

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



Our Mission: "Inspiring our students to succeed and make a difference"
Our Vision: "We are leaders in providing quality learning experiences in our small school communities"
Our Values: "Caring, Fairness, Empathy, Responsibility, Honesty, Resilience, Respect, Perseverance and Innovation"
Our Motto: "Small schools make a difference"

Native Education Advisory Committee

Date: Friday, February 28, 2014 / **Time:** 10:00 a.m. to 2:00 p.m.

Location: George O'Neill Public School, 124 Bell Street, Nipigon, ON

AGENDA

Facilitator: Rachel Mishenene

Director: David Tamblyn

TOPIC

Creation of a Cultural Handbook for Superior-Greenstone DSB - Continuation

Note: This meeting is accessible via Teleconference from **10:00 a.m. to 2:00 p.m.**

Dial In: **1-888-289-4573**

Access Code: **2019810**

Note: Light lunch will be provided

1.0 Roll Call

Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R)											
First Nation Tuition Agreements	OS	TC	VC	A	R	First Nation (Other)	OS	TC	VC	A	R
(Aroland) Sonny Gagnon (Chief)						(Lake Nipigon) Theresa Nelson (Chief)					
(Aroland) Robinson Meschake						(Lake Nipigon) Judy Manning					
(Ginoogaming #77) Cecilia Echum (Chief)						(Fort William FN): Fay Zoccole					
(Ginoogaming #77) Martha Taylor											
(Long Lake #58) Allen Towegishig (Chief)											
(Pic Mobert) Johanna Desmoulin (Chief)						Trustees					
(Pic Mobert) Chris Bananish, Sr.						Bette Bartlett					
(Pic Mobert) Stanley Sabourin						Fred Simonaitis					
(Pays Plat) Xavier Thompson (Chief)						Cindy Brown (Alternate)					
(Pays Plat) Valerie Auger						Pinky McRae (Ex-officio)					
(Pic Heron Bay) Duncan Michano (Chief)											
(Pic Heron Bay) Liz Michano						Board Administration					
(Rocky Bay) Valda Lesperance (Chief)						Dave Tamblyn					
(Rocky Bay) Malvina Echum						Nancy Petrick					
(Red Rock) Pierre Pelletier (Chief)						Barbara Willcocks					
(Red Rock) Judy Wawia											
(Red Rock) Emily Thompson						Guest Facilitator					
(White Sands) Allen Gustafson (Chief)						Rachel Mishenene					

2.0 Welcome and Introductions (10:00 a.m. to 10:10 a.m.)

3.0 Business Arising from Minutes (10:10 a.m. to 1:00 p.m.)

- 3.1 Cultural Handbook Review

([Electronic Attachment](#))

4.0 Discussion Topics (1:00 p.m. to 1:45 p.m.)

- 4.1 Community Visits in April – Rachel and Barb
- a) Contact Person
 - b) Creation of Poster
 - c) Interview Questions
 - d) Sharing of Community Resources

5.0 Information Items (1:45 p.m. to 2:00 p.m.)

- 5.1 Ministry of Education Assessment for Learning In-Service
5.2 Far North Trades and Technology Skills Canada Pilot Project

6.0 Adjournment (2:00 p.m.)

Moved by: _____ Second by: _____

Resolved that, the NEAC Meeting on February 28, 2014 adjourn at _____ p.m.

SGDSB & NEAC Cultural Handbook Committee Discussion #2

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1. Rachel will be connecting with two First Nations members that have expressed interest in either sharing ideas or contributing in the handbook (Herbert Nabigon and Diane Richmond).

If you know anyone in your community that would like to contribute to write or provide “local” or relevant information on the topics in the handbook, please have them email Rachel at rachel@rmishenene.com

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2. Writing has begun on handbook descriptors (Sixties Scoop)(**See Appendix A**) – more to come over the next few months. Please review the first draft and make any suggestions to improve the descriptor and email or share with Rachel.

As the project progresses into the spring, more written descriptors will be submitted and the handbook will begin to take shape in an actual booklet. Your input and approval (on the submitted pieces and as the content is being put into the handbook) is essential to ensuring that this is what you would like to have.

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3. Review the content that you would like to include in the handbook (as it was discussed in the first meeting) (**See Appendix B**).

Note: There is a lot of information that are in books and online regarding the content topics. Descriptors will be written to provide information on each, however, it would be more enriching to have local perspectives on most of these topics (which would be captured in an interview with people).

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4. Schedule and confirm First Nation visits that Barb and Rachel will be taking.

We need one main contact person for each community who can connect us with people that are interested in partaking in the interviews.

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5. Create a poster inviting First Nation community members to participate in an interview. They will have an opportunity to share their stories and responses to the content in the handout (**see Appendix B**).

This information (as well as the poster) will need to be shared in high traffic areas and local organizations in the community (i.e. band office, adult ed centres).

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6. For the site visits - interview questions will be created (with NEAC) that will focus around the handbook content areas (**See Appendix B**).

If you know someone in your community that would be a good resource or you know of any resources (books, online, video, etc) that you would like to include in the guide, please write the name (or title) down in the box beside the content. Rachel and Barb will visit communities and conduct the interviews.

APPENDIX A

The Sixties Scoop

What is the Sixties Scoop?

The Sixties Scoop refers to the mass removal of Aboriginal children from their families into the child welfare system, and in most cases, without the consent of their families or bands (Hanson).

Where Did the Term Sixties Scoop Come From?

Patrick Johnston coined the term Sixties Scoop. Johnston indicated that a social worker provided the phrase when she told him that it was common practice in the mid-sixties to “scoop” children from their mothers.

