

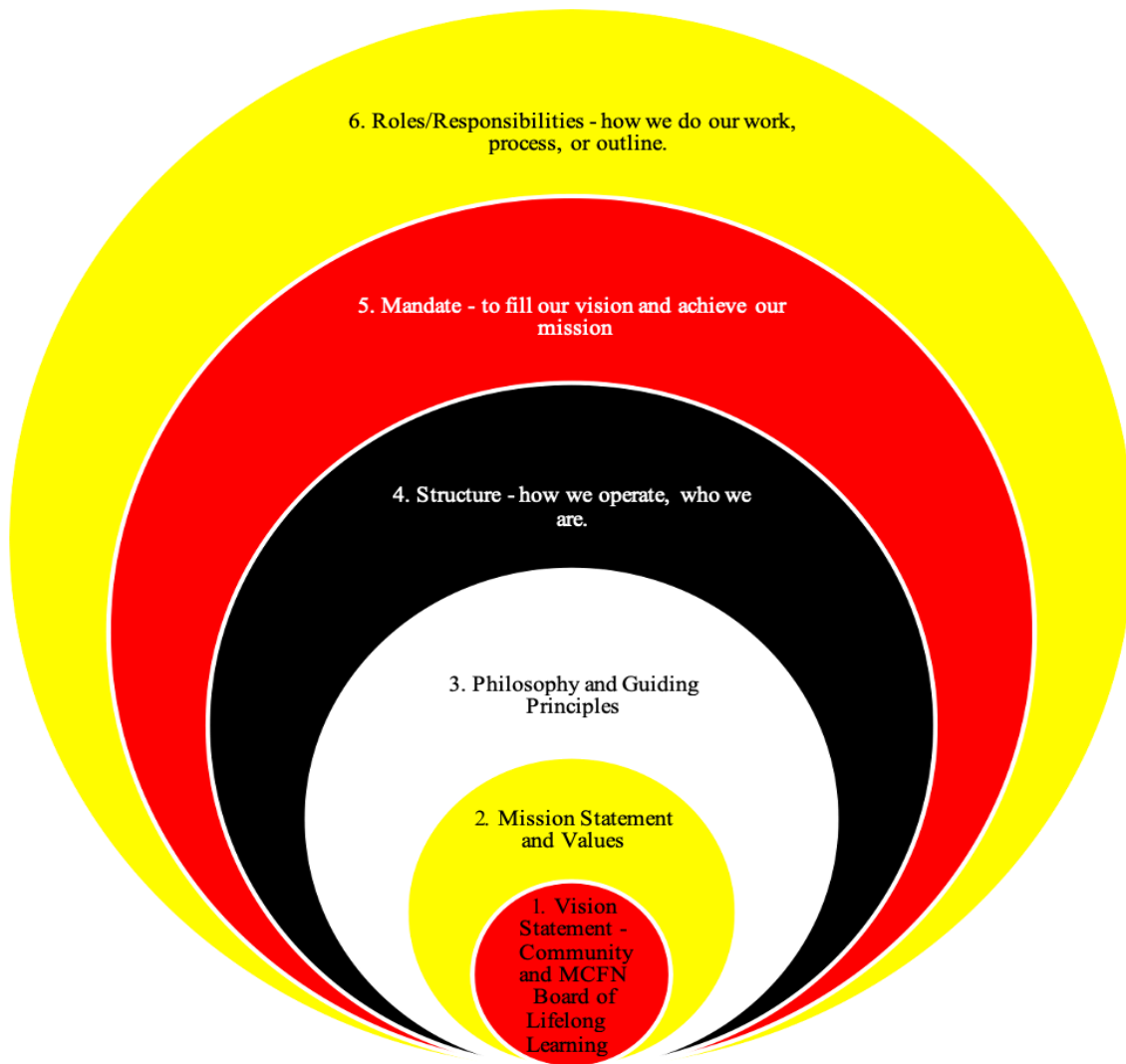


MCFN Board of Lifelong Learning

Terms of Reference
2023

MCFN Board of Lifelong Learning

Member and Position	Term
Caregiver Position 1	3 year
Caregiver Position 2	2 year
Member Position 1	3 year
Member Position 2	2 year
Knowledge Keeper, Educator, Elder 1	3 year
Knowledge Keeper, Educator, Elder 2	3 year
Youth position	2 year



VISION STATEMENT

Community Vision

The Mississaugas of the Credit First Nation look to our Anishinaabe roots to guide our vision for the future as a strong, caring, and connected community who respect the earth's gifts and protect the environment for future generations. Our identity includes our history, language, culture, beliefs, and traditions, which we strive to incorporate into the programs and services, offered to our community.

