



PROGRAM AND PLANNING COMMITTEE

**Tuesday, November 1, 2016
6:00 p.m.
Grimsby-Lincoln Room**

AGENDA

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1. Call to Order
 2. Approval of the Agenda
 3. Approval of the minutes of September 20, 2016
 4. Business arising from the minutes
 5. New Business

INFORMATION SESSION

- Education Research CommitteeP. MacKinnon
- FNMIH. McGregor

6. Other business
7. Adjournment
8. Next Meeting – Tuesday, December 6, 2016 at 5:00 p.m. – Grimsby-Lincoln Room



DISTRICT SCHOOL BOARD OF NIAGARA

EDUCATIONAL RESEARCH COMMITTEE

**PROPOSAL REPORT AND SUMMARIES
PROGRAM AND PLANNING COMMITTEE**

Date: Thursday, September 15, 2016
4:00 pm

Location: Education Centre
Fort Erie Room

BACKGROUND:

On Thursday, September 15, 2016 the Educational Research Committee met to review one newly proposed research project.

PROPOSAL #1 Summary

- a) **Title of Research:** *Breaking Down Barriers: First Generation Students and Programming That Addresses Barriers to Postsecondary Achievement* -- Principal Investigator: Dawn Zinga, Associate Professor & Chair, Dept. of Child and Youth Studies, Brock University
- b) **Objectives/Rationale/Purpose:** The DSBN Academy has been working with Child and Youth Studies since 2013. The purpose of this pilot is to explore how various aspects of the Academy are experienced by Academy students and how those students' experiences at Brock are impacting their postsecondary aspirations and readiness.
- c) **Number of Schools:** 1
- d) **Age of Student Participants:** Grades 9-12
- e) **To Commence/Conclude:** September 20, 2016 to October 31, 2017
- f) **Time Requirements:** 60 minute surveys (October and April/May), 90 minute Focus Groups (10 students from each grade invited by DSBN personnel held in February) held at the school

We, the Educational Research Committee, recommend this research be APPROVED with the following condition(s):

- The school or its location in the Niagara Region is not identifiable in any publications.

APPROVED

Recommendation:

The report of the Educational Research Committee of September 15, 2016 be received.

Submitted by:

Paula MacKinnon
Ann Kennerly, Chair

Next Meeting:
October 20, 2016



DISTRICT SCHOOL BOARD OF NIAGARA
Program & Planning Report
First Nation, Metis and Inuit Education
November 1, 2016

Background

The Ontario First Nation, Metis and Inuit Education Policy Framework is intended to provide the context in which boards work to improve the academic achievement of Indigenous students. The strategies outlined in the framework are based on a holistic and integrated approach to improving Indigenous student outcomes. Our work as a board in the area of First Nation, Metis and Inuit (FNMI) Education is to develop awareness among all teachers of the particular learning styles of Indigenous students, and an understanding of First Nation, Metis and Inuit cultures, histories and perspectives.

In order to implement the components of the FNMI Framework, DSBN has focused on creating programs and supporting teachers to engage Indigenous youth as well as educating both FNMI and Non-FNMI youth and staff on the history and culture of First Nation, Metis and Inuit peoples.

FNMI Team Roles and Responsibilities

Georgie Groat - Curriculum Consultant: FNMI (K-12)

- Works with teachers to co-create, co-plan and co-teach lessons that embed Indigenous perspectives into the curriculum
- Provides professional development opportunities focused on educating students and staff on historical and contemporary issues of Indigenous people in Canada, breaking down stereotypes and focusing on the positive contributions of Indigenous people
- Collaborates and liaises with local First Nation, Métis and Inuit communities, organizations, students and families
- Supports efforts to build the knowledge and awareness of all students about Indigenous histories, cultures, perspectives and contributions
- Supports the implementation of voluntary and confidential Indigenous self-identification policies in each board and reviewing the policy as needed

Jennifer Stewart - Support Teacher: FNMI (K-8)

- Provides academic support to Indigenous elementary students during school hours
- Creates lessons to address specific student needs, using First Nation, Métis and Inuit resources and content
- Supports efforts to build the knowledge and awareness of all students about Indigenous histories, cultures, perspectives and contributions
- Works with teachers to co-create, co-plan and co-teach lessons that embed Indigenous perspectives into the curriculum
- Provides professional development opportunities for elementary teaching staff

Erica Zombolas- Support Teacher: FNMI, SSI and Re-engagement (9-12)

- Works, as part of the DSBN School Support Initiative (SSI) team, on FNMI student re-engagement

- Identifies students that will benefit from additional academic support and provides extra academic support to FNMI secondary students during school hours, in an effort to increase FNMI student achievement
- Develops additional strategies for each student, including plans for transition support, graduation and career attainment with guidance, student success and special education staff
- Works collaboratively with school staff to support FNMI students
- Supports professional development opportunities for secondary teaching staff

Sheila Maracle – FNMI Advisor (K-12)

- Works with teachers and staff, assisting with implementation of FNMI perspectives into the curriculum
- Supports students with their applications for status secondary funding and for college/university/workplace
- Aids students and families with connection to community supports and services, provides cultural workshops and recruits FNMI students to various cultural programs, both post-secondary and summer length
- Supports professional development opportunities for elementary and secondary teaching staff

