



SUCCESS for Every Student



GRAND ERIE **TUITION AGREEMENT REPORT**

Indigenous Education 2015-16

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 2015-2016 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 Six Nations students who reside in Six Nations and who are covered under the tuition agreement.

Indigenous Education 2015 - 16 Areas of Focus

Achievement Identify, develop, implement, and review strategies to improve First Nation, Métis, and Inuit (FNMI) student achievement in collaboration with school and system staff through the Board Improvement Plan.

Environment Create learning environments that are engaging, inclusive and culturally relevant to FNMI students, parents and community members.

Engagement Establish, maintain, enhance and review partnerships and community relationships that support the unique needs of FNMI students to reach their full potential.

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, GEDSB

Helen Miller, Six Nations Community Representative, Six Nations Elected Council

Dave Dean, Trustee, GEDSB

Grand Erie District School Board Staff Resource

Brenda Blancher, Director of Education

Deneen Montour, Native Advisor

Caroline VanEvery-Albert, Indigenous Education Teacher Consultant

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

Sharon Williams, Native Education Counsellor – McKinnon Park Secondary

Melissa Turner, Native Education Counsellor – Hagersville Secondary

Rae Anne Hill-Beauchamp, Native Education Counsellor – McKinnon Park Secondary

Shannon Korber, Native Community Liaison Officer

Principals of Secondary Schools

Sharon Doolittle, Recording Secretary



Grand Erie Indigenous Education Department 2015-2016



The Native Advisor, Indigenous Education Teacher Consultant, K-12, Native Educational Services staff and the Director of Education, Brenda Blancher worked together with staff at all levels to improve the success rates of Six Nations students in Grand Erie.

Indigenous Education is incorporated into the work of the Board Improvement Plan for Student Achievement. Staff began the work of the three year First Nations, Métis and Inuit Education Plan 2015 – 2018. We implemented the following goals under the areas of achievement, environment, engagement, and advocacy.

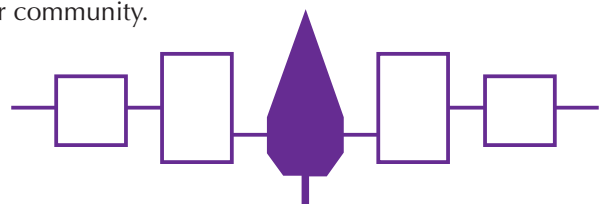
- Monitor the partnership between Grand Erie District School Board, Six Nations, and New Credit schools to implement a plan that promotes a smooth transition for tuition agreement students from one school to another, including students with special needs
- Use the collaborative inquiry process to further the understanding of pedagogical practices that meet the needs of FNMI students and share findings with elementary, secondary and system staff
- Monitor the implementation of elementary and secondary school initiatives and activities that are culturally appropriate for FNMI students and engaging for all students. Provide funding to schools to support culturally appropriate FNMI programming
- Implement programs that increase equity and inclusiveness in classrooms and schools
- Support mental health programs that meet the unique needs of FNMI students
- Monitor the partnership between Grand Erie District School Board and Six Nations Child & Family Services to ensure FNMI students have access to social workers who have a clear understanding of their unique needs
- Support community and post-secondary initiatives that aim to meet the needs of FNMI students
- Review board policies and procedures with an Indigenous lens to ensure that they are respectful and inclusive of FNMI people

The Indigenous Education Department continued to financially support school and community based projects. The team remained involved in the planning and facilitation of projects at the school level, such as Indigenous Awareness Days, Mentor Projects, Pen Pal Project, Teacher Professional Development and Cultural curriculum workshops for students and the provision of

supply coverage and transportation costs for students to attend a number of community and school sponsored educational activities. Some of the initiatives completed during 2015-2016 year included;

- Supporting student engagement through a field trip to the Imaginative Film Festival
- Grand Erie District School Board, Six Nations & New Credit 2015-2016 Transition Plan development and implementation
- Expansion of Native Language program offerings with Mohawk Language Level 1 – offered at Brantford Collegiate Institute and Pauline Johnson Collegiate and Vocational School
- Six Nations Grade 8 High School Information Night
- Cross Panel Resource in Mathematics partnership with Six Nations Grade 7 & 8 elementary teachers
- Finding Our Voice Cross Panel Resource in Literacy from an Indigenous Perspective
- Participation of staff in the Indspire Conference in November 2015
- Cultural Competency Training for Grand Erie staff
- School College Work Initiative Apprenticeship Day
- Mentors Influencing New Directions (MIND) Peer Mentoring Program with senior mentor students and all Grade 9 students at McKinnon Park Secondary School and senior mentor students from Pauline Johnson Collegiate and Grade 8 students at Bellview, Major Ballachey and Woodman-Cainsville.
- Ministry of Education, Student Success Branch, First Nation, Metis, and Inuit Student Learning & Leadership Conference

In June, the team bid farewell to Deneen Montour, our Native Advisor, as she moved into an Elementary Vice-Principal role at Princess Elizabeth and Bellview schools in Brantford in September 2016. Throughout her many years as our Native Advisor, Deneen has been a strong advocate for Indigenous students and a strong voice for her community.



