



SUCCESS for Every Student



# GRAND ERIE'S EDUCATION SERVICES AGREEMENT FOR SIX NATIONS STUDENTS

Progress Report for 2016-17

# Executive Summary

This report of the Grand Erie District School Board highlights the results of secondary school endeavours by Six Nations students and the work of the Native Trustee, Native Advisor, and Native Education Counselling staff who work under the Secondary School Tuition Agreement between Indigenous and Northern Affairs Canada and the Grand Erie District School Board on behalf of Six Nations of the Grand River. This document reports on the 2016-17 school year and acknowledges the working relationship with organizations on Six Nations of the Grand River Territory. "Six Nations students" in this document refers to students who reside in Six Nations and who are covered under the tuition agreement.

## Multi-Year Plan 2016-2020



Grand Erie Trustees approved a new strategic direction to guide the work we are doing. In the centre of this 2016-2020 Multi-Year Plan is SUCCESS for Every Student. This is our mission, vision and goal statement.

We will achieve this through a focus on students and staff in a culture of high expectations. Indicators that will support our goal include Achievement, Well-Being, Equity, Environment, Technology and Community.

## NATIVE ADVISORY COMMITTEE

The Native Advisory Committee represents Six Nations interests in maintaining quality educational services purchased through the Tuition Agreement and ensures that the Board is appropriately advised in matters related to the education of Six Nations pupils.

### Voting Members

**Karen Sandy**, Native Trustee, Grand Erie

**Helen Miller**, Six Nations Community Representative, Six Nations Elected Council (September - November)

**Audrey Powless-Bomberry**, Six Nations Community Representative, Six Nations Elected Council (From January 2017)

**Dave Dean**, Trustee, Grand Erie (September - December)

**Alex Felsky**, Trustee, Grand Erie (From January 2017)

### Grand Erie District School Board Staff Resource

**Brenda Blancher**, Director of Education

**Stacy Hill**, Native Advisor

**Sabrina Sawyer**, Indigenous Education Teacher Consultant

**Sherri Vansickle**, Native Education Counsellor – Brantford Collegiate Institute, Pauline Johnson Collegiate

**Sharon Williams and Rae Anne Hill-Beauchamp (.5)**, Native Education Counsellor – McKinnon Park Secondary

**Melissa Turner**, Native Education Counsellor – Hagersville Secondary

**Shannon Korber and Pam Davis (.5)**, Native Community Liaison Officer

#### Principals of Secondary Schools

**Sharon Doolittle**, Recording Secretary



# Message from the Native Trustee



Indigenous education in Ontario is raising awareness through the commitment of the Ministry of Education in partnership with the Ministry of Advanced Education and Skills Development as it continues to develop student achievement and well-being. Grand Erie District School Board has a number of initiatives through the Indigenous Education board action plan to complement student success. Collaborative relationships are continuing to be explored as the board works with the surrounding communities on various activities.

Support for Indigenous languages in 4 secondary schools in Grand Erie continues to be a priority. The Tuition Agreement (Education Services Agreement) is also being negotiated to support student success. In addition to the Native Advisory Committee which deals specifically with Six Nations students, the Indigenous Education Advisory Committee was recently formed which focuses on First Nation, Metis and Inuit students in the Grand Erie area. Community partners and the Alternative Education programs continue to support our Six Nations students so they can graduate and move onto the next phase of their academic or employment journey. The Native Advisory Committee meets approximately 6 times a year and focuses specifically on Six Nations secondary students.

The Indigenous Trustees Council has undertaken a number of initiatives. This council is part of the Ontario Provincial School Board Association (OPSBA) where approximately 15 Indigenous Trustees from school boards across Ontario assemble to discuss collective interests. They have 4 main focal areas this current year as follows: (1) Improving Indigenous Student Well-Being (2) Enabling Indigenous Education (3) Advancing Reconciliation (4) Building Our Capacity. We meet regularly via conference calls; however we only meet in person 3 times a year.

Reconciliation has been a focus not only in the Grand Erie District School Board but across Ontario and Canada wide with the implementation of the Calls to Action from the Truth and Reconciliation final report. We support sustaining respectful relationships and the land acknowledgement statement opens the Grand Erie District School Board meeting and events.

Many secondary schools are actively supporting and encouraging Native Clubs to help raise awareness and provide an opportunity for students to take on leadership roles in their schools. This is an excellent place for our students to get involved!

As the Six Nations Trustee, I am committed to the following meetings or activities:

- 1 committee of the whole meeting per month
- 1 regular board meeting per month
- Chair of the Supervised Alternative Learning committee (Haldimand)
- Chair of the Native Advisory Committee
- Member of the newly formed Indigenous Education Advisory Committee
- Alternate to the OPSBA Indigenous Director for the Indigenous Trustees Council
- Central West Region Trustee meetings (2-3 times per year)
- Graduations and award ceremonies for secondary schools or Alternative Education programs as requested
- Advocate for student success
- Parent liaison
- Language and Cultural Awareness sessions as requested by Educators
- OPSBA annual assembly and Public Education Symposiums
- Accommodation Review Committee meetings
- Member the Six Nations Education Committee
- Principals Professional Committee (twice per year)
- Report to the Six Nations Elected Council and the Six Nations Language Commission Board

*Karen Sandy,*  
Native Trustee, Grand Erie District School Board





# Staff and Focus Areas

## Native Advisor

Wa'tkwanonwera:tonh (Greetings), Tekonwaniahe:sen ni ionkiats. Wakeniahten ni waki'taro:ten tahnnon Kanien'kehaka ni wakhwentsio:ten. My Mohawk name is Tekonwaniahe:sen. I am from the Turtle Clan and the Mohawk Nation. My English name is Stacy Hill. This has been my first year as the Native Advisor, providing consulting and advisory services to the Grand Erie District School Board with respect to issues affecting students residing at Six Nations. It is also within my role to be a community liaison and as such I regularly attend meetings of the following community meetings: Six Nations High Risk Committee, Six Nations Elected Council Education Committee and the S.E.E.D. Committee (Science, Education, Employment, Development).

It has been a year full of learning and I have loved it. I want to say Nia:wen to the people I work with in the community, in the school board and to the Indigenous Education team for your patience as I learn the in's and out's of this role.

## Native Education Services Staff

Three Native Education Counsellors provide for the instructional, counselling and other needs of Six Nations students at McKinnon Park Secondary, Hagersville Secondary, Brantford Collegiate Institute & V.S. and Pauline Johnson Collegiate & V.S.

One Native Community Liaison Officer provides counselling for pupils who have been referred by the secondary schools for issues regarding poor attendance and the resulting lack of success.

## Special Education

The Education Services Agreement provides additional funds for High Cost Special Education needs. With these funds we are able to provide 6 sections in a self contained secondary classroom at Hagersville Secondary School and 9 Educational Assistants allocated as follows: Pauline Johnson Collegiate 2, Cayuga Secondary 1.5, Tollgate Technical Skills Centre 1, McKinnon Park Secondary 1, Hagersville Secondary 3.5.

## Partnership with Six Nations Federal Schools

The Grand Erie Director of Education and the Native Advisor met on October 14th with the Director of Federal Schools and 4 Six Nations Principals to review and further develop an action plan for a continued and strengthened partnership. The action plan is focused on building a respectful, reciprocal partnership that will lead to smoother transitions from grade 8 to secondary school as well as improved student attendance and achievement. The plan includes opportunities for co-planning / co-teaching, inclusion of Six Nations federal schools in Grand Erie professional development for teachers and Director's meetings with administrators, improved grade 8 transition meetings and data sharing.

### Some highlights from activities completed in the 2016-17 academic year are:

- The Grand Erie Director visited all federal schools and had a guided tour of each.
- McKinnon Park Principal visited all federal schools.
- Agnes Hodge/Oliver M. Smith Music Monday Partnership.
- Development of a plan to support Indigenous English Language Learners.
- 1 Principals' Professional Committee meeting and 1 Data Sharing meeting.
- Six Nations Elementary teachers have been invited to several PD opportunities offered by Grand Erie including: Renewed Math Strategy sessions (\*Resources Purchased), Intermediate Literacy and Numeracy Collaborative Learning Sessions, Behaviour Management Systems, Spec Ed in-service, New Kindergarten program PD, Working with Aggressive Students, Autism for Administrators, Residential Schools Literacy Resources (Resources purchased).

