



Education Services Agreement

Six Nations of the Grand River Students

Progress Report 2020-21

Executive Summary



The Education Services Agreement for Six Nations Students is an agreement between the Grand Erie District School Board and Indigenous Services Canada (ISC), on behalf of Six Nations of the Grand River, that outlines the services, programs and supports that were provided to students from Six Nations that attend Grand Erie schools.

This report highlights the work of the 2020-21 school year, specifically related to the progress of these students and the team whose work emerges from this Education Services Agreement: the Native Advisory Committee, the Native Trustee, the Native Advisor, and the Native Education Counselling staff.

Multi-Year Strategic Plan 2021-26

Over the last five years, the 2016 -20 Multi-Year Strategic Plan has provided a focused direction for growth and improvement throughout our schools and all levels of our organization. Coming out of one of the most challenging times in the history of education, now is the right time to chart our path and vision for the future. Setting up students for success must include a bigger focus on access to learning, equity and inclusiveness, and a culture of well-being.

Goal: Deepen our system commitment to reconciliation and improve education achievement outcomes for all First Nations, Métis and Inuit students.

How will we achieve this goal?

- Professional development to actively engage in the Truth and Reconciliation Commission's Calls to Action.
- Promote and participate in reconciliation community engagement opportunities.
- Engage in authentic learning with Indigenous peoples, communities, and perspectives.
- Deliver Indigenous courses that allow students to see themselves in their own learning (language, culture etc.).

How will we know we are successful?

- Increased participation in First Nations, Métis and Inuit Additional Qualification courses and in reconciliation events and cultural competency training.
- Increased opportunities for staff and students to voice their experiences and perspectives in a variety of communication and learning platforms.
- Increased 4- and 5-year graduation rates (OSSD and OSSC) and a decrease in number of early leavers.
- Increase of Indigenous resources within schools across Grand Erie.
- Increase Indigenous language and curriculum offerings across the district.

School Instruction throughout 2020-21

The 2020/21 school year saw numerous changes that contributed to a fragmented school year. Students began the year in person, followed by a switch to remote learning just after the winter break. Students then returned to in-person learning in February with a final switch to remote learning in April. This continual flip flop provided numerous transition periods and contributed to additional strain on mental health and well-being of students across the district.

The connection to Grand Erie District School Board remained strong as school staff and communities strove to ensure the students were supported beyond academics.

Enrollment of students from Six Nations remained relatively static across the entire school year, beginning with 436 students, and finishing the year with 436 students. Connections became the priority as students worked toward credit completion.



Moving Forward

Throughout the 2021/22 school year Grand Erie has worked to ensure supports have been put into place that align with the Strategic Direction of Learning, Well-Being and Belonging. To support this work, efforts have been made by the Indigenous Education Team, Native Counsellors and additional Cultural Mentors/Grad Coaches who are working directly with students, to monitor the progress of students from registration to graduation. Several new initiatives have also been put into place to support students across the district and within communities. These fall within four areas. Included are a few examples of what is being done within those areas:

Deliver Indigenous courses that allow students to see themselves in their learning

1. Tech support to reorganize digital platforms for language development and curriculum support
2. Updating Portal to provide a more prevalent Indigenous presence within the board
3. Research for Curriculum Development

Authentic learning with Indigenous peoples, communities, and perspectives

1. Teacher Requests for Community Supports
2. Learning Commons Development
3. Honorariums for Cultural Speakers
4. Cultural Programming Costs
5. Creation of Safer Spaces
6. Learning from the Land/Land-Based Learning
7. Indigenous Student Hub Development

Professional development to actively engage in the Truth and Reconciliation Commission's Calls to Action

1. Professional Development – e.g. Indspire Conference
2. Online resource license
3. Cultural Competency Training for staff
4. Cultural Kits - Resource Development, Professional Development

Promote and participate in reconciliation community engagement opportunities

1. Student Leadership/ Engagement (Secondary and Elementary)
2. Indigenous Education Advisory Committee
3. Honorarium for guest speakers
4. Parent Engagement - Family Workshops, information sessions, transition planning

Native Advisory Committee

The purpose of Grand Erie's Native Advisory Committee is to represent the interests of students from Six Nations of the Grand River Territory in maintaining quality educational services purchased through the Education Services Agreement and to ensure that the Board members are appropriately advised in matters related to the education of these students.

Committee Composition

Claudine VanEvery-Albert

Six Nations Trustee to the Board

Rita Collver

Trustee of the Board

Denise Martins

Grand Erie District School Board Superintendent responsible for Indigenous Education

Jeannie Martin

Native Advisor to the Board

Melissa Turner

Native Education Counsellor
Hagersville Secondary School

Sherri Vansickle

Native Education Counsellor

Brantford Collegiate Institute and Vocational School and
Pauline Johnson Collegiate and Vocational School

Sharon Williams

Native Education Counsellor

McKinnon Park Secondary School

Pam Davis

Community Liaison Worker

Joseph Tice

Indigenous Education Lead for the Board

Anne Noyes

Six Nations Federal schools representative

Luanne Martin

Six Nations community representative

Standing invitation to:

JoAnna Roberto

Director of Education and Secretary of the Board

Audrey Powless-Bomberry

Representative appointed by Six Nations Elected Council

Vacant

Representative appointed by Haudenosaunee Confederacy Council

Education Director or designate of the Mississauga of the Credit First Nation

Principals from the six Grand Erie secondary schools that Indigenous Services Canada provides bussing to Brantford Collegiate Institute and Vocational School, Cayuga Secondary School, Hagersville Secondary School, McKinnon Park Secondary School, Pauline Johnson Collegiate and Vocational School, Tollgate Technological Skills Centre.

A Message from the Six Nations Trustee



Shekoh – Sgeno – Sge:no – Shekohli – Web sgeno – Cwe:n

These are greetings for all of our six languages. I write these because I believe that Grand Erie has students from all of our six nations: Mohawk – Cayuga – Onondaga – Oneida – Seneca – Tuscarora.



In June 2021 we completed our second school year under Covid restrictions and I am pleased to say that the year fairly went well in spite of all the changes that had to be made on the fly. While we still struggled with connectivity, band width and devices, students and staff were quite resourceful and resilient on the whole. Well-done!

In June we had 66 graduates and while grad ceremonies had to be done in different ways, grad celebrations were conducted this fall 2021 rather than in the spring as was planned.

I am pleased to say that the support services for Six Nations and other Onkwehonwe (Indigenous) students continues to grow headed by Jeannie Martin, Native Advisor and Denise Martins, Grand Erie Superintendent for Indigenous Education. Please take note of the number of native staff in this report. At this time, I would like to give a big 'pat on the back' to the native staff who all went well beyond their normal work to ensure that Six Nations students were virtually able to get their credits in this 2020-21 school year. Niawehkwah!

At the Board Table

All meetings of the Grand Erie District School Board were conducted virtually and all information shared was done by virtual TEAMS meetings, email and phone calls.

As the Six Nations Trustee I was very involved with the Indigenous Trustees Council (ITC) of the Ontario Public Schools Boards' Association (OPSBA) that meets at least three times per year. In the spring 2021 I was asked to write two papers for the ITC. The first was a paper entitled "Why We Need Our Indigenous Languages" and the second was to gather information from the Native Trustees and write an ITC position paper following the OPSBA Discussion paper "Transitioning from the COVID-19 School Experience". Both papers will be presented to the OPSBA Board of Directors either this fall or in the new year. Our senior people for ITC are Sean Monteith (Anishnaabe), Director of Education at the Hastings Prince Edward District School Board who acts as OPSBA support to the ITC and Trustee Elaine Johnston (Anishnaabe), Algoma District School Board who was Chair of the ITC.

Each Trustee of the Board must take part in committees of the Board on the following committees for the 2020-21 school year.

Native Advisory Committee (NAC)

The NAC is the Grand Erie District School Board Committee called for in the Education Services Agreement (formerly the Tuition Agreement) between the "Crown" and Grand Erie, the Crown being represented by Indigenous Services Canada. NAC is presently a Standing Committee in Grand Erie. Members of NAC include the Grand Erie Director of Education, one other Grand Erie Trustee, a designate of the Six Nations Elected Council and myself, as Six Nations Trustee. As per the ESA, I sit in the position of NAC Chair. There are several Grand Erie staff who attend NAC meetings as Resource persons, Six Nations Education staff, Six Nations community members and the Principals of the secondary schools where Six Nations students attend.

Indigenous Education Advisory Committee (IEAC)

This Grand Erie committee has been enacted via the Ontario Ministry of Education and the mandate is to promote, enhance and improve education for all indigenous students, both on and off-reserve. The members of this committee include the Grand Erie Superintendent for Indigenous Education, the Six Nations Trustee, a Trustee appointed by the Board, the Grand Erie Native Advisor, Grand Erie Indigenous Education Lead-Teacher Consultant, the Director of Education for Mississaugas of the Credit and other indigenous community representatives from the Grand Erie area. Joe Tice, Grand Erie Indigenous Education Lead-Teacher Consultant is the Chair of this committee.

Indigenous Student Trustee

Each year an Indigenous Student Trustee is selected by their peers to take a position on the Board. During 2020-21 School Year Miss la'teieka:nereh Doxtator-Swamp took her seat at the virtual Board table. As one of her last acts while in this position, she presented a paper entitled "Remarks by the Indigenous Student Trustee where she spoke about the Land Acknowledgement, Prior Learning Assessment and Recognition (PLAR) for Six Nations student entering Grand Erie secondary schools from a Mohawk or Cayuga immersion program and she asked for secondary school Haudenosaunee socials during the school year. Congratulations to la'teieka:nereh for a job well done.

