

Agenda Item	Discussion	Follow-Up
Call to Order	6:43 call to order Moved by: Sandy Triskle Seconded by: Drew Kivell	
Roll Call	Present: Dave Cornish, Eric Bortlis, Tania Sterling, Drew Kivell, Sandi Triskle, Liz Boucha, Desta Buswa, Jennifer McMaster, Michelle Parrish, Elder Leonard Skye Regrets: Gerald Kliest, Karen Cederwall, Pamela Hardy, Rob Kakegamic, Henry Owusu	
Elder Opening Prayer	Eric welcomed everyone to the meeting and is grateful to see the group grow as there is good work happening. He asked that those present invite others from a variety of organizations so we can have more people and more voices heard. Elder Len Skye made an offering of tobacco to each guest, and then offered a smudge and a prayer to the group. Eric invited Len to share and participate in the meeting this evening.	
Approval of Agenda	Eric asked if anyone had any items to be added to the agenda under New Business. Request by Desta Buswa to add to the agenda: 1) update on the Indigenous Trustee 2) update on the KPDSB Indigenous Advisor E. Bortlis added: 1) ITC update Moved by: Dave Cornish Seconded by: Liz Boucha CARRIED	
Approval of Minutes	Dave is thankful for the thoroughness of the minutes and how they capture the meeting. Moved by: Drew Kivell Seconded by: Dave Cornish THAT the minutes of May 22, 2019 be approved. CARRIED	
Indigenous Education Update (Guest: Michelle Parrish)	M. Parrish introduced herself and her role as a centrally assigned Curriculum and Assessment Student Achievement Team	<i>Invite Métis Senators to the KBE.</i>

	<p>member; her works involves supporting the Indigenous Education portfolio and the implementation of the TRC calls to action.</p> <p>KAIROS Blanket Exercise update:</p> <p>The exercise is a decade old, it is a learning experience where participants take an active role in learning about Indigenous people in Canada from pre-contact to modern day, in June of 2019, KPDSB had 27 Facilitators were trained. We had staff from all departments represented in the facilitators training.</p> <p>Two trainers from Thunder Bay came and provided to us (participants) a wealth of knowledge and expertise. They taught us how to facilitate the exercise, but they also dug into what are our responses to participants, staff or community members with an alternative view, how do we handle a difficult conversation with participants when facilitators. These facilitators saw it as imperative work and empowered participants to have confidence that they could lead this work in KPDSB.</p> <p>Rolled out to our first facilitation with P/VP, Managers, and Sr. Admin. M. Parrish elicited feedback from participants. They shared that the KBE was a positive learning experience, but most importantly felt that it gave them direction and that this exercise set the tone for their year.</p> <p>We have a plan for KAIROS to be rolled out throughout the school board to staff and eventually students and community.</p> <p>This September 30th PD Day KBE was conducted in 4 schools, with positive feedback received and learning needs identified.</p> <p>Scheduling KAIROS is the first time that some schools have reached out to Elders in the community.</p> <ul style="list-style-type: none"> ● From a diagnostic assessment perspective, we have identified that we need to support our school leaders with developing confidence in reaching out to community based Elders to come in and share their expertise. ● D. Buswa asked if Elders were present: <ul style="list-style-type: none"> ● Yes, we are supporting schools by having Elders at all KBE. ● E. Bortlis asked if Mental Health Supports were there: <ul style="list-style-type: none"> ○ J. McMaster responded that for staff, we determined that having the admin or a recognized support play that role would be the most comfortable. ○ E. Bortlis recommended when moving to roll out of KBE to students, the presence of Mental Health workers be reconsidered. ● S. Triskle asked about Métis involvement- should we invite Métis senators to some of the presentations as well? <ul style="list-style-type: none"> ○ M. Parrish will reach out to Métis community ● L. Boucha asked if there was a Métis component to the script: 	<p><i>Ensure Mental Health supports are in place for our students during KBE.</i></p> <p><i>Follow up with Eric Re: Resources</i></p> <p><i>Open sessions to community members and IEAC members.</i></p> <p><i>Michelle to follow up on the adding of the KOBE language app to the chrome books</i></p> <p><i>KOBE and Migisi have the large map- which we can tap into and start to plan it, and maybe teach the students at Migisi.</i></p>
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	<ul style="list-style-type: none"> ○ M. Parrish shared the Métis areas and offered to share the script. ● E. Bortlis worked with KAIROS to develop curriculum resources in the past for pre- and post teaching. He will look for the resources and share back to the group. ● As classes start to use KBE- the pre-teaching and post teaching will be very important. ● E. Bortlis: It is important to talk about who/what KAIROS is ● M. Parrish: KAIROS Blanket Exercise was started by a group of churches who were interested in responding to a good way and respond to the trauma of residential schools and colonialism. They worked with Indigenous Elders and Scholars to create the exercise. ● E. Bortlis: It is also important to note that this work was done before the Truth and Reconciliation Commission work. ● E. Bortlis: It would be in KP's best interest to look at the script and impart local contact. ● L. Boucha: Having more facilitators in her experience, was a better learning experience and brought about better questions. ● The way that the facilitator