



BRANDON SCHOOL DIVISION

Education and Community Relations Committee Minutes

Monday, December 4, 2017 – 1:00 p.m.

Boardroom, Administration Office

Present: G. Buri (Chair), K. Sumner (arrived at 1:05 p.m.), P. Bowslaugh
M. Casavant

Guest: S. Bambridge

1. CALL TO ORDER

The Education and Community Relations Committee Meeting was called to order at 1:02 p.m. by Committee Chair Trustee Buri.

2. APPROVAL OF AGENDA

The agenda was approved as circulated.

3. PREVIOUS COMMITTEE MINUTES FOR INFORMATION PURPOSES ONLY

The Minutes of October 16, 2017 were received as information.

4. COMMITTEE GOVERNANCE GOAL ITEMS

A) Middle Years Program Review

Dr. Casavant, Superintendent/CEO, reviewed the survey feedback from Ms. Marnie Wilson, Research and Evaluation Services Specialist. Dr. Casavant noted the following critical pieces from the survey feedback were:

- Time Allocation
- Transportation
- Mandatory/Optional
- Fairness/Equity
- Research of other school divisions
- The Board's role vs a Committee's role

Discussion took place regarding the survey results. Dr. Casavant asked questions regarding the Board's role in this review, and indicated that receiving direction from the Board will be very important.

The Committee agreed to take this matter to the Board as a Whole for further discussion at the Board Meeting on January 8, 2018.

B) Trustee Budget Request

- 1) \$40,000 to fund a half-time position to implement a program to end bullying

Trustees reviewed and discussed the Trustee Budget Request from Trustee Glen Kruck, which requested that \$40,000 be budgeted for a half-time position to implement an anti-bullying support group initiative.

Trustees discussed this request and noted that there are programs already in the schools and staff training in place in response to bullying. The Committee did not support this Trustee Budget Request.

5. OTHER COMMITTEE GOVERNANCE MATTERS

A) Lunch with High School Students in February to discuss High School Programming

The Committee set a date of February 22, 2018 to meet with a High School student focus group regarding program reviews. Dr. Casavant will contact the High School Counsellors regarding potential questions and to request participation of students from a cross-section of programs from each school.

B) Update on Curriculum for 2017-2018 in January

Dr. Casavant indicated that the Early Years Literacy Specialist, Middle Years Literacy Specialist, and French Language Specialist will provide an update on curriculum for 2017/2018 at the Jan. 15 meeting.

C) Sub-Committee Reports

- Aboriginal (Indigenous) Education Advisory – October 25, 2017
- Brandon Community Drug and Alcohol Education Coalition – November 15, 2017-Deferred until the January 15, 2018 meeting.
- Brandon Urban Aboriginal People's Council – September 28, 2017
- Food for Thought – NIL
- Friends of Education Fund – October 24, 2017
- Parent/Guardian/Division Advisory – October 17, 2017

6. OPERATIONS INFORMATION

7. NEXT REGULAR MEETING: Monday, January 15, 2018, 1:00 p.m., Boardroom

The meeting adjourned at 2:46 p.m.

Respectfully submitted,

G. Buri, Chair

P. Bartlette

P. Bowslaugh

K. Sumner (Alternate)



BRANDON SCHOOL DIVISION

Aboriginal Education Advisory Committee

Date:

Wednesday, October 25, 2017

3:00 – 4:30pm

Board Room, BSD Administration Office

Present:

Trustee Pat Bowslaugh (Chair); Trustee George Buri; Dr. Marc D. Casavant, Superintendent/CEO; Jason Gobeil, City of Brandon; John Mayer, Prairie Mountain Health

Regrets:

Acting Deputy Chief Marc Alain, Brandon Police Service; Janet Mousseau, Dakota Ojibway Child and Family Services; Leah LaPlante, Manitoba Métis Federation; Kevin Tacan, Indigenous Elder, Brandon School Division; Amie Martin, Indigenous Education Learning Specialist, Brandon School Division

1. WELCOME AND INTRODUCTIONS

The meeting was called to order by Trustee Bowslaugh, who welcomed everyone to the meeting and asked if there were items to be added to the agenda. There were no additional items.

Dr. Casavant showed a video regarding the costs (financial, societal etc.) associated with dropping out of school prior to high school graduation (*Timebomb – The Cost of Dropping Out*, from Mike Mattos).

2. DISCUSSION ITEMS

Aboriginal vs. Indigenous

- this is not a contrasting item – remove the “vs.”
- both terms are appropriate and are descriptive of people
- for BSD purposes it is appropriate to use “Indigenous” in Policy and governance documents
- some BSD programs such as Aboriginal Academic Achievement (AAA) Grant and Building Student Success with Aboriginal Parents (BSSAP) will continue with current language
- in some cases students self-identify as Aboriginal, and are familiar with the AAA Program and BSSAP; therefore, consistency in this language may be beneficial to students and families

Achieving Excellence in Indigenous Education

- Dr. Casavant reported on a conference (*Achieving Excellence in Indigenous Education*) that he attended in October, along with 3 staff members and 2 Trustees
- BSD focus in the current Continuous Improvement Plan is on responding to diversity, and students' ability to learn
- The Response to Intervention (RTI) framework is used to address students who are not learning; the importance of meeting the needs of every child and adapting and diversifying instruction as needed in order to ensure student success was emphasized
- The importance of Professional Learning Communities (PLCs) that foster collaboration among professional staff was noted

Reading Recovery for Indigenous Learners

- The Reading Recovery program was discussed
- Of the 52 self-identified Indigenous students who completed Reading Recovery lessons in 2016-2017, the results were as follows: 65% showed accelerated progress; 23% showed substantial progress; 12% showed limited progress
- A suggestion was made that family and community members who are looking for ways to assist students and the Division may be a good fit with the Reading Recovery Program

Aboriginal Library Resources

- Discussion occurred regarding the importance of having resources that reflect all students, so that they can see themselves in the material

BSD/BU/ACC Partnership Project

- An "*Indigenous Career Day*" is planned for February 2018
- Students will have the opportunity to go to Brandon University and Assiniboine Community College
- The focus will be through the eyes of an Indigenous learner, with role models participating
- The aim is to decrease fear and increase hope for future studies and employment, as evidenced by the Indigenous role models and the programming options available

Indigenous Languages

- 153 students were enrolled in the four Indigenous Language courses in 2016/2017; 50 students received credits
- Course schedule will change from over the lunch hour to during the regular school day, so that students don't have to choose between having a lunch hour and taking the course
- There was a 6% decrease in absenteeism among those students who took the course
- Indigenous Language Courses are continuing and this will be tracked into the future
- Brandon Urban Aboriginal Peoples' Council (BUAPC) is exploring how language programs can be offered to the community; focus would be on conversational language
- It was noted that schools can be booked for community events through the City of Brandon

Direction of Committee for 2017/2018

- This committee is a Board directive
- There was consensus regarding the importance of the focus of the committee
- There was acknowledgement that inconsistent attendance limits the impact of the committee
- It was noted that many of the same groups also sit at the BUAPC meetings

- The possibility of BSD joining BUAPC and being included as a regular item on agendas was raised
- Acknowledgement and thanks was made to current members for their contributions to the committee
- The importance of maintaining and increasing parent/family perspective was noted
- It was noted that not all Indigenous people self-identify
- The importance of all families feeling welcome and comfortable to contact and attend meetings and events at schools was noted
- It was agreed that the possibility of BSD joining BUAPC will be taken forward for discussion by BUAPC Executive
- This will be discussed as well with BSD Board of Trustees
- Once feedback is received from BUAPC, a meeting of the Aboriginal Education Advisory Committee will be scheduled (date to be determined, in the New Year)
- The next meeting of the committee could potentially be the final meeting, if it is agreed to disband this committee in favour of strengthened contributions and impact via participation in BUAPC

ADJOURNMENT

Trustee Bowslaugh thanked everyone for their attendance.

NEXT REGULAR COMMITTEE MEETING

TBD

Respectfully submitted,

Trustee Pat Bowslaugh, Committee Chair



Meeting Agenda
Thursday, October 26, 2017 – 4:00 p.m.
Council Chambers – City Hall
410-9th Street, Brandon Manitoba

1. Call to Order
2. Opening Prayer – Knowledge Keeper, Frank Tacan Sr.
3. Adoption of Agenda – October 26, 2017
4. Adoption of the Minutes – September 28, 2017
5. New Business
 - a. Presentation - Samaritan House Ministries Inc. – Thea Dennis
 - b. Presentation – United Way Brandon – Cynamon Mychasiw
 - c. Speaker Consultation – Land Acknowledgement – Chief Francine Meeches
 - d. Discussion – Aboriginal Circle of Educators Conference & Awards – Amie Martin
6. Outstanding Business
 - a. Update on INAC Funding – Nathan Peto
 - b. BUAPC Strategic Review (Rescheduled for November)
 - c. First Nation Community Profiles Project – Release of Information
7. October Report of the Aboriginal Community Coordinator - Jason Gobeil
8. Next Meeting
 - a. November 23, 2017
9. Adjournment

**MINUTES OF THE MEETING OF THE BRANDON URBAN ABORIGINAL PEOPLES' COUNCIL
HELD SEPTEMBER 28, 2017 AT 4:00 P.M. IN THE COUNCIL CHAMBER, CITY HALL**

Present:

Leah LaPlante, Chair
Councillor Jeff Fawcett, Chair
Kevan Sumner, Brandon School Division
Roberta MacKinnon, Brandon Friendship Centre
Janet Wilcox-McKay, Prairie Mountain Health
Lorraine Pompana, Citizen Representative
Amie Martin, Citizen Representative
Richard Greer, Citizen Representative
Michael Cameron, Assiniboine Community College

Guest in the gallery from The United Way

Regrets:

Councillor Kris Desjarlais
David Ironstand – Dakota Ojibway Tribal Council

1. Call to Order

The Chair called the meeting to order at 4:05 p.m.

