



School District No. 57 (Prince George)

ABORIGINAL EDUCATION DEPARTMENT

#102 – 155 McDermid Drive, Prince George, B.C. V2M 4T8

Phone: 250-562-4843 • Fax: 250-561-2520



Aboriginal Education Committee Meeting Minutes

DECEMBER 17, 2018

10:30 AM – 12:00 PM

SCHOOL BOARD OFFICE
BOARDROOM

MEETING CHAIR	Holly Pastoral
RECORDER	Pamela Holat
OPENING PRAYER	Ronnie West

OPENING:	<p>Meeting started at 10:36 am with an opening prayer.</p> <p>Chairperson acknowledged the traditional territory of Lheidli T'enneh Band and the McLeod Lake Indian Band on which SD57 resides and works on.</p>
ITEM 1: ADDITIONAL AGENDA ITEMS, APPROVAL OF AGENDA AND NOVEMBER MINUTES.	<p>Chairperson asked the committee for the approval for the agenda and the November minutes. No objections.</p> <p>Chairperson asked the committee for any additions for today's agenda. No additions.</p>



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	<p>A question was asked in regards to requesting time to speak at a public board meeting.</p> <p>Members were informed of the two methods to have time to speak at a board meeting. One of which is to attend a meeting as a member of the public and have 5 minutes to speak, or to provide your request for a longer period of time at a board meeting through the secretary/treasurer of the school district.</p>
ITEM 2: STANDING COMMITTEE UPDATES.	<p>Chairperson addressed the second item on the agenda, providing an update from the Policy and Governance meeting on November 20. The meeting was a nice short meeting with a well-rounded discussion, where final adjustments made to a weather policy.</p>
ITEM 3: SIGN TERMS OF REFERENCE.	<p>Chairperson moved forward with the third item on the agenda. The terms of reference had a few changes made which the recording secretary described.</p> <p>The committee's attention was brought to paragraph 2.3 on page 2. Concern was raised over the Ab. Ed. Dept. lack of consultation with First Nations in regards to targeted funding. A suggestion to include within paragraph 2.3 that the Ab. Ed. budget should include first nations community consultation. This resulted in a dialogue around the budget and excess dollars.</p> <p>Community representatives expressed the need to have information available to them ahead of budget presentations to allow them time to consult with the communities they represent and bring a community response back to this committee, especially around surplus funds. Having accurate information to consult with community ahead of time would help bring understanding to their communities on what input the representatives need from them to bring more insightful feedback to this committee, instead of having only a few minutes during a budget presentation to speak on a budget matter.</p>



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	<p>Community members agreed in the past, the budget has been presented in a finalized way and has not come back to the table to allow a chance to provide input. Members understand that there are very fundamental budget expenses that will change very little, such as salaries; however, it would be ideal to allow community input regarding any surplus budget.</p> <p>The committee was advised they can provide direction on how they would like this process to work. All surplus dollars from targeted funding is rolled back into targeted funding. This is the committee to raise concerns around budgets not being spent. The ECOW meeting is also another way to provide input on surplus funds from the district budget. A timeline can be developed on how to better allow first nations representatives to consult and bring back input from their communities. Members suggested that information be provided well before the spring when the budget is finalized in April. The committee can talk about concerns around funding that is not being spent at this table.</p> <p>It was agreed by the committee to plan a timeline around providing the local first nation representatives time to consult with their communities on budget which will allow them to provide this committee with better informed input and suggestions.</p>
<p>ITEM 4: SPORTS PROGRAMS – AWARENESS AND ACCESS.</p>	<p>Chairperson addressed the fourth item on the agenda.</p> <p>Members inquired about the sports program and other programs offered through the Ab. Ed. Dept. More awareness and information on how to access these programs or a better communication process or strategy is needed to have students access free programs. Providing information such as, how often programs are run, what are the limits around how many children can participate, is it based on school referral, self-referral, etc. Suggestions were made around promoting these programs to parents and to students who really need them and helping them access the programs. Not all families have access to internet, hard copies of program information including registration details or requirements and a schedule of when to register would be helpful to get students aware of these opportunities.</p>



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	<p>Members agreed that they would all appreciate this type of information to be available to teachers, schools, school community co-ordinators, ab. ed. workers, also students and their families. Once a parent shows interest in a program, there should be a communication package provided to that parent. Having parents aware of these opportunities is important. Suggestions were made to stay away from getting too technical with accessing these programs. There are many places to keep hard copies of this information for families is in schools, in abed rooms, in guidance councillor rooms, or any other student-centred room, including having this information on your website. Most members agreed that they were not aware on how to access programs through the Ab. Ed. Dept. The process for students to participate should be simple and easy to understand, there are many students who are missing out on these opportunities. Extracurricular activities are very important for students, and helpful for kids to be connected to other peers, the pamphlet is unclear and hard to understand, having hard copies for parents to sign up their kids instead of online would help. Providing and keeping data on which students are and are not accessing these programs would be good to know so we can look at how to better utilize these opportunities for first nations students.</p> <p>The Ab. Ed. Dept. is currently working on their communication strategies. There is work being done to communicate more internally through the school online email system and the website. The department is also working on a monthly newsletter to send to all schools to inform school staff.</p> <p>Members agreed to have this matter revisited after more information is provided.</p>
<p>ITEM 5: UPDATED AB. ED. BUDGET.</p>	<p>SD57 presented the updated budget and confirmed that an updated budget will be provided to community representatives to take back to their communities. <i>(please also refer to item 3)</i></p>
<p>ITEM 6: BC</p>	<p>The BC Tripartite Education Agreement was discussed at the last</p>



