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| Agenda Item | Discussion | Follow-Up |
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| 1. Call to Order | The meeting was called to order at 4:33 pm by Sherri-Lynne Pharand, who chaired the meeting in the absence of Eric Bortlis. | |
| 2. Roll Call / Welcome | <p>Present: G. Kleist, E. Gardner, L. Gardner, S. Bailey, SL Pharand, D. Head, D. Tinney, S. Petiquan, L. Meekis, D. Buswa, Michelle Parrish, J. Lower</p> <p>Recorder: B. Barradell</p> <p>Regrets: E. Bortlis</p> | |
| 3. Elder Opening Prayer | Desta Buswa gave the opening prayer. | |
| 4. Approval of Agenda | <p>Moved by: Desta Buswa Seconded by: Gerald Kleist</p> <p>THAT the agenda for April 7, 2021 be approved.</p> <p style="text-align: right;">CARRIED</p> | |
| 5. Confirmation of Minutes – February 24, 2021 | <p>Moved by: Desta Buswa Seconded by: Gerald Kleist</p> <p>THAT the minutes of February 24, 2021 having been duly circulated, be approved.</p> <p style="text-align: right;">CARRIED</p> | |
| 6. The Barren Grounds - Michelle P. | <p>Michelle Parrish gave an overview of the KPDSB Collaborative Student Book Study – how it came about, how the book ‘The Barren Grounds’ was chosen, and the process of the actual book study. This book is an Indigenous take on the book ‘The Lion, The Witch and the Wardrobe’. The author actually virtually joined a session with the students and read from his book. Michelle noted that it was great to see the teachers connecting, regardless of where they were teaching from. This was a very valuable experience for the staff and students.</p> <p>The next book study is called ‘The Water Walker’ by Joanne Robertson.</p> <p>Book studies by Indigenous authors are one of the action items/initiatives of the KPDSB Indigenous Action Plan.</p> <p>Shannon Bailey shared a thought-provoking quote from David A. Robertson, author of <i>The Barren Grounds</i>: “Books are the most important tool in reconciliation!”</p> <p>Sherri-Lynne thanked Michelle for her presentation.</p> <p>Please see the link below for Michelle’s PowerPoint presentation: https://docs.google.com/presentation/d/1LmVfrvEHoQv2qsElqnPjxo72v_rYCS6QRBQzEuIFY/edit?usp=sharing</p> | |

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| <p>7. Indigenous Education Lead Update - Len Gardner</p> | <ul style="list-style-type: none"> • Cultural Responsiveness and Relevant Pedagogies Pilot Project with Sioux Mt. Open Roads PS and Lillian Berg PS – with students from grade 4-8 giving feedback on their welcoming environment and how they fit in their schools i.e. <i>the student voice</i>. A survey has been created and Len is hoping to do this in person at the pilot schools. The questions are ready but with covid it's a bit difficult. He has done the <i>virtual</i> visits with the schools and participated with the storytelling and questions to prime the students (i.e. to get to know the students before they take part in the survey). He shared a cultural story with them to encourage them to speak freely. <p>It was noted that the consent forms went out to all students and the virtual visit was attended by <i>all</i> students (not just FN, Metis and Inuit). A teacher felt this was important for all students and shared this concern with Len. Len explained the need for the FN, Metis and Inuit students to do this separately. After his visit with the students, the teacher totally understood the reason for separating the students (as the teacher noted that the non-Indigenous students dominated the conversations, with the FN, Metis and Inuit students being too shy to share their ideas in the large group).</p> <p>Darren Lentz, Principal at Kingsway PS in Thunder Bay shared a presentation called '4 Priority Implementation Model' on how to put culture content into all the curriculum areas using 4 criteria: Language, Community, Land, and Culture. This is how Len hopes to use all the info from the survey.</p> <ul style="list-style-type: none"> • Equity Committee Updates – reaching out to some trainers Antonino Giambone, Education Officer, Education Equity Secretariat with MOE did some training with the equity committee, exploring unconscious bias, to get a true self assessment in our environment. They will be continuing to get student voice regarding equity. They are working on developing an action plan. • Native Language Support and Planning Initiatives Len reached out to all NL teachers to create a communication board. He's finding it hard to meet with each one. Hopefully in the future they can develop a NL mentoring program, particularly in the secondary panel where there are fewer fluent NL speakers. He is hoping to start a pilot for this in Sept. to mentor (on an ongoing basis) new hires or those who aren't 100% confident or comfortable. They are collaborating now, but this will be a more guided, formal, professional model. In talking with Treaty 3 and local First Nation communities, he found they would like to have an Oji-cree element to their native language program. They are looking for training for a local dialect inclusion program. This is in early stages at present as they look to local FN communities, to share language keepers/speakers (local dialect to be shared and taught). Len will be asking Michelle Parrish for some help. A 'Soundtrap' representative will help share fluent language incorporated into lessons through this technology. Hopefully, they will be able to reach broader audiences / languages. They will start with Ojibway right now. He is hoping for a good sharing opportunity. • Regional Indigenous Education Planning Start up Starting to look at utilizing <i>local experts</i> of teachings and knowledge in our <i>own region</i> rather than going far afield. This is just in the infancy stage of planning. | |