Message from the Native Trustee

After serving 2 years of a 4 year term as the Six Nations Trustee for the Grand Erie District School Board, it's reassuring that so many people support our children's education at various levels. "Success for Every Student" is at the center of the new multi-year plan. This absolutely reinforces the commitment of the Board including all educators, administrators, superintendents, staff, counsellors, and coaches. The diverse programs offered through the Grand Erie District School Board create opportunities for many Indigenous students to successfully carry on after graduating to a new career. Whether they are transitioning to apprenticeships, trades, post-secondary studies or employment, our schools help prepare all students to succeed.

Many community partners also support the path of our children as they strive to complete their goals including Grand River Employment and Training, Six Nations Polytechnic, Indspire, Niagara Peninsula Aboriginal Area Management Board, Grand River Post-Secondary, and Six Nations Elected Council. This collective effort very much supports the notion that it takes a community to raise a child. Negotiations are underway for the next tuition agreement with INAC as the existing one comes to a close mid-2017.

As a parent, we all want our children to be contributing members of society and I have seen first-hand how the Grand Erie District School Board honours and supports that. Mutual respect is earned and shared and when the Grand Erie District School Board supported the Truth and Reconciliation Commissions' Calls to Action it demonstrated reciprocity in the truest form. The Central West Region of school boards also had the opportunity to tour the Woodland Cultural Centre last spring. Although this is Canada's history, few know the realities of the effects of this government enforced policy. These small steps help in reconciling the past so decision makers and educators understand the struggles faced by Indigenous students who have endured intergenerational grief and trauma. It is very important that the Grand Erie District School Board continues to support our traditional languages so they can be restored. It is important to be proactive and forge new relationships as many school boards throughout Ontario have done.

The Ministry of Education has made a good start with Grades 4 to 8 Social Studies and Grade 10 Applied and Academic History in terms of incorporating Indigenous content into the core courses which is anticipated for September 2017. There will be inclusion of required curriculum regarding the Indian Residential School system, Treaties and the Indian Act. The First Nations' Trustees continue to participate and make contributions to this table with the Ministry.

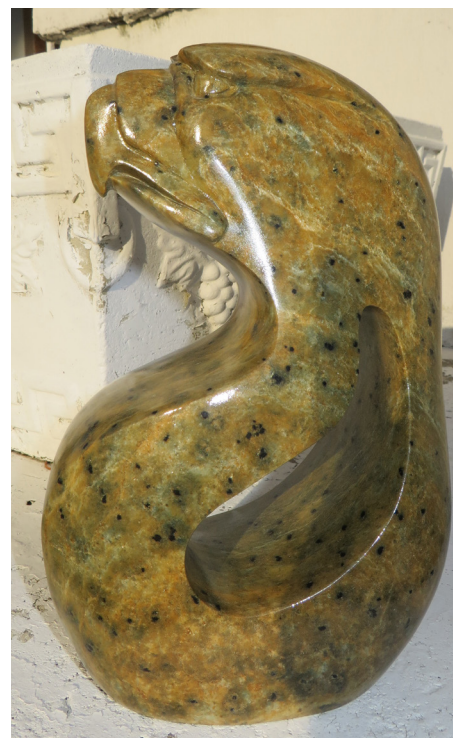
As the Six Nations Trustee, I am committed to the following meetings or activities:

- 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 Student Discipline Committee
- Alternate to the OPSBA First Nations Director for the First Nation Trustees
- Central West Region Trustee meetings (2-3 times per year)
- Graduations and award ceremonies for McKinnon Park, Hagersville Secondary, Turning Point, Newstart, and SWAC
- 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



As always, I will continue to advance the agenda of Indigenous students in the Grand Erie District School Board.

Karen Sandy,
Native Trustee, Grand Erie District School Board



Six Nations Alternative Education Data 2015-2016

I.L.A. Turning Point

Total Number of Re-engaged Students: 119
Male - 66 Female - 53
Total Credits Attempted: 565
Total Credits Achieved: 362
Success rate for credit accumulation: 55%
Total Coop Hours: 15,580
Total Coop Credits: 141.6 credits
Number of graduates: 30

NewStart

Total Enrollment: 51
Total Credits Attempted: 96
Total Credits Achieved: 69.5
Success rate for credit accumulation: 72%
Number of graduates: 7

Hagersville NATIONS

Total Enrollment: 9
Total Credits Attempted: 27.5
Total Credits Achieved: 9
Success rate for credit accumulation: 33%

Ratiweientehta's (They Are Learning) Youth Lodge Program

Total Enrollment: 12
Total Credits Attempted: 45.5
Total Credits Achieved: 29.5
Success rate for credit accumulation: 65%

School Within a College (SWAC) at Grand River Employment and Training (GREAT)

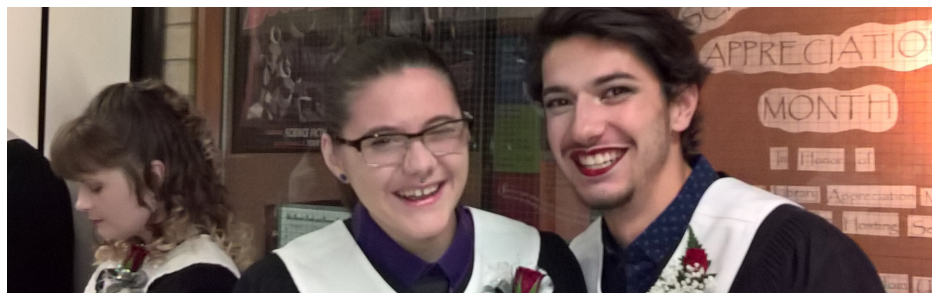
Total Enrollment: 21
Total Credits Attempted: 69
Total Credits Achieved: 48
Success rate for credit accumulation: 70%
Number of graduates: 10

