

| Agenda Item   | Discussion   | Follow-Up |
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| Call to Order   | The meeting was called to order at 4:35 pm   |           |
| Roll Call / Welcome                                     | <p>Present: S. Bailey, L. Boucha, Desta Buswa, L. Gardner, J. Lower, S. Kabatay, N. Menard-Mousseau, R. O'Donohue, S. Petiquan, SL Pharand, D. Tinney, F. Wapioke, E. Mitchel</p> <p>Regrets: D. Kivell, AF. Kakegamic, C. Kelly, M. Shakakeesic</p> <p>Guests: C. Moore, C. Kerkermeier</p>   |           |
| Elder Opening Prayer                                    | Desta Buswa provided the opening.  |           |
| Approval of Agenda                                      | <p>Moved by: Desta Buswa<br/>Seconded by: Bob O'Donohue</p> <p>THAT the agenda for Wednesday, Feb. 2, 2022 IEAC meeting be approved.</p> <p style="text-align: right;"><b>CARRIED</b></p>  |           |
| Confirmation of Minutes                                 | <p>Moved by: Bob O'Donohue<br/>Seconded by: Elizabeth Mitchel</p> <p>THAT the minutes of November 17, 2021 IEAC meeting be approved.</p> <p style="text-align: right;"><b>CARRIED</b></p>  |           |
| <p>Director's Updates</p> <p>- Sherri-Lynne Pharand</p> | <p>There have been increased COVID protocols in place again in the schools. We were in virtual learning mode for 2 weeks. We received new shipments of PPE for staff, and this gave some time for 5 – 11-year-olds to get vaccinated before the ministry returned to in class learning. Natasha Menard took the lead to reach out to our FN community partners to ensure that all students could access learning. Some communities have chosen not to return in person, and schools are planning with the communities to ensure students can receive ongoing education.</p> <p>We have had several snow days and bus cancellations in the last few weeks. Secondary classes switch to virtual learning as soon as there are weather related bus cancellations, so students can continue to access learning.</p> <p>Within the new COVID protocols, there is no contact tracing. The Ministry has indicated that people should be notifying their own contacts. We will help with the contact when asked. Our reporting has changed as well and now we report when there is 30% absenteeism in any school. We have had many schools</p> |           |

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|  | <p>reach the 30% mark, but only 2 schools have reached the 30% notification for <b>unknown reasons or illness</b>. Schools have been asked to send the letter from the health unit to First Nation communities who have students in that school. The letter goes to all parents in the school, staff and Trustees.</p> <p>Overall, we are very pleased with the return to face-to-face learning. We have not had to close any schools or classes due to inability to cover staff absences to date and students are happily learning together with their peers.</p>  |  |
| <p>Indigenous Education Update</p> <ul style="list-style-type: none"> <li>- Shannon Bailey</li> <li>- Len Gardner</li> </ul> | <p>In general we have been focusing on engagement of students both in elementary and secondary. Report cards have been submitted to elementary administrators and quadmester 3 has begun in secondary. We will be staying in quadmesters for the rest of the school year.</p> <p><i>Len:</i> His main focus is Cultural Responsive and Relevant Pedagogies. He is developing a site for staff and teachers to access resources that are culturally appropriate as well as best practices.</p> <p>The site is in its preliminary stages. This site will have a team of contributors, and we will ask for help from partners and resource providers to ensure we are doing this respectfully and following the KPDSB goals.</p> <p>The site will have a main page to hold our Ministry documents that guide us, as well as our Board commitment.</p> <p>The site will have both elementary and secondary resources. There will be 4 sections/categories: community, culture, language, and land.</p> <p>This site will show CRRP in action with podcasts, videos etc. to help guide other teachers and share information.</p> <p>There is a template that he will share at the next IEAC meeting.</p> <p><b>Questions:</b><br/> <i>Bob</i> - In terms of Métis, is it difficult to get resources for Métis studies?<br/> <i>Shannon</i> - We have been well supported over the past few years for resources that are available from Métis Nation , so we feel confident that we have what we need. The Métis association has been very helpful.<br/> <i>Len</i> – In our site development, we are working on getting LOCAL content so we can divide our site into Local and Regional as well as National.<br/> <i>Desta</i> was in a meeting with NAN recently – Michael Boos was in attendance, but Len was not. She suggested that Len connect with them to be invited to those meetings.</p> |  |