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| | <ul style="list-style-type: none"> • 4-Directions Update Last meeting was April 22. They are giving a presentation to the province at the end of April. Jane is now supervising the program since Jennifer McMaster has left. Things are different throughout the district. Local Administration is more hands on now – getting a handle on how to best support them on a day-to-day process. Jane: every 4 – 5 weeks they have a ‘System’ 4-Directions Meeting. Additionally, each school meets on a <i>weekly</i> basis to discuss barriers etc. The system meeting is very helpful to discuss the successes and promising practices at each school as well as some of the barriers. It is easier to have conversations re solutions. e.g. transition for the fall as well as multi-grade; importance of student voice forums; student profiles or tiered lists; grad coaches shared many great ideas to take back to their schools. Although this has only just started, it will prove to be very valuable as they move forward. All questions were answered. Sherri-Lynne thanked Len for his work on the journey of reconciliation. | |
| <p>8. Indigenous Student Trustee Update - Emma Gardner</p> | <p>More planning has been done for the Missing and Murdered Indigenous Women event on May 5. The event will take place from 12:30 – 3:00 pm. There will be 2 presentation before and 2 after the break. All presentations will be recorded. They have 4 confirmed speakers for the upcoming event: 1. Mitch Bourbonniere, founding member of the original Winnipeg Bear Clan; 2. Cheryl Edwards – Dryden Native Friendship Centre Coordinator; 3. Dryden Police officer 4. Jody Smith, Treaty 3 Police and Spirit of Hope Foundation. There will also be a local artist (Patrick Hunter) attending on May 5. He will work with DHS classes in am and pm – the artwork they will produce will be amazing! Students have been asked to submit their original art to be displayed. Darrin asked if there would be an opportunity for outsiders to participate i.e. Trustees or IEAC reps? Emma isn’t sure, but she would like to make it available to other schools. Sherri-Lynne said that there needs to be resources and supports in the school in case the topic is emotionally difficult for students. They have that ready for Dryden HS. If the other schools wish to join in or participate in any way, we would have to ensure that elder support / social work support was arranged and available. Sherri-Lynne thanked Emma for her presentation – said she is setting the bar high for future student trustees. Her work is appreciated!</p> | |

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| <p>9. 2021 Graduation; Grade 12 Students</p> | <p>Sherri-Lynne said, unfortunately, we can't have a 'regular' graduation again this year due to covid. However, we can still make graduation special in a virtual setting (possibly combined with other activities).</p> <p>She asked for input from IEAC i.e. what's important to you?</p> <p>e.g. Many students from Sioux North have gone home because their communities are closed due to covid. The ability for all students to participate would be really important.</p> <p>Desta asked Darrin to share some of the best practices that he is considering at his school.</p> <p>Darrin: They are planning a virtual event; looking at trying to make it as interactive as possible; live guest speakers; videos; opening prayers/drumming to mimic a regular event. He noted that feasting is a big part of celebrations. All students are learning remotely but they want to have a feast as part of the graduation ceremony = a big challenge! The logistics will be difficult, but it's very important. They will be reaching out to community partners to see how it can happen. He encourages everyone to build a feast into the graduation ceremony. It's not <i>'just a meal'</i>.</p> <p>Desta echoed what Darrin said about the importance of a feast. It speaks to community celebration, ceremony and reconciliation as communities embrace education. KHS is planning for 40 – 50 students. They have already sent up their caps, gowns, gifts, lawn signs, decorations. Grad date is May 25. They are setting up Grad Committees in each local partner community that will help to develop the feast requirements. They've even worked on having grad photos taken.</p> <p>Darrin used community partners/tribal council partners – they have grad gowns – just waiting for caps and tassels. Prep work has been done. Making community contacts is important – it makes things more manageable.</p> <p>Sioux North: Darryl noted it is an important time for families and students. Pictures will be done by staff. May try to get a photographer in for individual pics, depending on what happens with covid in June. They are looking at doing lawn signs; exploring the possibility of having a parade. DHS is looking at doing a virtual live-streamed grad by class; lots to figure out; virtual kids will graduate with home schools – still coordinating this now; FN students that are at home – working on this with staff / students. Chantal is the Superintendent liaison with the Health Unit to clarify if ideas are viable. Students need to have a voice in this. It needs to be all inclusive and equitable. Perhaps a grad portal with information on the students. There are lots of planning / challenges, but we need to work together to make it work.</p> <p>Ideas: Desta asked for suggestions that Lydia has heard from parents. We have to admit where we missed the mark last year i.e. what we won't do this year.</p> <p>Lydia: We need to make sure that our presence is known within the community. From Deer Lake re feasting - They are still feasting – they prepare all the food (no gatherings) – food is distributed throughout the community to the volunteer cooks; food is brought to the homes (distributed through a pick-up window). It's more work</p> | |
