



SUCCESS for Every Student



GRAND ERIE'S **EDUCATION SERVICES AGREEMENT FOR SIX NATIONS STUDENTS**

Progress Report for 2017-18

Executive Summary

This report of the Grand Erie District School Board highlights the results of secondary school endeavours by Six Nations students and the work of the Native Trustee, Native Advisor, and Native Education Counselling staff who work under the Secondary School Education Services Agreement between Indigenous Services Canada (ISC) and the Grand Erie District School Board on behalf of Six Nations of the Grand River. This document reports on the 2017-18 school year and acknowledges the working relationship with organizations on Six Nations of the Grand River Territory. "Six Nations students" in this document refers to students who reside on the Six Nations of the Grand River territory and who are covered under the Education Services Agreement.



Multi-Year Plan 2016-2020

In 2016, Grand Erie Trustees approved a new strategic direction to guide the work for the 2016-20 Multi-Year Plan, SUCCESS for Every Student. This is the boards mission, vision and goal statement.

We will achieve this through a focus on students and staff in a culture of high expectations. Indicators that will support our goal include Achievement, Well-Being, Equity, Environment, Technology and Community.

NATIVE ADVISORY COMMITTEE

The Native Advisory Committee represents Six Nations interests in maintaining quality educational services purchased through the Education Services Agreement and ensures that the Board is appropriately advised in matters related to the education of Six Nations pupils.

Participating Members

Brenda Blancher, Director of Education

Pam Davis, Native Community Liaison Officer

Sharon Doolittle, Recording Secretary

Alex Felsky, Trustee, Grand Erie (From January 2017)

Stacy Hill, Native Advisor

Jeannie Martin, Indigenous Engagement & Support Itinerant teacher

Audrey Powless-Bomberry, Six Nations Community Representative, Six Nations Elected Council (From January 2017)

Karen Sandy, Six Nations Trustee, Grand Erie

Diane Sowers, Trustee, Grand Erie

Sabrina Sawyer, Indigenous Lead for the Board/Teacher Consultant

Joe Tice, Grad Coach for Indigenous Students

Melissa Turner, Native Education Counsellor – Hagersville Secondary

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

Sharon Williams, Native Education Counsellor – McKinnon Park Secondary



Photo Credit: Samantha Miller

Message from the Native Trustee



This past year has been a great opportunity for Indigenous students as we welcomed a new Indigenous student trustee position on the Grand Erie District School Board. Several school boards across the province have also secured a position for an Indigenous student. It's great that most secondary schools are taking part in the Indigenous Student Association meetings which began this fall. I had the privilege of attending the Indigenous Student Leadership initiative in which 7 secondary schools participated with at least 60 young motivated leaders! This is an excellent way for our youth to get involved.

Grand Erie's Indigenous Education Department have lined up some awesome activities to promote awareness including the annual Orange Shirt Day which most schools participated in on September 28th. Some other important days are Day of Red, Treaties Week, and Indigenous People's Day (June 21st). The Indigenous Education Board Action Plan continues to complement student success and promote awareness as it builds positive connections to enhance and improve the educational experience for all students.

All Grand Erie students are welcomed to take either the Cayuga or Mohawk language program if it is offered at their secondary school. The more students we have the better opportunity to ensure the languages continue to be an option. We encourage all students to support our Indigenous languages.

The Indigenous Trustees Council which is part of the Ontario Provincial School Board Association (OPSBA), met over the summer for the annual planning and priority setting. Approximately 15 Indigenous Trustees from school boards across Ontario assemble to discuss collective interests.

This marks the end of a 4 year term and it was truly an honour to have been a part of the educational path of our students. I learned so much and it's been a real eye opener on the variety of programs and level of commitment available for all students!

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

- 1 committee of the whole meeting per month
- 1 regular board meeting per month
- Chair of the Supervised Alternative Learning Committee (Haldimand)
- Chair of the Native Advisory Committee
- Member of the Indigenous Education Advisory Committee
- Alternate to the OPSBA Indigenous Director for the Indigenous Trustees Council
- Member of the Grand Erie Student Disciplinary Committee
- Graduations and award ceremonies for secondary schools or Alternative Education programs as requested
- Advocate for student success
- Parent liaison
- Language and Cultural Awareness sessions as requested by Educators
- OPSBA annual assembly and Public Education Symposiums
- Accommodation Review Committee meetings
- Member the Six Nations Lifelong Learning (Education) Committee
- Report to the Six Nations Elected Council and the Six Nations Language Commission Board

Karen Sandy,
Native Trustee, Grand Erie District School Board



Staff and Focus Areas

Native Advisor

Wa'tkwanonwera:tonh (Greetings),

Tekonwaniahe:sen ni ionkiats. Wakeniahten ni waki'taro:ten tahnnon Kanien'kehaka ni wakhwentsio:ten. My Mohawk name is Tekonwaniahe:sen. I am from the Turtle Clan and the Mohawk Nation. My English name is Stacy Hill. My role is to provide consulting and advisory services as the Native Advisor, providing consulting and advisory services to the Grand Erie District School Board with respect to issues affecting students residing on Six Nations. It is also within my role to be a community liaison and as such I regularly attend meetings of the following community meetings: Six Nations High Risk Committee, Six Nations Elected Council Education Committee and the S.E.E.D. Committee (Science, Education, Employment, Development).

Native Education Services Staff

Three Native Education Counsellors provide for the instructional, counselling and other needs of Six Nations students at McKinnon Park Secondary, Hagersville Secondary, Brantford Collegiate Institute & V.S. and Pauline Johnson Collegiate & V.S.

One Native Community Liaison Officer provides counselling for pupils who have been referred by the secondary schools for issues regarding poor attendance and the resulting lack of success.

Special Education

The Education Services Agreement provides additional funds for High Cost Special Education needs. With these funds we are able to provide 6 sections in a self contained secondary classroom at Hagersville Secondary School and 9 Educational Assistants allocated as follows: Pauline Johnson Collegiate 2, Cayuga Secondary 1.5, Tollgate Technical Skills Centre 1, McKinnon Park Secondary 1, Hagersville Secondary 3.5.

Partnership with Six Nations Federal Schools

The Grand Erie DSB continues to work with Six Nations' education administrators and staff to implement an action plan for an ongoing and strengthened partnership. The action plan is focused on building a respectful, reciprocal partnership that will lead to smoother transitions from Grade 8 to secondary school as well as improved student attendance and achievement. The plan includes opportunities for co-planning / co-teaching, inclusion of Six Nations federal schools in Grand Erie professional development for teachers and Director's meetings with administrators, improved Grade 8 transition meetings and data sharing.

Transition to Grand Erie Secondary Schools

Six Nations students choose from 6 High Schools for which bussing is provided by ISC. Students may register at any other high school however transportation is not provided by ISC.

McKinnon Park Secondary

Principal: Dave MacDonald
Vice-Principal: Cathi Krueger
Native Ed Counsellor: Sharon Williams
905-765-4466

Brantford Collegiate Institute

Principal: Ann Myhal
Vice Principal: Jennifer Ippolito
Vice Principal: Regan Vanckerbroeck
Native Ed Counsellor: Sherri Vansickle
519-759-3210

Tollgate Technical Skills Centre

Principal: Susan Noort
Vice Principal: James Young
Native Ed Contact: Marisa Soster
(Dept Head of Guidance, Coop, Student Success)
519-759-3691

Hagersville Secondary

Principal: Shaun McMahon
Vice-Principal: Jessie Hooper
Native Ed Counsellor: Melissa Turner
905-768-3318

Pauline Johnson Collegiate

Principal: Mike DeGroote
Vice Principal: Adriana Potichnyj
Vice Principal: Shannon Love
Native Ed Counsellor: Sherri Vansickle
519-756-1320

Cayuga Secondary

Principal: Dave Thomas
Vice Principal: Rob Wong
Native Ed Contact: Christine Kononiuk
(Student Success Teacher)
905-772-3301

Transition Activities

The following activities were completed in the 2017-18 academic year to facilitate successful transition of Six Nations students to Grand Erie secondary schools.

