



**REGIONAL EDUCATION COUNCIL #3**  
**FALL MEETING – DECEMBER 5, 2018**  
NIPISSING FIRST NATION  
NORTH BAY, ON

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## PARTICIPANTS

- Kelly Crawford (Chair, KEB Director of Education)
- Lisa Wabegijig (Co-Chair, KEB Regional Education Council Coordinator)
- Andrea Crawford (KEB Communications & Operations Manager)
- Nancy Allaire (Nipissing – ED)
- Muriel Sawyer (Nipissing – REC Rep)
- Marianna Couchie (Nipissing – KEB Board)
- Fran Couchie (Nipissing – REC Rep)
- Lois Lambert (Dokis – ED)
- Chris Dokis (Dokis – REC Rep)
- Catherine Pawis (Wasauksing – ED; KEB Board)
- Theresa Horan (Wasauksing)
- Dave Rice (Wasauksing – Council)
- Marilyn Nichols (Wahnapiatae – ED)
- Bob Pitfield (Wahnapiatae – Council)
- Carol Stevens (Magnetawan – ED)
- Genevieve Solomon-Dubois (Henvey Inlet – ED)
- Nichole King (Moose Deer Point – ED)
- Chief Barron King (Moose Deer Point)
- Bryon Brisard (IEO-EDU)
- Shelly Duquette-Lafortune (IEO-EDU)
- Elizabeth Bigwin (EDU)
- Rosalind Ashe (EDU)
- Joanne Heroux Farrow (CSPNE)
- Darquise Lauzon (CSPGNO)
- Marc Lauzon (EDU)
- Stephen Simard (IEO-EDU)
- Karen Fabbro-Cobb (IEO-EDU)
- Anna-Marie Bitonti (NPSCDSB)
- Grace Barnhardt (NPSCDSB)
- Jody Weller (NPSCDSB)
- Serge Levac (CSCFN)
- Cathy Modesto (CSCNO)
- Kathy Dokis (RDSB)
- Amanda Mathias-Mizzi (NNDSB)
- Joanne Benard (SCDSB)
- Roslyn Bowness (NNDSB)
- Ginette Toivonen (SCDSB)

## SUMMARY OF EVENTS

The Kinoomaadziwin 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 #3 (REC #3) was held on December 4, 2018, at the KEB Head Office on Nipissing First Nation. The event was attended by several PFNs of REC #3, including Nipissing First Nation, Dokis First Nation, Wahnapiatae First Nation, Magnetawan First Nation, Henvey Inlet First Nation and Wasauksing 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 and First Nation Priorities

Lisa Wabegijig and Bryon Brisard, Indigenous Education Officer for the Ministry of Education (Sudbury Branch), presented the regional and First Nation priorities.

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. Discussion took place on the importance of how the priorities of REC #3 could help inform the action plans of each ODSB. The ODSBs need to discuss how this can be done with their individual teams.

## ESA Guidelines

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

The KEB reminded PFNs and ODSBs that assistance can be provided throughout the agreement negotiations, as needed.

Elizabeth Bigwin, Ministry of Education, provided an update on Reverse Tuition Agreements. There was discussion concerning servicing students who may live within the PFN territory, but who are not the PFN's responsibility. Some First Nation Constitutions address membership and services, while others do not. Providing services could impact budgets, including transportation.

## Special Education Committee

Priorities for the Special Education Committee were reviewed and feedback was collected from participants on best practices, recommendations, questions, concerns, etc. Main points of discussion offered by the group are listed below.

- Shared services – connecting Mental Health Workers with FN education support workers
- Waiting lists for assessments
- KEB Special Education Scan in progress
- Developing a plan where all School Boards and PFNs have same information

After reviewing and discussing priorities, the Ministry of Ontario provided a review of the Ontario special education scan.

## 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 the growth and change 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, and subsequently released to PFNs.

## Transitions Working Group

Feedback was collected from PFNs and ODSBs regarding priorities for student transitions. The input will be provided to the Transitions Working Group, for inclusion and consideration in their work plan activities. The working group will also provide an update on student transition guidelines 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 of the four RECs, as each region has individual priorities and preferences.

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 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 provided an overview of the Cultural Competency Training Program, which is currently being developed by the KEB. Feedback was collected regarding how to identify and select potential pilot sites for the training. It was recommended that the training be held four times per year, in each season, and that one session be held in each Region. Discussion took place regarding the development of an AES language strategy and how the school boards could fit into the strategy. Comments were provided regarding where land-based teachings or training should be held and the importance of collaboration amongst the parties.

## 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 the new year 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 is 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 #3 were shared with participants and some PFNs provided updates on the status of their individual projects.

- Further updates on funded projects, and information regarding the 2019-2020 fund will be provided at the 2019 February Forum.

## ACTION ITEMS

The following action items were developed by the participants of REC #3 on day of the meeting:

- Aligning School Board Action Plans with MYAP
- Assessment Tool
- Language Teachers (wages, recognition)
- Collective Response to Youth Forum – Board and PFNs
- Planning for Next years should start now
- Sharing Resources

## RECOMMENDATIONS

### **Language and Culture**

The KEB will work in partnership with the PFNs to preserve, revitalize and restore First Nation languages and culture through the development of a KEB Language Strategy. The goal of the strategy is to restore literacy and fluency in the First Nation languages, and to address language teacher qualifications, immersion programming and cultural practices.

### **Special Education**

The KEB will coordinate a one-day workshop on Special Education to address special education issues such as, but not limited to, assessments, high-risk behaviour, parental-school collaboration, mental health, and the KEB special education scan.

### **Cultural Competency Training**

The goal of cultural competency training is to create a greater awareness of Indigenous culture. It is recommended that this training take place in the PFN communities and that training occur up to four times per year. Cultural competency training is an ongoing continuum of learning.

### **School Board Relationships**

The KEB and EDU will strive to improve the relationship between the PFNs and the ODSBs by ensuring that there is alignment of school board action plans with the Multi-Year Action Plan; by creating a better understanding of the role of Trustees and Indigenous Leads; by creating an understanding of the geographical location and unique needs of PFNs; and by increasing involvement of PFNs in school board planning, where FNs are concerned.

## CLOSING

The meeting ended with a round-table discussion. Each participant was invited to share one word or thought to describe the meeting experience.

Some of the most salient comments included terms such as reconciliation, collaboration, optimism, opportunity, journey, reflection, honour, growth, partnership, connection, vision, excitement, support, and hopefulness.

The sharing circle brought an uplifting and energizing end to the event.