



Regional Sessions Summary - 2005

First Nations Education Steering Committee

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INTRODUCTION

The First Nations Education Steering Committee (FNESC) is a collective organization with a mandate to support First Nations in their efforts to promote quality education for First Nations learners.

FNESC has been directed to undertake research, promote communications, disseminate information, facilitate networking, and bring much needed attention to First Nations education issues. Generally, FNESC undertakes research to support effective First Nations education programs and services, and facilitates communication among First Nations communities and education bodies.

FNESC also works to promote First Nations education interests in discussions with various governments and agencies, and to communicate with both the federal and provincial governments to ensure that First Nations concerns are being addressed and that First Nations education interests are promoted. FNESC provides relevant and up-to-date information to First Nations about federal and provincial government policies and programs.

As one of its primary communication and accountability mechanisms, FNESC holds an annual series of meetings in First Nations communities known as Regional Sessions. In those meetings, activities and work undertaken throughout the past year are presented for discussion and FNESC gathers direct feedback from representatives of First Nations communities. The meetings help FNESC gain insight into the issues and concerns of First Nations in order to ensure that FNESC's work reflects the needs of First Nations in British Columbia. The BC Ministry of Education co-presents the Regional Sessions with FNESC.

In 2005, regional sessions were held in Prince Rupert, Kamloops, Lillooet, Port Alberni, Campbell River, Victoria, Cranbrook, Prince George, Williams Lake, Kelowna and the Lower Mainland.

THE FNESC BOARD

FNESC's membership is composed of First Nations representatives from throughout BC. Each First Nation is eligible to appoint one member to the FNESC Board of Directors. At the time of the 2005 Regional Sessions there were 62 board members. The FNESC Executive is as follows:

President	Deborah Jeffrey, Tsimpshian Tribal Council
Vice President	Tyrone McNeil, Sto:lo Tribal Council
Treasurer	Monty Palmantier, Lake Babine Band
Secretary	Karmen Brillon, Gitanmaax First Nation

FNESC OVERVIEW FOR 2005

For a comprehensive summary of initiatives, projects and programs discussed at the 2005 Regional Sessions, please refer to the Regional Session Discussion Papers 2005 online at: www.fnesc.ca.

FNESC/FNSA

- ◆ **First Nations Jurisdiction over Education**
- ◆ **Research by FNESC and the FNSA**
- ◆ **Band Operated Funding Formula**
- ◆ **Conferences**
- ◆ **Aboriginal Language Sub-Committee**
- ◆ **First Nations School Measures and Data Collection**
- ◆ **Education Partners and Tripartite Committee**
- ◆ **Aboriginal Teacher Education Consortium (ATEC)**
- ◆ **Employment Equity**
- ◆ **Anti-Racism**
- ◆ **Special Education**
- ◆ **SchoolNet**
- ◆ **New Paths for Education Program**
- ◆ **Parental and Community Engagement Program**
- ◆ **Youth Employment Strategy Program (YES)**
- ◆ **Seventh Generation Club**
- ◆ **Parents Club**
- ◆ **Post-Secondary Sub-Committee (PSSC)**
- ◆ **Indigenous Adult and Higher Learning Association (IAHLA)**
- ◆ **Indian Studies Support Program (ISSP)**

FIRST NATIONS JURISDICTION OVER EDUCATION

Subsequent to the signing of the Memorandum of Understanding on First Nations Jurisdiction over First Nations Education, FNESC has continued negotiations with Canada and BC with a view to concluding an agreement in 2005.

The package of agreements that will make up the "Agreement" will include:

1. An Overarching Agreement to be signed by FNESC, Canada, and BC will provide a description of how jurisdiction will come into effect and the roles and responsibilities of all of the parties.
2. A model Canada-First Nations Agreement that will be used by First Nations to negotiate with Canada for their specific jurisdiction. This model is flexible and it is hoped that it will support all of the models of Community Education Authorities that are contemplated by First Nations. There will be little room within this process to depart from this agreement. A draft funding agreement will also be included as part of this package.
3. An Agreement between FNESC and BC that will outline the commitments made by BC regarding the support of First Nations implementation of jurisdiction over education. This includes commitments regarding reciprocal tuition and granting the Dogwood diploma in First Nation schools.

The scope of First Nations jurisdiction during this phase of the negotiations is for K-12 education. It is understood that once this agreement is concluded there will be further negotiations to address Early Childhood Development and Post-Secondary education and training.

It is anticipated that there will be two vehicles for implementing First Nations jurisdiction over education: **Community Education Authorities** and a **First Nations Education Authority** (FNEA, a central body).

Input from Regional Session Participants

In Prince George, the participants said that it would be useful to supply additional information about how jurisdiction would impact treaty negotiations. In Victoria, it was recommended that "community" be defined and that parents, grandparents and other community members be included in the definition. In Campbell River, there was a concern expressed that jurisdiction will become too much of a position of power but that "good things" have been started. One participant commented on the excellent correspondence around jurisdiction.

RESEARCH

Much of the research of FNEESC/FNSA over the past year has focused on four main pieces of work, including First Nations jurisdiction over education, Band school funding, data collection and post-secondary education. This research has provided valuable information which was used in negotiations with the federal and provincial governments, participation at national forums, and regional consultation.

One further piece of research being conducted is regarding **Internalized Racism** – this research paper investigates the impact of racism when it is internalized by the racial group being oppressed by racism and discrimination. The paper focuses primarily on the effects of internalized racism on First Nations people.

Input from Regional Session Participants

In Victoria, it was suggested that more research is needed on the topics of transitions (Grade 8 to post-secondary), special needs (learning disabilities), physical activity/education, and homework. In Campbell River, participants said that more research is needed on alternative education. In Vancouver, it was recommended that there be more research on standardized tests.

BAND OPERATED FUNDING FORMULA

In response to the need for funding of Band operated schools that is more equitable with BC provincial school districts, Indian and Northern Affairs Canada (INAC) and FNEESC have worked together to create a special interim BC INAC funding formula for BC First Nations schools. INAC and FNEESC worked collaboratively to adapt the provincial funding formula to Band operated schools, resulting in the development of the Interim Band Operated Funding Formula (iBOFF).

