



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

APRIL 8, 2019

10:30 AM – 12:00 PM

SCHOOL BOARD OFFICE
BOARDROOM

MEETING CHAIR	Victor Jim
RECORDER	Pamela Holat
OPENING PRAYER	Victor Jim

OPENING:	<p>Meeting started at 10:35 am.</p> <p>Chairperson acknowledged the traditional territories of Lheidli T’enneh Band and the McLeod Lake Indian Band on which School District 57 resides and works on.</p> <p>A round of introductions was held, there were three new members at the table which included Métis representatives, Lheidli T’enneh representative a CUPE representative, and the Ab. Ed. Coordinator.</p>
ITEM 1: AGENDA ITEMS, APPROVAL OF AGENDA AND MINUTES.	<p>Chairperson asked the members for any additions to the agenda.</p> <p>One addition, PGSS Pillars & Invitation.</p> <p>Chairperson asked the committee for any objections to approving today’s agenda and approving minutes from the March meeting. No objections.</p>
ITEM 2: STANDING MTG. UPDATES	<p>Parent representative updated the committee on the ECOW (Expanded Committee of the Whole). Stakeholders at the meeting presented priorities that were aligned with this committee’s priorities. Because of spring break, there weren’t many meetings to report on.</p>



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OLD BUSINESS	
ITEMS 3: REVISED STUDENT REGISTRATION FORM	SD57 confirmed that the current student registration form is being revised to allow space and opportunity for self-identified learners to provide the district the cultural background they identify with. The revision of the form is still in progress. The district wants to ensure the form will help to draw more attention to having this information filled out for every self-identified student.
ITEM 4: TERMS OF REFERENCE	The terms of reference was tabled until the end of the meeting.
ITEM 5: EQUITY SCAN UPDATE	SD57 updated the committee on the Equity Scan. The equity scan is a project with about 16 different districts involved in the project. It is an opportunity for districts to go through a process of doing a scan of how our district approaches and ensures equity is delivered across the district, particularly for Indigenous students. The scan is broken up into four categories of questions: pedagogical core, learning environment, learning profile, and policy and governance. The project provides a statistical tool that is tied to student records and we have the ability with that tool to track if students are meeting their educational goals. The data can be separated in many ways, including individual students. The equity scan team will meet again in May to compile their group work. In the fall the district will develop a snap shot of where the district sits and create a plan over the next school year. The district will incorporate the equity scan findings into the new strategic plan in 2021.
ITEM 6: YOUTH SAFE OUTDOORS	SD57 provided an update on the Youth Safe Outdoors computer program. Over the spring break, the process for field trip forms was reviewed. The district hopes to streamline this procedure especially around multi school field trips. Youth Safe Outdoors is a product that allows teachers and other



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	<p>field trip organizers to type in the event they want to take their students to, and the program will list all the known risks for the program user. Feedback from the old process showed the process was difficult. SD57 supports students getting out of the classroom and having hands on experiential learning, with that comes the field trip form process. The district is working on the purchase of the program, to help make the process more efficient and yet still meet the requirements for safety of our students through our school protection program.</p>
<p>ITEM 7: AFTER SCHOOL ACADEMIC PROGRAM</p>	<p>SD57 updated the committee on the After School Academic Program (ASAP) which began in the 18/19 school year and continued this school year. As it is the second year of the program, tweaks are made here and there, however the general feedback on this program is very positive and is making a difference. Some schools that are not in the program have also started similar programs within their own schools. The program offers additional instruction three times a week starting from October to June. The outcomes of the program will not be available until the fall.</p>
<p>ITEM 8: BUDGET ADJUSTMENTS TO SUPPORT PRIORITIES</p>	<p>SD57 provided a hand out while presenting the draft 2019 / 2020 budget for Aboriginal Education. The top priorities that were brainstormed by this committee were reviewed as a group. Culture, language and academic achievement priorities were included and tied into the new staff and program changes within the department. The priorities were shown with an outline of what action the department will take to support the priorities, and how the district can also support these goals. FOCI abed workers will be working closer with schools to help build capacity within schools. A language development team will be put together to create a comprehensive language program. More new changes include six additional school based abed workers, two additional social workers, six new education assistants for Aboriginal learners, one additional transition worker, a new early childhood educator in Nusdeh Yoh, two new vice principals and one new principal for the Aboriginal Education Department.</p> <p>The draft 19/20 budget was provided. The allocation for 1701 Aboriginal targeted funding has seen an increase of \$220.00 per self-identifying student. The budget lines were reviewed as a group.</p> <p>SD57 asked the committee for any questions. A lengthy discussion was held:</p> <p>Lheidli T’enneh representative asked questions in regards to the terms of</p>



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reference. How does the abed committee fit under the district and how does it support Aboriginal students. Lheidli T'enneh expressed desire to learn more about the committee and its purpose. How does the committee monitor progress? What has been put in place to this point and what is proposed for the future? How are matters monitored and tracked, and what is the follow up process on Aboriginal Education programs and services?

