

DRAFT MEETING MINUTES

Meeting Information	Location
REC #3	KEB Head Office, 100-132 Osprey Miikan, North Bay, ON P1B 8G5

Meeting Participants	First Nation
Chris Dokis Genevieve Solomon-Dubois; Millie Pawis Carol Stevens Nancy Allaire; Muriel Sawyer Marilyn Nicholls; Bob Pitfield Catherine Pawis; Rebeka Tabobondung	Dokis Henvey Inlet Magnetawan Nipissing Wahnapiatae Wasauksing
Regrets Lois Lambert Nichole King	First Nation Dokis Moose Deer Point

AGENDA ITEM	ACTION ITEM
<p>1. Ngo Dwe Waanigizid Anishinaabe – Opening Prayer Muriel Sawyer gave the opening prayer.</p>	
<p>2. Review of Agenda It was agreed to move PFN updates and review of Regional Priorities to agenda item #3.</p>	
<p>3. PFN Updates Magnetawan FN: Funding used under Niigaan Gdizhaami Project was very beneficial. The worker hired was extremely helpful in the school and we received positive feedback from the parents. FN will be reapplying to the fund this year.</p> <p>Wahnapiatae: Niigaan Gdizhaami funding used to hire an Education Support Worker (ESW) and the project has been successful. There is increased interaction with the students, teachers and ESW. We partnered with the 5 schools in the Sudbury District to hire a cultural/language educator and will be writing a new proposal to partner with our schools to do cultural language teachings. Wahnapiatae is also in the process of doing a feasibility study to build an Education Centre and is wondering if there are any funding sources out there that the First Nation could apply to for infrastructure for education buildings. Cultural/language teachings were provided by Will Morin- he provided excellent</p>	<p>Find out if there is any funding available to do a feasibility study to build an education facility. This will be forwarded as a discussion item at the upcoming KEB AGM.</p>

programming with the children. Wahnapiatae FN will be reapplying to the fund this year and would also like to know if there is any funding available to do a feasibility study to build an education facility?

Nipissing: With the increase in funding we were able to increase positions in our education department, through the hiring of a **Mental Health Worker**. We also have another position that was created as a result of the MYAP. We are also looking at funds in education to help support our language revitalization program where we involve our elders. Our elders continue to provide support to our Native Language teachers.

Henvey: Hired a Mental Health Worker to work in the school with our students. This position has made a big difference. We encountered some problems with our worker not being accepted in the school system by the EA's and the principal. We have seen more parental involvement. Our children attend the Britt Public School, 23 out of 30 students are Henvey Inlet FN children.

It was suggested that Henvey use their Service Agreement to address the issue of their worker not being accepted by the school. The School Boards need to start acknowledging the presence of the FN resource workers in the schools. It was recommended that we request the School Board Trustee to bring this matter up at the School Board level.

Wasauksing: The increase in funding from AES has benefitted the FN in several ways. The school now has a dedicated full time numeracy teacher as opposed to part time. Our FN can make decisions on how our education funding flows. With funding from Youth for Life we have been able to put a guidance resource teacher in place.

Dokis: We have a new Education Director in place and we have seen a lot of positive changes. Mental Health Worker works with teachers and students. Cultural and traditional teaching takes place. Second year our school has made maple syrup and maple butter. We plan to create more safety environment programming.

Transfer from one REC to another REC

Discussion took place on whether or not a PFN can move from one REC to another due to its geographic location. Wahnapiatae FN is considering moving to REC #2 due to its geographic location and involvement in education projects with REC #2 PFNs. Wahnapiatae FN may table a resolution at the upcoming AGM.

Future Capital Funding

There was discussion on future capital funding from KEB and whether or not there was an allocation of \$50,000 from AES to the PFNs for capital funding in the past.

Lisa to find out if there was one-time capital funding provided to PFNs.

