



TREATY 8 EDUCATION COMMISSION STRATEGIC PLANNING SESSIONS REPORT

SEPTEMBER 11 - 12, 2013

OCTOBER 17 - 18, 2013

NOVEMBER 14 - 15, 2013

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Executive Summary

On September 11-12, October 17-18, and November 14-15, 2013, meetings were held in Edmonton to developing a governance structure for Treaty 8 Education.

This September 11-12 session focused on:

- Reviewing background work to date
- Examining existing education models
- Exploring structural options
- Establishing areas of focus for the next 2 meetings

The October 17-18 session focused on:

- Draft Guiding Principles
- Draft Report “Structural Readiness for Education”

The November 14-15 session focused on:

- Redrafting the Guiding Principles and Supporting Statements
- Reviewing the second draft of the Governance Model
- Discussions with AANDC on the Proposed First Nations Education Act
- Agreeing on immediate next steps

Immediate Next Steps

What	Who Takes The Lead	By When
Develop a Glossary of Terms	Josie	December 6/13
Develop a Work Plan and Timeline	Josie	November 18/13
Present proposed model to Commission and Executive Board of Chiefs (based on availability of Chiefs)	Dale and Joe	December 6/13
Approval in Principle of Proposed Model by Commission	Dale and Joe	December 6/13
Approval in Principle by Proposed Model Executive Board of Chiefs	Dale and Joe	December 6/13
Establish a Chiefs’ Committee on Education (Prepare Draft Terms of Reference)	Dale	December 6/13
Develop a Community Specific Presentation (ideally with an introductory video)	Kaia	November 29/13
Present the Model and Strategies to the Treaty 8 Chiefs’ Strategic Planning	Dale	January 21/14
Present the Model and Strategies to the Treaty 8 Chiefs’ Assembly	Dale	End of January 2014
Presentations to Treaty 8 First Nations to inform / consult with communities	Josie	January 24/14
Secure Final Approval of the Model, By-Laws, Policies, and Processes	First Nation Specific based on approval via BCR - ongoing	
Develop a Template for a Draft Band Council Resolution	Josie	February 15/14
Develop Policies (Drafts underway in FNSSP and Transportation)	Managers	March 31/14
Define Overall Implementation Costs	Dale	February 28/14
Submit Proposals for next year	Dale	Dependent on Proposal
Implementation	Dale	September, 2014

Guiding Principles for Treaty 8 First Nation Education System

The following Guiding Principles and Supporting Statements were developed as a second draft at the November 14-15, 2013 meeting:

EDUCATION is a lifelong process

- Education is a complex process that involves the ongoing pursuit of personal, traditional, and professional growth.
- Education occurs across the lifespan; First Nations education is immeasurable beyond the scope of any educational institute.
- Lifelong learning enhances social inclusion, active citizenship and personal development.

DEVELOPMENT and enhancement of traditional knowledge, and language

- It is necessary to address the devastating effects of residential schools so that the effects do not continue with the younger generations.
- Therefore the revitalization, development, and enhancement of traditional knowledge and language through cultural programming are integral. This will revive and enrich their sense of identity so that it can be passed on to future generations.
- Opportunities that recognize the diverse traditional languages: Beaver, Cree, Dene Suline, Dene Tha will be provided.

UNDERLYING foundational understanding that each First Nation is autonomous; everyone involved will work hand-in-hand with each other as well as with external organizations

- Each First Nation is unique in the way relationships are established with others.
- First Nations will continue to govern within this structure.
- Each First Nation will involve all members and work collectively with other Nations and external organizations, for the benefit of all learners.

CAPACITY to ensure a successful system

- In order to obtain success in the establishment of Treaty 8 Education system, there has to be sufficient financial capacity, qualified personnel, effective communication, cutting-edge technology, parental involvement, and a strong governance structure.
- There has to be ongoing capacity for future growth and sustainability.
- Effective communication is integral to the Treaty 8 Education system.

ACCOUNTABILITY, Transparency, and Sustainability are essential components of this system

- The Treaty 8 Education system will be accountable and transparent to the leadership, communities, parents, and students.
- Relevant external organizations will be accountable to the Treaty 8 education system.
- Sustainability is crucial to the long-term success of the system.

TREATY No. 8 is a living document, recognized internationally, and entrenches education as a right which is life-long.

- The First Nations people of Treaty 8 Territory have always been sovereign.
- The First Nations people of Treaty 8 Territory entered into a relationship with the Crown. This relationship is defined by Treaty No. 8. The relationship that First Nations people have with this living document is sacred and governed by the Creator and Natural Law.
- The Treaty is part of who we are today.
- The true spirit and intent of this living document is honoured and recognized by the First Nations people of Treaty 8.
- The human right to lifelong learning is embedded within Treaty No. 8. It is a legacy that is handed down from generation to generation.

IMPLEMENTATION and Operations are conducted professionally, respectfully, with integrity and patience

- The First Nations learners' culture and traditions are foundational to learners' knowing and embracing their identity.
- The learners' successes will be honoured and celebrated.
- Learning is supported by culturally-relevant programming, academic programming, and technical programming as well as the resources required for effective learning support systems such as libraries, sport facilities, computer labs, chemistry labs, special education, etc.

OUR First Nation education system will provide opportunities to enrich the quality of life for all First Nation learners

- First Nation learners are entitled to have the best education possible which includes traditional knowledge, language, and culture.
- The Treaty 8 Education system will provide the best system for First Nation learners. It will include traditional knowledge, ceremonies, language, and culture to enrich their identity.
- It will assist in providing an improved way of life.
- First Nation learners are citizens plus. This is their right under Treaty No. 8. Funding for the Treaty 8 education system flows from this.

NURTURING environment to support discipline and respect towards all First Nation learners *

- Learners are provided with a safe, respectful environment.
- First Nation learners are treated respectfully, equally, and with integrity.
- The teaching and learning environment must be safe and inviting.
- First Nations learners have a sense of ownership and will experience a nurturing environment which contributes to their sense of belonging and self-worth.
- Elders, Parents, Guardians and Communities are included and involved in the nurturing of the environment.

*This education principle was developed and provided by the Treaty 8 Elders' Council and is the key to a successful education system.

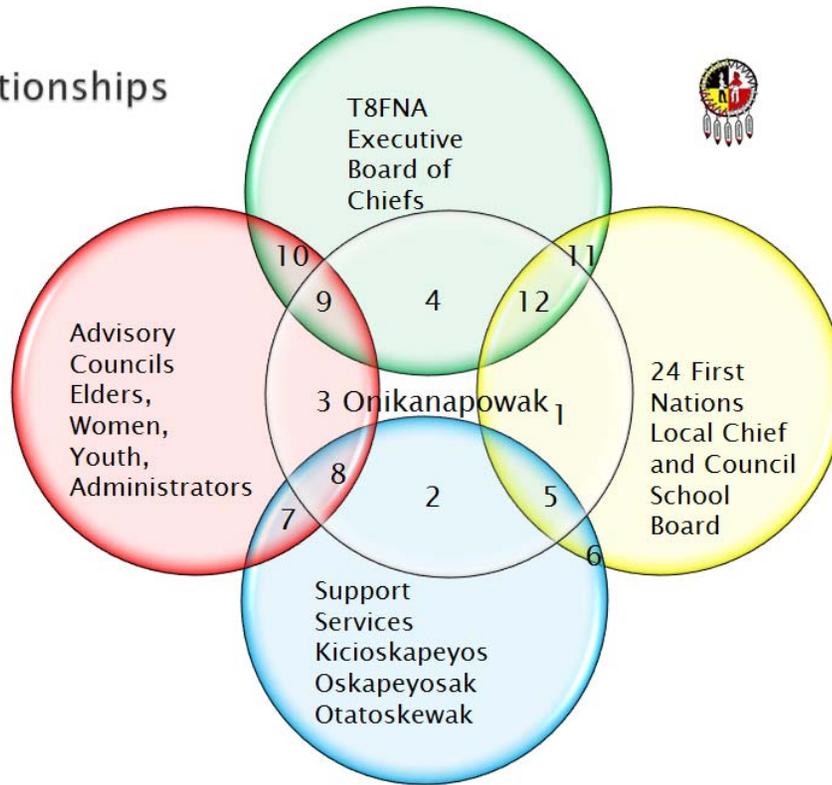
The reference documents the team used to develop the Guiding Principles included:

- Treaty 8 First Nations of Alberta Elders' Council - Guiding Principles for Education (Undated)
- Treaty 8 Elders' Advisory Council Principles (June 15, 2009)
- Guiding Principles for a Treaty Relationships Between the Treaty 8 First Nations of Alberta and Canada (Draft 6, February 2013)
- Indigenous Peoples Principles for Daily Life (Undated)
- Treaty 8 Elders Council Guiding Health Principles (Submitted by Darcy Jagodzinsky - Draft - Undated)
- Alberta Treaty 8 Children's Agenda Guiding Principles; Elders Group: Kisiwatisiwin - Unconditional Love (Undated)
- Treaty 8 First Nations of Alberta Elders' Council - Guiding Principles for Livelihood
- Treaty 8 First Nations of Alberta - Resolution Treaty Principles (Executive Board Motion 07-10-17-06)
- Treaty 8 By-Laws - Elders, Youth and Women's Advisory Committee Section 22 (Amended August 17, 2006)

Governance and Administration of an Education Authority

The following draft governance and administration approach was presented at the November 14-15, 2013 meeting:

Relationships



Explanation of Overlapping Relationships in the Model

1	Each of the Twenty Four First Nations, through means of their choosing, appoints one person to represent the First Nation as ONICANAPOWAK of education.
5	Each of the Twenty Four First Nations may engage Support Services and ONICANAPOWAK to deal with education issues. A First Nation, Support Services and/or ONICANAPOWAK may call a meeting to resolve educational issues relevant to the First Nation.
6	Each of the Twenty Four First Nations may engage Support Services Educational services outlined in Support Services portfolios are delivered to the First Nation to support education at the community level.
11	The 24 First Nations have existing relationship at T8FNA. Each Chief is a Member of Treaty 8 First Nations of Alberta. The Chiefs install the Executive Chiefs with assigned portfolios. The Executive Chiefs have “ministerial” oversight and authorize work of ONICANAPOWAK through policies & procedures. One of the Executive Chiefs is responsible for the education portfolio.
12	Each of the Twenty Four First Nations may engage T8FNA and ONICANAPOWAK to resolve issues of concern to the First Nation. In this case T8FNA and the First Nation should be well informed by KICI OSKAPEYOS of potential legal or financial constraints on ONICANAPOWAK’s ability to meet First Nation requests.