approaches the learning is very important as if they make the participant uncomfortable the value of the learning will be lost. <p>Michelle Parrish Student opportunities 2018/2019:</p> <ul style="list-style-type: none"> ● Kenora: Evergreen and Grassy Narrows Schools, wrote letters to each other over the course of the school year, and then did a visit to each other's schools in the spring. ● Crolancia and DHS: Secondary students took a land based course, there was experiential learning in both schools. The culminating was students from both schools travelling to Lake St. Josephs where Treaty 9 was signed. An overview of this was sent to Canadian Education Today for consideration for publication in an upcoming issue. ● Full board participation in Spring Pow Wow Feasts and National Indigenous Peoples Day ● Full participation in Louis Riel Day across the board ● A class at BBSS- Native Language- had students built websites with English and Ojibwe language, and the students shared pride with the ability to publish these websites. <p>Michelle Parrish Student opportunities 2018/2019</p> <ul style="list-style-type: none"> ● Powley Day- this got to our schools early. 	
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	<ul style="list-style-type: none"> • Michelle is currently Launching a website called KP connect. On this site (only KP Employees can access), Michelle built a page solely for Powley Day. • There were activities in each school for Powley Day, Michelle highlighted the radio Ad. <p>D. Buswa asked if the radio ad was in an Indigenous language:</p> <ul style="list-style-type: none"> • No, it was not • L. Boucha commented that she heard the ad. <p>D. Cornish commended the activities at Evergreen PS and that walking into the school, he was able to read about Powley Day and understand what was happening as a guest in the school that day.</p> <p>Michelle Parrish, Native Language Grant (2018/19):</p> <ul style="list-style-type: none"> • During the spring of 2019, Ryan Graham held the SAT position and assisted in bringing funding for books, audio books, DVD's and supplies for beading and other Indigenous Crafts to schools. Schools have received those resources. • M. Parrish discussed the excellent resources in our schools, including the Indigenous People Atlas of Canada. Michelle brought a selection of resources from the RLDHS Library. She shared how she has scanned resources with librarians, and that KP Connect will support librarians with connecting and resource sharing. <p>Michelle Parrish, Orange Shirt Day:</p> <ul style="list-style-type: none"> • September 30th is the official Orange shirt day, but as it was a PD Day, both KPDSB and Kenora Catholic agreed to celebrate Orange Shirt Day October 1st of this year. • To highlight some of the activities in the board: • K-12 students at Sioux North and Sioux Mountain are planning to have drumming and walk together a pre-planned route. • Schools will have the physical representation of orange shirts • Michelle has asked teachers to work with students with the blessing of the orange shirt society to design a logo for KPDSB Orange shirts next year. • Schools have documentaries being shown, and we are asking for photos, lessons and activities to be sent to Michelle for the building of our Orange Shirt Day page on KP Connect. <p>Michelle shared that Sarah Wrolstad and Harriet Visitor from SMPS, team taught the Secret Path last week. They had one student engage and create a 3D representation of the Secret</p>	
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	<p>Path. The student built a clay model to represent each song. Michelle had the diorama present to share with the group.</p> <p>Michelle Parrish: Land Acknowledgements:</p> <p>All of our schools do have a land acknowledgement written, and are being shared in different capacities. Some are being shared the first day of school, Powley Day, staff meetings, special events.</p> <p>Next steps for land acknowledgements;</p> <ul style="list-style-type: none"> Michelle is reviewing other boards policies and procedures and will add this information to the KP Connect site. <p>D. Buswa: spoke about the authenticity of the Sioux North approach by working with the community, and reminded us to be mindful of the practice of including the community, as that is best practice.</p> <p>M. Parrish shared that last year she learned about the Royal Canadian Geographic Society 8M x 8M map from D. Michelle made the request for the map immediately and shared that it is coming to KPDSB for 3 weeks in January. Michelle sees herself and the Elementary curriculum lead supporting this roll out in the board, focuses on the past, present and future of Indigenous People in Canada.</p> <p>D. Cornish and D. Buswa both offered their services to help facilitate in any fashion.</p> <p>Follow up Questions:</p> <p>D. Buswa Tech was looking at the possibility of putting the KOBE language apps onto the chrome book:</p> <ul style="list-style-type: none"> Michelle received an email about it today, she is going to follow up on that. D. Buswa Cat lake Ojibwe app is also a good app <p>D. Buswa asked: 7 Gens- do you know if there is a date for the fall feast this year?</p> <ul style="list-style-type: none"> M. Parrish We are unaware right now. If you hear the dates, Desta would like us to share with her. <p>D. Buswa asked about the Self Identification, knowing which communities students are from.</p> <ul style="list-style-type: none"> T. Sterling; The enrollment protocol is under review so that we can hopefully identify which First Nation Community students are coming from, L. Boucha: It is the same for Métis students. Trying to get numbers and names is challenging. 	
