

Agenda Item	Discussion	Follow-Up
Call to Order	E. Bortlis called the meeting to order at 6:06pm Moved by: K. Cederwall Seconded by: P. Campbell	
Roll Call	Present: E. Bortlis, G. Kleist, D. Cornish, T. Sterling K. Cederwall, P. Campbell, S. Triskle, A. Ross	
Welcome Guests	J. McMaster, M. Parrish, L. McAughey, Chief D. Maud	
Elder Opening Prayer	Chief Derek Maud brought opening greetings to the committee members	
Approval of Agenda	Moved by: A. Ross	
	Seconded by: D. Cornish	
	THAT the Agenda for February 6, 2019 be approved. CARRIED	
Approval of Minutes	Moved by: K. Cederwall	
	Seconded by: G. Kleist	
	THAT the minutes of November 21, 2018 be approved. CARRIED	
IEAC Mandate – Policy 502	<ul style="list-style-type: none"> E. Bortlis referenced the Policy 502 (circulated with the agenda for committee members) E. Bortlis commended K. Cederwall for reminding us of our mandate and role on this committee E. Bortlis mentioned that people taking part in this committee are also very busy volunteering their time on other committees and expresses gratitude for their commitment to this work This is one of our most well attended meetings to date; he is grateful for committee members for offering their knowledge, opinions and suggestions; “We have a good mission here” D. Cornish referenced that he will be using the template to propose changes to the strategic plan K. Cederwall noticed that there were some things that we may want to expand upon; she is wondering if we can change a few things as it was revised in 2017 E. Bortlis described that the Senior Admin and Board of Trustees meet twice a month during a Board Meeting and Committee of the Whole This particular policy is up for renewal in 2021 E. Bortlis asked if there were people interested in sitting in on a small working team to revise the policy: D. Cornish, T. Sterling, K. Cederwall (possibly or Wanda Botsford-Policy person at Kenora Métis Council), Sandy could be an alternate if K. Cederwall is unavailable, Gerald will be asked offline, Anita to be asked later Hopefully we can set a time to work together in the 	<input type="checkbox"/> S. Fecho to send a follow up email to a small working group asking for input on the Mandate Policy 502 to bring to last meeting of the year (May 2019): <ul style="list-style-type: none"> D. Cornish, T. Sterling,

	<p>evening</p> <ul style="list-style-type: none"> • Sub-committee will make recommended changes and bring to next IEAC 	<ul style="list-style-type: none"> • K. Cederwall (possibly or Wanda Botsford-Policy person at Kenora Métis Council), • S. Triskle could be an alternate is K. Cederwall is unavailable • G. Kleist will be asked • A. Ross to be asked
<p>Indigenous Education PD Update <i>(M. Parrish)</i></p>	<p>M. Parrish thanked the group for accommodating her schedule by allowing her to be first on the agenda</p> <ul style="list-style-type: none"> • Introduced herself; background in teaching grade 7, 8, and 9; she joined T. Sterling’s Curriculum Team in September 2018 • She is very excited about leading the Indigenous PD agenda this year • In the Fall, we had several key priorities <p>Grades 4-10 Social Studies 4-6; Hist/Geo 7/8; GWS 9/10</p> <ul style="list-style-type: none"> • Values-based teaching and learning; connecting to place and belonging for students; teachers shared through Google maps what places are important to them and why. Designed an activity for students to do the same; • Shared the TRC Calls to Action; teachers did a self-assessment of their cultural competency and comfort with implementing the new curriculum; an area of interest is bringing more Elders into the classroom to assist with teaching Indigenous ways of knowing <p>Indigenous Language and Native Studies Teachers</p> <ul style="list-style-type: none"> • M. Parrish also framed this PD session around place and belonging • Wanted to meet face-to-face, that was their preference; • Build repertoire of resources to support native languages; making a website; they’d like to see efforts put towards making videos • KPDSB could work with specific communities • K. Cederwall encouraged M. Parrish to connect with Treaty 3 Education to learn about language and cultural promotion activities • E. Bortlis recommended M. Parrish can also connect with Anita, Lyn and Michael Boos (NAN) <p>Treaty Week</p> <ul style="list-style-type: none"> • Activities were referenced • People wanted more lead time • M. Parrish completed a Reconciliation through Education course through UBC, free online course, self-paced; encouraging teachers to take the free online course to learn how to promote work <p>Currently</p> <ul style="list-style-type: none"> • The popular <i>All our Relations</i>, Tanya Talaga Book Study group is underway across the board • This study was made possible in collaboration 	<ul style="list-style-type: none"> □ M. Parrish can possibly connect with Shoal Lake Principals directly (Treaty 3)

