

Agenda Item	Discussion	Follow-Up
1. Call to Order	The meeting was called to order at 4:33 pm	
2. Roll Call / Welcome	<p>Present: E. Bortlis, G. Kleist, E. Gardner, L. Gardner, S. Bailey, SL Pharand, D. Tinney, L. Boucha, S. Petiquan, L. Meekis, J. McMaster, D. Buswa (5:30 p.m.), L. Goodwin</p> <p>Guests: M. Kowalchuk, L. Gardner</p> <p>Recorder: B. Barradell</p> <p>Regrets: J. Lower, S. Triskle</p>	
3. Elder Opening Prayer	Elder L. Goodwin gave the opening prayer.	
4. Approval of Agenda	<p>Moved by: Gerald Kleist Seconded by: Liz Boucha</p> <p>THAT the agenda for February 3, 2021 be approved.</p> <p style="text-align: right;">CARRIED</p>	
5. Confirmation of Minutes – Dec. 9, 2020	<p>Moved by: Gerald Kleist Seconded by: Liz Boucha</p> <p>THAT the minutes of December 9, 2020 be approved.</p> <p style="text-align: right;">CARRIED</p>	
6. Student Trustee Update - Emma Gardner	<p>Emma gave a brief update on upcoming activities that she is planning. She has met with Jane Lower and Jenny McMaster about virtual meetings re Indigenous Student Voices and potential questions that could be asked of them. They also discussed the upcoming activities/plans related to Missing and Murdered Indigenous Women’s day on May 5. i.e. potential speakers and how to do it virtually.</p> <p>Dryden HS 4 Directions Club was thinking about re-implementing their Student Support Club. The goal is to have the students run the club themselves. The students play games, get involved in clubs, socialize, and take part in projects that get them involved in the school community. Len Gardner was supporting the group from the beginning and would be happy to answer any questions about it.</p>	
7. Indigenous Education Lead Update	<p>New projects that he is involved in:</p> <ul style="list-style-type: none"> • Cultural Responsive and Relevant Pedagogies (CRRP) • Equity Committee <p>He is also supporting Native Language teachers as well. Cultural Responsive and Relevant Pedagogies (CRRP):</p>	

	<p>Goal of CRRP is to eliminate disparities in achievement and sense of belonging for historical and currently marginalized students in Ontario (FN and LGBTQ).</p> <p>Focusing on initial steps in applying pedagogies to support students in all the schools in the KP Board.</p> <p>Right now, he is gathering 'student voice' through a questionnaire that is going out to 3 project schools: Open Roads, Sioux Mtn. and Lilian Berg. They are focusing on gr. 4 – 7 and will develop baseline data on whether those students are feeling safe and represented in the buildings. He is also work on how they will deliver Cultural Competency Training for staff to create a safer cultural learning environment.</p> <p>With the baseline data, they are trying to distinguish between the First Nation (on and off Reserve as well as urban Indigenous students), Metis and Inuit data so they can departmentalize each section and self identified students so we can get a better handle on each sub-section of the FNMI students are doing and how we can provide further support.</p> <p>Next steps – to get regional elders, knowledge keepers and community leaders to be part of the conversation to explore and focus on how they want KP to proceed once all the data is collected. i.e. so, what do we do with it and how do they want us to use it. Want to ensure we have all FNMI voices as they discuss opportunities.</p> <p>He is also thinking of offering staff training on efficacy – identifying barriers that we need to overcome to better serve the students.</p> <p>Equity Committee: This is a new committee which will revisit the Board's equity plan. This is related to breaking down barriers to systemic racism, if they exist.</p> <p>Spoke to Jane and Holly and one of the first goals is to see where they are – so they know where to start! i.e. what are the barriers right now, what are the current equity issues that are affecting the students, staff, parents and the community. They will revisit the School Improvement Plans to see how they are addressing the Calls to Action and how they are addressing some of the systemic barriers that are in the schools. They are going to promote learning and working environments where diverse student, staff and community feel welcome and accepted i.e. signage, posters etc. to show students that This Place is For Them.</p> <p>He is also working on understanding and deepening an awareness of Equity. What is Equity? The definition depends on and looks different to everyone, but we want inclusion in our board's instructional practices.</p> <p>He's trying to create some resource and information sharing. We want to be transparent to all the communities that we are working with. The goals should be equitable for all – not just First Nations</p>	
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	<p>students (special education and LGBTQ students as well) – it’s a big endeavour.</p> <p>Will be honouring what has been done – move forward and see if there is anything that is missed. We will be looking at hiring practices of the Board – cultural sensitivity and leadership from Sr. Admin down to the teachers and students as well.</p> <p>There have already been changes in course offerings at the secondary level, which is excellent as in the past, sometimes students’ pathways are set with limits of what they can do afterwards. i.e. more opportunities e.g. de-streaming math</p> <p>We are working on improving outreach to feeder schools ... it is happening already – just want to make sure all stakeholders are getting the same information at the same time for transition to high school.</p> <p>The committee is working on showing how to provide a culturally responsible group. Jen McMaster noted that this quadmester they are working with WINDIGO Tribal Council to run an outdoor education class through the virtual school. Their land-based teachers are working with our high school teachers to deliver remote outdoor ed. She is excited about this partnership.</p> <p>Elder Goodwin – commented on the Jr. K immersion program that she is doing. Her students are responding well when the EA speaks their language – it’s working!</p>	
<p>8. Graduation Coach Presentation</p>	<p>J. McMaster (virtual school principal – secondary) and M. Kowalchuk (Graduation Coach at Red Lake HS) gave a very comprehensive presentation on the Graduation Coach Role. Please see the PowerPoint presentation included with the minutes.</p> <p>Jenny noted that this program helps students set goals, it <i>does not set goals for them</i>. It also removes the barriers that students and families have.</p> <p>The presentation was well received by the committee members. Eric thanked Jennifer for her role and the effort she has put into planning this program.</p> <p>Michelle noted that she has been in this position for 4 years and this year she will see students from her first year graduating!</p> <p>Liz Boucha offered to help with Metis resources they may be able to use. She noted that the FN materials/experiences are easier to get. She is more than willing to help with supports for the 4D program.</p>	