2. Opening Prayer

Knowledge Keeper, Shirley Norquay opened the meeting with a prayer.

3. Adoption of Agenda

That the agenda of the September 28, 2017 meeting of the Brandon Urban Aboriginal Peoples' Council be adopted as presented by consensus. CARRIED.

4. Approval of Minutes – June 22, 2017

That the minutes of the June 22, 2017 meeting of the Brandon Urban Aboriginal Peoples' Council be approved as presented by consensus. CARRIED.

5. New Business

a. Presentation- Pat Bowslaugh

Ms. Martin and Ms. Pompana presented and wrapped Ms. Bowslaugh with a traditional star blanket. Ms. LaPlante thanked Ms. Bowslaugh for all her hard work and dedication to the Council. Ms. Bowslaugh with deep emotion accepted and stated how important the council is to the community. She will miss being on the council, but knows Mr. Sumner will prove to be a great asset.

**MINUTES OF THE MEETING OF THE BRANDON URBAN ABORIGINAL PEOPLES' COUNCIL
HELD SEPTEMBER 28, 2017 AT 4:00 P.M. IN THE COUNCIL CHAMBER, CITY HALL**

b. Presentation- Assiniboine Community College, Indigenous Strategy – Michael Cameron.

See attached presentation.

Mr. Gobeil congratulated ACC on their strategy, is enlighten to see there's action to the strategy. Mr. Cameron stated, currently there are 6 elders who visit the college on a daily basis. Councillor Fawcett commented, this falls back on early education and addressed Mr. Sumner with the concern.

c. Funding Streams and Proposals- Urban Indigenous Strategy: Programs & Services & Coalition

Mr. Gobeil with Mr. Peto have applied to "INAC" for a 3 year funding agreement for the development of the Pathfinders program, which is the Indigenous Social Navigation Services Centre in downtown Brandon. Mr. Peto stated the application has passed the Provincial level and moved onto the Federal level. As well, as a programmed called Dream Catchers aimed at young Indigenous girls in the school division aged 10-13. Offered during the noon hours and implemented by the YWCA. Again, 3 year funding agreement has been applied for, with a start date of October 1, 2017 for both funding agreements. Mr. Gobeil is not anticipating a response until mid-October. Coalition funding, which supports Mr. Gobeil's roll, has been applied for on a 3 year funding agreement, although, they have been advised by INAC this will be a 1 year agreement with a November 1, 2017 date.

Mr. Gobeil advised he recently had a meeting with the City of Portage La Prairie on how they can incorporate a program similar to BUAPC. Responses from INAC show the support is there for the council. The City Of Brandon continues to partnership with BUAPC not just financially but with time and support.

6. Outstanding Business

a. Brandon City Council – Land Acknowledgement Recommendation

Two standards have been presented; one acknowledges land the other one acknowledges land and the peoples' living on that land. A vote was emailed, four members have not voted to this date. Mr. Gobeil to re-send email to those that have not voted. Will bring back at the next meeting to ratify.

b. TRC & Spirit Park Discussion – Standing Item

Mr. Gobeil updated the council, he provide a report to city council in June. With regard to Spirit Park, he asked city council for Optimist Park. Unfortunately, Optimist Park's land is not currently owned by the City of Brandon. Until that happens, the project is at a standstill. The Tipi tour has started throughout the city. Ms. LaPlante advised Spirit Park should be added to the strategic plan. Question was raised to Mr. Peto, is there a time line on the park? Land transfer back to the City of Brandon

**MINUTES OF THE MEETING OF THE BRANDON URBAN ABORIGINAL PEOPLES' COUNCIL
HELD SEPTEMBER 28, 2017 AT 4:00 P.M. IN THE COUNCIL CHAMBER, CITY HALL**

needs to be completed before any further steps can take place. Question was raised with regards to the two sub-committees. Mr. Gobeil advised, they have been put on hold at this time.

c. BUPAC Strategic Plan

The full report is attached in the minutes.

d. First Nation Community Profiles Project – Release of Information

Round About consulting was hired in June to complete a project for the council. An email of the report was emailed to everyone on the council, currently, there are only 10 printed copies. Economic Development has requested a copy of the report. Ms. LaPlante advises, said report should be accepted and passed at the council level to confirm what has been written. Mr. Gobeil advised this project is now property of the council, the information collected could be taken out of bad context. Information was given freely, there is a need to protect the communities. Ms. LaPlante advised at this point the council can take the next month to review and bring any questions or concerns at the next meeting.

7. July – September Report of the Aboriginal Community Coordinator, Jason Gobeil

a. See attached

Orange Shirt Day – September 29, 2017

Sisters in Spirit – October 4, 2017

TIPI Install – October 4, 2017

Community Round Table - October 11, 2017

BSD Lift Conference – BUAPC Presenting - October 20, 2017

8. Next Meeting:

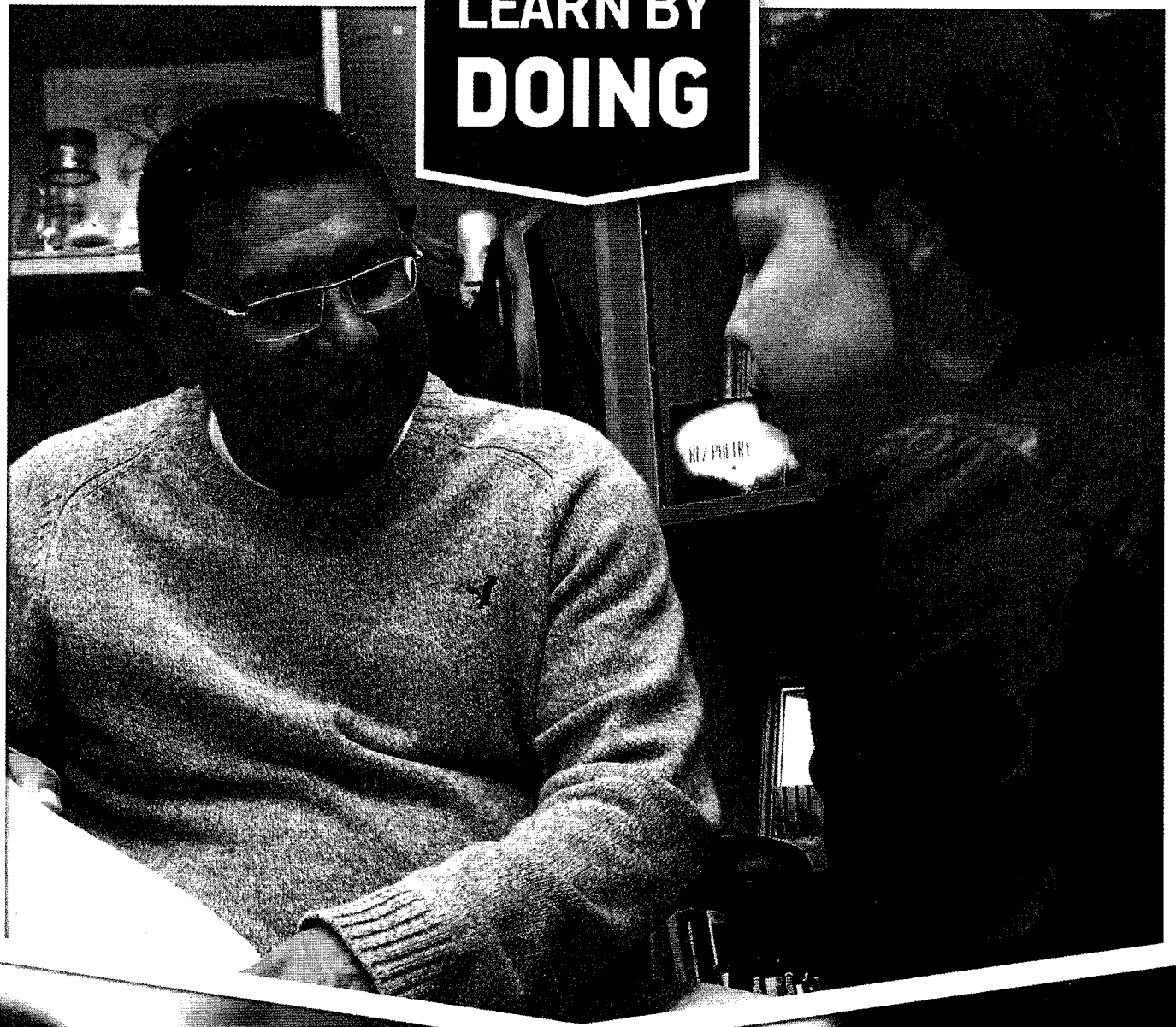
October 26, 2017 at 4:00 p.m. in the Council Chambers

9. Adjournment

Mackinnon

That the meeting do now adjourn (5:35 p.m.). CARRIED.

**LEARN BY
DOING**

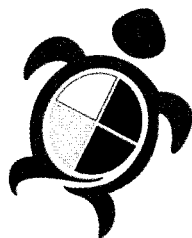


INDIGENIZATION **STRATEGY**



ASSINIBOINE
COMMUNITY COLLEGE

ACKNOWLEDGEMENT



Assiniboine Community College campuses are located on the traditional territories of Treaty No. 1 and Treaty No. 2, and the shared traditional lands of Cree, Oji-Cree, Dakota, Dene and Anishinabek/Ojibwe peoples, and the homeland of the Métis nation.

MESSAGE FROM THE PRESIDENT

Assiniboine has a proud and extensive history of working with Indigenous communities and organizations throughout Manitoba. This Indigenization Strategy builds on that history with a unified and focused approach for our future.

Our mission of transforming lives and strengthening Manitoba through applied education and research is central to the work that we do. One of the guiding pieces of our college's Strategic Direction is to contribute to First Nation, Metis and Inuit prosperity by having the highest college participation rate in the province.