Thanks again to the Grand Erie staff and the Grand Erie Native Education Staff for all of your work through this difficult covid year. We were able to get through it because of your work and commitment to Indigenous/Onkwehonwe education.

If Six Nations parents wish to talk with me, I can be reached at cva807@gmail.com or by phone at 519-445-0186

Claudine VanEvery-Albert,
GRAND ERIE NATIVE TRUSTEE

Indigenous Allyship Award



Indigenous Allyship Award Recognizes Strength and Resilience on Path to Graduation

The path to graduation often isn't an easy one, but knowing you have a support system in place can make all the difference.

That was the case for Kolbi Williams, who recently received her diploma from Hagersville Secondary School with a special honour; Williams, a Six Nations band member, is the first recipient of the Indigenous Allyship award, which recognizes strength of character in the milestone of completing the requirements of the Ontario secondary school diploma.

"I'm very thankful for this award as it allowed me to realize that I can achieve great things in the face of adversity," said Williams, who is completing an additional year of studies at Hagersville Secondary, and continues to be actively involved in the Indigenous Student Club and Ecosource at the school. She is planning to attend Western University next year with the long-term goal of becoming a doctor. "It's also taught me that through many struggles and hardships, there will always be someone to root for you."

The award will be given annually to a graduating Grand Erie student of Indigenous ancestry (inclusive of students who've self-identified as First Nations, Inuit or Métis), recognized for demonstrating resilience and perseverance in overcoming challenges to find personal success.

"Kolbi has consistently demonstrated outstanding strength of character, kindness, and the ability to persevere," said Jeff Benner, principal at Hagersville Secondary School. "Having the Indigenous Allyship award is another means for students to know that their work, voice and contribution to school life is valued. We are so very proud of Kolbi."

The award was made possible by retired Superintendent of Education Denise Martins, whose portfolio included

Indigenous Education, as well as an anonymous donor, and includes \$1,000 to help students on their post-secondary paths.

"Obtaining your diploma is always a great achievement, and for students who have overcome significant challenges and shown strength and resilience to get there, the future holds incredible opportunity," said Kevin Graham, Superintendent of Education, whose portfolio includes Indigenous Education in Grand Erie. "I'm thrilled to see this award launched in Grand Erie, and to continue the focus on creating equitable, inclusive and responsive environments for each learner."

Grand Erie's multi-year strategic plan includes a commitment to improving education achievement outcomes for all First Nations, Inuit and Métis students.



Above: Jeff Benner, principal at Hagersville Secondary School presents Six Nations band member Kolbi Williams with the first Indigenous Allyship award, which recognizes strength of character in the milestone of completing the requirements of the Ontario secondary school diploma.

Let's Celebrate Student Success

Potential - 107 Students

Commencement

■ Graduates	66 Students
■ Ontario Scholars	13 recipients
■ Gold Award-Honours (90% or higher) throughout Grades 9-12	4 recipients
■ Honours with Distinction	4 recipients
■ Honour Roll	1 recipient

Graduation Awards

- Brantford Muslim Assoc. Inclusive School Culture Award
- Brittany Van Mil Victorious Award
- Carney Elijah Johnson Memorial Award
- Chester Martindale Award
- Excellence in English Award
- Exemplary Community Service Award
- Felix Marcuzzi Foods Award

- James Garlow Memorial Award
- MPSS World History Award
- Patricia White Art Award
- Royal Canadian Legion #145 Award Senior Art Award
- Royal Club of Caledonia Award
- Sara Roberts Memorial Award

Junior Recognition Awards (Grades 9-11)

Six Nations students were Award recipients in the following categories:

- Grade 9 Club 90 (honours with distinction) 2 recipient
- Grade 10 Club 90 (honours with distinction) ... 7 recipients
- Grade 11 Club 90 (honours with distinction) 2 recipients
- Bronze (honours Gr 9 & 10) 7 recipient
- Silver (honours Gr 9, 10 & 11) 2 recipients
- Cayuga Language 2 recipient
- English 7 recipient

Special Services Provided Under the ESA



Native Advisor

Grand Erie District School Board employs a Native Advisor of Haudenosaunee ancestry to provide consulting and advisory services to the Board with respect to issues affecting Six Nations students, and to:

- participate in the development, review, and implementation of curricula, programs, and services affecting Six Nations students;
- advise the Board and personnel on the significance and inclusion of Haudenosaunee values and traditions throughout initiatives of the Board;
- participate, by invitation, on committees which deliberate on any issues affecting Six Nations students;
- coordinate and administer the activities of the Native Advisory Committee;
- assist in monitoring services outlined in the Special Services Agreement of the Education Services Agreement;
- provide four (4) update reports and/or articles annually for the Six Nations Band Council newsletter; and
- facilitate all other aspects of the implementation of the Education Services Agreement.

Native Education Counsellors

Grand Erie District School Board employs three (3) Native Education Counsellors of Haudenosaunee ancestry to provide supplementary counselling and liaison services to Six Nations students enrolled at McKinnon Park Secondary School, Hagersville Secondary School, Brantford Collegiate Institute and Vocational School and Pauline Johnson Collegiate and Vocational School, and to:

- participate in all Individual Placement and Review Committee meetings conducted for Six Nations students;
- be a resource to and assist with initiatives of the Native Advisory Committee;
- establish positive relations with school personnel and parents of Six Nations students attending Grand Erie secondary schools for the purpose of enhancing student success rates;
- establish and maintain up-to-date information regarding entrance, retention, and success rates of Six Nations students; and
- be responsible for increasing the awareness and sensitivity of school personnel with respect to Six Nations students attending the schools.



Community Liaison Worker

Grand Erie District School Board employs a Community Liaison Worker of Haudenosaunee ancestry to provide supplementary community liaison services to Six Nations students enrolled at McKinnon Park Secondary School, Hagersville Secondary School, Brantford Collegiate Institute and Vocational School and Pauline Johnson Collegiate and Vocational School, and to:

- establish positive relations with parents and agencies of the Six Nations community as they relate to the Six Nations students' education;
- advocate on behalf of Six Nations students and the community;
- establish and maintain up to date information regarding Six Nations students' entrance, retention and success rates in secondary education; and
- provide counselling to Six Nations students who have been referred by the secondary schools for issues regarding poor attendance and the resulting lack of success.

High Cost Special Education

Grand Erie District School Board provides High Cost Special Education services and equipment to meet the identified high cost special education needs of Six Nations students within the existing processes of the Board. Additional staff supports are provided to ensure the health and safety both of students who have extraordinarily high needs related to their disabilities or exceptionalities.

In 2020-21, Grand Erie District School Board employed nine (9) Educational Assistants to provide additional support to Six Nations students with high cost special education needs allocated as follows:

NAME OF SCHOOL	# EAs
Cayuga Secondary School	2
Hagersville Secondary School	3
McKinnon Park Secondary School	2
Pauline Johnson Collegiate and Vocational School	0
Tollgate Technological Skills Centre	2
Brantford Collegiate Institute and Vocational School	0



Summer Programs

The Grand Erie District School Board Summer School program is open to all Six Nations secondary school students as soon as they complete their Grade 8 school year. Students can register in the Summer School program to get ahead in their credit count or to recover a credit they previously missed in their regular school year. 20 students enrolled in the 2020-21 summer school program. All but 4 students were successful in their courses.

Six Nations students were offered the following additional in-person summer learning opportunities at the Community Based Learning Centre at Six Nations:

Indigenous Grade 8 Literacy/Numeracy Program

This program provided on reserve Indigenous pupils the opportunity to improve their skills in Literacy and Numeracy. The program was available to Grade 8 students going into Grade 9 to support their transition to secondary school. Transportation was available.

Indigenous Grade 11 GPP30 (Leadership and Peer Support) Program

This course prepares students to act in leadership and peer support roles. They are provided opportunity to design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles.

Drop-In Support

Daily drop-in support was available Monday-Friday between 8:00 a.m. and 2:30 p.m. to students enrolled in any online and eLearning summer learning programs through GELA.

Transportation was provided to the programs.

Partnership with Six Nations Federal Schools

The Grand Erie District School Board works with Six Nations' education principals and staff for an ongoing and strengthened partnership focused on respect and reciprocity leading to:

- smoother transitions of Six Nations students from Grade 8 to secondary school and improved student attendance and achievement
- opportunities for co-planning/co-teaching
- inclusion of Six Nations federal school staff in Grand Erie professional development for teachers
- participation of Six Nations administrators at Grand Erie Director's meetings
- increased involvement of Six Nations parents/caregivers in the education of their children

Other ESA Undertakings



Native Languages

To encourage and support the ongoing commitment to the restoration of Indigenous languages as documented in the Calls to Action from the Truth and Reconciliation Commission final report, 2015, the Grand Erie District School Board has implemented Native Language courses in the Haudenosaunee languages Mohawk and Cayuga in its schools utilizing the same criteria contained in the current Ministry of Education Native Languages curriculum guidelines. These courses are available to all students of the Board where numbers warrant delivery.

Grand Erie District School Board employs two (2) teachers of Haudenosaunee ancestry for the delivery of these Native Language courses.