Support Services

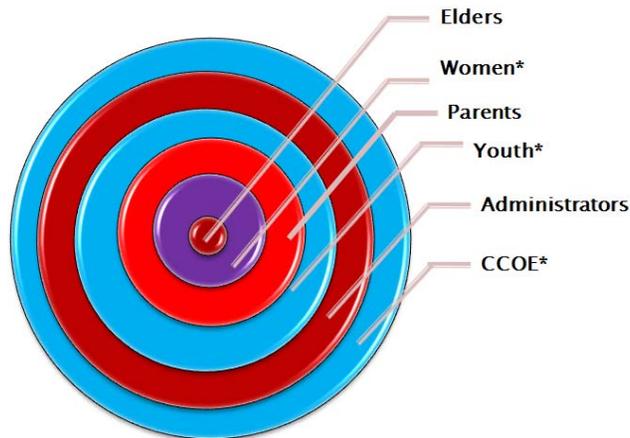
Kici Oskapeyos or designated staff is involved in the following relationships:

1. Support Services provides Logistical, Technical & Clerical support to Twenty four First Nations and ONICANAPOWAK
2. ONICANAPOWAK directs Support Services (Policy driven)
3. Support Services provides Logistical, Technical & Clerical support for ONICANAPOWAK and the Advisory Groups
4. Support Services provides Logistical. Technical & Clerical support for T8FNA and ONICANAPOWAK
5. Support Services provides Logistical, Technical & Clerical support in three way overlap of Twenty Four First Nations, Onicanapowak and Support Services
6. Support Services delivers education support services to Twenty four First Nations
7. Support Services receives advice and provides Logistical, Technical & clerical support to Advisory Groups

Advisory Councils

The model requires definitions of the responsibilities to accompany the relationships these entities have in the model. The work of defining responsibilities will generate Terms of Reference for each of the entities.

Advisory Councils



3. Advise and Support ONICANAPOWAK
7. Advise Support Services
8. Advise and Support ONICANAPOWAK and Support Services
9. Advise and Support ONICANAPOWAK and Treaty 8 First Nations of Alberta
10. Advise and Support Treaty 8 First Nations of Alberta

Responsibilities of Treaty 8 First Nations of Alberta

The Treaty 8 First Nations of Alberta Chiefs represent their community as Members of Treaty 8 First Nations of Alberta. One Chief from each of the Tribal Councils as selected and appointed by the Tribal Council to serve on the Executive Board. The unaffiliated First Nations may assign a member of his/her Council to represent said First Nation at the Executive Board

The educational responsibilities of the Executive Board of T8FNA, is coordinated by the Education Portfolio Chief. As political oversight for ONICANAPOWAK, the Education Portfolio Chief in consultation with the Executive Board fulfills the following functions:

Responsibilities Executive Board, T8FNA

The Executive Board's educational responsibilities need to be further developed by T8FNA to govern education Authority, delegated by FN & T8FNA is needed to provide the Executive Board access to all documentation produced by ONICANAPOWAK in their deliberations and decision making to review to determine if in fact ONICANAPOWAK is not performing the duties that they are established by the First Nations to do.

If established fact of illegal activity, incompetence or neglect, is established by the Executive Board, then the Executive Board can dismiss a member or members of ONICANAPOWAK, or the ONICANAPOWAK itself and appoint a Public Administrator until the Chiefs are able to meet as Treaty 8 First Nations of Alberta to provide direction to re-establish ONICANAPOWAK with new members.

RELATIONSHIPS:

4. T8FNA approves the Policies and Procedures that sets ONICANAPOWAK'S scope and delegated authority to govern education. Treaty 8 First Nations of Alberta hold political oversight and recall authority for cause over ONICANAPOWAK
9. T8FNA, ONICANAPOWAK, and any one of the Elders' Council, Women's Council, Youth Council, Education Commissioners & Chiefs' Committee on Education, engage to deal with educational issues raised by any of them which may need the input / involvement / agreement of the three parties.
10. T8FNA receives advice from the Elders' Council, Women's Council, Youth Council, Education Commissioners & Chiefs' Committee on Education.
Any of these bodies may call for a meeting with each other to consider issues of concern and make recommendations for action to resolve the issues to the appropriate body: ONICANAPOWAK, Support Services, T8FNA (internal – external)

11. T8FNA receives its' mandate from the Twenty-Four First Nations of Alberta
12. T8FNA engages with each of the 24 First Nations of Alberta and ONICANAPOWAK to consider issues of concern in education which require the input / involvement / agreement of the three parties.

Onikanapow

The Responsibilities of ONICANAPOWAK

1. Set common standards, policies and procedures, for delivery of the work of the seven portfolios in Support Services.
2. Hire and give direction to KICI OSPAPEYOS
3. Hire Chief Financial Officer
4. Receive and control financial resources for the education system.
5. Select Auditor and approve audit.

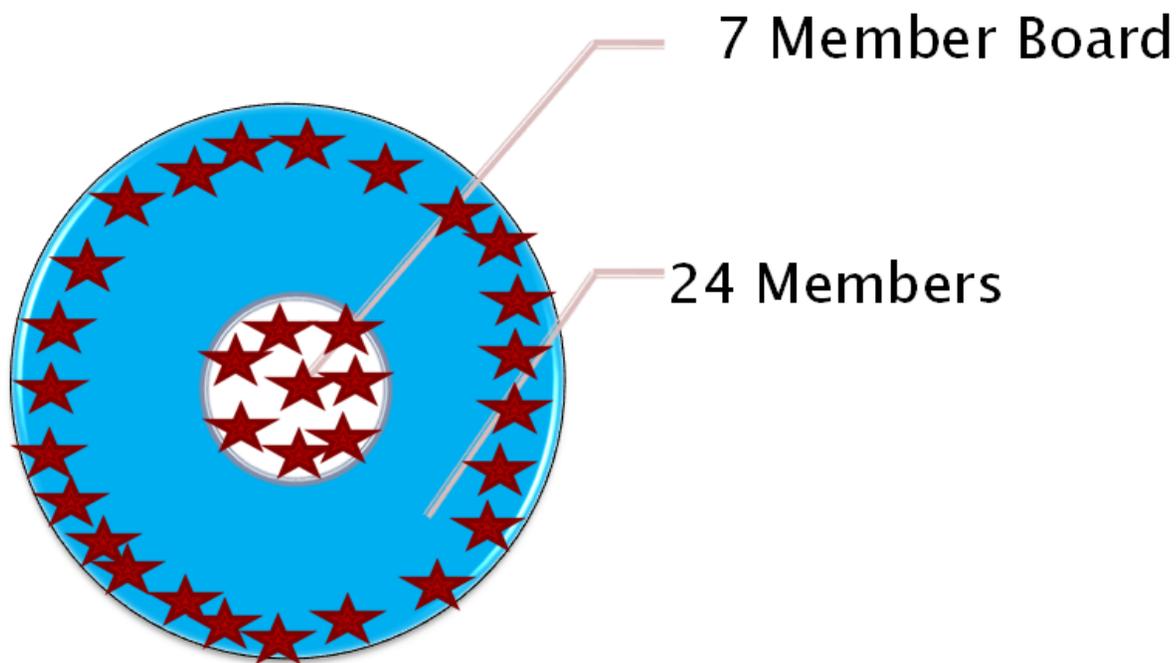
ONICANAPOWAK - Eight Relationships in the Model:

1. Membership is established by appointment by the Twenty Four First Nations.
2. ONICANAPOWAK directs Support Services ONICANAPOWAK approves the policies and procedures, and budgets for seven portfolios that Support Services are responsible to deliver; and delegates Support Services management authority to KICI OSKAPEYOS
3. ONICANAPOWAK accepts advice from Advisory Groups & when necessary develops policy for Support Services to implement the advice
4. ONICANAPOWAK receive authority to fulfill their responsibilities from T8FNA – Policy driven
 - The ONICANAPOWAK (as 24 & 7) is accountable to Treaty 8 First Nations of Alberta to fulfill their mandate.
5. ONICANAPOWAK brings KICI OSKAPEYOS into overlap relationship with 24 First Nations for Logistical Technical & Clerical support.
8. ONICANAPOWAK brings KICI OSKAPEYOS into overlap relationship with Advisory Bodies for Logistical, Technical & Clerical support.
9. ONICANAPOWAK (the Seven Portfolio Holders) and an Advisory body may meet with T8FNA Education Portfolio Chief to deal with issues which may require input from all three levels. Support Services provide logistical, technical & clerical support

12. ONICANAPOWAK may be directed by T8FNA and a First Nation leadership to meet to resolve an issue that may require the input of all three bodies. Support Services provide logistical, technical & clerical support

ONICANAPOWAK

Onikanapowak



Appendices

Background Reference Documents

DOCUMENT	DATE
Presentations	
Governance and Administration of an Education Authority - Dale Awasis	November 14, 2013
Supplement to Education Governance Model - Rene MJ Lamothe	November 15, 2013
Education Structural Readiness Report Summary - Rene M.J. Lamothe	November 13, 2013
Discussion Paper - Supplement to the Education Governance Model: Research on Topics Raised in September 11-12, 2013 and October 17-18, 2013 Strategic Planning Sessions - Rene M.J. Lamothe	November 13, 2013
Education Governance Model: Model for Relationships and Responsibilities Guide for Implementation and Administration - Rene M.J. Lamothe	November 5, 2013
Working Together for First Nation Students: A Proposal for a Bill on First nation Education - Aboriginal Affairs and Northern Development Canada	October, 2013
Presentations	September 11, 2013
Treaty 8 of Alberta Special Education - Eileen Lines, Special Education Manager	
Memorandum of Understanding for First Nation Education in Alberta, Treaty No. 8 Commission - Clayton Kootenay, MOU Coordinator	
Treaty 8 First Nations of Alberta Structure - Joseph Jobin, Treaty 8 COO	
Treaty 8 Education Commission, Background Review - Gwen Muskwa, Treaty Relations Coordinator	
Treaty 8 First Nations of Alberta, Overview of the Education Office - Dale Awasis, Director of Education	
Education Models, Research and Review - Theresa Brown, Quality Control Specialist	
Analysis of A Blueprint for Legislation – First Nations Education Council	August 2013
Assembly of Treaty Chiefs, Treaty No. 6, Treaty No. 7 & Treaty No. 8 - Position on First Nations Education & Consultation/Accommodation - Dr. Leroy Little Bear	April 16, 2013
Guiding Principles for a Treaty Relationships Between the Treaty 8 First Nations of Alberta and Canada (Draft 6)	February, 2013
Developing a First Nation Education Act - A Blueprint for Legislation	July 2013
Treaty 8 Education Commission Strategic Planning Sessions Report September 11-12; October 17-18, November 14-15, 2013	15

Memorandum of Understanding for First Nations Education in Alberta – Long Term Strategic Action Plan	June 3, 2013
Indigenous Knowledge and Wisdom Centre Business Plan 2013 – 2020 Draft #13	April 24, 2013
Treaty 8 Chiefs’ Executive Board and Program Directors Strategic Planning Report – 50 Year Plan	January 20, 2012
Terms of Reference Treaty No. 8 Comprehensive Traditional and Contemporary Education System	October 17, 2011
Treaty No. 8 Comprehensive Community Based and Intertribal Traditional and Contemporary Education System, Draft Models - Sol and Associates	July, 2011
First Nations Community and Intertribal Traditional and Contemporary Education Implementation Agreement - Sol & Associates	July, 2011
Treaty 8 By-Laws	May 5, 2011
Draft Model	May, 2011
Implementation Agreement (Draft)	2011
Treaty 8 First Nations of Alberta - Resolution Treaty Principles (Executive Board Motion)	July 27, 2010
Treaty 8 Education Commission Terms of Reference	January 22, 2009
Draft Treaty 8 Education Act Structural Component Brief - McLennan Ross LLP, Legal Counsel	July, 2009
Concepts for Treaty 8 Education Act - McLennan Ross	July, 2009
Treaty 8 Elders’ Advisory Council Principles	June 15, 2009
Convention of the Treaty No. 8 Confederacy (Keyano Aski) Beaver, Chipewyan, Cree and Dene Governments (Draft)	2007
Treaty 8 By-Laws - Elders, Youth and Women’s Advisory Committee Section 22 (Amended)	August 17, 2006
Looking Toward an Indigenous Learning System: A Comprehensive Educational System for the First Nations People of Treaty 8 (Alberta), Document Brief	September, 2004
Constitution for the Treaty 8 First Nations (Draft)	Undated
National Indian Education Act: A Framework Outline	Undated
Treaty 8 First Nations of Alberta Elders’ Council - Guiding Principles for Education	Undated
Treaty 8 First Nations of Alberta Elders’ Council - Guiding Principles for Education	Undated
Indigenous Peoples Principles for Daily Life	Undated
Treaty 8 Education Commission Strategic Planning Sessions Report September 11-12; October 17-18, November 14-15, 2013	16

Treaty 8 Elders Council Guiding Health Principles (Submitted by Darcy Jagodzinsky - Draft)	Undated
Alberta Treaty 8 Children's Agenda Guiding Principles; Elders Group: Kisiwatsiwin - Unconditional Love	Undated
Treaty 8 First Nations of Alberta Elders' Council - Guiding Principles for Livelihood	Undated

BACKGROUND

In September, Dale Awasis provided an overview which set the context for the development of a Treaty 8 Education Model.