Undoubtedly, in order to achieve this, and to contribute to reconciliation, we know there is more work to be done. This strategy provides a framework for us to mobilize college practices to deliver results, particularly in the areas of student success, community engagement, and social & economic impact.

This plan also serves as a public commitment that we will continue to build on our existing partnerships and grow new ones in the spirit of collaboration, understanding and progress. We look forward to this journey.

A handwritten signature in black ink, appearing to read 'M Frison'.

Mark Frison

President, Assiniboine Community College



PROCESS

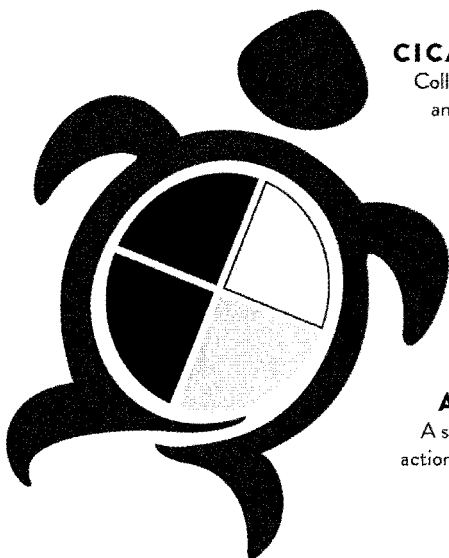
This strategy document began as an Aboriginal recruitment and retention strategy reflecting on current barriers to student success, what success looks like, and what needs to be done to remove barriers. Three surveys were conducted and eight focus groups with Indigenous students at our Victoria Avenue East, North Hill and Parkland campuses as well as with 32 faculty and staff. Finally, working closely with our external partners and communities we gathered community perspectives from:

- Manitoba Metis Federation (Brandon and Dauphin Regions)
- Brandon Friendship Centre
- Dauphin Friendship Centre
- Brandon School Division
- Mountain View School Division
- Sioux Valley Dakota Nation
- Rolling River First Nation
- Skownan First Nation
- Ebb & Flow First Nation
- Dakota Ojibway First Nation Education
- CEYS Brandon Inc.
- Workplace Education Manitoba
- Brandon Urban Aboriginal Peoples' Council
- Prairie Mountain Health
- Manitoba Government – Workforce Development (Brandon and Dauphin)

From the feedback, it was clear the college should look beyond a focus on Aboriginal recruitment and retention in order to achieve our strategic goals. In the spring of 2016, many senior leaders from Assiniboine Community College, Indigenous staff, and other key staff gathered in a sharing circle to discuss indigenization strategy. As a result, this document articulates how we will engage further with Indigenous communities, and how we will advance our educational commitments to reconciliation through indigenization. The key to moving this strategy forward will be the cooperation of all staff and faculty at Assiniboine Community College.



COLLEGE CONTEXT FOR INDIGENIZATION STRATEGY



CICAN INDIGENOUS PROTOCOL

Colleges and Institutes Canada signatory institutions to this protocol recognize and affirm their responsibility and obligation to Indigenous education.

MB INDIGENOUS BLUEPRINT

Manitoba Collaborative Indigenous Education Blueprint For Universities and Colleges: Making Excellence in Indigenous Education a Priority.

OUR COMMITMENT OF PARTICIPATION

An MOU establishes the commitment between Brandon Urban Aboriginal Peoples Council and the City of Brandon (collectively, the Parties) to promote Aboriginal education, employment, and business inclusion within the community.

ACC INDIGENIZATION STRATEGY

A strategy encompassing ACC's commitment of the Truth & Reconciliation's calls to action on education in order to overcome the legacy of residential schools in Canada.

OUR COMMITMENT

Assiniboine Community College recognizes the unique history of Indigenous peoples and is committed to playing an active role in reconciliation. Indigenous learners and communities are an important consideration in senior-level decision making and organizational planning.

We believe strongly in strengthening our partnerships with First Nations, Métis and Inuit peoples through continued collaboration. Our college has a proud history of working with Indigenous communities and organizations across the province and this will continue to flourish. By making positive changes to reduce barriers to education and educational supports, we can empower Indigenous students to succeed.

ACC has an important role in helping to reducing the educational attainment and employment gaps that currently exist between Indigenous and non-Indigenous people. Increasing pathways for Indigenous learners will contribute to the success and prosperity of individuals, families, and communities while also addressing labour market demand and Manitoba's economic growth. With the support of provincial and federal governments, additional education opportunities extend beyond our campuses to training sites both on- and off-reserve.

Assiniboine Community College campuses are located on the traditional territories of Treaty No. 1 and Treaty No. 2, and the shared traditional lands of Cree, Oji-Cree, Dakota, Dene and



Anishinabek/Ojibwe peoples, and the homeland of the Métis nation. It is encouraged practice to acknowledge the history of these lands at formal events, ceremonies and presentations.

We foster an environment for all students to grow through the sharing of knowledge, perspectives and experiences. As both Indigenous peoples, and Canadians alike, grow to understand the impacts of colonialism and assimilation, we work at renewing relationships as we partner to change in education.

ACC is a proud signee of College and Institutes Canada's Indigenous Education Protocol for Colleges and Institutes. This document is based on seven principles that reaffirm the importance of Indigenous education and offer guidance on governance structures, student supports, participation rates and learning environments. The seven principles are:

1. Commit to making Indigenous education a priority.
2. Ensure governance structures recognize and respect Indigenous peoples.
3. Implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.
4. Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.
5. Commit to increasing the number of Indigenous employees with ongoing appointments, throughout the institution, including Indigenous senior administrators.
6. Establish Indigenous-centred holistic services and learning environments for learner success.
7. Build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

In December 2015, the college joined other education institutions from across the province to sign the historic Indigenous Education Blueprint. The Blueprint takes action on the Truth and Reconciliation Commission's recommendations on education. Signatories commit to ten key priorities:

1. Engaging with Indigenous peoples in respectful and reciprocal relationships and to realize the right to self-determination, and to advance reconciliation, language and culture through education, research and skill development.
2. Bringing Indigenous knowledge, languages and intellectual traditions, models and approaches into curriculum and pedagogy.
3. Promoting research and learning that reflects the history and contemporary context of the lives of Indigenous peoples.



4. Increasing access to services, programs, and supports to Indigenous students, to ensure a learning environment is established that fosters learner success.
5. Collaborating to increase student mobility to better serve the needs of Indigenous students;
6. Building school and campus communities that are free of racism, value diversity and foster cultural safety.
7. Increasing and measuring Indigenous school and post-secondary participation and success rates.
8. Showcasing successes of Indigenous students and educators.
9. Reflecting the diversity of First Nations, Inuit and Métis cultures in Manitoba through institutional governance and staffing policies and practices.
10. Engaging governments and the private and public sectors to increase labour market opportunities for Indigenous graduates.

A central pillar in ACC's strategic direction is contributing to First Nation, Métis and Inuit prosperity by having the highest college participation rate in the province. Currently, 18 per cent of our student body identify as being First Nations, Métis or Inuit.

Education has a central responsibility in reconciliation across Canada. It is the view of Assiniboine Community College that we move forward together in unity with healthy dialogue, cultural respect, kindness and shared perspectives.

OUR STRATEGY

Assiniboine Community College campuses are located on the traditional territories of Treaty No. 1 and Treaty No. 2, and the shared traditional lands of Cree, Oji-Cree, Dakota, Dene and Anishinabek/Ojibwe peoples, and the homeland of the Métis nation. This, in itself, signifies the diversity and complexity of the Indigenous communities in our province. The Indigenization strategy described in this document reflects these complexities and Assiniboine Community Colleges' commitment to reconciliation; the decolonization of education at the post-secondary level; our obligations to CICan's Aboriginal Protocol, Manitoba's Collaborative Indigenous Education Blueprint, the MOU with the Brandon Urban Aboriginal People's Council; and our engagement to ensure Indigenous student success.



OUR DEFINITION OF INDIGENIZATION

Indigenization is a commitment to a process of instilling Indigenous worldviews, knowledge, beliefs, ways of doing and being from the diverse Indigenous cultures we are united with, into our organization at every level in all things including academics, organizational/operational structures as well as within all our social/cultural aspects.

In order to redress the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission makes a number of calls to action through education.

Indigenization seeks to instill competency through the acknowledgement and respect of Indigenous cultures while decolonizing our institution for the betterment of Indigenous lives and the rest of humanity.

Indigenization is about removing the existing barriers that lead to the success of Indigenous as well as all students.



OUR INDIGENIZATION GOALS

There are three broad goals for indigenization:

1. STUDENT SUCCESS

- Indigenous students will achieve their educational goals through self-determination and graduate with a vision for meno bimadizewin,¹ mino-pimantiziwin,² ghuhnzuhn eghenai,³ wiconi waste.⁴
- Indigenous students will feel welcomed, safe, and a sense of belonging.
- Indigenous students experience a respectful and engaging learning environment.
- A greater number of Indigenous learners will come to ACC as their first choice.
- We will develop culturally sensitive and academically successful programs for Indigenous students, and support students in regular programs through culturally relevant support services.
- We will increase student access to Indigenous cultural services and academic supports for Indigenous students.
- We will imbed Indigenous practices, ideas and principles in academic practices.

Indicators of success:

- » Increased enrolment of Indigenous students
- » Increased completion rates of Indigenous students
- » Increased satisfaction of Indigenous students
- » Increased graduation rates of Indigenous students

2. COMMUNITY ENGAGEMENT

- We will develop stronger ties to Indigenous communities in support of their community development objectives.
- We will work collaboratively with Indigenous communities to ensure improved access for students who wish to study.