“Grand Erie Secondary School Information Night”

All current Grade 8 Students & Parents/Guardians were invited for secondary school information evening presentation at the Six Nations Community Hall

Grade 8 Days

Grade 8 students were invited to spend a day at one of the following secondary schools:

- Brantford Collegiate Institute
- Cayuga Secondary School
- Hagersville Secondary School
- McKinnon Park Secondary School
- Pauline Johnson Collegiate
- Tollgate Technical Skills Centre

Special Program Information Nights

Grade 8 students and parents/guardians were invited to attend information nights for the following special programs:

Brantford Collegiate Institute Laurier Program
Pauline Johnson Collegiate S.O.A.R. (Strength, Opportunity, Achievement, Results) Program

Secondary School Information Nights

Grade 8 students and parents/guardians were invited to attend secondary school information nights at the following secondary schools:

- Brantford Collegiate Institute & V.S.
- Cayuga Secondary School
- Hagersville Secondary School
- McKinnon Park Secondary School
- Pauline Johnson Collegiate & V.S.
- Tollgate Technical Skills Centre

Student Transition Meetings

Grand Erie staff (Native Advisor, secondary school Guidance Counsellors and/or Student Success teachers) participated in transition meetings hosted by Six Nations elementary schools that included the Grade 8 student, parent/guardian, and the Grade 8 Teacher

IPRC Review Meetings

Grand Erie Special Education teacher consultant and the Native Advisor participated in IPRC transition meetings for Grade 8 students to determine placement recommendations.

Indigenous Education Grade 7 Day

Grade 7 students participated in a tour of secondary schools:

Day one – Haldimand schools (HSS, MPSS, CSS)

Day two – Brantford schools (BCI, PJCVS, TTSC)

Grand Erie Secondary School Information Night for Grade 7 students & parents/guardians

All secondary schools hosted

Grade 8 Shadow Days

Grade 8's spent a 'day in the life of a secondary school student' at the secondary school they registered at for the Fall.

Literacy and Numeracy Program

The Summer School program is for students currently in Grades 5, 6 & 7 and is offered to provide students with the opportunity to improve their Basic Skills in Literacy and Numeracy. Students will also have opportunities to participate in physical activities and explore the arts.

Reach Ahead Summer School

This program was open to grade 8 students. Reach Ahead allow students to complete a credit in the summer before their Grade 9 year. Courses offered in July 2018 were:

- Information and Communication Technology in Business, Grade 9, Open
- Civics, Grade 10, Open (2 weeks - 0.5 credit)
- Career Studies, Grade 10, Open (2 weeks - 0.5 credit)



Photo Credit: Siarra Martin

The Board Action Plan on Indigenous Education

The Board Action Plan for Indigenous Students is focused on the implementation plan in the First Nation, Metis, and Inuit Framework and the performance measures contained within that framework. It supports both the Achievement and Equity indicators of Grand Erie'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." This provides Six Nations' students residing on Six Nations with another level of support. This past year, the Board Action Plan provided for several initiatives that directly impacted our students including:

- Supplies for off-site Classrooms for Six Nations/New Credit Students
- Secondary School Projects and Initiatives (Hagersville Secondary, McKinnon Park Secondary, Brantford Collegiate, Pauline Johnson Collegiate, Tollgate Technical Skills Centre)
- Six Nations Polytechnic Recruitment Day and Social
- Supplies for Native Art (NAC10) classes
- Language Programs Training and Resources
- Transition to Secondary School Activities for Grade 7 & 8 students
- Bridging Our Worlds through Science (BOWS) event – Brock University
- Professional Development Activities with Educators
- Native Advisor Professional Development
- The development of a Grade 6 curriculum on Residential Schools with inclusion of Six Nations representatives on the working group. This resource will be shared with the federal elementary schools at Six Nations
- Development of Lacrosse program at Waterford District High School
- Indigenous Student Leadership Initiative

Annual Events

Each year schools of Grand Erie are encouraged to recognize the following days. Resources are shared and support is provided by the Indigenous Education Office when requested.

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

Schools are also encouraged to be aware of days of significance to Haudenosaunee people like No:ia and Bread & Cheese Day. Teachers may wish to teach about the significance of these days. They are great days to invite in community guest speakers and/or try some Indigenous foods.

Nutrition Program

Students of Six Nations are well nourished during their school day. Students have access to breakfast programs offered to all students in Grand Erie. They receive additional nutrition support through funds granted from the National Child Benefit Reinvestment Fund as well as from the Six Nations Student Nutrition Program. The programs are delivered differently in each school. Every effort is made to ensure students have access to these programs every day.



Photo Credit: Samantha Miller

Multi-lingual Indigenous Language Learners (MLILL)

In the Grand Erie District School Board our goal is to ensure that every student feels supported and prepared by providing programs and services in a caring and inclusive environment. We recognize 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. We acknowledge the value of any amount of time a child may have experienced in a Mohawk or Cayuga immersion classroom and want to fully support his/her transition into an education setting that is fully English language based. As part of our effort to ensure “Success for Every Student,” we introduced this year the Multi-Lingual Indigenous Language Learner program. This program involves English language literacy and numeracy assessments that inform teachers of the types of pedagogical supports needed for these students to more effectively access curriculum content in the English language. In this introductory year, eight Six Nations’ students participated with parental/guardian consent.

Highlights

Indigenous Student Leadership Explodes in Grand Erie

Two years ago, the Truth and Reconciliation Commission of Canada outlined 94 calls to action meant to begin repairing the harm caused by the residential school system. The 63rd item on the list forms a foundation for Grand Erie’s Indigenous student leadership strategy:

“Build student capacity for intercultural understanding, empathy, and mutual respect.”



The strategy really began last school year with a project called “Living the Two Row”. The 2017-18 academic year built on that foundation to expand leadership opportunities on many levels for Indigenous students.



First Ever Indigenous Student Trustee

On Thursday, April 26th, Allan St. Pierre was elected the first ever Indigenous Student Trustee at the Grand Erie District School Board Student Senate Trustee Election. Allan is a grade 12 student from Tollgate Technical Skills Centre.





Indigenous Student Leadership

On Thursday, October 12th, the implementation of the strategy began with Indigenous student leaders from eight Grand Erie secondary schools coming together to start this important work by sharing ideas and setting goals. After this day, they returned to Cayuga Secondary School, McKinnon Park Secondary School, Hagersville Secondary School, Brantford Collegiate Institute and Vocational School, Pauline Johnson Collegiate and Vocational School, Tollgate Technological Skills Centre, North Park Collegiate Vocational School, and Waterford District High School with concrete plans for the year ahead.

The plan was that each school's Indigenous Club will meet regularly, plan programming and events, share information, and carry out the intention of the calls to action with their fellow students. Grand Erie's Indigenous Education team, who planned the day, were there to provide support throughout the year.



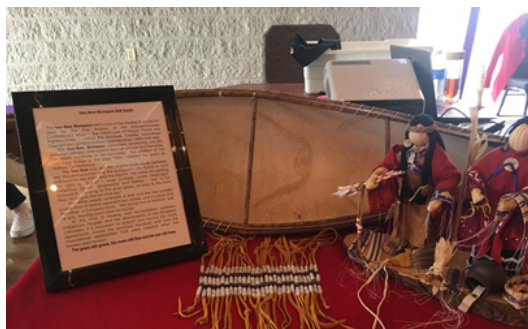
"Starting high school is a big transition, and it brings opportunities to share our culture and values, and change viewpoints," said Gene Jamieson, guest speaker and Pauline Johnson C&VS graduate. "It's a chance to step out into the larger community and proudly say who you are

and where you come from."