# Transition to Grand Erie Secondary Schools

Six Nations students choose from 6 High Schools for which bussing is provided by INAC. Students may register at any other high school however transportation is not provided by INAC.

## McKinnon Park Secondary

Principal: Dave MacDonald  
Vice-Principal: Cathi Krueger  
Native Ed Counsellor: Sharon Williams  
905-765-4466

## Brantford Collegiate Institute

Principal: Ann Myhal  
Vice Principal: Jennifer Ippolito  
Vice Principal: Regan Vanerkroeck  
Native Ed Counsellor: Sherri Vansickle  
519-759-3210

## Tollgate Technical Skills Centre

Principal: Brian Quistberg  
Vice Principal: James Young  
Native Ed Contact: Marisa Soster  
(Dept Head of Guidance, Coop, Student Success)  
519-759-3691

## Hagersville Secondary

Principal: Shaun McMahon  
Vice-Principal: Jessie Hooper  
Native Ed Counsellor: Melissa Turner  
905-768-3318

## Pauline Johnson Collegiate

Principal: Mike DeGroot  
Vice Principal: Adriana Potichnyj  
Vice Principal: Shannon Love  
Native Ed Counsellor: Sherri Vansickle  
519-756-1320

## Cayuga Secondary

Principal: Dave Thomas  
Vice Principal: Laurie Tottle  
Native Ed Contact: Christine Kononiuk  
(Student Success Teacher)  
905-772-3301

The following activities were completed in the 2016-17 academic year to assist students with this transition:

**Sept. 30/16 Hagersville Secondary School Red and Black Day**

Grade 8 students from JC Hill elementary participated.

**Nov. 2/16 Grade 8 Day**

2 schools had students participate in November 2nd Grade 8 Days. Emily C General students participated at Hagersville Secondary while Oliver M. Smith students participated at BCI.

**Nov. /16 Grade 8 Class Visits**

Native Education Counsellors visited Six Nations Grade 8 classrooms in early November. A "Right Fit" activity was done to guide students to the high school that best aligns with their interests. Information was provided for each of the 6 schools for which bussing is provided.

**Nov. 22/16 Open House / Information Night at the Six Nations Community Hall**

Approximately 25 families attended. Oliver M. Smith was the school with the most participation, winning a pizza party for their students.

**Dec. 1/16 Grade 8 Day at Tollgate Technical Skills Centre**

Students from Oliver M Smith attended a grade 8 Day at Tollgate Technical Skills Centre on December 1st.

**Jan. 2017 Transition Interviews**

Transition interviews were organized for each Grade 8 student registering in a Grand Erie school. Present at these meetings were the Grade 8 student, their parents and the Grade 8 teacher as well as the Native Education Counsellor from the receiving secondary school. Hagersville Secondary also included the Head of Special Education.

**Apr. 12/17 Principal visit to Six Nations**

Dave MacDonald, MPSS Principal visited all Six Nations schools as well as the district Badminton tournament.

**May. 12/17 Shadow Day**

Shadow Day was organized for students registered to attend Hagersville Secondary School, Brantford Collegiate Institute, and Pauline Johnson Collegiate. Students were paired with Grade 9 students and attended classes to experience class at a secondary school.

**McKinnon Park Secondary Blue and Gold Day**

Students registered to attend McKinnon Park Secondary participated in a "Blue and Gold" Day where they attended "What you need to know about Grade 9" seminar sessions.

## June 2/17 **Grade 7 Day**

Grand Erie hosted a day for Six Nations and New Credit Grade 7 classes. Students completed an activity with the goal to assist in choosing a school that will be the right fit for their interests and goals. The rest of the day was spent in half hour sessions learning about what each secondary school has to offer. Each session ended with an interactive activity focused on one of the great programs in the school, i.e. Hockey, Horticulture, and Construction.



## July /17

### **Literacy and Numeracy Program**

The Summer School program is for students currently in Grades 5, 6 & 7 and is offered to provide students with the opportunity to improve their Basic Skills in Literacy and Numeracy. Students will also have opportunities to participate in physical activities and explore the arts. 1 Six Nations Elementary student participated.

### **Reach Ahead Summer School**

This program was open to 8 students. Reach Ahead allow students to complete a credit in the summer before their Grade 9 year. Courses offered in July 2017 were:

- Information and Communication Technology in Business, Grade 9, Open
- Drama, Grade 9, Open
- Visual Arts, Grade 9, Open
- Civics, Grade 10, Open (2 weeks - 0.5 credit)
- Career Studies, Grade 10, Open (2 weeks - 0.5 credit)
- 1 Six Nations student participated

# The Board Action Plan on Indigenous Education

The Ministry of Education's Indigenous Education Office provides funding to support school boards with developing and implementing a Board Action Plan on Indigenous Education. This provides our students residing on Six Nations with another level of support. This past year, the Board Action Plan provided for several initiatives that directly impacted our students including:

- Supplies for off-site Classrooms for Six Nations/New Credit Students
- Secondary School Projects and Initiatives (Hagersville Secondary, McKinnon Park Secondary, Brantford Collegiate, Pauline Johnson Collegiate, Tollgate Technical Skills Centre)
- Six Nations Polytechnic Recruitment Day and Social
- Supplies for NAC10 classes
- Language Programs Training and Resources
- Transition to Secondary School Activities for Grade 7 & 8 students
- Bridging Our Worlds through Science (BOWS) event – Brock University
- Professional Development Activities with Educators
  - Bundled Arrows Gathering, Grand Erie Administrators' Training session with Dr. Pamela Toulouse and Blanket Exercise, BCI Teacher tour of Mohawk Institute, Bus Tours of Six Nations and New Credit
- Native Advisor Professional Development

The cost of these initiatives added up to \$38,823.14. The total amount of the Board Action Plan spent in 2016-17 school year was \$87,713.66 therefore 44% of the total spent supported students residing on the Six Nations Territory. An additional \$20,340.00 was used from the Board Action Plan to initiate the development of a grade 6 curriculum on Residential Schools with inclusion of Six Nations on the working group. This resource will be shared with the federal elementary schools at Six Nations. Therefore, 67% of the total funds directly and indirectly benefit the Six Nations community.

# Highlights

## Annual Events

Each year schools of Grand Erie are encouraged to recognize the following days in ways big and small. Resources are shared and support is provided by the Indigenous Education Office when requested.

- Orange Shirt Day (September 30) – acknowledging experiences of students in Residential Schools
- National Day of Remembrance acknowledging Missing and Murdered Indigenous Women and Girls (October 4)
- Treaty Week (November)
- National Inuit Day (November 7)
- Rock Your Mocs Day/Week (November 15)
- Louis Riel Day (November 16)
- Have a Heart Day – in support of First Nations Child Welfare (February 14)
- Honouring Memories / Planting Dreams – Heart gardens honour residential school survivors and their families (May/June)
- Tom Longboat Day (June 4)
- National Aboriginal Day (June 21)

Schools are also encouraged to be aware of days of significance to Haudenosaunee people like No:ia and Bread & Cheese Day. Teachers may wish to teach about the significance of these days. They are great days to invite in community guest speakers and/or try some Indigenous foods.

## Nutrition Program

Students of Six Nations are well nourished during their school day. Students have access to breakfast programs offered to all students in Grand Erie. They receive additional nutrition support through funds granted from the National Child Benefit Reinvestment Fund as well as from the Six Nations Student Nutrition Program. The programs are delivered differently in each school. Every effort is made to ensure students have access to these programs every day.

## Grand Erie / Six Nations Polytechnic Recruitment Day Social

Grand Erie partnered with Six Nations Polytechnic to host a Recruitment Day and Social on December 15, 2016. It was an amazing day! This was the first time in recent memory that students from six Grand Erie schools gathered for a Board-wide social! Our students showed their leadership potential by leading the Social for over 1.5 hours! Staff and teachers were so proud!