<p>Indigenous Education PD Update (M. Parrish)</p>	<p>financially with Kim Douglas who is the KP President of Elementary Teachers Federation of Ontario</p> <ul style="list-style-type: none"> • Book study meeting happened in Kenora last night; tonight is in Red Lake; Dryden’s and SL’s meetings are in the next coming weeks • We are looking at a voluntary survey for participants to take part in a cultural competency survey to gauge where people are at in their comfort with Indigenous <p>E. Bortlis referred back to the minutes and the request/need that was expressed at the last IEAC meeting to gauge our staff’s cultural competency</p> <ul style="list-style-type: none"> • He is thrilled to hear that this is already underway; good quick action • The continuum will build off of other continuums that exist (Colinda Clyne from UGDSB) <p>D. Cornish mentioned that on Jan 23 the <i>Unreserved</i> program aired on CBC; provides advice to integrate Indigenous education into the curriculum</p> <ul style="list-style-type: none"> • Strategic plan redesign is underway • D. Cornish is going to be suggesting adding a teacher PD plan in the Strategic Plan for the next 5 years • M. Parrish has also curated texts through research for distribution to Teacher Librarians; we will gauge which texts are available in our schools and promote sharing and lending of texts between schools and classrooms (themes include <i>Residential Schools, Heroes, Early Life</i> etc.) <p>K. Cederwall suggests connecting with Métis Nation of Ontario</p> <ul style="list-style-type: none"> • M. Parrish has already connected with the Education Office, M. Parrish to reach out to K. Cederwall and S. Triskle for other resources for Treaty Recognition Week <p>NWHU Grant</p> <ul style="list-style-type: none"> • Monies are available to support building relationships with Indigenous communities • Money needs to be spent by March 31, activities can go until end of June <p>New Teacher Induction Program (NTIP)</p> <ul style="list-style-type: none"> • M. Parrish is incorporating new social studies/CWS curriculum into new teacher workshops with a focus on valuing the differences and unique backgrounds of our learners <p>Chief Maud asked, <i>Is there any time in the future of incorporating Residential School System to children? “As an intergenerational survivor myself, it wasn’t until my adult life that I found out about my family”</i></p> <ul style="list-style-type: none"> • M. Parrish explained that the new curriculum addresses residential schools; we already have early years teachers integrating this shared history in their 	
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	<p>programs; Secret Path online resource has been made available by the Chanie Wenjack Foundation and the Ontario Ministry of Education</p> <ul style="list-style-type: none"> • Once available, there is a plan to use this resource to teach residential schools for Grades 4 and up • Chief Maud had to leave the meeting as he was feeling under the weather • E. Bortlis thanked him for his participation and words this evening • E. Bortlis remarked that G. Kleist also had to leave for another commitment (7pm) • E. Bortlis offered some resources offline to share with M. Parrish; his background when working with Teach for Canada • February 26th is a day when Lac Seul FN is offering a tour date-M. Parrish mentioned she would be happy to try and visit • E. Bortlis thanked M. Parrish for her work and presentation this evening 	<ul style="list-style-type: none"> <input type="checkbox"/> M. Parrish and T. Sterling to possibly visit LSFN for a tour on February 26, 2019 and to build relationships with staff and students there
<p>Director's Annual Report</p>	<ul style="list-style-type: none"> • http://www.kpdsb.on.ca/pages/view/directors-annual-report • E. Bortlis recommends reading page 4, 10 and 14 for highlights regarding KPDSB work in the area of supporting Indigenous learners 	
<p>Native Language Collaboration – Sioux Lookout Model (L. McAughey)</p>	<ul style="list-style-type: none"> • L. McAughey is happy to see familiar names (P. Campbell, K. Cederwall and E. Bortlis) part of tonight's meeting; currently she is supporting COOP, OYAP, Adult Ed in KPDSB • She is a Kenora person, started in Ignace, worked in Kenora for the majority of her career; recently part of MOE Indigenous Ed Curriculum Development committee out of the Thunder Bay office • She has been part of a special project with the Language Circle in Sioux Lookout and is requesting some help • L. McAughey took over for Steve Poling who conducted a large scale qualitative research project to gather adult voices regarding adult learning needs/gaps across the region • L. McAughey also works closely with Seven Generations; she first