

In person confirmation Online
 - Patti -Val Dorothy Lowe Sault in attendance.
 - James -Jonathan In - person as a Pillar 4 Elder
 - Tena -Holly
 - Veronica -Cindy
 - Dorothy Meeting start time: 4:13pm
 - Katharine Meeting Adjourned: 6:25pm
 - Kate

1. **Dorothy Lowe Sault opened the meeting.**

Veronica chairing the meeting.

2. **Reviewed and accepted the agenda.**

3. **Pillar 4 Education and Awareness update report:**

1. Pillar 4 Teams Administrative Lead Patti Barber-Director of Lifelong Learning	Priorities as identified by MCFN members needs in life long learning To plan and set long-term goals and objectives based on the needs and vision of the community To ensure that these objectives form the basis of the operations plans for the various organizations reporting to Council, including the Administration	Facilitate Community consultation Community collaboration by engagement To maintain and support an effective Administration, and other staff as required from time to time, to deliver the programs and services approved by Council to meet the needs of the community To monitor the delivery and progress of these programs against the operations plans approved by Council	Teams / resources Councillor Andrea King, Patti Barber-Director Lifelong Learning, Yvonne Bomberry Director Social, Margaret Copeland Director Health , Elders, knowledge keepers, youth	On going meetings June 2 – 4 Lifelong Learning strategy debriefing and next steps
2. MCFN Board of Education	Understanding Terms of References I.E. increase in our students graduating Enhance supports and mentoring programs for Learners To inform our learners what educational path to pursue as identified in “Trailblazer Council Strategic Plan” where are we going to be in 3 – 5 years	<ul style="list-style-type: none"> • Training, roles and responsibilities • Review current policies and understanding procedures • Develop a mapping asset and identify gaps in services/ programs • Create a work plan • Develop an Education Strategy • Create a Communication Strategy • Create an engagement strategy • Implementing stages • Board Business and reports 	Pillar 4 Lead Board of Education	Monthly meetings Special specific mtg On going
3. MCFN Curriculum	MCFN history in our territory through consultation on integrating Mississaugas cultural values, languages and ways of knowing into the education system; including “Art Mural”	Create curriculum Hire Curriculum Lead for this proposal Enhance resources being used at MCFN Child Care Centres EarlyON Programs and LSK Elementary School Training and Writers Club	Pillar 4 Lead Board of Education Elders Knowledge Keepers	Gathering resources Curriculum Writer Lesson Plans On going
4. Educational Institutions on our Territory over (50 + cities)	Understanding the space created for MCFN members / learners	Attending Circles / Advisory / group meetings Information gathering and purpose Review Terms of Reference Research what groups exists and where do you want to insert	Pillar 4 Lead Elders Knowledge Keepers Staff at LifeLong Learning	Ongoing Grand Erie Toronto Niagara Hamilton Brantford, etc.
5. Resources	Financial Human Storage, space, data Technology	Secure funds Develop protocols Inventory list i.e. people, skills, education tools (plaques-history)	Pillar 4 Lead	
6. MCFN Education Symposium and Education Awareness	Heighten the Education Awareness / Justice – Indigenous Peoples Bail/Court MMIWG, Sex trafficking, Indian Day School Residential etc.	On going initiatives Mississauga Nation Self Determination Education Working Group establish, meetings	Pillar 4 Lead MN delegates across the six communities	Next mtg tbd
7. MCFN Historical Gathering			Mississauga Nation	Nxt mtg Jan 30 noon
Major Responsibilities	Objectives (on going) GOVERNMENT	Activities	Responsibility	
8. MCFN Curriculum	MCFN history within our territory through consultation on integrating Mississaugas cultural values, languages and ways of knowing into the education system. Response to the (TRC) Educational Took kits for use about our History Attending meeting on the Moccasin Identifier with Carolyn King	Ontario classrooms and partnership with Education Institutional Boards i.e. High school, College and University FUNDING APPROVED cvx1 UTM Project FUNDING APPS SSHRC (4) DALHOUSIE Project FUNDING APPS WILFRED LAURIE Project FUNDING APPS CONESTOGA COLLEGE Project funding SHERIDAN COLLEGE, Halton, Peel, Mississauga, Massey, Milton, Brampton, Guelph, Applewoods Height, Action, Toronto, Hamilton, Niagara Falls, etc. Document by Peel District for review by each section – next meeting to be scheduled for BOE	Pillar 4 Lead Resources Elders Knowledge Keepers	On going including collaboration UTM / MCFN / MN Archeology camp Video & audio training / taping for Youths, Kitigan (Garens), language, MCFN History, Indigenous Action Group
Extra-curriculum	Social/culture skills i.e. sports To represent the best interest of the community in all external dealings and relationships	Jays Care Foundation Baseball		Planning for 2023 Mississauga Nation