Jamieson concluded his motivational talk with an observation and an invitation: "You have brilliant ideas, and change will happen through the impact you have. What will you do?"

On Friday, April 6th, the second part of the leadership strategy was hosted at Kanata Village with 2 representatives from each participating school gathering as an Indigenous caucus. With funding support from the Ministry of Education, three schools joined the initiative; Delhi District High School (Grand Erie), Assumption College School from the Brant-Haldimand-Norfolk Catholic District School Board, and Kawennio Private School, a Cayuga and Mohawk Language school at Six Nations.

Students learned from Elizabeth Doxtater, owner of Everything Cornhusk, about the traditional roots of our Haudenosaunee leadership system. Elizabeth shared many examples of how to apply lessons from stories and history to our daily lives.



Stacy Hill, Native Advisor for Grand Erie, explained the process of consensus building founded by the Haudenosaunee Confederacy Council of Chiefs. After lunch the students used the process to determine the structure of the group moving forward. Their maturity and consensus-building skills impressed all staff advisors in the room.

Hill, along with Jeannie Martin, Indigenous Support and Engagement Teacher, are leading the strategy for the Board. The next step in the strategy was to have Indigenous Student Association reps join the secondary student council reps at Grand Erie's Student Senate on April 26th where elections were held for the Board's first ever Indigenous Student Trustee.

The year wrapped up on June 1st with a celebratory event at McMaster University's Altitude program with 8-10 students from 12 participating schools coming together to practice leadership skills, report on their activities and have some fun while participating in team building exercises. Allan St. Pierre, newly elected Indigenous Student Trustee, was gifted with a Turtle medallion, a symbol of Turtle Island to remind him to stay grounded in his work as a leader for our Indigenous students. He was also given a pouch that contains items representative of things that every good leader requires.

Kontiya'taseha Project - They Are Young Beautiful Women

Welcome to the Kontiya'taseha project! This project provided Indigenous students the opportunity to participate in the Body/Land/Sovereignty workshops between February-June 2018 at Brantford Collegiate Institute. Kontiya'teseha means 'they are young beautiful women' in Mohawk, and the goal of the project was to honour this time of emergence by providing a safe space for young women to discuss the relationship between body and land sovereignty through the medium of photography. World renowned artist, Shelley Niro, (Mohawk, Six Nations) led the workshops with humour and a sense of the absurd to craft complex narratives about Indigenous women's lives. The images depicted by the youth participants pay homage to the hard-won importance of family, land, friendship, community and culture in the making of body and land autonomy.

In addition to photographic and hand tinting workshops with Shelley, participants also toured exhibits at the McMaster Museum of Art (#nofilterneeded Shining light on the Native Indian/Inuit Photographers' Associations (NIIPA) 1985-1992), and the Art Gallery of Hamilton (Shelley Niro:1779), toured the REDress Project (by Metis artist Jaime Black) at Brock University and attended the key note by Robyn Bourgeois (Cree) on International Womens' Day, and participated in a second workshop on the multi-generation connections between body and land sovereignty also by Bourgeois. Bonnie Whitlow (Six Nations; cultural interpreter) joined in for several workshops on the relationship between Haudenosaunee language and song and body autonomy. Finally, the group participated in a tour of the Our Sustenance Greenhouse (Six Nations) which emphasizes the traditional gardening, sustenance and medicinal practices of the Haudenosaunee. Throughout all of these activities the youth participants were experimenting with the cameras to develop their own visual language to express land and body connections. *(from Sherri Vansickle and Margot Francis, forward to "Kontiya'taseha: They Are Young and Beautiful". Catalogue 2018)*



Photo Credit: Kaysha Jamieson

Walk A Mile in my Moccasins

Hagersville Secondary School embarked on a reconciliation project involving the making of moccasins, guest speakers and a local field trip. The aim of this project was meant to support the building of bridges between the local First Nation communities and surrounding towns. It involved two parts, one focusing on Indigenous culture and the other understanding local settler history and agriculture. This project was funded by the Grand Erie District School Board Indigenous Education Board Action Plan.

The project involved 54 grade 9 Visual Art and Expressing Aboriginal Cultures students as well as 3 teachers and 3 Educational Assistants. The students were involved in making their own pair of moccasins from scratch. They had to cut out the pieces for their moccasins from deer hide, punch holes, and hand sew all of the pieces together. Some students were able to add bead work while others burned designs onto the leather of their moccasins. Teachers were very creative in adapting the work so all students could be successful and feel good about their moccasins.

Darren Thomas (Seneca, Bear Clan, Six Nations) was invited to each class. He spoke on traditions regarding relationships with animals, harvesting vs hunting and Indigenous rights. Mallory Johns, a Hagersville Secondary School graduate came in to assist with the teaching of beading and the sewing of the moccasins.

This month long project also included a field trip focusing on Indigenous culture and the understanding of local settler history and agriculture. The first stop on our tour was an informative visit to the Cayuga Museum where we learned about the United Empire Loyalists' settlement of the area. Here we learned of the special relationship between the Haudenosaunee and the Loyalists who were both loyal to the Crown. Next we had lunch in a longhouse at Kayanase Greenhouses. The students enjoyed ham and scone, traditional strawberry juice and Indian cookies. Kerdo Deer spoke to us about life in a longhouse and the construction of it. "It brings tears to my eyes to even think about how beautiful it was to be at the longhouse and hear a language so beautifully spoken, a language that someone tried to destroy." - Karla Queckenstedt (teacher).

Our final stop of the day included a tour of Chiefswood National Historic Site, the homestead of Pauline Johnson, Mohawk Poetess. Here we learned about her life living at Chiefswood as well as that of her family. We learned that her brothers were sent to the Mohawk Institute known as "The Mush Hole," the residential school in Brantford. Her father was a Chief and her mother was a British woman. We learned that they had to keep their love and engagement hidden for years as her parents would not have approved.

As our project came to an end and our moccasins were completed the students were introduced to a few Haudenosaunee social dance songs. These were taught to us by former Hagersville Secondary School graduates, Chezney Martin and Makasa LookingHorse. Wearing their newly made moccasins, all of the students had fun participating in this social activity. Learning some of the dances helped our students be better prepared to participate in a Social that was held on May 2nd in conjunction with a visit from Logan Staats!

This project really helped students to learn a little more about one another. There was excitement from the students every day. If they weren't working on the moccasins on a particular day, there was obvious disappointment. Students often made comments like, "I can't believe we get to make our own moccasins." and always asking "When can we take them home?" At every opportunity to try them on, they did. "It was a precious experience." - Patti Zadanyi (teacher)



Photo Credit: Cindie Martin

Indigenous Mentorship Day



Caption: The day's presenters shared their unique career paths

The path after graduating secondary school is often full of twists and turns. Determining next steps and finding the supports necessary to achieve your goals can be a difficult process.

It can be especially difficult for Indigenous students who don't always see themselves reflected in the college and university programs, or sometimes even the careers they aspire to.

Presented as equal parts information fair, guest presentations, and student social and dance, the Indigenous Mentorship Day, on March 28, 2018, aimed to ease this transition to post-secondary education for Grand Erie District School Board Indigenous student as well as inspire and empower their decision making.

"Part of my role here at Grand Erie is to help students navigate the world beyond secondary school," said Joe Tice, Grad Coach (Post Secondary Navigator) for Indigenous Students, who took the lead in organizing the day. "The event is about opening doors of possibility."

Guest speakers included Sergeant Raymond Starks of the Canadian Armed Forces; Yotakahron Jonathan, a medical student at McMaster University; Randi Garlow, banking advisor at RBC; and Cameron Sault, addictions and outreach worker with New Directions. All are highly accomplished in their chosen fields, and brought advice and guidance to the captivated audience.

