

Agenda Item	Discussion	Follow-Up
Call to Order	6:15 p.m. Call to Order	
Roll Call	<p>Present: Eric Bortlis, Gerald Kleist, Tania Sterling, Karen Cederwall, Monique Tougas, Ashley Cederwall</p> <p>Guests: Hammond Lac Seul (Elder), J. McMaster</p> <p>Regrets: Jennifer Kitowski, Tracey Chevrier, Darlene Paypompee, Drew Kivell, Sandy Triskle, Rob Kakagemic, Anita Ross, Bonnie Swain, Charlotte Joseph, Pamela Hardy</p>	
Elder Opening Prayer	<p>Elder Hammond Lac Seul, opening remarks,</p> <p>Hammond was a teacher in Winnipeg School Board District 1 for 22 years, Junior High 7-9, predominantly aboriginal students (95%), in a depressed area of the school. Started in 1980, it was nice as there were not gangs at the time, good 10 years in that school. This was the start of Aboriginal Cultural programs and teaching Aboriginal language in the school. The school was steeped in cultural learning, since he was Aboriginal, Hammond did most of the Aboriginal teachings and language.</p> <p>Taught students of different background the language, including many students of Filipino descent.</p> <p>Most of Hammonds teaching experience was in the language program and Art. Cultural program started in 1983, all school students, no exceptions, took place in the program, drumming, dancing, cooking, regalia making etc. The school used to host a feast, all ethnic foods were a part of the feast, there would be a list of ethnic foods, limited representation of Indigenous foods, other than bannock. That School was an example of what could be done if you included Aboriginal programs and language in the school.</p> <p>Hammond learned from the other teachers the importance of having dedicated teachers in the school so that they can help students learn the importance of language, culture and education. They had a good number of students graduate grade 9 every year up to 25 one year.</p> <p>In 2002 Hammond taught in Hudson and Queen Elizabeth District High School.</p> <p>Today, it is good that we give the students self respect and something that they can identify as their Aboriginal heritage, as they have been so beat down by the idea that they are not</p>	

	<p>intelligent as a group of people, they will succeed anywhere they want, and can carry this learning into higher education and careers. They can view themselves as learners as everyone else, and not as “Indian”.</p> <p>He was looking at the Keewatin-Patricia School Board (KPDSB) and saw that they have had the highest percentage of aboriginal students, and how far they have come in the last 10-20 years and how far they have come with regards to aboriginal education.</p> <p>Hammond sees individuals, colour does not matter.</p> <p>In essence, to Hammond, individuals are individuals and who they are and what they can learn is not based on race. The most important thing is to have the kid see that they can get anywhere and accomplish anything that they want as long as they apply themselves.</p> <p>Hammond still enjoys teaching kids, he is teaching kids to sing Christmas carols in Ojibway for the Christmas concert.</p> <p>Hammond is so happy to see and hear how things are happening in KPDSB and commends KPDSB on its understanding and looking beyond groups of people and seeing kids as intelligent people who are going to learn.</p> <p>We are all trying to achieve the same goal with the children in our communities.</p> <p>A. Cederwall noticed the quote on the wall here in the school “<i>Why try to fit in when you were born to stand out</i>” which reminds us of the importance of holding high expectations for everyone.</p>	
Approval of Agenda	<p>Moved by: K. Cederwall Seconded by: M. Tougas</p> <p>THAT the agenda of November 21, 2018, be approved. CARRIED</p>	
Approval of Minutes	<p>Moved by: K. Cederwall Seconded by: T. Sterling</p> <p>THAT the minutes of May 28, 2018 be approved. CARRIED</p>	
Introduction – Jen McMaster	<ul style="list-style-type: none"> • Jen: Shared that she is working on her SOQP practicum which is and Equity and Inclusive education strategy for the action plan, and the overview of the Four Directions Journey. • Gerald: OPSBA- Northern VP- saw and heard from the Premier, the focus on graduation rates in public schools in Ontario, set a goal of 85% across the province, when they achieved that they were elated, lots of media attention, Gerald was set back as in the North that was not the case. Ironically out of the 10 northern boards, we were the bottom 10, that was a red flag, why isn't the Minister making mention of this, in my role as Northern VP, I spoke to my caucus and 	<p><i>Jen to send out questions to the group and they will help to respond next meeting.</i></p>

