

Agenda Item	Discussion	Follow-Up
Call to Order	The meeting was called to order at 4:43 pm	
Roll Call / Welcome	<p>Present: G. Kleist, E. Bortlis, B. O'Donohue, S. Bailey, SL. Pharand, S. Triskle, L. Boucha, S. Petiquan, P. Hardy, D. Buswa, J. McMaster, D. Tinney, L. Goodwin, AF. Kakegamic, E. Gardner</p> <p>Regrets:</p>	
Elder Opening Prayer	Elder Lola Goodman from Lac Seul First Nation gave the opening prayer.	
Approval of Agenda	<p>Moved by: Desta Buswa Seconded by: Bob O'Donohue</p> <p>THAT the agenda for November 4, 2020 be approved. <b>CARRIED</b></p>	
Confirmation of Minutes	<p>Moved by: Pam Hardy Seconded by: Desta Buswa</p> <p>THAT the minutes of October 7, 2020 be approved. <b>CARRIED</b></p>	
Student Trustee Update	<p>Emma Gardner, the Indigenous Student Trustee was introduced and provided a report to the Committee.</p> <p>She is developing a questionnaire for Indigenous students regarding challenges re covid and the quadmester system. She is thinking perhaps a zoom format would be a more efficient method of securing responses. She also has many other ideas to engage students e.g. Missing and Murdered Indigenous Women's Day; Red Dress Project; self defence instruction</p> <p>Several IEAC members shared information and suggestions for Emma to follow-up on. They also offered their support and congratulated her being the first Indigenous Student Trustee. Sherri-Lynne Pharand ensured her that KPDSB social workers and mental health team would be available to assist with anything she needed on Missing and Murdered Indigenous Women's Day.</p> <p>Eric Bortlis noted that elders are well connected! If you have an elder who you can go to, they know all the right people and they will connect you with whoever you need. The IEAC members pledged their support for Emma's projects.</p>	
Louis Riel Day Update	<p>Liz Boucha and Sandy Triskle gave an update on their plans for Louis Riel Day. They are still in the planning stages, but some of their ideas include:</p> <ul style="list-style-type: none"> <li>- Scavenger hunt in Kenora</li> <li>- 5 petal beaded rose</li> </ul>	

	<ul style="list-style-type: none"> <li>- Deer skin medicine pouch</li> <li>- Bingo</li> <li>- Playing spoons</li> <li>- Jigging</li> </ul> <p>There will be a flag raising ceremony on Nov. 16 which will be live on Instagram and Facebook. Any suggestions would be appreciated as to how to involve the schools.</p> <p>They hope to engage the community and set the stage for council to do more activities like this.</p> <p>More information will be shared as the agenda is finalized.</p> <p>They are hoping to record the event for future use.</p>	
<p>Board's Land Acknowledgement Update</p>	<p>Shirley circulated the update of the land acknowledgement that she received from the committee. Also thanked Eric for his help.</p> <p><b>We would like to acknowledge and recognize that our meeting today takes place on the traditional lands of the Anishinabeg and the people of the Métis Nation. Our schools, our staff, and the families we serve also extend to lands beyond, so we honour those lands and relationships with the Anishinabeg, Oji-Cree and Cree peoples. We acknowledge this land out of respect for the Indigenous nations who have cared for Turtle Island from time immemorial. Their stewardship laid a foundation of conservation that allows us to enjoy the land, its beauty, and animals as we do today. We recognize and deeply appreciate their historic connection to this place and honour their contributions in shaping and strengthening this community. The origins of much of our science, medical practices, educational pedagogies, governance, conservation law and more can be traced back to traditional knowledge. Keewatin Patricia District School Board is committed to allyship by listening, learning, and working with community partners to share the Truth about Indigenous history, treaties and the rich culture and traditions of Indigenous peoples. We are all treaty people and embrace our responsibility to honour all our relations.</b></p> <p>Change suggested: "in the traditional lands the Anishinabeg and Métis" rather than "and the people of the Métis Nation" and could we also include the Métis in "those lands and relationships with the Anishinabeg, Oji-Cree, Cree and Métis peoples". Also, might want to name them all in the first part as well, to be consistent.</p> <p>Liz – for clarity – she understands the intent of saying 'the traditional lands' and 'extend to lands beyond' – people are getting hung up on this, so perhaps remove "extend to lands beyond" and include everybody in the one phrase rather than repeating it twice. Was there a reason for having it worded this way? SLP explained why it was worded in that manner. But she is happy to take the advice of the group. Eric spoke to the reasoning as well but agreed that it could be revised more.</p>	