NuVision Program

Total Enrollment: 8
Total Credits Attempted: 48.5
Total Credits Achieved: 43.5
Success rate for credit accumulation: 90%
Number of graduates: 1

Total number of Graduates from all Grand Erie Secondary School Alternative Education Programs 2015-16:

Total: 48



Alternative Education Bussing

After a lengthy process, bus transportation for three HSS satellite program: SWAC, NuVision, and Youth Lodge, was finally secured! Thanks to the efforts of the team: Grand Erie - Karen Sandy, Dave Dean, Shaun McMahon, Jeannie Martin INAC - Lori Ransom & Peter Jones Sharp Bus Lines - John Prendergast & Irene Stewart

Six Nations students can now benefit from these excellent program options without transportation being a barrier.



Leading Voices

Students from seven school boards in the London East Region joined Grand Erie for Leading Voices, a day of student leadership at Six Nations Polytechnic on Thursday, May 19, 2016. Key note speaker Pakesso Mukash started off the morning with his story as a Cree/Abenaki musician and activist. Students were invited to workshops that included Electroacoustic Music, Wampum Belt Teachings, Lacrosse Teachings, Onkwehon:we Organics and more. The afternoon concluded with a youth panel and future leadership planning.



Grand Erie Family Featured in Ministry of Education's Public Awareness Campaign



The Bomberri family was featured in a television commercial released by the Ministry of Education that ran in major Ontario media outlets this fall.

This video raises awareness about Ontario's publicly funded education system. It demonstrates how the Ministry of Education and school boards are helping students reach their goals and full potential. For more information on this public awareness campaign:

- **Watch the Bomberri Family at McKinnon Park Secondary School's Graduation Ceremony (<https://youtu.be/tvHlyTJw2Bg>)**

Grand Erie District School Board captured the graduation ceremony on June 30, 2016 and featured Jayden and her family as she received her Ontario Secondary School Diploma.

"Graduating means taking another step into life," says Jayden during the interview before the official ceremony.

As shown in the Grand Erie video, Jayden's mother Christina credits hard work, family support and dedication to her daughter's success.

Jayden and the Bomberri family is also featured in Grand Erie's Achievement section of the 2016-2020 Multi-Year Plan.

Pauline Johnson Has a Heart

PJ students celebrated Valentine's Day in a unique way.

Valentine's Day meant a little bit more at PJ this year as students and staff joined to celebrate Have a Heart Day. Free cookies were handed out as part of a campaign to help ensure that First Nations children have the childhood they deserve.

Six Nations student Artyna Jonathan-King said, "As a Native student, it was nice to see the PJ students come out for Have a Heart Day and show their support of First Nations kids."

Teresa Miller, the grandmother of a PJ student, prepared 800 heart-shaped cookies which were handed out over the lunch break on February 12th.

"She was amazing," said Tracy Levett, a member of PJ's Truth and Reconciliation Committee. "She made the event possible. It's really important to know we can make a difference for this generation of First Nations kids."

Students also learned more about the challenges facing First Nations children including disproportionate numbers of children in care, unequal access to education and the legacy of the Residential School System.

"I did not realize the discrepancy in basic services when it comes to First Nations children," said student Collin Tate. "I believe all children deserve an equal opportunity with educational resources, deserve to be proud of their culture and deserve to live in a safe and healthy home."

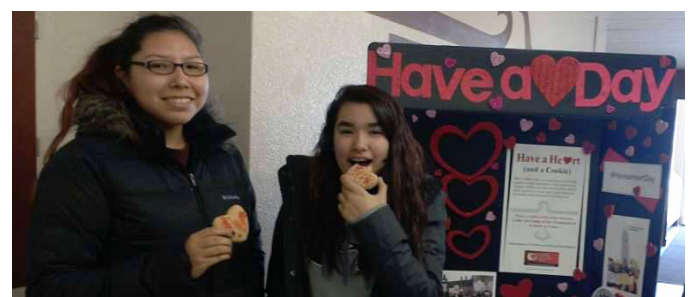
Many students signed a Valentine's Day card to Prime Minister Justin Trudeau asking him to implement the recommendations of the Truth and Reconciliation Commission.

"It's great to see that the government may finally recognize that its treatment of First Nations youth has been entirely unfair, and they might finally get the treatment they deserve," said student Hannah Schnepf.

PJ's event was one of 40 registered events that took place across Canada over the Family Day weekend. Canadians were asked to "support culturally based equity for First Nations children in joyful and creative ways."

"The Have a Heart event was a call for equity," said Hunter Blue, co-prime minister of the PJCVS Student's Council. "More than that, it was a learning opportunity which highlighted how the historical roots of our society perpetuate privilege placing Aboriginal youth at a distinct systemic disadvantage."