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TRIPARTITE EDUCATION AGREEMENT.	committee meeting. The school district’s next step in the BCTEA process is to sit down with both Lheidli T’enneh and McLeod Lake Indian Band and discuss transportation matters. An agreement needs to be made with both local first nations and then work around that agreement will also begin.
ITEM 7: EQUITY SCAN	<p>SD57 provided an overview of the BC Equity Scan Tool, which SD57 is taking part of. Many of the members here at this meeting will be present at the Equity Scan meeting this afternoon. The Equity scan is a process that school districts in BC have an option to participate in. This tool that the ministry provides is data that has been collected over the years and can forecast for a district what their next six year completion rates will be according to data that is routinely added. The tool provides data separated out in many different ways, allowing a district to pinpoint key areas to work harder in. Data can be separated by indigenous/non indigenous, male/female, on reserve/off reserve, special needs learners, and by school. The data can also be detailed to focus on individual students. The data for our district shows many increases in completion rates, and shows us our areas to work on. The data can be broken down from percentages into real numbers as to how many more students we need to help graduate to meet provincial average or to pass that average as well. Foundational Skills Assessment (FSA), results are included in this data as well.</p> <p>Members were happy to see the positive data for the district and very happy to see that some students were benefitting from accessing programs. However, representatives wanted to make sure that there is going to be more clear communication around their students and possibly having more involvement from the band education workers to help those students whose parents do not understand what they need to do. Other matters were brought up around miscommunication between students, families and school staff. IEPs need to be followed up on. Students are still falling through the cracks and those students are in mind when input on any excess or surplus funds can be made by representatives. Some students need that extra help, without communication, those students will continue to fall through the cracks.</p> <p>Community members were asked to inform parents / guardians to</p>



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	<p>address any issues they have with their school principal and if they were not satisfied with the answer to please bring the matter to the attention of the senior administration of the school district. The school needs to have an appropriate education plan to a path to success for each student. The schools work in a team with the student and the parents/ guardians. However, consent is needed from each parent/guardian to be able to involve the first nations band education worker in a student’s learning journey. Principals are responsible for student achievement within their schools and the assistant superintendents supervise the schools to ensure that we are meeting expectations of school effectiveness.</p> <p>SD57 presented how the data can be used to track students at an early age and see where they start to struggle. The equity scan tool provides the district historical data up to very detailed data. The next step is to export this data to schools and share the on reserve data with both Lheidli T’enneh and McLeod Lake Indian Band. The information that the equity scan provides will help our students cross that stage with dignity and options. The equity scan committee will collect data build a plan to ensure our students are receiving an equitable education.</p> <p>Members thanked SD57 for their presentation and look forward to engaging in more in-depth collaboration with the school district around helping achieve equity for indigenous students in SD57.</p>
<p>ITEM 8: NEW BUSINESS</p>	<p>Chairperson asked the members if there are any new business matters. No new business.</p> <p>Chairperson closed the meeting for today thanked everyone for coming today.</p>
<p>CLOSING:</p>	<p>Meeting comes to an end at 12:19 pm.</p>



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IN ATTENDANCE:		
MARILYN MARQUI-FORSTER SUPERINTENDENT SD57	CINDY HEITMAN ASSISTANT SUPERINTENDENT SD57	NEVIO ROSSI ASSISTANT SUPERINTENDENT SD57
CLAYTON POUNTNEY LHEIDL T'ENNEH BAND COUNCILLOR	JAYDE DURANLEAU MCLEOD LAKE INDIAN BAND YOUTH COUNCILLOR	HOLLY PASTORAL PARENT REPRESENTATIVE CHAIRPERSON
SHAREL WARRINGTON SCHOOL BOARD TRUSTEE	VINCENT JOSEPH EDUCATION COORDINATOR LHEIDL T'ENNEH BAND	JODIE WARE MCLEOD LAKE INDIAN BAND REPRESENTATIVE
CONRAD TURNER SECONDARY SCHOOL PRINCIPAL	RONNIE WEST ELDER IN RESIDENCE	NOELLE PEPIN ELEMENTARY TEACHER & INDIGENOUS RESOURCE TEACHER
JENNIFER PIGHIN SECONDARY SCHOOL TEACHER	PAMELA HOLAT RECORDING SECRETARY SD57	CORRIE STOLTZ SR. SECRETARY ABED
ABSENCES:		
VICTOR JIM DISTRICT ELDER SD57 (REGRETS)	SHANNON SKULSH PARENT REPRESENTATIVE (REGRETS)	KERRIE SECOR PARENT REPRESENTATIVE ALTERNATE (REGRETS)
SARAH PETRISOR ELEMENTARY SCHOOL PRINCIPAL (REGRETS)	STUDENT REPRESENTATIVE (VACANT)	STUDENT REPRESENTATIVE (VACANT)
MÉTIS REPRESENTATIVE (VACANT)	ELDER REPRESENTATIVE (VACANT)	

	<p style="text-align: center;"><u>NEXT MEETING</u></p> <p>DATE: FEBRUARY 11, 2019 TIME: 10:30 AM PLACE: CENTRAL ADMINISTRATION OFFICE – BOARDROOM</p>
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