<p>9. KPDSB Land Acknowledgement Update</p>	<p>Sherri-Lynne Pharand extended her thanks to Liz Boucha and Yolanda Fobister for their assistance with the Land Acknowledgement. They are not at a point yet of agreement as yet. They will continue to work with Treaty #3 and Metis Nation, as they are still fine tuning the language. She will bring it back to the committee as soon as it is available.</p>	
<p>10. Policy 617, Honorariums to Support Students</p>	<p>Sherri-Lynne Pharand shared Policy 617, Honorariums to Support Students with the committee. This policy hadn't been updated for some time. She noted that KPDSB is increasing the honorarium that we give to our elders. Also, honorariums will now be given not only to elders, but also to knowledge keepers and Metis Senators who come in to share their wisdom with our students. Amounts have been increased to \$100 (from \$75 for half day i.e. 150 minutes is a school half day) and \$200 (from \$150 for full day).</p> <p>Eric noted that he feels the elders don't do it for the money, but the honorarium is a sign of gratitude and respect, and will be appreciated.</p> <p>Eric would like Richard Findlay to report (through honorarium expenses) on the numbers of elders that we are bringing in to schools. This would show if we are increasing numbers year after year and thus using the amazing resources of our elders.</p> <p>Len is reaching out and making connections with elders and communities which will facilitate the process for teachers to invite elders coming into classrooms.</p>	<p><i>Question to be posed to Richard Findlay re Eric's note</i></p>
<p>11. Policy 330, Character Development</p>	<p>Sherri-Lynne Pharand shared the comments from Eric that he brought to Executive Committee. She noted that KPDSB has aligned the Character Development Policy with the Seven Grandfather Teachings. However, when they reviewed it, only five were the exact wording, so it doesn't align exactly with the teachings.</p> <p>Sherri-Lynne asked for comments from the committee because KPDSB wants to update the policy. Eric shared the comments that he brought to the Executive Committee.</p> <p>It was discussed this at length, with all comments and suggestions noted.</p> <p>Eric's proposal was to embrace the intent of the policy, but he suggested taking out the word 'Aboriginal'. Nobody was opposed to this change.</p> <p>Eric also asked if it should be opened to the public for their input. No decision was made on this point.</p> <p>Eric proposed that the following Seven Grandfather Teachings (which have been passed down through generations and all intertwine) be used in the policy: Honesty, Respect, Humility,</p>	