*Rick Hill, Deyohaha:ge: Project Coordinator and Lacey Hill were speakers in the morning. Taylor Gibson, Deyohaha:ge: Assistant Researcher, was also present to support students and staff.*



# Highlights

## Walking Together Comes Home

*“He told a story about all the boys  
How on the last day of school  
Every one of them would run to that particular window  
To watch the cars pull up to pick them up  
And how every year he waited as nobody came for him”*

– from “Nobody Came”, mixed media work by Kaneesha Hill, Pauline Johnson Collegiate & Vocational School

Geronimo Henry has a striking tattoo of the number 48 on his right hand. This is “his number” – the one he was assigned by the Mohawk Institute, the former residential school in Brantford where Henry spent 11 long, heartbreaking years beginning at the age of five.

“They took away our language, our culture... they took away our way of life,” said Henry. “I had a lot of anger and resentment for a long time after that.”

Sharing his story has become part of a healing journey for Henry, a Cayuga member of Six Nations of the Grand River, who is now 80 years old. His story, along with other survivors of the residential school system, are what informed Walking Together, an intergenerational community arts project that brought together First Nations artists, Elders, and eleven First Nations students from Pauline Johnson Collegiate and Vocational School.

Pauline Johnson C & VS students gathered information through interviews and photography as they spoke with survivors, and together, walked through the former residential school building. Learning of the sad and painful memories, students discovered the heartbreaking legacy the former residential school students have harboured, and, inspired by their courage and resilience, used this legacy to inform the project.

The resulting works of encaustic, mixed media art serve as a reminder of this chapter in Canadian history, and of the importance of having the freedom to speak one’s language and live one’s culture. These pieces have received wide recognition by the arts community.

The exhibit was displayed at the Brantford Arts Block, Mackenzie House Museum in Toronto and at the Scarborough Museum. The exhibit was displayed at the Scarborough museum for several months with 33, 958 visitors. The students’ photography of the project was



***Geronimo Henry stands in  
Walking Together exhibit space***

displayed at Toronto’s Nuit Blanche where approximately 1,400 people viewed it in one night alone. It was also featured in the Globe and Mail as one of the Sweet Sixteen art displays to see out of the hundreds available!!!

Students and Survivors presented at Ryerson University’s Social Justice Week, opening for Dr. Cindy Blackstock - Director of the First Nations Caring Society who won a human rights tribunal against the Government of Canada.

Although the project and subsequent exhibits and displays occurred mostly during the 2015-16 academic year, the project came full circle and returned home to the Woodland Cultural Centre January 31, 2017. The Grand Opening of the exhibit was held on Saturday February 4th. It was a wonderful celebration and a proud moment for Pauline Johnson Collegiate and Grand Erie.



# Living the Two Row

Jeannie Martin, Indigenous Student Support and Re-Engagement Itinerant Teacher headed the coordination of the Living the Two Row Project with support from Stacy Hill, Native Advisor for Grand Erie and Sherri Vansickle, Native Education Counsellor. The goal of the project was to work towards implementing the Truth & Reconciliation Commission’s ‘Calls to Action’ by enhancing authentic and accurate understanding of aboriginal treaty rights and issues in Canada and foster the concept amongst staff and students that “we are all treaty people”. This project was funded by a Supporting Racialized Students in Ontario Schools grant. The project had 3 phases and the year ended with students attending a meeting of the Board of Trustees.

### Phase 1 - March 3, 2017

Living the Two Row Student Conference

### Phase 2 - March 31 – April 27, 2017

Learning Sessions including a Bus Tour of the Lower Section of the Haldimand Tract (Six Nations to Port Maitland)

### Phase 3 - May 17, 25, 2017

Presentations

### Wrap Up - June 26, 2017

Student Dinner and Attend Board of Trustees Meeting

Overall, the project had a profound effect with students and staff. Some students, who may not have stepped into typical student leadership roles, proved their potential in this project. Two students in particular have gone on to hold leadership positions in area Indigenous organizations!



**Living the Two Row Student Conference**  
Attended by 125 students from six different secondary schools as well as 20 Grand Erie staff members.

Leroy Jock Hill, a Haudenosaunee Faithkeeper and Haudenosaunee Confederacy Council of Chiefs Secretary – Dish With One Spoon

Lacey Hill, Singer/Songwriter –Indigenous-themed Song

Lance Logan-Keye, Youth Corrections Worker – Why We Dance

Engagement Centres – Loom Beading, Lego, Bone & Toggle Game, Two Row Paper Mural, Information Booths, Photo Booth

Indian Taco Lunch by TnT

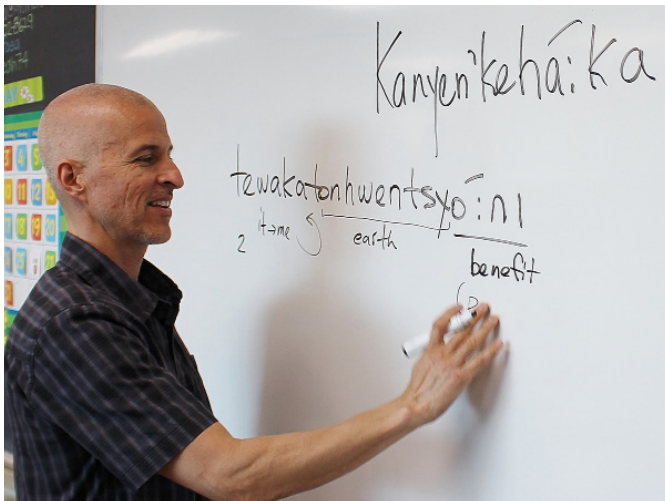
Rick Monture, Academic Director of Indigenous Studies, McMaster University - The Two Row Wampum

Closing remarks by Brenda Blancher, Director of Education, Grand Erie District School Board



# Highlights

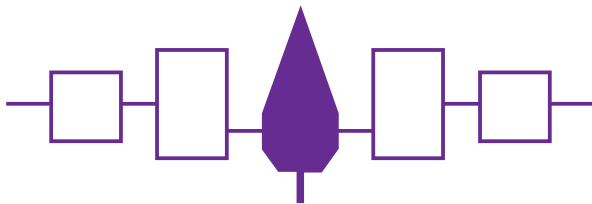
## New Mohawk Language Teacher for Brantford Collegiate and Pauline Johnson



“When I speak the language, I feel connected to my family, to my ancestry, to my sense of identity,” says Karonhyawake Jeff Doreen, a Mohawk language teacher who splits his time in Grand Erie between Pauline Johnson Collegiate & Vocational School and Brantford Collegiate Institute & Vocational School. “It connects the past to the present, with the thoughts and stories of our ancestors all a part of the structure of the words.”

It’s a compelling argument for preserving the Iroquoian language (Mohawk is Kanien’kéha to members of its linguistic community), spoken by around 3,500 people. It’s considered a threatened language. But as Canada approaches its 150th birthday, it’s a powerful reminder of the voices that make up the history and traditions of this part of the world.

Doreen began teaching in Grand Erie nearly ten years ago, with contracts along the way teaching Kindergarten immersion in Hamilton and adult language classes in Six Nations of the Grand River. Now back in Grand Erie, he imparts those stories and traditions embedded in the language to Grade 9 students.



## Two Day Ribbon Shirt Making Workshop with Judy Taylor



“Love ♥ Love ♥ Love ♥ watching our kids learn our ways!!! A two day traditional ribbon shirt workshop with my friend Judy Taylor is enough to make my Mama Bear heart smile!!! Love my talented kids!!!” – Sherri Vansickle, Native Education Counsellor, BCI/PJ

## Darian Martin received the James Bartelman Award



Near the end of her Grade 10 school year, Darienne submitted a poem she wrote to the James Bartelman Aboriginal Youth Creative Writing Award competition. It was based on a fictional character, depicting Six Nations' traditions and culture as seen from a female's perspective, through the stories told to her by her grandfather. In September, 2015, she was chosen as the first place prize winner. She was invited to the awards luncheon, which was held in the Lieutenant-Governor's General Chambers at Queen's Park, with James Bartelman himself. Darienne was also awarded with \$2,500 for first prize.

