

Agenda Item	Discussion	Follow-Up
1. Call to Order	The meeting was called to order at 4:40 pm	
2. Roll Call / Welcome	<p>Present: E. Bortlis, G. Kleist, D. Head, E. Gardner, L. Gardner, S. Bailey, SL Pharand, D. Tinney, L. Boucha, S. Petiquan, D. Buswa, J. Lower</p> <p>Regrets: L. Meekis, J. McMaster</p>	
3. Elder Opening Prayer	Desta Buswa gave the opening prayer.	
4. Approval of Agenda	<p>Moved by: D. Buswa Seconded by: D. Head</p> <p>THAT the agenda for December 9, 2020 be approved with the addition of Virtual School Information re Quad 1 under New Business.</p> <p style="text-align: right;">CARRIED</p>	
5. Confirmation of Minutes – Nov. 4/20	<p>Moved by: G. Kleist Seconded by: D. Buswa</p> <p>THAT the minutes of November 4, 2020 be approved with the correct spelling of Elder Goodwin’s name.</p> <p style="text-align: right;">CARRIED</p>	
6. Student Trustee Update - Emma Gardner	<p>The Student Trustee sent out a ‘learning on-line and in person’ survey and has received many responses. She met with Jane Lower and Sherri-Lynne Pharand about an Indigenous Youth zoom meeting about changes that they would like to see and they also discussed the Missing and Murdered Indigenous Women event that she would like to have in May.</p> <p>Sherri-Lynne noted that based on feedback from this committee at the last meeting, we need to make sure we are careful to have resources on hand in the schools during the May event to support any students that might have difficulty with they topic because of close connections. She assured the committee that it is part of the planning to have elders on hand.</p> <p>Desta Buswa: Re: Barbara Kentner’s case – one of the DHS teachers (Cindy Palermo) is leading a support fundraiser for Barbara’s child who goes to school in Dryden. It raises the importance of why we approach these topics with the care and concern that we are planning with.</p>	
7. Indigenous Lead Update		

	<p>Sherri-Lynne introduced Len Gardner who is the new Indigenous Lead for Keewatin-Patricia District School Board. She asked Len to introduce himself to the committee.</p>	
<p>8. NBE3U Course for Secondary Schools</p>	<p>Jane Lower shared information regarding a proposal that KPDSB offer 'Understanding Contemporary First Nation, Métis and Inuit Voices' which is coded NBE3U as a compulsory grade 11 English course at the University pathway in our secondary schools.</p> <p>This course focuses on the same core competencies (oral communication, reading and literature studies, writing and media studies) and incorporates the same use of analytical, critical, and metacognitive thinking skills as ENG3U. In addition, it includes: First Nations, Métis and Inuit Perspectives and Text Forms in Canada. The key concepts in the additional strand include identities, relationships, and self-determination, sovereignty and self-governance which are critically important to understanding First Nations, Métis and Inuit cultures, worldviews, and perspectives.</p> <p>KPDSB is committed to moving forward in the spirit of reconciliation. As part of this commitment, we are working to ensure that all students have multiple opportunities to learn about and through First Nations, Métis and Inuit perspectives, cultures, and worldviews. The Truth and Reconciliation Commission's Calls to Action for education include implementing curriculum that builds student capacity for intercultural understanding, empathy, and mutual respect. In the NBE3U course, students are afforded this kind of learning opportunity through the exploration of a variety of First Nations, Métis, and Inuit text forms.</p> <p>We want it to be in all the high schools. If it is approved now, there will be time for training of staff and planning. It will hit all pathways of this course. She chose MBE3U as it has a high success rate – with the intention to move to the other levels in the future.</p> <p>Jane proposes that in course calendars / course selections for 2021 – 2022 that we offer the NEW course NBE3U (with the intentions to move to all levels) and not ENG3U.</p> <p>Committee members offered their support. Eric asked what approach would be taken for parents who are resistant. It was agreed that it is essential that we need to build understanding. It's not a FN issue – it's a Canada issue – making it mandatory for everyone does make a big statement. We hope other boards will follow our lead and recognize the importance of this.</p> <p>Desta noted that there are additional funds earmarked to KPDSB for offering these courses (Indigenous funding) and she wants to know that these funds will go out to the English classrooms that will be teaching this course.</p>	