The objective of iBOFF is to provide an interim regional solution to the need for comparability in band operated school funding. The goal of this work is to replace the current INAC Band Operated Funding Formula with a more appropriate, more responsive funding methodology based on providing sufficient resources for achieving specific outcomes.

Until a national funding methodology has been approved, INAC BC will continue to utilize iBOFF for calculating funding allocations for BC band operated schools. The provincially-based formula came into effect September, 2005 and funding adjustments were made to reflect resulting changes in October, 2005. Any impact resulting from iBOFF will be closely monitored and will help inform work being conducted at the national level. INAC will ensure that no Band experiences a decrease in funding for the upcoming school year as a direct result of the application of iBOFF (not including reductions due to changes in enrolment).

Input from Regional Session Participants

In Cranbrook, a need was described for research into teacher salaries, support staff salaries, and teacher retention.

INFORMATION SHARING ACTIVITIES

Conferences

Annual Provincial Conference on Aboriginal Education: November 5-7, 2004

The theme of this conference was *Math and Science* and the conference was attended by over 300 people. Keynote speakers included Tl'azt'en Grand Chief Ed John, the President of the University Presidents' Council of BC, Don Avison, and Claudia Roch from the BC Ministry of Education. A wide variety of workshops were offered, including *JUMP Math* and *Enhancement Agreements*. Plenary sessions included presentations on *Traditional Aboriginal Science* and the *Stellat'en Youth Sustainable Living Panel*. Keynotes and plenary sessions were webcast on the FNESC website to allow those unable to attend an opportunity to participate.

Indigenous Adult Higher Learning Association: 2nd AGM and Conference, Jan. 24, 2005

"*Working Together to Strengthen First Nations Post-Secondary Institutions*" was the theme of this event, which was attended by over seventy-five First Nations adult and post-secondary educators. This year, the Indian Studies Support Program (ISSP) Committee hosted an evening information and networking session, which was well received by the participants. The combination of an AGM and conference, which provided workshops delivered by professionals working in the fields of First Nations adult and post-secondary education, was very successful. The third IAHLA Annual General Meeting and Conference is scheduled for January 26 and 27, 2006.

FNSA AGM and Conference: April 21-22, 2005

The FNSA Conference and AGM took place on the two days following the Seventh Generation fundraising gala and it was attended by approximately 288 participants. The theme, *First Nations Schools: Striving for Excellence*, was intended to explore the many ways in which First Nations schools are working to create positive learning environments for First Nations students and the efforts they are making to monitor their success.

Newsletters and Communications

FNESC distributes a number of newsletters which include FNESC, the FNSA, Special Education, Education Partners, Parents Club, Seventh Generation Club and the Aboriginal Language Sub-Committee newsletters. All newsletters are available electronically through e-mail and online at www.fnesc.ca.

FNESC also maintains regular communication with Bands, Tribal Councils, First Nations schools, Education Partners and other interested individuals.

Input from Regional Session Participants

In Port Alberni, it was recommended that the FNSA and FNESC calendar of events be sent to communities and schools.

ABORIGINAL LANGUAGES SUB-COMMITTEE

In discussing the critical issues related to First Nations languages generally, and in considering a response to the National Taskforce on Aboriginal Languages specifically, First Nations representatives in BC agreed that there is a need for a focused, well-planned approach to First Nations language initiatives in this province.

Accordingly, the First Peoples Heritage Language and Cultural Council (FPHLCC) and FNEESC were directed to facilitate a consultation process with First Nations regarding a strategic plan for language revitalization in BC. The consultation process included workshops, regional session updates, a First Nations language conference, and ongoing communication by the FNEESC Aboriginal Languages Subcommittee.

There have been several meetings, including a conference in July 2004, to develop a draft BC Strategic Plan on First Nations Languages. The latest draft of this document was made available at Regional Sessions and online at www.fnesc.ca. It is anticipated that this document will be an evolving document that will continue to be tailored to meet the needs of BC First Nations. Further work will be undertaken to incorporate the feedback from regional sessions.

Input from Regional Session Participants

In Victoria, it was recommended that non-First Nations students be included in Aboriginal language classes, and that language and culture classes be developed for educators. It was asked whether there is a way to share best practices regarding how First Nations have successfully worked with school districts in the area of language.

In Campbell River, it was recommended that students create their own language books with legends, coordinate existing programs with the public school system, continue dialogue with BC colleges, focus on fewer goals and effective assessment, and train Aboriginal people to be language consultants in their communities. Participants in Campbell River expressed concerns about the resistance of some students to learning language, problems in program development due to varying dialects, modeling programs on other language groups and cultures (i.e. New Zealand models), and inconsistent/short-term funding.

In Prince George, participants recommended that someone from this region be represented on the language sub-committee, and a recommendation from the Cranbrook regional session was that the language lab be sent to each of the eight language groups in the province to ensure good geographical and cultural representation.

FIRST NATIONS SCHOOLS ASSOCIATION UPDATE

The theme for the 2005 FNSA Conference was “*Striving for Excellence*” and the event was held in conjunction with the FNSA AGM. Discussion at both the conference and AGM was positive and resulted in very valuable direction for all FNSA activities. In addition to these annual events, the FNSA also shares information with First Nations schools and other stakeholders online.

In the upcoming year, the FNSA intends to continue many of its ongoing efforts, including the school assessment project, the Seventh Generation Club, the School Measures Project and support for the New Paths, Parental and Community Engagement and Youth Programs. Those initiatives are described in the regional session kit and can be downloaded at www.fnesc.ca. The FNSA has also continued to work in partnership with **ArtStarts in Schools** in order to provide First Nations schools access to the Artists in Education (AIE) program.

Through extensive consultations and numerous pilot projects, the FNSA and First Nations schools designed the **First Nations Schools Assessment Project** as a way for the schools to review their operations and plan for future growth using a framework that reflects their unique needs and circumstances. In 2004/2005, 18 schools completed an assessment project, and they were very positive about the assessment experience. An additional 16 schools are now implementing a project for the 2005/2006 school year.