Have a Heart Day is the brainchild of the First Nation Child and Family Caring Society of Canada. After the PJ event, the school received a card of thanks from Executive Director Cindy Blackstock.



Hagersville Secondary School Celebrates its Native Club!



The Native Club is a group composed of Native and non-Native students, that contributes to the overall student life at HSS. The club is actively involved in planning and organizing events throughout the year. Events include those that are specific to Indigenous history and culture like socials and Rock Your Mocs Day but they also plan and participate in other events that contribute to the student life at HSS. For example, every year during the 12 Days of Christmas the HSS Native Club hosts a 3 on 3 Hockey tournament for all students. They have also organized a Valentine's Day Relay Race and sold candy-grams for Easter.

Students involved in Native Club develop a sense of pride in who they are while developing strong leadership skills. Along with learning how to plan and carry out community events and fundraisers, these young people have learned to write proposals for grants as well. They may endeavour to recite the Thanksgiving Address to open events and they build public speaking skills as they learn to introduce guest speakers, speak on Native issues and provide the student body with information on morning announcements. Through the Native Club our Six Nations students are supported to be proud of their Onkwehonwe heritage and will be strong leaders for our community.

In upcoming years, other schools will be encouraged to use the model of the HSS Native club to start their own group for Indigenous students.



Pauline Johnson Collegiate TRC Committee

The PJ Truth and Reconciliation Committee began in the spring of 2016 out of a discussion between Tracy Levett and Sherri Vansickle. They hosted events and activities for the PJ students and staff including Have a Heart Day, the KAIROS Blanket Exercise (Featured in Brant News), and the Heart Garden (Honouring Memories, Planting Dreams). Tracy, Sherri and the rest of the staff involved recognize they are treaty people and have a responsibility to right some wrongs. The committee is committed to acknowledging our responsibility to fulfill the calls to action.

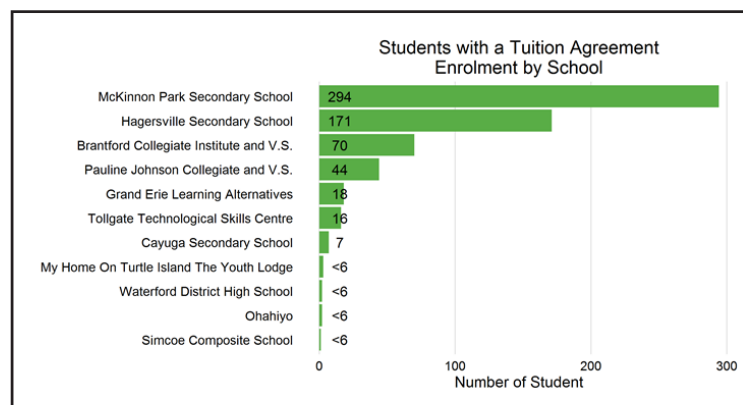
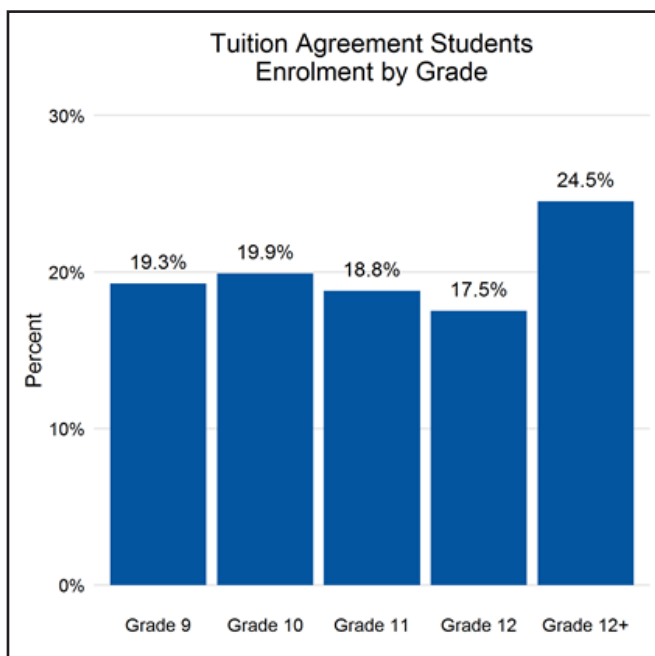


BCI "Activists in Action for Attawapiskat"

The atrium at BCI was a-buzz with action! The Safe Talk team, who are students trained to help other teens have those courageous conversations about suicide and direct them to the proper supports, were on hand to help with the Awehaode (compassion) table. Lots of books, baseball gloves and craft supplies were dropped off. The project has had a global impact with a donation from Egypt on the first day. Also, a dad who is in the Armed Forces was out shopping with his sons when he heard about the project stopped by the school and dropped off a baseball glove the next day. This activity also took place at PJ.



Six Nations Tuition Agreement Students Enrolment by Grade - 2015-16



- The percentage of students from Six Nations fluctuates between cohorts. Almost ¼ of these students are in their fifth or more year of high school.