	<p>Sherr-Lynne noted that to do this right, we need to make sure that teachers have the resources they need, that are written by Indigenous people and that some of the funds will support their training; honoraria for elders and knowledge keepers. We are doing it early so we have time to prepare adequately. If we do it wrong, it runs the risk of distrust from the Indigenous community. She really liked how Jane laid it out for the committee – it covers all areas of the curriculum. It's actually enhancing their learning which is how we need to message it.</p> <p>Jane outlined her vision on how we would train and support our staff to ensure they were well prepared and have a deep understanding of the new strand.</p>	
<p>9. KPDSB Land Acknowledgement Update</p>	<p>Sherr-Lynne shared that she has received some feedback re edits to be made. She has a meeting with NAN in Dec. and with Liz at Métis Nation and Treaty 3 to make sure everyone is on the same page with the wording and the recognition. Meetings aren't complete yet, but she will bring the information back to IEAC.</p>	<p><i>Sherr-Lynne to report back to the committee after her meetings.</i></p>
<p>10. Indigenous Education Strategic Plan Update</p>	<p>Darryl surveyed the admin group to get a level of understanding of their comfort and experience in areas around the calls to action around the Truth and Reconciliation Commission.</p> <p>It appears that there is a wide range of experience and comfort levels in the group. Darryl provided examples of questions and answers from the survey.</p> <p>Eric noted that the results are fairly consistent – 1/3 showed intellectual humility. It's important that people admit that they need additional help / information to learn more, so good results. We have people from within to draw upon as resources. We can learn from others who have dealt with situations. e.g. a teacher who was resistant.</p> <p>Sherr-Lynne noted that the Board's Strategic Plan provides the signal to the system that this is where we are headed, but there needs to be an implementation plan (which Darryl is leading) re HOW we are going to get this done, the steps we are going to take and how we are going to resource it. Hiring the Indigenous Education Lead is the first step to make this happen. There will be more budget supports requested in the near future.</p> <p>The committee offered many suggestions re next steps, noting that he has to build trust and relationships. The quality of the answers he gets will depend on HOW the questions are asked. The members advised Darryl that conversation will get you to where you need to go. It is important that you are cautious and mindful of the impact that Residential Schools have had. Eric suggested that Darryl email the committee members, sharing a</p>	<p>Darryl Tinney</p>

	<p>clear outline / map of the process / the goal. Members are asked to share ideas/suggestions/feedback with Darryl.</p>	
<p>11. Indigenous KPDSB Action Plan Goals</p>	<p>Shannon considered the comment re 'mapping out' and the Board Action Plan in general. She noted that it is critical and we highly value intentional mapping out because we know it is important and fragile work. It is about action, not just goal setting. She stated that when we talk about the Board Action Plan, it's important to know how it connects to the work of the Board.</p> <p>She noted that we have to think about all the plans we have in the Board that speak to work in Indigenous Education, support for Indigenous students or commitments to Truth and Reconciliation. There needs to be action and commitment and hard work and coming to this group for guidance and advice.</p> <p>All plans need to be coherent and speak to the needs of our students. We also have what will be the Reconciliation Action Plan and we have the Board Action Plan for Indigenous Education. This plan outlines not only what is done to support Indigenous students, but the academic piece as well i.e. what is being done to educate students on all topics connecting to FMNI current issues, history, challenges, trauma etc. She explained that the Board Improvement Plan speaks to specific goals which in turn forms the School Improvement Plans. There needs to be coherence in all of these plans. This forum (IEAC) is where we go for guidance to ensure we are moving forward and intentionally mapping it out.</p> <p>The Committee should know that the Ministry hasn't yet put out the template for this year's Board Action Plan (BAP) which is why we haven't signed off on it yet. Shannon challenged the Ministry to think about a less colonial approach to doing the BAP and especially reporting on it. i.e. sometimes we need not to report in numbers but rather in stories. So, they challenged Shannon to design it! She may bring it back to this committee to help revise the template.</p> <p>Work begins even though we haven't signed off on the plan with the Ministry.</p> <p>Eric shared his enthusiasm about the opportunity to design a reporting template, noting that we need to be able to share our successes of all boards.</p> <p style="text-align: center;"><i>Goals for this year.</i></p> <p>Members received the following new goals for this year (via email prior to the meeting):</p> <ul style="list-style-type: none"> - Partner with language speakers to support non-language speaking NSL teachers System-wide prep to NBE3 course 2021-22 (Grade 11: Understanding Contemporary First Nations, Métis and Inuit Voices NBE3C / 3U / 3E); 	

	<ul style="list-style-type: none"> - Embedding Indigenous and Métis authors/literature K – 8 and in all appropriate Secondary courses; - Project Sunset/Land-based Learning Evergreen, Kenora, Sioux Lookout; - Four Seasons of Reconciliation Gr 12 course and Co-op / SHSM certification; - KPDSB Summer Book Study for Staff; - Culturally Responsive and Relevant Pedagogy Project – Sioux Mountain, Lilian Berg and Open Roads; - Education on Protocols for area FN Communities; - Support and Reciprocal Partnerships with GCT#3, Windigo, KOBE and NAN; - On-Site Tutor Support available for KPDSB students attending virtually; - Expansion of Connected North in all communities; - Development of Reconciliation Action Plan, including Cultural Competence Survey; and - Elder and Knowledge Keeper Virtual Library. <p>Shannon explained each of the goals and their importance to the education of KPDSB students.</p>	
12. KPDSB & Events Update	Nothing to report at this time.	
13. New Business	<p>Virtual School Update re Quad 1 information and how we can learn from this for the following Quadmesters. Looking for qualitative information from teachers as well.</p> <p>Deferred to January meeting.</p>	<i>Jane to report on this at the next meeting</i>
14. Next Meeting	<p>Eric asked that Mary Helie check calendars and give a few possible meeting dates for later in January 2021.</p> <p>The following dates were suggested for consideration: Thursday, Jan. 20 Friday, Jan. 21 Wednesday, Feb. 3 Thursday, Feb. 4</p>	
15. Adjournment	<p>Elder Desta Buswa – gave the closing prayer</p> <p>Meeting adjourned at 6:08 p.m.</p>	