[\[cvx1\]](#)Dr. Sherry F Indigenous Action Group, conference
 Dr Steve Dorland Archeology , conference
 Tee Duke UTM building & office
 Dr. Darren Thomas Indigenous Strategy
 Dr. Andrew judge (Kitigan – garden)
 Sean McNabney Dean, Faculty of Humanities and Social Sciences grant SSHRC (\$179,000.00)

Major Responsibilities	Objectives (ongoing) NATION-TO-NATION	Activities	Responsibility	
9. First Nation With School Collective FNWSC - 8 First Nation https://fnwsceducation.com	1. Education formula 2. Governance 3. Strategy 4. Political JETT 5. Planning	Hire FNWSC LIAISON COORDINATOR Wok plans, times, capacity, etc. Laws, consultation methods, Framework guidelines, Jurisdiction, rights, Treaties Policies, procedures, legislation, etc.	Admin Lead Director - Patti Admin Support Education Assistant MCFN Board of Ed	On going MCFN is cash flow process For April 2023-Mar 2024
10. Six Nation Polytechnic Lifelong learning Program Advisory Committee	What is the goal? Want to be a part of the Task Force	Terms of reference created	Katie Maracle and team	Quarterly mtgs with Katie Maracle
11. Mississauga Nation Language Strategy	Develop framework and resource Library To have fluent Language Teachers in our "Michi Saagiig" dialect	FUNDING APPLICATION APPROVED 2 delegated appoint across MN Gathering and researching the Mississauga Nation dialect, history of the word and mean to create a dictionary. Create a two year progress language program and include one year for Ontario College diploma at MCFN	Pillar 4 Lead Board of Education Knowledge Keepers Mississauga Nation delegates / language teachers Councillor Cathie J Councillor Veronica	On going 13 moon curriculum and lesson plans collected language resources across the six communities Mtg Jan 25-27 Rama
12. Mississauga Nation Education LifeLong Learning working group	Exploratory working group table	Gathering information of @ community Create a Terms of Reference Current / Gaps / Enhance / Resources	Pillar 4 Lead Director LLL Patti Director Yvonne B. Director Margaret C.	On going next mtg Jan. 24 9 am
13. Mississauga Nation Pow Wow in Mississauga City Includes protocols roles and responsibilities Venue: TBD	Partnership and collaboration with UTM Mississauga Campus and other Mississauga organization from the city Madame Hazel McCallion Mississauga Museum Historical Society MCFN Cultural & Special Events MCFN Gimaa & Council	Pow Wow theme – Home Coming of the Michi Saagiig members Protocols and check list Ensure funding Meetings in progress, funding confirmed Michi Saagiig Youth – Roles / Responsibilities grant app submitted CRE includes Youth Council, Exchange - Terms of Reference and cultural sessions, guest speakers with Men's Fire and Women's Council	Working Group Team: Elders Knowledge keepers MN delegates MN Youths MN Elders / Knowledge Keepers	On going Hire coordinator Stephanie Laforme on contract until June 21 2023
14. Mississauga Nation Education Ambassadors	Build relationship for support with the MN and advocacy on any initiatives such as creating our Education Law To ensure that all members are treated in a fair and just manner with regard to Anishinaabe laws, regulations and policies and to avoid any conflict of interest	<ul style="list-style-type: none"> Community engagement Drafting Community presentations on draft Revisions to draft Community approval of law Traditional government approval of law (if required) Chief and Council approval of law Implementation of Law – generation of regulations and policies; appointments; employment; carrying out of plans Establish MN Education Working Group completed Terms of Reference 	Pillar 4 Lead Knowledge keepers Team Mississauga Nation delegates Youth Elders Chief and Council Mississauga Nation Representatives across @ community	On going
15. What role do we pay in the United Nation Declaration Rights of Indigenous People (UNDRIP)	Understanding the impacts on our members and needs Research and networking Committee member on various political working groups re: TRC call to actions / UNDRIP	1) control of education; 2) stable and adequate funding; 3) importance of language and culture; 4) jointly determined oversight of education rather than unilateral federal oversight; 5) Ongoing meaningful engagement between MN and Ottawa on education	Pillar 4 Lead Resources	On going
16. What issues need to advocate or lobby for our members needs?			AFN reports Chiefs Of Ontario AIAI reports All PTO reports	On going
17. Proposal Writer for various funding opportunities	Grant funding			Ongoing
18. Research on Technology Data Management System	Storing, retrieving and maintenance of our data	Agreements OCAP Ownership Control Access Possession		Ongoing

4. **UNDRIPA Engagement Session Update - Cindy Agius**

On October 27 and December 8, 2022, DOLL and FNWSC held community engagement sessions. At each session, there was a presentation on UNDRIPA, Article 14 and how MCFN plans to establish, control and have access to their own education. And all indigenous individuals, particularly children, have the right to all level and forms of education in their state without discrimination. At the conclusion of these sessions, three questions were posed:

- What is it that we hold sacred and therefore must protect for future generations through education?
- How will we know that this is happening? (measurements)
- What actions Canada should stop, pause and begin?