Culturally Integrated Curriculum Program

The Grand Erie District School Board offers Native Studies courses in schools enrolling Six Nations students and supports the development of curriculum units and courses of study which infuse Indigenous, history, knowledge and world views; provides professional development for increased educator competency in Indigenous Education; and supports the implementation of learning resources that work to heighten the understanding of Indigenous history, cultures and traditions.

Enrolment in Native Language and Native Studies Courses in the 2020-21 school year was:

COURSE CODE	TITLE OF COURSE	ENROLMENT
LNAAO	Cayuga Language Level One	20
LNABO	Cayuga Language Level Two	<6
LNMAO	Mohawk Language Level One	27
LNMBO	Mohawk Language Level Two	0
NAC2O	First Nations Métis and Inuit Peoples in Canada	97
NAC1O	Expressions of First Nations Métis and Inuit Cultures	168
NBE3C	Contemporary First Nations Métis and Inuit Voices	786
NBE3E	Contemporary First Nations Métis and Inuit Voices	283
NBE3U	Contemporary First Nations Métis and Inuit Voices	914
NBV3E	World Views and Aspirations of First Nations Métis and Inuit Peoples in Canada	23

Mohawk Language Digital Resource Binder

Grand Erie's Indigenous Education Team contracted the services of a Kanyen'kéha teacher from the Six Nations community to develop the first Digital Resource Binder (DRB) for LNMAO - Mohawk Language Level 1. This resource was created for educators as a resource to lesson planning. This DRB was completed June 2021 and is accessible on Grand Erie's virtual learning environment. The DRB units include:

- Unit 1 - Introduction to Kanyen'kéha
- Unit 2 - Tsi Niyonkwariho:tens (Our Ways) Part A: Connection
- Unit 3 - Wa'tkwanonwera:tonh (Greetings)
- Unit 4 - Ka'nikonhra (Mind- Emotional and Mental Wellness)

Transition to Grand Erie Secondary Schools



Six Nations students may choose from six (6) Grand Erie secondary schools, listed below, for which bussing is provided by Indigenous Services Canada (ISC). Students may register at any other Grand Erie secondary school, however transportation is not provided by ISC.

McKinnon Park Secondary School	Hagersville Secondary School
Principal: Cathi Krueger Vice-Principal: Steve Burroughs Native Education Counsellor: Sharon Williams	Principal: Jeff Benner Vice-Principal: Adriana Potichnyj Native Education Counsellor: Melissa Turner
Brantford Collegiate Institute & Vocational School	Pauline Johnson Collegiate & Vocational School
Principal: Mike DeGroote Vice Principal: Deb Barbon Vice Principal: Jason Smith Native Education Counsellor: Sherri Vansickle	Principal: Griffin Cobb Vice Principal: Tracy Hale Vice Principal: Amber Mitchell Native Education Counsellor: Sherri Vansickle
Tollgate Technological Skills Centre	Cayuga Secondary School
Principal: Jessie Hooper Vice Principal: James Young Native Education Contact: Marisa Soster (Head of Student Services)	Principal: Dave Lloyd Vice Principal: Rob Wong

Transition Activities

The Grand Erie Transitions team and Native Advisor work collaboratively with Six Nations federal schools administrators and staff to create the annual transition plan for Six Nations Grade 8 students.

The goal of the transition plan is to provide Grade 8 students and parents/caregivers fulsome information to enable them to make the best secondary school choice for the student's individual interests, goals and needs. The plan provides for collaboration with all stakeholders including secondary school staff, Grade 8 school staff, parents/caregivers and students, on a variety of supports for Six Nations students entering Grand Erie Grade 9 program including pathway planning, timetabling, professional supports, etc.

The following activities were completed in the 2020-21 school year to facilitate successful transition of Six Nations students to Grand Erie secondary schools.



Transition Activities



Grand Erie – Six Nations Transition Plan 2020/21 for Regular Program Placements

Grand Erie Secondary School Information Video

Secondary School Information videos were provide to all Grade 8 classes at J.C. Hill Elementary, Oliver M. Smith Elementary, Emily C. General Elementary and I.L. Thomas Elementary to share with Grade 8 students and parents/caregivers.

The video was also posted to the Six Nations Education website.

Secondary School information and Special Program information events

All secondary schools facilitated virtual information events for Future Grade 9 students and their parents/caregivers. Six Nations families were invited to attend information events at:

- Brantford Collegiate Institute and Vocational School
- Cayuga Secondary School
- Hagersville Secondary School
- McKinnon Park Secondary School
- Pauline Johnson Collegiate and Vocational School
- Tollgate Technological Skills Centre

Grade 8 Transition Meetings

Grand Erie Native Education Services staff organized Grade 8 virtual transition meetings with each Grade 8 teacher to discuss the secondary school needs of each Grade 8 student.

Secondary School Registration

A bundled registration package for Brantford Collegiate Institute, Cayuga Secondary, Hagersville Secondary, McKinnon Park, Pauline Johnson Collegiate, Tollgate Technological Skills Centre was created in digital format and delivered to all Six Nations schools.

Completed registration packages were submitted digitally by Grade 8 teachers on behalf of parents/caregivers.

Grand Erie and Six Nations staff worked collaboratively to ensure Grade 8 students submitted secondary school registration packages in a timely manner to ensure their programming requests were in place for September.

Grade 8 Parent meetings

Virtual meeting time was offered to each Grade 8 student and parent with staff from their chosen secondary school (Native Education Counsellors and Student Success teachers) to discuss student strengths, needs, interests, etc.

My Blueprint Education and Career Planning resource

Grand Erie transitions teacher worked collaboratively with Six Nations intermediate teachers and students on orientation activities available on the MyBlueprint education and career planning website.

Grand Erie – Six Nations Transition Plan 2020/21 for Self-contained Special Education Placements

Self-contained recommendations meeting

Grand Erie Program Coordinator for Special Education and Six Nations Special Education/Transition Lead and/or designates reviewed the needs of the students being recommended for self contained placements in Grade 9 to discuss program option. Parents/caregivers were invited to participate.

Self-Contained Program Placements Confirmed

Self-contained program placement options confirmed by Grand Erie and dialogue initiated with Grade 8 parent/caregiver to discuss and approve final placement via registration forms.

Parent Meetings

Secondary school staff connected with parents/caregivers of students who registered with their secondary school to discuss individualized transition needs for their student.

Identification, Placement and Review Committee (IPRC)

Secondary school staff participate in IPRC meeting of Grade 8 students who have registered at their secondary school.





Beyond the Education Services Agreement

POLICY P02 - Honouring Indigenous Knowledges, Histories and Perspectives



POLICY P2

Board Received: January 30, 2017

Review Date: February 2021

Policy Statement

The Grand Erie District School Board recognizes it has an important duty to first and foremost act in the best interest of students and reflect the community it serves.

In 2015, the Truth and Reconciliation Commission (TRC) of Canada concluded its work resulting in 94 far reaching Calls to Action, including a number specifically focused on education, covering residential school history, recognition of treaties and the effects of colonialism, in order to redress the legacy of residential schools and advance the process of Canadian reconciliation.

The Six Nations of the Grand River and Mississauga of the Credit Native reserves are located in our board community and the legacy of the residential schools continues to be felt today by the indigenous population of Six Nations of the Grand River and the Mississaugas of the Credit. As part of reflecting its community, Grand Erie can support the Calls to Action of the TRC through a set of actions which serve to honour Indigenous, history cultures and traditions.

Accountability

1. Frequency of Reports - As needed
2. Criteria for Success - Increased understanding of the history, knowledge and perspectives of the Indigenous population

Procedures

The Truth and Reconciliation Commission of Canada was formed as a result of recognition of the cultural genocide and assimilation inflicted upon Indigenous people in Canada for generations and in concluding its work, created 94 Calls to Action including a number specifically focused on education.

The Grand Erie District School Board

- Will read the acknowledgement statement at the opening of each Committee of the Whole and Regular Board Meeting and ensure that the acknowledgement statement is read at all Grand Erie meetings.

The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe people, as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples for sharing these lands in order for us to continue our work here today.

- Will encourage schools to include the acknowledgement of the Indigenous people of the land in their opening exercises and at other school events as deemed appropriate by the Principal
- Will build understanding of the Indigenous knowledge, culture, and history, including the impact of residential schools and perspectives into curriculum delivery.
- Will support the development and implementation of learning resources that work to heighten the understanding of Indigenous history, cultures and traditions.