Where Did the Children Go?

Many children drifted from foster home to foster home or lived in institutionalized care. Approximately 70 percent of the children apprehended were placed into non-Aboriginal homes; in some cases, the foster or adoptive parents told the children that they were of French or Italian descent, instead. This meant that many children suspected their heritage but were unable to have it confirmed (Sinclair).

What Are the Impacts of the Sixties Scoop?

Children growing up in conditions of repressed identity tend to eventually experience psychological and emotional problems. For many apprehended children, the roots of these problems did not emerge until later in life when they learned about their heritage.

What Changed?

Several factors culminated to initiate change in the state of Aboriginal child welfare in Canada:

In 1972, the prominent National Indian Brotherhood's report *Indian Control over Indian Education* inspired Aboriginal leaders to draw attention to the disproportionately high number of Aboriginal children apprehended by child welfare services, and the need to act. (Sinclair 67)

In 1983, the Canadian Council on Social Development commissioned Patrick Johnston to undertake what became the first inclusive statistical overview of Aboriginal child welfare. The results showed that Aboriginal children were consistently overrepresented in child welfare services (Hanson).

In 1990, Indian and Northern Affairs Canada (INAC) created the First Nations Child and Family Services program (FNCFS), which shifted management of child and family services from the province or territory to the Aboriginal Band.

What is the Situation Today?

During the 1980s the government changed child welfare laws so that bands could run their own social service, but problems similar to those seen during the Sixties Scoop persist today (Hanson).

Recommended Resources

Bennett, Marilyn. "First Nations Fact Sheet: A General Profile on First Nations Child Welfare in Canada." <http://www.fncaringsociety.com/sites/default/files/FirstNationsFS1.pdf>

Blackstock, Cindy, et al. "Keeping the Promise: The Convention on the Rights of the Child and the Lived Experiences of First Nations Children and Youth." <http://www.fncfcs.com/sites/default/files/docs/KeepingThePromise.pdf>

Fournier, Suzanne and Ernie Crey. *Stolen from Our Embrace*. Vancouver: Douglas & McIntyre Ltd., 1997.

Sinclair, Raven. 2007. "Identity lost and found: Lessons from the sixties scoop." *First Peoples Child and Family Review*. 3.1 (2007): 65-82.
http://www.fncfcs.com/sites/default/files/onlinejournal/vol3num1/Sinclair_pp65.pdf

Film

Richard Cardinal: Cry from the Diary of a Métis Child. A heartbreaking film about a Métis boy who moved from foster home to foster home since the age of four. Richard committed suicide at the age of seventeen. Alanis Obomsawin uses the diary he left behind to create this tribute to Richard.

Dir. Alanis Obomsawin. National Film Board of Canada, 1986. 29 minutes. It can be viewed online at: http://www.nfb.ca/film/richard_cardinal/

Newspaper articles

Philp, Margaret. "The Land of Lost Children." *The Globe and Mail*. 21 December 2002: F4. Available online at: <http://www.fact.on.ca/news/news0212/gm021221a.htm>

Lyons, Tom. "For more than 20 years, Canada took native children from their homes and placed them with white families. Now a lost generation want its history back."

www.wrcfs.org/repatriation/stolen.htm

Works Cited

Hanson, Erin. Sixties Scoop. The University of British Columbia.

<http://indigenousfoundations.arts.ubc.ca/home/government-policy/sixties-scoop.html>

Sinclair, Raven. 2007. "Identity lost and found: Lessons from the sixties scoop." *First Peoples Child and Family Review*. 3.1 (2007): 65-82.

http://www.fncfcs.com/sites/default/files/online_journal/vol3num1/Sinclair_pp65.pdf

APPENDIX B

SGDSB Cultural Guide Content (topics)

The topics in this section below can be found online but can also come from the community level (to keep it local).

Harvesting and hunting	
Survival skills	
Ceremonies (pipe, sunrise, coming of age, etc.)	
Feasts and celebrations	
Extended families (throughout region)	
Spirituality (traditional and Christian)	
Seven Teachings	
Arts (culture – stories)	
Family gatherings (i.e. camp, berry picking, etc.)	
Land based activities and knowledge	
Sharing (knowledge, stories, food, etc.)	
Humour	
Support networks (unity / in time of need)	
Local history and interesting facts	
Archeological sites (i.e. pictographs, pakasaw pits, Gary Bouchard)*your local	
Language revitalization	
Cultural activities and workshops	
Gender roles and responsibilities	
Power of woman / matriarchy / water	
Medicinal plants (types and usage	

Racism & Stereotypes	
Relevant curriculum (resource list)	
Role models (local/regional)	
Local FN events (listed by community and time of year)	
Language (salutations)* NEED local translator from the area (they will need an honorarium)	
Protocols	
Aboriginal and Treaty Rights	
Treaties and local relevant treaties	
Residential schools / Indian Day School	
Historical overview and creation (include people involved D.Campbell Scott, John McDonald)	
Schools that children from this region went to	
Impacts	
1960's Scoop (Child Welfare)	
Historical overview	
Wise Practices (working with Aboriginal families and children) – currently being written	
How are, or could, our schools be more welcoming to First Nations people?	
IMAGES / PHOTOS	
Elders	
Local heroes / role models	
Members / families	
Time period photos of community events and/or people	
Map of First Nation communities and treaty areas	
Local flags or logos (and their meanings)	
Art cover for handbook (create a poster to	

have a contest for FN children and youth)	
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