



# 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

FEBRUARY 11, 2019

10:30 AM – 12:00 PM

SCHOOL BOARD OFFICE  
BOARDROOM

<b>MEETING CHAIR</b>	Holly Pastoral
<b>RECORDER</b>	Pamela Holat
<b>OPENING PRAYER</b>	Victor Jim

<b>OPENING:</b>	<p><b>Meeting started at 10:32 am.</b></p> <p>Chairperson acknowledged the traditional territories of Lheidli T'enneh Band and the McLeod Lake Indian Band on which SD57 resides and works on.</p> <p>A round of introductions was held, the new member at the table is the District Principal of Aboriginal Education.</p>
<b>ITEM 1: ADDITIONAL AGENDA ITEMS, APPROVAL OF AGENDA AND JANUARY MINUTES.</b>	<p>Chairperson asked the members for any objections to the minutes from the January meeting. <b>No objections.</b></p> <p>Chairperson asked the committee for any additions to the agenda and if there were any objections to the agenda.</p> <p><b>The two additions to the agenda were as follows:</b></p> <ul style="list-style-type: none"> <li>a) Inclusive meetings; and</li> <li>b) Policy and application process for field trips.</li> </ul>



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<p><b>ITEM 2:</b></p> <p><b>STANDING COMMITTEE UPDATES</b></p>	<p>Chairperson addressed the second item on the agenda. Today’s standing committee update was provided before the meeting via email. Chairperson was pleased to see the Aboriginal component within the principal pool interviews, including the range of how teachers embed Indigenous education into their curriculum. It was recommended to continue the practice of inviting a representative from this table and for them to take part in the principal interviews.</p> <p>Chairperson asked the table for any questions. <b>No questions.</b></p>
<p><b>OLD BUSINESS</b></p>	
<p><b>ITEMS 3:</b></p> <p><b>SD57 BUDGET PROCESS FOR TARGETED AND NOMINAL ROLL FUNDING</b></p>	<p>SD57 presented a power point around the school district’s budget process and the timelines for same. Handouts were provided, and the power point was to be provided after the meeting via email.</p> <p>The second slide showed the BC Ministry of Education’s K-12 funding and allocation, including the goals and objectives.</p> <p><a href="https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/k-12-funding-and-allocation">https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/k-12-funding-and-allocation</a></p> <p>The third slide is a new tool that the ministry has put out, a nice quick overview of our funding and how the formula is made up of four sections:</p> <ul style="list-style-type: none"> <li>• The blue section is the <b>basic allocation</b> and our per pupil funding, based on FTE. FTE means full time equivalent, which is based on full time course loads.</li> <li>• The red section is the <b>unique student funding</b> which includes special needs funding, English language learner (ELL) funding, targeted Aboriginal education funding, adult education funding and our vulnerable student funding. School districts receive \$1,230.00 for each self-identified student through targeted Aboriginal education funding.</li> <li>• The green section is the <b>unique district funding</b>, this helps recognize that many of our school districts are not the same. Funding can be based on factors such as small community, low enrollment factors,</li> </ul>



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rural, climate and sparseness. The government uses these factors to address equity issues around the diverse school districts.

- The purple section is **funding protection**, which can only be used for school districts that are experiencing an enrolment decline.

<https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/18-19/18-19-overview.pdf>

The fourth slide helped explain how budgets are first based on estimates in the spring, adjusted to actuals that are calculated after the September 1701 count. The slide has two pages, the first page has the 2018 September enrolment account for basic allocation, unique student, and unique district funding, and shows no funding protection amount. The second page shows the July 2018 enrolment the spring, and the estimated enrolment for February 2019 and May 2019 and the full 2018-2019 year. The estimates are highlighted in yellow. Current allocation for targeted Aboriginal funding for the 18/19 year is \$4,472,280.00 dollars.

The fifth slide is from the Ministry of Education website and described the upcoming implementation of a new funding model. No changes will be made to the existing funding model for the 2019/2020 school year. The Implementation Advisory Committee (IAC) members are also listed on the website.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/k-12-funding-and-allocation/funding-model?keyword=K-12&keyword=Public&keyword=Education&keyword=Funding&keyword=Model&keyword=Implementation>

The sixth slide is from the BC Ministry of Education website, with information around the policies to keep school districts accountable for their funding. When a school district receives additional funding, there is always additional reporting on how the funding was expended. The Federal dollars received from the First Nations for their on reserve students are handled as according to the Local Education Agreements (LEA) that SD57 has with both Lheidli T'enneh and McLeod Lake Indian Band.