References

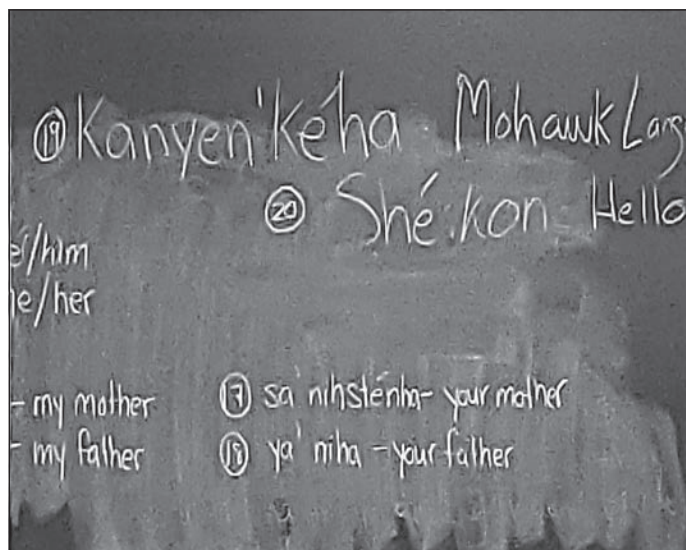
Honouring the Truth, Reconciling the Future, the Final Report of the Truth and Reconciliation Commission of Canada, 2015

[Click here for the full Administrative Procedure document on granderie.ca](http://granderie.ca)

The Grand Erie Board Action Plan

In line with the Achievement and Equity indicators of the Grand Erie District School Board's Multi-Year Plan and the following statements: "We will set high expectations for our students and staff; We will monitor, measure and reflect on our outcomes; We will promote practices that help students, families and staff feel safe, welcomed and included", the Board Action Plan for Indigenous Students supports the implementation of the First Nation, Métis, and Inuit Education Policy Framework. This provides Six Nations Students with an additional layer of support for their success. The 2020-21 Board Action Plan for Indigenous Students provided for a plethora of initiatives that directly impacted Six Nations students including:

- Indigenous Student Leadership Initiative
- Transition to Secondary School Activities for Grade 8 students at all schools
- Professional development activities for educators
- Cultural Mentorship at Tollgate Technological Skills Centre



Annual Events

All Grand Erie schools are encouraged to recognize the following dates of significance. Teachers are encouraged to invite community guest speakers to help facilitate activities for these days. The Indigenous Education team provides resources and supports to schools as requested.

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

Schools are also encouraged to raise awareness of days of significance significant to the Six Nations community, such as Noia and Bread and Cheese Day.



Nutrition Program

Grand Erie staff work with the Six Nations Student Nutrition Program staff to ensure nutritional snacks are available to Six Nations students everyday. The program is delivered as a stand alone program or through existing breakfast programs within the schools.

In 2020-21, the Six Nations Student Nutrition Program program was available to students enrolled at Brantford Collegiate Institute and Vocational School, Cayuga Secondary School, Hagersville Secondary School, McKinnon Park Secondary School, Nations and Newstart Community Based Learning Centre, Pauline Johnson Collegiate and Vocational School, and Tollgate Technological Skills Centre.

Community Based Education Programs



Grand Erie District School Board has developed a variety of innovative community-based education programs to meet the needs of Six Nations students. These programs offered at Grand Erie's Community Based Learning Centre located on Six Nations of the Grand River Territory provide for more opportunities in experiential and culturally relevant learning. Grand Erie District School Board continues to seek innovative strategies and program delivery models to meet the needs of all learners, including those who may require re-engagement programs and alternative ways to earn secondary school credits towards their Ontario Secondary School Diploma (OSSD).

Nations and Newstart

The Nations and Newstart programs provide alternative learning in a community setting for secondary students from Six Nations, Mississaugas of the Credit First Nation, and surrounding areas. It serves secondary students who prefer a smaller and more flexible learning environment.

Program highlights:

- **Eligible Students:** Grand Erie secondary students in Grades 9-12+, up to age 21 years old.
- **Supported Pathways:** All grades and pathways.
- **Program Details:** Co-op program

Section 23 Programs

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. Grand Erie offers two Section 23 programs specific to Indigenous students.

Ratiweientehta's – They Are Learning

Grand Erie District School Board has partnered with Ganohkwasra Family Assault Support Services 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.

Program highlights:

- **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.

oHaHi:Yo Program

In partnership with the Ministry of Child and Youth Services – Youth Justice Services Division, the Grand Erie District School Board employs one (1) itinerant teacher to provide

services and supports to First Nation, Métis and Inuit youth who are engaged in some capacity with the youth justice system. Through a holistic approach, students are provided individualized program planning and support toward their full re-engagement into schooling and community.

Program highlights:

- **Eligible Students:** FNMI self-identified youth 14-21 years old engaged in Youth Justice System
- **Supported Pathway:** All grades and pathways.
- **Program Details:** Students must be referred by youth justice connection, such as a Probation Officer.

School College Work Initiative (SCWI) Programs (SWAC)

The School Within A College (SWAC) program is part of the School-College-Work Initiative (SCWI). SCWI is a co-operative effort with a mandate to assist in creating a seamless transition for students from secondary school to college. In addition to a wide array of learning and awareness opportunities for students, teachers, parents and the broader community, projects have been developed to provide dual credit programs for secondary students through the partnership of secondary schools and colleges.

The Ohsweken SWAC program is one of many offered in Grand Erie. In the dual credit portion of the Ohsweken program, students can take up to 4 college credit courses in the Trades and/or Humanity streams.

Program highlights:

- **Eligible Students:** Grand Erie and BHNCDSD students age 18 to 21 years old
- **Supported Pathway:** Grade 11 and 12, college, university and workplace preparation pathways
- **Program Details:** Students need 22 credits or more to enter the program.
Age is not a factor when applying to Dual credit programs, therefore please remove reference to being 18 to get into the program.



Indigenous Student Leadership Initiative



The Truth and Reconciliation Commission's 63rd Call to Action forms the foundation for Grand Erie's Indigenous Student Leadership Initiative (ISLI), "Build student capacity for intercultural understanding, empathy, and mutual respect."

ISLI Purpose:

- Enhancing Indigenous students' feeling of acceptance and belonging in their school and communities;
- Expanding Indigenous students' understanding and pride in their culture and the contributions they make to society;
- Providing Indigenous students opportunities to learn and explore outside of their own context;
- Increasing Indigenous students' level of engagement at school and in their communities; and
- Building the confidence, skills and capacity of Indigenous students to serve and lead in their school and communities.

Specific Goals:

- Provide leadership training and support to secondary Indigenous Student Associations (Native Clubs) to help them grow into vibrant and integral parts of their respective schools;
- Foster student directed events for various cultural initiatives in their schools e.g. Rock Your Mocs, Treaty Recognition Week, Orange Shirt Day, Indigenous Solidarity Day, etc.;
- Support and assist students to undertake Indigenous Appreciation Days in each of the participating schools;
- Create a base of Indigenous student role models/mentors for future cohorts;
- Facilitate the development of an effective and vibrant Indigenous Student Council that includes representatives from all Grand Erie secondary schools;
- Provide a conduit for Indigenous student voice to the Student Senate and to support the new Board role of Indigenous Student Trustee

GRAND ERIE DISTRICT SCHOOL BOARD

FREE VIRTUAL WORKSHOP

Moccasin Making

JUNE 21 & 28 12:30 - 3 P.M.

Learn the basics of moccasin assembly and create a pair of handmade moccasins to take home.

This **FREE** workshop is open to all secondary Indigenous students within the Board.

Spaces are limited! Complete your Moccasin Workshop Registration form to reserve a spot!

REGISTER HERE: [Bit.ly/GrandErie-MoccasinWorkshop](https://bit.ly/GrandErie-MoccasinWorkshop)

Sierra Green – new Indigenous Student Trustee for 2021-22

Grand Erie is delighted to welcome Sierra Green as the Indigenous Student Trustee for the 2021-22 school year. Sierra attends McKinnon Park Secondary School and will represent Indigenous students across Grand Erie. The trustee is selected by the United Indigenous Student Association, which has Indigenous student representatives from each of the 14 secondary schools in Grand Erie.



The dedicated Indigenous student trustee position is part of Grand Erie's Indigenous Student Leadership Initiative (ISLI). The Truth and Reconciliation Commission's 63rd Call to Action forms the foundation for ISLI. Since the initiative was established, Grand Erie has met initial goals to increase the number of schools, staff and students participating, increase the number of Indigenous Engagement activities, and create a Board-wide Indigenous Student Council.



Indigenous Education Services presents

Student Hub Virtual Workshops

MAY 12 & 13 LIMITED SPACES AVAILABLE!

Corn Cob Keychains

MAY 19 & 20 LIMITED SPACES AVAILABLE!

Cooking: Indian Cookies and Doughnuts

MAY 26 & 27 LIMITED SPACES AVAILABLE!

Video Information Session:

Gardening: The Three Sisters

Spearing: How to Properly Clean Your Fish

JUNE 2 & 3 LIMITED SPACES AVAILABLE!

Beading: Lanyards and Earrings

Virtual Workshops are free and open to all indigenous students currently registered with Grand Erie District School Board

Pre-Register here and receive a FREE materials kit:
bit.ly/IndigenousVirtualWorkshops

Grand Erie hires new Principal Leader for Indigenous Education



In April 2021, Grand Erie welcomed Robin Staats as Grand Erie's new System Principal Leader of Indigenous Education and Equity.

Throughout her 30-year career in Indigenous education, Robin has shown a longstanding passion for teaching, mentoring, and empowering her students. Most recently, Robin served as the principal of Emily C. General Elementary School in Six Nations of the Grand River and she has worked closely with many Indigenous communities across Ontario. Robin holds a Masters of Education from Brock University, as well as a series of additional certificates focused on education and teaching. Robin is Mohawk from the wolf clan of Six Nations Territory, and her Ongweho:weh name is Tsisko:ko.

In her new role as System Principal Leader of Indigenous Education and Equity, Robin is responsible for working with First Nations, as well as Métis and Inuit communities, organizations, students, and families to support student achievement, and advance truth and reconciliation within the board. She also helps create and implement curriculum and programs to build knowledge and awareness of all students about Indigenous history, culture, perspectives, and contributions.