## English Language Learners

Grand Erie values students' heritage languages as having an important place for all learning. Indigenous languages help preserve vital links with families and cultural backgrounds as well as developing a solid sense of identity. They are truly an asset to the growth of the individual and the community. The Native Advisor and the English Language Learner Teacher Consultant have been working together to create a plan that will support Indigenous English Language Learners. These are students who have experienced a Mohawk or Cayuga immersion classroom. With parental permission, language and math assessments will inform us of the types of supports they may need to more effectively access curriculum content.

## David Bouchard at McKinnon Park Secondary

On May 30, 2017 David Bouchard, an award winning Canadian author visited McKinnon Park Secondary to share his thoughts about truth and trust in relationships. He gave a message of supporting each other as we move toward reconciliation.



# Highlights

## Kasto:wa Workshop and Teachings with Darren Thomas

- Story by Sherry Vansickle

Darren Thomas does a beautiful job of teaching our young men! He started with our Ganohonyok (Thanksgiving Address) to ground them in our ancestral ways and remind them to be both thankful and connected to Shonkwaya'tihson. Then they learned about our Peacemaker, wampum beads, living in a humble manner, and all of the roles that they will take on as young men - uncle, brother, partner, grandson, father . . . Although these young men look very handsome in their custom made Gustowah's the important part to me was the opportunity for them to learn our teachings.

My favourite part was watching Darren sew on seven white wampum beads near their left eye, close to their heart. The beads remind these young men, each time they wear their headdress, that they need to be thankful for those seven generations of Haudenosaunee ancestors that came before us. At the same time, they have the same responsibility as our ancestors to make good decisions that will benefit the faces yet to come - seven generations from now. The same faces for whom we offer thanks, for whom we resist colonization, for whom we pray, for whom we shed tears, and for whom we celebrate.

"This is how we resist - we learn our ways. The rebuilding of our nations is based on knowing our ways." Darren Thomas



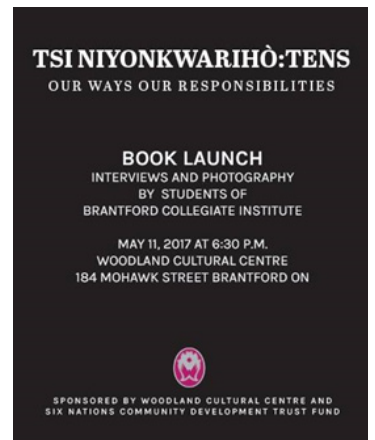
## Tsi Niyonkwarihho:tens

Traditional knowledge is passed from one generation to the next. We do not own the knowledge. As people of the land, we tell you who we are in our music, dance, songs, stories, art, beadwork and pottery. Our traditional knowledge comes from the Creator. We are simply carriers of it.

The Elders learn from interacting with the environment throughout their lives. This collective knowledge is a result of living here for thousands of years. The reason we are here today is because this knowledge has been passed from elder to youth in a continuous cycle.

This project nurtured that vital connection that needs to be maintained between youth and elder for the health of our community. It engaged nine First Nation students from Brantford Collegiate Institute and Vocational School and 10 elders from Six Nations. During the workshops it nurtured connections between mentoring artists and the youth and elder. They participated in workshops in current art forms of photography, journalistic research, interviewing skill, creative writing and graphic design.

These young people then sat with elders who are living connections to our history. They listened, they captured their images, wrote their stories and together produced this collection of the words and images.



# Supporting Indigenous Professional Development Opportunities

The Indigenous Education Teacher Consultant/Lead and the Native Advisor work together to provide professional development opportunities that enable teachers and board leaders to increase their knowledge and awareness of Indigenous cultures, histories, traditions and perspectives as well as to enhance their capacity to support Indigenous learners more effectively. Opportunities are provided as an Indigenous Education initiative or by the inclusion of an Indigenous lens through various department initiatives. Two particularly effective, and well-received strategies have been Bus Tours of the Six Nations of the Grand River and Mississaugas of the New Credit First Nations, and the Kairos Blanket Exercise.

## Blanket Exercise

The KAIROS Blanket Exercise is an interactive way of learning the history most Canadians are never taught. The Native Advisor, the Indigenous Education Teacher Consultant, a Native Education Counsellor and a teacher of the Expressing Aboriginal Cultures course worked to revise the Blanket Exercise to be more focused on the history of our local Indigenous communities. The first Blanket Exercise in Grand Erie was completed with approximately 100 Professional Student Services Personnel staff in December 2016. In the remainder of the academic year, this effective strategy was delivered to a group of approximately 100 Principals and Senior Administrators, approximately 120 Secondary teachers and 4 secondary classes.



## Bus Tours

Through the Indigenous Education office, two Bus Tours were hosted to provide teachers and other staff with opportunities to visit the community, learn more about possible field trip destinations and answer questions. The first half of the day focused on the Six Nations of the Grand River Territory and included a tour of Her Majesty's Chapel of the Mohawks, a bus ride through the territory highlighting the Sour Springs Longhouse, Oliver M. Smith Elementary School, the Gaylord Powless Arena and Dajoh Youth and Elders Centre, the Old Council House, and the Lands and Membership office. Before lunch, participants toured the home of Pauline Johnson and the grounds of the Chiefswood National Historic Site. Lunch was a traditionally inspired meal. The afternoon focused on the Mississaugas of the New Credit First Nation and included a visit to the Lloyd S. King Elementary School to see and learn a bit about the mural of their history. The bus ride through the territory highlighted the band administration buildings, powwow grounds, daycare and social services. One group spent some time with Nancy Rowe at her Roundhouse. The day concluded with a visit to Iroqrafts. We look forward to offering more tours in the coming school year.



# Off-Site Classrooms for Six Nations Students

## ALTERNATIVE EDUCATION PROGRAMS

Grand Erie's vision is 'SUCCESS for Every Student'. Through various Ministry Student Success Initiatives, we have developed a variety of innovative alternative education programs that meet the needs of our students who disengage from regular day school. We seek innovative strategies and program delivery models to meet the needs of all learners. For a variety of reasons, students disengage from secondary school and require special re-engagement programs and alternative ways to earn secondary school credits towards their Ontario Secondary School Diploma (OSSD).

### Nations (Hagersville SS):

Eligible Students: Six Nations and New Credit students, ages 13-17 years old.

Supported Pathway: Grade 9 and 10 applied and locally developed courses are the priority and those who need additional supports transitioning in secondary school.

Program Details: Ideally for younger learners in Grade 9 and 10.

\*This program is paired with NuVision.

### NuVision (Hagersville SS):

Eligible Students: Students in or receiving services from CAS (Children Aid's Society) presently or in the past. Students age 13 to 21 years old.

Supported Pathway: All grades and pathways.

Program Details: Open to all credit needs. There is a potential for Prior Learning Assessment and Recognition (PLAR) testing.

\*This program is paired with Nations.

### New Start (Hagersville SS):

Eligible Students: Six Nations and New Credit Students, ages 16 to adult.

Supported Pathway: All grades and pathways.

Program Details: Open to all credit needs. There is a potential for Prior Learning Assessment and Recognition (PLAR) testing.

Program	Students Enrolled	Credits Attempted	Credits Achieved	Co-Op Credits Achieved	% Credit Achievement	Graduates
Nations (NuVision)	15	86	61.5	0	71.5	0
NewStart	70	327	78	81	49	19

## TURNING POINT PROGRAMS:

The Turning Point program is a re-engagement initiative for students who have disengaged from regular secondary school.

### ILA Turning Point Program (McKinnon Park SS)

Eligible Students: Students aged 16-21

Supported Pathway: Workplace and College Preparation courses and experiential learning opportunities

Program Details: A cooperative learning placement or job placement is ideally required.

Program	Students Enrolled	Credits Attempted	Credits Achieved	% Credit Achievement	Graduates
ILA Turning Point	82	291	186	63.9	21

## SECTION 23 CLASSROOM

Under the provisions of Section 23 of the Ministry of Education’s General Legislative Grant Regulation (Reg. 287/98) educational programs may be provided by District School Boards in collaboration with community partners, for school-aged young people, who for various reasons are unable to attend regular schools. Ganohkwasra Family Assault Support Services has partnered with Grand Erie to offer a section 23 classroom out of the Youth Lodge facility. Ganohkwasra provides therapeutic counselling and services while a Grand Erie Teacher provides individualized academic programming.