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| | <p>to distribute. Another idea would be to have a caterer on site. We have to be innovative with what we are doing right now. Community members would be open to supporting students. Can we identify each student? Perhaps we could drive by their house and acknowledge our grads. As a parent, she feels the restrictions. One of her sons is graduating from university, one from secondary school and one from grade 8. It's about being creative – we can acknowledge from a distance. We need to listen to the young people because they understand.</p> <p>Emma – she likes the ideas that have been given. She will ask her friends who will be graduating this year and she will send the information after she speaks to them.</p> <p>Sherri-Lynne thanked the group for their ideas/suggestions. She said it is important that our students feel the accomplishment of their hard work is recognized and that their families get to share in the celebration.</p> <p>Re: OSSD diplomas – we were very early in the pandemic last year. Requesting the actual diploma wasn't a possibility – they were actually closed, and we couldn't do it last year. Last year's students didn't get their diplomas at graduation, but they did have a grad celebration in every school. When the diplomas did come in this fall, they were invited to come back to the school to pick them up. This year will be able to be different – they will be handed out in June. Darryl mentioned that the portal to order them is open this year and schools are already ordering them so they will be able to be handed out in June.</p> | |
| <p>10. New Business</p> | <p>Jane brought a report to Trustees (after the virtual school data was shared with IEAC, it was shared with Trustees). This report was to provide information on what we are going to do to address the data.</p> <p>Jane: It is an ongoing collaboration of ideas and strategies to better serve all of our students, especially for students that are struggling with their academics and in their personal lives. In discussions with community partners and the students themselves, there are 3 areas that really jump out:</p> <ol style="list-style-type: none"> 1. Building relationships; 2. Transition; and 3. Know the students. <p>Through these areas, we are looking at many ideas, including:</p> <ol style="list-style-type: none"> a) Building relationships – getting to know community partners, students, families, and teachers in the communities; working together collaboratively with them e.g. there are professional learning sessions that are now taking place with the grade 8 teachers and the rapid response team – to understand the google platform, so there is no gap in learning when they pass information on to their students. b) A transition guide that is developed for all students but in particular for students in northern communities; virtual tours of the schools; sharing much more information from secondary schools, programs and pathways so that students, families and teachers have an understanding of the secondary programing; up-to-date contact information from the community (education counsellor or support person as well as within the school). Summer Programing - Credit recovery programing will start in July and at the end of August with transition programing, and throughout the summer, cooperative education (students with summer employment in their communities may be | |

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| | <p>able to attach a co-op credit to that workplace). Many ideas were shared during a meeting with community partners as well as secondary administrators to provide a smooth transition back into school in the fall. One community partner also mentioned how important post-secondary transition is, so Jane will be meeting with Lisa Harris from LU to see how we could support our students as they get ready to transition into post-secondary. The Grade 8 'Reach Ahead' program is now in place and there are 130 – 138 students involved. This is a great way for students to connect with peers and for teachers to work with the community as well.</p> <p>c) A learner profile is being developed in collaboration with grade 8 teachers in the community (with Natasha Mousseau). It's about the strengths and interests and goals of students in the communities so that when these students come to a KP school, the guidance counsellors, teachers, and administrators will know who they are, their strengths and interests and can create a strength-based timetable based on that information.</p> <p>At the next meeting, Desta would like:</p> <ol style="list-style-type: none"> 1. to review quad 3 stats at the next meeting (May 5) to see if we are showing any improvement / gain from quad 2; 2. to discuss the de-streaming of math and the impact it may have for Indigenous Students; and 3. to hear what staffing will look like for next year and how it may impact our students. 4. to look at strategic planning to reach our Northern students e.g. night courses; what should we be doing differently next year, knowing what we know now? <p>Jane said the stats <i>should</i> be available for the May 5th meeting – data may not be available from Trillium by that time. Desta stressed it is more to highlight realities. Jane can have info re de-streamed math plans for grade 9.</p> <p>Re staffing – Sherri-Lynne noted that we won't have this information for the May 5th meeting. We haven't received funding and don't expect to until after the break in April. We could bring this info in June, but NOT in May.</p> <p>Sherri-Lynne said it is important to plan with the different communities. KPDSB has been reaching out to the tribal councils and communities with whom we have tuition agreements with as well as NAN and Treaty 3, for their input.</p> <p>Desta asked that when KP reaches out to KO, she would like to ask her principal (Angela) to join the meeting so they could share the successes they have been experiencing during the pandemic as it might help. Shannon is setting up all the meetings, so Sherri-Lynne will let her know.</p> | |
| <p>11. Next Meetings</p> | <p>Wednesday, May 5 @ 4:30 Wednesday, June 2 @ 4:30 p.m.</p> | |
| <p>12. Elder Closing Remarks</p> | <p>Desta gave the closing prayer.</p> | |

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| 13. Adjournment | <p>Meeting adjourned at 6:05 p.m.</p> <p>Moved by Darrin Head Seconded by Lydia Meekis</p> <p>That we now adjourn.</p> <p style="text-align: right;">Carried.</p> | |
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Chair