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	<ul style="list-style-type: none"> • T. Sterling: the parent facing registration paperwork is more detailed than what is in our database, and we are working on rectifying this challenge. <p>D. Buswa: thanked Michelle, she has a big and important job.</p> <p>M. Parrish is very grateful that she is a part of a team.</p> <p>D. Kivell has the map at the school, and if we need it before or after that. And if we establish some teaching with secondary students we could bring it back and teach a lesson to the Migisi students.</p>	
<p>Board Assessment Plan for Indigenous Education</p>	<p>T. Sterling shared a sample of the IE Board Action Plan on Indigenous Education</p> <ul style="list-style-type: none"> • The 2019-2020 IE Board Action Plan is due on October 25th • There are things that we maintain in our Action Plan (example our Four Directions graduation coaches) these are the things that we continue to do, and we know are getting us results. We will populate our board report with this. • There are other things that will be added to the action plan (example: creation of a central repository for lessons, language apps, KBE) <ul style="list-style-type: none"> ○ Including what happens before and after KBE- those opportunities for teachers to get together with Elders, are things that we will be adding into our Action Plan. • T. Sterling will put together a plan and then get a draft to the group to review, and then the Action Plan will be sent in for approval by the October 25th deadline. • S. Triskle: this is less repetitive and a better format • E. Bortlis: Student Data, finding out where students are from, the current board feels that we need to make sure we are using quantitative and qualitative data. We always have good qualitative reports, but we are yearning for the quantitative. <ul style="list-style-type: none"> ○ A need to see if we can separate numbers, like to know the number of self-identified students who are taking Indigenous studies courses, and non-Indigenous people taking courses in Indigenous students ○ Need to identify the number of Indigenous students graduating as compared to the whole (70% of students self-ID in the School, what % represented in the graduation class) ○ Graduation pathway of self-identified students. Asking teachers to reflect and find ways to have FN/M students reflected in academic course materials. 	<p><i>T. Sterling will put together a plan based on last year's plan and input from this meeting and then get a draft to the group to review. Then the Action Plan will be sent into Ministry of Education for approval by the October 25th deadline.</i></p> <p><i>Tania welcomes the opportunity to get more data in front of committees and trustees.</i></p> <p><i>Tania will make a visual to help us see the data over</i></p>

	<ul style="list-style-type: none"> • T. Sterling: Concept of educating not only our students and parents about pathway options, how entering the applied pathway does closed many doors. The ministry is working to have more students in the academic pathway. There was a new position around Pathway initiatives, Tracy Bichon is our new 7-12 Pathways coordinator. this starts with conversations at home with youth about their interests, strengths and pathway navigation. Helping students see that you can jump pathways is new learning for parents. • Tania pulled the data for non-Indigenous students in Indigenous studies courses, and will share that back to the group. • D. Buswa asked about the absence of allyship is from the Reconciliation goal in the strategic plan. • D. Buswa asked about Indigenous language; wondering if there is a reason that none of those schools have a full complement of Native Language running this semester: <ul style="list-style-type: none"> ○ D. Cornish responded that when we do the registration in the spring all the students have access to the courses. ○ D. Buswa commented that when we talk about this pillar (Strategic Plan Reconciliation Goal) our Indigenous languages are right at the core. ○ D. Buswa shared that a concern is if there are funds allocated to Indigenous Language, I would like to believe that those funds are being allocated to the promotion of those courses. If you promote those courses to the non-Indigenous student population maybe you will see an uptake ○ T. Sterling: we can offer the courses but it has to be the students choosing to take the courses as well. ○ Sandy - course selection is a process for students to pick, but they don't always know what they want/like before and may want to change into the course and then there is no room. • L. Boucha- timetables are not being reviewed before they go out. She had to wait for four hours, take time off work, then wait for three hours in student services, and her son still cannot get the course he wants or needs. The waiting list for NAC has 22 students. That is not an acceptable way to have students take courses. <ul style="list-style-type: none"> ○ D. Cornish response: He went through a similar exercise with his grandson, but noted that this was a very unusual year for timetabling. The money was not received until after the school year was out. ○ Schools had to take a cautious approach, the focus was getting first semester to work, and the second 	<p><i>time and share these findings in advance of the n next meeting.</i></p>