Goal To develop an Treaty 8 Education Model that will be presented to the Chiefs in December, 2013

Why Now The Federal Government is in the process of developing a Nation First Nations Education Act. This is expected by 2014. Currently First Nations education is administered as a policy with no firm funding. Money that can be used for on-reserve education is allocated to off-reserve provincial schools.

The AANDC Framework was rejected by the Treaty 8 Chiefs. The Treaty 8 Framework entitled “National Indian Education Act: A Framework Outline” will be presented to the Assembly of First Nations on September 17th, 2013. Treaty 8 will be asking other regions in Canada to support this framework. Treaty 8 has engaged Dr. Leroy Little Bear and Dr. Wilton Littlechild to continue working on this document.

Treaty 8 is comprised of 24 First Nations and is growing. Some First Nations do not have schools; some to off-reserve for Education (estimated at 68%); some only offer kindergarten or high school. Treaty 8 must be in a position of structural readiness to fully access Federal funds.

The Challenge How do we service education effectively so that everyone can benefit.
How do we provide support for communities to achieve what they are trying to accomplish?

The Current Situation The approach and strategy is Alberta-based.
The Memorandum of Understanding on Education is between Canada, Alberta, and Alberta First Nations. This is a long term strategic plan to address the 30-year gap between First Nations and Provincial Students.

Issues Establishing a Treaty 8 Education Authority aligns with the Treaty 8 Mandate.
Structure and approach require open and frank discussions.
Funding must be adequate and equal.
Children with behavioural issues do not fit current school models as the Alberta Education Act dictates that all students receive free education except those who live on reserve, which leaves arguing from a Treaty Rights perspective as the only choice.
The government wants accountability and transparency
If Treaty 8 does not put our own mechanism in place then funds will be given to the province.

CURRENT ROLES AND RESPONSIBILITIES

Director of Education T8

First level services

- Local level at schools (teachers, principals)
- Assist in setting schools plans, direction setting, policies
- Interacting with Directors of Education for Treaty 6 and Treaty 7

Second level services

- Overseeing and managing programs
- Working directly with Tribal Council Directors at the Commission level
- Interacting, negotiating, providing insights and information to Federal and Provincial governments on education issues

Third Level Services

- Board development
- Curriculum development
- Working directly with Tribal Council Directors at the Commission level
- Interacting, negotiating, providing insights and information to Federal and Provincial governments on education issues

Other

- Financial Planning and Budgeting
- Proposal Development and Reporting

Directors of Education - Tribal Council Level

Provincial Jurisdictions

- Review submissions
- Negotiate, confirm, validate (e.g. financial expenditures)

AANDC

- Review Special Education assessments at the provincial level
- Negotiate and approve assessments for funding
- Reporting, Compliance
- Coordinate proposals and reports for First Nations for approval by AANDC
- Deal with Band Operated Schools and Provincial Schools to ensure nominal role is in place and submitted to AANDC
- Ensure Band Operated Schools testing is updated for special education, compile and submit to Treaty 8 and AANDC

First Nations Directors at Tribal Council Level

- Discuss education issues and solutions at the local level

Treaty 8 Level

- Commissioner, decision maker on behalf of schools, policy development
- Establish administrative procedures, documentation, and processes

Tribal Council Level

- Policy review; Respond to and support issues
- Debriefing Chiefs to ensure their engagement on Education (Linkages to other programs like Health and Child and Family Services Technicians on tuition issues and by necessity, governance issues; Appoint Trustees to sit at Provincial Jurisdiction level)
- Membership clerk; Estate officer

Other

- Dispute resolution; Attendance appeals
- In-servicing, professional development for Directors and Counsellors
- Deal of Off-Reserve Student both in-school and post-school
- Proposal Development and Reporting
- Deal with parents who have issues / discrepancies with other Provincial Schools
- Deal with transportation issues
- Direct activities of Education Advisor (Bill C-31 Students; Tuition Agreements; Policies and procedures for elementary and secondary; Deal with large volumes of paperwork for AANDC)
- Providing community level supports (teacher evaluation, policy development)
- Financial Planning and Budgeting (Cash Flows for First Nations; Keep on top of AANDC policies)
- KTC Composite Model (Advise rather than direct; Work with the Partnership Agreement; Tri-layer responsibilities; Liaison to address the various needs of Education Portfolio Holders)

Directors of Education - Nation Level

- All of the Above, plus....
- Focus on the Children
- All students attending post-secondary in Canada and US
- Debriefing Education Board (Chief and Council)
- All in-house school policies
- Hiring of principals, teachers, and all school staff (Training of staff; Resource for principals and teachers)
- Serve on Commission
- Development of discipline policies; Development of programs (e.g. cultural, etc.)
- Handle all incoming disputes with parents, students, staff
- Transportation; maintenance
- Capital projects (infrastructure)
- Dealing with provincial schools adjacent to reserves
- Paying tuition costs to provincial schools
- Dealing with provincial trustees (large financial component)
- Dealing with Elders' groups sanctioned by Chief and Council or the Education Board
- School evaluation
- For independent Nations - the Director plays a role at both the Nation and Tribal Council level
- Regional planning; Financial Planning and Budget
- Deal of Off-Reserve Student both in-school and post-school
- Proposal Development and Reporting

Provincial Model

- Board / School Authority
- Superintendents

Principals

- Same as Director of Education at Nation level, plus....
- Student discipline
- Budgets relating to all school operations
- Human Resources functions
- School reviews
- Transportation
- Curriculum discussions and directing implementation
- Working with programs: Elders, Health in the Community
- Work on the School Plan

Program Managers

- Program management - FNSSP
- Proposal writing to secure money
- Work planning, Reporting
- Setting and tracking budgets
- Personnel issues
- Personnel policy development
- Partnerships: University of Lethbridge, KTC, Little Red, Bigstone, ASLA, APEGGA
- Data collection and research for planning purposes
- Evaluation of programs, identify gaps, find solutions
- Liaison with Commission, Directors, Staff, Principals, Power School User Group
- Some Second Level Services: Planning and Development (Literacy, Numeracy, Student Development Specialists)
- Information Technology / Communications: Policy Development to Technical Services and everything in between
- Professional Development
- Tool Kit Development - First Year Principal Handbook
- Day to Day Administration and Logistics
- Collaboration with counterparts in Education in Treaty 8

What is Working with the Current Structures?

- Huge volumes of work but it somehow just falls into place
 - Second Level services benefit First Nations
 - Educating of TAs to becoming qualified teachers, although this is costly
 - Treaty 8 has attracted good, capable personnel
 - Treaty 8 offers lots of extra resources and is facilitating the schools slowly getting to a provincial level in technology, literacy, and numeracy
 - School Boards members at First Nations Schools
-

Where are the Gaps with Current Structures

- AANDC contacts change
 - Turnover at First Nations level requires building capacity
 - No one designated to address second level services
 - Not clear on who is **responsible** for addressing quality of education, retention, dropout rates
 - Everything is very convoluted, lots of overlap, lots of people doing lots of things ... better role definitions and streamlining is required
 - When a teacher is new it is difficult to understand who does what
 - Teacher compensation and benefits
 - Pay grid for teachers is not equitable
 - Pension Plans are not equal to provincial side - not accessible
 - Benefits such as medical and dental are not equal
 - The political aspects of education can be very negative ... it is difficult to know who to go to; turn over in political leadership is an issue
-

HOW DOES THE MODEL NEED TO SUPPORT COMMUNITY NEEDS

- Keeps the Children at the Centre
 - Respect autonomy of each First Nation
 - A community service model
 - Communication channel for all First Nations
 - By the communities and for the communities
 - Separate from the corporate body of Treaty 8 - its own entity with connections and run by the Chiefs
 - Includes communities' language and culture
 - Compiles all the work we have done to date
 - Ensures that we get the right information to the people
 - A long-term commitment, with a mandate and structure that transcends leadership changes
 - A bridge between communities to collaborate and share resources
 - Encourages students to be well-rounded people who have their feet in both worlds
 - A competitive model that will attract the best teachers - a comparable salary and benefit grid that provides security
 - Teachers provide unique services that blend our history and culture into the curricula
- Treaty 8 requires a university / post-secondary (including trades) / adult upgrading where our Elders can teach our traditional values
 - Builds capacity for the communities based on their needs, and prepares our people by providing the right skills and knowledge
 - Connection and capacity building with Treaty 6 and Treaty 7, including cross-board discussions on policies and guidelines
 - Addresses students who are registered in provincial schools
 - Culturally sensitive curricula
 - User friendly with an opt-in, opt-out clause for the Nations
 - Addresses early childhood education and preparedness for K-4 and also bridges between programs (CFS, Health Canada, Headstart)
 - Addresses support services for special needs students in an equal and equitable way
 - Identifies second level services
 - Engages both a Youth Advisory and Elder Advisory
 - Ensures that our students are prepared and ready for post-secondary
- Emphasizes and supports the communities to ensure that children attend school
 - Ensures that our students excel, do well, and can compete with provincial school students
 - Encompasses needs and supports for parents
 - School calendars accommodate culture
 - Examines funding needs of communities and focuses on accountability and transparency
 - Utilizes best / wise practices from other areas (e.g. retention, resources provided by post-secondaries across Canada, etc.)
 - Supports communities who are not strong in education - partnerships with Health Canada on pre-school, drug use, etc.
 - Encompasses both on-reserve and off-reserve students
 - Encourages students who have dropped out to return to school
 - Includes School house modules - learning, drug and alcohol recovery, etc.
 - Supports accountability of parents in their children's learning

FRAMEWORK FOR EDUCATION STRUCTURAL READINESS

Kaia Lamothe convened a team to prepare a draft document for review at the October meeting. The team is comprised of: North Peace Structural Readiness Coordinator (Nancy Apannah); Treaty 8 Contract Writer (Rene Lamothe); Treaty 8 Law Student (Tanya Kappo); Kaia Lamothe Treaty 8; Communications/IT (Golam Mortzoza); KTC (Victor Dikaitis). Following is the Outline for the Draft Document.