Ezhi niigaan waabjigaayewaad Mississaugas of the Credit endaawaad (the vision of these people). Ezhip mino maadzijig (living a joyful life), ezhi waamji-gaazwaad (their identity, how people have identified them), ezhi debwedmowaad (their beliefs), ezhi mimiingaazwaad (what was given to them by Creation, what they always had, their heritage), niigaabminunkiiwaad Anishinaabek (is how they always lived as Anishinaabek).

Translated by: Nimkew Niinis, N'biising First Nation

MCFN Board of Lifelong Learning Vision

While honouring our identity as Anishinaabe as guided by our Seven Grandfather Teachings to create a thriving, positive, balanced learning environment that creates a successful-lifelong educational journey.

MISSION STATEMENT OF THE MCFN BOARD OF-LIFELONG LEARNING

Mission

To develop and maintain a community driven educational process that ensures the achievement of our vision by enabling all lifelong learners to reach high levels of achievement and to acquire the knowledge, skills and values they need to be successful in the lifelong learning journey.

Values

We strive to provide a supportive lifelong learning journey for all learners that are inclusive of the Seven Grandfather Teachings.

PHILOSOPHY AND GUIDING PRINCIPLES

Education Philosophy

The MCFN Board of Lifelong Learning believes that its educational systems should provide every lifelong learner with complete educational services so that their abilities and talents are developed in a manner that will preserve the dignity and democratic rights of the learner. Education must promote and enhance the culture, traditions, and lifestyles of the Mississaugas of the Credit First Nation. The MCFN Board of Lifelong Learning endeavours to provide a relevant,

meaningful, holistic education program, which will enhance the intellectual, physical, social, emotional, and spiritual growth of all learners in order to prepare them to realize their education and career goals. Through the education process, each learner will realize self-respect, self-fulfillment, and an understanding of their place in our society.

Guiding Principles

- We know our children as the generation who will provide guidance and leadership and as our future leaders. We will provide them with an education system that honours them as such.
- A holistic education system will promote intellectual, physical, social, emotional, and spiritual growth.
- Learners will be nurtured and supported for their uniqueness to fulfill their role within their family and community while maintaining their Anishinabek identity.
- An educational system that enhances each learners' sense of identity and confidence in their personal worth and ability through the mastery of skills and knowledge.
- The values of the Seven Grandfather teachings will enhance and inform the lifelong learning journey.
- Anishinabek culture and language will be an integral part of the lifelong learning program.
- The participation of parents, teachers, Elders, learners, and community will be encouraged as a valuable component in all programs and activities.
- The educational system will prepare learners for a meaningful role in a modern society, enriched by our values, culture, and language.

ANISHINAABE MIIGWECH WENDAM – GRATITUDE PRAYER

[Miigwech mshoomis ogii-biwaase aazheyin nongom](#)

Thank you grandfather for shining on us today

[Miigwech ndi-kid nongom giizhigad](#)

I say thank you for this day

[Weweni jiminoo gno'waabmaak gwiji-bimaadis miinwaa weweni jiginoonak](#)

That I will look upon everyone and I will talk to everyone in a good way

[Miigwech ge Shkakami-kwe ogii-miizhyaang bmaadziwin](#)

Thank you also to Mother Earth for giving us life

[Ogii-miizhyaang miijim](#)

For giving us food

[Ogii-miizhyaang nbiish](#)

For giving us water

[Ogii-miizhyaang wesiinhyik](#)

For giving us the animals

Miinwaa ogii-miizhyaang ne sewin

And for the air that we breathe

Semaa nabagidnaa

I offer my tobacco to the four directions

Waabanang, zhaawenang, epingishmak, miinwaa giowednang

East, south, west, and north

Nadamoshin jii-mashkogaabwiiyaanh miinwaa jizoodeyaanh

Help me to be able to stand strong and have a strong heart

Miigwetch mshoomis

Thank you, grandfather

Seven Grandfather Teachings – Biimaadzinwin (Living a good life)