Teachers Salaries and Mental Health Funding – Budget Negotiations

Discussion took place regarding teacher’s salaries and funding for Mental Health. It was pointed out that, although there is flexibility within the PFN budgets, teacher’s salaries still remain at a modest amount. Some PFNs are losing good teachers because they cannot compete with the salaries outside of the PFN. AES should negotiate increased funding for Mental Health and Teachers salaries.

Board of Directors – Job Posting and Honorarium

The participants reviewed the job description for the vacant Board of Directors position and had concerns with the wording. A resolution will be tabled at the upcoming AGM to propose amendments to the job description. There was discussion on the qualification of a Board member that states that the Director must be a member of an Anishinabek First Nation that is part of the AES. It was recommended that the By-laws be reviewed to ensure that the job description is consistent with the by-laws. Attached is an amended job description. Muriel will present the resolution.

There was discussion on remuneration for the Board of Directors. Due to the extensive amount of work and number of meetings involved in sitting on the KEB Board, it was agreed that a resolution be tabled at the upcoming KEB AGM to recommend that Board members receive an honorarium. Muriel will present the resolution.

Special Education PFN Scan

Renee reported that an analysis of the Special Education Scans will be completed and sent to the PFNs soon.

Cultural Competency Training

The Reps suggested that there be discussion with Bryan Brisard to suggest that the cultural competency training be included as part of the School Boards priority and decision making planning and to also stress the importance of the work under the MYAP informs the School Boards planning.

KEB Funding

There was discussion on the recent Provincial Government education funding cut backs and the impacts on KEB funding. Catherine stated that KEB funding is secured for the duration of its agreement. However, where we may see impacts of government funding cutbacks in education is within the class sizes or loss of native studies courses at the high school. It was stressed that the political leaders at the Chiefs of Ontario level be encouraged to step up and protect our children’s interests.

Lisa to draft a resolution on the proposed amendments to the job description and honorarium.

Resource Data Base

There was discussion on the need for the development of a data base of available resources such as qualified EAs, teachers, etc. Some PFNs have seen a constant shuffle in staffing within the schools and find it has become difficult to find qualified staff to replace the outgoing. Lisa is to develop a repository of EAs and projects.

Anishinabek Self Government Agreement vs KEB Education Agreement

There was discussion on the impact of the Anishinabek Nation self government agreement vs the AES Education Agreement. Reference was made to the last PFN meeting wherein the PFNs were informed that there was an assumption that the Self Government Agreement would supersede the Education Agreement. At the PFN meeting a Chiefs committee was struck to support the work of AES. It was recommended that an update be provided on this at the upcoming AGM.

REC Meetings

It was agreed that REC 3 would meet more frequently either in person or via conference call. The REC meetings are beneficial and are a good networking forum for the PFNs. It was agreed that the School Board Trustees be invited to the REC meetings to help improve the relationship and address concerns of the PFNs. It was agreed that the next REC meeting would be held via conference call and before July 1, 2019.

4. KEB Updates

The following discussion took place.

Staffing

In regards to staff who have left the organization, the Reps asked if exit interviews are being conducted. Catherine responded that the BOD will ensure that exit interviews are completed for outgoing staff.

Catherine advised the Reps that the Education Director is on leave. The Board will ensure that a contingency plan or management plan is in place when staff are on leave.

ADI

Schools in the PFNs are implementing this; however, we do not have a provincial snapshot if its being used in the provincial school system. Lisa was asked to raise this with Bryan Brisard.

Lisa to begin developing a resource repository/data base of EAs, teachers, etc.

Lisa to coordinate next REC meeting via conference call before July 1, 2019.

Consent Forms

There was discussion that the Provincial Government has a responsibility to help the KEB obtain the consent forms. The education departments have to manage the increase of new students at the community level and there is a need to ensure that the data is verified with the FN membership departments. Community members are asking what we are doing with this data and we need to explain the benefits of filling out the consent forms for both on and off reserve students. It was recommended that we consult with the KEB lawyer and Kelly to see if the PFNs can include a statement in the PFN Service Agreements that reflect that the School Boards have an obligation to share their data.