saw the Language Circle with Robert Horton (integration of cultural activities at the centres) • We have a mandate in the Seven Gens/KPDSB partnerships to build meaningful learning materials and experiences to support First Nation and Métis adults • We have an opportunity to respectfully address the challenges to accessing Adult Ed across Treaty 3 and 9 • Breaking down the barriers is the focus of the report that Poling et al. wrote in the Regional Partnership agreement • Adult Ed centres exist in all 5 of board regions and 15 communities <p>Language Circle is located at the former Wellington</p>	<ul style="list-style-type: none"> <input type="checkbox"/> IEAC members to forward names of potential Language Circle speakers to E. Bortlis to forward on to Lynn

<p>Native Language Collaboration – Sioux Lookout Model (L. McAughey)</p>	<p>Building in Sioux Lookout</p> <ul style="list-style-type: none"> We have been working with The Kwayaciwin Education Resources Centre in SL They provide translation and immersion programs They were willing to collaborate with us; provide us with curriculum resources, syllabic charts, take home materials for clients We anticipated 15 people/month, but numbers are in and around 50+ Food and feasts are an integral part of the model There’s a structure to the day; casual conversations with teachers and Elders in language circles; a very diverse group of people participate, including survivors of residential schools People have a safe place to learn; outcomes have surpassed expectations; Joan Cosco and Kelly Harbour have taken the project to great heights L. McAughey is asking for help and assistance; she would like to see if this exists elsewhere, or to gauge whether this would work in other communities <p>E. Bortlis thinks it’s important to see if people on this committee might have connections or ideas/feedback</p> <ul style="list-style-type: none"> D. Cornish: he will ask L. McAughey to send him a description of the language circle to include as part of the strategic plan-pd plan (DONE Feb 8) K. Cederwall: she is asking for a description of what the criteria/summary of what the language keeper needs to do would be helpful (DONE Feb 8) E. Bortlis: “I know Belinda Anderson; she facilitates the language circles; she is the kokum to E. Bortlis’s step-daughter; she works at the resources centre; fluent in Ojibway, Oji-Cree and Cree; most importantly she is committed to making sure the language is thriving; this is a key component to consider fore people when recommending folks” Peter: he does know a person but she is up in Pik; Margaret Lawson Sandi: does not know anyone at this time; she may forward a name later Anita: she has a few names in mind but she would have to talk to them; L. McAughey to email Anita for names if appropriate E. Bortlis will touch base with Darrin Head to pass along L. McAughey’s request L. McAughey thanked the group for the chance to present tonight 	<ul style="list-style-type: none"> <input type="checkbox"/> Lynn to contact E. Bortlis for an introduction to Belinda <input type="checkbox"/> Lynn to email Anita <input type="checkbox"/> Eric to email Darrin
<p>Equity Practicum Update (J. McMaster)</p>	<ul style="list-style-type: none"> Followed up on items from last meeting: <i>Are the Four Directions Graduation Coaches connecting with the Family Well-being meeting?</i> J. McMaster to send a list of agencies in community to connect with to T. Sterling to share with members of the committee She wants to share the results of the Feb 1st discussion with coaches-<i>where are goals are in Semester 2?</i> Coaches find they are mostly contacting parents when 	<ul style="list-style-type: none"> <input type="checkbox"/> J. McMaster to send a list of agencies in community to connect with T. Sterling to share with members of the committee

<p>Equity Practicum Update (J. McMaster)</p>	<p>students are in crisis; coaches want to be more proactive and are going into community to meet where parents are more comfortable</p> <ul style="list-style-type: none"> ● Coaches are also going to Little Bands where many northern families are in Dryden cheering on their families ● Coaches are finding vicarious trauma is creeping in through their roles; NWHU are putting together a portion of their PD session around wellness and self-care for adults ● K. Cederwall: SevGens just hired a mental health worker for staff and students-she suggested J. McMaster connecting ● E. Bortlis: thrilled that coaches are going to Little Bands; J. McMaster replied that Sheena Valley set coaches up with KPDSB ‘swag’ and flyers to share with players and families to build relationships <p>Equity Practicum</p> <ul style="list-style-type: none"> ● As part of her Supervisory Officer Qualifications Program (SOQP) courses, she needs to complete a practicum that impacts the