### Ratiweientehta’s – They Are Learning (Hagersville SS)

**Eligible Students:** Students aged 13-21.

**Supported Pathway:** All grades and pathways.

**Program Details:** Students must complete an intake process with Ganohkwasra intake worker. They must have exhausted resources at their home school.

Program	Students Enrolled	Credits Attempted	Credits Achieved	Co-Op Credits Achieved	% Credit Achievement	Graduates
Ratiweientehta’s	9	74	63	2	88	0

## SCHOOL WITHIN A COLLEGE

This program is a partnership among Brant Haldimand Norfolk Catholic District School Board (BHNCDSB), Grand Erie District School Board, Conestoga College, Brantford, Fanshawe College, Simcoe and Mohawk College. Students engage in a dual credit or apprenticeship program based on their pathway choice.

In the dual credit portion of the program, students take 4 courses in which they work towards secondary credits as well as college credits in the Trades and/or Humanity streams. In the afternoon portion of the day, students work on an individualized program in which they work towards achieving secondary school credits.

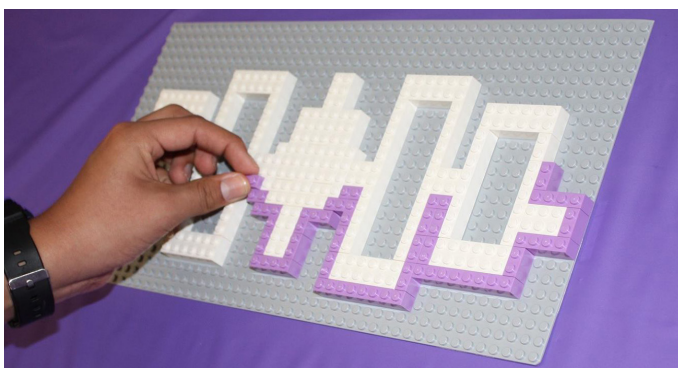
### Ohsweken SWAC (Hagersville SS)

**Eligible Students:** Grand Erie and BHNCDSB students age 18 to 21 years old.

**Supported Pathway:** All grades and pathways.

**Program Details:** Students need 22 credits or more to enter the program.

Program	Students Enrolled	Secondary Credits Attempted	Credits Achieved	Co-op Credits Achieved	Dual Credits	% Credit Achievement	Graduates
SWAC	12	40	27	0	27/37	70	3



# Let's Celebrate Student Successes

## Hagersville Secondary – Six Nations Student Successes 2016-17

### 2017 Commencement

- 20 Graduates
- 3 Ontario Scholars (and Club 80)
- 1 Silver Medal Award for achieving an 80+ average in all 4 years
- Other awards received by Six Nations Graduates
  - Aboriginal Education Award
  - Diane Finley Award for Student Leadership
  - Don Butler Memorial Award
  - St. Leonard's Youth Perseverance Award
  - Sharon Elaine Sienko Award
  - Kinetics Scholarship
  - Hagersville & District Chamber of Commerce Award

### Student Achievement

#### Club 80

- Grade 9 students – 3
- Grade 10 - 3
- Grade 11 - 1

#### Club 90

- Grade 9 students – 1 (This student also had the 3rd highest mark of all grade 9 students.)
- Grade 10 – 1

### Student Awards

Six Nations students were recipients of the following awards:

- Grade 9 Art
- Grade 9 Phys. Ed
- Grade 10 Cosmetology
- Grade 11 Native Literature
- Grade 11 Cosmetology
- Turning Point Essay Award (2)

### Student Involvement

One of our students was selected to sit on the *Minister's Student Advisory Council* for Ontario for the 2016-17 school year.

We had students participate on teams such as Jr. & Sr. Boys basketball, Senior Volleyball, Jr. & Senior Girls Volleyball, Girls Baseball, Girls and Boys Hockey; the Girls won the Haldimand Cup, Badminton, Football, Ultimate Frisbee, and Girls & Boys Lacrosse.

Six Nations Students were also involved with our Crimestoppers, Student Action team and Indigenous Students Association.

## McKinnon Park – Six Nations Students' successes 2016-17

### 2017 Commencement

- 43 Six Nations students graduated with their OSSD
- 5 Six Nations grads were Ontario Scholars
- 1 Six Nations student achieved Gold Award (over 80% average all four years of high school)
- 2 Six Nations students graduated with Specialist High Skills Majors- one in Construction and one in Horticulture
- Other awards won by Six Nations students at Commencement:

Jacor Equity & Inclusiveness Award

MPSS Construction Award

MPSS Custom Woodworking Award

Carney Elijah Johnson Memorial Award

### Student Recognition Night 2017

Six Nations Students were winners of the following awards (General Proficiency in these subject areas):

- Grade 9 Mathematics
- Grade 9 Native Art
- Grade 9 Canadian Geography Award
- Grade 10 Construction
- Grade 10 Hospitality
- Grade 10 Native History
- Grade 10 English- two Six Nations recipients
- Grade 10 University of Waterloo Mathematics Competition
- Grade 11 Social Sciences
- Grade 11 Native Literature
- Grade 11 English- two Six Nations recipients
- Grade 11 Visual Arts
- Level 1 Cayuga Language
- Level 2 Cayuga Language

**Gr 9 Honours with Distinction (90% + average)** - 1 student

**Grade 9 Honours Society (80% + average)** - 4 students

**Grade 10 Honours with Distinction** - 3 students

**Grade 10 Honours Society** - 6 students

**Grade 11 Honours Society** - 2 students

**Bronze Awards (two consecutive years 80% +)** - 6 students

**Silver Awards (three consecutive years 80% +)** - 2 students



## **Tollgate Technical Skills Centre – Six Nations Student Successes 2016-17**

Six Nations students were recipients of the following awards:

- Aboriginal Student Citizenship Award
- Professional Cooking Award
- Visual Arts Award Gr. 10 Highest Achievement
- Special Education Citizenship Award
- Special Education Best Progress Award

## **Pauline Johnson Collegiate and Vocational School – Six Nations Student Successes 2016-17**

### **2017 Commencement**

- 6 Graduates
- 1 Ontario Scholar
- 5 Honour Roll
- 1 Seventh Generation Award

### **Student Awards**

Six Nations students were recipients of the following awards:

- Year Three manufacturing – Custom Woodworking
- Grade 11 Praxair Welding Award
- Grade 11 World History Since 1900: Global and Regional Perspective
- Year Three Physical Geography
- Year Three Foundations for College Mathematics
- Year Two Applied Science of Merit
- Year Three Transportation Technology
- Grade 12 Visual Arts
- Grade 12 English College Preparation

### **Recognition Assembly**

- Special Services Award of Excellence
- Student Council Junior Letter

The PJ Native students organized two fundraisers for the youth in Attawapiskat. They also planted hearts for our Heart Garden to remember and honour Residential School Survivors! They acknowledged our First Nations kids in care by providing an opportunity to tell other students during our Have a Heart Day!