Nbaawaakaawin (Wisdom)

- To make decisions utilizing an Indigenous Approach such as the circle for everyone to feel heard and validated.
- To employ qualified and culturally sensitive personnel.
- To ensure that every learner is provided the opportunity for, and have access to, high-quality lifelong learning.
- Utilize opportunities to share knowledge with the community and we invite the community to share their knowledge.
- To make wise decisions for the betterment of the community as a whole.
- Call upon a respected knowledge holder to hold space for all to be heard and to assist in arriving at a common ground.

Zaagidiwin (Love)

- To encourage a sense of passion for the journey of our learners.
- To model an unconditional loving space for learners, peers, committees and community members.
- As a community we have an inherent responsibility to nurture, protect, and guide our learners throughout their journey.

Mnaadendiwin (Respect)

- Maintain respect in all actions towards others.
- To conduct ourselves in a manner which brings respect and credibility.
- To honour a person's right to privacy and to maintain confidentiality.
- Honour our obligation as a community to the health and well-being of each person.

Aakedewin (Bravery)

- To provide a path that is a model for learners, teachers, committees and community members who have the confidence to communicate and offer solutions for the well-being of the whole community.
- To encourage initiative and commitment to the growth of lifelong learning within our community.
- To utilize community resources to address issues/concerns or situations with respect and confidence.

Gwekwaadziwin (Honesty)

- Uplifting each other as community members and recognizing that unity is strength.
- To be honest with yourself and others.
- Foster an environment of open and honest communication.

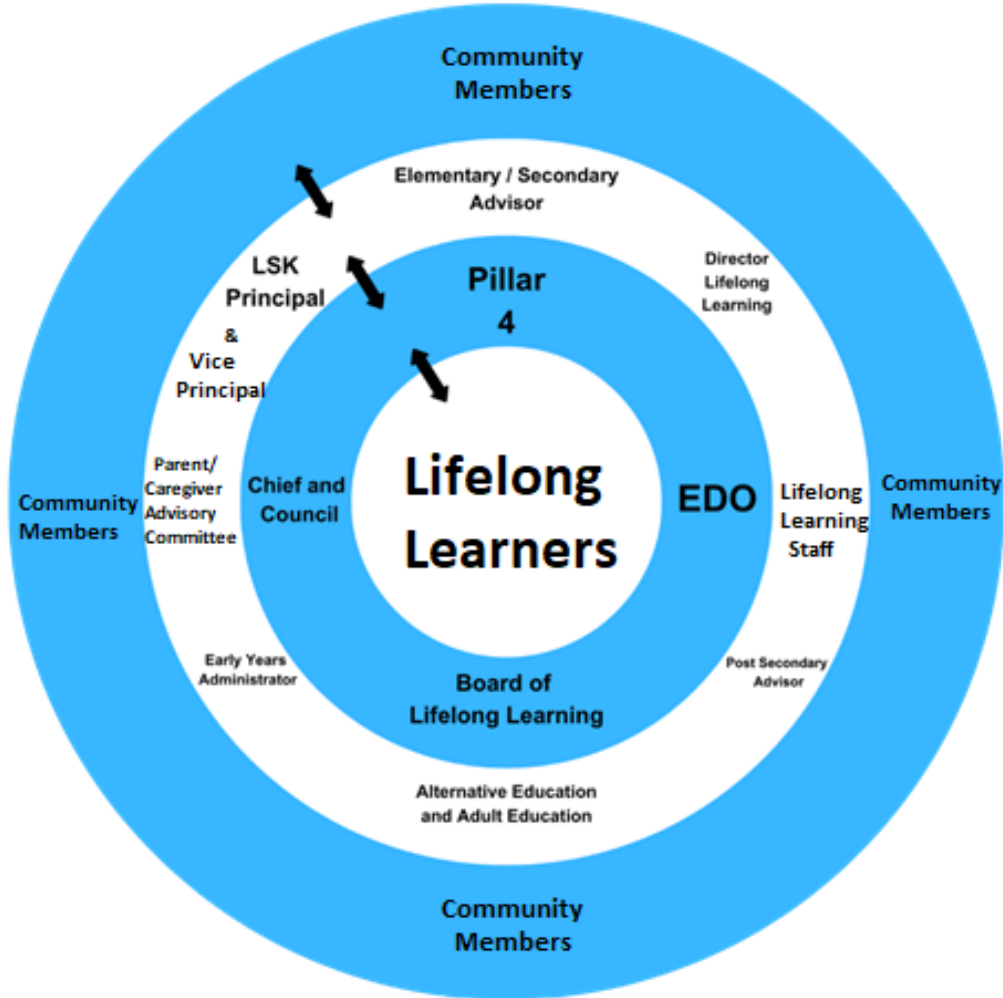
Dbaadendizwin (Humility)