- The majority of students from Six Nations attended McKinnon Park Secondary School in the 2015-2016 school year.
- Four Grand Erie District School Board secondary schools had fewer than six students from Six Nations
- To prevent identification of individual student's groups with five or fewer students are reported as <6

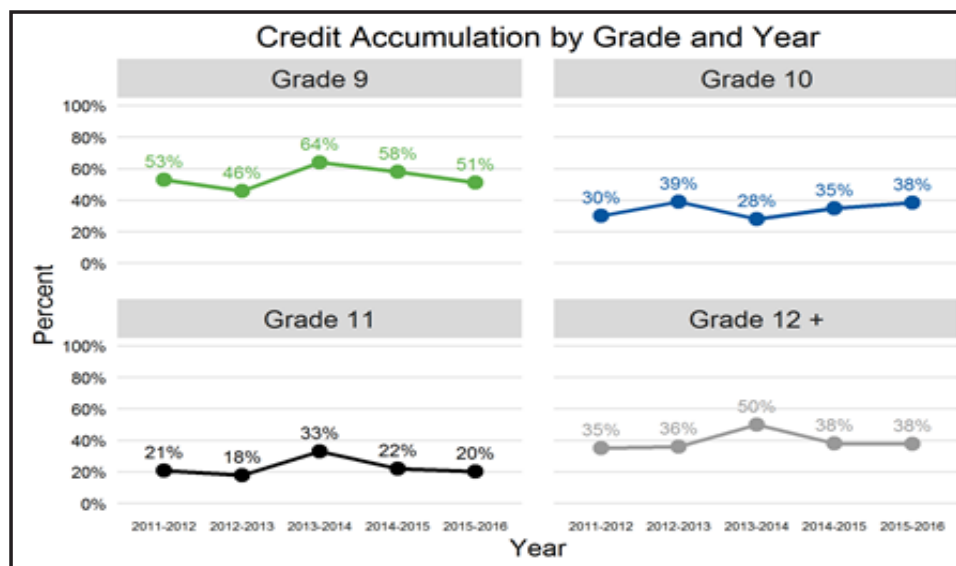
Student Enrolment by School and Grade

	Grade 9	Grade 10	Grade 11	Grade 12	Grade 12+
Grand Erie District School Board (n=646)	127	127	119	116	157
McKinnon Park Secondary School (n=294)	48	54	59	48	85
Hagersville Secondary School (n=171)	33	30	37	28	43
Brantford Collegiate Institute and V.S. (n=70)	20	23	9	14	-
Pauline Johnson Collegiate and V.S. (n=44)	-	12	-	11	12
Grand Erie Learning Alternatives (n=18)	-	-	-	-	-
Tollgate Technological Skills Centre (n=16)	-	-	-	-	-
Cayuga Secondary School (n=7)	-	-	-	-	-
My Home On Turtle Island The Youth Lodge (n=<6)	-	-	-	-	-
Ohahiyo (n=<6)	-	-	-	-	-
Waterford District High School (n=<6)	-	-	-	-	-
Simcoe Composite School (n=<6)	-	-	-	-	-

Note: Groups with fewer than six students are not reported

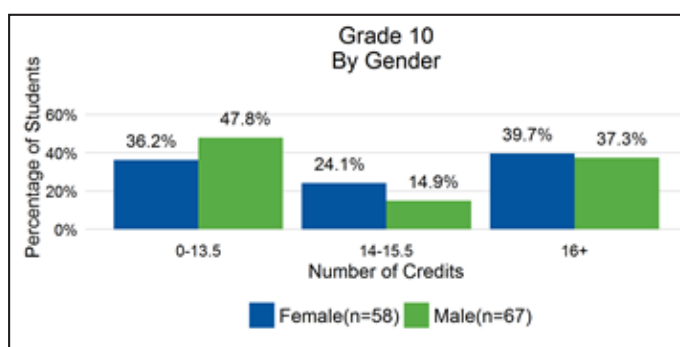
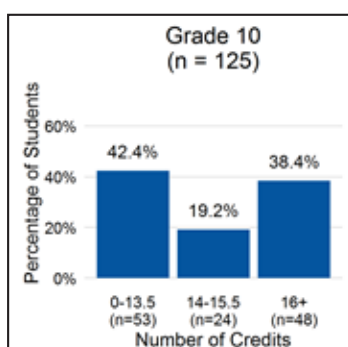
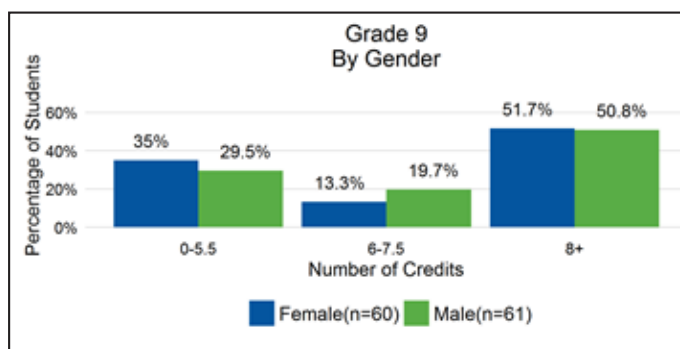
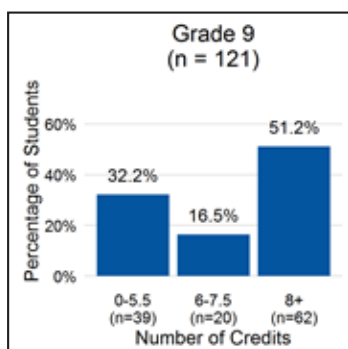
- Eleven Grand Erie DSB schools have students from Six Nations.