Learning From the Land Initiative

The Learning From the Land Initiative phase one was launched in 2020-21 with the goal of creating a set of resources to inform Grand Erie educators on the Haudenosaunee and Anishinabek worldview and their land-based pedagogical approaches. Working with community partners, a survey of existing land based learning programs was conducted and a data base created for teacher access. Secondly, a series of professional learning videos was produced for teacher training on the Grand Erie virtual learning environment. Local speakers featured included:

- Leroy (Jock) Hill
- Elizabeth (Betts) Doxtator
- Terri-Lynn Brant
- Pete Schuler
- Alva Jamieson
- Stacy Hill on Everlasting Tree School
- Nikki Shawana



Cultural Competency Training



In 2020-21, mandatory professional development training for all Grand Erie Principals, Vice-Principals and system managers. The Cultural Competency training plan provides a series of 6 sessions on topics intended to deepen understandings around the worldview and lived experiences of Six Nations and other Indigenous students and families in Grand Erie. With the goal of achieving “Success for Every Student”, cultural competency sessions were offered in the Spring 2021 by Niigaan Sinclair, Associate Professor, University of Manitoba, who spoke to ‘Schooling’ from an Indigenous Perspective; and Bob Joseph, President, Indigenous Corporate Training Inc., who facilitated a session on The Indian Act. In Fall 2021, Grand Erie will host Phil Montour of Six Nations and Margaret Sault of Mississaugas of the Credit First Nation (MCFN) to speak on Treaties, Lands, and Resources; Aimee Sault (MCFN) and Dave Vince (Two Rivers Development Resource Centre) who will speak to Reserve Economies; and finish with a session on cultural safety followed by optional sessions being available thereafter.

A second round of mandatory cultural competency training will be offered to all Grand Erie educators and staff beginning February 2022.

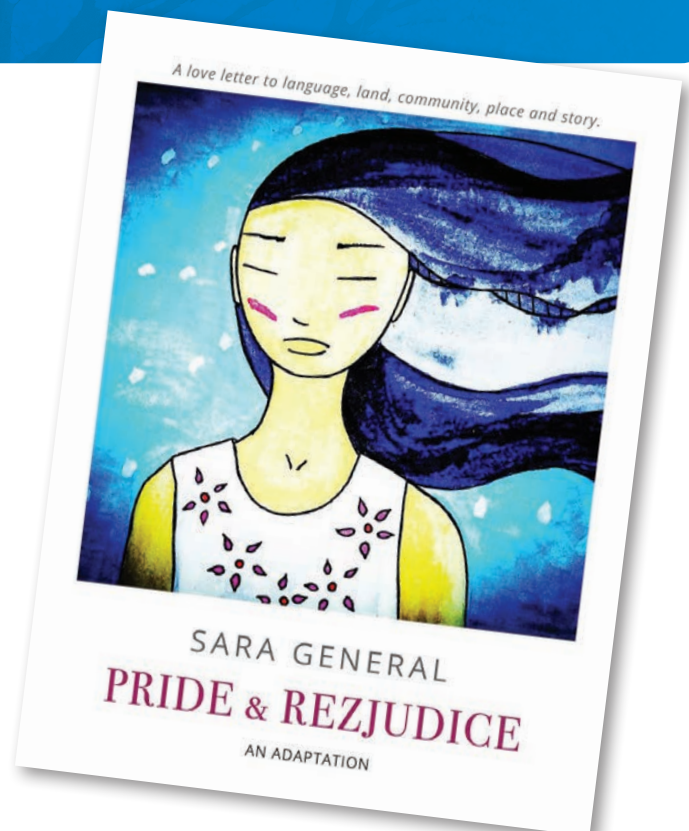


Contemporary First Nations, Métis and Inuit Voices

As planned, Grand Erie implemented its plan to offer the Contemporary First Nations, Metis and Inuit Voices course as the sole offering to the Grade 11 compulsory English credit requirement. As a result, 1983 Grand Erie students were enrolled in the course for the 2020-21 school year.

In addition to the preparatory professional development provided for teachers previously, the Indigenous Education team held two additional professional development sessions to support teachers in this start up year.

Sara General, Six Nation author, spoke to teachers on her work, *Pride and Rezjudice*. A second session facilitated professional collaboration between teachers to share experiences, lesson ideas and pedagogical approaches.



Multi-lingual Indigenous Language Learners



Supporting Indigenous Languages

The Grand Erie DSB recognizes the vital role Indigenous languages play in helping to preserve vital links with families and cultural backgrounds, as well as, developing a solid sense of identity in the individual. The Board's goal is to work collaboratively with the local Indigenous communities to provide programs that support their language restoration and revitalization goals.

The multi-lingual indigenous language program provides additional support to those students who have been in an Indigenous language immersion program at any time during their elementary school years. Through language acquisition assessments and educator professional development teachers are informed of classroom approaches that more effectively support student access to english language curriculum.



Indigenous Student Hub

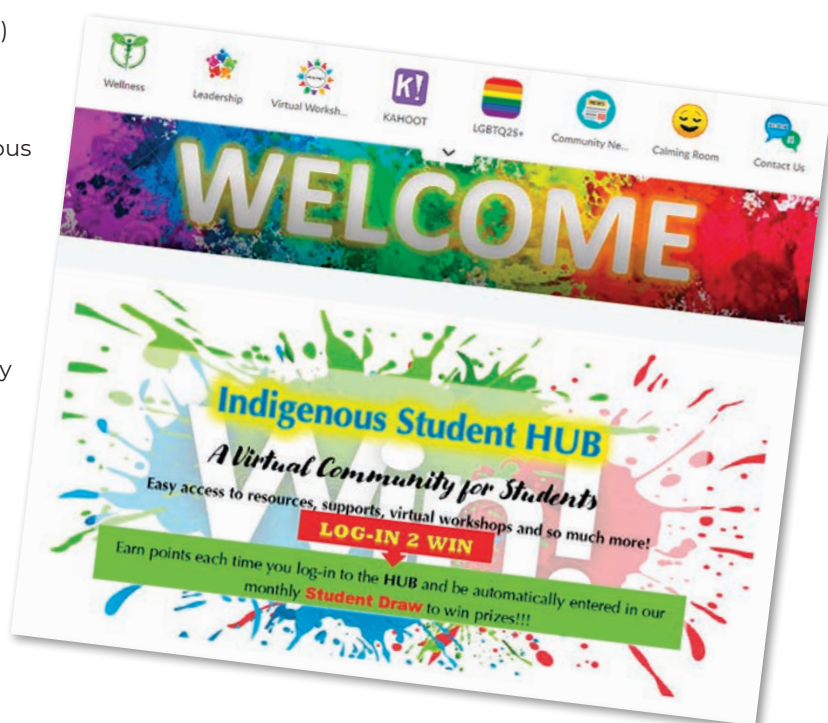
All self-identified First Nations, Métis and Inuit (FNMI) secondary students of the Grand Erie District School Board have received an invite to join our newly launched Indigenous Student Hub located within Brightspace (student on-line platform). The Indigenous Student Hub is full of wonderful resources with the goal of improving student success of all Indigenous students across the board.

The Indigenous Student Hub aims to encourage student voice and engagement in academic, social and community opportunities by providing easy access to resources and building a virtual community through an interactive webpage.

Some of the information tabs include:

- Indigenous student leadership
- Indigenous student associations
- United Indigenous Student Council
- Post-secondary resources
- Live virtual workshops and seminars
- Wellness strategies

For more information, reach out to us at:
ies@granderie.ca



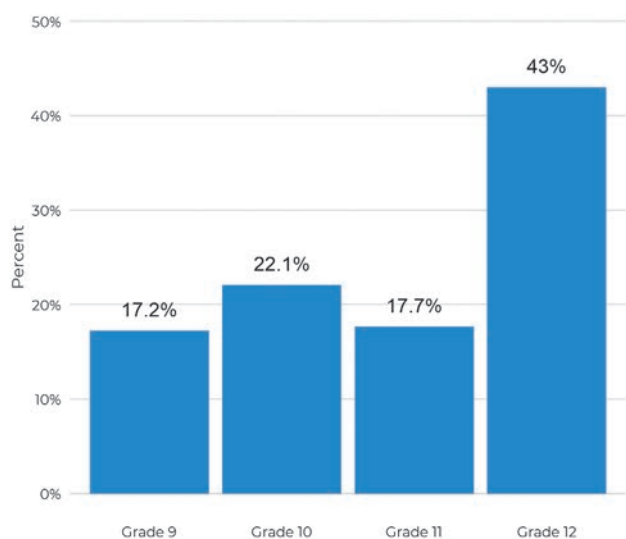


The Data

Students Enrolment by Grade 2020-21

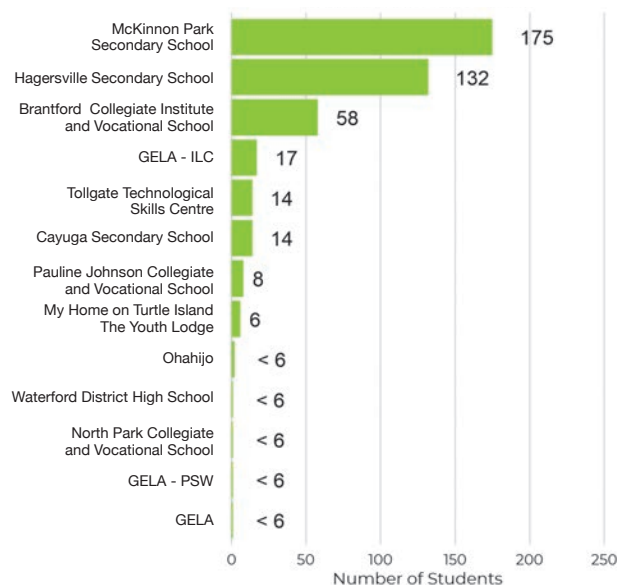


Six Nations Students Enrolment by Grade



The percentage of students from Six Nations fluctuates in Grade 9 to 11, with a large increase in Grade 12.