Student Achievement Leaders – Lorraine Giroux (K-8) and Paul Taylor (9-12) Superintendents – JoAnna Roberto (K-8) and Helen McGregor (9-12)

First Nation, Métis and Inuit Education K-12 Program Offerings and Learning

K-12

Professional Learning:

- Two sessions of Cultural Awareness (Competency) Training
- Two Residential School Visits, part of the Survivor Series

Student Learning Opportunities:

- Orange Shirt Day – Every Child Matters – September 30
- Indigenous Student Voice Leadership Conference
 - Conference will focus on educating and motivating FNMI youth to focus on positive changes and becoming leaders in their school communities
 - Using self-ID data to identify grade 7 and 8 students who would benefit from a leadership program, providing the skills and confidence to not only complete their education, but become leaders amongst their peers
 - Conference will also involve 6 FNMI high school mentors, who have exhibited strong leadership qualities. Mentors will be responsible for facilitating and being positive role models
- Treaty Recognition Week - November 6-12

Elementary

Professional Learning:

- Grade 5: First Nations and Early European Contact after school session
- Elementary Math Collaborative Inquiry
 - Working with community partners and grade 4 math teachers on Indigenous pedagogy as it relates to mathematics and to infuse FNMI content and perspective into the daily math blocks

- Working with John Brant School and a local Indigenous artist to bring Indigenous ways of knowing into math through the Arts
- Grade 6 Residential School Unit - Deepening our impact
 - Working with grade 6 teachers to deepen their understanding of Indigenous issues historically and contemporary
 - Provide grade 6 teachers the opportunity to build a shared understanding of contemporary priorities, the concept of allied relationships, Indigenous holistic healing, the importance of on-going FNMI cultural competencies embedded throughout teacher practice and engaging meaningful, authentic involvement of the FNMI community, where possible

Student Learning Opportunities:

- Summer HEAT Program
 - Developing curriculum to support Indigenous perspectives, culture and traditions - 4 FNMI sites
 - This is a three-week summer learning opportunity for primary-aged FNMI students and students interested in learning about Indigenous culture
 - Provides an exciting educational program aimed at improving literacy skills and background knowledge of our students
 - Applies a holistic approach to education which incorporates a cultural component specific to First Nation, Métis and Inuit students.

Secondary

Course Offerings:

- Native Languages, Level 1, Mohawk Language (LNMAO) e-learning course being offered in semester two (for the 3rd year)
- Expressing Aboriginal (Indigenous) Cultures (NAC1O) being offered in three schools
- Aboriginal (Indigenous) Peoples in Canada (NAC2O) being offered in one school
- English: Contemporary Aboriginal (Indigenous) Voices (NBE3E/C/U) being offered in seven schools

Professional Learning:

- Secondary Native Studies Learning Community supporting the Native Studies courses we are offering
- Collaborative Inquiry Learning Team for NBE3E/C/U course – considering Indigenous Resources and deepening our knowledge
- Learning with secondary consultant and instructional coach teams using the Ministry Resource Guide *FNMI Connections, Scope and Sequences of Expectations, 2016* to make connections to secondary curriculum areas (Canadian and World Studies, Social Sciences and Humanities, the Arts, Science, English, Native Studies)
- November PD Day – Embedding Indigenous Perspectives into the classroom sessions
- Learning in Secondary Learning Communities including co-planning, resource suggestions, presentations and Traditional Teachings in the classroom

Student Learning Opportunities:

- Courage to Soar Program located at the Native Friendship Center in Fort Erie
- Support provided for SpeakUp initiatives and other student led FNMI initiatives
- Direct support of students in grade 9 and 10 applied classrooms, with a particular focus on mathematics
- Cultural teaching and learning opportunities to support student projects

Community Connections and Outreach

- Aboriginal Education Advisory Committee (AEAC) Committee, co-run with NCDSB, meets 4 times per year for community awareness of school events and for schools to learn about community events
- FNMI Career Fair – November 25 in collaboration with Niagara College and Brock University and NCDSB
- Work with Niagara Peninsula Aboriginal Area Management Board (NPAAMB) for Tutor Funding
- Employment and skills programming by NPAAMB for youth over 15 years of age for resume workshops, apprenticeship preparation and the Opportunity Knocks career conference for Indigenous students which explores both career and post-secondary pathways
- NPAAMB, Niagara Chapter of Native Women, and other members of AEAC community connects early school leavers with FNMI team members to explore options to complete secondary school
- Community members are included in FNMI activities from supporting collaborative inquiry learning projects to indigenous artists working with visual art teachers

The supports and programs have been very well received by students, staff, and administrators. The program offerings align with our Strategic Plan in the following areas:

Student Growth

- Improve achievement in literacy and numeracy through differentiated supports and strategies that help all learners achieve their full potential.

Staff Growth

- Provide purposeful leadership, succession planning and mentoring programs.

System Growth

- Continue to develop resources and learning opportunities for embedding FNMI and diverse perspectives across the curriculum.

Recommendation:

That the Board receive the information report on FNMI Education 2015-2016.

Respectfully submitted,

JoAnna Roberto, Area 1, Superintendent of Curriculum & Student Achievement (K-8)

Helen McGregor, Area 6, Superintendent of Curriculum & Student Achievement (9-12)

Date: November 1st, 2016.

For further information, please contact Superintendents JoAnna Roberto or Helen McGregor