	<p>Bravery (Courage), Wisdom, Truth (Responsibility), and Love (Kindness). It might be advisable to consult our elders on this. We will use the 7 that are recognized in the Region and can work on the wording with guidance from our elders.</p> <p>No one was opposed. Eric will recommend the minor changes to the Board level.</p> <p>Sherri-Lynne noted that Grand Council Treaty 3 Police added an 8th teaching to their list which was Forgiveness!</p> <p>Stephanie shared that she has always called the teachings: Sacred Teachings (there are more than 7)</p>	
<p>12. Quadmester 1 – Statistics on cred accumulation of online learners versus in-person learners</p>	<p>This presentation is deferred as Jane Lower was unable to attend the meeting.</p> <p>Desta questioned the deferral of this presentation and asked Shannon (who leads this committee and is the Superintendent responsible for Indigenous Education) to speak to this. Sherri-Lynne responded since Shannon is not responsible for secondary virtual school results. She agreed that the results are critically important but assured Desta that principals, superintendents and staff are working diligently on this work.</p> <p>Desta asked that the reports to be provided PRIOR to the next meeting.</p> <p>SLP – Yes, we can get some information to the committee in advance. However, it will be an overview of schools, not broken down by community. Each community can request and work with us on their individual data. At IEAC we only will work with the aggregate level data – as we don't want' to identify students.</p> <p>Jennifer McMaster provided information on the supports that are provided to students who are learning virtually.</p> <p>Desta (at KOBE) will reach out to the communities to find out from parents to find out what is working and what are the challenges. Nothing should be wasted, including our lived experiences – we must learn from them, make improvements and move forward. That's why she wants the info on Quad 1 and 2 - need to hear the challenges and not just focus on the existing delivery services.</p>	<p><i>A meeting will be planned within the next two weeks to review this information.</i></p>
<p>13. KPDSB & Events Update</p>	<p>Shannon Bailey highlighted an event that took place on Monday: Kick off of student collaborative virtual book study – 17 classes took place (including the virtual classes) They are reading 'The Barren Grounds' by David A. Robertson. The author joined all classes virtually! It was a great start to a book study which will continue up to March break. The themes of the book are the land; honouring the land; understanding the land; the foster care system and residential schools. There is a lot of opportunity for students to understand reconciliation: "we can create change</p>	

	<p>with words”. There will be another session with the author before March break. Teachers/students are sharing experiences. The author’s words really resonated with the teachers/students. Further updates will be forthcoming.</p>	
14. New Business	<p>Stephanie Petiquan</p> <p>What’s happening at Grand Council #3: Education Partnerships Program has been working on an MOU between Grand Council, the Ministry and Indigenous Service Canada about bringing more educational services to their community. They have developed a joint action plan (Bimose, APRC and 7 Generations). Through this they developed a list of activities</p> <p>7 activities that the partnerships are bringing to their communities:</p> <ul style="list-style-type: none"> • Early Learning; • Culturally Appropriate Curriculum, Resources and Teaching Strategies; • Professional Development; • Relationship Building; • Transitions; • Education Service (Tuition) Agreements; and • Education Partnerships Program Support and Implementation. <p>The MOU is in final stages of being signed and they will soon be able to begin implementing this action plan.</p> <p>Stephanie’s job is to fill in the gaps between the school boards and these organizations (partners). Once the MOU is fully executed, they will be going full force with the budget that they have received. She will be going to the School Boards to help them understand what their role will be.</p> <p>She will meet with Sherri-Lynne in the near future. Many of the activities in line with Len’s goals.</p> <p>She will also provide support and help IEAC with concerns. Her main focus is traditional knowledge She is trying to put together a handbook for traditional knowledge keepers. They are also working on developing a curriculum for Treaty 3 which Shannon hopes will be ready for September.</p> <p>More information re their Youth Forum to com.</p> <p>Sherri-Lynne thanked her and would be happy to meet with her virtually.</p>	<p><i>Mary to set up a meeting with Stephanie, Len, Sherri-Lynne, Stephanie and Shannon B.</i></p>
15. Next Meeting	<p>Eric feels that IEAC should have <i>monthly</i> meetings. Mary will be asked to look at sr. admin’s schedules and will coordinate dates. Sherri-Lynne suggested that the meeting be planned by the end of the month.</p>	<p>Minutes and potential date to come</p>

	<p>Eric will look at the agenda and change it so there is plenty of time to deal with the Quad 1 statistics presentation.</p> <p>He will ask Emma to speak to students to get the student perspective and others to give feedback from communities. We need to support our students. If an update is available on the Land Acknowledgement, that will be included, but the main focus of the next meeting will be on the virtual learning, which isn't likely going away.</p> <p>The student survey that Emma did could also be shared at the next meeting.</p> <p>SLP – Thanked Jenny McMaster who is leaving KPDSB. This is her last meeting with us as she has accepted a new job.</p> <p>She thanked her for building relationships and helping our students be successful as the driving force behind the 4 Directions Program.</p>	
16. Elder Closing Remarks	Elder Lola Goodwin – gave the closing prayer.	
17. Adjournment	Meeting adjourned at 6:52 p.m.	