Student Success Pathways

The REC reps will be asked to go back to their communities to conduct the survey on the student success pathways. It was recommended that the survey should reflect what we are trying to achieve and the target group. There was discussion on the term "Pathways" and what it means to KEB. The Reps reviewed the survey that was conducted at the February Forum. It was agreed that they would use the same survey with some suggested amendments which would include a preamble stating what the benefits of the survey are. Rene stated that there was not a large enough target group reached at the February Forum. It was agreed that the Reps would bring the survey back to their communities to see if the response can be broadened. It was suggested that the survey be put on Kazoo; use the target age group of 13-21 years; include a definition of what pathways is; put a link to the survey on the KEB website and identify the contacts as Tracey and Rene. We also need to ensure the students only fill it out once.

MYAP Projects

The Reps reviewed the MYAP projects. There was discussion on who the MYAP Coordinator is and who oversees this work. Catherine responded that Tracey is currently filling in as the Coordinator. The Reps recommended that the Coordinator position be posted to avoid any conflict of interest as Tracey also holds the legal advisor for KEB.

E-Learning

There was discussion on the requirement for secondary students to take a minimum of four e-learning credits out of their 30 credits to fulfill the OSSD requirements. Some of the concerns that the PFNs have relate to access to infrastructure (internet connectivity); special needs learners will not have the support they need; training for teachers to implement the e-learning; four e-learning courses difficult to implement for small schools and e-learning takes away the lifelong learning model in many First Nations.

Nancy provided a draft letter that the Nipissing FN will be sending to the Minister of Education

Lisa to check with Kelly to see if the PFN's can include a statement in the Service Agreements regarding the sharing of data.

Rene to bring these recommendations to Tracey.

regarding their FN's concerns with the e-learning. The PFNs may use the draft letter if they choose to. There was discussion whether or not, in the future, the AES schools will no longer require provincial inspections and will have their own degrees/diplomas; this could eliminate the enforcement of the E-Learning requirements of the Provincial school's system. Catherine suggested this could be a discussion item for the JMEAC and AES Legal Counsel.

KEB Language Strategy

The draft discussion paper on the KEB Language Strategy and the Eight Prong Approach to the strategy was reviewed. The following suggestions/comments were made:

- Land based learning should be one of the components; have something come from KEB that speaks to land based learning.
- Find out what resources are available in our PFNs
- Define what "immersion" means for both on and off reserve students
- get more teachers certified and work towards KEB certifying the teachers
- adapt language programs to the level of the learner
- review existing language models, i.e. French immersion
- need to change the attitudes of our people
- more parent/community involvement is needed and we need to develop a community language strategy – could include elders visiting the homes to teach the language
- need to build a trust relationship building with fluent speakers
- need for consistent language use in the community
- immersion daycare
- need to define where we are in our FN language this is critical
- develop online courses and apps
- build capacity for teacher training
- create partnerships with outside agencies/organizations to support our endeavours
- our strategy/language model could include teacher and mentors
- look at developing our curriculum in the language, for example, how to teach science in the language
- need to circumvent obstacles
- develop a second language methodology
- put together a special language committee to oversee the language strategy
- obtain expertise of other language speakers from other nations
- standardization of what's being taught
- put the language strategy on the AGM agenda

Community Engagement

There was discussion on the KEB communications process. The Rec Reps would like to see more updates on the progress of the AES initiatives as well as have the KEB newsletter available to distribute to the communities.

Moving Forward

The Reps recommended the following be provided at the upcoming AGM:

- update on status of KEB initiatives – success and pros and cons of KEB and what is coming ahead
- updates on Capital Funding- can KEB website provide links where money is available
- Board member honorarium and job description
- Update on Anishinabek Nation self-government agreement vs AES
- Update on new FNs who want to join AES

There was discussion on how information is shared from KEB on education issues that may impact the PFNs such as the transformation of change and what education meetings should the PFNs be participating in outside of KEB.