system and represents new learning ● J. McMaster thanked the KPDSB Mental Health Leads for their mentorship; there are many layers when we consider equity; it can get complicated because there are gaps and overlap/different interpretations of the word <i>equity</i> itself ● Equity is a massive topic, so J. McMaster is trimming the scope of her practicum to gauge what do people think of when they hear about equity? ● She would like to put together a draft framework to present to KPDSB for consideration; questions will be forthcoming ● E. Bortlis: there is such a wide array of things to discuss, this is a massive project; this board is massive-multiple cities, large towns, people from urban/rural; what you are working on is a tall task ● E. Bortlis asked, <i>Do you think that your group of questions will be sent before the next meeting?</i> YES ● E. Bortlis suggests we then revisit the topic at the next meeting ● E. Bortlis thanked J. McMaster and recognizes how lucky KP is to have J. McMaster working on Four Directions and this task ● E. Bortlis extended the invitation to J. McMaster to join the next meeting in Lac Seul 	
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<p>On Reserve Parent-Teacher-Student held Conferences</p> <p>On Reserve Parent-Teacher-Student held Conferences</p>	<p>D. Cornish:</p> <ul style="list-style-type: none"> ● Everything is cyclic; a former VP John Dundas did on-reserves interviews alongside the Guidance Counsellor years back ● They would have to be voluntary, but teachers could sign up to attend the reserves in the area, meeting ● Band Education Counsellor would attend with staff ● This could be presented by admin to their education workers; to think about in K12; it is an eye opener for teachers; provides teachers with background/context of our learners ● This is a suggestion more than anything else ● K. Cederwall: "This is an awesome idea!" ● J. McMaster shared how schools connect with communities across the region <ul style="list-style-type: none"> ● <i>Graduation Coaches, Admin and teaching staff will go do home visits both for local parents and parents in community.</i> ● <i>We partner with the education liaisons from the local reserve and will meet to visit homes together. We have hosted meals in community, as we work to include the whole family.</i> ● <i>We also reach out to our parents and invite them to attend parent teacher interviews, ensure we have a hot meal for the whole family and provide transportation, we work with our local reserves to arrange busing or taxi;s depending on the numbers.</i> ● <i>We have partnered with Tribal Councils to have school staff on their charter flights during the registration time for the upcoming school year and ensure that school staff are a part of the process and can meet parents, introduce them to the school and support answering transition questions.</i> ● This could be highlighted a lot more on our Board action plan ● E. Bortlis sees the outreach in LSFN community regularly; many houses have been visited by admin; re-engagement strategies are underway to gear them up for Semester 2; whenever someone comes out to KP, he is thrilled ● E. Bortlis asked how many parents get in on those PIC meetings come in from fly in communities – this would be good data; how can we engage them to have a voice? ● Can we also let parents know that they have the possibility of a virtual meeting versus flying in from northern communities? ● E. Bortlis also asked that we make an effort to let parents know they can visit/make a request for a meeting if they are ever come to community outside of formal interview times 	<ul style="list-style-type: none"> <input type="checkbox"/> T. Sterling to update the IEAC Action Plan <input type="checkbox"/> E. Bortlis to ask fellow Trustees at the upcoming board meeting (February 12, 2019) how to engage more Northern families in the work of the KPDSB Parent Involvement Committee ✓ At the next Secondary School Admin teleconference, T. Sterling to bring the concept of remote video meetings and meeting while in town with parents from northern communities (Done February 7, 2019)