- To address issues in a just and fair manner without bias.
- To represent the community in a fair and equitable manner.
- To project a sense of professionalism in carrying out duties and responsibilities.
- To ensure everyone's voice is heard through a problem-solving and restorative practice approach.
- To acknowledge that we are a First Nation Community and that our knowledge is acquired through experience and understanding of the Seven Grandfather teachings.

Debwewin (Truth)

- To be a model for children, teachers, committee, community members emulating the utmost respect in responding to needs.
- To speak in a way that emphasizes individual truths and authenticity to enhance the community perspective.
- Work to embody the Seven Grandfather Teachings in all our actions to stand in our truth for the collective peace in the community.

STRUCTURE AND COMPOSITION



The Board of Lifelong Learning, along with all other MCFN staff and community members, will act with the Lifelong Learners at the centre, the heart, of all operations. Decision making by the Board of Lifelong Learning is guided by our Seven Grandfather Teachings and the needs of the community. We serve to ensure all lifelong learners receive a holistic view of education that measures learners' achievement, growth, and well-being beyond academic achievements and includes cultural, spiritual, emotional, and physical aspects. All decision-making made by the Board of Lifelong Learning ebbs and flows back and forth from the MCFN Membership and community members at the centre and has potential to pass through Chief and Council, the Board of Lifelong Learning, Pillar 4, and the Executive Director of Operations, as well as, the various facets of the Lifelong Learning Department, leading eventually back to MCFN Membership and community members. This continuous diffusion between all of the intersecting circles as displayed above reminds us to take a holistic approach as all exchanges lead back to our service to the Lifelong Learners.

Board Structure

The Board of Lifelong Learning will be made up of seven (7) members consisting of the following:

- Two (2) Caregivers. Priority will be given to Caregivers who are MCFN members or are a Caregiver of a learner with MCFN membership. Can be a non-member.
- Two (2) MCFN members.
- Two (2) Knowledge Keepers, Educator, Elder. Can be any MCFN member.
- One (1) Youth between 15-29 years who is a MCFN member.

Members not meeting the above criteria are also encouraged to apply as Pillar 4 Lifelong Learning and Awareness support person who may be appointed by the Pillar 4 Lead as such based-on suitability.

Terms

Lifelong Learning & Awareness

The length of the member terms will be staggered to provide consistency. Upon completion of term any vacant position will be posted and reposted until filled.

The Annual General Meeting-in which the community is invited to provide feedback on the Board will be held in September.

Position	2022	2023	2024	2025	2026
Care Giver 1 3-year Term	Carly (Start Jan)	Carly	Carly (End Jan)		
Care Giver 2 2-year Term	Tena (Start Nov)	Tena	Tena (End Nov)		
Community 1 2-year Term	Holly (Start Jan)	Holly	Holly	Holly (End Nov)	
Community 2 2-year Term	Eric (Start Nov)	Eric	Eric (End Nov)		
Knowledge Keeper 1 3-year Term	Val (Start Jan)	Val	Val	Val (End Nov)	
Knowledge Keeper 2 3-year Term	Jonathan (Resigned)	Danielle (Start Sept)	Danielle	Danielle	Danielle (End Nov)
Youth Position 2-year Term		Brianna (Start Apr)	Brianna	Brianna (End April)	
Election Year	1	0	0	3	

Applications

Application packages for positions include.

- A Letter of interest from the applicant.
- Criminal Records Check with Vulnerable Sector Check (needs to be supported by a letter from MCFN Human Resource Department)
- Two current letters of reference from individuals who can reflect on the applicant's suitability for the appointment.
- Annual Criminal Offense Declaration for the remainder of the term.

