standards Manager)
- Sherry Day Fox (Sheshegwaning)
- Janice Cada (Sheshegwaning – ED)
- Jeanne Naponse (Atikameksheng – KEB Board)
- Dave Shawanda (Whitefish River – KEB Board)
- Loretta Roy (Sheshegwaning – REC Rep)
- Debbie Francis (Aundeck Omni Kaning – REC Rep)
- Tracy O’Donnell (KEB Legal Counsel)
- Kimberly Nootchtai (Atikameksheng)
- Jacinta Shawanda (Whitefish River – ED)
- Loretta Nootchtai (Atikameksheng – ED)
- John-Paul Chalykoff (Michipicoten)
- Elizabeth Bigwin (EDU)
- Rosalind Ashe (EDU)
- Bryon Brisard (IEO-EDU)
- Taunya Paquette (IEO – EDU)
- Mona Jones (HSCDSB)
- Carole Paquette (CSPGNO)
- Shelley Duquette-Lafortune (IEO-EDU)
- Stephen Simard (EDU)
- Marc Lauzon (EO-EDU)
- Rossella Bagnato (SCDSB)
- Ginette Toivonen (SCDSB)
- Joe Maurice (ADSB)
- Kathy Dokis (RDSB)
- Norm Blaseg (RSDB)

## SUMMARY OF EVENTS

The Kinooaadziwin Education Body (KEB) hosts a series of fall meetings every year, which bring together Regional Education Councils (RECs) and Ontario District School Boards (ODSBs). The two-day meetings see Participating First Nations (PFNs) gather on the first day, while the second day invites ODSBs within the region to join in. The purpose of the meetings is to provide a networking platform and to foster relationship-building between the parties.

The annual fall meeting for Regional Education Council #2 (REC #2) for the PFNs and ODSBs was held on November 30, 2018 at the Lexington Hotel in Sudbury, Ontario. The event was attended by several PFNs of REC #2, including Atikameksheng Anishnawbek, Aundeck Omni Kaning, Michipicoten First Nation, Sheshegwaning First Nation and Whitefish River First Nation.

Kelly Crawford, Director of Education for the KEB, opened the meeting with a welcoming and introductions, followed by an opening prayer and the reading of Ngo Dwe Waangizid Anishinaabe. Some of the agenda items reviewed included First Nation education priorities, committee updates, and upcoming events and training. A summary of the day’s agenda is set out below.

### Regional Priorities

Marvin Assinewai presented the regional priorities for REC #2, which were established at the 2018 Niigaan Gdizhaami February Forum. Participants discussed the status of the regional priorities, and how an effective update on the progress of the priorities can be presented at the 2019 February Forum.

Representatives from each school board provided an update on the priorities that have been adopted and are now inclusive to their school board action plans. First Nation representatives offered suggestions for ways to continue progress with the priorities and provide consistent communication between the parties.

#### **Huron Superior Catholic District School Board (current actions and future recommendations)**

- Indigenous lead in each school
- Visit FN schools – take part in sweats
- Traveling escape room activity - related to JA McDonald roll in residential schools
- Orange t-shirt day (Every Child Matters campaign)
- Need to maintain regular discussions between boards and PFN to identify opportunities for progress and collaboration
- Need to keep inventory of what schools have done and what PFNs have done throughout the year
- Need to identify how history is being taught in the PFNs

#### **Algoma District School Board (current actions)**

- Indigenous lead in each school
- Smudging monthly
- Built a sweat lodge
- Students visit FNs
- Elders in the classroom
- Regular participation in community
- Culture camp in Wawa
- New space for programming
- More student voice-questionnaire
- Leadership council- met in Oct
- Youth trustee – chair and vice chair 1st Native student trustee- will report on monthly basis regarding what is being done for PFNs

#### **Rainbow District School Board (current actions)**

- Culture infused in curriculum
- Provide support to all schools
- Guest speakers, Elders
- Some of the high schools have pow wows
- Partner with communities on different initiatives
- Culture room
- Eight support workers throughout schools
- PFNs have support workers that come in – shared work space
- Cultural programs in Espanola – Raven program incorporated into the culture
- Manitoulin – partner with KTEI to support land-based learning
- Maawndoo Kinomaagasiwin program with KTEI
- Maawndoo Kinomaagasiwin program in Lasalle Secondary in Sudbury
- Anishinaabemowin classes