"You didn't see many Indigenous people in uniform when I started in my career, that's for sure," said Starks, who began 25 years ago with the Canadian Armed Forces. "However, it's come a long way, and now there's a lot more knowledge about supports available."

Also on hand were Indigenous student association representatives from a number of area colleges and universities. The post-secondary institutions were there to highlight the services and supports available, as well as to show students the ways in which Indigenous culture is embraced and celebrated on their campuses. Indigenous student associations and services at the college and university level make it easy to access resources and supports, take part in events and connect with other Indigenous students, and achieve their academic goals. For students, the message of the day's event was received.

"Hearing from the speakers, it's clear to me that sometimes the way you think you're going isn't where you ultimately end up, and that's okay," said Dallas, student at Brantford Collegiate Institute. "I'm considering a few possible career paths, and learning more about other people's paths is really helpful."

For Sam, a fellow BCI student, the highlight of the event was the dance in the afternoon. "The singers, the drumming, and the dancing is a great way to celebrate our culture and socialize."

Thanks to events such as the Indigenous Mentorship Day, students will take this energy with them, whatever path they choose to pursue.

Grand Erie's Multi-Year Plan includes Equity and Achievement as two of its main pillars. Events such as Indigenous Mentorship Day set high expectations for students as they work towards goals, and recognize that the paths to achievement are as unique as each student.

Aleria McKay – Brantford Collegiate Institute and Vocational School



In her final year as a Grand Erie student, Aleria McKay has made impressive contributions to arts, culture, and community involvement – all with an important message behind them. Earlier this year, she was crowned Miss Teenage Ontario. She is the first Indigenous winner in the competition's history. This summer, she will move on to

compete for the title of Miss Teenage Canada. Aleria's commitment to raising awareness and erasing the stigma surrounding teen suicide set her apart in the competition, as she demonstrated impressive leadership and courage. This spring, she continued her efforts through a different vehicle: the theatrical production of "And She Split the Sky in Two", which she wrote and directed. The play, which deals with Indigenous issues and teen suicide, was the winner at both district and regional levels of the Sears Drama Competition and won two MIRA awards at the Provincial level. Aleria currently attends York University's theatre program, and hopes to enter the teaching profession as a drama teacher after that.



Ascension Harjo, Pauline Johnson Collegiate and Vocational School

Ascension was introduced to hoop dancing at a very young age through his family's involvement in the traditional healing dance, and today the grade 11 student at Pauline Johnson Collegiate & Vocational School is an accomplished artist in his own right. In summer 2017, the spotlight was on Ascension as he performed at the Indigenous Games Opening Ceremony in front of athletes and delegates from across North America. From hoop dancing to shooting hoops, he also competed in basketball during the Games, and his talent, passion, and commitment to both pursuits sets him apart.



Supporting Indigenous Professional Development Opportunities

The Indigenous Education Teacher Consultant/Lead and the Native Advisor work together to provide professional development opportunities that enable teachers and board leaders to increase their knowledge and awareness of Indigenous cultures, histories, traditions and perspectives as well as to enhance their capacity to support Indigenous learners more effectively. Opportunities are provided as an Indigenous Education initiative or by the inclusion of an Indigenous lens through various department initiatives. Two particularly effective, and well-received strategies have been Bus Tours of the Six Nations of the Grand River and Mississaugas of the New Credit First Nations, and the Kairos Blanket Exercise.

This year Six Nations staff participated in: *Level Literacy Intervention; Intermediate Collaborative Learning Session; How to Motivate and Engage Students to Acquire New Skills; Behaviour Management Systems; ++ and Treaty Workshop.*

Blanket Exercise

The KAIROS Blanket Exercise is an interactive way of learning the history most Canadians are never taught. The Native Advisor, the Indigenous Education Teacher Consultant, a Native Education Counsellor and a teacher of the Expressing Aboriginal Cultures course worked to revise the Blanket Exercise to be more focused on the history of our local Indigenous communities. This effective strategy continues to be delivered to Grand Erie staff, Principals and Vice-Principals.



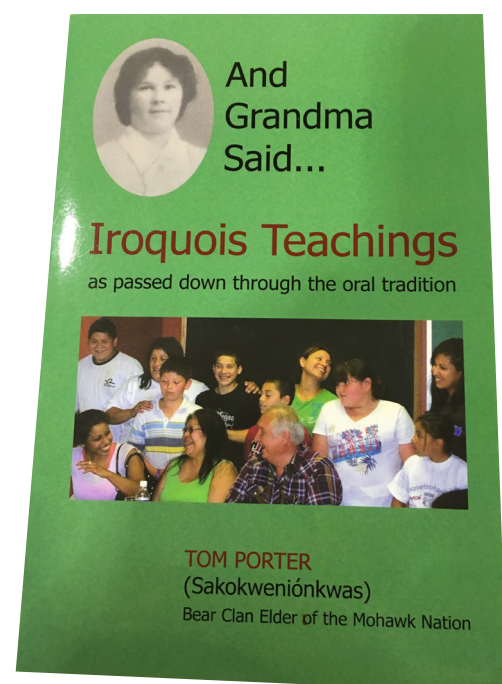
Bus Tours

Through the Indigenous Education office, two Bus Tours were hosted to provide teachers and other staff with opportunities to visit the community, learn more about possible field trip destinations and answer questions. The day focused on the Six Nations of the Grand River Territory and included a tour of Her Majesty's Chapel of the Mohawks, a bus ride through the territory highlighting the longhouses, Elementary Schools, the Gaylord Powless Arena and Dajoh Youth and Elders Centre, the Old Council House, the Lands and Membership, the home of Pauline Johnson, the grounds of the Chiefswood National Historic Site, and a visit to Irocrafts. We look forward to offering more tours in the coming school year.

Tom Porter Stops in for Lunch During Treaty Week

"The problem with history is it's his story, not our story," says Tom Porter, knowledge keeper and Bear Clan elder of the Mohawk Nation. He's speaking to a group of Grand Erie educators and staff ahead of Treaties Recognition Week in Ontario, sharing some of the lessons imparted in his book, "And Grandma Said", a collection of Iroquois teachings passed down through oral tradition.

After a great lunch discussion with staff, Tom was welcomed by a group of students and staff for a talk at Pauline Johnson Collegiate.



Off-Site Classrooms for Six Nations Students

COMMUNITY BASED EDUCATION PROGRAMS

Grand Erie's vision is 'SUCCESS for Every Student'. Through various Ministry Student Success Initiatives, we have developed a variety of innovative community based education programs that meet the needs of our students who disengage from regular day school. This year, the Board undertook a review of all community based education programs and reformed them to better align with student needs. As a result, the Nations program has been doubled. We continue to seek innovative strategies and program delivery models to meet the needs of all learners who may have disengaged from secondary school and require special re-engagement programs and alternative ways to earn secondary school credits towards their Ontario Secondary School Diploma (OSSD).

Nations (Hagersville SS):

Eligible Students: Six Nations and New Credit students, ages 13-17 years old.

Supported Pathway: Grade 9 and 10 applied and locally developed courses are the priority and those who need additional supports transitioning in secondary school.

Program Details: Ideally for younger learners in Grade 9 and 10.

*This program is paired with NuVision.

NuVision (Hagersville SS):

Eligible Students: Students in or receiving services from CAS (Children Aid's Society) presently or in the past. Students age 13 to 21 years old.

Supported Pathway: All grades and pathways.

Program Details: Open to all credit needs. There is a potential for Prior Learning Assessment and Recognition (PLAR) testing.

*This program is paired with Nations.

New Start (Hagersville SS):

Eligible Students: Six Nations and New Credit Students, ages 16 to adult.

Supported Pathway: All grades and pathways.

Program Details: Open to all credit needs. There is a potential for Prior Learning Assessment and Recognition (PLAR) testing.

