



Indigenous Education Advisory Committee

Thursday, October 23, 2025

3:30 p.m.

EDC Norfolk / MS Teams Virtual Meeting

AGENDA

- | | | |
|-------|---|---|
| A - 1 | Opening
(a) Opening Address
(b) Land Acknowledgement Statement
(c) Introduction & Roll Call
(d) Selection of Chair | Chair
J. White
J. White
J. White |
| B - 1 | Business Arising from the Minutes and or Previous Minutes
(a) IEAC Terms of Reference | J. White |
| C - 1 | Consent Agenda
Recommended Motion:
<i>"THAT Indigenous Education Advisory Committee accept the October 23, 2025 Consent Agenda and the recommendations contained herein"</i>
(a) Approve the minutes of:
* (i) Indigenous Education Advisory Committee minutes dated May 29, 2025 | Chair |
| D - 1 | New Business
(a) Consultation/Board Action Plan (BAP)
(b) Updates - Community | Committee Members |
| B - 1 | Information Items
(a) System Updates
(b) Indigenous Education Update
(c) Indigenous Student Trustee Update | J. White/D.Atanas
S.Hill
R.Staats |
| C - 1 | Next Meeting
February 19, 2026 | Chair |
| D - 1 | Adjournment | Chair |
| E - 1 | Closing Address | Chair |



Indigenous Education Advisory Committee Meeting

Thursday, May 29, 2025

MS Office Teams Virtual Meeting

3:30 p.m.

MINUTES

Chair:	J.P. Gauthier, Indigenous Education Teacher Consultant
Trustee:	R. Collver, Trustee A. Hill, Student Trustee T. Sault, Trustee
Grand Erie Staff:	K. Graham, Superintendent of Education R. Mullings, Elementary Principal J. Roberto, Director of Education P. Barber, Director of Lifelong Learning of the Mississaugas of the Credit First Nation J. Burnham, Local Association Representative D. Sowers, Local Association Representative Nil.
Organizations/ Agencies:	
Parent/Family Designates	
Regrets:	V. King-Jamieson, Mississaugas of the Credit First Nation Education Pillar Lead L. Harris, Local Association Representative K. Henry, Local Association Representative D. Montour, System Principal Leader of Indigenous Education (Acting) G. Myke, Local Association Representative J. Shawana, Local Association Representative T. Simon, Parent/Family Designate L. Staats, Parent/Family Designate
Absent:	D. Bomberly, Lifelong Learning of the Mississaugas of the Credit First Nation C. General, Local Association Representative S. George, Parent/Family Designate K. Sandy, Local Association Representative A. Sault, Mississaugas of the Credit First Nation L. Silversmith, Local Association Representative R. Skye, Indigenous Education Advocate Nil.
Guests:	
Recording Secretary:	D. Fletcher, Executive Assistant

- A - 1 **Opening**
- (a) Chair Gauthier shared the video "Words Before All Else" for the opening address.
- (b) **Land Acknowledgement Statement**
Superintendent Graham read the Land Acknowledgement Statement.
- (c) **Introduction of Members & Roll Call**
Introductions and Roll Call were completed.
- (d) **Agenda Additions/Deletions/Approvals**
The agenda was approved by consensus.
- (e) **Student Showcase**



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MINUTES

Indigenous Student Trustee A. Hill shared his thoughts on the following questions below:

How can Indigenous students contribute to their own conscientization in Grand Erie?

- Student diverse voice

How can Indigenous parents and community members become more involved in shaping Indigenous Education in Grand Erie?

- Connecting with parents and caregivers to advocate for their children is important and will contribute to forming a strong community voice
- Offering different subjects as they develop will play a significant role

How can Grand Erie better support local Indigenous communities and their education systems?

- Indigenous education should be distinguished from general education. Educating others about Indigenous culture is complex and best done by traditional teachers. It is challenging for non-Indigenous educators to teach true Indigenous education
- Creating grants for community educators
- Encouraging Indigenous leaders to confidently voice their perspectives
- Increasing community involvement and continuing Indigenous education courses
- Teaching values should be based on respect and philosophical principles when addressing Indigenous teachings

Clarification on support to Indigenous Education across the district was provided based on specific needs within schools.