¹ Anishinaabeg language meaning “a good life”

² Oji-Cree language meaning “a good life”

³ Dene language meaning “a good life”

⁴ Dakaota language meaning “a good life”



- We will participate in indigenous community events in order to strengthen our relationships and our connectedness.
- We will bring learning opportunities to communities for those who prefer to learn in the community.
- We will celebrate Indigenous culture, history and knowledge.

Indicators of success:

- » Increased academic programming partnerships and collaborations with Indigenous communities, organizations, and institutions
- » Increased number of graduates trained in Indigenous communities
- » Increased Indigenous community member participation in college planning activities
- » Increased visibility of the college in Indigenous communities and events

3. SOCIAL AND ECONOMIC IMPACT

- We will contribute to improved prosperity for Indigenous individuals, families, and communities.
- We will contribute critical skills in cultural competency to the labour market in Manitoba.
- We will contribute applied research that contributes to Indigenous education, prosperity and well being.

Indicators of success:

- » Improved graduate outcomes for Indigenous students
- » Improved participation in adult upgrading programs
- » Increased number of Indigenous employees, particularly faculty
- » Increased employee cultural competency
- » Increased applied research contributing to Indigenous prosperity and well-being



CRITICAL ACTIONS FOR 2016 – 26

EDUCATION FOR RECONCILIATION

Curriculum: It is important to support the reconciliation process by supporting the development of Indigenous and culturally supportive curricula for both Indigenous and non-Indigenous students. These include new language programs and Indigenous education courses, as well as creating relevant, Indigenous content for our current courses, in all academic areas. Program review will include reviewing progress toward the indigenizing of programs. We will explore common core learning outcomes and learning objects aimed at reconciliation.

Teaching and Learning: Culturally responsive strategies require new skills and strategies, as we address evolving priorities in teaching and learning. We will cultivate these through professional development and new approaches to teaching support. We will seek out advice and support in Indigenizing teaching to cultivate improved outcomes, examine opportunities for co-teaching with Indigenous people, and develop teaching resources for instructors. We will review the college's library collection and other learning materials in light of indigenization objectives.

Academic Oversight: Imbedding indigenization objectives in academic processes is critical to shift teaching and learning over time. To promote the inclusion of diverse parties in the process of academic program oversight, the college will include local Indigenous educators, Elders, students, Indigenous alumni, and community members in program development, review, and advisory processes in order to reflect the priorities, interests, concerns and experiences of local Indigenous people.

Access Programs: To redress the education barriers faced by Indigenous students due to the legacy of colonization and assimilation, we will develop more opportunities with clearer and flexible pathways for Indigenous students to gain required college readiness and success skills through access programming. We will focus on learning conditions and approaches that support effective and culturally responsive teaching, given the specific literacy and pedagogical challenges facing Indigenous adult-upgrading learners.

Community Programs: To fulfill our mission and mandate, we will develop programs that respond specifically to identified needs of Indigenous communities, including those that support economic and social development and lead toward community sustainability and individual growth.



Student Services: It is important that the college provides safe affirming spaces on all campuses in which students can feel a sense of belonging and find support for transitioning into college academics, career development, leadership skills, personal growth, and culturally relevant support, with others, who share similar experiences as Indigenous peoples. We will monitor Indigenous student experiences with a view to ensuring appropriate support.

Funding: Government policy and limited financial options for Indigenous learners and their families create unique pressures and constraints on individual and community success. We will provide support for positive change through government relations, contract training, and fundraising for enhancing opportunities through student financial aid.

PROTOCOLS AND VISIBLE INCLUSION

Traditional Territories Acknowledgement: Acknowledging territory is the beginning of cultivating strong relationships. Acknowledging territory shows recognition of and respect for Indigenous Peoples presence both in the past and the present. Recognition and respect are essential elements of establishing healthy, reciprocal relations. These relationships are key to reconciliation, a process to which ACC is committed. At ACC, college representatives and members will acknowledge the First Peoples on whose traditional territories we live and work. This acknowledgement appropriately takes place at events including awards/graduation ceremonies, luncheons, celebrations and announcements.

Policy Framework: It is necessary that we have policies to support and enable indigenization objectives. We need to review our policies to ensure that they are supportive and sensitive to Indigenous cultures. New policies need to be developed to advance Indigenization, including policies supportive of respectful relationships with Elders, drummers and Traditional Knowledge Keepers, Indigenous protocols, use of medicines, the removal of barriers, and a policy response on integrating Indigenous knowledge into college learning outcomes.

Cultural Competence: It is necessary that we work toward being culturally competent by having all staff display consistent behaviours and attitudes reflective of professionals of our institution while working effectively in cross-cultural situations. We are committed to supporting increased cultural competence in working with Indigenous coworkers, communities and students. Cultural competence includes (a) awareness of our own cultural worldviews, (b) positive attitudes towards cultural differences, (c) knowledge of different cultural practices and worldviews, and (d) cross-cultural skills. Improved cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures. An



increased level of knowledge about indigenization, colonization, and residential schools is a good foundation.

Importance of Place and Space: Whether on campus or off campus, it is vital to create a culturally sensitive and culturally responsive environment. We need to take responsibility for the impact that the built environment has on student and employee experiences and work to ensure that our campus and online spaces reflect Indigenous voices and perspectives. To redress the impact of residential schools on Indigenous student success, we will create safe spaces for Indigenous student gatherings and ceremonies regardless of the location of our programs. This includes ensuring a warm and welcoming environment through visible expressions of Indigenous cultures in our halls, offices and learning rooms, and languages. Our goal is to create physical and cyber college spaces that reflect Indigenous peoples' histories, contributions, languages and diversities. A significant art installation, tipis, and dedicated teaching and gathering spaces at each permanent campus should be a goal in addition to ensuring that future building developments incorporate Indigenous design and aesthetics to balance the campus visual identities.

Gatherings and Ceremonies: Gatherings and ceremonies occupy a particular importance in supporting indigenization. We will develop more culturally responsive celebrations and welcoming events targeted to support recruitment and retention of students and celebrate annual successes and the graduation of students, and the improvement of community engagement. Indigenous alumni recognition also offers opportunity for both role modelling and positive community relations. Appropriate space for gathering and for ceremony is critical to visibly demonstrate commitment, recognition and support for indigenization. This includes respectful permanent and culturally appropriate teaching spaces for traditional knowledge keepers, and safe spaces for Indigenous students who are studying off reserve to find comfort and solace from environmental stress.

Communications and Marketing: A sense of belonging and improved visibility will be cultivated through purposeful review of college materials, on campus and on line. We will increase the level of communications and representations of Indigenous student success over time, including profiles of role models and career options. Increased use of media provides the opportunity to engage with students and communities who might not normally receive print materials, and can cultivate youth audiences. Purposeful inclusion of Indigenous imagery, people, and culture will help shape the overall college messages. A focus on elementary and middle school Indigenous schools will be a growing area of outreach.



CHANGING THE DIALOGUE THROUGH ENGAGEMENT

We will:

- Create formal opportunities for dialogue at the institutional level between senior leadership and Indigenous community leaders and Elders on achieving improved engagement with Indigenous communities and partners.
- Create formal opportunities for dialogue at the program and school level on how to increase Indigenous content and relevance in programs and courses and develop plans to do so.
- Create formal opportunities for dialogue at the faculty level to collaborate with Indigenous faculty and community members to increase student exposure to Indigenous worldviews and role models.
- Create formal opportunities for dialogue at the employee level to create a new learning culture for all staff, faculty and students through professional development, special events and activities that contribute to a better understanding of Indigenous cultures and worldviews.
- Create formal opportunities for dialogue with key internal and external leaders and Indigenous community partners to help provide direction for the implementation of this indigenization strategy.

WELCOME

Bienvenue • Tawow • Hau/han

Masih Nenudeli • Tunga hogiti • Piihtikway

Kiwiishaamikoo • Miigwech bi-izhaayeg

Transforming lives and strengthening Manitoba through applied education and research!

assiniboine.net



Strategic Priority	Action Plan	Status	Responsible	Comments
EMPLOYMENT AND TRAINING				
A. Pre-employment and Life Skills training - leading to employment	Develop programs with community partners for the delivery of training	2017-2018	BUAPC	Create a plan of action with BFC, DOTC and the MMF SW on pooling funds or creating a cross committee that will apply for funding through proposals for the development of programs in Brandon to better prepare Indigenous job seekers.
B. Coordinate a support program for Indigenous seniors looking to gain employment	Identify the services in Brandon and provide support to agency and to job seekers for knowledge of services	2018	BUAPC & Age Friendly Committee	Work with community partners and agencies on open dialogue for support in services and in knowledge of available services in Brandon. Develop a section of the BUAPC website for employment seekers. Liaise with Seniors for Seniors in hosting an Indigenous teaching with local Elders, ongoing involvement
C. Provide support to employment agencies, employment advisors/counsellors for continued success in client supports	Develop an Indigenous employment strategy committee that can meet quarterly for review of actions and program achievements	2017 2018	BUAPC & Employment Agencies in Brandon	Create partnerships with CEYS Brandon Inc., Westman Employment Services, Partners for Careers, Career Connections and Employment & Income Assistance for a joint committee on open dialogue for continued support in Brandon. Partner with IANE Westman for the creation of a guide that will assist the Employer community with knowledge and education (COMPLETED 2017) Host quarterly meeting with employment advisors for roundtable discussion and shared resources. Host a Forum in 2017 on the topic of Employment and Education - this forum would be delivered for advisors in the Westman area
D. Enable Indigneous Peoples to be hired into the public service. City of Brandon, Prairie Mountain Health, Brandon University, Assiniboine Community College, Dakota Ojibway Tribal Council, Brandon Friendship Centre, Manitoba Metis Federation - Southwest Region, Brandon School Division	Develop a recruiting program to enable Indingeous peoples to become employees of the organization. (Indigenous Hiring Strategy - Indigenization Strategy)	2017-2018	All partners of BUAPC	All partners of the BUAPC to report on the Indigenous Hiring Strategy of their organizations, implementation of new strategies, shared resources and statistics of current employee status with Indigneous employees. Shared retention strategies and identified areas of concern with implementation of strategy
BUAPC Partners to report on their organizational efforts and to be updated bi-annually	Reported bi-annually at BUAPC meetings in January & September	2017-2018		Shared strategies from partner organizations, support from the Council and lobbied efforts to secure funding in the need of program creation