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|                                      | <p><i>Sherri-Lynne</i> will ask Shannon to ensure that we are connected with these meetings.</p> <p><i>Fawn</i> suggested that it is important to have the relevant Indigenous resources from the different <i>tribes</i> within the area as well.</p>  |  |
| <p>Presentation<br/>- Jane Lower</p> | <p>Student Identity Demographic Collection Survey<br/>(copy of presentation will be included with the minutes)</p> <p>As per direction from the Ministry, all school boards in ON will engage in an Identity Demographic Data Collection by January 2023. KPDSB has agreed to PILOT this initiative <i>this school year</i> with the support of the Equity Secretariat. Hopefully it will be completed in May 2022 – during a 2-week window.</p> <p>The Goals of this survey state that we are committed:</p> <ol style="list-style-type: none"> <li>1. to collect, analyze and publicly report on and use identity-based data for evidence informed decision making to support equity of access and outcomes for all students;</li> <li>2. to gain a clearer understanding of who our students are in order to improve programs, student achievement and well-being;</li> <li>3. to ensure that we close the gaps that exist with students from lower socio-economic groups and with Indigenous students; and</li> <li>4. to more precisely identify and address systemic barriers and to identify systemic discrimination based on grounds including race, socio-economic status, gender and other grounds covered by the Ontario Human Rights Code.</li> </ol> <p>Jane’s presentation went on to explain how we will go about collecting this information as well as the timeline for the survey. She shared a copy of the draft survey.</p> <p>She asked for feedback from IEAC members. Feedback can also be sent to Brenda, Len, Shannon, or Jane via email after you’ve had more time to consider what has been discussed.</p> <p><i>Sherri-Lynne</i> thanked Jane for providing an overview of what we are required by the Ministry to collect in order to ensure that all students have equitable access to education. She noted that it’s one thing to collect data, but the trust that people need to put in the system as to how we are going to use that data is very important. Advice from IEAC is welcome – we want everyone to understand the purpose of the data collection and how it will help us to better provide programs for students.</p> <p><i>Elizabeth</i>: Is this anonymous?</p> <p><i>Jane</i>: It’s <u>voluntary</u> but not anonymous.</p> |  |

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|  | <p>Elizabeth: There will be a problem with our First Nation because there is a lack of trust re information given and how it is used. Not everyone is going to be willing to share all that information. <i>Sherri-Lynne</i> replied that the reason for names is because we need to be able to measure progress over time. She asked Elizabeth what we could do to build trust.</p> <p><i>Sherri K.</i> noted that there is some very sensitive data being requested and she also noted that each nation is different/unique, yet they are all lumped together under the term 'Indigenous'. There could be triggers for parents e.g. socio-economic backgrounds – what will the impact be for the students having these things at the forefront? She can see issues from parents and concerns from community leadership. She understands where we are trying to go with this, but it must include more collaboration initially.</p> <p><i>Jane</i> - She agrees that some questions may be difficult to answer and that is why we need to do work with staff, students, families, and the communities in advance of rolling this out. She explained that the questions are connected to Human Rights and Anti - Racism which explains some of the questions. She noted that the information gathered will be used to better design programs and ensure resources go where they are needed in order to close the gap and ensure student achievement and well-being for all students based on the data. You don't know what you don't know unless you ask – so we need the student voice.</p> <p>Members shared many comments and suggestions regarding the survey, including the need to visit communities to explain the survey and ask for input on how to best roll it out in individual communities. It was also suggested that elders be asked for their feedback. Another suggestion was to consult with youth councils as well. Liz B will get us Youth Contact information for Dryden and Kenora.