- Could use assistance in finding qualified language speakers
- 1000 students take language classes
- Graduation coach program
- Summer school program grade 8 & 9 - Indigenized curriculum creates focus prior to starting high school. Very successful.
- Niigaan Gdizhaami Fund in AOK offers summer school in July students get credit

#### **Sudbury Catholic District School Board (current actions)**

- Indigenous support worker with sacred space
- 2 workers in elementary schools
- Lunch time program with traditional teachings and culture
- 4 to 6 drum groups
- Sports and leadership
- Anishinaabemowin in 5 schools
- Work with Ontario Federation of Friendship centres for family engagement
- Elders in the school who work with teachers and students
- Outdoor education centre in Killarney works with Elders
- Sweat teachings
- Outdoor educator who visits schools and offers support
- Land-based learning every Wednesday
- Building tee pee-wigwam teachings
- Funding through Niigaan Gdizhaami Fund
- Indigenous teacher training priorities
- Cultural awareness for teachers who work with Elders
- Indigenous support worker
- Indigenous student advisory committee
- Youth social justice awareness activities
- Youth faceless dolls project with the Sudbury police
- Elders guide young ladies
- 2 pow wows organized by students
- Indigenous support worker who connects with communities
- Cultural awareness training with George Couchie in Mattawa
- Connecting teachers with the understanding that they have impact on the students
- Partnered with Laurentian University for the Blanket exercise
- IYAK meetings with 2 communities

#### **Huron District Catholic School (current actions)**

- Cultural history connects with Birch Island and Michipicoten
- 400 to 450 students
- Speaker series - protocol for release of teachers
- Weekly cultural awareness sessions for whoever wants to come
- Blanket exercise
- Metis presentation

- Cultural crafts
- Treaty awareness - speakers and Elders
- Student panel
- Learned about student stories
- Professional development within the district
- Work with teachers and students and Elders
- Connect with local communities – access their resource people
- Language guru Ms. Nolan
- Elders visit every school
- Cultural teachings with friendship centre
- FN cultural teachings

### **Conseil Scolaire Publique du Grand Nord de l'Ontario (current actions)**

- Elementary school put up tee-pee
- Put up a plaque signifying what McDonald did with residential schools

The school boards in attendance discussed the opportunity to commit to key priorities, such as:

- Education on residential schools
- Development and growth around language
- Cultural consultation in four key areas: Indigenous knowledge, language, culture, and race relations (Bob Goulais CC training)
- The use of accountability guidelines and timelines

### [ESA Guidelines](#)

School Board representatives were provided a copy of the ESA Guidelines. Many of the ODSBs and PFNs are now in the process of establishing Education Services Agreements, and the document can be a useful tool for ensuring inclusivity and mutual benefit between the parties.

Participants continued discussions relating to ESAs and identified the following items as priorities:

- reverse tuition and the upcoming legislative changes (communication on timeline and effects to PFNs);
- negotiating extra costs between the ODSB and PFN;
- advocating for the inclusion of transportation in the fee calculation;
- identifying cut-off dates for the transfer of students from PFN to Provincial (October);
- identifying Trustee membership for First Nations and increasing communication with Aboriginal Liaisons; and
- identifying a new reporting process with AES and ODSBs.

### [Special Education Committee](#)

Priorities for the Special Education Committee were reviewed and feedback was collected from participants regarding best practices, recommendations, questions, and concerns. After reviewing and discussing priorities, the Ministry of Ontario provided a review of the Ontario special education scan.

The main points of discussion offered by the group included the following.

- Assessments are a priority in every ODSB, but there are never enough funds to conduct the assessments. This creates waiting lists which place financial strain on some PFNs, because they cannot afford to wait. The ministry is looking into ways to alleviate the wait times for assessments.
- Special education is not included in tuition. PFNs must apply for a SIP or SIB, in order to secure additional funds based on needs.
- In addition to funding, capacity can also be a barrier to resources. This is particularly indicative in the north.

## Data, Research and Evaluation Committee

### High-level Framework and Logic Model for MEA Evaluation and Research

With the recent completion of the High-level Framework and Logic Model for MEA Evaluation and Research, a summary of the document was reviewed with and provided to ODSBs and PFNs. Among other things, the logic model framework provides a basis for evaluating growth and changes in relationships throughout the implementation of the MEA. A sub-working group is currently developing a visual representation of the framework, which will be presented to participants at the 2019 February Forum.