## **Brantford Collegiate Institute and Vocational School – Six Nations Student Successes 2016-17**

### **2017 Commencement**

- 6 Graduates

### **Student Awards**

Six Nations students were recipients of the following awards:

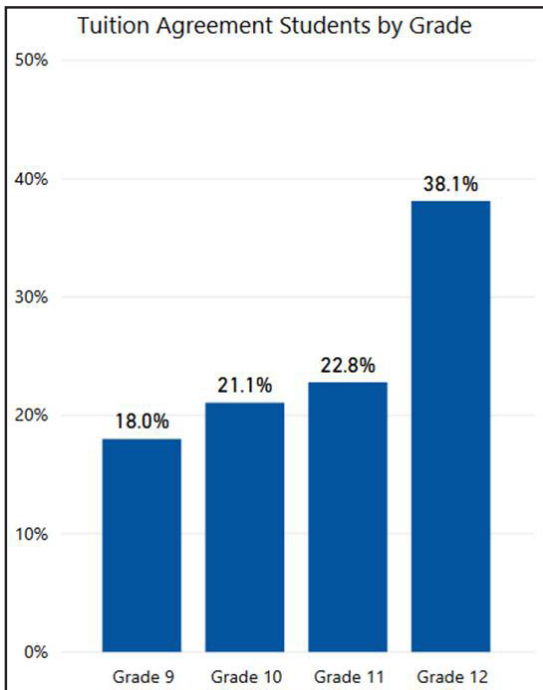
- 6 Honour Roll
- Level One Native Language (2)
- Level Two Native Language
- Expressing Aboriginal Cultures
- Grade 9 English
- Grade 10 Mathematics
- Grade 10 Career Studies
- Grade 10 Canadian History since WW1
- Grade 10 English
- Grade 10 Science
- Grade 11 Functions and Applications
- Grade 11 Instrumental Music – Band
- Grade 11 Music – Vocal/Choral
- Grade 11 Construction Tech – Electrical/Networking Cable
- Grade 11 Aboriginal Beliefs, Values and Inspirations
- Grade 11 Marketing – Goods, Services, Events

### **Recognition Assembly**

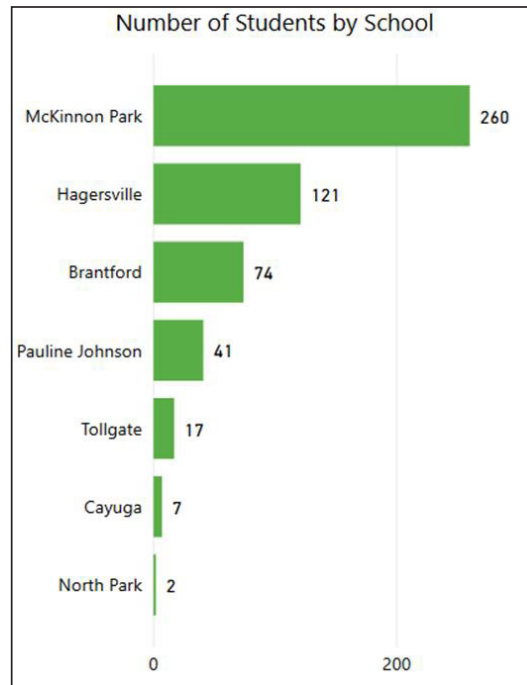
- Junior Symphonic Band – Bronze Medal at Simcoe Music Festival
- Senior Symphonic Band – Bronze Medal at Simcoe Music Festival
- BCI Choir – performed with the Bell City Concert Band
- Tsi Niyonkwariho:tens Elders Book Project – 9 Students
- Sears Drama Regional Level of the Ontario Sears Drama Festival
- Student Council – Grade 12 Rep
- Played in the Cadet Band for the 150th Canada Community Parade in Brantford

The BCI Native students organized two fundraisers for the youth in Attawapiskat. They also planted hearts for our Heart Garden to remember and honour Residential School Survivors! They acknowledged our First Nations kids in care by providing an opportunity to tell other students during our Have a Heart Day!

# Six Nations Students Enrolment by Grade - 2016-17



- The percentage of students from Six Nations increase by grade. More than 1/3 of these students are in Grade 12 or Grade 12+.



- The majority of Six Nations students attend McKinnon Park followed by Hagersville.

## Student Enrolment by School and Grade

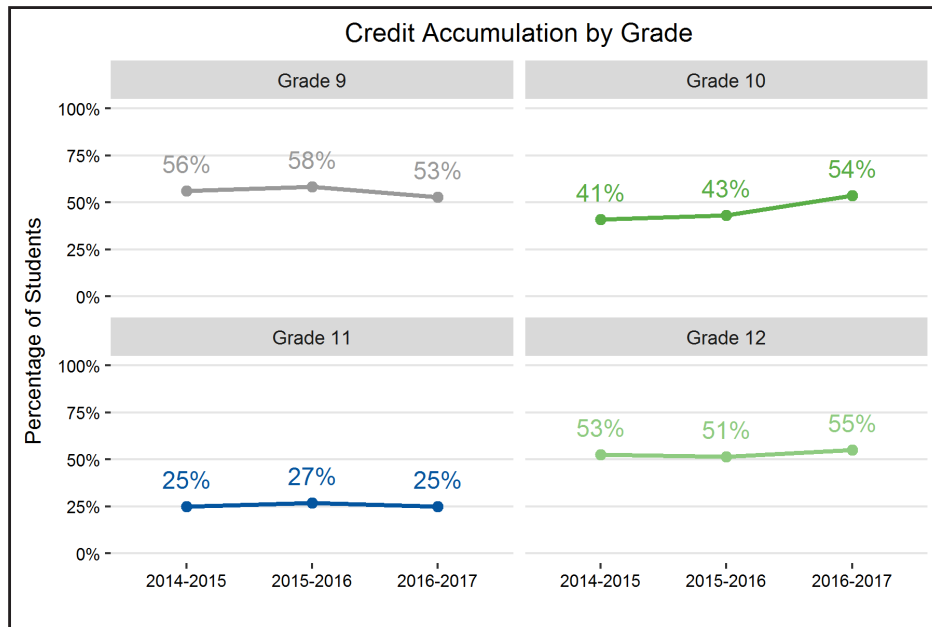
School	Grade 9	Grade 10	Grade 11	Grade 12	Total
McKinnon Park	54	48	56	102	260
Hagersville	13	30	26	52	121
Brantford	16	17	22	19	74
Pauline Johnson	4	3	14	20	41
Tollgate	4	8	1	4	17
Cayuga	3	3		1	7
North Park		1		1	2
<b>Total</b>	<b>94</b>	<b>110</b>	<b>119</b>	<b>199</b>	<b>522</b>

Note: Groups with fewer than six students are not reported

## Ontario Secondary School Diploma Completion

Of the 122 Six Nations resident students who began secondary school in a Grand Erie school for the 2011-12 academic year, 70 students completed the requirements for the Ontario Secondary School Diploma. 40 students completed in four years (2015), 25 completed in 5 years (2016) and 5 completed in 6 years (2017).

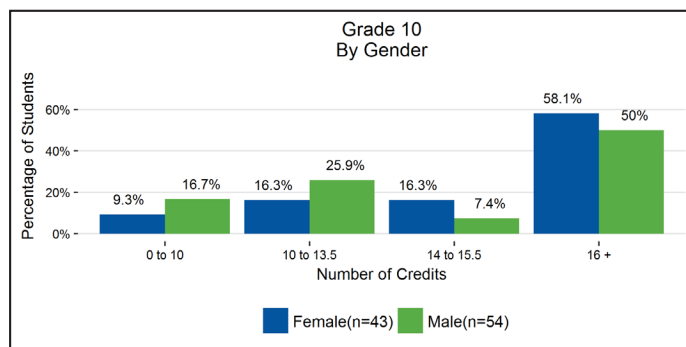
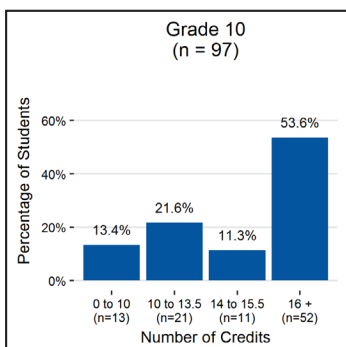
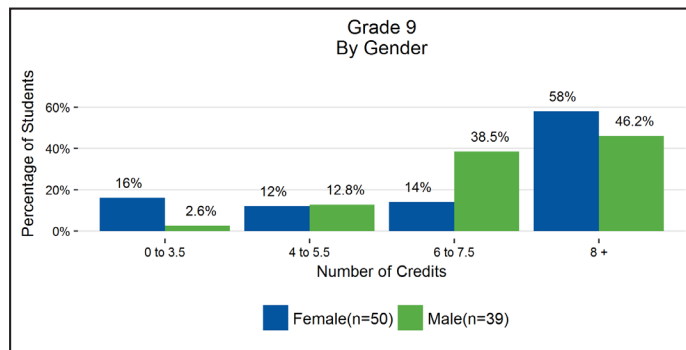
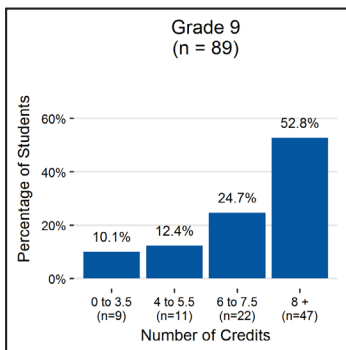
# Credit Accumulation by Grade and Year