</p> <p><i>Sherri-Lynne</i> asked for recommendations of elders who may be willing to meet with us. KPDSB wants to set up a committee of elders as they always bring a sense of wisdom to each situation, but during COVID we had to put this on hold. Elizabeth will put this on the agenda when she has her meeting with the next 6 First Nations within this area.</p> <p><i>Desta</i> asked if Jane has spoken to the student trustee about this or utilized Len about this work before bringing it to IEAC today?</p> <p><i>Jane</i> – The student trustee was present when this was shared with the Trustees, but she will be speaking with her personally in the near future. However, she wanted feedback from this committee first. Len is part of the Equity Committee, and they are meeting next week.</p> <p>She also intends on setting up some student voice groups.</p> |  |
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|  | <p><i>Bob</i> – wondered if there was any way we could adjust or change the survey, knowing that there may be hesitation about completing it.</p> <p><i>Jane</i> – yes she met with the Ministry, and we can change and add questions to the survey.</p> <p><i>Sherri-Lynne</i> –We appreciate the concerns and suggestions that have arisen.</p> <p>**This Item will come back to IEAC after talking to students, communities, elders etc.</p> <p><i>Desta</i> – asked if they could we have the document to preview before the meeting (for the next meeting).</p> <p><i>Sherri-Lynne</i> – The presentation will come with the minutes for review. Today was an introduction to the survey. Also, anything that comes from Jane’s consultations will come as part of the agenda at future meetings.</p> <p><i>Sherri-Lynne</i> thanked the members for sharing thoughts on this topic in order for us to proceed in a sensitive way and gather the voice of the those we need to as we move forward.</p>                              |  |
| <p>Presentation</p> <ul style="list-style-type: none"> <li>- Chantal Moore</li> <li>- Candice Kerkermeier</li> </ul> | <p>Student Mental Health and Wellness</p> <p>The following information was shared with the Committee:</p> <ul style="list-style-type: none"> <li>• <a href="#">KPDSB Website</a></li> <li>• <a href="#">Mentally Healthy Return to School Action Plan</a></li> <li>• TIERS for Supporting Student Mental Health             <ul style="list-style-type: none"> <li>• Student Counsellors *2 New Positions</li> <li>• FIREFLY</li> <li>• NODIN</li> <li>• Mental Health and Addictions Nurses</li> <li>• Kenora Chiefs Advisory</li> </ul> </li> <li>• NAN Mental Health Champion Model             <ul style="list-style-type: none"> <li>• Classroom 180</li> <li>• Kevin Lamoureux</li> <li>• <a href="#">Webequie</a></li> <li>• NAN HOPE</li> <li>• ONECA &amp; SMHO Resources / Google Drive</li> <li>• Nooimjo Health</li> </ul> </li> </ul> <p>Chantal gave a detailed description of the 4 priorities of the KPDSB Mentally Health Return to School Action Plan 2021 – 2022 (which is available for viewing on the website).</p> |  |

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|  | <p><i>Candice</i> – We are being very mindful of the materials that we bring into our schools to assist with mental health teaching. We want them to be reflective of all of our students. We are continually looking for resources which are reflective of our Indigenous students. Our Student Counsellors have had a lot of training and have identified their new awareness of implementing traditional ways to work with students.</p> <p>She gave a very detailed account of the Tier Model – also called “Aligned and Integrated Model (AIM)” - (see attached document). When we moved to virtual, we worked very diligently to maintain the integrity of this model, ensuring students were still connected to the services they needed. We do see a lot of disengagement of students when we move into virtual school, unfortunately, unless they are in crisis.</p> <p>Some of the services that we have access to in our schools include student counsellors (one in each of our communities, plus we are pleased to say that our team will be expanding by 2 new student councillors (one in Kenora and one in Dryden – we will be interviewing soon for these positions). We also have partnerships with Firefly (including access to a virtual counsellor), Nodin, mental health and addictions nurses in secondary schools and the Kenora Chiefs Advisory.