Strategic Priority	Action Plan	Status	Responsible	Comments
YOUTH				
A. Create an Indigenous youth employment strategy based on the findings of the Aboriginal Youth Facing Barriers Report	Work with community partners on developing proposals for funding into the creation of program supports for youth employment	2016-2017 COMPLETED	BUAPC, DOTC, MMF SW, BFC	Research into funding opportunities to create proposals for funding support into current programming for youth.
B. Create an Indigenous Youths communications outlet for Brandon and the Westman Region	Work with community partners on establishing a communications outlet for youths, source funding towards this project, create a position to compile the works of youth into: Magazine, newspaper column, website, blogs...etc	2016-2018	BUAPC, DOTC, MMF SW, BFC	Promotion of youth activities and roll out of a role model program. We can use this to highlight youth success stories and to promote in-city resources to assist with the delivery of support services such as employment, health, sport & activity...
C. Identify and establish strategies related to issues and opportunities for Indigenous children and youth * Physical Activities * Services	Provide online resources Promote existing activities that support childhood development Celebrate achievements by Indigenous children Encourage community partnerships	2016-2018	BUAPC & Prairie Mountain Health	Opportunities for accessing playgrounds and transportation for organized instructed play (eg. Geo caching; Cultural and/or intergenerational activities; healthy family programs) Encourage increased physical activity by providing recreational program funding resources on BUAPC website Promotion of the Children Fair; Screening programs; this can be done through the BUAPC website, Facebook Presentations at BUAPC meetings from community youth Create a culture camps for kids / programs towards parents (triple P program) use of McDiarmid Complex or Brandon University

Strategic Priority	Action Plan	Status	Responsible	Comments
COMMUNITY DEVELOPMENT - CULTURAL AWARENESS				
A. Foster positive profile of Indigenous peoples in our community	Setting up a better communication line with organizations in highlighting the positives and accomplishments from those organizations	2018	BUAPC	Highlight achievements through the BUAPC and partner websites and Facebook page
	Initiate a process that will rename streets, parks, city buildings to local, regional and Manitoba Indigenous peoples who have made a contribution to social fabric of Brandon, surrounding community and to their own Indigenous community			Place making and acknowledging Indigenous contributions will education main stream Canadians and will increase inclusion thorough education. Look into funding options with signs and Indingeous languages in partnership with Renaissance Brandon for a downtown initiative project
B. Identify and establish strategies for Indigenous community development	Partner with the City of Bdn's Economic Development Dept on future planning for increased resources	2017-2018	BUAPC & Brandon Economic Development	Will partner with Brandon Economic Development on the creation of a "Welcome to Brandon", a guide for Indigenous newcomers to the city of Brandon. This also needs to look at the "onboarding guide" perspective as well.
	Retention of post secondary graduates to remain involved with Brandon's economy		BUAPC, ACC & BU	Retention of graduates through supportive services with the academic path directly to the career of study
C. Cultural Awareness and Activities	Create a committee with community partners on the delivery of cultural activities, workshops and awareness strategy	2017	BUAPC, DOTC, MMF SW, BFC	Create a calendar of events for the overall community to be aware of happenings in the Indigenous community. Promote awareness of these activities and workshops through media, social media and word of mouth.
	Create an annual calendar of events available on the buapc.ca website	2018	Community Committee	
D. Engaging partnerships (creating new partnerships) & Collaboration of Services	Partnerships must take place with our growing nations in Brandon with Westman Immigrant Services, ACC, Robertson College, Chamber of Commerce, DOCFS	2016-2018	BUAPC	We must partner in order to gain the knowledge of other options in the community for a greater sence of together towards tomorrow and for the sharing of resources being seamless

Strategic Priority	Action Plan	Status	Responsible	Comments
EDUCATION				
A. Identify and promote initiatives and pathways related to Indigenous students K - 12 and within the Post Secondary spectrum Create a data analysis of the statistics with the Brandon School Division and the succession of students in the K-12 spectrum	Study the ongoing relations of the Brandon School Division (investigate the early years)	2016	BUAPC & Brandon School Division	Support the highlights of "open" teaching to ALL students and not just cultural developments for Indigenous students.
	Fund a research project with INAC for the research of statistics	2016-2017 (COMPLETED)		Provide supports for ongoing or new partnerships with the school division and the community for services for kids of all ages.
	Support the Indigenous Languages initiative with the BSD, BU and ACC	2017-2018		Support to changes in the curriculum to hold content on Indigenous teachings in all levels of education in our school division
				Continued support to our partners as they develop supporting programming around Indigenous Languages being taught in school and community
B. Work with Bdn School Division, Brandon University and Assiniboine Community College to address issues related to Indigenous students completing high school and post-secondary education	Engage each facility and provide supports for completion of studies. Create an incentive program, support in-house mentor programs	2016-2018	BUAPC, Brandon School Division, ACC & BU	In identifying the holdback in past forums, we need to work collaboratively on support programs of completion for each level of education; support needs to be there for the middle school year students and within the post secondary level of supports
C. Provide a communication bridge to the Brandon School Division, Brandon University and Assiniboine Community College with potential employers	Develop partnerships with and for the in-school guidance counsellors and the business community	2018	BUAPC & Brandon School Division	Prepare better communications with our in-school counsellors for employment resources from the business community for an easier transition of student to employee.
D. Identify and promote the Indigenous Studies curricula in Brandon University, Assiniboine Community College and Brandon School Division	Provide supports to the Brandon School Division and to BU & ACC	Ongoing	BUAPC	Continue to provide support to Bdn School division and the Teacher Treaty Teaching seminars
				Continue to provide supports in all other areas of Indigenous learning and the promotion of new curricula specific to cultural teachings and history
		2018		Create a Career Trek Program that is specific to Indigenous Students
				Create a partnership with Brandon University's Mini University to allow for youths to see the benefits of post secondary education

Strategic Priority	Action Plan	Status	Responsible	Comments
ECONOMIC DEVELOPMENT				
A. Identify and promote initiatives and opportunities for partnerships	Work with partners on identifying areas of funding opportunities for growth	Ongoing	BUAPC	Provide the assistance to BUAPC partners and community partners on the new development of programs & employment and training opportunities - Pre Employment Training Programs, Life Skills Programming
	Deliver the AESP to the community	May 2016 (COMPLETED)		Use the information gained through the delivery of the stakeholder conference and the community consultations in developing a long term plan for the success of an Aboriginal Economic Action Plan for BUAPC
	Establish MOU's with the business community in Brandon	2016 (COMPLETED)		We have signed off on an MOU with City of BDN and BUAPC in July 2016 and have been witness to the MOU between the Brandon Chamber of Commerce and the Aboriginal Chamber of Commerce in May 2017
	Identify Indigenous businesses and promote the framework of a "working committee" or experts panel for future developments & partnerships to economic advances	2018		Will continue to work with IANE Westman in these areas of open partnerships and will look to solidify the relationship that BUAPC has with the Brandon Chamber of Commerce's Workforce Development Committee
B. Create an Memorandum of Understanding between BUAPC and the City of Brandon	Creating accountability on the action of employment and retention of Indigenous employees	2016 - Expires in May 2018	BUAPC	Monthly meetings for the steering committee on updates and quarterly updates provided to the City of Brandon City Council
C. Contribute to the development of Brandon as a hub of economic development for the Indigenous community	Learn more about models for an "urban reserve"	2016-2017	BUAPC	We must first understand the framework of an urban reserve and to learn from the existing models in place - Learn from past negotiations
Deliver a forum to Brandonites and surrounding communities on Understanding an Urban Reserve	Develop a strategy to attract Indigenous businesses to Brandon - Partner with the Chamber of Commerce and IANE Westman	September 2016	BUAPC, DOTC, BFC, Brandon Chamber of Commerce	Create a plan to attract more Indigenous owned businesses to the City of Brandon Develop an Indigenous business focus group with already Indigenous owned businesses in Brandon. We need to identify them, and promote them. - This will happen in partnership with the Brandon Chamber of Commerce
Continue to implement discussion and opportunities for developments of an Urban Reserve for Brandon	Be of administrative support and assistance to the COB in the areas of Urban Reserves and MSDA's	2017-2018	BUAPC	In late 2017 we have been welcomed to be a part of the discussion surrounding the creation of Brandon's first Urban Reserve (First Nation Urban Development Area) with Gambler First Nation