Indigenous Student Trustee Hill would like to continue to foster dialogue between Indigenous and non-Indigenous people and educate students about leadership through nature alongside with values, principles, morals, ethics, honesty, and respect.

B - 1 **Consent Agenda**

Moved by: R. Collver

Seconded by: T. Sault

THAT Indigenous Education Advisory Committee accept the May 29, 2025 Consent Agenda and the recommendations contained herein

Approve the minutes of:

- (i) Indigenous Education Advisory Committee minutes dated March 27, 2025

Carried

C - 1 **Business Arising from Minutes and/or Previous meeting**

(a) **Indigenous Education Advisory Committee – Collaborative Brainstorm (From March 27, 2025)**

Committee members were invited to express their preferences regarding further opportunities they wish to see within the Indigenous Education Advisory Committee.

- Reviewing budgets and the Board Action Plan beforehand allows for input



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MINUTES

- Consider connecting Six Nations and MCFN, and hosting meetings there could be beneficial. Integrate experiences from other sites into IEAC for better approaches.
- Host more IEAC-sponsored events to encourage relaxed community engagement, making members comfortable in sharing.
- Clarify the reasons for requesting participation - whether to support students or parents/guardians.
- Visit MCFN locations to familiarize individuals; attend school and community center, explore integration of MCFN and SN for unified learner support.
- Educate non-Indigenous committee members on effective student education support
- Engage with Brantford's urban community and nearby towns; connect with UISC and student councils to support Indigenous student representation

The feedback and conversation were very productive. The next steps will involve exploring opportunities for engagement and advocacy in the coming year and understanding how this will evolve.

D - 1 **New Business**

(a) **Updates – Community**

Nil.

E - 1 **Information Items**

(a) **Indigenous Education Update**

The Indigenous Education team has incorporated Indigenous Knowledge into the classrooms through a variety of initiatives: Indigenous Knowledge Specialist High Skills Major Pilot Program (Lacrosse), Mohawk College's Picture Yourself at College event (offering tours and workshops in healthcare and automotive fields), Grade 7 transition events for on-reserve elementary students, workshops (beading and moccasin making), guest speakers (including Phil Davis, Tanya Jacobs, Melanie Bomberly), field trips (Woodland Cultural Centre, Kayanase, Chiefswood, Camp Kandalore), and the third phase of the Indigenous community garden at CSS.

The elementary team has provided support to 58 elementary schools and managed the Auntie program. They have also offered guidance for all secondary initiatives and overseen student engagement through various programs, including environmental education and the year-end event.

Graduate coaches and counselors support students at Tollgate, BCI, MPSS, PJ, and HSS through academic guidance, homework assistance, post-secondary planning, nutrition advice, event organization, field trips, and monitoring student progress.

Representatives from the Indigenous Student Associations and United Indigenous Student Council (UISC) attended the 4th annual T-Bird Festival at Pauline Johnson CVS in May. The event featured activities such as Bread and Cheese, beading, Kiwanis Field activities, lacrosse workshops, Indigenous trivia, Bone and Toggle, and a mini-Pow Wow with various singers. Trustee A. Hill ceremonially passed the Indigenous Student Trustee medallion to R. Staats.



Indigenous Education Advisory Committee Meeting

Thursday, May 29, 2025

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MINUTES

(b) **System Update**

System Updates included: Videos that highlighted: Math Learning 2025, Innovation Hub, Hub Program, and Dual Credit. Additional Updates include Ontario Skills Competition, Coding en Francais, Dunnville Secondary School Art Project, Paris District High School Badminton Champ, Muslim Association of Brantford, Iftar Celebration at Walter Gretzky, and Autism Awareness Month.

F - 1 **Next Meeting**

The dates will be sent out to the committee members once the calendar dates are confirmed

G - 1 **Adjournment**

Chair Gauthier adjourned the meeting at 5:25 p.m.

H - 1 **Closing Address**

Chair Gauthier shared the video "Words Before All Else" for the closing address.