Governance

- Structure, Roles and Responsibilities
- Regional, Tribal Council, T8 Collective?? (Refer to and possibly build on KTC Emerging Model)
- Delegated Authority Levels
- Roles and Responsibilities: Curriculum, Evaluation, Signing Authority, Accountability for Structures and Policies, etc.
- Do not work detail of positions at this time

Scope

- Jurisdiction and Authority
- Services provided
- Allocation of financial resources (e.g. program dollars)
- Do not address Policy at this time

Capacity

- Building the team
- Youth, Elders, Women involvement

Roles and Responsibilities

- Intergovernmental Relations
- Protocol Agreement with GOA
- Role of Province

Accountability

Transparency

Autonomy

Communications

- Strategy

Implementation

Sustainability

- Best education for Children
- Attracting and retaining the best teachers

Present Draft Model

- Education Directors meet with Chiefs in their Areas
- T8 Chiefs Health Meeting Oct 29-30
- AoTC November 12-15
- T8 Chiefs Strategic Planning Nov 21-22
- Present to Executive Board of Chiefs at the end of November

December Presentation to Chiefs for Vote

- Send a package out to Chiefs one week prior to December 12th
- Corporate Model
- Benefits to First Nations

OCTOBER WORKSHOP BREAKOUT GROUPS - RECOMMENDATIONS ON FRAMEWORK FOR EDUCATIONAL STRUCTURAL READINESS

The Draft Structural Readiness Report was presented by Rene MJ Lamothe at the October meeting. The draft document was used as a starting point for discussions on:

- Governance
- Scope
- Capacity
- Roles and Responsibilities

These elements will be addressed at a later date:

- Communications (by March 31, 2014)
- Implementation (requires a Strategic Plan)
- Sustainability

The October session participants broke into 5 discussion groups to discuss the Draft Governance Structural Models, Scope, Capacity, Roles and Responsibilities. The recommendations from the work shop will be used to create a second Draft of the Framework for Educational Structural Readiness.

Following are the recommendations of each break out group:

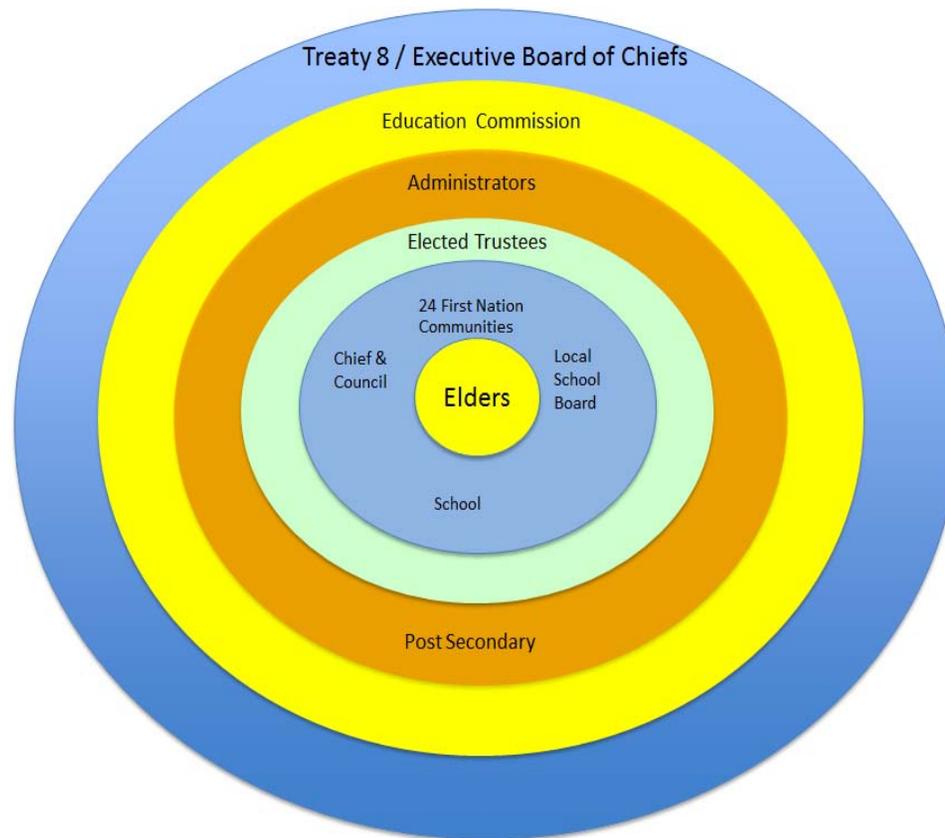
Group 1

- Prefer Model #1
 - Community has a say in Regional direction
 - The Region offers services
 - Community has complete control
- General comments:
 - Off-reserve children also need to be taken care of
 - Advocate for an option to direct taxes to First Nation Education, in addition to public / catholic systems
 - Provincial government has accountability for funding / funding deficits
 - Parent engagement leads to child engagement
 - Take presentations to communities so they understand the proposed education system - the community elects people to Boards / Commissions
 - Establish budgets and proper funding at the Community and Regional levels

- Treaty rights must be central to the model
- Curriculum development is at the Regional level
- Oversight is provided by the Region in defining: roles, responsibilities, accountability, transparency “start with the foundation before building the roof)

Group 2

- Created a third model as outlined in the following diagram:



Notes on the Group 2 Model:

- Elders are in the middle
- The core represents Mother Earth
- The diagram represents respect for the circle of life

Roles and Responsibilities:

Elders	<ul style="list-style-type: none"> • Traditional knowledge • Guidance • Identity
Community	<ul style="list-style-type: none"> • Knowledge of, and input on Policy and Procedures • Involvement with community at all levels • Elect local school board (membership number depending on size of community)
Chief and Council / School Board / School	<ul style="list-style-type: none"> • Autonomy • Optional
Elected Trustees	<ul style="list-style-type: none"> • Elected by community – each elects 1 or 2 depending on size • Communication between Treaty 8 • Assist in developing Policy and Procedures • Liaison between community and Treaty 8
Administration	<ul style="list-style-type: none"> • Director / Principal / Post-Secondary / Off Reserve Students • Develop Policy and Procedures • Budgets
Education Commission	<ul style="list-style-type: none"> • Communication and advocate for community • Make recommendations
Treaty 8	<ul style="list-style-type: none"> • Connection to each community

Additional notes from Group discussion:

- Color coded communication arrows – authority, communication, direction
- Highlight community and region with communication
- Treaty 8 FNAB should be a separate entity to develop model
- By-laws and mandates of the organization need to be developed

Questions / Answers / General Comments from the Plenary Discussion:

- Where is the Child? This should be in the middle as the child comes first.
- First Nations are near the centre as they are autonomous.
- Elders should also be in the middle - they have lived a full life and gone down the path.
- Elected Trustees are the Regional Board - elected by the community.
- Commission is appointed by the Tribal Council. What is their role / purpose?
- What is the connection to the Board of Chiefs?
- Do not dismantle what is already in place. Keep what is working.
- Suggestions to change the proposed circular model:
 - Put elected Trustees in the 3rd circle
 - Move Chief and Council to the 4th circle
- The communication component is missing - a body is needed for all of Treaty 8 for the evaluation of schools and teachers.

Q: Determine the Education Commission role?

A: Liaison between the Treaty 8 and the schools.

Q: Is the Commission elected or appointed?

A: Elected.

Q: What is the authority body over the school?

A: Chief and Council who have authority over the Principal and Director of Education.

Q: What is the role of elected Trustees?

A: They are a voice who listen to parent concerns and bring these to the Board. Trustees could be called by another title.

Group 3

- Concern about the size of the body / authority.
- Clarity required on the authority for hiring and firing.
- Is the Superintendent an advisory role?
- Where does the Education Director fit?
- Does the Principal play an advisory role?
- Require criteria / minimum standards for all positions.

- Role of Women, Elders, and Youth need to be incorporated into the model.
- Appointed bodies need a methodology to ensure gender distribution and representation.
- Intergovernmental affairs and role of Associations:
 - Directors should be members of the Council of Alberta School Superintendents.
 - Trustees should attend Alberta School Trustees Conferences.
 - Establish a more meaningful relationship with the Alberta Teachers Association.
 - Consider establishing our own Association to address issues like pensions, teacher qualifications, etc.
 - Seek acknowledgement of the special skills of our teachers in the area of TQS.
- Both Model 1 and Model 2 are acceptable.

Questions / Answers / General Comments from the Plenary Discussion:

Q: What are the expectations of Youth and Elders?

A: Youth need to have a role in the school and should have a say / equitable power with Trustees. Youth should be elected as leaders by their peers and should hold monthly meetings.

Q: Are Youth elected at the Regional or Local level?

A: Local. Then identify who will sit at a Regional level to represent Youth.

Q: Do Youth hold power or are they advisory?

A: They hold power and are active participants in schools. Youth should have their own Youth Chief and Councils at the school level. And the Nation Chief and Council will actively engage with Youth.

Q: How do we target children who are not in school?

A: The system needs to target both high schools students and Youth who are not in school.

Q: How are youth defined - what is the age level?

A: That is defined by each First Nation

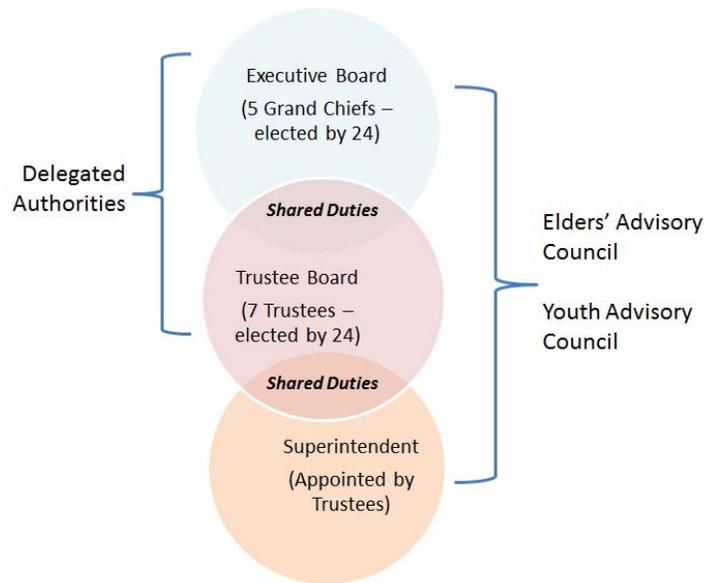
General Comments:

- Engagement at the community level includes electing officials including Youth officials.
- Treaty 8 By-laws now call for Women and Youth Councils but these are currently inactive.
- Minimum standards of education and knowledge need to be defined for elected and appointed candidates.

- Some Education First Nation Trustee Baseline standards include:
 - Knowing the community
 - Education at the Grade 12 or Post-Secondary level (or equivalent lived and demonstrated experience)
 - Active in the education system
 - Working knowledge of Provincial education system
 - Criminal check
 - First Nations knowledge and cultural knowledge
 - Knowledge of First Nations language(s)
- Invite First Nations Trustees who currently sit on the Provincial Board into the discussion as they represent First Nations.