Credit Accumulation by Grade and Year

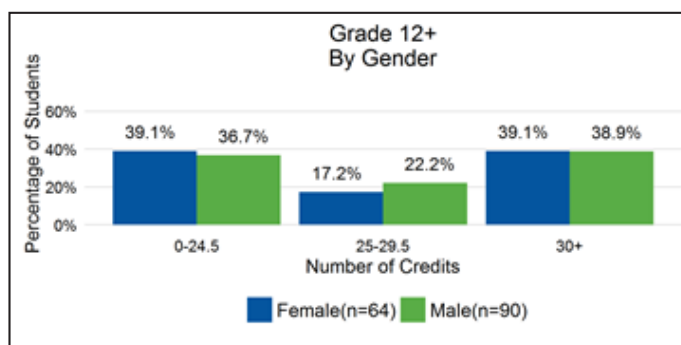
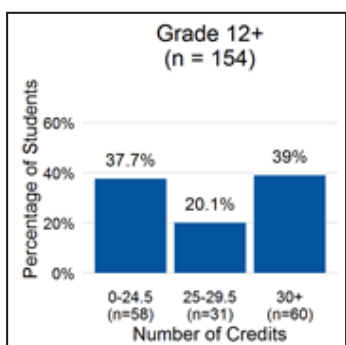
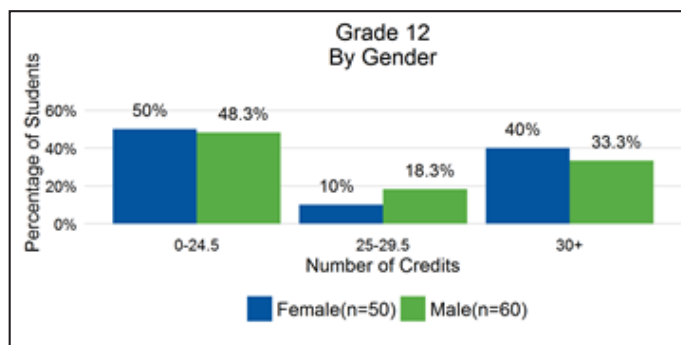
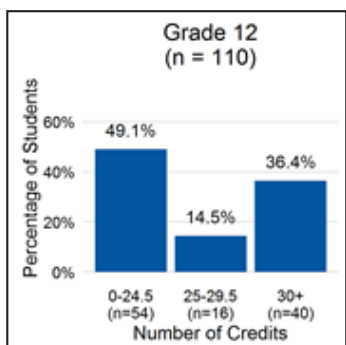
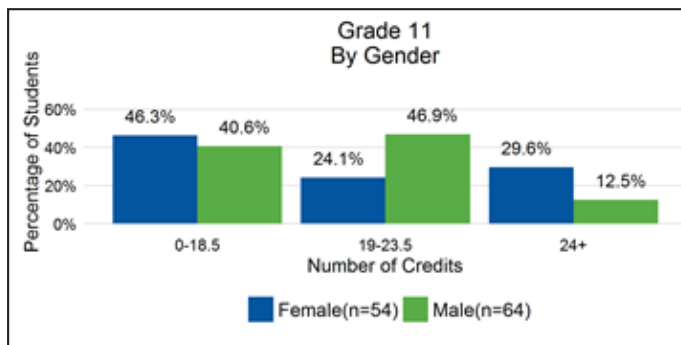
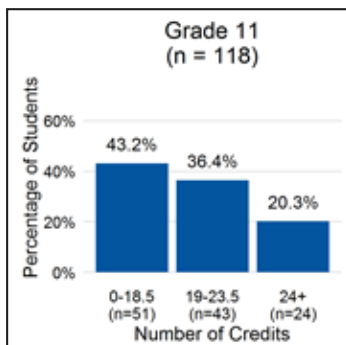


- Grade 9 credit accumulation has declined over the previous three years while Grade 10 has increased 10 percentage points. Students in Grade 11 continue to have the lowest percentage of students on track to graduate.

Credit Accumulation by Grade and Gender

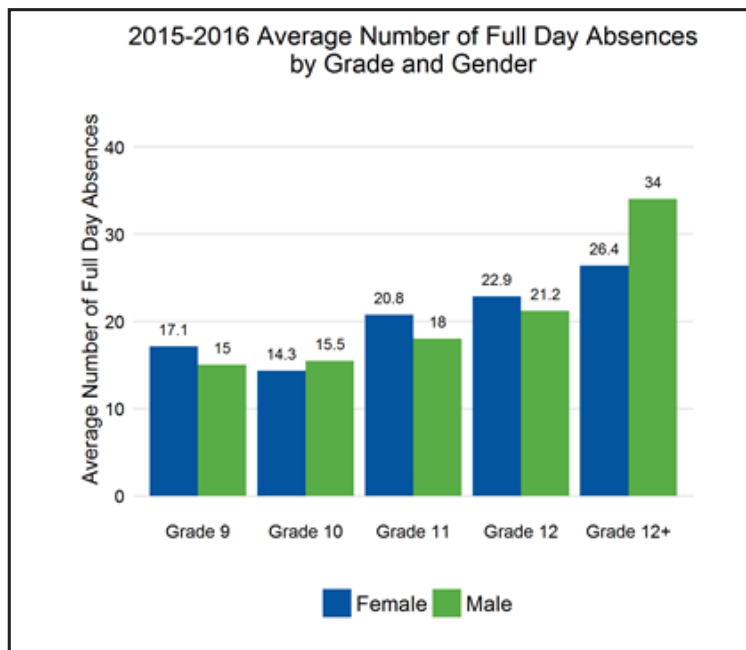


Credit Accumulation by Grade and Gender (Cont'd.)