On October 27, 2022, the community responded as follows:

Question 1: What is it that we hold sacred and therefore must protect for future generations through education?

Culture and language (language immersion),
A deeper understanding of identity,
Land-based learning available
Advocating for funding for special needs children

Question 2: How will we know that this is happening? (measurements)

A measurement is that the community can speak the language, children are fully immersed in language learning and adults have access to learn language
Equal recognition as English and French.
Access for all students to Anishinaabemowin
Indicator of success is that First Nations take back language, their religion and their culture
Parents raise up children with faith and belief in culture and ceremonies so they practice and so each generation becomes stronger in that.
Strong relations at intergovernmental tables, that is an indicator of success and advocacy that work is happening.
An increase in artists, writers and authors,
An increase in institutions offering these programs and increase in community development in these programs
Community granted certificates are valid
MCFN members becoming ambassadors to other communities
The needs of high-risk kids are addressed, Jordan's Principle remains, funding keeps slowing, special needs students have supports that are stable and long term.

Question 3: What actions Canada should stop, pause, begin?

Canada to step up to the plate on funding
Canada needs to educate themselves on Indigenous people, particularly FN, and certain departments are not doing good as others.
Funding needs to be stable, increased and we don't answer to Canada what we do with funding, it is up to our people.
Stop the red tape for what we are trying to accomplish (there always seems to be roadblocks and obstacles)
A want for immersion school knowledge
Our kids go on to higher education
Professional development for our teachers, clear statements of want or requirement so our kids start learning the language
Canada needs to understand that we can do our own education now, we need to be funded accordingly at the same level as outside the territory, stop short changing us, we deserve the same levels, address it and cover costs.

On December 8, 2022, DOLL and FNWSC held a second engagement session. There was very valuable knowledge shared and I want to share the highlights with you. At the conclusion of the presentation, the attendees were asked to provide insight and responses for three questions. They are as follows:

- What is it that we hold sacred and therefore must protect for future generations through education?
- How will you know that this is happening (measurements)?
- What actions can Canada take to support this work in our communities? (actions)

Question 1: What is it that we hold sacred and therefore must protect for future generations through education?

- Identity as Anishinaabe
- Land stewardship and the relation to the land
- Learning doesn't just happen in the walls of the school, breaking down those walls by doing actionable things
- There are things in our community that divides us but other things can make us one again
- On territory school outcomes v. off territory outcomes and making sure youth attending either of these schools know each other through adolescence and have access to their culture
- The hope that change can happen and how it can be done through: parent teacher groups, women's groups, approaching leaders, expressing the will of the community, writing letters.
- There is a history of education here, Peter Jones has made his mark here, he is a part of the story but he did not start it, the story started long before him, with oral stories, there is a deep history here.
- Share our history to allow for knowledge transfer
- There are constant influences around us, we are perceived as small, but we are a strong progressive community, we have a plan, and because of our foresight to plan we get our amenities, such as our beautiful community centre.
- We know how to make change
- Sometimes leaders are standing alone.

Question 2: How will you know this is happening (measurements)?

- You want more people seeing the young ones to stand with pride and say who they are.
- I want somebody to come to early years and say they are proud they are Mississauga
- Non-Indigenous working in the community need to know who we are – tell the world about who we are
- More language intervention at a younger age
- Canada needs to respect our treaties, we have the sovereignty to do what we want, and we can take it back

Question 3: What action can Canada take to support this work in our communities? (Actions)

- Canada can walk beside us, but we can keep fighting until they give us back our sovereignty
- Canada to get out of our homes
- Our ways are equal, acknowledge, respect and accredit
- Learn out in the bush, outside where does that fit in the educational learning – it may not be written on paper or a book.
- "When do you think the Great Law is going to be accepted? Its not going to be accepted until it stops being a novelty and seen as a lesser. Until we stop being a novelty, we wont be seen as equal.
- Teach the world and train them.
- Biggest changes happen with small groups of people who are determined
- Creating safe spaces for culture.

The Canada-wide engagement sessions are continuing. FNWSC has held engagement sessions with legal scholars, education directors (of participating FN to the collective). There are engagement sessions yet to be held by FNWSC. A final report summarizing the findings/themes will be created by FNWSC and sent to the Department of Justice once the engagement sessions are complete and will form part of Canada's action plan (to be released in June, 2023). I have requested a copy of this report which will be shared with management, Chief and Council and the community.