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	<p>semester is a work in progress. There were larger gaps than fine tuning.</p> <ul style="list-style-type: none"> ○ D. Cornish noted that he does have compassion and empathy for those who were doing timetables. They had to make it work, this year was one of the most frustrating as a parent and former teacher in seeing how things happened. It was for reasons outside of the school and administration control. ○ D. Buswa shared that if language class ABCD are all in one block and shared, but if you do that you will miss students. <ul style="list-style-type: none"> ● D. Buswa met Jordan Doner (NL Teacher) at BBSS and she was so pleasantly surprised that he offers the M level course in the language so that students can use it as a prerequisite for university. ● D. Buswa- KO wants to see if there is a full time NL teacher that they teach a full time NL compliment. <ul style="list-style-type: none"> ○ T. Sterling shared that she wants that too, and we need to work with our students during course selection. ○ T. Sterling thanked D. Cornish for his response and gave kudos to our administrators who tried to make it work and our board. ● T. Sterling recommended that L. Boucha continue to advocate at the school level for your kids. <ul style="list-style-type: none"> ○ L. Boucha recommended that schools send communication out to parents for semester two course changes. ○ E. Bortlis: it is tough to hear that there are difficulties even at a school as big as BBSS. Certainly heard it at Ignace, but you don't always think about it in a big school. ○ D. Cornish: there are creative solutions. We can take concerns back to the Director and the Chair of the board. Don't give up the fight, send them regular emails. 	
<p>2019-2024 KPDSB Strategic Plan http://www.kpdsb.on.ca/pages/view/2019-2024-strategic-plan</p> <p>(Eric Bortlis)</p>	<p>D. Cornish 2019-2024 Strategic Plan:</p> <ul style="list-style-type: none"> ● Living document, 5-year plan, Sr. Admin keep Trustees up to date on where we are. ● It is not to be treated as a checklist, we are looking at indicators becoming established within the KPDSB culture ● This document shows what we are striving for, but once we get there, we need to stay there and then build on it. ● Four goals with indicators, these are the goals that as a board of trustees we landed on. 	

	<ul style="list-style-type: none"> ● Through the meetings and retreat, we met to establish goals that were identified by a broad sector survey that went out. ● We took feedback and drafted up the next stage which was the four goals. ● We generated some broad stroke indicators to add clarity to the goals. ● It was then returned to Sr. Admin- they then enhanced the indicators to enhance the goal and allow us to see how we will meet the goals over the next five years. ● Our Communications Department (Sheena) morphed all the work into this working document, which the board approved. ● Not only did our goals change from the previous Strategic Plan, but you will also see values listed on the back page. <ul style="list-style-type: none"> ○ The seven are what we are trying to incorporate in our classrooms, assemblies etc, and through the indicators within the strategic plan. ○ The values are of equal importance to the goals and indicators. ● As a Board of Trustees, we are open to written and verbal feedback. <ul style="list-style-type: none"> ○ We are starting to receive a trickle of feedback and we are able to start working on our revisions. <p>Questions:</p> <ul style="list-style-type: none"> ● D. Buswa: How do you see allyship working here? <ul style="list-style-type: none"> ○ D. Cornish: did not remember that term coming up in our discussions, however made note of it to bring back to the Trustees. ○ D. Buswa: When teaching about Truth and Reconciliation (at SNHS last school year), Darby Starratt came in and talked about allyship- she came in and the session she delivered to my students was really powerful, and the students understood the term and they got it. We need to give them more opportunities to see how their efforts or the efforts of the collective would see through that. ○ We have to create those opportunities. ● E. Bortlis: We spoke at length about the values and the lay out. One of the things that had happened were the values were on the first page, but it was too crowded. They may be on the second page, but they are just as important. ● With regards to allyship: the notion of making strong bonds, was discussed, to the degree that the fourth pillar (Reconciliation) came into existence where it isn't a pillar anywhere else in the province. D. Cornish is correct, it is a living document. E. Bortlis anticipates that at the speed that Education moves at we will do a review and an update. 	