</p> <p>NAN Mental Health Champion Model – KPDSB has their own Mental Health Champion model as well, based on the NAN model. It has been very successful. We have 17 communities participating. Training has been offered and has been completed on staff’s own time. More professional development is happening later this year. We have supplied the schools with both Indigenous and non-Indigenous resources.</p> <p><b>Questions:</b><br/><i>Sherri K.</i> – How are the students’ mental health (with covid restrictions constantly changing)? How are students being supported during this time re their mental health and how it affects their academic performance? How are teachers working with students? She noticed that her students do not like on-line learning and are not engaged during this time – they fall behind; concerns about students disengaging and the effect on their mental health – lots of pressure on the students; do teachers do check-ins on students re their mental health?</p> <p><i>Candice</i> – Moving back and forth from virtual to in-person does have an impact on students’ mental health and engagement (we don’t have actual Board data). One of the most important protective factors is being connected to school and caring adults with structure and routine certainly helps one’s mental health and well-being. We have tried to equip educators with resources to</p> |  |
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|  | <p>support students' mental health and well-being and help them identify and work with students (e.g. wellness checks are done by student counsellors during virtual school). We have seen a real mix – some students actually do really well virtually (e.g. those with anxiety of being in a social setting).</p> <p><i>Chantal</i> – We are really encouraging staff to spend 15 minutes a week on explicit strategies for mental health and wellness, actually practicing some of the things we can do to be well and hopefully that carries over out of school as well. We are trying to be proactive. We are trying to ensure students feel they are welcome, and that they belong and are connected to their classmates and teachers. If teachers see signs, they then reach out for supports for their students. i.e. an intervention that requires more than the proactive approach. With virtual school, this is difficult for sure.</p> <p><i>Elizabeth</i> – Some students don't have the ability to do virtual classes; it's not for lack of trying (slow internet; costly etc.). Sometimes it's lack of technology. Are teachers actually looking at the individual student? Are they accommodating students with mental health issues? You have to meet the students' needs.</p> <p><i>Sherr-Lynne</i> – as senior administration, we will follow up on the examples given by Elizabeth.</p> <p><i>Desta</i> – how long is the partnership with Mental Health Champions with NAN MOU?</p> <p><i>Shannon</i> – It's a massive priority and we will continue it. We have to apply annually for funds to support it. Even without the funding, we would find the resources as it is very important.</p> <p><i>Desta</i> – So this work is only being undertaken in the work with the NAN communities then – not the Treaty 3 communities?</p> <p><i>Shannon</i> – That is correct because it is through Michael Boos' ECP through NAN. However, we would be very happy to support the schools that are Treaty 3 ... similar to the Rapid Response work – it began one way and we expanded service.</p> <p><i>Desta</i> – comment for sr. team to consider: How is KPDSB building capacity within the NAN first nations in leading the mental health work? She has concerns with KPDSB leading this work within NAN areas. She feels the goal should be grass roots lead initiatives. There is always more work and help needed for sure. Blanket training might not be as effective as you would hope it to be in the long run.</p> <p><i>Fawn</i> – How is school re-opening preparing for other components? There are more than just mental health concerns.</p> |  |
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|              | <p><i>Candice</i> – We always look at students’ strengths and we focus on the strengths they are bringing to the table – what is helping them get through the pandemic?; also looking at it through a trauma informed layer (some students are doing multiple transitions throughout the school year). She talked about the BE KIND initiative we are promoting this month.</p> <p><i>Chantal</i> – Wellness is not just mental health. We have talked about meeting the physical, social, emotional, and mental health needs of the child as well as their spiritual and nature health. We continue to work on the needs of the <i>whole</i> child. We have a lot of learning to do about First Nation and Métis wellness. We want to know more .... and it will definitely help all of our students.</p> <p><i>Sherri K.</i> – Concerns around the stigma attached to COVID and how to create positive messaging so there is no shame associated to having contracted COVID. We need to be aware and careful.</p> <p><i>Sherri-Lynne</i> thanked the presenters and members for their thoughtful comments and questions.</p>                              |  |