At its 2004 AGM, the FNSA membership approved a new enhancement for the **First Nations Schools Assessment Project** – an optional “certification” component, seen as objective verification of the excellent work being done by schools. Schools interested in being certified by the FNSA must undergo a formal review to ensure that the school is meeting expectations in core curricular areas, and that the school has planned for continued growth and development. In 2003/2004, the first year of implementation, 8 First Nations schools were certified by the FNSA. In 2004/2005, an additional 13 schools chose to pursue this option, and all were successfully approved for FNSA certification.

Input from Regional Session Participants

In Kamloops, it was suggested that resources be allocated for a part-time librarian for First Nations schools. Participants also recommended that FNESC/FNSA provide more parent workshops, involve grandparents in parents clubs, create a report on the math focus group, build a teacher database for schools, and write a special handbook for parents of high school students. Appreciation was expressed for the Parents Club prizes.

In Prince George, a concern was expressed that the Tsilqot'in/Carrier/Sekani need greater FNSA representation due to the large size of the Tsilqot'in/Carrier/Sekani region. A request was made to define the election process to make it more clear for communities. There was also concern expressed that communities are not getting FNSA information and meeting minutes. This concern was also raised in Victoria by FNSA representatives. On the topic of school assessment, participants commented that it was a worthwhile process and a good experience, despite the hard work. Port Alberni participants proposed developing a recognition program for students who excel.

FIRST NATIONS SCHOOL MEASURES AND DATA COLLECTION PROJECT

In 2003/2004, the FNSA initiated a new project to explore the complex issues of performance measures and data collection for First Nations schools. That project was designed in response to requests for information about ways in which First Nations schools can best measure student progress and use data to track program and school effectiveness.

The School Measures and Data Collection Project involved research and consultations with First Nations school representatives about the collection, analysis, and use of data to inform school growth and programming. In 2004/2005, 35 schools participated in that pilot project, representing 27% of the First Nations schools in BC and 41% of the student population. Among the many project findings are the following:

- The majority of the participating schools (48%) are governed by an elected or appointed school board, and an additional 33% are governed by the community's Chief and Council.
- 37% of the schools' educators have been working in the school for more than five years.
- 38% of the schools' educators and 82% of the schools' support staff are First Nations people.
- 52% of the responding schools hold some form of student conferences, and the average attendance at parent teacher interviews is 71%.
- A great majority of the schools (89%) offer distinct First Nations language and culture classes, and 78% of the schools additionally include First Nations content in other curriculum areas.
- The participating schools work quite extensively with other community agencies. For example, 84% of the schools offer counselling and social support services to their students, and in 66% of those cases the services are offered through arrangement with another agency. Similarly, 72% of the schools offer a breakfast program, and in 71% of those cases that is done so in cooperation with another agency.
- In the responding schools, 66% of the school-age students were absent less than 10% of the time and 78% were late less than 10% of the time.

The complete results of the pilot project were available at the Regional Sessions and can also be downloaded from www.fnsa.ca

Input from Regional Session Participants

In Port Alberni, the participants stressed the need to track data for post secondary education and link to public and Band K-12 data collection, plus the need for electronic data collection.

In Cranbrook, on the FNSA data collection survey, it was suggested that a question be added asking whether the children feel safe at home.

EDUCATION PARTNERS AND TRIPARTITE GROUP

FNESC meets quarterly with representatives of the Department of Indian and Northern Affairs (DIAND) and the Ministry of Education (MOE) to discuss strategies for working together to improve the success of First Nations learners in education. These discussions include updates regarding potential policy and legislative changes that could affect First Nations learners. This year FNESC has requested that MOE work with FNESC to evaluate the success of both Accountability Contracts and Enhancement Agreements.

FNESC facilitates the work of the Education Partners, which includes many significant education stakeholders in BC including FNESC, the FNSA, Indian & Northern Affairs, the BC Ministry of Education (MoE), the BC Teachers' Federation, the BC College of Teachers, the BC School Trustees Association, and the BC Principals and Vice Principals Association. The cooperative efforts of the Education Partners have resulted in information sharing and strategies to enhance the success of First Nations learners.

The Education Partners have specifically focused their efforts on three main issues: Aboriginal Teacher Retention and Recruitment, Employment Equity and Anti-Racism. A new priority area has been added this year: increasing Aboriginal student participation in Math and Science and each of the Education Partner organizations are working on strategies which they report on at the quarterly meetings.

This year the Education Partners will undergo an independent evaluation in order to measure the progress that has been made since 1998 in the three main areas of focus. The evaluation will also be used for the Partners to develop some new areas priority for improving Aboriginal education in BC.

ABORIGINAL TEACHER EDUCATION CONSORTIUM (ATEC)

ATEC is comprised of representatives from all of the teacher education programs in BC as well as representatives from the Education Partners member groups, including FNESC and the FNSA. This past school year, three pilot programs have continued efforts toward the goal of increasing the number of Aboriginal teachers working in this province. On July 13, 2005 ATEC members recommended the following plans be implemented:

- ◆ UVIC to be awarded a grant of \$80,000 for a bridging program
- ◆ The development of a brochure highlighting the teacher programs in BC colleges and universities
- ◆ An ATEC retreat held in October 2005 with the following agenda items:
 - Developmental Standard Term Certificate sharing and awareness
 - EDUDATA research report on aboriginal teacher recruitment and retention
 - Development of a provincial strategy to further achieve the goals of ATEC
- ◆ UNBC, Malaspina, and Thompson Rivers University (formerly UCC) are also continuing to offer bridging programs without further funding from ATEC

Since its creation in 2001 ATEC has experienced many successes. The members of ATEC are to be commended for their collective efforts and willingness to work together to advance Aboriginal education in this province.

Input from Regional Session Participants

In Victoria, it was suggested that more diverse professions (i.e. artists and carpenters) need consideration when we ask how professions can be translated into teaching careers. Participants also proposed offering a course for new graduates on how to find a teaching job, as many Aboriginal teachers find employment outside of education when teaching jobs cannot be found. There was also a suggestion to connect experienced teachers with inexperienced teachers in a mentorship relationship. In Kamloops, Lytton and Prince Rupert, participants advocated ensuring that there are teaching positions available for new First Nations teacher graduates.