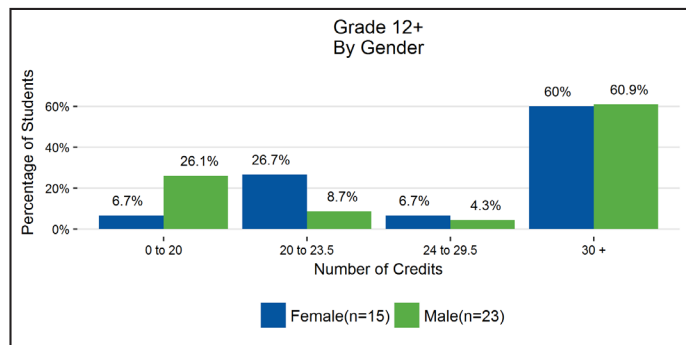
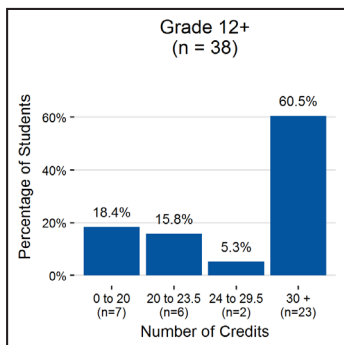
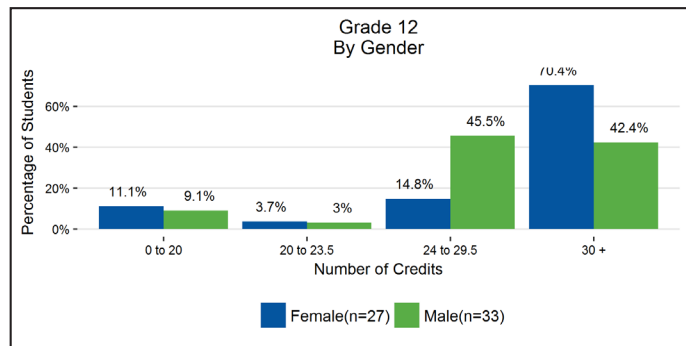
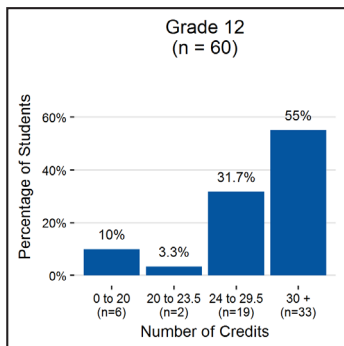
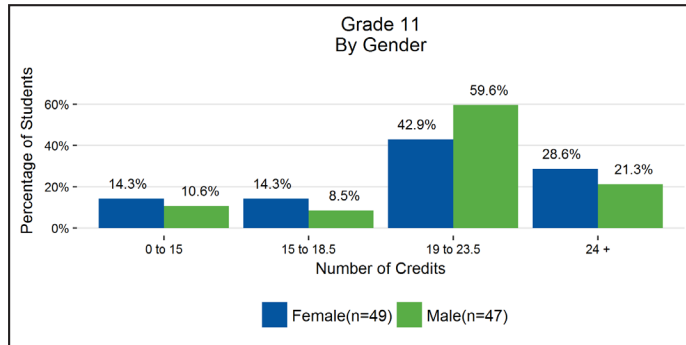
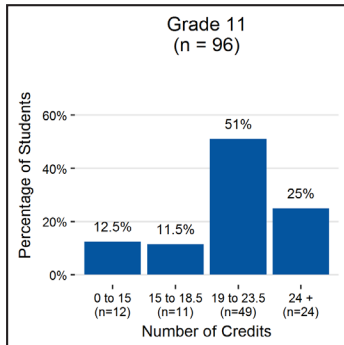
These graphs show the percentage of students who by the end of each grade have the following number of credits:

- Grade 9 – 8 credits
- Grade 10 – 16 credits
- Grade 11 – 24 credits
- Grade 12 – 30 credits

# Credit Accumulation by Grade and Gender



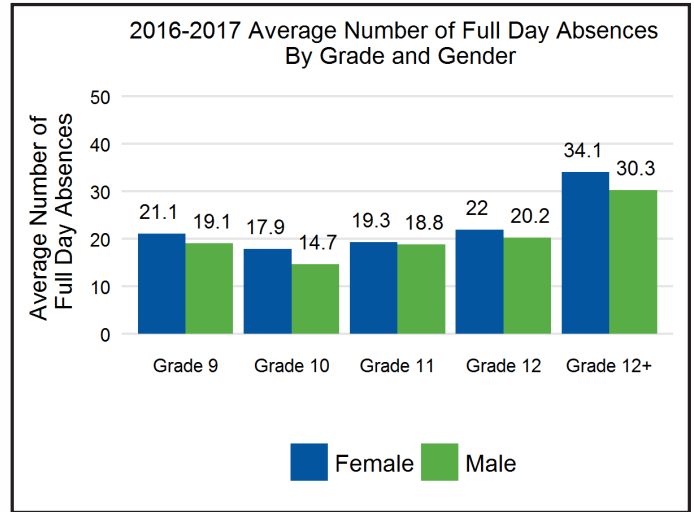
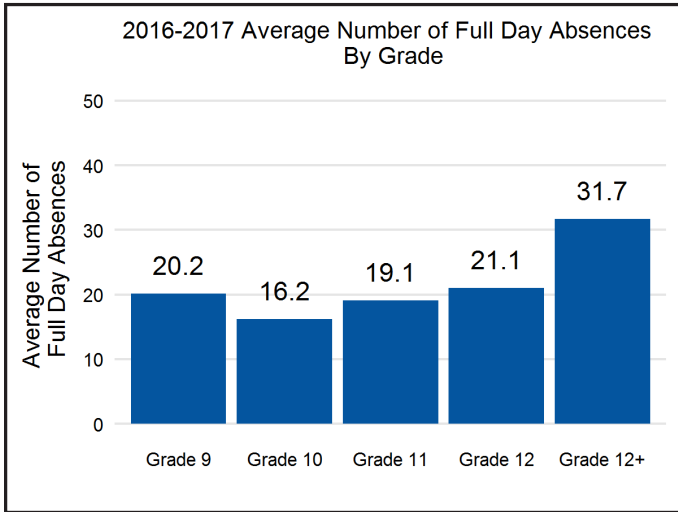
# Credit Accumulation by Grade and Gender



- The percentage of Grade 9 students achieving 8 credits has declined the previous three years from 56% to 53%
- This data assumes that all students in Grade 9 are taking a full course load of 8 credit granting classes. In 2016-17 85% of Grade 9 students attempted 8 credits – of those students, 62% achieved all of their credits. In addition, a further 28% of students who attempted 8 credits, achieved 6 to 7 credits
- **A total of 78% of Grade 9 students achieved 6 or more credits in 2016-17 and are on track to graduate in 3 or 4 years**
- The percentage of Grade 10 students achieving 16 credits has increased over the same time period from 41% to 54%
- In 2016-17, 72% of Grade 10 students attempted a full course load of 8 classes and by the end of Grade 10, 73% of those students achieved all of their credits
- **A total of 75% of Grade 10 students achieved 12 or more credits by the end of June 2017 and are on track to graduate in 2 or 3 years**
- Credit accumulation for Grades 11 has remained fairly static over the previous three years while Grade 12 is showing an improvement trend from 53% to 55%
- Looking at students who achieved between 6 and 8 credits in their Grade 11 year, 77% achieved 6 to 8 credits which is considered a full course load
- **A total of 76% of Grade 11 students achieved 19 or more credits by the end of June 2017 and are on track to graduate in 1 or 2 years**
- For Grade 12, 51% of students took a full course load of 6 to 8 credits – of these students, 51% were successful in all credits attempted – 40% of students earned 3 to 5 credits
- **A total of 87% of Grade 12 students achieved 24 or more credits by the end of June 2017 and have graduated or are on track to graduate in 1 year**