Vacancies

As vacancies occur, the Board will post for openings. Applications will be submitted to the Department of Lifelong Learning. The packages will then be sent out to all active Board Members for review at the next scheduled board meeting. The Board will then vote for their most desired candidate(s) and the successful applicant(s) wins by majority vote.

A special meeting will be called following the Annual General Meeting where:

- Board members will be required to complete Board training.
- Chair and Co-Chair will be selected by consensus. (It is recommended that Chair and Co-Chair not be immediate family).

Selection of dates for training, regular meetings and the next Annual General Meeting will be selected during this meeting.

Expectations

All Board of Lifelong Learning members will be recognized by way of the MCFN social media, website, and print resources.

Board members will receive an orientation binder / e-binder upon appointment with policies and procedures of the Departments of Lifelong Learning. The MCFN Employment Policy & Procedure Manual will be provided as a reference.

Resources, files, and minutes will be shared through the cloud-based platform Microsoft Teams.

Resources/Technical personnel will be made available at the request of the Board of Lifelong Learning from time to time. Possible resources include LSK staff, Lifelong Learners, Child Care and Early ON staff, Council Administration Services, and School Board Representatives.

The Director of Lifelong Learning, the Early Years Administrator, the Principal or Vice Principal of LSK, and the Pillar 4 Lifelong Learning & Awareness and Nation Well-being Lead and will attend meetings.

Members of the public are welcome to all Board of Lifelong Learning meetings. In-camera items will be kept confidential from the public.

Board members must report any criminal convictions to the Board Chair and Co-Chair before and during their time served on the Board of Lifelong Learning. The Chair and Co-Chair will use discretion and MCFN policies as a guide to address the situation.

Any crimes of a moral turpitude can lead to the dismissal of the Board member. The Board must investigate all reported instances with good faith. The offending member can be dismissed at the discretion of the Board.

The following convictions will deem a Board member or applicant ineligible for consideration and/or removal from the Board of Lifelong Learning.

- Any convictions related to firearms (possession of a prohibited weapon, carrying a concealed weapon).
- Any conviction of fraud or theft, except positions where the financial responsibilities are limited to petty cash.

For individuals who have not reoffended and who have served their applicable sentences and a waiting period of 10 years since the offense, a conviction will not be held against a person except for the following circumstances:

- Any Schedule 1 Offense (Sexual offences involving a child) under the Criminal Records Act.
- More than 3 offences prosecuted by indictment, each with a prison sentence of 2 years or more.

Board of Lifelong Learning members may resign by giving two weeks written notice to the Board of Lifelong Learning.

A Board of Lifelong Learning member who is elected to either MCFN Chief and Council or Pillar 4 Education & Awareness committee representative, shall be ineligible to continue membership on the Board of Lifelong Learning and shall be deemed as an automatic resignation.

Procedures/ Rules of Meetings

The Board of Lifelong Learning will meet regularly, but no less than quarterly.

To meet with Council (at the conclusion of one of Chief and Council's monthly meetings) and/or Pillar 4 Lifelong Learning & Awareness lead as requested. A formal invitation will be sent to Chief and Council.

Decisions of the Board of Lifelong Learning will be made by voting, decisions on the Board of Lifelong Learning financial matters will be done by way of a motion.

Quorum consists of 50% of existing members, one of which can be appointed in the absence of the Chair or Co-Chair to chair the meeting. The Chair and Co-Chair will rotate chairing meetings.

Minutes are to be taken of all the meetings by the appointed person. Approved minutes of any meetings shall be available by being posted to the Board of Lifelong Learning webpage as well as in the shared Teams folder. The minutes are available to members of the Board of Lifelong Learning, Chief and Council, and the community. In-Camera minutes shall be determined by the Board and made available to Chief and Council upon request.

Working or sub-groups will be developed when required

All meetings will be open to the community with the exception of confidential issues.

Requests for time on the agenda will be overseen by the Chair and are to be done the week prior to the scheduled meeting.