Indigenous Education Advisory Committee

Terms of Reference 2025-26

1.0 **Statement of Purpose and Responsibility**

In 2014, through the Ontario First Nation, Métis, and Inuit Education Policy Framework Implementation Plan, the Ministry of Education indicated that all school boards would establish formalized processes, such as establishing Indigenous Education Advisory Committees (IEAC) to support local implementation of the framework. IEAC would provide guidance to school boards and schools in building stronger relationships with their communities, sharing information, identifying promising practices, and enhancing collaborative work to support First Nation, Métis, and Inuit student achievement and well-being.

Grand Erie District School Board's IEAC will promote, enhance and improve Indigenous Education for all students.

2.0 **Committee of the Composition**

The Indigenous Education Advisory Committee will be comprised of:

- 2.1 Mississaugas of the Credit First Nation Trustee to the Board
- 2.2 Trustee of the Board appointed annually
- 2.3 A representative from the Six Nations of the Grand River Territory Elected Council or Alternate Six Nations Confederacy Council or Alternate;
- 2.4 A representative from the Mississaugas of the Credit First Nation (MCFN) or Alternate;
- 2.5 Mississaugas of the Credit First Nation Education Pillar Lead and additional Representative from Mississauga of the Credit First Nation
- 2.6 Métis Representative
- 2.7 Inuit Representative
- 2.8 Representative(s) from no more than five (5) local associations. Local association is defined as an association or organization that operates locally within the area of jurisdiction of the Board which further the interest of Indigenous Education;
- 2.9 Up to 10 Parent /Family Designate(s)
- 2.10 Up to 10 students
- 2.11 Elementary and /or Secondary administrator(s)
- 2.12 An Elder/Knowledge Keeper/Senator when available at the discretion of the committee
- 2.13 Up to two (2) advocates of Indigenous Education as approved by the Superintendent of Education or designate
- 2.14 System Principal Leader, Indigenous Education
- 2.15 Indigenous Lead
- 2.16 The Director of Education will appoint a Superintendent of Education to the Committee

3.0 **Terms of Appointments**

- 3.1 Reviewed annually or at the discretion of the committee

4.0 **Committee Operating Procedures and Scope:**

The Indigenous Education Advisory Committee will:

- 4.1 Receive and Review the Minutes of the Committee
- 4.2 Appoint the Chair annually, at the first committee of the school year. The Chair may be the Indigenous Lead, Principal Leader Indigenous Education, or community member.



Indigenous Education Advisory Committee Terms of Reference 2025-26

- 4.3 To respond to any recommendations from IEAC
- i. provide advice on initiatives including, but not limited to, student programs, native studies, student retention and alternative education programs
 - ii. advocate both provincially and locally for specific needs of Indigenous students
 - iii. provide input into supports to build capacity of educators to develop strategies to improve the integration of Indigenous perspectives in the classroom and school community
 - iv. identify community issues that impact education
 - v. reflect the opinions and interests of the groups represented by the members of the committee
 - vi. report back to the stakeholders they represent
 - vii. make recommendations from IEAC to the Board at any time providing a consensus of community members are present to approve the recommendation
 - viii. staff will provide information, support, and direction and will facilitate the work of the committee in matters related to the advisory role of the committee
- 5.0 **Role of the Board:**
- 5.1 Appoint Trustee members
 - 5.2 Support the work of the Committee
 - 5.3 Receive and review the Minutes of the Committee
 - 5.4 To respond to any recommendations from IEAC
- 6.0 **Meetings**
- The Indigenous Education Lead – Teacher Consultant shall prepare the meeting schedule and agendas for each meeting in consultation with the Superintendent of Education appointed to Indigenous Education and System Principal Leader, Indigenous Education and/or Chair of the Committee.
- 6.1 The committee will operate using a consensus model
 - 6.2 Meeting Minutes will be provided to all members
 - 6.3 Role of staff – Board staff may be called upon to support this committee
 - 6.4 The Indigenous Education Advisory Committee will meet holding a minimum of four (4) meetings between September and June.
- 7.0 **Reporting**
- 7.1 IEAC will review the Board Action Plan to include updates, gathering input from members on an annual basis prior to the report being signed by the Superintendent of Education Responsible to IEAC, the Chair of the Committee and Director of Education. This document will be made available in an IEAC package.