Although the engagement sessions undertaken by FNWSC have concluded with MCFN, Indigenous peoples (people or organizations) can still submit feedback on the implementation of UNDRIPA (and related articles) by email to Declaration@justice.gc.ca or mail to UN Declaration Act Implementation Secretariat, Department of Justice Canada 275 Sparks Street, Ottawa, ON K1A 0H8. Guiding questions can also be found at the following link <https://www.justice.gc.ca/eng/declaration/questions.html>

5. **Overview of the National Gathering for Indigenous Education - Valarie King**
INDSPIRE NATIONAL GATHERING FOR INDIGENOUS EDUCATION 2022

The Path Forward: Taking Stock, Accountability and Next Steps

November 23 – 25, 2022, Winnipeg

The Conference was jam packed with workshops and events, trades throughout the 3 days. My focus was the workshops and keynote speakers. A lot of the trades was different universities. There was not as many as usual. There were a handful of crafts and trades and universities.

The first day, I attended the afternoon session as I was busy changing hotels in the morning and getting settled in then found the conference centre.

All the workshops and keynote speakers spoke towards the theme at the beginning of their talk. I found myself thinking about the familiar term the elders say: "Know who you are, what is your roots, so you know where you are going" or "Know where you been, where you are so you know where you are going?" In saying that, many of the speakers spoke of taking a strength based approach in anything that you are doing, look at the positive things that you have, decide your next step.

Another point that presenters stated is, "Nothing is going to work that you are working on if you do not have leaders that are in support of what you are doing! Who believes in the work that you are working on? Start building allies or a strong base before moving forward with projects.

The next point was all presenters including keynotes talked about the Education system not built for Indigenous peoples. It tears us down. We have to take control of our own destiny, our own education systems and make it our own. This has been said since the 90's, Taking Control of our Education talks. Build a system that is decolonizing. When I have heard Jim Dumont speak, this is what he is saying, the first mistake is even putting our children within the settler's education system it starts tearing down their spirit. We need to build our own way of educating. n

Student panel opened the day Thursday and their main message throughout the panel was all on needing spaces, healthy spaces to be heard, acknowledged.

Strengths-based, Learner-Centred, Trauma informed teaching and supporting

CHANGE IT UP program. (Non-Indigenous Instructors)

10 HRS ON LINE, 10 HRS PRACTICE, Cost is free. Tools for student. It is about unstructured teaching based in relationship building that is messy and playful.

Classroom connections: 1. Resources 2. Change it up 3. Unschooling school

Hands on, learner centered, holistic, strength based, trauma aware, building skills.

Focuses on **how is more** important than **the what**.

It is not an indigenous program.

The Creation of the CBE (Calgary Board of Education_Holistic Lifelong Learning Framework

- Started with an Elders council

Utilized framework from Willie Ermine "ethical space or 2 eyed seeing". Two-eyed seeing is a term coined by Mi'kmaw elder Albert Marshall to refer to seeing the strengths of Indigenous ways with one eye, and simultaneously seeing the strengths of Western ways with the other eye. The expression has been used in research not only with Indigenous people, but also wildlife health, medicine, and diverse other areas. When schools focus on Indigenous techniques, emphasizing connection, authentic hands-on learning, and problem-solving it is more successful.

- Focused on 7 values
- Focused on medicine wheel holistic wheel (took pics)
- Season gatherings, cultural training, celebrations, anti-racism, land and body and place sharing. Shared a video of canoe building, smudging, plant relatives, sacred sites, mind mastery confidence and purpose building.
- It takes them to look carefully and confidence and identity building, pride, transfers knowledge.
- Be alert to child's interests, be flexible in encouraging them, and match challenges to their interests and abilities. In this way, you're practicing the best of both Indigenous and Western approaches to supporting their optimal development, in a very good example of two-eyed seeing.

Session 5: Using the Minecraft World "Manitou Ahbee Aki" to explore Indigenous History and Culture in the Classroom

- Indigenous Minecraft
- Spirit of the Earth
- A pilot project built by working with the kids. Indigenous Value were put in place like no killing etc. The youth that did first project are now the leaders teaching other youth how to do this.
- A group of elders started out with ceremony and throughout leading the project and felt the ancestors supported throughout.
- They initially went upon the land to scope out sacred spaces and traditional land use, ceremonial use.
- They did their own video using drones.
- They received training on drones.
- Bison canoe builder
- Relationship first, people and land
- Wishes and dreams
- There is training on Minecraft how to do this
- I received technical guy email is this to email anytime for information helpschristopher.heid

Keynote:

Talked of all the struggles First Nations youth have succumbed and still are dealing with, especially suicide and suicidal ideation, depression, mental health and addictions. He talked of how music assists him in his ways but also how the older ones in the community take time to listen to him when he visits and provides a space for him to go to when he needs to talk. The spaces are needed. Which should be high priority.

I thought about why type of spaces do our youth have at LSK to sit and talk about what they need to besides being sent a Counsellor? What spaces or who is there for them at high school where they feel safe, validated, and listened to? What spaces are within the community buildings? Programs? Land? What projects do we do that incorporate their ideas, their opinions, their thoughts?

6. Supply Teachers, Emergency Supply Teachers - James Medway

LSK is in desperate need of supply staff, both teachers and EAs.