EMPLOYMENT EQUITY

The Employment Equity Working Group is a sub-group of the Education Partners Group dedicated to increasing the number of Aboriginal staff in all areas of the BC education system. Currently, there are approximately 350-400 Aboriginal teachers, while Aboriginal students comprise 8.2% of the student population, representing a significant shortfall in Aboriginal representation.

The current project of the Working Group, a project that has been ongoing for a few years, is to create an Employment Equity Toolkit that the Education Partners can endorse.

The toolkit includes background information on employment equity, information on how to use Section 42 Special Programs provisions of the BC Human Rights Code, and samples of job postings, policies and case studies that can be used as models. A draft copy was available at Regional Sessions and online at www.fnesc.ca.

Many issues have been considered in the development of the toolkit including the need to make it user-friendly and to address the questions people have about employment equity in a non-threatening way. Legal and union issues are also being taken into consideration.

Input from Regional Session Participants

In Campbell River, it was recommended that administration set aside positions for Aboriginal teachers and participants expressed concerns about teacher layoffs.

ANTI-RACISM IN ACTION

The Anti-Racism Program is currently in its fourth and final year of funding from Canadian Heritage. This funding is due to sunset on March 31st 2006 and FNESC is actively researching alternative funding opportunities to ensure that this valuable work continues in BC.

Over the past year, the Anti-Racism Officer and the Anti-Racism Consultant have been delivering workshops and presentations across the province. Additionally, an elementary school version of the Anti-Racism Toolkit was created and some curriculum to accompany it into schools was drafted. A recent meeting of the Anti-Racism Working Group — a subsidiary of the Education Partners group — was held and it was agreed that the Anti-Racism Work Plan should be revisited to make it more meaningful for current members.

An exciting project which was initiated last year, funded by the Ministry of Community and Aboriginal Women's Services, was the Anti-Racism Youth Project. This funding allowed FNESC to bring together a group of approximately 20 youth to teach them the skills and knowledge required to deliver anti-racism workshops within their own community. The result of this work is that BC now has a network of youth anti-racism mentors who can provide assistance and workshops at a local community level.

The resignation of the FNESC Anti-Racism Officer in June of this year has resulted in a review of FNESC's existing Anti-Racism Program, resulting in a proposed strategic plan which will re-focus the direction of FNESC's anti-racism work. A plan has been drafted which will propose a different strategic direction to include the recruitment of an Anti-Racism Coordinator, responsible for facilitating the training of 8 to 10 Anti-Racism 'train-the-trainers' - to, in turn, train community members to deliver anti-racism workshops within their own communities.

Input from Regional Session Participants

In Port Alberni, participants suggested involving parents in the anti-racism work and increasing FNESC's efforts to inform parents about racism issues. It was also recommended that FNESC explore whether there are additional sources of government funding available for multi-cultural projects. Participants in Campbell River expressed that the strategic plan being drafted is "great capacity building" and that they were happy with the progress. In Prince George, it was proposed that there be further work done to address discrimination against students who are of mixed ancestry. The anti-racism workshop in Smithers was deemed to have had the potential to cause conflict as it is a very difficult topic to come in and address and there had recently been inflammatory media coverage. Participants also indicated that the Education Partners need be more involved, particularly around the MoE book recommendations to ensure that they don't promote racism and stereotypes. Prince George participants suggested that the BCTF can promote anti-racism awareness training for members and that course work be created in Aboriginal education as a priority in teacher training programs. In Victoria, participants said having regional train-the-trainer courses is a good idea. The need for anti-racism education in teacher education programs was also raised. A cross-cultural awareness camp for Education Partners was also suggested. In Cranbrook, there was a request for training to include internalized racism within First Nations communities and a suggestion that anti-racism facilitators work with existing community members who deliver racism workshops through treaty staff or health staff.

SPECIAL EDUCATION

In February 2005, the federal budget included an additional \$120 million dollars of SEP funding to be distributed nationally over five years. Although this new funding has been announced and the federal budget has been approved, there are some challenges that have arisen that will have a negative impact on BC region funding in the 2005/06 funding year. Due to the late release of the initial funding in January 2003, Treasury Board re-profiled a portion of the SEP funds to the 2003/04 and 2004/05 funding years.

Once again, the majority of SEP funds, \$4,932,820, are being allocated directly to First Nations schools for the delivery of programs and services to students with special needs. All information and forms are available on www.fnsa.ca. There is also the ***SEP School Allocation Workplan and Reporting Handbook for First Nations Schools*** that is available to assist schools in accessing funding and reporting. In 2004/2005, 100% of the schools that accessed funding (126) submitted final reports, and 100% of these schools also completed the INAC First Nations School Annual Reporting Form.

FNESC/FNSA has partnered with Simon Fraser University and Thompson Rivers University to deliver a two-year graduate diploma, ***Supporting Diverse Learners***, and a two-year certificate, ***Learning Facilitator's Certificate***. In 2004/2005, there were 23 teachers from First Nations schools enrolled in the Supporting Diverse Learners program, and 7 teacher assistants enrolled in the Learning Facilitator's Certificate. 22 of these students graduated in the summer of 2005.

In an effort to address the training needs in the area of Speech and Language, FNESC/FNSA has continued to offer courses toward the ***Language and Learning Certificate***. 27 registered for the introductory session in April. Fourteen students completed the online portion of the course to a level that enabled them to participate in the face-to-face portion of the course in July.

Input from Regional Session Participants

In Kamloops, Lytton and Prince Rupert, more dollars were urged for one-on-one support for severe special needs students, for in-house professional development, and for training for parents in home education skills. It was also recommended that parents be provided with additional tools (books, computers). In Prince George, participants recommended that FNESC conduct a cost analysis of different options, consider partnerships with existing services, and promote co-op professional development programs. Some participants also commented that having staff/resource teams is a good idea, and that travel continues to be a major concern and expense for northern communities. In Victoria, regional resource staff was deemed a good idea and it was noted that more isolated schools may still need central resource staff. Other comments were that schools need help networking with other agencies, training for para-professionals is needed, the cutback on UCEP will impact special needs students, effective reading and writing programs for middle school are needed, and programs for First Nations schools to address violence and social responsibility are required.