Program	Students Enrolled	Credits Attempted	Credits Achieved	Co-Op Credits Achieved	% Credit Achievement	Graduates
Nations (NuVision)	20	145	87.5	6	64.5	0
NewStart	61	326	108.5	67	53.8	9

TURNING POINT PROGRAMS:

The Turning Point program is a re-engagement initiative for students who have disengaged from regular secondary school.

ILA Turning Point Program (HSS)

Eligible Students: Students aged 16-21

Supported Pathway: Workplace and College Preparation courses and experiential learning opportunities

Program Details: A cooperative learning placement or job placement is ideally required.

Program	Students Enrolled	Credits Attempted	Credits Achieved	% Credit Achievement	Graduates
ILA Turning Point	76	276	195.5	70.8	11

SECTION 23 CLASSROOM

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. Ganohkwasra Family Assault Support Services has partnered with Grand Erie 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.

Ratiweientehta's – They Are Learning (Hagersville SS)

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.

Program	Students Enrolled	Credits Attempted	Credits Achieved	Co-Op Credits Achieved	% Credit Achievement	Graduates
Ratiweientehta's	10	54.5	50.5	0	92.6	0

SCHOOL WITHIN A COLLEGE

This program is a partnership among Brant Haldimand Norfolk Catholic District School Board (BHNCDSB), Grand Erie District School Board, Conestoga College, Brantford, Fanshawe College, Simcoe and Mohawk College. Students engage in a dual credit or apprenticeship program based on their pathway choice.

In the dual credit portion of the program, students take 4 courses in which they work towards secondary credits as well as college credits in the Trades and/or Humanity streams. In the afternoon portion of the day, students work on an individualized program in which they work towards achieving secondary school credits.

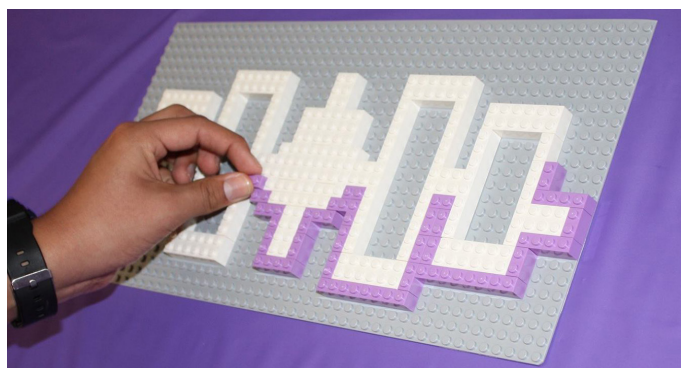
Ohsweken SWAC (Hagersville SS)

Eligible Students: Grand Erie and BHNCDSB students age 18 to 21 years old.

Supported Pathway: All grades and pathways.

Program Details: Students need 22 credits or more to enter the program.

Program	Students Enrolled	Secondary Credits Attempted	Credits Achieved	Co-op Credits Achieved	Dual Credits	% Credit Achievement	Graduates
SWAC	16	59	31	8	35/51	67	4



Let's Celebrate Student Successes

Hagersville Secondary – Six Nations Student Successes 2017-18

2018 Commencement

- 26 graduates
- 2 Club 80

Other awards received by Six Nations Graduates

- Hagersville Secondary School Staff Award
- Sharp Bus Lines Bursary
- Don Butler Memorial Scholarship
- HSS co-op Award
- Buttons & Bows Child Care Centre Bursary
- Aboriginal Education Award

Recognition Awards (Grade 9-11)

Six Nations students were recipients of the following awards:

- Club 80 Grade 9 - 2 students
- Club 80 Grade 10 - 2 students
- Club 80 Grade 11 - 4 students
- Club 90 Grade 9 - 1 students
- Club 90 Grade 10 - 1 students
- Club 90 Grade 11 - 2 students
- Native Art Grade 9
- Art Grade 10
- Art Grade 11
- Business Grade 10
- Tech Studies Grade 9
- Tech Studies Grade 10

Student Involvement

Two Six Nations students made it to SOSSA badminton and one went for golf.

Six Nations students were involved in a variety of activities and athletics from Crimestoppers to Indigenous Students Association and the Student Action team. We had students involved with junior and senior boys basketball, volleyball, lacrosse, soccer, hockey, ultimate Frisbee, junior and senior girl's basketball and volleyball, field hockey, lacrosse, hockey and soccer.

McKinnon Park – Six Nations Students Successes 2017-18

2018 Commencement

- 30 Graduates
- 1 Honours with Distinction (90%+)
- 1 Ontario Scholar

Other awards received by Six Nations Graduates

- 1 Gold Award (honours for all four years)
- 2 Exemplary Community Service Award (100+ hrs)
- 3 Chester Hyslop Memorial Award
- 1 James Garlow Memorial Award
- 1 MPSS Science Award
- 1 Carney Elijah Johnson Memorial Award

Recognition Awards (Grade 9-11)

Six Nations Students were Award Recipients in the following categories:

- Honours Society with Distinction (90%+) Grade 9 - 2 students
- Honours (80%+) Grade 9 - 8 students
- English (locally developed) Grade 9
- Expressing Aboriginal Culture Grade 9
- Science Award (Applied) Grade 9
- Math Award (Locally developed) Grade 9
- Cayuga Language Award Grade 9
- Honours Society with Distinction (90%+) Grade 10
- Bronze Award (Grade 9 & 10 Honours both years)
- Honours (80%+) Grade 10
- Math Award (Applied) Grade 10
- Native History Grade 10
- English (Applied) Grade 10
- Cayuga Language Grade 10
- Business Award Grade 10
- Media Arts Grade 10
- Honours with Distinction (90%+) Grade 11
- Honours (80%+) Grade 11
- Silver Award (Grade 9, 10, 11 Honours each year)
- Media Arts Grade 11
- University of Waterloo Mathematics Competition-Certificate of Distinction
- University of Waterloo Mathematics Competition medal

Tollgate Technical Skills Centre – Six Nations Student Successes 2017-18

2018 Commencement

- 2 Graduates

Recognition Awards (Grade 9-11)

Six Nations students were the recipients of the following awards:

- 6 Honour Roll Students
- Aboriginal Student Citizenship Award
- Carpentry Award
- Carrie Mannsfeldt & Pam Will Memorial Grade 10 Math Award
- General Proficiency Grade 9 Award
- Sharon Elaine Sienko Award
- Special Education Citizenship Award
- Special Education Language Award
- Special Education Work Experience Award

Pauline Johnson C.V.S. – Six Nations Student Successes 2017-18

2018 Commencement

- 13 Graduates
- 1 Ontario Scholar
- 3 Honour Roll

Other awards received by Six Nations Graduates

- Environment - Specialist High Skills Major
- English Literacy Grade 12
- Geography Grade 12
- Memorial Scholarship to student pursuing post secondary program in business
- Seventh Generation Award (2)

Recognition Awards (Grade 9-11)

Six Nations students were the recipients of the following awards:

- Foundations for College Math Grade 11
- Family Studies – Food and Culture Grade 11
- Student Council Junior Letter

Student Involvement

World Hoop Dance Champion!!

The PJ Native students organized planted hearts for our Heart Garden to remember and honour Residential School Survivors! They acknowledged our First Nations kids in care by providing an opportunity to tell other students during our Have a Heart Day! They raised awareness of the discrepancies in the health care system by having a Teddy Bear picnic to raise awareness for Jordan's Principal. We hosted a spring social.