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<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/school-district-financial-reporting?keyword=school&keyword=district&keyword=financial&keyword=reporting>

The seventh slide in the presentation is also from the BC Ministry of Education website, outlining the financial timeline for school districts to report on funding to the Ministry of Education.

<https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/school-district-financial-reporting/2019-sd-reporting-timelines.pdf>

The eighth slide is from the BC Ministry of Education website. It shows the ministry's policy around targeted Aboriginal education funding. SD57 does not have an Enhancement Agreement (EA). SD57 has two Local Education Agreements (LEAs) and an achievement contract which is aligned with our strategic plan. The strategic plan for SD57 has very detailed goals for Aboriginal education. Targeted funding requires collaboration of the school district and the Aboriginal community.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/k-12-funding-aboriginal-education>

Half of the ninth slide is from the BC Ministry of Education website, showing the Aboriginal Education Targeted funding policy in full. The other half of the slide is a breakdown of the Aboriginal Education Department's budget into three sections; staffing expense, programs and projects (language and culture), and department operations. The department had a decrease in their budget of \$130,380.00 dollars as of September 2018.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/k-12-funding-aboriginal-education>



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The tenth slide presented was a report pulled from the MyEdBC program, showing the makeup of the 3,636 students funded through targeted aboriginal education funding. SD57 is currently exploring how to attain more information around the band that each self-identified student belongs to. There are 2913 self-identified students of which their ancestry is unknown. The rest of the students and their identified band that they associate with are listed. SD57 plans on asking Aboriginal Education Workers (AEW's) to connect with families to attain more detailed information around where they come from. The band of origin or the band of residence is not filled out in the student verification forms. SD57 hopes to have more information next year around the 2913 students with unknown origins.

A discussion around the data that SD57 is seeking was had. Suggestions made at the table included the following:

- a) To have the diversity of Aboriginal students available to school district staff;
- b) To ensure that kindergarten registration includes secretaries asking parents to fill out the band information;
- c) To allow the student registration form to have more options to provide information around their identities. Such as providing a space for parents to list nation, clan, or houses, instead of only bands, as their community may not have bands;
- d) To ensure that secretaries are updating the information as forms have come back many times year after year, with incorrect information, even after corrections have been provided beforehand;
- e) To consider reviewing and revising the negative response 1701 letter;
- f) To be aware that some families or students identify with more than one nation or clan or band, they associate with both the culture from their mother and father's nations;
- g) To be aware that some families will never know what nation they are from because of many reasons, including the Residential school system and the 60s scoop. Those families should be left alone once they communicate that they do not know their nation, band, etc. Repeatedly asking these families will do more harm than good. Adding a category of "unknown" may help address this obstacle;
- h) To be aware of the stigma around being identified as Aboriginal, there



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may be other reasons why a parent does not want to share this information, explaining the benefits for their children around the programs offered may help to gain more accurate information;

- i) To be aware that some families may only know pieces of information around their nation, clan or band, they may only be able to identify a certain area that they are from; and
- j) To sort out what data that the school district is looking for and why; what will be done with the data, or determine what benefits the data will provide, before asking over 2900 students what band they identify with, as it will present obstacles;

The eleventh slide described the Federal funding for students who live on-reserve and are funded through the nominal roll. The new British Columbia Tripartite Education Agreement (BCTEA) has provided opportunities for First Nations Bands to apply for transportation grants.

The twelfth slide is from the Federal website around elementary and secondary education programs. Local Education Agreements (LEAs) between school districts and local First Nations are developed to detail the educational experience for students who live on-reserve.

<https://www.sac-isc.gc.ca/eng/1519328793522/1531924835824>

The thirteenth slide is from the BC Ministry of Education website regarding Local Education Agreements (LEA). It is important to note that that funding is only available to students who live on reserve from the grades K – 12. This does not include students who are over the age of 19. Continuing education students are not included within LEAs.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/resource-management/school-district-financial-reporting/lea-disc-self-government?keyword=local&keyword=education&keyword=agreements&keyword=department&keyword=of&keyword=indigenous&keyword=services>



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The fourteenth slide showed the First Nation student billing rates for school districts.