Lheidli T'enneh representative acknowledged not being fully up to date and oriented with this committee and inquired whether the funding is being utilized as it should be. Sharing the processes of monitoring of the funding will help Lheidli T'enneh support the school district. Providing explanation around the plans for implementation of the changes would help identify challenges. Plans on paper are easier to present than to implement. Funding allocations should not be taken lightly; accountability is being sought. Lheidli T'enneh representative confirmed their goal is to support and not downplay the committee's work, not to point fingers, but to speak to issues, even sensitive ones that are not easy to discuss. Honest, upfront conversations would help push stagnant programs out of their comfort zone. Lheidli T'enneh representative expressed concern of language and culture being bypassed. Lheidli T'enneh hopes that the proposed plans succeed and benefit Aboriginal learners. Lheidli T'enneh is here to contribute to the school districts goals and speak to issues that perhaps need clarification, and looked forward to the discussion regarding the terms of reference.

CUPE representative asked who decided the new allocations for the funding. The allocation set aside for the department based abed workers is larger than the combined allocation set aside for school based abed workers. Cupe representative supported the rural school allocation.

SD57 explained that the rural community support is much needed. The FOCI allocations are higher because mileage is paid travelling from school to school, and the materials they bring to the schools. The budgets shown today are made from estimates and include multiple cost centres.

Parent representative asked if the rural school allocation is new.

SD57 confirmed the rural school allocation is new.

Cupe representative supported the new allocation to fund an abed worker in every school and asked what those hours of work and job structure would be for those new positions, as abed workers have prep work and planning included with their jobs.

Abed Coordinator explained that the department is moving away from the current reporting method which is time consuming. There is a new pilot



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project to include monthly reporting into a new AMS program. Qualitative data can be entered into the system and will alleviate time for each abed worker. In terms of the new abed worker positions in schools, there was a consensus to place one in each school, the department supports more hours, sharing schools doesn't help build capacity.

Cupe representative agreed sharing schools presents obstacles in building relationship and expressed hope the new positions would have full time hours. Part time positions are harder to fill.

Lheidli T'enneh representative asked how the unbudgeted portion is going to be utilized and managed. What is the process is it addressed through the committee, or the Board?

SD57 explained the \$83,000.00 estimated surplus funds will stay unallocated until the spring. Last year the department suffered a loss of \$130,000.00 dollars. The estimated unallocated amount is a safety cushion, in case there is another funding loss. Targeted dollars cannot go into a deficit. After the fall budget is actualized, then priorities will be identified through this committee and decide how those funds will be addressed. Spring budgets are preliminary and are amended in December and January. Priorities will run through this committee and the draft budget will be proposed by the Ab. Ed. Dept.

Trustee representative confirmed the draft budgets are based on estimated enrollment, actual numbers are not known until after the annual September 30th count. Trustee inquired what the new numbers were in the draft budget. The budget presented does not include the previous budget, making new numbers unclear. Perhaps it would be helpful for the committee to be able to compare the two budgets, and then include changes and new items in the estimate.

SD57 agreed this is a good point and will provide same at the next meeting.

SD57 agreed with Lheidli T'enneh representative's inquiry around monitoring the progress of AB.ED. Targeted dollars are to be accounted for through monitoring. The equity scan is part of the work that is happening. The district is answering uncomfortable questions around Aboriginal Education within the district. Monitoring is a part of this. More action will come as a result of the equity scan. This committee is growing and becoming more diverse. This committee is healthy and has become more comfortable, the work we are doing is going to be part of monitoring progress. The addition of a principal and two vice principals to the Ab. Ed. department will support implementation into schools. Being more strategic with the work coming out of the department to support in schools is planned.



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The new plan will add new responsibilities in the areas of how to lead and monitor our progress. When the District Principal of Aboriginal Education returns, further conversation can be had around the progress monitoring and the Local Education Agreement (LEA). The LEA also has monitoring on a regular basis around the success of our learners.

Lheidli T'enneh representative explained their inquiry around the monitoring and managing of any initiative is to catch the challenges early rather than after everything is said and done. It is important, especially with education, to find challenges early so that they can be addressed sooner.

Lheidli T'enneh representative supported the new early learning initiative at Nusdeh Yoh. Concern that all 18 students living on reserve are not on track with their education was raised. Lheidli T'enneh representative suggested an afterschool program for these students. It was also proposed that abed workers have a part in decision making, and to provide more training and education for abed workers. A request was made to have a meeting with the Ab. Ed. dept. to discuss the future direction of Aboriginal education.