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Strategic Plan Feedback	<ul style="list-style-type: none"> E. Bortlis explained that the Trustee retreat with the Director of Education to develop the 2019-2023 KPDSB Strategic Plan is March 1-2, 2019 Internal and external stakeholders to the board are asked for input on the next 5 year plan <p>EXTERNAL STAKEHOLDERS</p> <ul style="list-style-type: none"> A link has been created online to provide feedback from the public K. Cederwall would like to share the link with Métis Council members <p>INTERNAL STAKEHOLDERS (incl IEAC members)</p> <ul style="list-style-type: none"> The members of the IEAC are asked to reflect on the existing plan and respond to the following three questions via email to shirley.fecho@kpdsb.on.ca <i>What do you want to keep in the current plan?</i> <i>What would you like to take out of the plan?</i> <i>What would you like to see added to the plan?</i> K. Cederwall suggested we send a separate email request via email for feedback on the strategic plan by February 20, 2019 	<ul style="list-style-type: none"> ✓ T. Sterling sent Sheena’s link to K. Cederwall http://www.kpdsb.on.ca/pages/view/2019-2023-strategic-planning to share with the Métis Council Facebook site for input (Done Feb 7, 2019) <input type="checkbox"/> S. Fecho to send IEAC members a separate email request for feedback email after the minutes have been shared February 11, 2019
Indigenous Board Action Plan	<ul style="list-style-type: none"> E. Bortlis is pleased to know that the cultural competency survey that flowed from our discussion at the last meeting is already under development T. Sterling was asked to add in the activities that M. Parrish shared during tonight’s update, including how KPDSB involves Elders in schools and makes outreach to communities for interviews, home visits, feasts, PowWows etc. 	<ul style="list-style-type: none"> <input type="checkbox"/> T. Sterling to update the IEAC Action Plan
Elders in the Classroom – Policy 617	<ul style="list-style-type: none"> There is a policy to engage with Elders and provide honorariums for their time and support (see 617) Many schools reach out to Elders and we also have Elders in Residence in elementary and secondary schools 	
KPDSB Traditional / Territory Acknowledgement	<ul style="list-style-type: none"> D. Cornish is asking whether we have a list of the schools that have land acknowledgements happening T. Sterling explained that school administrators work with Elders, knowledge keepers, the members of their communities to co-develop land acknowledgements where appropriate The land acknowledgement needs to serve a purpose for the gathering and have meaning for participants At the next administrators meeting, E. Bortlis and D. Cornish would like us to ask how many schools do land acknowledgements and whether they have staff who are comfortable K. Cederwall asked that KPDSB please include local Métis Elder groups when co-developing land acknowledgements E. Bortlis will be making the recommendation to start having territory acknowledgements at board meetings; he will ensure that Métis 	<ul style="list-style-type: none"> <input type="checkbox"/> T. Sterling to ask P/VPs how many schools do land acknowledgements at school events <input type="checkbox"/> M. Parrish to issue a communication when she finalizes the updated Protocols document about the importance of including Métis Elders land acknowledgements development <input type="checkbox"/> At next Board meeting, February 12 in

		Dryden, E. Bortlis to bring the recommendation for Trustees to do land acknowledgements at the start of future board meetings
New Business	<ul style="list-style-type: none"> • D. Cornish: in Policy 617, he had some suggestions for resources; i.e., Indigenous floor maps, links to documentaries • Resource 1: ‘There’s no quick fix’: Advice for teachers struggling to properly integrate Indigenous content into classes CBC Radio Unreserved host Rosanna Deerchild sat down with three educators to explore the burdens placed on teachers — and how they can learn to feel confident in what they’re teaching. The panel also took questions from teachers and offered advice. • Resource 2: http://www.canadiangeographic.com/educational_products/ipac_floor_map.asp A copy of the February 2019 newsletter is cut/pasted BELOW...if you scroll down, you will find the Indigenous Resources link within the description of the Indigenous Peoples Atlas of Canada Teacher’s Guide section. Plus, the dialog box containing the information for Imagine a Canada...National Centre for Truth and Reconciliation K-12 Submissions that I included in my comments during the IEAC can be found. • Resource 3: Indigenous Peoples Atlas of Canada - Giant floor map - Canadian Geographic www.canadiangeographic.com Indigenous Peoples Atlas of Canada. Welcome to the Indigenous Peoples Atlas of Canada Giant Floor Map. This resource will assist you and your students in understanding the past, present and future of Indigenous Peoples in Canada. 	<input type="checkbox"/> T. Sterling to ask M. Parrish to add these links and resources to the database of Indigenous learning Resources that is being developed and shared with staff
Next Meeting	<ul style="list-style-type: none"> • End of May (TBD) 	<input type="checkbox"/> E. Bortlis to work with S. Fecho to propose a few dates for end of May (Thursday, Friday, or Saturday options to allow more time an excursion to Lac Seul FN)
Adjournment	Moved by:	D. Cornish
	Seconded by:	K. Cederwall
	Meeting adjourned at 8:58pm	