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	<ul style="list-style-type: none"> E. Bortlis committed to bringing the comments forward. He commented that D. Cornish, himself and D. Head did a great job of advocating amongst the group to ensure that this goal was in there. <p>D. Buswa commented to M. Parrish that if there is a project that you want to partner on, maybe we can bring Darby in.</p> <p>D. Buswa commented: We have come so far, and we need to celebrate that. Today she was sharing with DHS staff about her family's story. She celebrated with them my story and where our students are today.</p>	
<p>Equity Action Plan (Guest: Jennifer McMaster)</p>	<p>J. McMaster: Equity Action Plan:</p> <ul style="list-style-type: none"> The Ministry of Education issued PPM 119 and followed with <i>Education Action Plan (2017)</i>, which outlined board's responsibilities to ensure equity of access and equity of opportunity for all learners. The KPDSB released the 2019-2024 Strategic plan which has a foundation of Equity with the indicators and goals. The KPDSB has many excellent practices and goals to ensure equity in our system, and we also acknowledge that we are areas to improve in. This plan was developed by looking to other boards for their best practices, and then pulling the themes from the various strategic plans, including the Indigenous Education Action Plan. This is meant to streamline our work, identify who is responsible and be another tool for supporting implementation of the strategic plan. You will notice at the front of the document, the About KPDSB is different than the one in the Directors Annual Report, this one is less organizational focused and more client focused. The plan then highlights with an infographic, the current policies, programs and practices that support the goals in the Ontario Equity Action Plan. We move into our commitments; there are 8 areas of focus for the Equity Action Plan: <ul style="list-style-type: none"> Board Policies, Procedures, Guidelines and Practices Shared and Committed Leadership School-Community Relationship Inclusive Curriculum and Assessment Practices Religious Accommodations School Climate and Prevention of Discrimination and Harassment Professional Learning Accountability and Transparency For each area of focus you will see it broken into three areas; the KPDSB is, which demonstrates our current practices, the KPDSB will, which is the board 	<p>✓ Send a link to the Equity Action Plan with the minutes.</p> <p>Here is the link: http://www.kpdsb.on.ca/pages/view/Equity-and-Inclusive-Education</p>

	<p>commitments and schools, which are the school commitments.</p> <ul style="list-style-type: none"> • It will be the role of the Equity and Inclusion Administrator (J. McMaster) to support schools and senior leadership with meeting our commitments, the first of which will be to identify a school climate survey. The Sr. Team will then be responsible for reporting back to the trustees. 	
<p>Reciprocal Education Approach (REA)</p>	<p>E. Bortlis:</p> <ul style="list-style-type: none"> • The Reciprocal Education Approach allows provincial students to attend an On-Reserve school and the public board to pay a tuition. It provides parents with a choice. E. Bortlis is the Education Director in Lac Seul, and he has one student who attends Frenchmen's Head from Hudson on a reciprocal Education agreement. • The board's and province have been working on the agreement. Previous Director of Education S. Monteith led this work with the province. • There is a list of approved schools/communities with the province. In order to be placed on the list, it requires a Chief and Council BCR (Band Council Resolution) to be on the list of communities that will receive reciprocal funds. • The impact for KPDSB is the potential for some students to choose schools which are on reserve as opposed to attending their local provincial school. • This means that all of the work we do is important, because students have an option, and that is a good thing. • Most impacted will be NNEC as this opens up the ability for students in Thunder Bay to attend DFC. • We need to have good relationships with our students, families and communities and we respond to what they want from our education system • Eric brought a one pager "how to participate" if you are interested <p>T. Sterling:</p> <ul style="list-style-type: none"> • This is a new process for all of us, there is new language and our admin and admin assistants are learning about this now. • We are working with our finance department to ensure that everyone is in the know. • There is an application deadline to get your school or ed authority on the list (End of October). 	