	<p>got approval that we would focus the first year on grad rates in the north, and see what was behind the grad rates being as low as they were. OPSBA provided the support, we were able to compile a list of issues that were common to all the boards in the north, we had a meeting and invited minister (Mitzie Hunter) at the time.</p> <ul style="list-style-type: none"> ● This was the first time that a Minister attended a Northern Meeting for OPSBA, out of that meeting, minister Hunter recognized that there was an issue here that she had to attend to, she requested the help of the North to help her identify the issues, we invited her to come to the North, she made 2-4 trips to the north, one to our board specifically, one of the things that was noted at the meeting, one that was noted was the Four Directions program and it was something that she saw value in right away, one of the things she wanted to see first hand was that program, and shortly after that she made a point of making it available in all boards in the north and it is open across the province. ● Gerald and his team were able to raise Empathy, and this is continuing, they are seeing what can be done, and they are seeing the numbers, we are a long way from where we want to be, but it is a start. ● Where we have come from, to where we want to go, there were a lot of Indigenous students that were in schools, not there and not graduating. ● Gerald was a part of Native Education Advisory Council (NEAC) in the past, and engaging participants and stakeholders has increased over the year. Hopefully this committee will start to grow. ● Eric- a lot of the people on the list for this group, are people who play a key role here and in many other committees and boards that they work with. There are a lot of advocates and people who are going for our FNMI youth, WINKS is an example, there is a lot happening, not always perfectly coordinated, but we are not idle anymore, we are active and working towards the success. 	
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<p>Minister Caroline Bennett Visit</p>	<ul style="list-style-type: none"> • This visit celebrated the Four Directions program, other than the last OPSBA meeting, this was the first time Eric was able to travel somewhere and watch. The Province, and the Northern boards took note, but now the Federal Government was taking note. • Eric shared the media release, and the happy students who were thrilled to take part in what was really just a genuine conversation. Sometimes there are students who are shy and quiet, and you are not sure how many students will feel like talking that day • He was thrilled at how these students are self advocating, they are firm in their Knowledge of Four Directions, you could have had the same visit in any FD room. They shared their challenges, and what they needed academic and non-academic. They shared how they are supported with their work; the students were so comfortable to go to the Four D supports and ask for help. It was a great visit, the minister was personable, and thrilled to be there, she shared anecdotes from her own life to make connections with the students. • Eric- ITC (Indigenous Trustees Council)- one member from each board sits as a representative here. Came at an interesting time, right after the government halted the curriculum. It was determined that when the new minister of education met with OPSBA that ITC would like a rep there to share what they do. One of the interesting parts was an update from each board. Indigenous student trustees were a theme for many boards. • Gerald- This ITC came about because as OPSBA spearheaded the FNMI Framework paper, originated from an ad hoc committee that OPSBA had put together to address ESL issue. Gerald was a part of that. He questioned why he was a part of that as he didn't see ESL as a challenge and wasn't long into the meeting that he saw that KPDSB does have ESL challenges with Indigenous students who had English as a second language, or did not have English background, French students in the North Shore. This was facilitated by Susan Cook, who is incredible with wordsmithing, and the report after led to the FNMI Education Framework paper. • Not long after that the Province got a hold of it and was massaged with OPSBA and it was then recommended to send the report to the Federal Government. Urban Aboriginal vs. FNMI (federal and provincial) description from Gerald. It was recommended here to have an Indigenous representative on the board of directors, then after that the ITC was formed. • Eric- Mandate that there be an Indigenous trustee to represent Indigenous students in the education act, and this is still not in place in all boards. You can have it but must have it if you have tuition agreements in your board. 	