Group 4

- Did not agree with either Model 1 or Model 2.
- Created a Venn diagram which demonstrates a more connected approach.



Voting is done through use of a Delphi Technique where 24 cast vote to get 5, then work on 7, etc. The system involves rounds of vote and is a fair process.

- First Nations members and their Chiefs/Councils should determine their own structures and checks / balances.
- Regional Standard:
 - Not part of the Alberta Teachers' Association so require a system like the ATA
 - Develop formulas for equality in: teacher job security, pensions, salaries, hiring, firing
 - Develop standards for curriculum
- Provincial standards need to be the minimum standards in order to qualify for post-secondary education, but incorporate our Indigenous Knowledge Systems. We need to do this ourselves and work with Post-Secondary institutions to achieve recognition of our IKS.
- Caution not to recreate the current imposed structure.
- Engage Parents and Youth.
- Create a sound foundation
- Ensure the model does not create power struggles
- To succeed need to have an All-Nations Committee

Q: How is this model different from the current system? How does representation of all of Treaty 8 occur?

A: Criteria needs to be put in place at a Regional level.

Q: What is the ideal number of Superintendents?

A: Options include: 1 for all of Treaty 8. Divide Treaty 8 into geographic areas with a Superintendent for each.

Q. What are the criteria / roles for Superintendents?

A: Superintendents need to understand language and culture. They also need to understand education systems at the Municipal, Provincial, and Federal levels. They need to determine consistent salary grids and pay scales as well as guidelines for contracts, processes, etc. This happens at a Regional level.

Group 5

Questions considered by the Group included:

- Will Superintendents replace Education Directors?
- Will there be a Superintendent for the North and for the South, one for all of Treaty 8, or one per Nation?
- Who determines the Superintendents?
- Define the difference between the Education Director and the Superintendent?

- What is the difference between an Education Director and a Principal?
- Need Education Directors as they are directly involved with communities.
- Chiefs and Councillors are too busy to oversee Education Directors.
- Qualifications levels need to be developed. Superintendent (Master's Degree; ability to manage budgets). Minimum level of qualifications needed to be developed for Chief/Council Education Portfolio Holders and Trustees.
- Community input is needed (parents, guardians, foster parents).
- Education Director works with the Tribal Council and Principals.
- Curriculum should include: education on treaties; balance of traditional knowledge with current curriculum by taking the best of each system.
- Nominal role - school based budgeting is a must but it is critical to have a system to share resources between schools.
- Communities elect leaders therefore people hold the power.
- Appoints must not be 'who you know' but 'what you know'
- Bring Elders and Youth to the table to really hear their voice.
- Changes to the Indian Act are required.
- Create an Aboriginal Teachers Association to protect our teachers, educators, principals, and support staff.
- The Board has authority to hire / fire.
- Process to deal with staff grievances is required.
- Address the issue of losing students to off-reserve schools as some First Nations have closed their schools.
- Address the drop-out rates as youth are going to low-end jobs in the oil field.

Q: What is the chance of this passing the Chiefs' Table?

A: In order to work out the structure needs to be clearly defined: Superintendents (Treaty 8 or District).

ROLES AND RESPONSIBILITIES - TABLE DISCUSSIONS

Some of the Groups also discussed the Roles and Responsibilities and Levels of Authority. A sheet was handed out to all Tables to complete. Following are the responses:

School Board Responsibilities

	Local	Regional	Both
Communicating, informing, involving parents, staff, and the community at large in school board decisions and activities	3		1
Adopting an annual budget that achieves jurisdiction priorities		1	3
Setting goals and priorities for the jurisdiction that achieve provincial education standards, meet the needs of students and reflect the community's wishes	1		3
Making and enforcing policies that set standards and expectations regarding the actions of administration, teachers, and students	1	1	2
Lobbying the municipal and provincial governments and education issues of importance to the jurisdiction		2	2
Adjudicating policy or decision appeals		1	3
Hiring and evaluating the superintendent	1	2	1

Role of Trustees

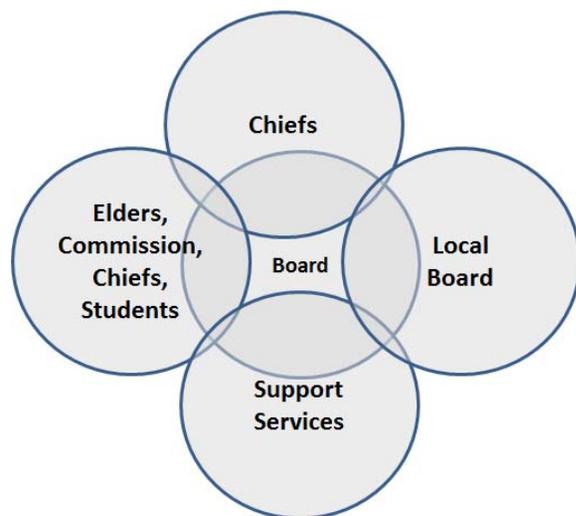
	Local	Regional	Both
Communicators			1
Planners	1		
Policy Makers			
Advocates			1
Educators			
Adjudicators			1
Lobbyists			1
Legislators			1
Politicians			

Role of Superintendents

	Local	Regional	Both
Approve appointment of Superintendent	1		1
Duty to Report		1	
Report to Registrar ATA			
Board of Reference (School Act)		1	
Suspension of Teachers			1
Board suspension of teachers	1		
Superintendent of teachers	1		
Board reinstatement of teachers	1		
Superintendent implement teacher authority validation system	1		
Superintendent extranet application - TRS Authority	1		
2x per year sent to Alberta Teacher Registry a secure, electronic submission of all certified staff	1		

OCTOBER SESSION - PLENARY DISCUSSION NOTES

- Role and function of Indigenous Knowledge and Wisdom Centre has yet to be defined. It is anticipated that they will be a storehouse of information and resources; curriculum development for Indigenous knowledge. Likely a 9 member governing board (3 from each Treaty territory)
- What is the Director of Education / Superintendent role?
 - A: It will differ based on whether this is Regional or at the Treaty 8 level.
 - Keep it simple. Keep what already works - there are Directors of Education at the Nation level already.
 - A from Dale: One of the functions of the Superintendent is to manage the support staff (e.g. speech pathologists, etc.) and support services (e.g. transportation, etc.). For the purposes of this exercise we are determine how to manage the overlaps and commonalities of services between boards, chiefs, support services, elders / students / Chiefs / commission. The National First Nations Education Act will take the money out of Councils and put it into Authorities.
- What is proper terminology for Regional authority and roles?
 - Answer: Look at the B.C. model for ideas.
- An executive summary will be required for the Chiefs in December.
 - Answer: There are a number of forums coming up: Treaty 8 Health Forum; AoTC; Treaty 8 Chiefs' Strategic Planning Session. The model will be taken to the Executive Board for approval at the end of November
- Mechanism for First Nations to opt-in or opt-out is required.



Dale Awasis outlined that the work of these Sessions is to determine how to manage the overlaps in this diagram.

October Summary Presentation of Report: Structural Readiness for Education

At the October meeting, Rene RJ Lamothe presented the following slides as background to the First Draft of the Report.

Slide 1



**TREATY 8 FIRST NATIONS
OF ALBERTA**

REPORT:
STRUCTURAL READINESS FOR EDUCATION

Rene MJ Lamothe
Capacity Development
October 15th, 2013

Slide 2

Guiding Principles for First Nation Education System
These guiding principles are the output of the Committee set up during the September strategic planning session.

- E**ducation is lifelong
- D**evelopment and enhancement of traditional knowledge and language
- U**nderlying understanding is each First Nation is autonomous, and everyone involved will work together hand-in-hand, with each other as well as with other 3rd party players
- C**apacity to ensure success and communication to ensure all stakeholders are kept informed
- A**ccountability, transparency and sustainability are integral
- T**reaty No. 8 is a living document, and is the foundation of all aspects of education.
- I**mplementation is conducted professionally, respectfully, and with integrity
- O**ur First Nation education system will provide opportunities to improve the quality of life for all First Nation learners
- N**urturing environment to support discipline and respect towards the First Nation learners

Slide 3

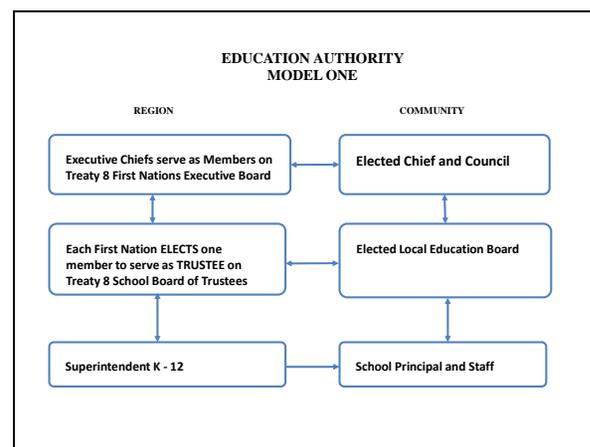
Governance Structure
Form & Process to Ensure
First Nations Remain Autonomous

The Models presented reflect the natural current relationships among the Treaty 8 First Nations of Alberta. In effect they are an expression of the natural unwritten, but lived constitution of the Treaty 8 First Nations of Alberta
(Constitution: How relationships are structured in a society)

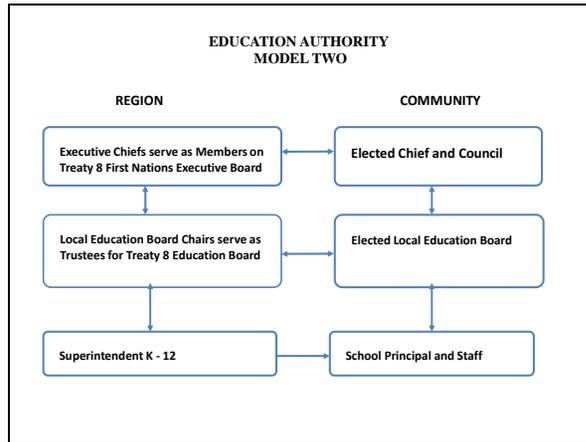
Organizational Structures
Delegated Authority Levels
Roles and Responsibilities:

- Accountability for Structures
- Accountability for Law & Policies
- Signing Authority,
- Curriculum, Evaluation,

Slide 4



Slide 5



Slide 6

SCOPE

Considerations need to account for internal & external realities

- **Geographic Scope**
- **Political Scope Activities are based on First Nation Legal Jurisdictions and Authorities**
- **Social Scope**
- **Economic Scope**
- **Infra-Structure Scope**
- **Scope of Services**

- Area on map of Northern Alberta
- Within First Nations, Among the Treaty 8 First Nations, in Relationships with Alberta & Canada focusing on Education
- Health & Education status of First Nation Members
- Status and financial capacity (own funds & transfers)
- Status of schools, buses, and Future Needs Actual and future maintenance & operations costs
- Roles and Responsibilities at all levels to deliver primary, secondary, tertiary Education needs; personnel, etc.