Honoraria will be provided to Board of Lifelong Learning in accordance with Council established rates and the approved budget, with the exception of the Lifelong Learning staff, Social & Health Services staff, Child Care / EarlyON staff, and Council members. Members participating via conference call or virtually will be deemed eligible for the honoraria as outlined above.

When quorum is not met for a scheduled meeting, the members present will wait 30 minutes and will receive full honorarium.

Members must be in attendance for three-quarters of the meeting to receive an honorarium.

Annual planning is to take place from January to March with the Department of Lifelong Learning. This may take place off the Nation.

Mandate

To fulfill our vision and achieve our mission, we are responsible for the following in relation to the Lifelong Learning Model of MCFN.

- Relationships: internal and external to the MCFN community
- Advocacy for MCFN Lifelong Learning and for our Learners
- Governance, Strategic Planning and Capacity Building
- Culture and Language

- Quarterly Board of Lifelong Learning budget review.

BUDGET GUIDELINES

Guidelines for Out of Province travel

All out of province travel for board members must be approved by members of the board for approved events. This travel must be relevant to the Department of Lifelong Learning for MCFN and enhance the role of board members. Approval of attendance for out of province events will be conditional upon funding availability.

Conferences

Board members are encouraged to attend conferences that will enhance their role. Attendance at conferences must be approved by members of the board. Conferences must be relevant to the Department of Lifelong Learning for MCFN. Approval of attendance at conferences will be conditional upon funding availability.

Workshops

Board members are encouraged to attend workshops that will enhance their role. Attendance at workshops must be approved by members of the board. Workshops must be relevant to the Department of Lifelong Learning. Approval of attendance at workshops will be conditional upon funding availability.

ROLES AND RESPONSIBILITIES OF THE BOARD OF LIFELONG LEARNING MEMBERS

- Make best efforts to attend all scheduled meetings either virtually or in-person. RSVPs are to be given as early as possible.
- To become informed on any Lifelong Learning issues that must be handled by the Board prior to decision-making.
- To respectfully participate in all discussions and decisions following the Seven Grandfather Teachings.
- To participate in all meetings unless placed in a conflict-of-interest situation at which time the Board member shall be excused.
- To review the contents of all documents submitted to the Board of Lifelong Learning in preparation for discussion at meetings.
- To participate in an orientation session and ongoing lifelong learning; to become familiar with relevant information required to fulfill their duties as a Board of Lifelong Learning member.
- To annually complete a Criminal Offence Declaration.

- To act as the appellate body for student suspensions, IPRC (Identification, Placement and Review Committee) and Post-Secondary decisions.

Chair/ Co-Chair

- The Chair and Co-Chair of the Board of Lifelong Learning will be chosen from the seven (7) members annually. It is recommended that the Chair and Co-Chair not be immediate family.
- To chair at meetings and speak on behalf of the Lifelong Learning on both relevant and public issues.
- To call special meetings when required, ensuring that proper notice in advance of special meetings is given, to determine the location of the meetings.
- To encourage positive participation by all members in discussion and decision-making.
- The Board of Lifelong Learning may appoint another member to function as acting Chairperson to exercise all the duties of that position when the Chair is absent or unable to perform duties.

Appellate body

Elementary

The board shall act as the appellate body for decisions relating to LSK student suspensions and IPRC (Identification, Placement & Review Committee) decisions. A majority of the board members shall determine the outcome of the appeal.

The appeal process is intended to provide the opportunity for appeal to ensure fairness and equitable treatment. Every student's parent/guardian has the right to appeal an administrator's decisions that impacts them.

Confidential information regarding the student will be released to the Board of Lifelong Learning in cases where the student's parent/guardian has requested an appeal. All disclosures are to be handled with the utmost confidence.

The process for appealing is as follows:

Within 10 working days of the date of the suspension or decision, the student's parent/guardian will submit an appeal in writing to the Director of Lifelong Learning or Executive Director of Operations.

The Director of Lifelong Learning or Executive Director of Operations shall send the appeal material to the Board within 5 days.

Both the student's parent /guardian and the Principal and/or Vice Principal will have an opportunity to present their case to the Board.

Decisions of the Board will be communicated in writing to the student's parent/guardian within one week of hearing.

The decision of the Board will be final.