Brantford Collegiate Institute V.S. – Six Nations Student Successes 2017-18

2018 Commencement

- 15 Graduates
- 9 Honour Roll

Other awards received by Six Nations Graduates

- Grade 12 Math

Recognition Awards (Grade 9-11)

Six Nations Students were the recipients of the following awards:

- The Hetty Speelziek Memorial Award for a student in college training to be an apprentice (\$4,000)
- Wrobel Family Biology Award
- Level 1 Native Language (2 students)
- Level 2 Native Language (2 students)
- Expressing Aboriginal Culture (4 students)
- English – Contemporary Aboriginal Voices Grade 11
- Geography Grade 9
- English Grade 10
- Food and Nutrition Grade 10 & 11
- Biology Grade 11
- Designing Your Future Grade 11
- Equity, Diversity and Social Justice Grade 11

Student Involvement

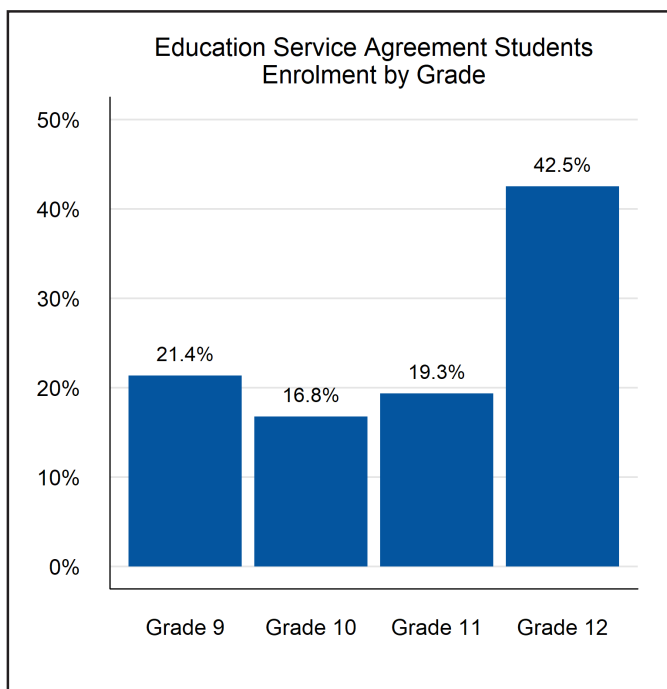
Kontiya'taseha Young Women's Body and Land Sovereignty Photography Project – Funded by Six Nations Community Development Trust Fund, the Ontario Arts Council and Dr. Francis from Women's and Gender Studies at Brock University, working with International Art Award Winner Shelley Niro.

National Theatre School Drama Festival – Six Nations grade 12 student Wrote AND Directed "And She Split the Sky in Two" and won an award for playwriting and the play won for the entire production – lights, props, sets and sound. The performance was chosen as one of the two Outstanding Productions securing them one of 12 spots out of 400 competing Ontario schools. At the provincial Level the entire cast was presented with an Outstanding Achievement Award for "Performer Physicality with the Elements of Design". The student also received a Mira Award for directing and playwriting as well as a Ken and Ann Watts Memorial Foundation bursary award.

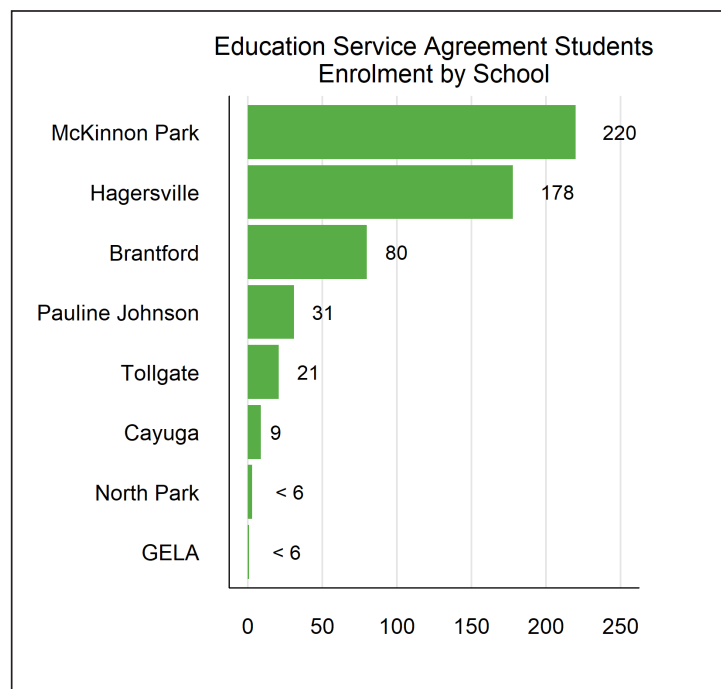
Cross Cuts Film Festival – First Place in photography Category – People/Portraits

Entered the Woodland Cultural Centre Indigenous Art 2018 juried show and was chosen as one of 50 across Turtle Island to have her art displayed. She was also the youngest!

Six Nations Students Enrolment by Grade - 2017-18



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



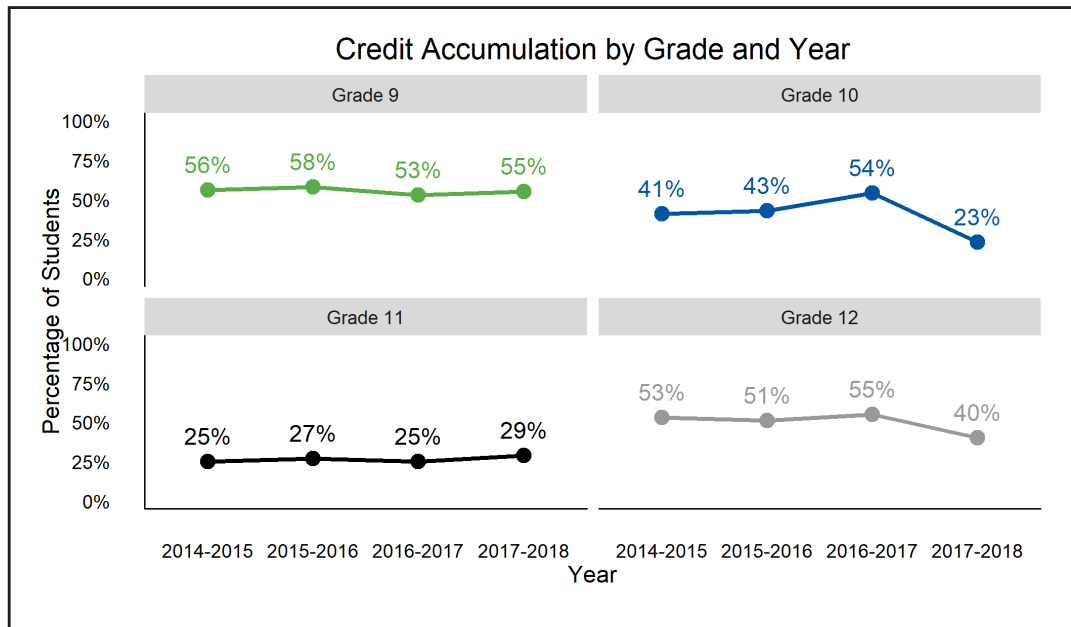
- The majority of Six Nations students attend McKinnon Park followed by Hagersville.