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	<ul style="list-style-type: none"> • Eric- At the ITC meeting, it was discussed capacity of the different programs at each board. Four Directions, opening of new High School in Sioux Lookout (78% or higher will be First Nation), parts of the old building are being investigated for First Nation groups, continuing to remove the traditional understanding and form for tuition agreement, and the First Superintendent of Indigenous Education and Reconciliation. • Tania- Director Sean Monteith shared that in addition to being a leader with Education Service and Reverse Education Service Agreements, Thursday Signing of MOU with Chiefs for Windigo a reflection that we are the board with the most MOU's. • Eric- BBSS- special guests there to kick off Treaties Recognition Week. Grand Chief Francis Kavanaugh, Robert Green (Elder), MPP Greg Rickford. Robert is incredibly knowledgeable. Learned more in an hour. Listen to Robert speak. Also noted Don Jones (Elder) did a similar presentation for other KPDSB schools. • New president of OPSBA was here, the board meeting was on Louis Riel day, many schools participated. • Tania noted that there was also a radio ad with a very articulate student from DHS. • Tania- privilege of representing KPDSB in Edmonton for the National Gathering for Indspire. There was a paper published by Dr. Sean Lessard, who engaged in a research around 4D and the likelihood that they program would succeed, there was a prediction with the paper that there would be a spike in graduation, and it came true. Tania was able to be on stage in front of the crowd to receive the plaque recognition for this study. For more information, please see the Nov 12 media release online: http://www.kpdsb.on.ca/pages/view/news 	
<p>2018-2019 Board Continuous Improvement Plan</p>	<ul style="list-style-type: none"> • Mention the impact of this group on the BCIP- Tania is overseeing the BCIP. Last year the board of trustees approved a different approach to building of the BCIP. Typically, the previous years' data is used to drive the BCIP for the current year, which does not reflect the current student body taking into account turnover of students. Need to build the BCIP based on the current student needs in their building. Had permission to unpack that based on their needs. We responded with a BCIP that meets schools needs. Most boards have the BCIP published in October, which means it is last years data. We have the backing of the board and the province. You will see carry over for the BCIP- the priorities are the same, the goals are different as they reflect the current students. • Gerald- this all has to align with the strategic plan. Which is a 5-year plan, all encompassing and specific. • Tania- sees alignment, and hopes that it is noticeable, looking at what needs to be done to improve then at a school level as well. • Gerald noted the work that goes into accomplishing this. • Reviewed the goals, of the draft action plan, and the priority areas. • Academic goals- need all teachers to see reading as a goal at all levels. 	<p><i>Shirley to send the electronic BCIP with the minutes.</i></p>

	<ul style="list-style-type: none"> ● Numeracy- trying to close the numeracy gap- currently exists in particular at grade 6. ● Graduation- all secondary students will graduate within 5 years- making gains in four years as well and added adult ed as a priority as well to honour our adult learners. ● Engaged and supported staff (priority 2) the staff need the capacity and training needed to help meet the needs of learners and keep up with technological changes. As Gerald noted, we have always been a technological leader, and we need to continue to push in that direction. we are noticing where staff are and designing professional learning for all staff. We need to recognize all staff (Facilities, Administration Assistants, CUPE etc.) we need all staff to see themselves as part of a learning organization. ● Priority #3- Culture of inclusion, innovation and creativity in our schools and workplaces. Highlighted the statement, regarding the time of reconciliation in our board, and called out the TRC calls to action that specifically we play a role in moving forward. #62 and #63. Learning technology strategic plan. Maintain and grow authentic learning opportunities for our students. All new and existing partnerships will enhance experiences for our students (MOU, KACL, etc), these are opportunities where we see opportunities for students to be contributing citizens for all of our students, we want all learners with their varying gifts and abilities to see this for themselves. ● The voice of this committee played a huge role in the development of the plan. ● Eric- The document has a lot of educational jargon, so a public and board facing document will be developed. ● The schools have accountability to create a good plan and share it and are held to task for implementing when it is done bilaterally. ● Gerald- schools have to share with the SO where they are at with implementation and the Senior Team has to share with the board of trustees where they are with implementation. There is trust with the board and the Senior Team that has been developed over time. ● Gerald-Student success is not always measurable, it is more than the students who graduate. 	