Six Nations Students Enrolment by School



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

Student Enrolment by School and Grade

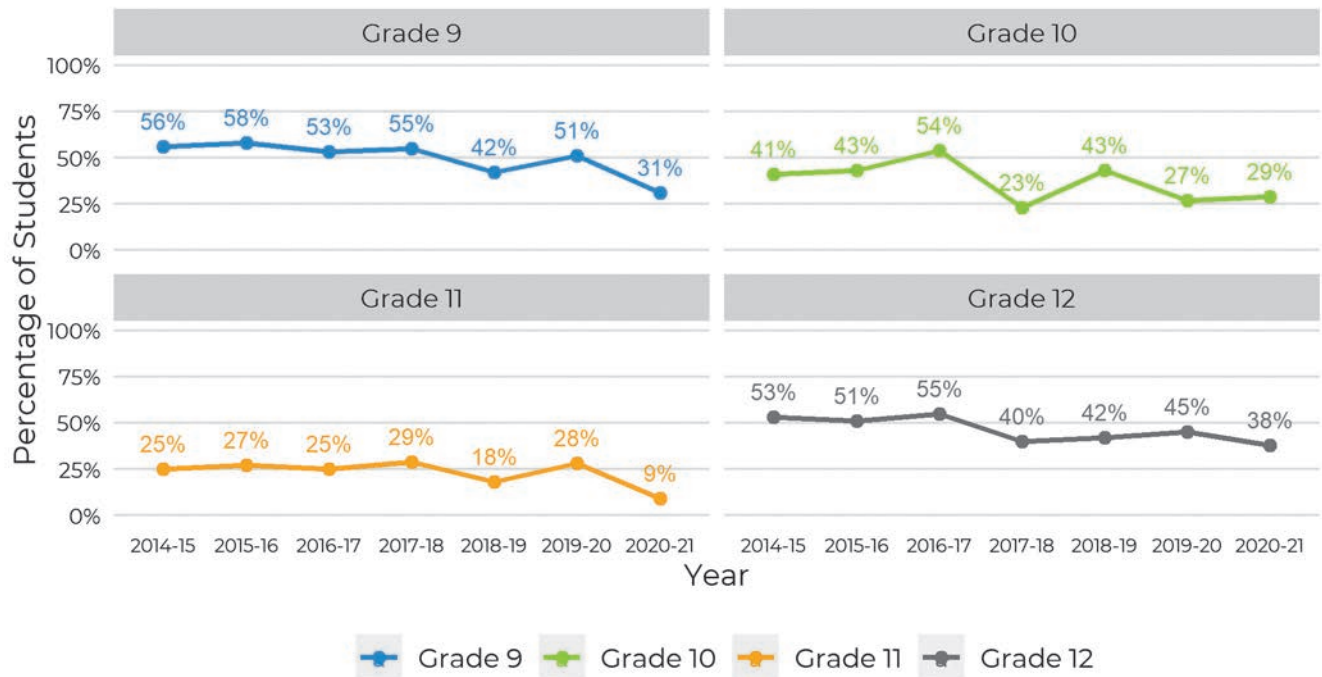
SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
Brantford Collegiate Institute and V.S.	13	20	8	17	58
Cayuga Secondary School	<6	6	<6	6	14
Grand Erie Learning Alternatives	-	-	<6	-	<6
Grand Erie Learning Alternatives - ILC	-	-	-	17	17
Grand Erie Learning Alternatives - PSW	-	-	-	<6	<6
Hagersville Secondary School	13	17	31	71	132
McKinnon Park Secondary School	39	46	31	59	175
My Home On Turtle Island The Youth Lodge	<6	-	<6	<6	6
North Park Collegiate and V.S.	-	-	-	<6	<6
Ohahiyo	-	<6	-	<6	<6
Pauline Johnson Collegiate and V.S.	<6	<6	-	<6	8
Tollgate Technological Skills Centre	<6	<6	<6	<6	14
Waterford District High School	-	-	<6	-	<6

Note: Groups with fewer than six students are not reported

Credit Accumulation by Grade and Year



Credit Accumulation by Grade and Year



These graphs show the percentage of students who by the end of each grade have earned the following number of credits to be on track for graduation within 4 years.

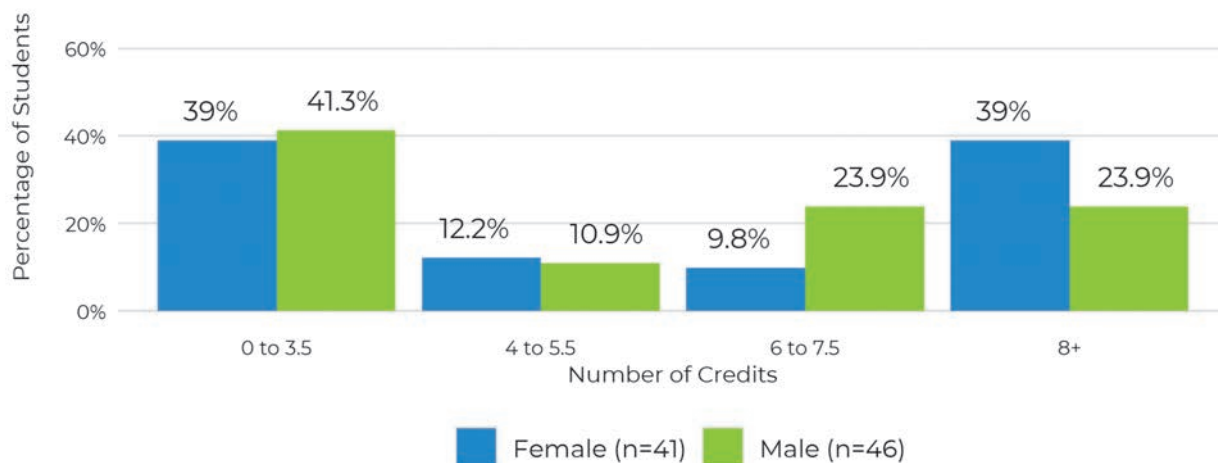
■ Grade 9 – 8 credits ■ Grade 10 – 16 credits ■ Grade 11 – 24 credits ■ Grade 12 – 30 credits