Participants in Victoria proposed that more funding be allocated to schools and that students studying in the field of Special Education receive support. Vancouver participants identified occupational therapy for younger students as a need, and participants also spoke of a need for early detection and intervention, reading programs to improve early reading, and professional development for teachers' aides to support special education programs. Other areas of need include drug prevention programs and professional development for teachers' aides and others to understand the numerous personal issues some students experience, including neglect and abuse. It was recommended that a provincial conference be held to offer information on programs available for First Nations students and that workshops for parents of Special Education students and community-based workers be offered at the provincial conference.

Other ideas that came from the regional sessions were to have regional level staff provide special education service as part of education jurisdiction, to provide professional development funding for staff and parents of special needs students, and explore whether there can be a mechanism to focus funding on the family group rather than the student. A need was identified to build competency and capacity within schools, communities and families and to focus resources on early entry assessment and screening. Participants recommended that FNESC/FNSA maintain a focus on lifelong learning and parent engagement.

SCHOOLNET

First Nations SchoolNet is an initiative of Industry Canada that promotes connecting First Nations schools in Canada to the Internet and bringing Information and Communication Technologies (ICT) to First Nation schools in BC. The SchoolNet program was renewed as of April 1, 2005 for one year until March 31, 2006. It is anticipated that SchoolNet will have funding for the fiscal year of 2006/2007 but FNEESC will need to re-apply as it has in the past. The 2005/2006 fiscal year budget is \$1,801,462.

A major part of the budget has been committed to purchasing software, hardware, video conferencing equipment and to professional services which include technical support, training, e-learning and the helpdesk. The remainder of it will be used for telecommunications and Internet services. For a complete listing of 2004/2005 SchoolNet accomplishments, visit www.fnesc.ca.

The following is a summary of upcoming events and program offerings until March 31, 2006:

- Microsoft Office Professional and XP Professional upgrade licenses at no cost to the schools;
- Enhanced online store offering hardware and software for the schools;
- Training and implementation of COOL School online learning courses;
- Regional technology and skills-training workshops;
- Website training courses;
- In-service training on various computer topics and other professional development for teachers;
- Training in the use of Boardmaker and related software;
- Help Desk support centre 24 x 7;
- Technical support subsidy;
- Internet access subsidy or satellite service provided;
- Provide schools with a CanCopy license which provides immediate, lawful and economic access to published works;
- Provide online access to eLibrary, a Canadian Online Encyclopedia;
- Spring break youth technology conference; and
- Maintaining school infrastructure and connectivity and upgrading it where possible;

Input from Regional Session Participants

In Victoria, participants advised that schools need to be made aware that more items are available to them from Metafore than what appears on the on-line store. In Prince George, there were some concerns expressed about COOL School, including slow feedback, student frustration, wrong courses assigned, long waits to get passwords, and the need for more in-depth training. Another participant indicated that perhaps there was some confusion about how COOL School was intended to be used and the degree of teacher involvement needed, and it was suggested that this be more clearly communicated.

NEW PATHS FOR EDUCATION PROGRAM

For the past seven years, New Paths for Education Program (NPEP) — formerly Gathering Strength—initiatives of INAC have made a significant contribution to efforts to provide quality education to BC First Nations students and community members.

What's new in 2005/2006?

- The NPEP funding is no longer split into categories. This gives schools and communities more flexibility.
- The NPEP deadlines have been extended
- The funding now goes across the school year (September to June) and not the fiscal year (April to March)
- The NPEP and Parental and Community Engagement Programs have separate work plans and reports
- Appendix A in booklets provides a menu of activities to assist with completing work plans
- Sample work plans and reports are in Appendix B. This will help schools and communities complete their forms
- Variation Form – Appendix C is for a school or community that wishes to make a change to their work plan during the year.

2005/2006 School Year Funding Allocation:

NPEP program information package is posted and available through the FNESC website (www.fnesc.ca) under “Program Information” and the information, forms and templates can be downloaded separately, or as a whole. Submission of work plans, interim and final reports can be emailed to newpaths@fnesc.ca or by mail to the FNESC office.

2004/2005 New Paths for Education Program Reporting

80% of schools submitted their final reports on time

Input from Regional Session Participants

In Kamloops, Lytton and Prince Rupert, a suggestion was made to share best practices on the FNESC website and as part of the workplan package. Reporting can be difficult due to lack of Band capacity and it is common in many First Nations communities that one person writes dozens of reports and proposals. Participants recommended that when reports are sent via email, they should have a read receipt and a check box for First Nations willing to share proposal-sharing best practices. In Victoria, participants expressed appreciation for the extended deadline and commented that this program allows things to be done in the community that could not be done otherwise, such as providing resource books in the home. In Prince George; it was suggested that, if there is additional funding available, schools should be notified sooner so they can allocate it more effectively.

PARENTAL AND COMMUNITY ENGAGEMENT PROGRAM

FNESC/FNSA received funding from INAC for a second year of the Parental and Community Engagement Program (**PCEP**) for on-reserve BC First Nations schools and communities. The program supports activities related to raising the awareness of parents and community members of their valuable role in their children's education and it provides the support necessary to ensure that they can be active in that role. Funding for this program is distributed directly to schools using a formula that provides a "base" plus a "per capita amount."

2004/2005 Parental and Community Engagement Program:

The 2004/2005 PCEP for First Nations schools and communities focused on the following:

- Regularly scheduled parent and community meetings for information sharing and raising awareness, and learning and applying parenting skills;
- Home visits from parental involvement facilitators for providing the mechanisms, tools, and support for parents to: read with their children, learn about their child's educational development, contribute to their child's education, pursue adult education, labour market training, and family literacy;
- Support for the integration of traditional knowledge in the school and home learning environment;
- Highlighting the importance of detection of any special needs a child may have; and
- Reinforcement of the importance of regular check-ups (hearing, dental, nutrition, immunizations, and hospitalizations).

2004/2005 School Stream Participants:

The PCEP for First Nations schools reached 17,905 participants, 4,801 parents and 2,335 school personnel.

70% of schools submitted their final reports on time

2004/2005 Community Stream Participants:

The PCEP for First Nations communities reached 18,796 participants and 5,936 parents.