Strategic Priority	Action Plan	Status	Responsible	Comments
HOUSING				
A. Monitor and promote strategies to address the housing shortage in Brandon in collaboration with various housing authorities and partners	Develop a joint housing committee between BUAPC and the Poverty Committee	2016-2018	BUAPC, Poverty Committee, Housing Committee	Advocate and remain supportive to Housing First, Manitoba Housing, CMHA, U-Turn, DOTC, BFC Housing and other outlets of housing departments for initiatives towards affordable housing in Brandon
	Gain knowledge of services and laws that have a direct relation to housing and affordable housing			Meet with Building and Planning Dept to discuss housing by-laws, to better relate the message to the community through a housing campaign
	Provide resources to the community on home programming, and affordable housing issues			Support Indigenous students in sourcing affordable housing (housing lists/finding roommates...a roommate app?)
				Provide the resources through the BUAPC website for the community
				Lobby for a rent cap control for Affordable Low Income Housing
PARTNERSHIPS & COLLABORATIONS				
A. Brandon Urban Aboriginal Peoples' Council member organizations working together with the City of Brandon committees and other local community partners	Continue to play a role on the different committees within the City of Brandon	Ongoing	BUAPC	Current representation on committees from the council is apparent. We need to keep the mindset open for other areas of involvement from the council in its participation throughout the community. For the moment outside committees are being represented by BUAPC memers and udpates are reported back to the council
B. Foster cooperative working relationships and collaborate on expansion of the Court Communicator Program, Liaison Workers in Legal Aid and Juvenile Courts, also with the John Howard Society and Correctional Services system for the successful reintegration of released individuals. Post-secondary students requiring practicum placements on research needs can assist in such areas.	Develop a shared resource guide that all levels can be using with the reintegration of an offender into mainstrain society and the local economy	2017-2018	BUAPC, DOTC, MMF SW, BFC & Manitoba Corrections	Currently working with all levels of partnership in creating a document based on the resources already in place from the Brandon Resource Guide that was done by the Homelessness Committee. The guide we are developing will be specific to Indigenous groups and services within the City of Brandon (COMPLETED - The Pathfinder)
	Create a communication bridge with other services in the city for open sharing of resources			Recognize that there are 2 different but similar systems and resources need to be different to accomodate - Adult and Youth
				Liaise with goups such as John Howard, and Elizabeth Fry, Probation and Parole services, church groups, victim services, etc. for best practices and ideas to be shared
				Create an Indigenous based delivery of services for Indigenous peoples - Social Navigation Services for Indigenous Peoples. Will need to create a program and apply for funding to support the delivery in Brandon
C. Growth of Partners in inevitable; look to create new working relationships with Youth for Christ, Samaritan House, Brandon Chamber of Commerce, Sioux Valley Dakota Nation, DOCFS	Partnerships and collaborations must happen in order for the actions to be delivered to the larger audience of the City and to the Indigenous Community	Ongoing	BUAPC	It is imminent to the plan that working relationships take place and that the collaboration of activities and delivery of programs must take place for full support to outside services in working to achieve the same outcome - success for clients.



Brandon Urban Aboriginal Peoples' Council

Aboriginal Community Coordinator Progress Report – October 2017

Community Development – Cultural Awareness:

We have been a part of the Sisters in Spirit planning committee, and this year we held the kick off to the event at City Hall with an install of one of the tipi structures that will be finding homes around Brandon in the coming year as we commemorate and leave a legacy from hosting Walking with Our Sisters in 2016. The day was met with a great number of community members as we made our way to Queen Elizabeth Park for the petal ceremony and vigil.

We provided a presentation to United Way Brandon at their AGM. The presentation was on the topic of BUAPC and our achievements and accomplishments. It was a positive experience to continue our education and awareness that the BUAPC is doing great things in the community.

We also continue to be involved on the planning committee with the Creating a New Legacy Conference being planned for 2018. This year's theme is centered around TRC.

Education:

We continue to meet over the summer with ACC and other community partners for the creation of an Indigenous Career discovery day for Grade 8's in the Brandon School Division. This day is being looked at a delivery in November 2017.

We have also presented at the Brandon Teacher's Association LIFT Conference. This was an opportunity for us to share some of our findings through the research and data collection that we have been doing for the past couple of years. We had 30 educators registered for this seminar and it was well received. As part of the presentation, we also showed the film Colonization Road.

We hosted a Community Roundtable in October; 20 members of our community joined us for discussions as we presented the final findings of the Sustainable Livelihoods Framework and spoke to the social supports that our community has in place. We also spoke to community based solutions in regards to areas of concern as raised by the roundtable discussion. We will be planning a follow up to this meeting in November as we do not want to take too long with leaving items on the table for discussion.

Economic Development:

We will be attending a forum in Dauphin on the topic of Indigenous Tourism for Manitoba. Through this forum we are looking to find supports for our local activities such as developments surrounding "Spirit Park", the Riverbank Discovery Centre partnerships and Tipi Tours. As we continue to grow and prepare for commemorative space in Brandon, we will be looking for funding support and guides towards creating a solid Indigenous Tourism strategy for our community.



Brandon Urban Aboriginal Peoples' Council

Partnerships & Collaborations:

Since our last report on the meeting with the city of Portage la Prairie, we've been invited to meet with their City Administration and Leadership to share more details of the BUAPC model. This meeting is scheduled in November and an updated will be provided to the November meeting.

Funding:

We are currently in the process of solidifying the structure of the Coalition funding with INAC and for the role of Indigenous Community Coordinator position. The funding that we are looking at will encompass three years of support under the Coalitions stream of funding through the current Urban Indigenous Strategy.

We are also still waiting to hear back on our applications for Program and Services funding stream, in which we should have word back from INAC by November.

Submitted by, Jason Gobeil / Aboriginal Community Coordinator.



BRANDON SCHOOL DIVISION

Friends of Education Fund Committee Minutes

Date: Tuesday, October 24, 2017
4:00 p.m. – 5:00 p.m.

Location: Conference Room, Administration Office

Present: P. Bowslaugh (Chairperson), C. Rose, A. McGuire-Holder, P. Buehler, Dr. Marc D. Casavant and E. Jamora

Regrets: G. Buri, J. Minshull, B. Rystephanuk

Recording: E. Jamora

Call to Order

The Friends of Education Fund Committee meeting was called to order at 4:10 p.m. by Committee Chairperson, Trustee Bowslaugh.

1. Approval of Agenda

Chairperson Bowslaugh invited changes/additions to the agenda. No amendments to the agenda.

Accepted

2. Approval of Previous Meeting Minutes

Chairperson Bowslaugh invited changes/additions to the minutes dated Tuesday, May 23, 2017. No amendments to previous minutes.

Accepted: P. Buehler and A. McGuire-Holder

3. Financial Report Summary, Year End (June 30, 2017) and First quarter (September 30, 2017) – E. Jamora

E. Jamora reviewed the Financial Reports and provided highlights and summarized the Financial Reports.

Accepted: A. McGuire-Holder and C. Rose

4. Canadian Museum for Human Rights Applications – E. Jamora

E. Jamora reviewed the applications with the Committee. It was agreed the difference (\$100) between the total requested (\$7,500) and the account balance (\$7,400) be supplemented from the General Account. The Committee also requested to have a Thank You card sent to the Service Clubs of Brandon: Canadian Museum for Human Rights Project.

Accepted: P. Buehler and A. McGuire-Holder

5. Friends of Education, “Thank You” ad – E. Jamora

E. Jamora requested the Committee’s approval of a colored Thank You Ad for the Brandon Sun/Wheat City Journal. The Committee expressed a preference for the weekend addition due to increased readership. The Committee approved the advertising expenditure up to \$500.00

Accepted: P. Buehler and C. Rose

6. New Charitable Receipt Applications – “Acts of Kindness Scholarship” – Eunice Jamora

E. Jamora informed the Committee the current balance in the Scholarship is \$1,586.17. The monthly contributions from the Administration Office Jeans Day would also be added to the Scholarship at the end of each school year. The criteria for distributing the scholarship have not been confirmed yet.

Filed

Adjournment and Confirmation of Next Meeting:

The meeting was adjourned at 5:00 p.m.

Next Meeting: April 10, 2018
4:00 p.m. – 5:00 p.m.
Administration Office

Respectfully submitted,

Pat Bowslaugh, Chairperson



BRANDON SCHOOL DIVISION

Office of the Superintendent / Chief Executive Officer

Dr. Marc D. Casavant, Superintendent / Chief Executive Officer
Mr. G. E. (Greg) Malazdrewicz, Assistant Superintendent
Mr. Mathew Gustafson, Assistant Superintendent

PARENT/GUARDIAN/DIVISION ADVISORY COMMITTEE

Date: Tuesday, October 17, 2017

Time: 7:00 – 9:00 pm

Location: Division Office Board Room

MINUTES

I. Welcome and Agenda Review

Trustee Bowslaugh, Committee Chair, called the meeting to order at 7:00 p.m.

Trustee Ross, Chairperson of the Board of Trustees, welcomed everyone and asked that everyone introduce themselves. Trustee Ross noted that the Board has committed to Board engagement meetings with Stakeholders. This is one of those meetings and one more will take place later in the year.

Trustee Bambridge, Vice-Chairperson of the Board of Trustees, explained the Board structure and function, and the Board and Committee meetings. She noted that instead of this Committee having 4 meetings per year with the Community Relations Committee, as was past practice, there will now be only two meetings, but with the full Board.

II. Finance & Facilities Committee -

- Stakeholder Meeting - 2018-2019 Budget Feedback

Appendix A

Trustee Sefton, Chairperson of the Finance and Facilities Committee, reviewed the divisional, municipal and provincial budget deadlines. Trustee Sefton reviewed the Stakeholder Feedback form and asked that the representatives distribute and discuss the Stakeholder Questions with their Parent Councils and bring back any requests to the Finance and Facilities Committee.

Trustee Sefton went through the 4 stakeholder questions and asked for feedback:

1) Do you have any questions regarding the Brandon School Division budgeting process?

Trustee Murray asked Trustee Sefton to explain the Mill Rate. Trustee Sefton provided an explanation and example.

2) What areas of concern should Brandon School Division be focusing on in the upcoming budget deliberations?

Linda Arndt, Kirkcaldy Heights School, asked about the budgeting process, in regards to what school gets full day Kindergarten? And not having split classes? And the number of EA's in a classroom.

"Accepting the Challenge"

Trustee Sefton responded that Educational Assistants (EAs) and the number of teachers and split classes are driven by the number of students in a school. There is a formula for this. Certain circumstances occur where there is an EA attached to one student. How staff can meet the needs of kids and be as flexible as possible is the goal.

All Day Kindergarten – Space and finances are the issue as the Provincial Government only pays for ½ of a Kindergarten student. All Day Kindergarten is in the school with the greatest need according to EDI Scores. Trustee Sefton also explained multi-age classrooms and the difference between equality and equity.