Student Enrolment by School and Grade

School	Grade 9	Grade 10	Grade 11	Grade 12
Brantford Collegiate Institute and Vocational School	26	13	18	23
Cayuga Secondary School	<6	<6	<6	NA
Grand Erie Learning Alternatives	NA	NA	NA	<6
Hagersville Secondary School	15	19	29	115
McKinnon Park Secondary School	68	46	43	63
North Park Collegiate-Vocational School	NA	NA	<6	<6
Pauline Johnson Collegiate & Vocational School	NA	<6	<6	24
Tollgate Technological Skills Centre	<6	6	6	<6

Note: Groups with fewer than six students are not reported

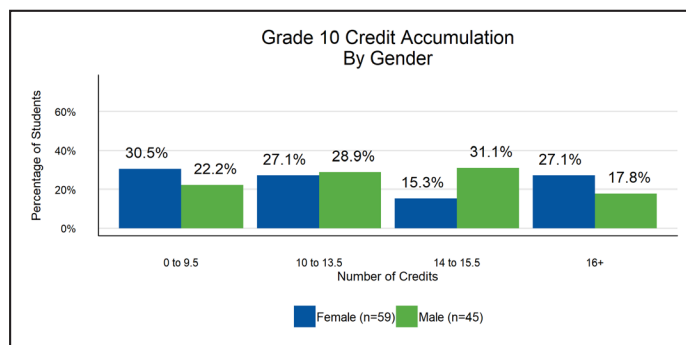
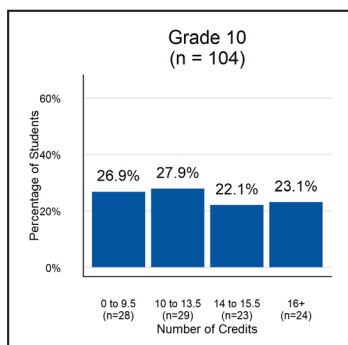
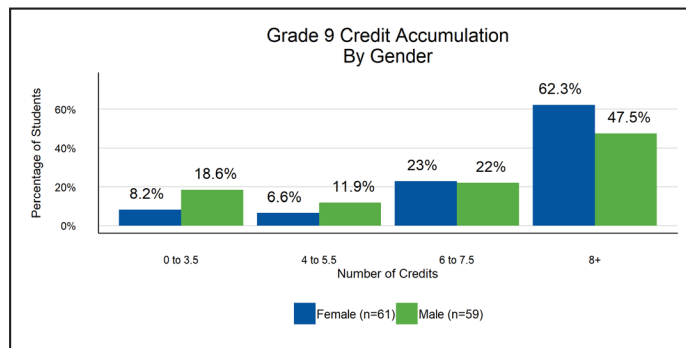
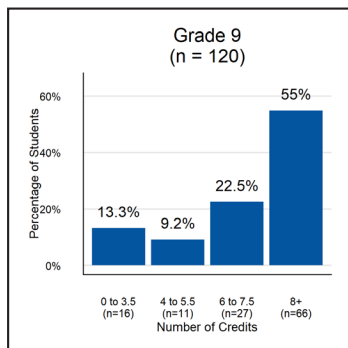
Credit Accumulation by Grade and Year



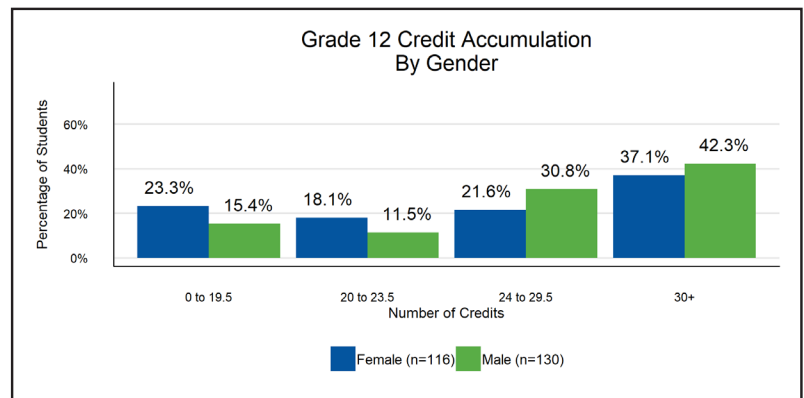
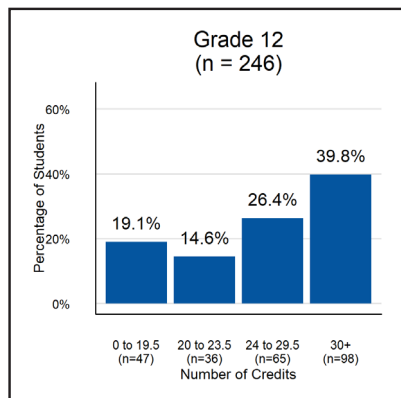
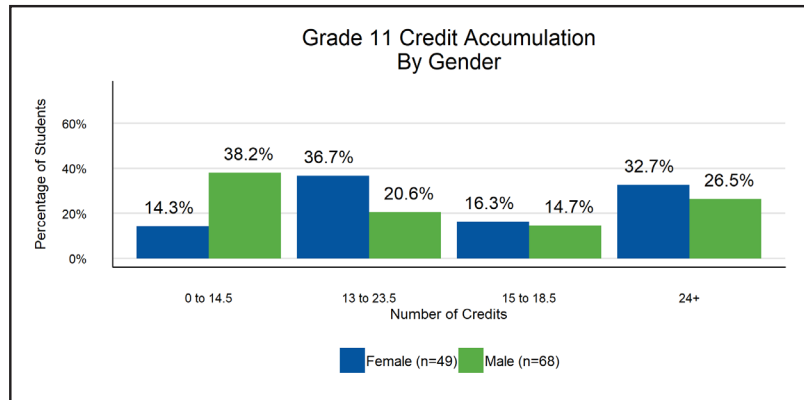
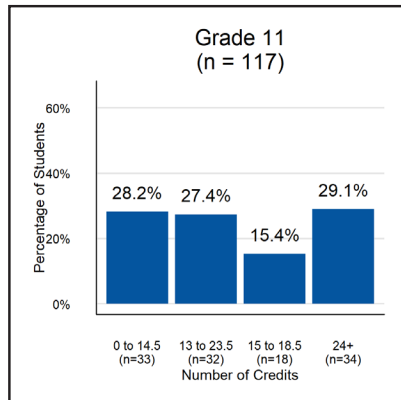
These graphs show the percentage of students who by the end of each grade have the following number of credits:

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

Credit Accumulation by Grade and Gender



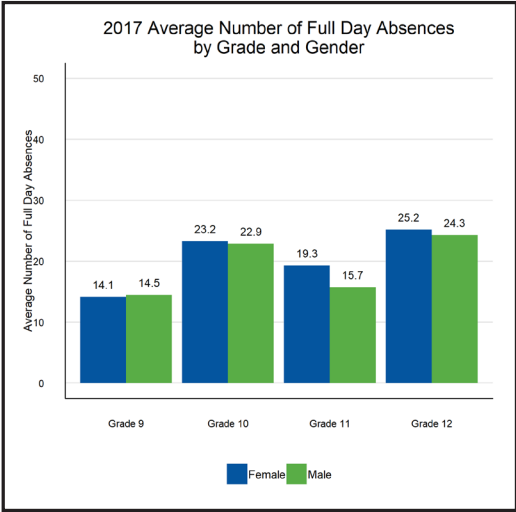
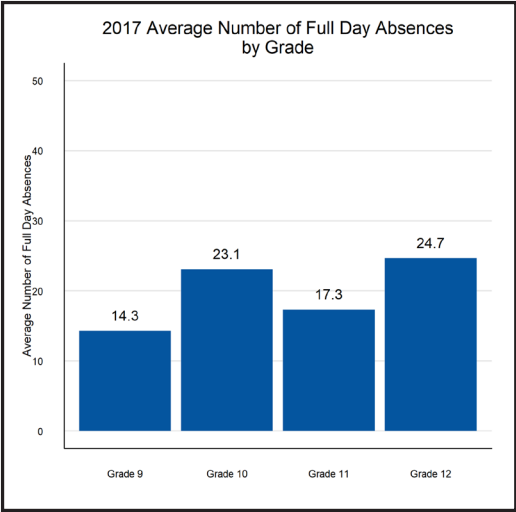
Credit Accumulation by Grade and Gender