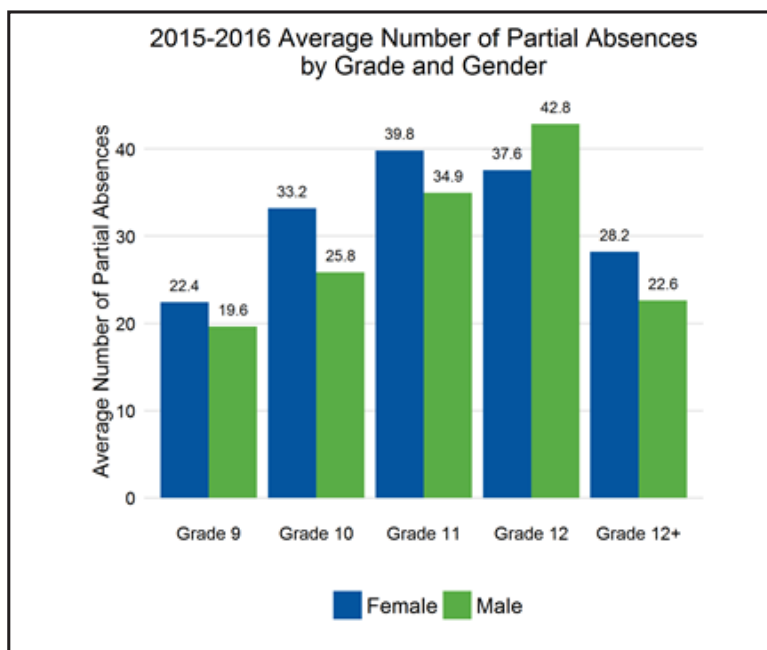


- 51% of Grade 9 students earned 8+ credits in 2015-16 and are on track to graduate (down from 59%)
- 38% of Grade 10 students earned 16+ credits in 2015-16 and are on track to graduate (up from 36%)
- 20% of Grade 11 students earned 24+ credits and are on track to graduate (down from 22%)
- 36% of Grade 12 students earned 30+ credits (down from 38%)
- 39% of Grade 12+ students earned 30+ credits (up from 38%)
- Gender gap is most evident in Grade 11 with 30% of females earning 24+ credits versus 13% of males