	<p>D. Kivell:</p> <ul style="list-style-type: none"> • It allows choice for families who live off reserve, to attend a First Nation school. It is also about making sure that the school is physically ready and that the community is ready to have outside students attend their school. <p>E. Bortlis:</p> <ul style="list-style-type: none"> • NNEC will be one group who will speak highly of this opportunity. They have 30 DFC students who they were not receiving funding for, they were providing the learning for free, this will make a big difference in Thunder Bay for students who are attending DFC. <p>D. Buswa:</p> <ul style="list-style-type: none"> • All of our schools (KOB) are on the list, including KiHS. Would this affect Bimose's Kejick School in Kenora? <ul style="list-style-type: none"> ○ Tania: Yes, that school is on the list. <p>D. Buswa:</p> <ul style="list-style-type: none"> • For Lac Seul and KO, we are looking at Education Service Agreements- is this the process that we will go through now? <p>T. Sterling: Is this flowing of services to students in your school?</p> <p>D. Buswa: What is the language for the agreements?</p> <ul style="list-style-type: none"> • Education Service Agreement and Reciprocal Education Approach (REA) <p>E. Bortlis:</p> <ul style="list-style-type: none"> • We are one month into this, right now we are looking at it from the perspective of the old box. • The province has set a minimum tuition that can be billed. • In years to come the reciprocal education agreement will mean a lot more. • There will be ways for KO to talk about getting staff into places, the conversation will go deeper than here is the tuition for the student, but move to here are the needs of the students. • Our intention is to find a new director who finds good partnerships and good allyship important and this continues to grow. <p>D. Buswa:</p>	
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	<ul style="list-style-type: none"> I have heard that we don't know what this will look like while we are in this transition time. 	
<p>New Business</p>	<p>E. Bortlis: Update on the term of the Indigenous Trustee:</p> <ul style="list-style-type: none"> Policy #206: lays out that process. It was revised October 2018, there were concerns that the term was not equal and was not long enough. Now the term aligns with the four years of all the rest of the trustees. Eric would encourage us to look at policy 206 as it will also share how the trustee will be found, next rotation D. Buswa: Asked E. Bortlis when his term ends. So, when does your term end? <ul style="list-style-type: none"> 3 years from now, municipal election is October S. Triskle asked for this policy to be sent out, as it does sound like there are only options for First Nations to be the Indigenous Trustee. <ul style="list-style-type: none"> E. Bortlis: The policy is due for review in 2022. We will have to bring it to the chair and ask for an earlier review. D. Buswa: If Sandy is promoting a Métis Rep being a part of that rotation I would support that. <p>T. Sterling: Indigenous Lead in KPDSB</p> <p>When a new director is in the role they will address this. As of right now we do not have a person in the role.</p> <p>E. Bortlis ITC update</p> <p>As the Trustee to represent Indigenous students. We come together 2-3 times a year. This time we anticipated an opportunity to sit down with the Ministry of Education in person. He did not attend.</p> <p>We met with him on TC and he will meet with us in person at the next meeting.</p> <p>D. Cornish:</p> <p>This past summer I had the opportunity to rep the board at the National gathering of Indigenous trustee conference in Toronto. This was the best PD and workshops that I have ever attended.</p> <p>That conference was phenomenal.</p> <p>Next year it is being held in Banff first week of July.</p>	<p>✓ Send a copy of Policy #206 in the minutes (see email attachment)</p>

	<p>D. Cornish: Comment on the minutes, the web links were put it, usually they are attached, suggestion for the next mail out that the hot links be included as an attachment as they were not working with this package.</p> <p>S. Triskle and L. Boucha can offer PD to educators on PD Days.</p> <ul style="list-style-type: none"> • MNO have education kits that every teacher can request free of charge, but principles, school boards have to pay. 	
Next Meeting	<ul style="list-style-type: none"> • February 5, 2020 Teleconference 	
Adjournment	<p>E. Bortlis</p> <ul style="list-style-type: none"> • Thanked the new members for coming. Karen was a valued partner at the table and we will miss her here, but we are thankful to have Sandy and Liz at the table. Desta, I know you sat in the seat I do know, and wherever you go you bring your knowledge and wisdom. Drew, just keep plugging along. <p>T. Sterling</p> <ul style="list-style-type: none"> • We did have the experience of getting to community for the final meeting last May, but maybe we can get the opportunity to host in another community this May. <p>E. Bortlis</p> <ul style="list-style-type: none"> • I am glad we kicked things off this year, they are long meetings, but our kids would be in trouble if they were short meetings. I appreciate that everyone takes time out of their evenings and away from their families to come here, and put our students first. <p>Moved by: Sandy Triskle</p> <p>Seconded by: Liz Boucha</p> <p>Meeting adjourned at 9:09pm</p>	