- The percentage of Grade 9 students achieving 8 credits has increased from 2016 from 53% to 55%
- This data assumes that all students in Grade 9 are taking a full course load of 8 credit granting classes. In 2017 91% of Grade 9 students attempted 8 or 9 credits - of these students 57% achieved 8 credits. In addition, a further 17% of students who attempted 8 or 9 credits, achieved 6 to 7 credits
- **A total of 78% of Grade 9 students achieved 6 or more credits in 2017-18 and are on track to graduate in 3 or 4 years**
- The percentage of Grade 10 students achieving 16 credits has decreased from 54% to 23% since 2016
- In 2017 94% of Grade 10 students attempted a full course load of 8 classes. By the end of Grade 10 59% of those students achieved all of their credits
- **A total of 73% of Grade 10 students achieved 12 or more credits by the end of June 2018 and are on track to graduate in 2 or 3 years**
- Credit accumulation for students in Grade 11 rose 4% in 2017-2018 after remaining fairly static in the previous three years. Grade 12 declined from 55% to 40% between 2016 and 2017
- **A total of 61% of Grade 11 students achieved 19 or more credits by the end of June 2018 and are on track to graduate in 1 or 2 years**
- For Grade 12, 81% of students took a full course load of 6 to 8 credits – of these students, 60% were successful in all credits attempted – 35% of students earned 3 to 5 credits
- **A total of 77% of Grade 12 students achieved 24 or more credits by the end of June 2018 and have graduated or are on track to graduate in 1 year**

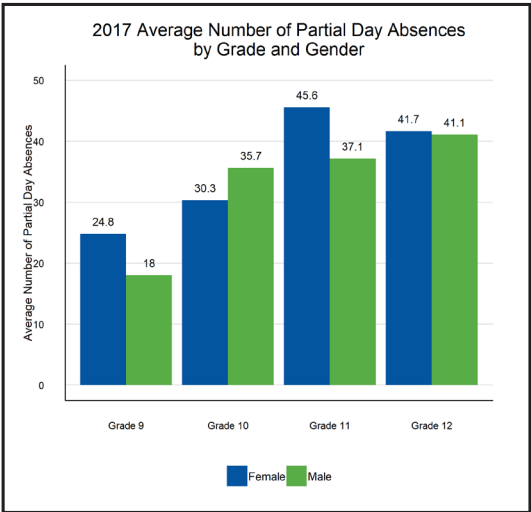
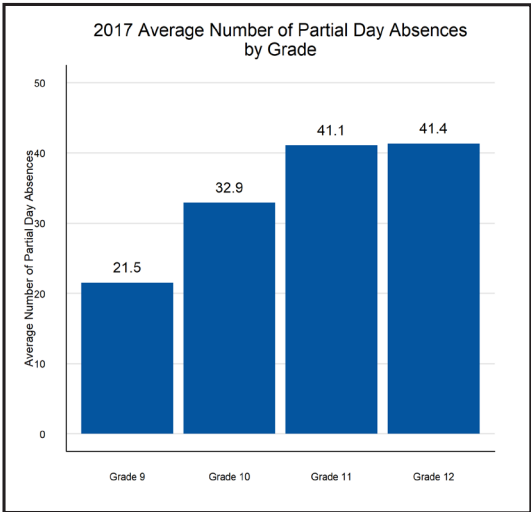
Student Attendance

Full Day Student Absences



- Full day absences are highest with Grade 10 and 12 students.
- Females consistently have more absences than males except Grade 9

Partial Day Student Absences



- Partial day absences are highest in Grade 11 and 12 students
- Gender gap fluctuates between grades

Grade 9 Assessment of Mathematics

Number of Students								
	< Level 1	Level 1	Level 2	Level 3	Level 4	No Data		
Academic	-	<6	8	20	-	-		IEP
Applied	<6	8	24	21	<6	8		Accommodated

- There are more students from Six Nations taking Applied Mathematics than Academic Mathematics
- More than half of students in Academic Mathematics achieve the Provincial Standard (Level 3-4) Students in Applied Mathematics are more likely to achieve below the Provincial Standard (below Level 3)
- More students in Applied Mathematics are on an Individual Education Plan (IEP) and receiving accommodations

Applied	< Level 1	Level 1	Level 2	Level 3	Level 4
2017-18	3 %	12%	37%	32%	3%

Academic	< Level 1	Level 1	Level 2	Level 3	Level 4
2017-18	-	15%	24%	61%	-

Note: Percentages may not add to 100% due to students with No Data

- Students achieving the Provincial Standard (Level 3-4) in both Applied and Academic mathematics has decreased from the 2016-2017 assessments.
- The majority of students taking Academic Mathematics achieve the Provincial Standard (Level 3-4)
- The majority of students taking Applied Mathematics achieve below the Provincial Standard (below Level 3)



Photo Credit: Kaysha Jamieson



Photo Credit: Siarra Martin



Photo Credit: Siarra Martin

Ontario Secondary School Literacy Test (OSSLT)

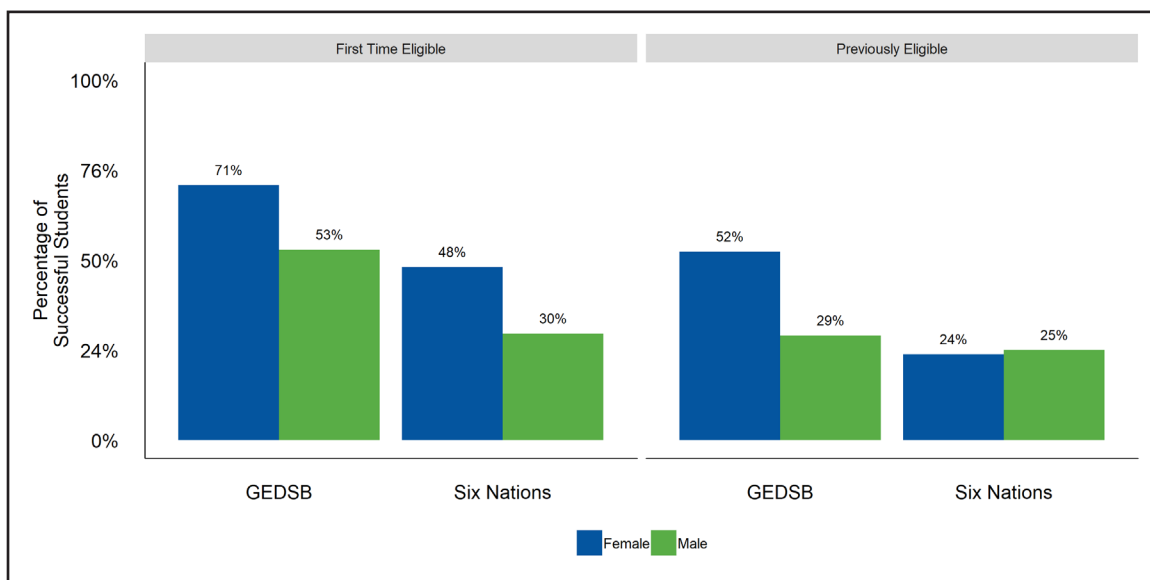
Number of Students:	First Time Eligible (FTE)	Previously Eligible (PE)
Eligible Students	81	138
Absent	2	11
Deferred	22	14
Exempt	3	2
OSSLC	0	78

Participating Students	54	33
Successful	21	8
Unsuccessful	33	25

Students with Special Needs	30	47
Participating	15	12
With Accommodations	1	0
Successful	11	7

- 21% of participating First-Time Eligible students from Six Nations were successful on the OSSLT 8% of participating Previously Eligible students from Six Nations were successful on the OSSLT
- 57% of Previously Eligible students from Six Nations are registered in the Ontario Secondary School Literacy Course (OSSLC)

OSSLT by Gender



- The gender gap is consistent between males and females for all Grand Erie District School Board students and students except for Previously Eligible. Males from Six Nations performed slightly better than females from Six Nations
- Females are more likely than males to be successful on the OSSLT, for both First Time Eligible and Previously Eligible students
- The gap is largest with First Time Eligible students from Six Nations (48% females were successful vs. 30% males)



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