	<p>Destia noted that when the land acknowledge is being provided, whatever you do, do not read it from a script – it should come from your heart. It should be a recommended guide, but it must come from a place that is genuine.</p> <p>Next steps in the process: Sherri-Lynne noted that edits and spelling corrections will be made and then it should go to the communities for advice. Then it will be brought to the Board so they it can be used at Board Meetings and then to schools. She noted that we need to work with community partners and ensure students and staff understand the reasoning</p> <p>Eric will work on edits and get feedback before next IEAC meeting. Sherri-Lynne will have a re-draft out (Shannon, Eric and Sherri-Lynne will edit it together) and then send it to the group so they can send it to whoever they believe needs to have input).</p> <p>Destia – suggested that we may want to have some type of graphic with the land acknowledge, perhaps with work from a local artist or a group of artists or in collaboration with some of the phenomenal student artists in our schools.</p>	
<p>Indigenous Education Strategic Plan Update</p>	<p>Darryl Tinney explained the readiness exercise that was developed with Shannon and Eric. There were 2 areas of focus: one was the administration group and the other was teachers/staff. It was divided into 3 areas: Truth, Knowledge, and Calls to Action.</p> <p>Darryl went over the questions that were in the staff survey. He recognized the role of the Indigenous student trustee and included questions on how they, as an administrative group might help her. He also asked Emma to think of what she might need from them to help her in her efforts.</p> <p>In January there will be a follow up e.g. land-based learning; questions around the process regarding self identified staff and how can we encourage the staff demographics?</p>	
<p>Indigenous Education Lead Update</p>	<p>There were a lot of applications/interest for this position. Darryl, Shannon and Sherri-Lynne will be interviewing four candidates next week. We should be able to introduce the Indigenous Education Lead at the next IEAC meeting. She was very pleased with the calibre of candidates that applied.</p>	
<p>Indigenous Board Action Plan Input</p>	<p>Shannon will be sending out information on the Indigenous Board Action Plan for Indigenous Education to members, asking for feedback. This is a yearly document that guides the way that we use resources in the Board to support Indigenous education, support Indigenous students with their education and to support the work of Truth and Reconciliation as far as the action piece goes.</p>	

	<p>New items include:</p> <ol style="list-style-type: none"> <li>1. for us to be able to partner with the language speakers (to pair our non speaker NSL teachers with speakers in the community)</li> <li>2. a couple of our secondary schools have the MBE-3U – which is a mandatory English credit through the lens of Indigenous programming (Expressing Aboriginal Voices). We would like to do the training and the work this year so it could be in all of our secondary schools so we are in a position for it to be Board wide next year.</li> <li>3. Mandatory inclusion embedding Indigenous and Métis authors in literature in all of our K-8 classes as well as all appropriate secondary classes with a reading list that is to be developed and brought to IEAC for input and suggestions</li> <li>4. 4 Seasons of Reconciliation – grade 12 course – we are piloting it this year at Sioux North HS as well as in the virtual school. We also have a cultural competency piece from 4 Seasons of Reconciliation that is available as a staff training piece that we will have all of our administrators take part in this year and it can also be used with our co-op program as we prepare students for the workforce.</li> <li>5. (Practised, but not intentionally part of the plan) = Our KPDSB &amp; partners summer book study will continue this summer. We will look to continue this highly successful event.</li> <li>6. Land based learning training for staff (moving beyond outdoor ed) is sometimes missing.</li> <li>7. Revisiting our Joint Action Plan with our partnership with Grand Council Treaty #3.</li> <li>8. Plus lots of ongoing projects – including Connected North (virtually experiential education)</li> <li>9. Culturally competency survey</li> <li>10. Elder and Knowledge-keeper teachings virtual library.</li> </ol> <p>Our culturally responsive and relevant pedagogy project that officially started today with training for 3 of our schools and already those teachers are talking about what the trickle effect will be and how we reach as many schools as possible with this work. We also want to revisit and rework our protocol documents.</p> <p>Shannon will share this information after the meeting – asking for input and suggestions.</p>	
Board & Events Update	Shannon shared some of the activities that have taken place since the last meeting.	
New Business	<p>The committee wants data on virtual schools for next meeting. (Are they keeping up with credits?)</p> <p>Connect transitions with Anna Fern Kakegamic as her goal will be to connect gr. 8 teachers with secondary schools. She will be a</p>	

	<p>link between the schools and wants to connect with transitions staff. Jenny will send Anna Fern the 4 Directions contacts. Tribal councils have application process for March 31. Jenny will send information to all tribal councils and ensure that it is current and up to date.</p> <p>Desta noted that any videos re tours of high schools would be helpful for KO and other partners too. Jenny will help with that too as she was part of the summer transitions program.</p>	
Next Meeting	Wednesday, December 9, 2020 @ 4:30 p.m. (central time)	
Elder Closing Remarks	Elder Goodwin's wise closing words: children remember what they learn when they are young.	
Adjournment	<p>Moved by: Desta Buswa Seconded by: Pam Hardy</p> <p>Meeting adjourned at 6:30 p.m.</p> <p>Elder Lola Goodwin – gave the closing prayer</p>	