Putting a call out to the Board and their networks for people who have their OCT and for emergency supplies people who have a completed bachelors degree.

- James to get a flyer made with communications to use for circulation so it can be sent out.
- Veronica will send flyer out to her contacts
- Tena is interested in helping for half days with teaching the language
- Veronica is available to do half days
- **Can send out flyer to students/graduates through dadavan database***
- One cause is that we are losing teachers to Six Nation as they have attractive pay-scales and prorated the supply teacher rate. Our rates are comparable to GEDSB.
- Jonathan may be able to supply some of his students from Dalhousie

7. Credit Land Camp Experience - James Medway

<https://www.cbc.ca/news/indigenous/actua-instem-program-north-1.5085196>

<https://www.globenewswire.com/en/news-release/2020/04/16/2017402/0/en/D2L-Announces-2020-Excellence-Award-Winners.html>

The intention is to get the camp up and going for the summer, aiming for early July. This land camp will be a "for credit" (high school credit) course that students can

participate in land based learning in an educational and immersive experience. This credit can be earned as students are heading into high school, and thus can lighten the load during the transition period from grade 8 to grade 9 with students only having to take 3 credits instead of 4 in grade 9.

This land-based learning is planned to be ministry inspected, meaning the credit is recognized by the Ontario Ministry of Education and can count towards an OSSD. A stipulation being that the student receive 110 hours of instruction which equals about 15 days of camp. This camp will include canoeing, outdoor learning, traditional practices etc.

In the past James worked with a partnership of SNP + Western + Actua and had a successful program that is now poised to be able to issue credits to other communities. In the past James was an inspector and made sure the camps were making curriculum connections and has a background in these kind of courses.

Actua has become an inspected school and they have expressed interest in supporting MCFN, both with accreditation and financial to help build it out.

- We do not have a lot of time to develop for this summer and we are still in the preliminary stages
- There was a lot of excitement among staff

The camp will be centered on local knowledge, language, and approach the curriculum with a two-eyed approach (traditional knowledge interwoven with western) Optimistically it will be launched this summer with a minimum of 15 students in attendance.

- Jonathan notes that in Eramosa there is a lodge and area that would be great for this kind of camp
- Veronica notes that she would like to share this with the 6 Communities and offer it to their youth as well.

Jonathan is creating a Mississauga Ecology course and can provide James with Syllabus for 2024. The uni camp credit course could potentially do a partnership as well.

Val notes that HSS has been slowly developing something similar. Land based learning is how we have always learned and the emphasis should be for students to be on the land as much as possible in any course. There are also concerns about water safety and the youth's safety.

James - there will be professional development days preceding the camp to ensure everyone on the staff is certified and brought up to speed to be able to provide a safe space for everyone. Again, this is an ambitious undertaking and will require a lot of work to be ready for the summer.

8. Food Service Working Group - Katharine Brown

The group is made up of the 2 childcare cooks, 4 LSK staff members, Katharine and Kate.

Our first meeting was January 12th

This group is developing policies and procedures regarding food service for the kids at LSK and Childcare with the cafeteria expansion.

These policies will then come to BOE for approval then Chief and Council for approval.

The new cafeteria will have training for the food service staff on how to use the new equipment.

The cafeteria will provide the breakfast program, hot lunch to staff and students, after school meals and stock the community fridge with leftovers.

- Veronica notes that it would be a great opportunity to turn the cafeteria into a classroom of sorts to have as a Family Studies/Home economics space as well. To give that experience to students to learn how to cook. Build it into curriculum for health potentially.

Katharine also notes that it can be a spot to have co-op students as well as invite community members who have received chef training to come back to the community and train the staff as well.

The following agenda items are to be put on hold for a special meeting, 9. Strategic Planning, 10. Board Member Orientation Package, 11. Terms of Reference. 13. Youth Representative Posting. Date to be determined.

- Motion by Veronica, unanimous agreement.
- Attendance
- Eric - Not Wednesdays
- Val - Prefer Tuesday/Wednesday but can do a weekend with ample warning.
- Holly - Weekends with notice
- Jonathan - Weekends.

The meeting will be planned to be in the community, Veronica will reach out to Jesse at the Community Centre. Most likely for a Saturday. Breakfast and Lunch will be provided.