Input from Regional Session Participants

It was suggested that all of this money should come through the New Paths program and then have communities use a portion of this funding for Parent and Community Engagement Program, reducing the reporting requirements. Participants commented that currently there is too much administration needed for both programs.

YOUTH EMPLOYMENT STRATEGY PROGRAM

The Youth Employment Strategy (YES) was launched in 1996, as part of the Government of Canada's commitment to help Canadian youth get the work experience, knowledge, skills and information they need to make a successful transition to the workplace. The renewed YES builds on successful activities, which includes new elements to address the gaps identified in past evaluations, such as youth needs assessments, employment and career awareness, and youth access to employment related information.

YES Highlights:

- 178 out of 194 Student Summer Employment Opportunities Program (**SSEOP**) Letters of Intent were funded for the 2004/2005 year
- 176 out of 190 SSEOP Letters of Intent were funded for the 2005/2006 year
- \$2,530,648 BC YES Allocation was distributed to First Nations schools/communities for the 2004/2005 year
- \$2,504,009.60 distributed to First Nations schools/communities for 2005/2006
- FNESC/FNSA funded 74 of the 161 YES proposals for the 2004/2005 year
- FNESC/FNSA funded 75 of the 168 YES proposals for the 2005/2006 year
- Effective 2005/2006 - SSEOP no longer requires a Social Insurance Number
- Data Collection of YES programs into a FNESC/FNSA database
- Three YES BC Regional Gatherings –community and school consultation
- Implementation of New Listserv.

Applicants may choose to develop their own proposal format, but they must include all of the required information and supporting documentation. Handbooks are posted to FNESC website (www.fnesc.ca) under "Program Information" and the information, forms and templates can be downloaded separately, or as a whole. Letter of Intents, proposals, interim and final reports can be emailed to yes@fnesc.ca, or mailed/couriered to the FNESC office.

Input from Regional Session Participants

In Prince George, participants supported the idea of sharing successful proposals and suggested offering regional workshops for coordinators prior to the deadlines. In Victoria, participants agreed with the sharing of successful proposals, but there was some confusion expressed about the criteria for funding proposals. Some participants suggested that the proposal process is frustrating and labour intensive, and called for FNESC to lobby for increased funding to support all programs. Participants related that it would be helpful to provide a guide for communities to let them know how much funding they could reasonably expect to secure. In the Lower Mainland it was suggested that the Youth Employment Program arrives too late and that communities need to be able to advertise earlier. It was also commented that sharing proposals is a good idea, more resources are needed to hire summer students, more career counsellors are needed for First Nations and public schools, and students need a handbook showing which high school courses they need to take for specific professions. The group in Cranbrook was open to sharing successful proposals and sharing best practices via conference calls.

SEVENTH GENERATION CLUB

The Seventh Generation Club continues to be a very popular initiative of the FNSA, and the 2005/2006 Club activities are now underway. The Club focuses on encouraging First Nations students to stay-in-school and make healthy life choices. With sponsorship from Indian and Northern Affairs Canada, BC Hydro, the Vancouver Canucks, Heritage Canada, and the FNSA, club members receive regular newsletters, a school daytimer specifically designed for the Seventh Generation Club, as well as prizes for contests that are based upon participation and enthusiasm.

Since its establishment, the Seventh Generation Club has grown significantly; there are now over 7200 members of the Club, and a dedicated network of teachers and parents representing 174 different schools contributes to the initiative at the local level.

The Club is also supported each year through a fundraising gala, which includes a dinner, silent auction, and an evening of entertainment.

Input from Regional Session Participants

In Prince George, participants suggested publishing a high school daytimer because high school students are trying to use the intermediate daytimers. Ideas for a senior daytimer include hockey schedules, graduation requirements, portfolio information, healthy relationships information, job information, anti-bullying and anti-racism strategies, and post-secondary information. A smaller, more compact format would be useful for the high school students. Attendance forms are difficult for senior students as they have several teachers. Another suggestion was to publish a senior newsletter.

PARENTS CLUB

The First Nations Parents Club is intended to facilitate the organization of community-based groups for parents. The local groups vary in their structure and initiatives, and some of the activities undertaken this past year include meetings for mutual support, adult education projects, workshops on safety, health and learning activities, and field trips to educational stores and learning centres. Many of the community groups are also working to increase the role of First Nations parents in school decision-making.

FNESC and the FNSA provide locally-based parents clubs with a variety of support materials, including newsletters, incentive gifts, a parenting calendar, books for home reading, and other resource materials. Currently, there are 122 locally-based parents clubs throughout BC with a membership of approximately 2500 First Nations parents. Additionally, grants are being provided to First Nations schools and communities to support local parental involvement initiatives. In order to simplify application and reporting procedures, those grants are being managed as a component of the New Paths for Education Program.

POST-SECONDARY SUB-COMMITTEE

FNESC Director of Post-Secondary Education and Training

In 2004/2005 pilot funding was secured from the Ministry of Advanced Education for the FNESC Director of Post-Secondary Education and Training position. This funding has been renewed for the 2005/2006 year. The Director has been tasked with the development of a collaborative and comprehensive working committee to address First Nations post-secondary issues. The Director is also working with the FNESC Post-Secondary Sub-Committee, Indigenous Adult and Higher Learning Association (IAHLA) and the Indian Studies Support Program Committee (ISSP).

BC Aboriginal Post-Secondary Education and Training Partners

FNESC, in conjunction with the First Nations Summit Task Group, the Ministry of Advanced Education, INAC, BC Assembly of First Nations, United Native Nations Society, Métis Provincial Council of BC, The University Presidents' Council of BC, BC College Presidents, University-College Presidents and Indigenous Adult and Higher Learning Association signed an historical Memorandum of Understanding (MoU) on March 11, 2005, to formalize their commitment to work together on Aboriginal post-secondary education and training issues in BC.

First Nations Post-Secondary Education Handbook

The *First Nations Post-Secondary Education Handbook for the BC Region – with Reference to the National Post-Secondary Education Program Guidelines* was finally released and sent to all First Nations.