| New Business | <ul style="list-style-type: none"> <li>• Student Re-Engagement (Shannon Bailey)</li> <li>• Students Learning in First Nation Communities Outreach (Shannon Bailey)</li> <li>• KPDSB Video Project – Preparing for Our Students (Shannon Bailey)</li> </ul> <p><b>Policy Review #502</b> – re membership on the IEAC committee<br/>We need to hear the voice of our community partners.</p> <p>1. SLP asked the committee for input on having <b>parent members</b> on the committee.</p> <p>Currently the policy states we will have 2 trustees; 1 member-at-large (community member who is interested); 5 reps from first nations; 3 members from Métis nation, determined by Métis nations; 1 member from each Friendship Centre; rep from School Councils in each area; ex-officio members (chair and vice chair of the Board may attend); staff as resource.</p> <p>What do you think about including Parents of students who have self-identified as FNMI?</p> <p><i>Elizabeth</i> – agrees they should be part of this, Building communication and allowing parents a voice is really important.</p> <p><i>Bob</i> suggested 3 parents per school</p> | <p><b><i>These three items will be deferred to March meeting</i></b></p> |



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|  | <p><i>Sherri-Lynne</i> said reps from different <i>areas</i> would be more doable due to the number of schools and FN communities, but she is open to suggestions.</p> <p><i>Fawn</i> – agrees parents should have a voice.</p> <p>Nobody was opposed to including parents.</p> <p><i>Desta</i> – agrees. Perhaps community members could send a parent who for example works for them (i.e. friendship centre). <i>Sherri-Lynne</i> said that is a possibility.</p> <p><i>Sherri-Lynne</i> said we would work on “how” to go about this and bring some ideas back to IEAC.</p> <p>2. Representation from FN and Metis Nation</p> <p>There is now space for 5 reps from FN as nominated by communities that have Tuition agreements with the Board, and 3 from Métis nation (as determined by Métis Nation). Are these numbers right? Should there be more / less? Perhaps if Friendship Centres aren’t coming, should we change their number??</p> <p><i>Desta</i> – if you want to cycle through and get new reps, she is willing to give up her spot for someone else.</p> <p><i>Sherri-Lynne</i> – we are not looking at taking your spot!!</p> <p><i>Elizabeth</i> – more First Nations should be participating – you get a better perspective when more participate.</p> <p><i>Sherri K.</i> asked for a breakdown of numbers of First Nations</p> <p><i>Sherri-Lynne</i> said we have approximately 500 students on Education service agreements, and it is a combination of NAN, Treaty 3 and we have a number of independent FN agreements as well.</p> <p><i>Shannon</i> could bring specific numbers to next meeting. We also serve students who are not on tuition agreements and their communities should also be heard. We also have urban Indigenous students in our schools.</p> <p><i>Sherri-Lynne</i> said we will take your advice about expanding representatives and bring a draft to the March meeting.</p> <p><i>Sherri-Lynne</i> suggested we have a set end time to our meetings to respect everyone’s busy schedule (2 hour maximum).</p> |  |
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|              | <p>Desta asked if we could look at stats re credit accumulation now vs a year ago? She would like Quad 1 and 2 stats for next meeting as she feels the data is very important.</p> <p>Sherri-Lynne will take this under advisement.</p> <p><i>Fawn</i> asked if the info that will be discussed at a meeting could be sent in advance of the meeting so it could be reviewed prior to the meeting.</p> <p>Sherri-Lynne agreed in general, but there are some topics that you can't send out in advance without hearing the context around them. If it is appropriate, we will.</p> |  |
| Next Meeting | <ul style="list-style-type: none"> <li>• March 2, 2022</li> </ul>  |  |
| Adjournment  | <p>Moved by: Bob O'Donohue<br/>Seconded by: Sherri Kabatay</p> <p>Meeting adjourned at 6:45 p.m.</p>   |  |