IEAC Final Report 2017-2018	<ul style="list-style-type: none"> ● Tania did a high-level overview of the final IEAC report from last year. Where we end last year, we pick up for this year. Tania was able to reflect last year, continued areas of focus for this year: ● Had successful implementation in 4D approach in 4 high schools, but we put in place in the current plan, we will continue with the approach, we want to share with the group in our this year plan that we have a new partnership with the NWHU- for the navigator to help with mapping the pathways to care for health and social services in the community. Creating students who will have independent life skills to survive and be well when they graduate as well. ● Gerald- that was something else we tried to explain to the minister, the disconnect between ministries that our students 	

	<p>were affected by. It is a huge challenge for the ministries to try and work together to meet students needs.</p> <ul style="list-style-type: none"> • Item 2 in post assessment in action plan- we were given approval to have an Aboriginal Youth Entrepreneurship Program (AYEP) at DHS. This is key as it is very important to have basic business skills for all of our students. We are delighted to have another site added. Connect the AYEP programs from across the board to see what everyone is doing. • Gerald- Noted that the terms First Nation, Metis and Inuit, should change to Indigenous, as we often forget about Urban Aboriginal students who fall through the cracks. Page 1 where it was noted comes from the ministry. • Gerald would like to see some consistency about this throughout the province. It was First Nation, Metis, and Inuit, then it was changed to Indigenous to encompass all Indigenous students. Some documents were changed, but not all of them. • Hammond- What happens to school boards if it is all as Indigenous. Gerald- we still have the tuition agreement...everyone else falls under. • Eric- this is a conversation we have with the board or the ITC group. This is something that we can discuss at a higher level at the board. • Tania stresses the importance of us meeting the student where they are and that we do not differentiate between urban and on reserve students for services, all students receive wrap around services. • Open Roads PS and Sioux Mountain PS have support workers for families to be the liaison for families in the community. Highlight the intensive supports for families in the school, we are continuing to support that and make connections with the Navigator, Family Support Worker and Graduation Coach, and making the step from grade 8 to grade 9. • Item 6- sits at a 3 at the beginning at a 3 for the beginning of this year. We need to do more outreach to include Métis partnerships. Some of the connections discussed today, we will want to be active to make that happen. Karen- there are also educational resources (see Curriculum agenda item for more information) • It is a priority area for us to look at having more language offerings in our schools. The challenge for us is teachers. We are desperate for Native Language teachers. • Eric- there are Native Language teaching programs, where teachers can do practicums within the KPDSB. • 7 Gens have an active partnership, remind them again that this is an area of need for us. Ojibway curriculum relative to the area. • NTIP before it was new teacher, when it was Native teacher, you could get your OCT as a First Nations teacher through an alternate route, it was cancelled for a long time. Brock and Nipissing have them going, one more partnership is supposed to be coming as well. 	<p><i>Tania will follow up with the Ministry regarding this.</i></p> <p><i>Follow up with 7 Gens from the board to encourage curriculum development.</i></p> <p><i>Teacher Education Program Bimose – KPDSB to look into, language component</i></p> <p><i>Tania to introduce Michelle to Ashley regarding a Métis book study idea.</i></p>
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	<ul style="list-style-type: none"> • Monique- we have Native Language instructors in all of our programs, we need to link them to programs for qualifications, these programs are starting to come back. • Number 10- focus on transition programming from grade 8 to 9, forming a relationship, continues to be an area of focus. • Supporting Educators. Cultural competency training, Michelle Parrish (Secondary SAT for Curriculum, Instruction and Assessment) is taking a lead role in coordinating this area of practice. We are missing people, and we need everyone to get to a common starting point. Multiple formats, course release time, book studies, people are at various levels, we need to get understanding of people levels of understanding and need. Treaties week was a huge success. She was instrumental in having all schools tell her what they were doing and make a road map. How