3) Are there additions that you would recommend the Brandon School Division consider in this budget?

Kirkcaldy Heights – Home School Liaison (HSL) – with all the cultures, parents are reluctant to participate. Is there a focus on that? Are other schools experiencing the same thing?

Trustee Sefton clarified the question – in addition to the role of the HSL, this position could be more of an outreach, more with the current HSL position or more resources to assist with English as a Second Language students.

Meadows – Space, Class sizes, was a K-6 School, now middle years students are also there and are bigger. Gymnasium space is small and classes are being doubled up. Music rooms, art rooms, computer labs, science labs, no longer there as they had to be used as regular classrooms. Understand there is only so much money to go around and we make do with what we have.

Trustee Sefton stressed that the Board needs to hear the Parent Councils' thoughts no matter how redundant they may seem. Trustee Ross added that it is important to hear from parents regarding their wants.

Trustee Bambridge explained that a new school and additions to buildings are decided by the Public Schools Finance Board (PSFB). Trustee Sefton added that the Division has a 5 year capital plan where we submit a wish list for top priorities within our Division. The PSFB decides which items will be funded, if any.

4) Are there reductions that you would recommend the Brandon School Division consider in this budget?

Waverly Park - Reconsider programs at Neelin – i.e. IB Program

- 7 students only in some classes
- Is this the best use of funds as we have younger students with literacy and numeracy struggles
- High School students can access other resources and take University courses

Trustee Sefton responded that there is an upcoming Middle Years Options Program Review and Mr. Malazdrewicz added that there is a review of the High School programming in the que for next year at the Senior Administration level.

Trustee Bowslaugh spoke on the different programs available including Advanced Placement and Off-Campus.

WRAP-UP:

Trustee Sefton thanked everyone for attending the meeting and for their input.

III. Brandon Block Parent Program (presentation)

Appendix B

Brooke Williams, Education Director and Samantha Shupe, Chair, of the Brandon Block Parent Program presenting information to the attendees regarding the Brandon Block Parent Program. Information will be shared with schools to post in their common areas. If individuals are interested in becoming a Block Parent, please contact:

Brandon Block Parent Co-Ordinator
brandonblockparent@gmail.com

IV. Focus of Advisory Committee's Work for the 2017-2018 School Year

Trustee Ross indicated that there will be 1 to 3 board engagements where Trustees meet with a different group i.e.: Minister of Education; City Council. The purpose is to try to engage the most with the public. There will be two meetings scheduled between Trustees and Parent Council Representatives per school year.

Meadows - Wish the information was communicated about the change earlier, might have encouraged more to come. This might make the meetings more productive, our school reports may change – may report that differently. Meeting two times a year does not give us the frequency we currently have.

King George – The more frequent meeting we have the better.

Waverly Park - Disparity in the frequency might make a challenge for us. I believe if we had more cohesiveness amongst the schools, this would be more purposeful.

Kirkcaldy Heights - More frequency would help with the cohesiveness I find. More frequent meetings keeps everything in tact and on task, in focus.

Greg Malazdrewicz, Assistant Superintendent indicated that this is a board driven committee; we do pay membership on behalf of our parent councils to Manitoba Association of Parent Councils. Perhaps Naomi Kruze could facilitate generating a menu for a division wide meeting of parent councils; this committee started not as a meeting of individual parent councils, but a joint meeting between the Board and the Administration bringing an alliance of the local parent councils.

Trustee Bambridge indicated that this was a more formalized setting compared to the regular parent council meetings that were previously held, and we encourage you to try to set up a less formal meeting amongst your individual school parent councils.

Trustee Sumner indicated that through this meeting, Trustees receive a good perspective of the struggles and challenges of parent councils and use this to help inform decisions being made at the board table.

Trustee Bowslaugh indicated that these meetings are very helpful to know what was going on in the schools; there is great value in meeting here – as a whole.

V. Manitoba Association of Parent Councils (MAPC)

Appendix C

Attached is the most recent copy of the MAPC E-Bulletin for your review.

VI. School Reports – Discussion

Meadows: Kick started fundraising with magazine sale, this is the biggest one we do every year. We're finding that sales are declining, but we are still able to make the best profit from it. Movie night on Thursday, pizza day next week; elections at next week's meeting; same group of people, rotating chairs, trying to draw in new interest; no concerns no issues.

King George: Welcome Back BBQ and open house; everyone ate, full gym, outside and in the hallways, children were up stairs downstairs, everywhere. Terry Fox Run on October 3rd and we just finished KG School Discount Cards – kids who sold 10 cards received a limo ride to BP for supper. We recently bought new library furniture. We're taking it easy on the fundraising, finishing up with Peak of the Market and then nothing till the Christmas concert. Hot lunches every Friday from October to June; Halloween we will be going to Victoria Landing for a costume parade with the early years students. Celebrating on the first day of school, we received \$1000 \$1000 donation from Farm Credit Canada to put towards our snack program.

Waverly Park: First day prior to start of school meet the teacher; this was our second time doing this and it went really well. Kids and parents enjoy it and it alleviates some pressure on first day of school. Pizza day, magazine fundraiser is wrapping up. Our Grade 8 students went to band camp at the border, they enjoyed the opportunity. We're holding a learning jamboree in place of open house; combining open house and celebration of learning to one event; 2 room reps – parent from each class for pizza days and to encourage to attend two PC meetings

Kirkcaldy Heights: Met in August, mapped out entire plan for the year, decided fundraising – difficult, successful or easy to do; planned our events for the whole year set out; so much easier to go through your first PC meeting when all events are planned; trying to integrate bringing families in – family night bingo – to bring families together and have some fun. There will be two movie nights, a dance, and a back to school bbq.

Already have plan for the following year – this year did not have a meet the teacher set out for families to come in; there were concerns as parents didn't have opportunity for parents to meet new teachers – welcome back bbq – meet the teacher; fundraisers already set; last year Buick test drive event shared with LL – this year we are doing Ford test drive – hoping to share with a school that isn't as fortunate; we don't do a celebration of learning; as a school we have subway, hotdog and pizza day; PC offers booster juice – were not making any money on it, just wanted to provide another option; looking at CP culinary arts program to set something up; we were one of the schools with a tonne of fundraising, sending info home in waivers. This year decided 3 fundraisers only, limiting to only the successful ones. In lieu of fundraising possibly a voluntary fee – legalities (MC); parent survey on fundraising fees – results were literally split down the middle.

Date of Next Meeting: March 7, 2018

Dr. Marc D. Casavant
Superintendent /CEO
/tlc



BRANDON SCHOOL DIVISION

Finance and Facilities Committee Stakeholder Meetings

APPENDIX A

Date: September 22, 2017
To: Parent Councils - Stakeholder Group
From: Brandon School Division Finance and Facilities Committee
Re: 2018-2019 Budget Feedback

In preparation for the 2018-2019 Brandon School Division Budget deliberations the Finance and Facilities Committee meets with stakeholders to gather feedback on a number of budget related topics.

In anticipation of the Stakeholder meetings, the Finance and Facilities Committee is providing the following questions for consideration prior to the face-to-face meetings. When providing feedback, please consider the Brandon School Division Continuous Improvement Plan, which is to achieve the Division's Ultimate Outcomes: Improved Literacy; Improved Numeracy; Decreased Indigenous Achievement Gap; and, Decreased English as an Additional Language Achievement Gap.

<ul style="list-style-type: none">• Do you have any questions regarding the Brandon School Division budgeting process?	
<ul style="list-style-type: none">• What areas of concern should Brandon School Division be focusing on in the upcoming budget deliberations?	
<ul style="list-style-type: none">• Are there additions that you would recommend the Brandon School Division consider in this budget?• Indicate timelines for addition(s):	
<ul style="list-style-type: none">• Are there reductions that you would recommend the Brandon School Division consider in this budget?• Indicate timelines for reduction(s):	

If you have any questions, please do not hesitate to contact the
Office of the Secretary-Treasurer at (204) 729-3114 or by email: sangster.bernadene@bsd.ca

"Accepting the Challenge"

For more information ...

complete the request form below and send to your local Block Parent® committee at:

- ☐ Please send me more information
- ☐ Yes, I would like to become a Block Parent.
Send me an application form.

NAME: _____

ADDRESS: _____

POSTAL CODE: _____

TELEPHONE: _____

E-MAIL: _____



**Block Parent® Program
of Canada Inc.**

1-800-663-1134
www.blockparent.ca

• Registered trademarks Block Parent Program of Canada. All Rights reserved.

Commonly asked questions

"Can I be a Block Parent if I work all day?"

Yes! Displaying the window sign for only a few hours a week will help. Block Parents are always needed – on weekends, after school, during the day and in the evening.

"Do I have to open my door to strangers?"

No! If you feel uneasy about the situation, offer assistance through a locked door. The individual can stay outside while you call the police or other necessary person. Your safety comes first.

"Aren't there enough Block Parents already?"

No! There need to be several Block Parent homes on every block to ensure that at least one Block Parent is available at any given time.

"I will always help – sign or no sign."

Of course! But children are taught to be cautious of strangers. A home displaying a Block Parent sign means a "safe stranger" is there to help.

"Do I have to be a parent?"

No! If you care about safer communities and are over the age of 18, you can apply to become a Block Parent.

Patron: Her Excellency,
The Right Honourable Adrienne Clarkson
C.C., C.M.M., C.D.
Governor General of Canada

The Block Parent® Program of Canada Inc. is sponsored by:



Canada Solicitor General Canada



**A safer community
starts
on your street ...
become a
Block Parent® today!**

BLOCK PARENT® PROGRAM

For over 30 years, the Block Parent® Program has been helping to make our communities safer. Throughout Canada, the red and white Block Parent sign is a symbol of a safe place where assistance is available.