SD57 assured steps have been taken to move forward with monitoring this year, including the After School Academic Program (ASAP) the CAIS program in some of our venture schools. Principals both secondary and elementary meet to discuss individual learning plan results and analyze school results. Monitoring takes place at a variety of levels in the school district.

Lheidli T'enneh thanked SD57 for the update. Lheidli T'enneh explained the reality of the situation is some schools take Aboriginal issues seriously, and some do not. How does this committee manage or change that if possible? It is not sensible to continue on without progress.

Parent representative agreed with those points, as this is her second year on the committee and now being more oriented has a better understanding. This past year, the committee has produced goals, priorities with measureable outcomes. The equity scan will be a huge part of this committee, providing a better way to see results. The standing committees provide this committee with the opportunity to bring our voice to the other integral parts of the school district.

Abed Coordinator suggested the committee have a copy of the job description for Aboriginal education workers, as it is a union position which brings their own restrictions in terms of what their roles and responsibilities are and the requirements for education and qualifications.

PGDTA representative suggested that the school district work on retention



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	<p>and recruitment on Indigenous educators and abed workers and have some sort of equity plan for hiring.</p> <p>Trustee representative confirmed that the school district has a process for recruiting and retaining Indigenous staff. I believe what I am hearing here today is that there is an absence of information being shared at this committee table that members need to hear. It is also incumbent to all of us to pay attention to that and make sure that this committee is well informed. Our parent representatives bring strong voices to our committees and we need those strong voices. I encourage our student representative to attend those meetings if they are able. Student voices are needed at these tables because if we are not hearing their voices and only hearing our own voices, we are not assisting you in the way we need to.</p> <p>Chairperson thanked everyone for their discussion.</p>
<p>ITEM 9:</p> <p>REVIEW FEEDBACK ON PRIORITIES</p>	<p>This item was not addressed.</p>
<p>NEW BUSINESS</p>	
<p>ITEM 10:</p> <p>1701 CULTURAL LETTER REVISION</p>	<p>Ab. Ed. Coordinator asked the committee to provide their suggestions on what revisions the 1701 letter should incorporate. Negative feedback around this letter has been communicated to the department. The department would like to address those concerns and appreciate any input this committee may have.</p> <p>Suggestions made at the table included the following:</p> <ul style="list-style-type: none"> • Schools could make their own 1701 letter; • Could the parental consent for services follow some student through their school years instead of asking every year? • Discuss the BC Ministry Guidelines for targeted funding at the next meeting; • Review process and guidelines in case there is a solution to make this



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	<p>a simpler process for everyone involved, parents, students and school staff;</p> <ul style="list-style-type: none"> • Send out a brochure and personal letter from the abed worker in the school to help parents understand the services. Parents are sometimes hesitant to identify their child and there are also many students who have ancestry that are not on the 1701 list to begin with; • Would cross referencing the district list with the school lists help? • Perhaps an online version for parents would be more efficient; • Have an online 2 minute video for parents explaining the process and reason why the information is required, with the online form; • The remind app is handy, perhaps something that ties in with this? • Families still struggle with self-identification, there are worries of segregation or for Métis students to feel in the middle of non-Indigenous and Indigenous students; • Connect with Aboriginal parents at school open houses and parent teacher interview nights to collect cultural information; <p>Ab. Ed. coordinator thanked the members for their suggestions and encouraged more input which can be emailed to acarter@sd57.bc.ca</p> <p>Chairperson suggested the terms of reference be tabled until the next meeting. In the meantime, members were encouraged to review the terms of reference and bring any suggested changes to the next meeting or to send them to the recording secretary. No objections.</p>
<p>ITEM 11:</p> <p>TS'UDELHTI (WE HONOUR) GRAD CELEBRATION</p>	<p>The Indigenous Resource teacher presented a power point on the Ab. Ed. Department's new graduation celebration event this year. The event is named Ts'udelhti (We Honour). This power point has been presented to parents and students at the information nights held at high schools. Ts'udelhti is a two day event. The first day is a dinner event for students, families and First Nation representatives to connect. There will also be recruitment officers from CNC and UNBC at this event. The second day is the graduation celebration focused on honouring our graduates and also our early learning students in head start and kindergarten. First Nation representatives will honour the graduates and the graduates will honour the headstart students. Both events will take place at PGSS, the dinner will be held in the cafeteria and the celebration will be held at Vanier Hall. First Nations bands will be receiving phone calls and formal invitations. For</p>