[https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/school-district-financial-reporting/lea-disc-sg/2018-19\\_first\\_nation\\_student\\_rates.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/school-district-financial-reporting/lea-disc-sg/2018-19_first_nation_student_rates.pdf)

The fifteenth slide described the financial relationship between the local First Nations and the school district as follows:

- a) The local First Nations submits the Nominal Roll to receive payment for the students living on reserve and attending school Kindergarten to Grade 12.
- b) The Federal Government submits payment to the First Nations bands for students who are living on reserve and attending school K-12.
- c) The school district invoices and receives payment from the First Nations for the tuition of the students attending school in their district. This is based on the FTE (Full Time Equivalent)
- d) The rate is based on the cost to support the education program as agreed to in the LEA.

The sixteenth slide provided the committee with a pie graph showing how many Aboriginal students within SD57 are also funded through special needs funding. 693 Aboriginal students are identified as special needs. The pie graph broke down the students into Métis, Inuit, non-status, status on-reserve and status off-reserve.

The seventeenth slide is from the BC Ministry of Education website. The slide showed the ministry's policy for Special Needs funding. Special needs funding are not student specific, allowing districts flexibility to provide funding based on needs of students. Special needs categories that qualify for funding were provided. Students who fall under categories "Q, K, R, and P" are supported through basic funding, they do not qualify for special needs funding. No students are designated without parental involvement and consent.



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Lheidli representative requested that this information be broken down by school when SD57 comes to present at Lheidli T'enneh.

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/k-12-funding-special-needs?keyword=special&keyword=needs&keyword=funding>

The final slide is a timeline of the budget process for the Ab. Ed. Department. The timeline showed that January and February are the months for this committee to identify and suggest priorities for the upcoming school year's budget. February is the month where representatives can bring the priorities back to stakeholders they represent for feedback. In March, the feedback from stakeholders will be reviewed again by this committee. In March and April, the District Principal of Ab. Ed. will develop the department budget to align with priorities (using estimated numbers).

The Ab. Ed. Committee is once again involved in the budget timeline in September and October after the 1701 count actuals are known. The budget is reviewed with the Ab. Ed. Committee in September. Finally, during September and October adjustments suggestions to the budget based on actuals are discussed by both the Ab. Ed. Committee and the District Principal of Aboriginal Education.

In April, the budget is presented to senior administration before it is presented to the Board in May. April is also the start the Expanded Committee of the Whole (ECOW) meetings, where all SD57 stakeholders meet to discuss budget priorities.

Members discussed who could attend the ECOW meetings on April 3, April 17, and May 1<sup>st</sup>. All ECOW meetings start at 4pm and go into the early evening.

**Chairperson asked recording secretary to check with members who are not present today to see if they could attend.**

A question was raised around special needs funding for on-reserve students and if it was federally or provincially funded. Students on-reserve who qualify for special needs funding are provincially funded. There is additional Federal funding grants that Bands can apply for through Indigenous Affairs.



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	<p>Members were informed of the Ministry’s current funding formula review. A copy of the recommendation report is available to the public; members were encouraged to review the report.</p> <p><a href="https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/funding-model-review/independent_review_panel-final_report_2018.pdf">https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/funding-model-review/independent_review_panel-final_report_2018.pdf</a></p>
<b>ITEM 4:</b>  <b>TIMELINE FOR COMMUNITY CONSULTATIONS REGARDING ABED BUDGET.</b>	<p>The timeline for community consultations around the SD57 Aboriginal Education targeted funds was included in previous power point.</p>
<b>ITEM 5:</b>  <b>COMMITTEE PRIORITIES BRAINSTORMING STEP 2</b>	<p>Chairperson led the committee into a working group session in which the members participated in further condensing the brainstormed priorities.</p>
<b>CLOSING:</b>	<p>Chairperson closed the meeting at with the suggestion of having a working lunch if there were any more matters to discuss before the next meeting. Members were encouraged to bring up any matters during lunch.</p> <p>Members thanked the Chairperson for the great meeting and for leading the group work today.</p> <p><b>Meeting comes to an end at 12:12 pm.</b></p>



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

	<p><u><b>NEXT MEETING</b></u></p> <p><b>DATE: MARCH 11, 2019</b>  <b>TIME: 10:30 AM</b>  <b>PLACE: CENTRAL ADMINISTRATION OFFICE – BOARDROOM</b></p>
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