12. Achieve Report - Respectful Workplace and Workplace Cultural Health - Kate Bakos

Respectful Workplace

Each number represents a response to the survey. We received 20 surveys back in response from the LSK Staff. Summary is after the data*

1. Communication

When someone has a concern about the way they have been treated by someone they are very likely to talk directly with that person. (Scale 1 Never -10 Always)

1	1	2	2	2	2	3	3	3	3	4	4	5	5	5	6	6	7	8	8
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Mean: 80/200 = 0.4 40%

Mode: 2, 3

2. Regard

People are treated with positive regard no matter what their position in the organization. (1 Never - 10 Always)

1	1	2	2	2	3	3	3	4	4	5	5	7	8	8	8	8	9	10	10
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Mean: 103/200=0.515 or 51%

Mode: 8, with 2,3 close behind

3. Dissatisfaction and Gossip

When people are frustrated or dissatisfied with colleagues they may speak about their colleagues to other people or they may speak directly to their colleague. In our workplace there is a high level of (1 gossip - 10 direct communication)

1	1	1	1	2	3	3	3	3	4	4	4	5	5	5	6	7	7	8	9
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Mean: 82/200=0.41 41%

Mode: 1, 3

4. Gender and Gender Identity

Comments and conversation about gender identity are conducted in a respectful manner (1 Never - 10 Always)

*Gender Identity - one's innermost concept of self as male, female, a blend of both or neither - how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

4	5	7	8	8	9	9	9	9	9	9	9	9	9	9	10	10	10	10	10	10	10	10	10	10
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Mean: 175/200=0.875 87%

Mode: 10

There is a 4 and 5 that cannot be ignored*

5. Sexuality and Sexual Orientation

Comments and conversations about sexuality and sexual orientation are conducted in a positive and respectful manner. (1 Never - 10 Always)

*Sexual Orientation - An inherent or immutable enduring emotional romantic or sexual attraction to other people.

5	5	7	7	8	8	9	9	9	9	9	9	10	10	10	10	10	10	10	10	10
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Mean: 175/200=0.875 87.5%

Mode: 10

*Still room for improvement with two 5's

6. Age

Comments and conversation about age are conducted in a positive and respectful manner. (1 Never - 10 Always)

2	5	5	7	7	8	9	9	9	9	9	9	9	9	9	10	10	10	10	10	10
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Mean: 166/200=0.83 83%

Mode: 9

We must be mindful of the 2

7. Ability

Our workplace actively seeks to be an accessible and welcoming place for people with disabilities. (1 Always - 10 Never)

3	3	4	5	7	8	8	8	8	9	9	9	9	10	10	10	10	10	10	10	10
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Mean: 162/200=0.81 81%

Mode: 10

We must be mindful of the 3s and 4

8. Culture and Diversity

When discussing aspects of culture or diversity, people are curious and open to differences. (1 Never - 10 Always)

2	4	5	6	6	7	7	7	7	7	7	7	7	8	8	9	9	10	10	10	10
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Mean: 149/200 = 0.745 74.5%

Mode: 7

9. Management Responses

When management becomes aware of an issue with regard to disrespect or harassment they take it seriously, encourage direct communication where appropriate, they act. (1 Never - 10 Always)

1	1	3	3	4	5	6	6	6	6	7	8	8	8	8	8	9	9	9	9	10
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Mean: 131/200=0.655 66%

Mode: 8, then close behind 10,9,6

10. Absenteeism

When employees find it difficult to cope with workplace relationships they may seek small pockets of relief for themselves. They may call in sick or use their home situation or other excuses to stay away from work. This happens: (1 Every day- 10 Never)

1	1	2	2	2	3	3	3	3	3	4	4	4	4	5	5	5	5	5	6	7
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Mean: 79/190 = 0.4158 42%

Mode: 5, 3

11. Appreciation

In healthy organizations positive contributions are recognized and appreciated. Our positive contributions are acknowledged. (1 Never - 10 Always)

1	2	2	2	3	3	4	4	4	5	6	6	6	6	6	7	7	8	8	8	8
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Mean: 107/200=0.535 54%

Mode: 6

12. Relationships

Some workplaces encourage an "everyone for themselves" mentality. Our workplace is characterized by: (1 Combative relationship - 10 Collaborative relationships)

1	2	2	3	4	4	5	5	5	5	6	7	7	8	8	8	8	8	8*	9	10
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----	---	----

Mean: 120/200=0.6 60%

Mode: 8

*This survey remarked "Among Colleagues"

13. Change

Change, innovations, and new ideas are usually met with: (1 Resistance - 10 Openness)

1	1	1	2	2	2	2	3	4	4	4	5	5	5	5	5	5	6	7	8*	10
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	----	----

Mean: 83/200 = 0.415 42%

Mode: 5

*This survey remarked "This depends on the change"

14. Information

In healthy workplaces individuals share information freely. In our workplace we are usually: (1 Secretive - 10 Open)

1	2	3	3	3	4	5	5	5	5	5	7	7	7	7*	8	8	8	8	9	10
---	---	---	---	---	---	---	---	---	---	---	---	---	---	----	---	---	---	---	---	----

Mean: 117/200=0.585 59%

Mode: 7

*This survey remarked "**Among Staff* Very Open"

15. Anxiety

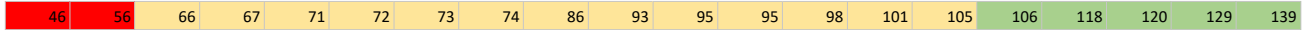
When workplaces are unhealthy they often have a heightened state of anxiety. Employees worry that if they make a mistake, they may be punished. I see a high level of: (1 Anxiety - 10 People at ease)

1	1	1	1	1	1	2	2	2	3	3	3	4	4	4	4	5	6	7	7	8
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Mean: 70/200=0.35 35%

Mode: 1

Scores / 150



Mean: 1810/3000=0.6033

60%

Cultural Health Assessment

Each of the following statements are rated on a scale of 1 to 5. A 5 indicates you strongly agree with the statement and 1 indicates you strongly disagree with the statement.