Slide 7

Capacity

Having capacity includes political support by all levels of First Nation societies, legal & structural framework, acceptable operational standards, policies and procedures, secure funding.

Building the team to achieve this will require participation and support from all levels of First Nation society: FN Members, Chiefs and Councils, Local Boards of Education, T8FNS of Alberta, The Executive Board, The School Authority, A Regional Board of Trustees. The focus to involve interests specific to Youth, Elders, Women will help this along.

Capacity will be achieved when the knowledge and commitment of all levels of the structure operate in a manner that protects autonomy of First Nations while providing for legal connections to the requirements of the First Nations Education Act, and to the Alberta Education System to ensure First Nation students education achievements are recognized and accepted by Institutes of higher learning

Slide 8

Intergovernmental Relations

Protocol Agreement with the Government of Alberta
This is just a general statement agreeing to talk

Roles of Province
BNA Act 1867. Section 92 give Provincial government the responsibilities for education, lands & resources.
It set the stage of the current governance by Alberta
BNA Act 1982, Section 35 recognizes Aboriginal & Treaty Rights
These rights are not defined in Section 35
Canada & Provinces have taken no action to adjust their pre 1982 laws to accommodate First Nation governance

Indian Act - AANDC
Contains a brief statement allowing Minister AANDC to fund school houses. The Act doesn't provide for First Nation right to education
Current Self Government Policy allows municipal type government
Federal First Nations' Education Act

Federal Department of Intergovernmental Affairs
No evidence in Department web site that this department relates to First Nation Chief and Council as a government

Slide 9

Slide 10

Accountability

All cultures that sustain themselves from their own work have mechanisms of accountability. In ours, we are accountable to ourselves, to our families and communities, to our ancestors and ultimately to our Creator. It is this discipline of accountability that motivates us to produce a useful life. The more accountable a person feels, the more productive they become.

Western cultures developed the profession of accounting to measure their operations financially. There are two streams used:

- a. Financial Accounting for business operations (profit / loss)
- b. Government Accounting (surplus / deficit)

Western accounting standards value

Assets (fixed, liquid and sometimes "goodwill") and
Liabilities (what is owed at time of audit)

In our cultures, accountability relates to all the ideas in the section: SCOPE above; including financial measure of resource use. In our way, we are also accountable for social costs of all our life activities.

Some Western thinker agree: e.g.: Tony Tinker, on social accounting

Slide 11

Transparency

Transparency and accountability are old related friends

Being transparent in operations involves the full scope of operations. For transparency to exist in an organization, each person at each structural and authority level of the organization needs to be knowledgeable of the organizations' purpose, vision, mandate, goals and objectives, and be personally committed to them.

Leadership and Staff diligence in fulfilling roles and responsibilities at respective levels within the organization helps achieve transparency. This includes diligent use of time at work to reach organizational goals.

Accountability

Allocation of financial resources

The **flow of funds** needs to be decided by the
Treaty 8 First Nations of Alberta or their
Executive Board acting as the
The Regional School Authority

These funds flow from Canada & the Province
Which level in the First Nations' Structure
Receives, Disburses & Accounts
For Funds?

Slide 12

Sustainability

Sustainability is achieved when accountability and transparency really work together as mutually supportive friends in the political, social and financial activities of the organizational structure from the community electoral processes to the efficient and effective delivery of primary, secondary, and tertiary education services.

The strongest position from which to ensure sustainability is the success of the students. To achieve that, all individuals in all levels of the organization must work hand in hand

Data records become very important here

Best education for children
Attracting and retaining the best teachers

Slide 13

Communications

Strategy is due March 31, 2013

Implementation

Strategy to be developed parallel with
Communications Strategy

October Presentation and Discussion with AANDC

Blueprint for Education

- What the government has heard to date from First Nations and Educators from across the country
- What the government is proposing in a legislative framework (standards, services, governance, funding)
- First draft of legislation to be tabled in the Fall of 2013
- Government has made the commitment to table the legislation for enactment in Fall of 2014
- Key points
 - General
 - Want to ensure that any student on-reserve has the ability to succeed like any student in the country
 - Build the structure but let the First Nations choose how to build education systems and governance structures
 - Students graduate with a recognized diploma or certificate that enable them to enter post-secondary or the workforce, and which allows them to succeed
 - Could be land-based curricula, Elder driven curricula, etc. and that as this is done children get the basic literacy and numeracy skills
 - Governance
 - Ensure that the structure includes a school board like approach that encompasses a number of schools
 - Ensures that all the right systems and structures are in place to secure adequate funding - both amount and structure of funding
 - Funding formulas are enacted through legislation and policy that ensures schools can plan for adequate funding; legislation provides the structure of funding. This is a formula based approach rather than a program based approach
- Nations across the country will be given the opportunity to review the framework and provide input

Question and Answer Session with AANDCS

Q	Section 14 of the UNDRIP - is the government affirming our rights through this legislation
A	This will help the government through the Treaty relationship to ensure students have the support to succeed. We understand the Treaties are there in relation to education and we want to give meaning and discharge what the Treaties have set out.

Q	Is the government affirming our Treaty rights?
A	Yes. The Blueprint states that the government recognizes Treaty rights.

Q	Every Albertan has access to free education and do not pay for their education because they have the access right instilled in Canadian and Provincial law. Will this piece of legislation do the same thing? In Treaty 8 we have 40 - 60 percent of our students who go off reserve for education but reside on reserve so we have to pay tuition to purchase those services from Alberta. The funder further directs that our teachers need to be certified and use the program of studies from the Province. How much of our own programming can we instill to ensure our people and students succeed. The Blueprint does not talk about access in the same way that the Provincial Act does. How do we ensure on-reserve students get the quality of education they need, the example of a student who cannot get services they need from provincial schools so get no support.
A	The intent is to provide the supports and services they need in the same way they would in the provincial system. We want to ensure all the necessary skills are in place. We also understand that the system has to be culturally relevant. Right now the only tool that exists is a tuition agreement. We are trying to help find a way to put greater leverage in the hands of First Nations to ensure students get the right level of education whether in the provincial system or on-reserve. One possible approach is a provincial standard. Another is a First Nations approach that encompasses the processes and funding. The objective is to provide the same quality of education to all First Nations students at no cost to them.

Q	This year another call was put out on structural readiness. What is the agenda of this Framework with regards to structural readiness? Much of the proposal is focused on funding for engagement. It sounds like at the regional level we are asked to deliver the First Nations Education Act.
A	There are different pots of money available. Structural readiness dollars include: a component to bring community members together to discuss how to move forward on what would be useful in a FN Education Act. This may happen after a draft is set out. Another component is dollars to identify the systems and structures necessary in a system. Recognize that tools, supports, and funding are required by First Nations to determine how they will approach education. The third component is to ensure funding is in place to implement and effectively run an education system.

Q	Implementation is planned for 2014 without adequate time for consultation. The provincial resources include a huge department and resources which does not do justice for First Nations education. It is alarming to consider contracting out to the province if we are not ready. This is a mixed message; you want us to have ownership over education but are asked to contract out.
A	For some communities this may not be the next choice and may not be appropriate for some communities. You have choices on how to run your Education Systems. You may also take advantage of accessing a larger school system. On the question of consultation, this is an ongoing discussion on the tools and approaches necessary in the transition to help students succeed. It is hoped to have further discussions like this to get further into the discussion. The last thing we want to do is to disrupt good practices that are underway in communities or to establish a system that will not work for First Nations. We do not expect things to change overnight. What legislation allows is the establishment of norms, structures, and systems that help First Nations establish their own systems and schools in their own way.

Q	There are two systems: provincial and First Nations. The right supports are not in place for our students. I worry because when EIS is imposed. I would like to see the definition of the different choices. What are the consequences of not opting-in? I am challenged every year by four different jurisdictions and the provincial position that they do not have to provide education to our children. We are the other, considered immigrants, having to pay extra costs. This has to be respectful to all our educators, children, Elders, and parents.
A	If I didn't say that before I would like to recognize that now. There have been heroic efforts in Treaty 8 and across the country to provide education to students. You have not been able to rely on a system that provides education to every child. The necessary service, quality, and standards are what we are proposing. This is about choice in curriculum development and how schools are administered. It is entirely inappropriate for us as a government to make these determinations. This has to happen by the First Nations. We cannot determine how provinces administer their education. There are tripartite tables where we can push for quality of education of children who are in the provincial system. The tuition system is one mechanism and we can work with provinces to insist on equality in quality of education.
Q	When the Bill is passed the Framework is limited to what has been heard across Canada. The provincial system has policies and regulations to meet certain needs for certain students.
A	The intent of the Framework legislation is to lay out the structure. The question of policies is in the hands of First Nations or First Nations Education Authorities. We want to see a policy on: the number of days of instruction (the same as provincial students), but the way this is done is in the hands of First Nations. Processes, funding approaches, and policy choices are in the hands of First Nations.
Q	The second last paragraph in the Framework introduction indicates that this allows Canada to better discharge treaty rights.
A	Maybe that was not the best choice of words. The intent was to fulfil Treaty obligations. This can be changed in the draft legislation.
Q	On the proposed draft legislation, has there been and FN participation in the drafting.
A	We are not allowed to draft the legislation. The Department of Justice assigns their lawyers who are legislative drafters who are training in the techniques of legislative drafting. The draft goes to Parliament and the parliamentary process. An extra step is to send the first draft to every First Nation to shape the legislation.
Q	In the pre-amble and intent. When we get a chance to shape the legislation will we be able to incorporate Treaty issues.
A	Yes.
Q	Education Services section - Education support services, applied nationally. Will funding be adequate to ensure all levels of services will be fully funded?
A	It would be a funny situation to pass legislation and not fund it adequately. I hear you and know there needs to be adequate funding.
Q	Framework and Legislation will set out minimum standards. When we develop our system we may want higher levels than minimum. Is

	this limited to on-reserve or does it include off-reserve.
A	We are limited by the scope of our power by the Constitution and do not have the ability to legislate for off-reserve education. But that doesn't preclude Treaty 8 from advocating for off-reserve. We cannot prescribe how a province administers off-reserve education.
Q	Guidelines, free range, and choices. We receive about \$8,000 per student including transportation and other fees. Our choice is to send a student to a provincial school where we pay \$16,000 but are not compensated. There are grossly inadequate funding situations when sending students to provincial schools. Parents want to send their children off-reserve to access better resources. This is a Catch-22. We want to have our children on-reserve but are not funded. These things need to be written into the act so we are competitive with public school systems in enrolments and funding.
A	This comes down to the amount of funding and the structure of funding. When you take a purely per capita analysis of all funding for FN education v. provincial funding it all comes out at the same rate. The problem is that funding is not provided for the whole suite required for your kids. We realize this creates structural and choice funding. We hear you that this is a huge problem. What can be addresses is the level and structure of funding for students.
Q	Is formula driven funding v. proposal driven funding going to be enacted in the legislation.
A	Some provinces have layed out the formula in the legislation, which makes it hard to update in the face of changing technology. Some provinces have not put the formula in the legislation. The statute speaks to funding the formula is put into the regulation.
Q	Is the funding formula going from proposal driven to formula driven?
A	We have heard that this is a critical element. I do not have an answer to provide as this is part of the ongoing discussion.
Q	The two biggest gaps in the system are around access and funding. These need to be addressed then we can take care of the rest.
A	We understand those are the critical factors. Until a decision is made I do not want to mislead you. This is advice that goes up into the system. Until a decision is given from higher up I cannot give you a definite answer as much as I want to.
Q	Conclusion in the Blueprint indicates a draft will be shared with FN Communities. Is there funding available to consult with our people?
A	Yes, funding is available. Talk to Jeannie or Amelia. A plan was put forward by Alberta First Nations to actively engage with communities in each of the three Treaty areas, and get feedback.
Q	We have presented a position paper to the Minister and recently reaffirmed our position. It indicates that the Blueprint does not go far enough. It needs to be comprehensive. As it stands now the federal government is not equipped to provide an education service in the same way the province is. As it stands we have to purchase the service. There has to be some accountability measures to the province. We have a community where many children are not going to school because the province does not have teachers for the students, and because there is also no transportation. Buses cannot get into the areas where the students live. In one territory service has been refused

