

ABORIGINAL PLANNING WORKING GROUP MINUTES

FRIDAY, OCTOBER 16, 2015, 10AM-2PM, METIS NATION WELLNESS CENTRE, 91 CHEMAUSHGON STREET, BANCROFT

IN ATTENDANCE: Jessica Anderson, Diane Martin, Brandi Hildebrand, Robin Simpson, Tracey Dale, Tammy Hoover, Marsha Depotier, Susan Sweetman , Wendy Haystead, Tracey Gazley, Donna Kaye, Margo Russell-Bird, Sarah Dunkley, Nicole Loft, Diana Barlow, Wendy Anderson (facilitator and recorder) **GUEST:** Amanda Cox

REGRETS: Callie Hill, Tammy Didychuk, Susan Ramsay, Julie Brant, Ester Brant

PURPOSE:

- ✓ To complete the 2015/16 Early Child Development – Aboriginal Planning Template for approval by the Children and Youth Services Network and submission to the Ministry of Education.
- To engage and strengthen relationships among service providers serving indigenous children, youth and families, and work together to plan for the delivery of more seamless and integrated services for aboriginal children and families throughout HPE.

Item	Discussion/Motions	Recommendations <i>(things go forward to the Network)</i>	Action <i>(including Person Responsible and Completion Date)</i>
1. Opening and introductions	Following roundtable introductions, Marsha performed a smudge and welcome, and offered information about Victim Services. Amanda provided information about Employment Services.		For information and referral: marshad@metisnation.org amandac@metisnation.org
2. Purpose of the day	Today we will share program information and updates, and continue to address the items contained in our work plan.		
3. Identify Recorder	Wendy A. agreed to take the minutes.		

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4. Accept Minutes from Sept 17, 2015	Accepted. Replace the word “blessing” with “smudge”.		Minutes are available at http://www.hpechildrenandyouth.ca
5. Business arising from the minutes	The use of inclusive language was discussed at length. Is "aboriginal" a term that is culturally sensitive and appropriate? How do people feel about the prefix "ab" which is also used in such words as abnormal, absent, abduct, etc. Is "indigenous" - which suggests cultural and historical distinctiveness - better"? Or is there something more appropriate? After everyone around the table had the opportunity to offer input, consensus was reached around the name "First Nations, Metis and Inuit" or FNMI which was felt to be most inclusive.	The working group will take this recommendation to the Children and Youth Services Network.	
6. Program updates and sharing	<ul style="list-style-type: none"> Robin, Tracey D. and Tammy shared their visit to the Walking with our Sisters exhibit at the Carleton University Art Gallery – 1,800 moccasin vamps from people/artists all over the world were on display, representing the unfinished lives of missing and murdered indigenous women in Canada and the US. Margo shared that on-site preschool speech and language services in 		<p>Each vamp is truly a labour of love – to see, visit http://walkingwithoursisters.ca/.</p> <p>The next stop for the exhibit will be Akwesasne First Nations in Quebec.</p>

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	<p>Tyendinaga have increased from 1/2 day per week over the summer to a full day per week, serving four children to date. The referral form is being updated to include this new location. The Bancroft preschool speech and language site accepts referrals of Metis and Algonquin children.</p> <ul style="list-style-type: none"> • Margo provided an Ontario Special Needs Strategy update. The developmental screen is being created at the Provincial level. Waiting for a provincial response to the HPE and Northumberland service coordination proposal. The rehabilitation services proposal is in progress – challenging to connect service coordination and central referral within four ministries. • The group discussed the importance of Aboriginal engagement when moving forward with implementation of the Special Needs Strategy in this area, particularly when different funding streams are causing barriers and service gaps for children 7+ years attending the Quinte Mohawk School. Apparently, funds are available but limited. 		<p>Service providers in Tyendinaga are invited to share ideas and make suggestions to Holly, speech therapist, about moving forward; i.e., awareness, referrals, engagement, etc.</p> <p>The community engagement executive summary for the Special Needs Strategy can be found HERE.</p> <p>Wendy will follow-up with MCYS on the status of last year’s Aboriginal Engagement session in Tyendinaga.</p>

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	<ul style="list-style-type: none"> Brandi asked to be involved as the strategy rolls out. Unlike other data, birth rates are not declining among our Aboriginal populations. Margo advised that this data would be extremely helpful when communicating with ministries. 		<p>Brandi and Tracey G. will look into obtaining birth rate data for MBQ. If available, similar data from MNO – Bancroft region would also be helpful.</p>
<p>7. Work plan</p>	<ul style="list-style-type: none"> Margo provided an update on the on-site speech and language clinic above. Wendy distributed an update (attached) from Callie on the translation of the 18-month, 3, 4 and 5 year Nipissing District Developmental Screens into Mohawk. Discussion was held around standardized testing. It was agreed that the Nipissing is more of an early identification screening tool performed by the parent or parent/support person to identify developmental concerns early so that services can be provided for children before they start school. We will know more once Callie has met with Mina on October 23rd. 		<p>Wendy and Callie still to develop a letter of agreement.</p>
<p>8. Next Steps</p>	<p>Please refer to action column.</p>		

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9. New Business	<p>Brandi advised that there have been many staffing changes at the Wellness Centre; e.g., Blaine Loft retires after today. Please be aware that your contacts may have changed.</p> <p>All the very best Diane – we hope to see you back at our table very soon!!!</p>		
10. Next Meeting Date	Wendy will issue a doodle poll for a November or early December meeting.		
11. Adjournment	Adjourned at 2pm.		

Date: October 15, 2015

Re: Update Report on Translation

To: Aboriginal Planning Working Group Agenda

Greetings Wendy and everyone,

I am sending my regrets in not being in attendance at the meeting on Friday, October 16th. I was really looking forward to a beautiful drive to Bancroft ☺ However a scheduling change will have me out of the office all of next week and so, unfortunately I will have to spend Friday at work.

I spoke to Mina after our last meeting on the points that were brought up at the meeting:

- Reason for English-Mohawk-English translations is for the benefit of Nipissing to ensure the meaning is the same as intended
- To see if, as she is translating, she could highlight any cultural aspects/differences in meaning – what are her thoughts around the document in being culturally relevant – any suggestions she has to please make notes,
 - i.e. I gave Mina the example of “can your child make up a sentence of 5 or more words at 3 yrs of age” and she said it is possible if you are brought up by a speaker – this may be something to consider
- Mina has given approval to use her name on the document, as the translator, if this is acceptable by Nipissing – this is to give the translation perspective in coming from a fluent mother tongue speaker

I will be seeing Mina in person on October 23rd as she is coming to the community for an Elder’s gathering. She would like to sit with me and show me what she has done to date. She has her granddaughter on board to help her with the transcription onto the computer.

I spoke to several of my staff about the cultural relevancy of the document and because of our philosophy at Tsi Tyónnheht Onkwawén:na, “standardized testing”, even in the case of child development, is not something that we whole-heartedly support. We have witnessed a child not responding/reacting (in English) when at his/her age and according to standards, that child should have been. But once exposed to Kanyen’kéha’neha (Mohawk way of life, including language, culture, traditions), immediately responded in a positive manner. We believe that each child is a gift from the Creator and as such each comes with their own gifts. The purpose of standardized testing, we believe, can take away from the natural progression and purpose of a child’s life.

I certainly do not intend to disrespect the Nipissing documents, or the wonderful work you all carry out, but I did feel it necessary to share this information with you.

I look forward to our next meeting in hopes that I will be able to join,

Nyawen (thank you)

Callie