do we partner, and send student to communities? • Ashley, a book club, at the Manidoo Campus, a way for us to work together in a relational and information with others outside of the school. • Item 13- getting our teachers out into community is a really transformative experience. Experiential learning is not just for students it is for staff as well. • Engagement and Awareness building (15 & 16)- this is our work, it is the collaboration with this committee and the outreach that we do. We need to continue to work in this area. We talked about a Facebook page for upcoming calendar of events, to be able to promote events for our schools to have access to. How do we want to communicate things that we are aware of what is happening in the community so we go out and invite community in? • It is worth a try, even if people forget to send stuff, we will try it again. • There are programs like HCSA, the first year, a comment made was that they had noticed a lot of Indigenous parents out watching their kids, it was a form of engagement for parents. • Monique- on parent council, make the phone call, and they will come, personalize the invitation. • Eric, had a great experience with Keejick Bay, what do we do that transforms the school for a week or two for our own culture (like we do for Christmas and Halloween), the art was the hand written invitation on top of the other ways, people sometimes walk past the poster, but when the kid hand delivers the invitation you get the person there. It is about the personal connection. Some kind of person to person interaction is meaningful, we need to share that with teachers, the importance of sunshine calls, and how that pays dividends. 	<p><i>Eric to re-start the Facebook idea with support from committee members</i></p>
IEAC Board Plan 2018-2019	<ul style="list-style-type: none"> • Above are the focus areas, building on the good work last year, and the importance of connecting with people in our communities for them to help us. We have work to do to get the resources in front of teachers and help them understand where they fit into the curriculum. We are surrounded by treaty land, rich resources and rich culture and people who can help us do this work in meaningful ways. We can take 	<p><i>Michelle Parrish to set up a baseline survey for staff comfort level regarding cultural competency</i></p>

	<p>hold of this and form good relationships with our communities and partners.</p> <ul style="list-style-type: none"> • Eric- we often stop and talk about staff doing things- let's start at the bottom, lets find out how much people are comfortable with, Principals at some PD ask staff, what are you comfortable with, that questionnaire will give us a better understanding of where our teachers are at on the whole. This will allow us baseline to get an idea of where to focus our goals for the next year. 	
Indigenous Curriculum Update	<ul style="list-style-type: none"> • We are rolling out the new curriculum, in the pilot last year we learned from Steven Keejick (Elder) that we need to reach out to our local communities. Our Indigenous Curriculum support teacher (Michelle Parrish) is in the process of creating a directory of who you can call in your local community for culturally relevant land based learning. What we want to do is have Michelle work with our schools, and the people in our schools who have relationships established so she can make those connections. We are not creating a rolodex of Elders, this is about forming relationships that are authentic, we want to point our school staff to who to work with, within the school staff for who to work with, who have relationships within their communities. It takes trust. • We have a PLC for Native Studies and Native Language Teachers Monday December 3rd. • Karen- From the MNO has education people who have worked on curriculum, we want to ensure that there is Métis contact. • New curriculum meeting will take place December 5th. 	<p><i>Tania will follow up and ask Shirley Fecho to invite Michelle to meet with Karen and invite her to the meeting.</i></p>
New Business	<ul style="list-style-type: none"> • Comment K. Cedewall: • Awareness that there is a connection to Louis Riel in our area, he was in Kenora and Bush Island. Métis in Treaty 3 signed and adhesion to Treaty 3. There is documentation and awareness should be shared. • Local president was saddened that they were not acknowledged, they want to work with KPDSB. Sean and the president are moving forward with this relationship. Hoping to work through that and move forward with the relationship there. • Establishing a relationship by having a meeting with Michelle will help ensure closer collaboration in the future 	<p><i>Next Meeting will be February 6, 2019 via Teleconference</i></p>
Adjournment	<p>Moved by: M. Tougas Seconded by: K. Cederwall</p> <p>Meeting adjourned at 9:41pm</p>	