Police, government departments, educators, sponsors and volunteers support the Block Parent goal of providing safer communities for children and other citizens.



How does the Block Parent® Program work?

Block Parents are responsible adults who care about the well-being of children and others and volunteer to help in an emergency. All Block Parents pass a Criminal Records Check and are given instructions on the program by local volunteers.

The Block Parent window sign is displayed only when someone over the age of 18 is available to answer the door. If the sign is not displayed, this does not mean that no one is home, only that the Block Parent is not available to offer immediate assistance.

In addition to the goal of making communities safer for children and others, the Block Parent Program deters criminals and troublemakers. The network of Block Parent homes and businesses is a visible reminder that citizens are watchful in their neighbourhood.

What are the Goals of the Block Parent® Program?

- Block Parent volunteers are working together to:
- expand the network of Block Parents until there are several Block Parent homes or businesses on every block in every community in Canada.
 - teach children and adults about the Block Parent Program and street safety.

The first sign of a safer community.



Education
is the first step to safety.

What does a Block Parent® do?

A Block Parent may be called upon to offer help when someone is in a frightening or dangerous situation such as being:

- bullied
- lost, hurt or ill
- caught in severe weather
- frightened by a stranger
- locked out of the house or car

A Block Parent assists persons in distress by telephoning the appropriate emergency service (police, fire, ambulance, etc.) when necessary.

What is not expected of a Block Parent®?

- Block Parent volunteers are not expected to:
- provide food, drink, toilet facilities or transportation
 - administer first aid
 - leave their home to break up a fight
 - open their door to anyone if they feel uneasy about the situation

An Open Letter to the Parents or Guardians of Children in Our School

Dear Parents,

If a child came to your door asking for help, would you turn him away? Of course not. If that was your child, would you like to know that the home was a safe secure place? A house displaying a Block Parent sign is such a place. A place where a child knows he/she can get help if he/she is scared, bullied, hurt, sick, lost or caught in severe weather conditions.

Who Can Become a Block Parent?

Anyone over the age of eighteen may apply to become a Block Parent whether they are single, married or a senior citizen. All Block Parent applicants must be screened and approved by the local Police force.

How Much Work Is Involved?

A Block Parent simply displays the Block Parent sign in a window that is visible from the street. The Block Parent sign is only to be displayed when the Block Parent home is available for use. When the block Parent is out, resting, busy or unavailable for any reason, the Block Parent sign is taken out of the window.

Why Is There a Block Parent Program?

The Block Parent Program is designed to provide a safe haven for children and others. It also serves as a deterrent for would-be child molesters reducing a problem before it occurs.

Block Parent Duties Are Relatively Simple

Block Parents do:

- Ask the child his/her name and telephone number.
- Contact parents or the Police.

Block Parent Do Not Provide:

- food or drink.
- baby sitting.
- transportation.
- bathroom facilities.

What Can You Do?

There is a Block Parent Program in your area and there is always a need for more Block Parents. Phone your Block Parent Co-ordinator at email below to become a Block Parent.

brandonblockparent@gmail.com

Follow us on Twitter! @BdnBlockParent



November 2017

Manitoba Association of Parent Councils

E-BULLETIN

Helping Parents Find a Voice in Education

What Does Diversity Look Like in Your School?

Mark your calendar for **Saturday, November 25, 2017** when your PAC can join other MAPC members for this half day parent forum at Tec Voc High School! The Creating and Embracing Diverse School Communities forum has been created to allow parents the opportunity to hear from experts on the subject of inclusion and diversity.

Through their professional and personal life experiences, the guest panel participants will share their perspective on what it means to be a diverse community and the work it takes to get there.

By participating in this forum, you will gain a better understanding of how diversity impacts students and families, and you will learn what role parents play in creating rich, diverse communities.



Panelists will include:

Anne Kresta
Disability Advocate

Sandy Jamault
Former MAPC Director and
parent of a transgender child

Vihn Huynh
Principal, Hugh John MacDonald
School

Sarah Gazan
Staff Officer,
The Manitoba Teachers' Society

Keynote Presentation by:

Estelle Lamoureux
Retired School Principal

This is a **FREE** event for members and space is limited! Register today to hold your spot!

~ Continental breakfast will be provided by students of the Tec Voc Pastry Arts Program! The students will also hold a bake sale at the forum (cash only). ~

Upcoming Events

MAPC Diversity Forum for Parents
Nov 25, 2017

MAPC Chairpersons' Breakfasts
Feb 03, 2018 (Winnipeg)
Mar 17, 2018 (Dauphin)

MAPC AGM and Conference
May 5, 2018

Points of View: A National Human Rights Photography Exhibition
Now until Mar 3, 2018

The Snowman
Dec 17, 2017

The Nutcracker
Dec 21 - 30, 2017

The Sound of Music
Jan 05 - 07, 2018

Divisions Supporting PACs With Membership

Twenty-four school divisions have supported membership for their parent groups in Manitoba for the 2017 -18 school year!

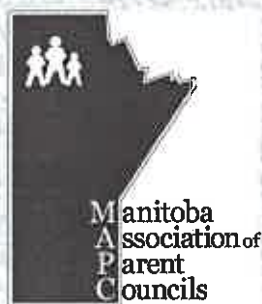
Membership with MAPC means being able to access valuable support, skills, and resources. Benefits include:

- Electronic copies of the Empowering Parents: A Guide To Addressing Concerns in Manitoba Schools and the MAPC Resource Guide for Manitoba Parent Advisory Councils
- Regular communication via newsletters, E-Bulletins, Social Media, and website
- Professional development presentations and invitations to special events
- Other supports such as constitution development and skill building to run an effective parent council

Call the MAPC office if you are unsure of your membership status!

Thank you for your 2017/18 membership, Divisions!

Beautiful Plains, Border Land, Brandon, Evergreen, Flin Flon, Fort La Bosse, Garden Valley, Interlake, Kelsey, Lakeshore, Louis Riel, Mountain View, Mystery Lake, Park West, Pine Creek, Red River Valley, River East Transcona, Rolling River, Seine River, Southwest Horizon, Turtle Mountain, Western, Whiteshell, Winnipeg



1005 - 401 York Avenue
Winnipeg, MB R3C 0P8
Phone: 204-956-1770
Fax: 204-956-7780
Info@mapc.mb.ca

www.mapc.mb.ca
www.facebook.com/mapcmb
www.twitter.com/mapcmb

The 3rd Week in November is Provincial Recognition Week for Parent Volunteers,

as proclaimed by the
Minister of Education and Training.

Celebrate the parent volunteers that work in
partnership with school leaders and staff to create
supportive and positive learning environment for
Manitoba students!

[Read the full proclamation here.](#)

Parent Council Check-up: a Little Help From MAPC

Is your PAC challenged by meetings that occasionally
veer off topic? Or has your parent group experienced an
influx of new volunteers who would like to better
understand the purpose of the PAC? MAPC can help!

Your membership with MAPC includes the support of
having a MAPC representative attend a PAC meeting to
present on topics designed to help your group improve their
overall effectiveness! Book a facilitator to come out to your
next PAC meeting by contacting the MAPC office at
204-956-1770 or email info@mapc.mb.ca.

Manitoba Manitoba Education

Click on the links below for the latest news and/or offerings from
our provincial government!

- Province proclaims November Career and Workforce Development month
- Supporting Transgender & Gender Diverse Students in MB
- Nominate an outstanding teacher for the Excellence in Education Awards - DEADLINE DEC 1, 2017

MAPC Board of Directors for 2017–2018

Boris Minkevich
Nina Samu
Khalid Mahmood
Maria T. Fernandes
Judith Cameron
Brenda Brazeau
Jennifer Mitchell
Ethel Raine
Arlene Reid
Bernice Rempel

President
Vice President
Treasurer
Secretary
Past President
Director
Director
Director
Director
Director

SAVE THE DATE FOR THESE MAPC EVENTS!

Nov 25, 2017 Diversity parent forum, Wpg.

Feb 03, 2018 Chairpersons' Breakfast, Wpg.

Mar 17, 2018 Chairpersons' Breakfast, Dauphin

May 05, 2018 MAPC AGM & Conference, Wpg.

More details to come - [LIKE US ON FACEBOOK](#) or follow us on
Twitter to stay in-the-know!



580 Main St. Winnipeg MB, R2B 1C7
L: 204-946-0900 | F: 204-946-0901
www.marl.mb.ca

[Want to Write, Film, or Star in your own Movie?](#)
[Care about Social Justice and Human Rights Issues?](#)

Enter a youth team for the MARL M21 Film Festival!

In March 2018, the Manitoba Association for Rights and Liberties is hosting the 6th Annual Human Rights Film Festival, in recognition of the International Day for the Elimination of Racial Discrimination. Groups of high school students can enter a film into the competition to be screened at the Film Festival, in partnership with Freeze Frame Media Arts Centre.

Join the Film Festival Competition!

- High school students, 4-6 per film team
- Students will create, write, film, and edit short documentary or animated films
- No experience or equipment necessary
- FREE to participate
- Students may play any role in the film team
- Students will receive:
 - Pre-workshop meeting in late November 2017 to learn more about human rights and create concept (arranged with group)
 - Three film workshops led by experts from Freeze Frame Media Arts Centre, equipment provided:
 - Pre-production & story development (Monday, December 11th)
 - Filming (Wednesday, December 13th)
 - Post-production, editing & initial film screening (Monday, December 18th)



Films will be screened at the M21 Human Rights Film Festival, in addition to a special recognition and certificate of completion for each student. Films will also be available online for viewers.

To get involved, contact:

Michael Berkman
Executive Director, Manitoba Association for Rights and Liberties
mberkman@marl.mb.ca
204-946-0905



CENTRE D'ARTS MÉDIATIQUES
POUR JEUNES
MEDIA ARTS CENTRE FOR
YOUNG PEOPLE