



"Accepting the Challenge"

Divisional Futures & Community Relations Committee Minutes

Tuesday, June 7, 2011 – 7:00 p.m.

École New Era School, 1020 Brandon Avenue

Present: P. Bowslaugh, Chairperson, M. Snelling, K. Sumner, Dr. D. Michaels.

Brandon Friendship Centre: Frank Tacan, Darlene Paquette, Gail Cullen

Manitoba Métis Federation: Leah Laplante

Dakota Ojibway Child and Family Services: Susie McPherson

BSD and BSAP: Delvina Kejick

1. CALL TO ORDER:

Trustee Pat Bowslaugh chaired the meeting and welcomed everyone. She reviewed the Minutes of the January 4th and April 5th Divisional Futures and Community Relations Committee Minutes and highlighted key aspects of the meeting.

2. APPROVAL OF AGENDA

The Divisional Futures and Community Relations Committee Agenda was approved.

3. COMMITTEE GOVERNANCE GOAL ITEMS

NIL

4. OTHER COMMITTEE GOVERNANCE MATTERS

A) Aboriginal Learning Specialist

To set this meeting into context, Trustee Bowslaugh referenced the Board's consideration of an Aboriginal Learning Specialist position during the most recent Operating Budget 2011-12 process and referred the matter to the Divisional Futures and Community Relations Committee for the preparation of a comprehensive position description. Thus, this matter was the focus of this meeting. To facilitate initial discussion on the topic, Trustee Bowslaugh requested that small group brainstorming take place with ideas generated related to the purpose, duties, and qualifications of the position.

Prior to the small group discussions Delvina Kejick inquired as to how the position was presented, originally to the Board in January 2011. Trustees Bowslaugh, Snelling and Sumner spoke to the position as being presented as a support to the learning of students with Aboriginal heritage. Dr. Michaels, Superintendent, explained how the matter was brought to the Board through Senior Administration, Superintendent's Office from the Divisional Committee that focuses on Aboriginal Education in the Division. Darlene Paquette expressed concern that one position will be met with many demands, noting the services provided to date; requesting clarification as to the extent of Delvina Kejick's role in the Division. This was reviewed with the service details presented. Trustee Snelling stated that it was important to consider this matter from a wholistic manner in the Operating Budget process. Trustees Bowslaugh and Snelling reiterated this perspective. Superintendent, Dr. Michaels, noted that while we have some counseling services for students with Aboriginal heritage we do not have enough people in our schools in this capacity. Delvina Kejick spoke to the Aboriginal cultural education services that are available; emphasizing the necessity to have such a position focus on the implementation of a policy on Aboriginal Education. The timeline for the budget preparation was reviewed by Dr. Michaels in response to a question as to when this matter would go before the Board. Details on the difference between a teacher and a support staff person was described in response to a question from Darlene Paquette. Leah Laplante illustrated the utilization of teachers and support staff for Aboriginal Education in the MMF program "Standing Tall", in Winnipeg. It serves as a "nesting" approach to education and support of students. She spoke to the necessity of a wholistic approach explaining the importance of "Teen Hope." Ms. Laplante emphasized the importance of providing community supports to Aboriginal students who

may be experiencing serious personal pressures. Trustee Snelling agreed that the "big picture" needs to be explored. Trustee Sumner advised that the first step in this process should be to identify what outcomes we want for our students in this process. Delvina Kejick commented that it would be very beneficial for the representatives of the Manitoba Education Aboriginal Directorate staff to present to this meeting at a future date. The education outcomes have been identified in the Directorate's work in Aboriginal education.

Small group discussions took place from 7:55 p.m. to 8:15 p.m. The reporting out summary is attached as Appendix "A".

It was agreed that:

- The next meeting of this group will take place in the third week of September with the tentative date to be September 20, 2011 at 7:00 p.m. at New Era School.
- The 2011-2012 budget proposal presented on the Aboriginal Education Specialist is to be attached to these minutes as Appendix "B".

5. OPERATIONS INFORMATION

NIL

The meeting adjourned at 9:00 p.m.

Respectfully submitted,

M. Snelling, Chair

P. Bowslaugh

K. Sumner

G. Kruck (Alternate)

Meeting with Various Aboriginal Organizations

New Era School

Tuesday, June 7, 2011

Aboriginal Learning Specialist

1) Purpose of Position (Why)

- Address issues of Aboriginal students to identify; provide broader exposure to role models of Aboriginal Cultures eg. Elders – would help in strengthening relationships.
- Address outcomes that help students together with parents.
- Facilitator, grant-writer to access the available funds; bring more of the Aboriginal Directorate programs into our schools (not necessarily a teacher-certified person required).
- Provide curriculum support to teachers, parents, students.
- Engagement of school staff into teams of support services facilitated by a Divisional staff position.
- Provide leadership for the implementation of the Aboriginal Policy; holding staff accountable; developing programs with specific outcomes.
- Advice on the major societal issues affecting Aboriginal students and necessity for ongoing advocacy.
- Validation of Aboriginal identity with Aboriginal students and all students; understanding that there is much diversity in the Aboriginal cultures.
- Serve as a positive role model talking about the value of an education; starting such a program in Grades 5 and 6.
- Building safe environment; facilitating team work development; engaging the teaching and support staff. *Key to the role.