	because tuition is not being paid - the community is giving the province all the money it gets but it is not enough so education is denied. In special education the province is moving to a different formula and there is a tremendous cost. Being able to pay provincial bills is a big issue. Is the 2% cap being lifted?
A	Starting with the capacity issue. Even if we had the capacity in AANDC we do not think it is appropriate for us to run it. Legislation is intended to develop capacity by FNs, in FNs, and for FNs. All policies and structures need to be controlled by FNs. Right now much of our funding is in silos and cannot be reallocated. This is one benefit that can be addressed with statutory funding. I do not have a decision yet on the level of funding for each element. On the question of tuition, it is intended to have the necessary level of funding for all students whether on-reserve or off. All costs to attend school have to be factored in. With respect the cap, population growth alone far exceeds the 2% so this is a factor that has to be accounted for in any approach going forward on funding.
Q	Funding formulas. If we decide to take over our programming and we are a school authority wanting to put in a new program, like culture....based on your funding formula we have to seriously look at FN education programming and services. It is not the same cost as provincial jurisdictions. This will be a new cost for a whole new program as we are just beginning.
A	We have heard that from many others as a factor. Integration of systems has impacts on what children learn and how they learn it, and influences their decision to stay in school. Culture is significant.
Q	Our tuitions are outdated and obsolete. Do you see in the future more tuition agreements, tripartite agreements? What do you see happening with provincial jurisdictions?
A	I want to turn that back to you. It is done differently across the country. What are the right tools that will help with the negotiation of a fair tuition agreement to ensure students get the right education and have access to schools? What is the right approach for fair tuition agreements?
Q	The discussion paper talks about opt-in and exempt groups. I do not see these words in the Blueprint. Will this be mandatory?
A	One thing we want to be clear about is that any Act would not apply to Nations having self-government provisions with respect to education. Quality education is not an opt-in issue. On the mandatory issue, this government has been clear that it is not interested in funding initiatives that do not have the proper structures in place. This Framework is intended to allow the government to fund systems developed by First Nations
Q	Why did the government choose this route when the province has suggested other routes?
A	The government has been listening to advice of the Auditor General, Senate Committees. Kids are falling through the cracks because of inadequate funding and not being able to access education structures available to other children in the country,

November Presentation and Discussion with AANDC

John Wall	Senior Policy Manager
Peter Ives	Senior Policy Advisor
Nancy Bourquion-Lacroix	Policy Analyst
Lise Coulombe	Senior Policy Manager
Eric Grant	Manager, FNSSP
Tibetha Kemble	Education Officer

John Wall reviewed the document “Working Together for First Nations Students - A Proposal for a Bill on First Nation Education, October 2013”. He emphasized that this is a Proposal only and is open for further consultation.

John then outlines issues and concerns that AANDC has heard to date. These include:

Options for governance of schools:

- FN continuing to operate schools
- Establishing FN Education authorities
- Enter into provincial agreements to operate schools

There is nothing in proposal that would preclude establishing self-government initiatives

Top down where FN will not have control over education

- Framework for FN to exercise control over education, building a governance framework, and establishment of policies and procedures
- Respects Treaties and government obligations

One size fits all

- FN can choose to proceed along, with others, or with another government
- Puts more choice in the hands of FNs and provides a mechanism for stable and secure funding

Schools that do not meet standards will be put under third part management

- FN education authorities will have staff members to address inspections
- School success plans, FN education authorities, and reports to government are in the hands of FNs

- Minister could require a special advisor to support the Nations / Education Authorities or could appoint a manager as a temporary response to get the school back on track

Need for more funding

- Minister indicated that money alone will not address the problems
- Auditor General's report along with other studies have addressed gaps
- Structure and secure, stable funding go together

Proposals would cause gaps in education services

- Enables FNs to rely on multi-year funding, to plan curriculum and delivery to improve FN outcomes

Increase reporting requirements

- Government is committed to reporting that supports transparency and accountability but reduces reporting / administrative burden

Infringes on Aboriginal or Treaty Rights

- These are protected under the Constitution Act
- Clarifies levels of services
- Improves Canada's ability to fulfil Treaty obligations

FN ability to influence development of regulations

- Government committed to cooperative process of establishing regulations
- The voices of educators and FN professionals are required on how to influence these

Following is a record of the open Question and Answer Session. Questions by Treaty 8 session participants. Answers provided by John Wall:

Q	With respect to funding, are we speaking about base instructional funding? Are there additional funding for differential funding? Any consideration for transportation costs?
A	Yes, all of the items are being considered. Section 20 and 21 of the Proposal refers to these. Intent is not to limit funding to instructional funding.

Q	There has to be sustainable funding otherwise this is moving toward a third party agreement. Surprised there is no preamble, why is this after the fact? There has been no respect of the Treaty since it was signed. In the Constitution there is no process to fulfill S.35. The proposed act is racist as it refers to only band operated schools and on reserve. It excludes self-government agreements. Tuition and bussing are two big-ticket, unaffordable items. Very limited consultation but no meaningful consultation, the intent was to engage with First Nations. Indian control of education is about decolonization and the failure of the government to address the horror of residential schools.
A	Financial commitment - point taken and a fair statement. Treaty and inherent rights - we may disagree but the idea that the government is publicly and legally committing to regulating services while putting control in the hands of First Nations is very different than residential schools. Racist approach to the Act - concept of First Nations diploma; putting First Nation and Education authority were not in the process at the beginning but are there now; there are limits to what the Federal Government can do in law because of Federal / Provincial jurisdictions but tripartite agreements can address the relationship between First Nations and other schools. Indian control of Indian Education and Self Government: there are alternative means of governing education; if a First Nation wants to be in a different system then self-government can accomplish that. While this isn't a perfect document it is meant to repeal sections of the Indian Act that would cover legislation (truancy and powers meant to enforce residential schools).

Q	Comment - this is a residential school reboot. We have to move away from our community to get an adequate education. The Federal Government is passing their responsibilities on to others.
A	Note that the shift is to the First Nation. We know we have to provide the framework and funding. There are difficult questions that still need to be answered.

Q	Preamble gives intent and vision. This should have been in this process. This Minister said reform first, funding later. The AoTC at their recent assembly have rejected this proposed Bill.
A	Premature to define this without additional input from First Nations leaders. The preamble will reflect the views of FN leadership.

Q	Clarification with respect to the school inspectors. This is an annual inspection. How intense will this be; is it another layer; who are the inspectors; is this just a check mark? Will there be minimum standards for the position of Director of Education.
A	Inspector is an employee or appointee of the First Nation. Has to be a qualified Educator. Inspector could be a Director of Education. They do not work for the Federal Government. Heard that annual is too frequent and that other provinces use a 3 year cycle. Has to be more than a check-off because of the process. Details of this need to be worked out in participation with the First Nations. On the position of Director of Education - this is mentioned in various places in the proposal. Have not specified this for Director of Education but would welcome views on the best way to do this.
Q	Small school factors. Said there were 3 types: small school; group together schools; or set up partnership agreements with other jurisdictions. Looking at benefits and a small school with differentiated costs ... for a small school with their own education authority be sufficiently funded? Who determines this?
A	Funding should be available regardless of structure. If there are additional administrative / governance costs there is nothing in the Bill that would preclude funding? Who determines - this has not been completed yet. The cooperative regulatory process would be developed with the First Nation and will include the additional costs.
Q	Financial commitments - hear an emphasis on language on culture. There has never been a financial commitment for this, will there be now?
A	These are elements we need to talk about, and then move to numbers. More input is needed on this. Will bring this feedback forward.
Q	Accountability and Responsibility. Our students are invested in their education. We have a responsibility and vested interest. Are we only talking about on-reserve schools with no dialogue on students who attend provincial jurisdiction schools.
A	There are challenges in law around how the federal government can address provincial schools. However this could be addressed through development of models and policies. There are limits to what we can do vis-à-vis the provincial institutions. We understand 40% nationally are in provincial schools.
Q	Sec. 21 under School Operations - outlines services the school authority must provide in addition to 'any other services prescribed by regulation'. What are examples of these?
A	20 and 21 are meant to refer to services necessary for students. The idea is to get to the core elements that have to be in place. There are things that are needed by schools and these can be added through a cooperative process with First Nations representatives on what needs to be achieved. This is a growing and flexible document. This is not intended to exclude items in the future.

Q	Comments - There are a lot of questions around funding (transportation, special education, etc.). There seems to be a lot of distrust that is there for a reason. Suggestion that you allow us to have a meaningful voice. Treaty 6, 7, and 8 put forward writers, which were rejected by the Government. There are a lot of good people here who have a lot of good answers that you need to listen to. The party that makes the decision is the party who holds the pen.
A	The time is now. The Minister has said we would do this cooperatively. We are prepared to work on this in a cooperative manner. We need to develop a mechanism to do this and we are open to suggestions to get these in the mix.
Q	What is the mechanism to ensure everyone is in school and parents are involved? How will this be enforced?
A	First Nation Education Authority will establish and implement policies to register students and support attendance. There are many examples of how First Nations leaders are enforcing education and working with parents. We can find these examples but this is not an appropriate role for the Federal Government. The Act is a framework for the money and delivery. Inspectors can report issues back to the First Nation Education authority.
Q	Where does special education fit in?
A	The First Nation role is to provide for a program that leads to a recognized diploma. The role of an Education Director is to ensure that every student can take part in an education program. If the student has special needs that prevent this, then the Education Authority has to address these needs. This is a guarantee of access issue.
Q	Would this mean that First Nations schools can access program unit funding for ECS children?
A	Do not really know but will get back on this.
Q	After all this is said and done will my children who live on reserve have the access that every Canadian enjoys to be educated - free education? Will we be given adequate resources to deliver the same level of education?
A	Yes, this is a commitment to universal education (elementary and secondary) at no cost to the student or their family? Will there be equity?
Q	Would you agree that this Act is still very paternalistic? In other words, the government is like the parent who allows the child (the First Nations) to drive the car but the parent sets the rules.
A	Don't really see this as paternalistic. We are in a relationship where the First Nations are driving. We are in a new era. This moves the goal posts a long way in recognizing the responsibilities and accountabilities of First Nations. This is focused on outcomes for First Nations students. This is a shift away from government programs to First Nations led systems. This is a major stride forward in recognizing First Nations Abilities.