- 16. My organization has a meaningful purpose

Mean: 79%
Mode: 5
- 17. The Work I do challenges me in a positive way

Mean: 81%
Mode: 4, 5
- 18. I receive helpful feedback from my direct manager

Mean: 62%
Mode: 4
- 19. My colleagues care about my well-being

Mean: 80%
Mode: 5
- 20. Each person's unique skills and contributions are valued by others

Mean: 64%
Mode: 3
- 21. I am treated with respect

Mean: 72%
Mode: 4
- 22. People in my workplace understand what behaviors are acceptable at work.

Mean: 61 %
Mode: 3
- 23. The work I do is interesting to me

Mean: 90%
Mode: 5
- 24. I have a positive relationship with my direct manager

Mean: 70%
Mode: 4,5
- 25. I like the people I work with and they like me

Mean: 80%
Mode: 5
- 26. I can rely on my colleagues

Mean: 77%
Mode: 4
- 27. My colleagues express their feelings appropriately when they are upset

Mean: 66%
Mode: 2,3
- 28. Leaders in my organization clearly communicate its purpose

Mean: 49%
Mode: 1
- 29. The work I do makes good use of my abilities

Mean: 80%
Mode: 4,5

30. My direct manager cares about me as a person	1	1	1	2	2	2	3	3	3	3	3	4	4	4	4	4	4	5	5	5		
Mean: 63%																						
Mode: 4																						
31. I have healthy interactions with my colleagues	2	2	2	3	3	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5
Mean: 75%																						
Mode: 4																						
32. Collaboration with others is encouraged and valued	1	1	1	1	2	3	3	3	3	3	3	3	3	3	4	4	4	4	5	5	5	5
Mean: 63%																						
Mode: 3																						
33. Leaders in my organization work to resolve conflict quickly	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	3	3	4	4	5	5	
Mean: 54%																						
Mode: 3																						
34. My organization's values are clear and relevant	1	1	1	2	3	3	3	3	3	3	4	4	4	4	4	5	5	5	5	5	5	5
Mean: 70%																						
Mode: 5																						
35. The work I do has a purpose	2	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Mean: 94%																						
Mode: 5																						
36. I trust my direct manager	1	1	1	1	1	2	2	2	2	2	3	4	4	4	4	4	5	5	5	5	5	5
Mean: 61%																						
Mode: 4,5																						
37. I have fun at work	1	2	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	5	5	5	5	5
Mean: 75%																						
Mode: 4																						
38. I feel like I'm part of a great team	1	1	1	2	2	2	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	5
Mean: 68%																						
Mode: 5																						
39. People in my workplace deal with conflict constructively	1	1	1	1	1	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	5	
Mean: 52%																						
Mode: 3																						
Total / 120	52	61	62	63	66	70	76	80	81	84	88	88	90	92	96	99	108	113	113	123		
Mean: 71%																						
Section totals:																						
Communicate your purpose and values /20	4	5	8	8	10	11	11	12	13	13	13	14	14	15	15	16	16	18	19	20		
Mean: 255/400=0.6375																						
64%																						
Provide meaningful work /20	9	9	15	15	17	17	17	17	18	18	18	19	19	19	19	20	20	20	20	20		
Mean: 346/400=0.865																						
87%																						
Focus your leadership team on people /20	4	4	4	6	9	10	10	10	12	14	14	15	16	16	17	18	18	19	19	20		
Mean: 64%																						
Build meaningful relationships	8	9	9	9	14	16	16	16	16	16	17	17	18	18	18	18	18	19	20	20		
Mean: 312/400=0.78																						
78%																						
Create peak performing teams	4	8	9	9	10	11	12	13	13	14	14	14	15	16	16	17	17	20	20	20		
Mean: 272/400=0.68																						
68%																						
Practice constructive conflict management																						

7	8	8	9	10	10	10	12	12	12	12	12	13	14	14	15	15	18	18	18
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Mean: 247/400=0.6175
62%

Respectful Workplace

To interpret the results survey totals of 60 or less should be a significant concern to the team and leadership, as well as, any individual question where people are giving a rating of less than 5. Survey totals of 60 - 105 indicate there is probably work to do to make the workplace more respectful. Average totals of more than 105 should be cause for celebration - while there may be a few areas to work on the organization is on the right-track.

Every reported 1 needs to be taken seriously as a place that needs immediate attention. Every reported 10 is a celebration as it signifies a healthy and respectful workplace for that respondent.