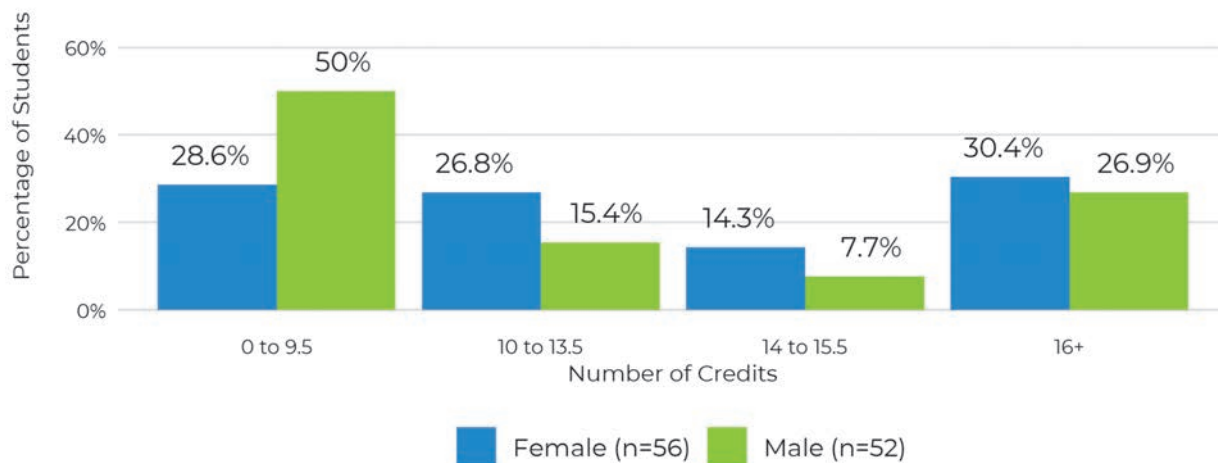
Credit Accumulation by Grade and Gender



Grade 9 Credit Accumulation by Gender



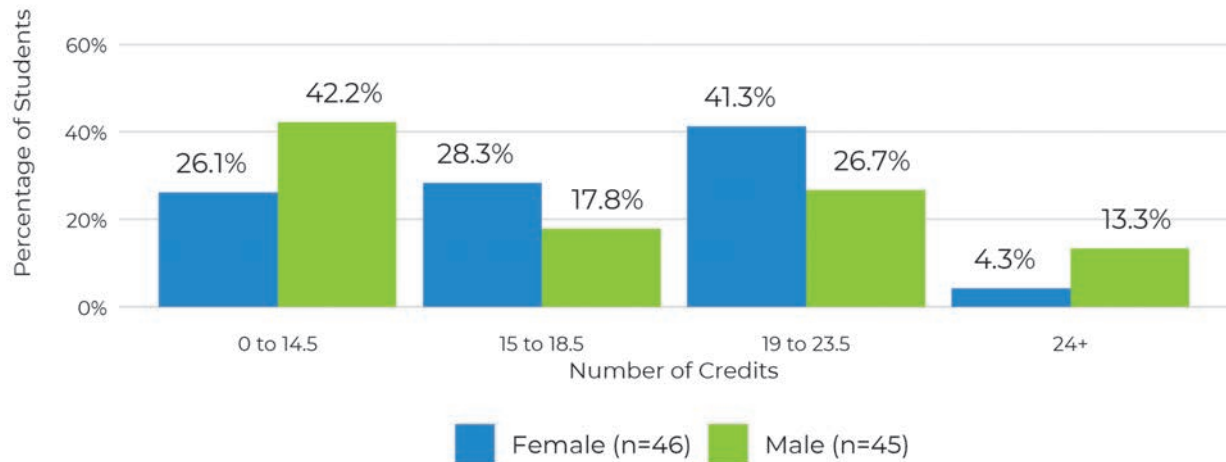
Grade 10 Credit Accumulation by Gender



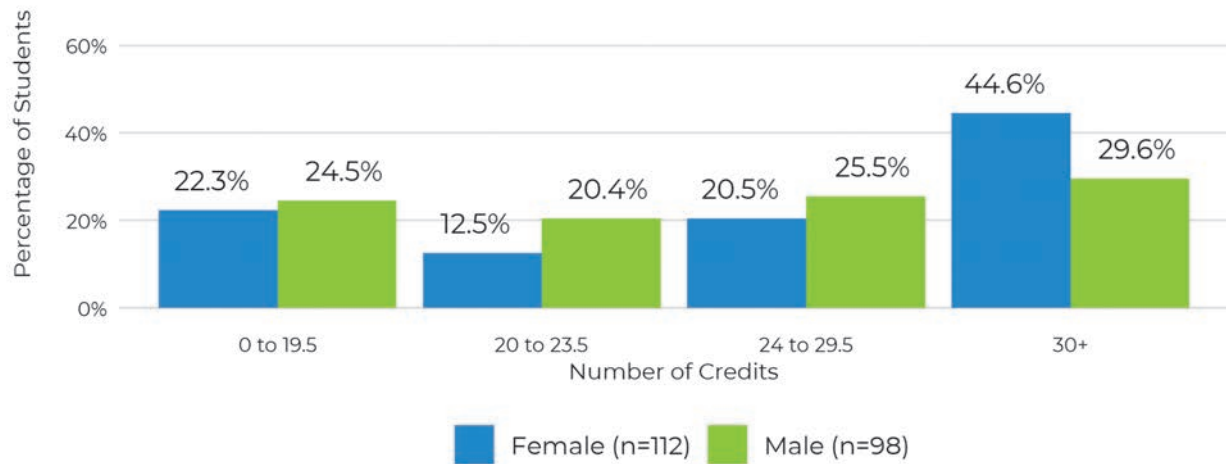
Credit Accumulation by Grade and Gender



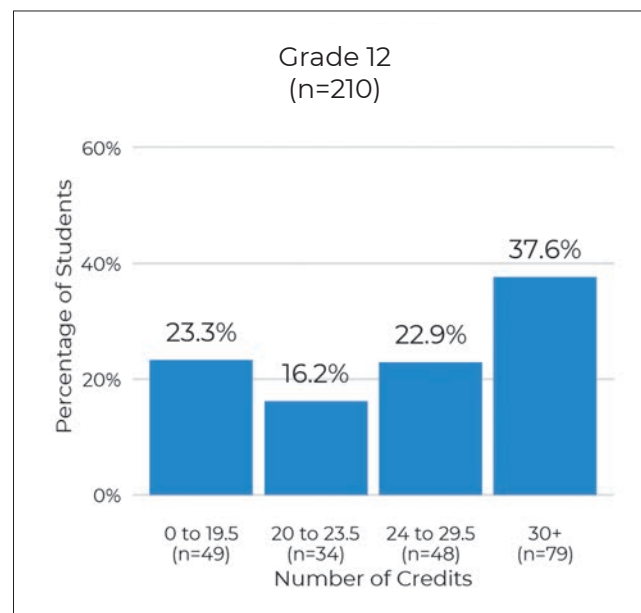
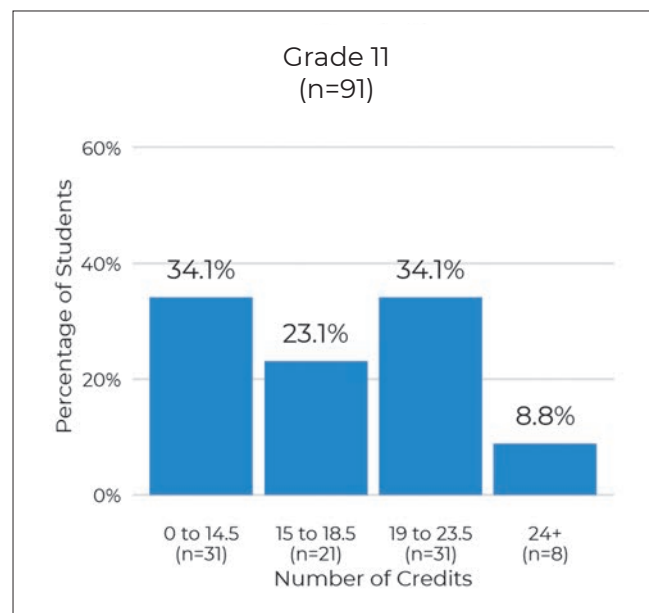
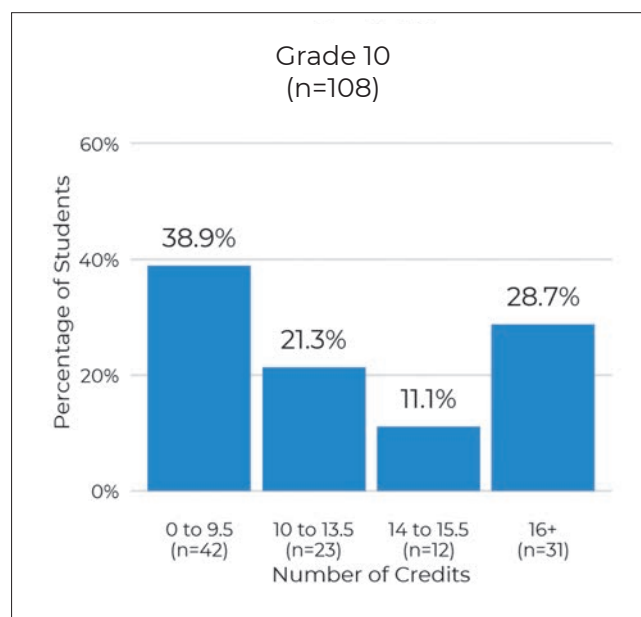
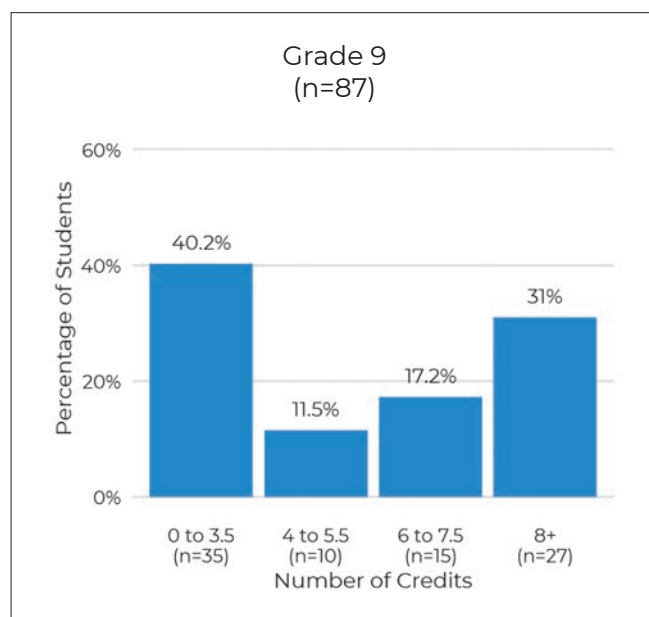
Grade 11 Credit Accumulation by Gender