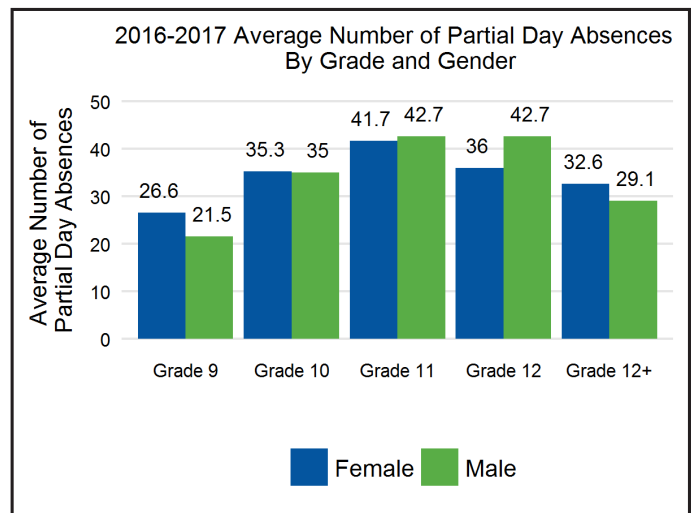
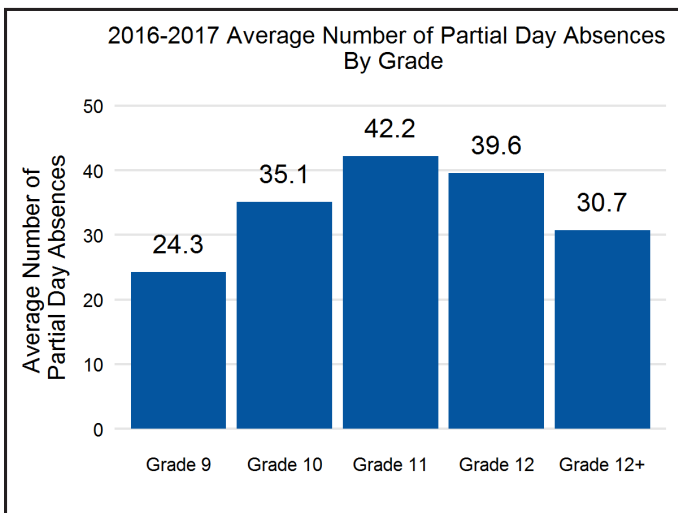
# Student Attendance

## Full Day Student Absences



- Full day absences are highest with Grade 12+ students.
- Females consistently have more absences than males across all grades

## Partial Day Student Absences



- Partial day absences are highest in Grade 11 students
- Gender gap fluctuates between grades

Six Nations Students - School Leaver Data 2016-17			
Reason	Males	Females	Totals
Indian Act	11	5	16
Board Remove from the Roll Letters	7	2	9
<b>Totals</b>	<b>18</b>	<b>7</b>	<b>25</b>

Six Nations Students - Excused from Attendance Data 2016-17			
Reason	Males	Females	Totals
Supervised Alternative Learning (SAL)	16	13	29
Medical Notes	0	1	1
Home Instruction	2	1	3
<b>Totals</b>	<b>18</b>	<b>15</b>	<b>33</b>

## Grade 9 Assessment of Mathematics

Number of Students								
	< Level 1	Level 1	Level 2	Level 3	Level 4	No Data	IEP	Accommodated
Academic	3	13	17	14	2	0	0	0
Applied	1	7	6	14	1	0	19	18

- There are more students from Six Nations taking Applied Mathematics than Academic Mathematics
- More than half of students in Academic Mathematics achieve the Provincial Standard (Level 3-4) Students in Applied Mathematics are more likely to achieve below the Provincial Standard (below Level 3)
- More students in Applied Mathematics are on an Individual Education Plan (IEP) and receiving accommodations

Applied	< Level 1	Level 1	Level 2	Level 3	Level 4
2012-13	6%	14%	35%	37%	9%
2013-14	0%	13%	35%	27%	4%
2014-15	7%	22%	38%	20%	4%
2015-16	8%	9%	36%	21%	11%
2016-17	6 %	27%	35%	29%	4%

Academic	< Level 1	Level 1	Level 2	Level 3	Level 4
2012-13	0%	5%	14%	74%	8%
2013-14	4%	15%	19%	63%	0%
2014-15	9%	13%	20%	59%	0%
2015-16	3%	9%	27%	58%	3%
2016-17	3%	24%	21%	48%	3%

Note: Percentages may not add to 100% due to students with No Data

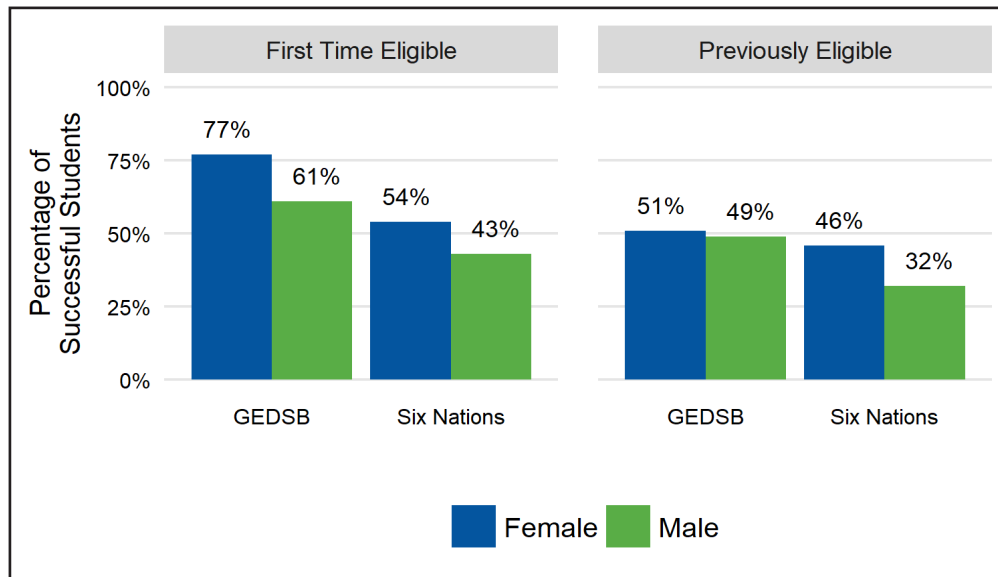
- Students achieving the Provincial Standard (Level 3-4) in both Applied and Academic mathematics has decreased from the 2012-2013 assessments.
- The majority of students taking Academic Mathematics achieve the Provincial Standard (Level 3-4)
- The majority of students taking Applied Mathematics achieve below the Provincial Standard (below Level 3)

# Ontario Secondary School Literacy Test (OSSLT)

Number of Students:	First Time Eligible (FTE)	Previously Eligible (PE)
Eligible Students	105	108
Absent	4	15
Deferred	11	28
Exempt	1	1
OSSLC	12	35
<b>Participating Students</b>	<b>77</b>	<b>29</b>
Successful	37	11
Unsuccessful	40	18
<b>Students with Special Needs</b>	<b>31</b>	<b>41</b>
Participating	15	8
With Accommodations	15	8
Successful	2	2

- 48% of participating First-Time Eligible students from Six Nations were successful on the OSSLT 38% of participating Previously Eligible students from Six Nations were successful on the OSSLT
- 32% of Previously Eligible students from Six Nations are registered in the Ontario Secondary School Literacy Course (OSSLC)

## OSSLT by Gender



- The gender gap is consistent between males and females for all Grand Erie District School Board students and students from Six Nations
- Females are more likely than males to be successful on the OSSLT, for both First Time Eligible and Previously Eligible students
- The gap is largest with Previously Eligible students from Six Nations (46% females were successful vs. 32% males)



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