Q	Will our teachers be paid on par with their provincial school counterparts?
A	We need to work together on the regulation and the formula. This is still under construction and needs further discussion. If this was put into the Act it would be difficult to respond to provincial changes. All of these elements need to be included in the process.
Q	The Minister committed that funding would be a statutory requirement, now we hear it is under regulation which can be changed at the whim of government. How does this legislation enshrine funding in a statutory context?
A	The statutory context is in the Proposal and is a guaranteed payment.
Q	The provincial structure has a department of Education with experts in that field. Is the Federal government planning to have this expertise?
A	Services to the schools are the responsibility of the Authority. The pedagogical framework is determined by the First Nation.
Q	Where in this model is curriculum development, degrees, etc. embedded? There is resistance and a push back because Canadians enjoy certain rights and privileges which First Nations do not have, yet we are expected to be part of this. Bottom line is that we have a right to be educated and our children have a right to what every other Canadian has.
A	There are things we can do with the First Nations and the Province. It is not up to the Federal Government but we might be able to make progress on these fronts. We are not trying to push First Nations under Provincial controls. We need to look at realistic options. There is a void that has to be addressed.
Q	RCAP identified 30,000 people required to address issues of health. We have a need for our people to take an interest in science. There is a huge body of knowledge that indigenous thinkers can contribute to science. Can you ensure there are resources and money to increase education substantially?
A	We need to keep talking. The idea is that students have options which are driven by curriculum development.
Q	Comment: There has been a lack of consultation on this document. Consultation is defined as discussion until this is clear in everyone's mind. There is a large gap with our children in care, our youth in the justice system, high suicide rates, high dropout rates. We ask for equitable participation and funding.

Participants - September 11-12, 2013

Last Name	First Name	Role	Nation / Organization	Guests AANDC
Auger	Cherish	Student, Post-Secondary	Bigstone	<p>In Person:</p> <p>Jamie Brown, Assistant Associate Regional Director General</p> <p>Amelia Ferozdin, Manager Education</p> <p>Shelley Blizzard Jones, Education</p> <p>Wendy Lazarenko, Executive Liaison Officer</p> <p>From Ottawa:</p> <p>Chris Rainer, Director Education</p> <p>Peter Ives, Senior Policy Advisor, Education</p> <p>Nancy Bougouin Lacroix, Policy Analyst</p>
Awasis	Dale	Director of Education	Treaty 8	
Badger	Fred	Elder	Sucker Creek	
Brown	Theresa	Quality Control Specialist	Treaty 8	
Chowace	Florestine	Elder	Sturgeon Lake	
D'Or	Faith	Youth	Tallcree	
Dikaitis	Victor	Director of Education	KTC	
Fleming	Lyndsay	SPED	Fox Lake	
Giroux	Paula	Contractor	Driftpile	
Goodswimmer	Ernestine	Director of Education	KTC	
Gray	Jarod	Youth Representative	KTC	
Gray	Pat	Elder	Whitefish Lake	
Jervah	Christine	Literacy/Numeracy Specialist	Treaty 8	
Jobin	Joseph	COO	Treaty 8	
Kazoney	Albert	Elder	Beaver	
Kim	Judy	Director of Education	NPTC	
Kootenay	Clayton	MOU Coordinator	Treaty 8	
Lamothe	Kaia	FNSSP Manager	Treaty 8	
Lawrence	Harry	Elder	Duncan	
Lines	Eileen	SPED Manager	Treaty 8	
Martin	Charlene	FNSSP Admin. Assistant	Treaty 8	
Meneen	Rupert	Chief	Tallcree	
Mills	Amy	SPED	Sturgeon Lake	
Muskwa	Gwen	Treaty Relations Coordinator	Treaty 8	
Peters	Ray	Director of Education	Bigstone	
Pogson	Allan	SPED	Tallcree	
Poluk	Heather	Psychologist	Treaty 8	
Rafuse	Leanne	SPED	Whitefish Lake	
Rollins	Al	CEO	KTC	
Runtz	Sarah	SPED	Bigstone	
Sheldon	Cheryl	Director of Education	LSLIRC	
Temoin	Gary	Director of Education, Principal	Driftpile	
Tuccaro	Theresa	Elder	Mikisew (ATC)	
Willier	Rita	Elder	Bigstone	

Participants - October 17-18, 2013

Last Name	First Name	Role	Nation / Organization
Auger	Cherish	Student, Post-Secondary	Bigstone
Awasis	Dale	Director of Education	Treaty 8
Badger	Fred	Elder	Sucker Creek
Bellerose	Gail	SPED	Swan River
Blizzard-Jones	Shelly		AANDC
Brown	James	SPED	Dene Tha'
Brown	Theresa	Quality Control Specialist	Treaty 8
Chowace	Florestine	Elder	Sturgeon Lake
Cree	Jack	Elder	Fort McMurray
Davis	Ryan	Chief	Swan River
D'Or	Faith	Youth	Tallcree
D'Or	Tricia	Youth Chaperone	John D'Or
Dikaitis	Victor	Director of Education	KTC
Giroux	Laura	Counsellor	Driftpile
Giroux	Paula	Contractor	Driftpile
Goodswimmer	Ernestine	Director of Education	KTC
Goodswimmer	Jordan	Youth	Sturgeon Lake
Gray	Jarod	Youth Representative	KTC
Gray	Pat	Elder	Whitefish Lake
Hamelin	Nancy	Elder	Tallcree
Isadore	Stan	Councillor	Driftpile
Jervah	Christine	Literacy/Numeracy Specialist	Treaty 8
Jobin	Joseph	COO	Treaty 8
Kemble	Tibetha		AANDC
Kim	Judy	Director of Education	NPTC
Kootenay	Clayton	MOU Coordinator	Treaty 8
Lamothe	Kaia	FNSSP Manager	Treaty 8
Lamothe	Rene	Consultant	Edmonton
Lawrence	Harry	Elder	Duncan
Lines	Eileen	SPED Manager	Treaty 8
Mackenzie	Casey	SPED Coordinator FNSSP Team Leader	Little Red River
Martin	Charlene	FNSSP Admin. Assistant	Treaty 8
Mason	Nelson	Director of Education	Little Red River
Meneen	Elizabeth	Youth Chaperone	Tallcree
Meneen	Rupert	Chief	Tallcree
Mills	Amy	SPED	Sturgeon Lake
Muskwa	Gwen	Treaty Relations Coordinator	Treaty 8

Peters	Ray	Director of Education	Bigstone
Pheasant	Karen	Consultant / Contractor	Treaty 8
Rafuse	Leanne	SPED	Whitefish Lake
Ribbonleg	Chaylene	Youth	Little Red River
Runtz	Sarah	SPED	Bigstone
Sheldon	Cheryl	Director of Education	LSLIRC
Temoin	Gary	Director of Education, Principal	Driftpile
Tuccaro	Theresa	Elder	Mikisew (ATC)
Willier	Candace	MOU Officer	Treaty 8
Willier	Rita	Elder	Bigstone
Wilson	Eric	Principal	John D'Or

Participants - November 14-15, 2013

Last Name	First Name	Role	Nation / Organization
Auger	Cherish	Student, Post-Secondary	Bigstone
Auger	Josie	Treaty 8 IPL	Treaty 8
Awasis	Dale	Director of Education	Treaty 8
Badger	Fred	Elder	Sucker Creek
Brown	Theresa	Quality Control Specialist	Treaty 8
Chowace	Florestine	Elder	Sturgeon Lake
Chowace	Monica	Youth	Sturgeon Lake
Cree	Jack	Elder	Fort McMurray
David	Richard		
D'Or	Faith	Youth	Tallcree
Dikaitis	Victor	Director of Education	KTC
Giroux	Paula	Contractor	Driftpile
Goodswimmer	Ernestine	Director of Education	KTC
Gray	Linda	Elder	Whitefish Lake
Gray	Pat	Elder	Whitefish Lake
Hunt	Charlene	Principal	Swan River
Isadore	Stan	Councillor	Driftpile
Jervah	Christine	Literacy/Numeracy Specialist	Treaty 8
Jobin	Joe	CEO	Treaty 8
Kemble	Tibetha		AANDC
Kim	Judy	Director of Education	NPTC
Laboucan	Rose	Chief	Driftpile
Lamothe	Kaia	FNSSP Manager	Treaty 8
Lamothe	Rene	Consultant	Edmonton
Lawrence	Harry	Elder	Duncan
Lines	Eileen	SPED Manager	Treaty 8
MacKenzie	Casey	SPED Coordinator FNSSP Team Leader	Little Red River
Marten	Rita	Director of Education	ATC
Mason	Nelson	Director of Education	Little Red River
Meneen	Elizabeth	Youth Chaperone	Tallcree
Meneen	Rupert	Chief	Tallcree
Muskwa	Gwen	Treaty Relations Coordinator	Treaty 8
Rafuse	Leanne	SPED	Whitefish Lake
Runtz	Sarah	SPED	Bigstone
Sheldon	Cheryl	Director of Education	LSLIRC
Temoin	Gary	Director of Education, Principal	Driftpile
Willier	Rita	Elder	Bigstone

Wilson	Eric	Principal	John D'Or
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Participant Expectations of the September Session



- Get work done so we can present a proposed structure to the Chiefs in December
- Information on progress to date so we can give the best education to our students
- To have a say in how the Education Act will benefit us; to ensure we have input into the Act
- Address challenges of capacity, training, being considered 'non-resident', statutory right to education; having policies, beliefs, and values at the community level
- To present Treaty 8 Special Education findings
- To address the needs of all our children and learners
- To make our children's education so much more than what it is; to provide to our students everything that provincial students have
- To encourage parents to have their children attend our band operated schools; to see more students graduating Grade 12; hopefully receive agreement of the Chiefs
- To get involved with educating our children
- Improve our graduation rates; education is the key to the future of our children; deal with the issues that impact education like substance abuse by children and parents, putting control and structure into our school systems; feed and connect our children's minds and hearts
- To make change and be part of educating our students and their lives
- A plan, a concrete structure that gives us progress
- Opportunity as a youth to participate in education
- Understand programming to better assist students
- To listen to where the youth are coming from; to ensure our students are ready and do not need upgrading; to fix the system
- Respectfully contribute to discussions
- To back up the portfolio Chief; to represent the issues as a Chief
- To make progress on the MOU; excited about the developments for the benefit of our children; linkage between education and social benefits; community involvement in designing our children's education; cultural teachings, respect for one another, and for oneself
- Two good days discussing education
- Lack of funding addressed in the future for a better system for our students
- This is the biggest deliverable in the work plan; a structured, clear, model for education to present to the chiefs which also has roles and responsibilities and which addresses gaps (funding, adequacy, etc.)
- The culmination of a long trail that will benefit our youth; we have a culture, language, traditions, and values -- everything we need to educate our children; hoping that the Chiefs recognize that we have to take a step forward and take the lead in educating our own people
- Getting monies to better educate our children
- To ensure our children can meet their goals - to go to college
- To follow the proceedings and gain invaluable information
- To learn and to focus on education

- The system is not working and needs to be changed; adding a voice to seeing the change
- Make the checklists for quality control; to be a part of the solution
- Provide background on Bi-lateral process; provide guidance and input from Elders' Council; support on work done in the past

Sessions Facilitated and Report Prepared by:



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