### Draft guidelines regarding agreements for accessing and sharing Anishinabek First Nations education resources

Feedback has been collected from each of the four regions regarding processes and expectations for sharing AES education resources. Guidelines have been developed and will be adjusted to include the input and priorities of the four RECs.

The guidelines will provide recommended processes and best practices for the sharing and use of resources belonging to Participating First Nations. Resources include health and social services, Anishinaabe language and culture, as well as locally-developed courses.

A complete draft guideline document is scheduled to be provided to all PFNs and ODSBs at the 2019 February Forum.

### Cultural Competency Training Program and Criteria for selection of Anishinabek First Nations and School Boards to pilot the program

Kelly Crawford reviewed plans for the Cultural Competency Training program with participants and collected feedback on the process of selecting pilot sites for training scheduled to occur in 2019.

The following suggestions were offered by PFNs and ODSBs:

- Should take place in First Nation communities
- Should connect with the Elders
- Include students in the training
- Training should affect systematic change
- Everyone is at different stages of competency

- Money is needed for supply to teachers, in order to release staff to attend training
- Create criteria for selecting pilot locations – it's needed everywhere
- Ensure training is delivered to teachers, administration and students
- Consider higher concentration of FN students
- Cultural identity should be imbedded in cultural practices and curriculum, not just in training
- Consider developing training in French language
- Language component should be included in training
- Training should be important to and makes a statement with students; it could be reflected on their report card
- Create accountability as part of training – ensure follow up and continuity

## Regional Updates

The following topics were reviewed.

### **2019 February Forum and Youth Forum**

- The draft agenda was reviewed and information provided on the venue and planning process.

### **EDI Training**

- With the assistance of the Offord Centre, training will be offered in 2019 for Early Development Initiatives with AES kindergarten teachers.

### **Distribution of Inventory of Health and Social Services, Anishinabek Culture and Language Resources, and Locally-Developed Courses**

- The KEB will continue to expand its inventories of regional health and social services, culture and language resources and locally-developed courses in the coming months. Processes for sharing and accessing these inventories are also being developed and will be shared with PFNs and ODSBs upon completion.

### **Regional Fund Recipients**

- The 2018-2019 Niigaan Gdizhaami Fund recipients have been selected and projects in each of the four RECs are in progress. The projects funded in REC #2 were shared with participants and some PFNs provided updates on the status of their individual projects.
- Further updates on funded projects and information related to the 2019-2020 fund will be provided at the 2019 February Forum.

## RECOMMENDATIONS

### **Cultural Competency**

- Cultural Competency Training should take place in the PFNs. The process of delivery should be consistently inclusive of Elders, and training should be delivered to students, teachers, and administration.
- Training must be a school-wide initiative that effects systematic change.
- Identity must be a priority in training, imbedded in both cultural practices and curriculum.
- Consider developing training in the French language, for French school board partners.
- Training should be reflected on the student report card.



### **Special Education**

- Make high-risk behaviour assessments a priority in every school board, and have the School Boards work collaboratively with the PFNs to prioritize waiting lists.
- Build capacity for special education resources in the north (speech language therapists, psychologists, etc.)

### **Culture and Language**

- Prioritize the revitalization of culture and language in Participating First Nations.
- Address the discrepancies and disconnect between PFNs and school boards, regarding qualified Anishinaabemowin instructors.
- Create locally-developed courses and language resources.

### **Education Services Agreements**

- Participating First Nations and ODSBs work together to create reverse tuition agreements that equally address the needs of both parties.
- Participating First Nations connect with Anishinabek Nation's Health Secretariat for assistance with accessing and utilizing Jordan's Principle.
- ESAs should aim to address the regional and community recommendations relating to the recruitment of Indigenous staff for culture and language programs.
- The PFN and ODSB parties work together to ensure transparency in their individual agreements.

## **CLOSING**

The school boards were extremely pleased to have the opportunity to meet with their Indigenous partners and discuss educational issues with all the Participating First Nations in REC #2.

Priority topics of discussion in REC #2 included reverse tuition agreements, waiting lists for special education assessments and the utilization of Jordan's Principle, seasonal ceremonies, teaching local history of PFNs, knowledge keepers, recruitment of Indigenous staff, culture and language. Both parties are looking forward to work together on all issues and looking forward to meeting again at the February Form.