Post-Secondary

The appeal process is intended to provide the opportunity for appeal to ensure fairness and equitable treatment according to the policy and guidelines. Every student has the right to appeal an administrator's interpretation and application of the policy. However, when an application for funding has been refused because funds are unavailable there is no option to appeal.

Confidential information regarding the student will be released to the appeal board in cases where the student has requested an appeal.

The Appeal Board will consist of the following:

- Board of Lifelong Learning members (minimum of three members)
- Pillar 4 Education and Wellness Councillor
- Executive Director of Operations

The process for appealing is as follows:

- a. Within 10 working days of the date of the denial letter, the student will submit the appeal in writing to the Director of Department of Lifelong Learning.
- b. The Director of Lifelong Learning submits the appeal within 5 days of receipt of the appeal to the Executive Director of Operations. The Director of Lifelong Learning will provide written documentation including references to the relevant sections of this policy and rationale for the denial.
- c. Both students and the Department of Lifelong Learning will have an opportunity to present their case to the Appeal Board.
- d. Decisions of the Appeal Board will be communicated in writing to the student within one week.
- e. The decision of the Appeal Board is final.

Conflict of Interest

- A conflict of interest may generally be defined as a conflict between a Board of Lifelong Learning Member's personal interest and their responsibility as a Board of Lifelong Learning member.
- No Board of Lifelong Learning member may participate in any decisions or engage in any activities that will create a real, potential, or perceived conflict of interest.

- In the event that a Board of Lifelong Learning member has a real, potential, or perceived conflict of interest related to a matter to be discussed by the Board of Lifelong Learning, the member shall declare conflict and excuse themselves from the discussions on that matter.
- The Chair and Co-Chair can identify a conflict of interest if a member fails to do so.

Problem Solving Process

- Staff related matters are to follow the MCFN policies and procedures.
- All non-staff related matters are to follow the MCFN Complaints Policy.

Glossary

Board of Lifelong Learning	A semi-autonomous elected/appointed group of people who will serve as the Board of Lifelong Learning, responsible to the MCFN Membership
Chief & Council	The elected body of members who are given the responsibility of governing the MCFN.
Conflict of Interest	A perceived conflict that can arise between Board of Lifelong Learning members personal interest and his/her responsibility as a member of the Board of Lifelong Learning.
Culturally Sensitive	Being aware, appreciate and understand the beliefs, values, culture, and heritage within the community of MCFN.
Early Years Administrator	Is directly responsible for the overall operation of Childcare and EarlyON, Food Service Program, KASA programs and reports to the Director of Lifelong Learning.
Director of Lifelong Learning	Is directly responsible for the overall operation of the Lifelong Learning programs and reports to the Executive Director of Operations.
Fiscal Year	Runs from April 1st to March 31 st of the following year.
Holistic	Meaning your mind, body, spirit, and emotions. Mind-mental capabilities, Body-physical abilities, Spirit-your self-identity, self-esteem and your Emotions-your feelings.
ISC	Indigenous Services Canada
LSK	Lloyd S. King Elementary School
MCFN	Mississaugas of the Credit First Nation.

Pillar 4	The delegated Pillar Lead is appointed by Chief & Council and is the Lifelong Learning & Awareness Lead
Principal	The person who oversees the operation of LSK Elementary School.
Resource/Technical	A person who may be of assistance in any/all lifelong learning related issues, will not hold a vote, but will offer knowledge/insight.
Seven Grandfather Teachings	The seven main traditional values within Anishinaabe Teachings.
Quorum	Consists of 50% of current members one of which can be appointed to Chair/Co-Chair in the absence of the Chair or Co-Chair to Chair that meeting.



We, the Board of Lifelong Learning of the Mississaugas of the Credit First Nation acknowledge these Terms of Reference and agree to abide by them as we complete our duties.

Caregiver 1

Caregiver 2

Member 1

Member 2

Knowledge Keeper, Educator, Elder1

Knowledge Keeper, Educator, Elder2

Youth

MCFN Board of Lifelong Learning Members

Caregiver 1 – Carly Szabo

Caregiver 2 – Tena Sault

Member 1 – Holly LaForme

Member 2 – Eric Sault

Youth – Brianne Rowe

Knowledge Keeper, Educator, Elder 1 –Valerie King

Knowledge Keeper, Educator, Elder 2 – Danielle MacDonnell