For this report I created a colour gradient scale; dark green for the highest rating of 10, and bright red for the lowest rating of 1. Reported 5's is a "needs improvement" and colour coded with yellow. The remaining numbers fall in between these colours on the gradient.

For visual clarity I only highlighted 1s, 10s, and the Mode (most common number response). I also calculated the Mean (average) for each response to signify the overall score for each question. These averages are used to mark our strengths, weaknesses, and areas that need improvement.

Our **strengths** as per the survey are respectful and respect for:
Gender and Gender Identity, Sexuality and sexual orientation, Age, Ability, Culture and diversity.

Our **weaknesses** as per the survey are respectful and respect for:
Communication, Regard, Dissatisfaction and Gossip, Absenteeism, Appreciation, Change, and Anxiety.

Other areas that **need attention** but are not as low scored as the weakness above are:
Management responses, Relationships, and Information sharing.

The overall average from all surveys collected is 60%, the majority of surveys fell into the yellow "needs improvement" area.

Cultural Health Assessment

To interpret the results of this survey each statement respondents rated each statement from 1 - 5 with a 5 indicating strongly agreeing with the statement and 1 indicates strongly disagreeing. I colour coded 1's as red and 5's as dark green. The remaining numbers were set on a gradient between these two colours with 3 as the yellow "needs improvement."

Statements that are rated 1 or 2 should be viewed with concern, particularly when that result is seen in more than one survey. Ratings of 3 may indicate an area that should be maintained or given secondary attention. Ratings of 4 or 5 should be celebrated. Individual survey totals of 96 or more indicate a healthy culture. Survey totals of 72-95 indicate an okay, but not great, culture. Finally, survey totals of 0-71 indicate an unhealthy culture.

Every reported 1 needs to be taken seriously as a place that needs immediate attention. Every reported 10 is a celebration as it signifies a healthy workplace culture.

Our Strengths: (70% and up)
Meaningful purpose*, Positive challenge*, Colleagues care for well-being*, Respect*, Interesting work, Positive relationship with manager*, Colleague relationships*, Rely on colleagues*, Work uses abilities well*, Healthy interactions with colleagues, Organization values clear and relevant*, Purpose, Fun at work*.

Each * signifies that there was one or more "1" reported in the survey question.

Our Weaknesses: (69% or lower)
Helpful feedback, Skills valued, appropriate workplace behavior, expressing feelings appropriately, Leaders in my organization clearly communicate purpose, Direct manager cares about me as a person, Collaboration encouraged and valued, Leaders resolve conflict quickly, Trust for direct manager, Feel part of a great team, Constructive conflict resolution.

Overall average for the surveys is a 71% which falls in Needs Improvement. There was a near even spread in red, yellow, and green levels of the gradient.

Within the surveys questions corresponded with six key elements of a healthy workplace which is as follows:

- **Communicating your purpose and values.**
Employees are inspired when they work in organizations whose purpose and values resonate with them.
- **Providing meaningful work.**
Most employees want to work on project that inspire them, align with what they are good at, and allow them to grow.
- **Focusing you leadership team on people**
How leaders relate to their employees play a major role in how everyone feels about their workplace
- **Building meaningful relationships**
When employees like the people they work with and for, they are more satisfied and more engaged in their work
- **Creating peak performing teams**
People are energized when they work together effectively because teams achieve things that no one person could do on their own.
- **Practicing constructive conflict management**
When leaders don't handle conflict promptly and well, it quickly sours the workplace

Our Strengths (70% and up)
Meaningful work, meaningful relationships.

Our Weaknesses (69% or lower)
Communicate purpose and value, leadership and the team, creating peak performing teams, and practicing constructive conflict management.

This report is giving insight into how we can better the working environment at LSK. We have had one PD training session called Lateral Violence to Lateral Kindness. That staff attended.

14. **New Business - Eric**

Concern for the post-secondary students. Perhaps there can be support groups for students in different degree programs, we need to make sure we are supporting the students and making sure they are successful. The kids are so overwhelmed by university and feel they have no where to turn.

What more can we do for them?

We need to provide more supports and really help them.

Eric notes there has been a case where students feel unsupported and trapped and we as a community should be uplifting each other.

Jonathan notes that he finds the same with their students they are overwhelmed and many come to university not knowing the basics of writing a paper or giving a presentation so he goes over those basics in his classes.

We should be providing workshops to the Post--Secondary students to teach them these skills so they feel more prepared for schooling so we can have more

success stories.

Patti notes that perhaps we should pilot another staff member to provide support for the PS as we have 101 students and Bernadette can only do so much.

Jonathan and Val both advocate for oral presentations. They will write letters for students to ensure they can give oral presentations as that is our traditional way of knowledge sharing. They will advocate for our students.

Holly is also interested in provide support to the students in any way she can.

Meeting Adjourned Next Meeting February 27th 2023. ** Special meeting TBD*