The next step is to identify the specific duties and challenges to be addressed and identified in moving forward with the overall purpose of this position. The Chairperson requested those present to think about this for the next meeting.



THE BRANDON SCHOOL DIVISION

Appendix B

BUDGET SUSTAINABILITY REQUEST 2011-2012

TITLE: Learning Support Services Aboriginal Learning Specialist

DEPARTMENT/SCHOOL: Brandon School Division

ADMINISTRATOR/SUPERVISOR: Senior Administration

STRATEGIC DIRECTION: Quality Learning, Quality Teaching, Quality Support Services

EQUITY PRINCIPLES (POLICY 1001.1)

1. Appropriate Learning Opportunities	<u>X</u>
2. Effectiveness of Learning	<u>X</u>
3. Identification and Removal of Systemic Barriers	<u>X</u>
4. Utilization of Data - evidence-based approach	<u>X</u>
5. Funding and Resourcing	<u>X</u>
6. Rights of the Child	<u>X</u>

PURPOSE/OUTCOME:

* See Attachment

ESTIMATED COST:

	<u>FTE</u>	<u>Amount Requested</u>	<u>Less Existing Budget</u>	<u>Net Enhancement Request</u>
Salaries and benefits				
- Staff (teaching & support)	<u>1.0</u>	<u>\$ 72,200</u>	<u> </u>	<u>\$ 72,200</u>
- Substitutes - PD		<u>\$ 7,000</u>	<u> </u>	<u>\$ 7,000</u>
Contract Services		<u> </u>	<u> </u>	<u>\$ -</u>
Travel/Accommodations		<u> </u>	<u> </u>	<u> </u>
Supplies		<u>\$ 5,000</u>	<u> </u>	<u>\$ 5,000</u>
Other - PD		<u>\$ 1,000</u>	<u> </u>	<u>\$ 1,000</u>
Total		<u><u>\$ 85,200</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 85,200</u></u>
Senior Administration Review:				
Recommended	<u>X</u>			
Declined	<u> </u>			

Comments:

Budget Sustainability Request 2011-2012

Learning Support Services; Aboriginal Learning Specialist

- A. *The purpose of creating the position of an Aboriginal Learning Specialist is to strengthen and enhance Aboriginal education. The outcome of employing an Aboriginal Learning Specialist would be an improvement in; school readiness factors, academic achievement from grades K-8, school engagement issues in the MY and SY years, and the graduation rate of Aboriginal students in our school division. Based on divisional and provincial data, we will surely be experiencing tremendous growth in the number of Aboriginal students attending schools in our division.*

The role of the learning Learning Support Services Aboriginal Specialist could be;

- collaboratively develop an action plan aligned with the BSD Strategic Plan.
- in collaboration with the Coordinator of Assessment Evaluation & Research, providing current, relevant, quality research and data about Aboriginal student education.
- assisting with the integration of Aboriginal values, languages, histories, and cultures throughout all curricula.
- providing assistance to instructional and support staff in developing and implementing appropriate programming and assessment for Aboriginal students.
- facilitating professional development for school sites/ division.
- working collaboratively with Learning Support Specialists/Student Support Specialists with a focus on Aboriginal student needs.
- assisting students to remain engaged and affiliated within our schools, and support them in acquiring a positive self-identity.
- providing Non-Aboriginal students in developing an understanding and respect for the histories, cultures, and contemporary lifestyles of Aboriginal peoples.
- working collaboratively with the BSD Elder, Aboriginal Counsellor, and various school based initiatives. (CSPI, BSSAP, FMW)
- exploring grant opportunities to support Aboriginal student achievement.

Comments.

- the salary is based on Class 6 / 11th year of experience from the current Collective Agreement.
- 7000.00 is for substitute costs for teachers to collaborate with the Aboriginal Learning Specialist.
- 5000.00 is for resources.
- 1000.00 is for professional development of the Aboriginal Learning Specialist.
- it would be important for the preferred qualifications of the Aboriginal Learning Specialist to be identified as follows; an Aboriginal person, a person with a education degree, experience teaching in classrooms, and familiarity in working with First Nations peoples and public school systems.

Proposal Submitted by:

Bonnie Alston

Chad Cobbe

Erla Cyr

Nancy Dane

Terry Osiowy

Bruce Shamray

Kevin Tacan

(with input from the Aboriginal Initiative Committee)