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	<p>students who do not know what nation they are from, Lheidli T'enneh will adopt those students for the day. We hope to include grade 7/8 students into the celebration by having them make gifts for the event. This power point will be sent to the committee after the meeting.</p>
<p>ITEM 12: PGSS PILLARS & INVITATION</p>	<p>Principal representative invited committee members to the annual Fruits of the Forest event at PGSS on June 7th. The event starts at 11:30 am; a formal invitation will be brought to the next meeting.</p> <p>Principal representative requested feedback from the committee around the Pillars of PGSS. A graphic was presented to show the work that PGSS has been doing with their staff around the pillars of the school and what the school stands for. Every staff member was included in the process of determining the five pillars for PGSS. The five pillars are respect, integrity, community, kindness and resilience. Incorporating Aboriginal perspectives into the process and had conversations around including seven teachings. The graphic uses the colours of the medicine wheel and has two versions one with the graphic more linear, and the other with the graphic more in a circular format. Please provide any suggestions, as this symbol will be used all over the school, and when people see this symbol in the school, it would be ideal to have everyone comfortable with it.</p> <p>Suggestions and feedback at the table included:</p> <ul style="list-style-type: none"> • The circular graphic is more appealing to the eye; • Many members were happy with the graphic; • Using the medicine wheel colours is great idea; • Perhaps using a different image for each pillar that ties in with the word; • Perhaps have the community pillar in the middle; • Perhaps change the colours of the five pillar paws; and • Nusdeh Yoh has adapted the seven teachings to be ten sacred teachings for their school, something similar could be done at PGSS. <p>Principal representative thanked the members for their feedback today.</p>
<p>ITEM 13: MAY'S MEETING</p>	<p>Recording secretary requested approval to change the venue for May's meeting. The terms of reference states this committee's meeting are to be</p>



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	<p>held at the Board office. However, as this committee now has over 20 members, the Parsnip room will not work. Recording secretary requested the meeting be held at the Van Bien Training & Development Centre, located in Van Bien Elementary School.</p> <p>No objections.</p> <p>Members requested the May meeting have a start time of 10 am instead of 10:30 am.</p> <p>All members agreed.</p>
CLOSING:	<p>Chairperson thanked the committee for their participation, tough questions and wonderful conversations today.</p> <p>Meeting comes to an end at 12:30 pm.</p>



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IN ATTENDANCE:		
CINDY HEITMAN ASSISTANT SUPERINTENDENT SD57	NEVIO ROSSI ASSISTANT SUPERINTENDENT SD57	SHAREL WARRINGTON SCHOOL BOARD TRUSTEE
KERRIE SECOR PARENT REPRESENTATIVE	ANGELA CARTER ABED COORDINATOR	VICTOR JIM DISTRICT ELDER SD57
CONRAD TURNER SECONDARY SCHOOL PRINCIPAL	KANOA ROBINSON DSAC STUDENT REPRESENTATIVE	CAISY JACKSON PARENT REPRESENTATIVE
JOYCE ROBERTS MÉTIS REPRESENTATIVE	M. MARQUIS-FORSTER SUPERINTENDENT SD57	NOELLE PEPIN ELEMENTARY TEACHER & INDIGENOUS RESOURCE TEACHER
VINCENT JOSEPH EDUCATION COORDINATOR LHEIDLI T'ENNEH BAND	JOE GOSNELL LHEIDLI T'ENNEH EXECUTIVE DIRECTOR	SHANNON SKULSH PARENT REPRESENTATIVE
SUZANNE DALLMAN HIGHSCHOOL ABED WORKER SD57	PAMELA HOLAT RECORDING SECRETARY SD57	
ABSENCES:		
CLAYTON POUNTNEY LHEIDLI T'ENNEH BAND CHIEF (REGRETS)	JAYDE DURANLEAU MCLEOD LAKE INDIAN BAND YOUTH COUNCILLOR (REGRETS)	JODIE WARE MCLEOD LAKE INDIAN BAND REPRESENTATIVE (REGRETS)
JENNIFER PIGHIN SECONDARY SCHOOL TEACHER (REGRETS)	RONNIE WEST ELDER IN RESIDENCE (REGRETS)	HOLLY PASTORAL PARENT REPRESENTATIVE CHAIRPERSON (REGRETS)
MADELEINE CRANDELL SD57 DISTRICT PRINCIPAL ABORIGINAL EDUCATION (REGRETS)	STUDENT REPRESENTATIVE (VACANT)	ELDER REPRESENTATIVE (VACANT)
ELEMENTARY SCHOOL PRINCIPAL (VACANT)		

	<p style="text-align: center;"><u>NEXT MEETING</u></p> <p>DATE: MAY 13, 2019 TIME: 10:00 AM PLACE: VAN BIEN TRAINING & DEVELOPMENT CENTRE 311 WILSON AVENUE</p>
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