Full Day Student Absences by Grade and Gender

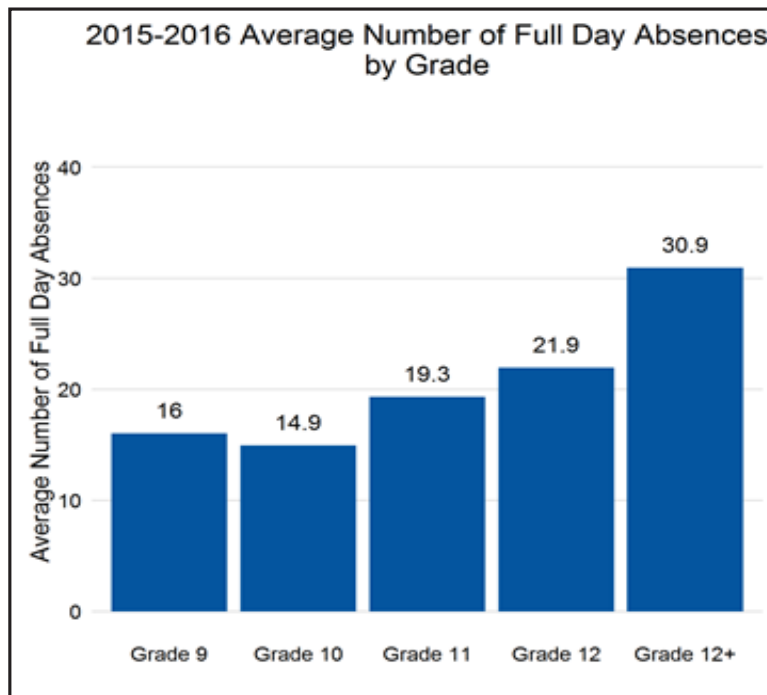


Partial Day Student Absences by Grade and Gender

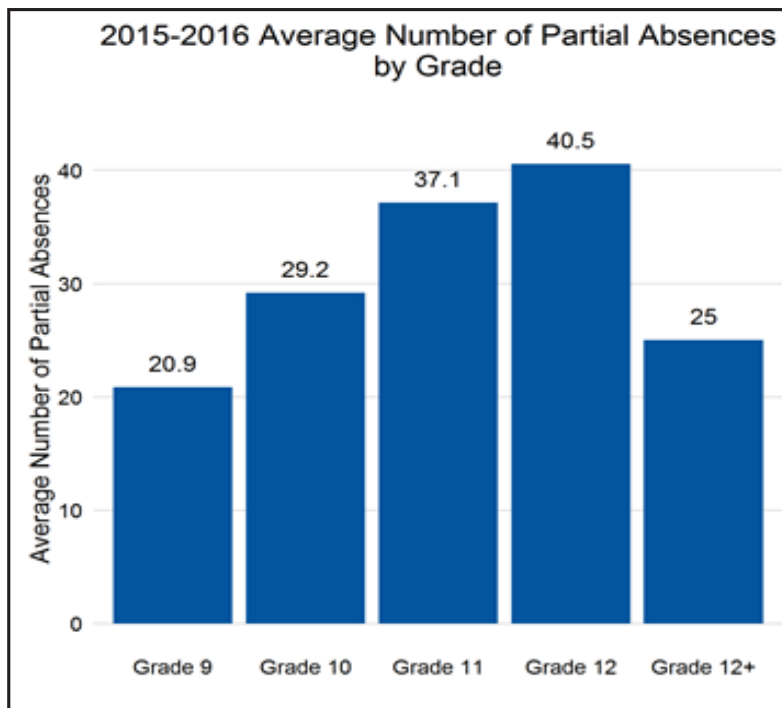


- Gender differences fluctuate between grades.
- The gender gap for full day absences is largest for students in their fifth or more year of high school.
- When looking at partial absences, males have higher absenteeism in Grade 12. In all other grades females have higher rates of absenteeism.

Average Number of Full Day Absences by Grade



Average Number of Partial Day Absences by Grade



- The average number of partial absences steadily increase through Grades 9 to 12, and show a decline for students in their fifth or more year of high school.
- Full day absences show a slightly different pattern with fewer absences in Grade 10 compared to Grade 9, and then steady increases through to Grade 12 and those students in their fifth or more year of high school.

2016 EQAO Grade 9 Assessment of Mathematics

Number of Students at Each Level								
	Below 1	Level 1	Level 2	Level 3	Level 4	No Data		
Applied	< 6	<6	9	19	< 6	0		IEP
Academic	< 6	<6	19	11	6	8		Accommodated

- There are more students from Six Nations taking Applied Mathematics than Academic Mathematics
- Students in Academic Mathematics are more likely to 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

Grade 9 Mathematics – Percentage of Students at Each Achievement Level (4 Year Trend)

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%

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%

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)

2016 EQAO Ontario Secondary School Literacy Test (OSSLT)

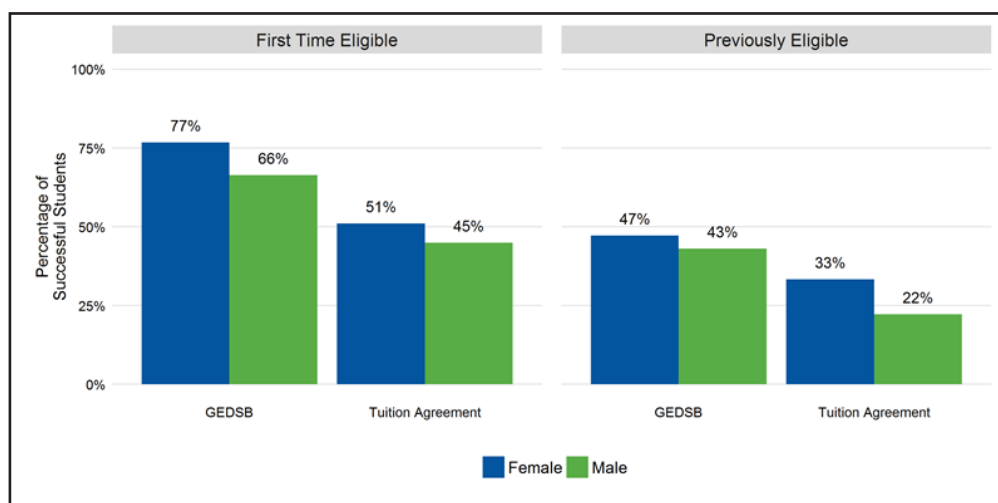
Number of Students:	First Time Eligible (FTE)	Previously Eligible (PE)
Eligible Students	118	105
Absent	< 6	14
Deferred	14	19
Exempt	NA	< 6
OSSLC	0	39

Participating Students	98	30
Successful	47	8
Unsuccessful	51	22

Students with Special Needs	34	45
Participating	24	8
With Accommodations	23	8
Successful	7	0

- 48% of participating First-Time Eligible students from Six Nations were successful on the OSSLT
- 27% of participating Previously Eligible students from Six Nations were successful on the OSSLT
- 18% of Previously Eligible students from Six Nations are registered in the Ontario Secondary School Literacy Course (OSSLC)

2016 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 (33% females were successful vs. 22% males)
- The gap is closer with First Time Eligible students from Six Nations (51% females were successful vs. 45% males)

NOTES:

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349 Erie Avenue, Brantford ON N3T 5V3
Telephone: 519.756.6301 • Toll Free: 1.888.548.8878
Fax: 519.756.9181 • Email: info@granderie.ca
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