Data Collection

Recently the Post-Secondary Sub-Committee (PSSC) and INAC representatives discussed the importance of collecting data on all funded students, completion rates and wait lists. It is critical to gather this data to demonstrate an accurate picture of the Aboriginal post secondary situation in BC.

The PSSC is requesting that each Band/Tribal Council consider passing a Band Council Resolution (BCR) to allow INAC to release the requested data. (suggested wording available on the FNESC website at www.fnesc.ca).

National Post-Secondary Education Program Review

Indian and Northern Affairs Canada (INAC) and the Assembly of First Nations (AFN), along with representatives from the National Association of Indigenous Institutes of Higher Learning (NAIIHL) and the Inuit of Labrador, have begun a formal review of the Post-Secondary Education (PSE) Program for First Nation and Inuit students.

In January 2005 a Joint Working Group was established to undertake the PSE Review and make recommendations to the Chief's Council on Education and to INAC for a renewed policy and management framework for the program. This is **the first joint review of the PSE program** and the first time the PSE program has been reviewed since 1989. The Working Group aims to have a renewed policy framework finalized by June 2006.

Input from Regional Session Participants

In Campbell River, participants spoke of the need for more accountability relating to the Report on 2004 Post-Secondary. With the majority of Aboriginal students in public schools, more programs are needed in public schools. It was recommended that FNEESC investigate ways in which to involve all stakeholders at every level to be actively involved and informed.

In Port Alberni, participants requested that the INAC training on nominal roll and PSE continue to be offered closer to home. Regarding PSE funding allocations, participants requested an in-depth analysis of what is happening at the community level.

In Victoria, it was suggested that one-year funding for UCEP is not enough and that many people do not realize the implications of changes until a face to face meeting where there is discussion. Data collection is needed for grade 7 and higher to determine future funding needs. Participants reported that more counsellors are needed for younger students to prepare students for post-secondary education. Students with special needs also need to be considered. There is no safety net for those who cannot achieve grade 12 and all programs need to be considered eligible. It was recommended that the guidelines be changed to reflect the true needs and then calculate surpluses. The question was raised whether RESPs - in which government adds to the parent contributions - can be accessed by First Nations. Victoria Regional Session participants also suggest coordinators need more training on the guidelines to make their program delivery more effective.

In Prince George, it was suggested that the National Post-Secondary Education Program Review consultation in September was not good timing for Education Coordinators who are working with students. Other comments included that the post-secondary funding formula was not adequate for small Bands, the post-secondary sub-committee should include some post-secondary students, funding should be based on need, funding should also cover equipment costs, and additional adult education support is required. There was some concern about the release of post-secondary data from INAC to FNEESC ("Why can't INAC pull that data?") and that the INAC nominal roll also includes the wait list.

INDIGENOUS ADULT AND HIGHER LEARNING ASSOCIATION

IAHLA is an independent, non-profit society, representing 29 member and associate member indigenous post-secondary institutions. FNESC provides administrative support to IAHLA. Further information can be found at the new IAHLA website at www.fnesc.ca/iahla

Aboriginal Post-Secondary Education Review Project (Ministry of Advanced Education)

The IAHLA was been very active in the Ministry of Advanced Education's Review of Aboriginal Post-Secondary Education Programs and Services and the Special Project Fund. Originally this review was only to look at the twenty-eight public post-secondary education institutions. IAHLA was instrumental in working with the Ministry of Advanced Education to request input into the public institution survey questionnaire. As well, IAHLA requested and received permission to revise the public institution survey for distribution to ten First Nations post-secondary institutions, which volunteered to participate in the review. Also, IAHLA was asked to participate on the Program Advisory Committee (PAC) to provide advisory input to the review.

The final report was completed June 30, 2005 and will soon be released by the Ministry of Advanced Education.

BC Aboriginal Post-Secondary Education and Training Partners Group

IAHLA is a member of the BC Aboriginal Post-Secondary Education and Training Partners group. Currently the Partners group is working on collecting accurate data on First Nations high school graduation statistics and completion rates of pre-requisite courses required for post-secondary entrance.

First Nations Post-Secondary Data Collection

The Data Collection Project, which was approved at the January 2004 IAHLA AGM, will consult with BC First Nations post-secondary institutes regarding possibilities for standardized data collection. The goals of the project are to promote program growth and monitor and report on the success and educational efforts of post-secondary institutes.

At the January 2005 IAHLA AGM, approval was given to pilot the Data Collection Project in the fall of 2005 with voluntary participation from post-secondary institutes. The results of the pilot will be presented at the 3rd Annual IAHLA AGM set for January 26 and 27, 2006 in Vancouver, BC.

INDIAN STUDIES SUPPORT PROGRAM

The Indian Studies Support Program (ISSP) in BC provides funding for First Nations controlled post-secondary programs that are accredited and transferable. The ISSP Committee includes representatives of First Nations and First Nations post-secondary institutes which manages the ISSP, in cooperation with INAC. ISSP proposal information is distributed to all First Nations and First Nations post-secondary institutes each fall.

Capacity Building Workshop

The ISSP Committee hosted an ISSP Capacity Building Workshop on October 13, 2005 in Vancouver. This workshop covered how to develop affiliation and brokering agreements with public post-secondary education institutions and ISSP proposal writing tips.

Joint Post-Secondary Education Meetings

The ISSP Committee hosted two meetings of the Joint Post-Secondary Education Group to ensure that there is no overlap or duplication of services in the area of First Nation post-secondary education

Research

This year, the ISSP Committee will be conducting research on the subject of *First Nations Post-Secondary Institutes – Funding and Best Practices*. This research will look at the cost of doing business in First Nations Post-Secondary Institutes and best practices in curriculum development.

The ISSP Committee will be disseminating the report to First Nations post-secondary institutes in 2006.

MINISTRY OF EDUCATION

ABORIGINAL EDUCATION ENHANCEMENTS BRANCH

The Aboriginal Education Enhancements Branch is responsible for developing policies related to the education of Aboriginal students and for linking together all Ministry programs and funding that have an impact on Aboriginal students.

ABORIGINAL EDUCATION TARGETED FUNDING

The Ministry of Education retains targeted funding for Aboriginal education at \$950.00 per student. The Ministry provides this additional annual funding on a per pupil basis to enable school districts to deliver enhanced education programs and services for Aboriginal students.