Grade 12 Credit Accumulation by Gender



Credit Accumulation by Grade



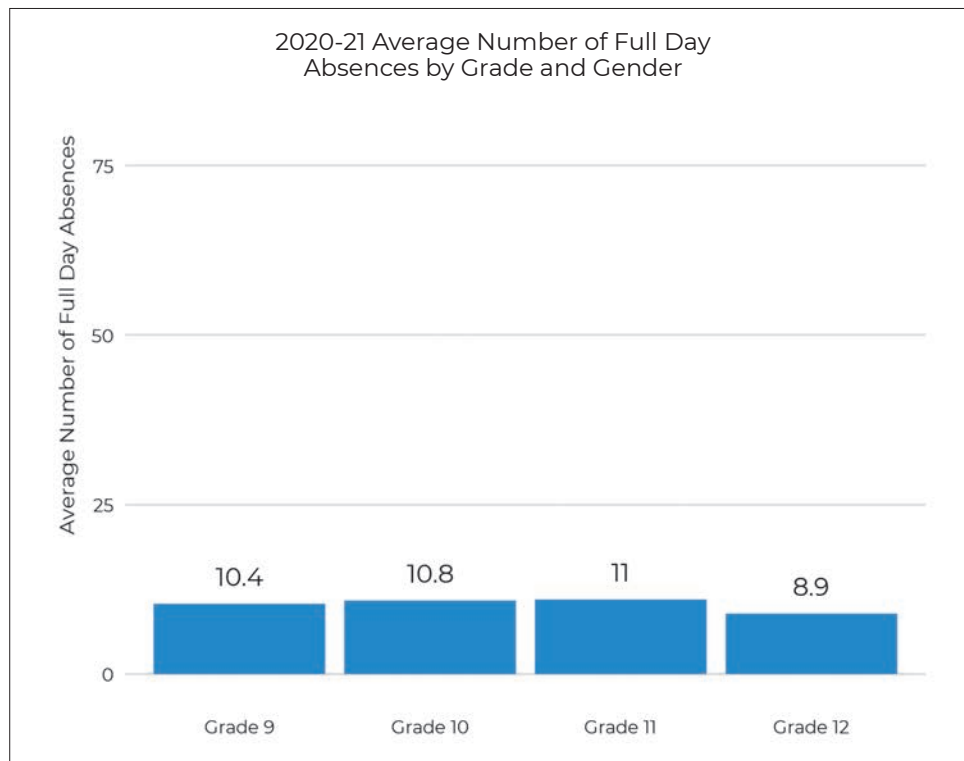
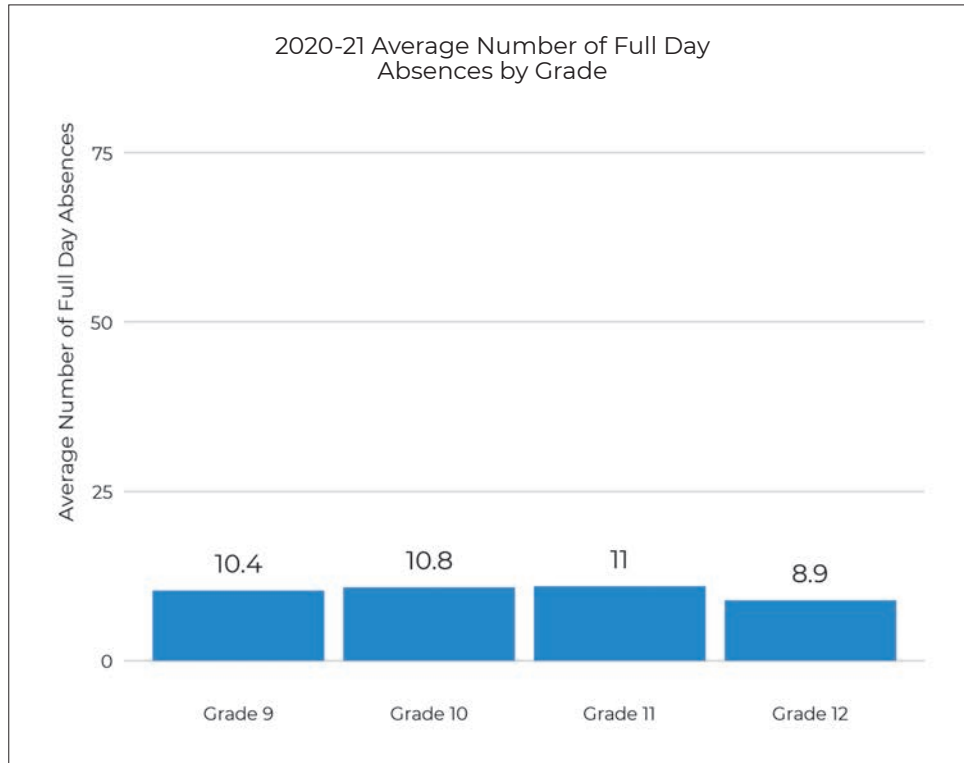
- A total of 48.2% of Grade 9 students achieved 6 or more credits in 2020-21 and are on track to graduate in 3 or 4 years
- A total of 39.8% of Grade 10 students achieved 14 or more credits by the end of June 2021 and are on track to graduate in 2 or 3 years
- A total of 42.9% of Grade 11 students achieved 19 or more credits by the end of June 2021 and are on track to graduate in 1 or 2 years
- A total of 60.5% of Grade 12 students achieved 24 or more credits by the end of June 2021 and have graduated or are on track to graduate in 1 year

Student Attendance



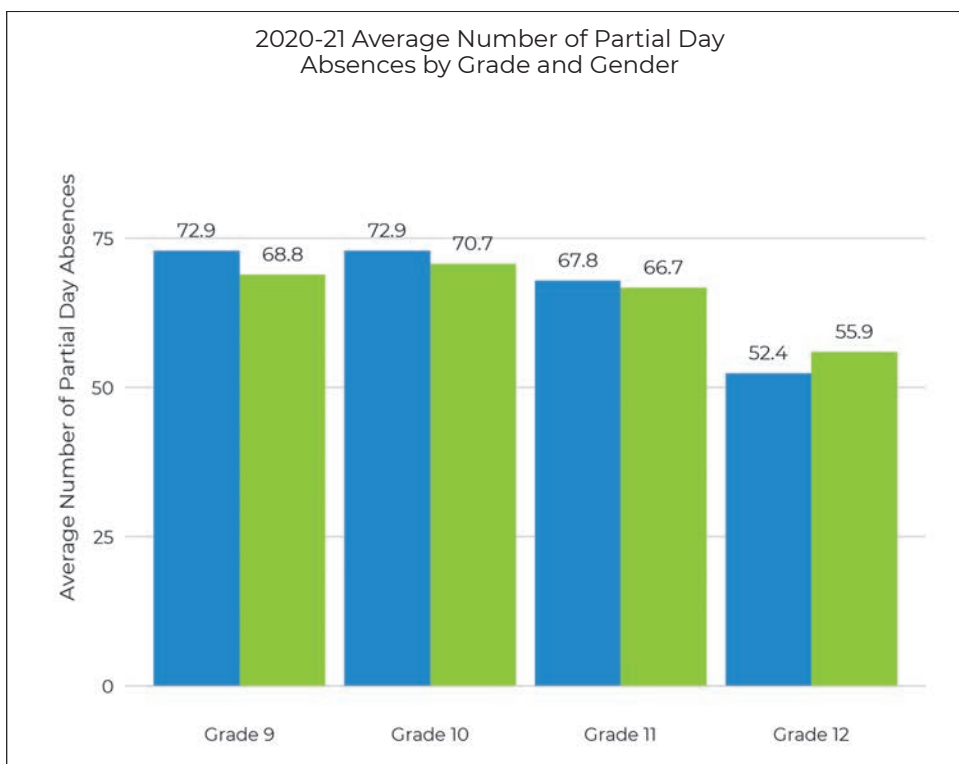
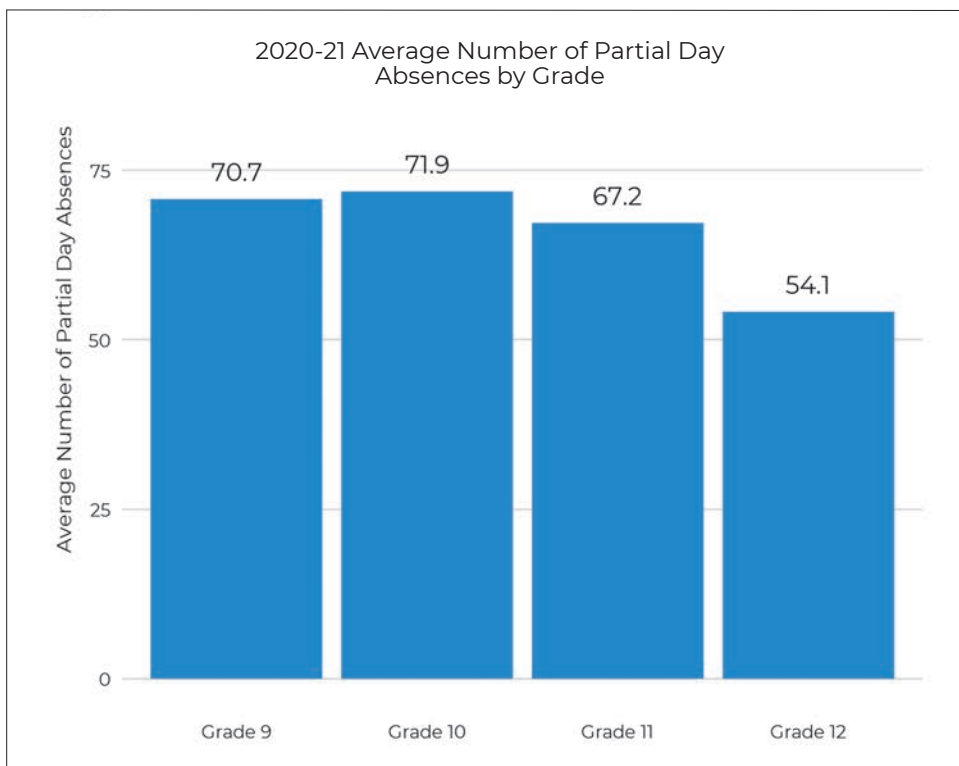
Note: This includes attendance during full virtual learning due to COVID-19.

Full Day Student Absences



Full day absences are highest with Grade 10 and 12 students.

Partial Day Student Absences



Partial day absences are highest in Grade 11 and 12 students

Six Nations Students with Special Needs



	Total
Voluntary Individual Education Plan: Non-identified	46
Individual Education Plan: Multiple Exceptionalities	13
Individual Education Plan: Other	7
No IEP: General Education Program	364





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