REGIONAL FUNDS

The Ministry of Education distributes regional funds to support the work of educators in district Aboriginal education in seven regions of the province. These funds support networking, innovative projects, resource sharing and professional development.

DATA ANALYSIS AND REPORTING

BC is the only province in Canada collecting comprehensive data on levels of achievement for Aboriginal students and since 1998, the Ministry of Education has published the report, *How are We Doing?* available on the Ministry website (www.bced.gov.bc.ca/abed/performance). The data reflects an increase in levels of student completion from 34% in 1997 to 46% in 2004-2005.

ACCOUNTABILITY FRAMEWORK

The accountability framework focuses on responsibility for the achievement of all students. Enhancement Agreements, Local Education Agreements, Accountability Contracts, District Reviews, Deputy Minister's visits, School Planning Councils, Audits, Data collection and Monitoring are components of the accountability framework for public education in BC. We are always looking for Aboriginal people to participate on the district reviews, as educators or parents. For information and application forms please go to the following website and remember to check the statement 'Are you of Aboriginal ancestry (www.bced.gov.bc.ca/review).

ENHANCEMENT AGREEMENTS

The Aboriginal Education Enhancements Branch continues to work with Aboriginal communities and local school districts in the development of Aboriginal Education Enhancement Agreements (EAs). To date, 21 school districts have developed and signed an EA with their Aboriginal communities and the Ministry of Education. An EA is a working agreement between a school district, all local Aboriginal communities, and the Ministry of Education and are designed to enhance the educational achievement of Aboriginal students.

SCIENCE RESEARCH

The Ministry of Education is working in partnership with the University of Victoria to conduct a series of research projects to address the under-representation of Aboriginal students in science classes, and the under-representation of Aboriginal people in science related careers. The results of the study will be used to guide teachers, curriculum developers, and program planners to develop culturally sensitive learning experiences, and to support Aboriginal students in educational and career choices.

TRACKING EDUCATION CAREER PATH AND EMPLOYMENT STATUS OF BC TEACHERS OF ABORIGINAL ANCESTRY

The objective of the study is to identify strategies for government and key stakeholders on:

- How to increase the number of qualified Aboriginal teachers in the BC public education system generally as well as in areas of specific need
- Data collection for tracking Aboriginal students in teacher education programs and transition to and retention in employment

The Ministry of Education and Advanced Education are leading the study along with the Aboriginal Education Partners and a steering committee of Aboriginal educators. Edudata is providing research services for the study.

INTEGRATION OF ABORIGINAL CONTENT IN THE CURRICULUM

The Aboriginal Education Branch continues to work closely with the Content and Achievement Branch to ensure that Aboriginal content is integrated into the curriculum that is being redrafted. The following website will take you to the various draft curriculum that is up for review: <http://www.bced.gov.bc.ca/irp/drafts/welcome.htm>. There is a response form with each draft curriculum.

BC FIRST NATIONS STUDIES (BCFNS) AND TEACHER'S GUIDE

The Ministry of Education has developed a student textbook and a teacher's guide to align with the BC First Nations Studies IRP. For the first time, Aboriginal people are sharing their histories in their own voice in a BC curricular resource. The BC First Nations Teacher's Guide is available from Government Publication Services, 563 Superior Street, Victoria BC V8W 9V7. Phone (250) 387-6409, Fax (250) 387-1120, Toll free 1-800-663-6105.

ELDERS IN THE CLASSROOM

The Aboriginal Education Branch is engaged with three school districts: Burnaby, Haida Gwaii – the Queen Charlottes and Qualicum in the Elders in the Classroom Project. The outcome of the project will be a guide for schools and districts that wish to engage Elders.

SHARED LEARNINGS

We are in the process of updating the Shared Learnings book to make it more readily accessible for educators. The new document will be structured around the curriculum organizers in each subject area. In this way, the document will remain current as the Prescribed Learning Outcomes change. The new Shared Learnings will be published as a full PDF document for easy downloading. The Aboriginal Education branch welcomes invitations to conduct Shared Learnings workshops in school districts.

Input from Regional Session Participants

In Prince George, a teacher related their experience in being declined a seat on the district review team because of being a staff person at a Band school rather than a public school. Regarding BC First Nations Studies 12, it was recommended that the Ministry note on the website and graduation planners that the course can be used towards a Dogwood Diploma to encourage schools to use it. There is a concern that there is a lack of parent support in creating portfolios and it was recommended that there be further funding available for students who require assistance in portfolio development.

THANKS

FNESC would like to express its sincere appreciation to everyone who participated in the 2005 Regional Sessions. The feedback and suggestions that were shared are invaluable to FNESC's efforts to plan programs and services that reflect the needs of First Nations.

LIST OF REGIONAL SESSION PARTICIPANTS

Prince Rupert Regional Session

Rod Henry	Laxkw'alaams Band
Bruce Innes	Kitkatla Band
Joanne Finlay	SD #52 (Prince Rupert)
Brenda Leighton	First Nations Training and Development Centre
Kaarlene Lindsay	Northwest Community College
Marilyn Bryant	SD #52 (Prince Rupert)
Debbie Leighton-Stephens	SD #52 (Prince Rupert)
Kevin Leach	Kaien Island Alternative School
Louise Daniels	SD #52 (Prince Rupert)
Ernie Hill	Hartley Bay
Pamela Wynn	Lach Klan/Kitkatla First Nation
Phyllis Clark	Laxgalts'ap Village Government
Charlotte Guno	Kitsumkalum Band
Debbie Moore	Kitselas Band
Carolyn Doody	Iskut First Nation
Sandra Carlick	SD #52 (Prince Rupert)
Stephanie Good	SD #52 (Prince Rupert)
Wendy Bolton	Kitamaat
Marlene Clifton	Haisla Community School
Heather Morin	Ministry of Education (MoE)
Joanne Lewis	Kitkatla First Nation
Hazel Stewart	Kincolith
Irene Seguin	Gitwinksihlkw Village Government
Charlie Carlick	SD #52 (Prince Rupert)
Brian Kangis	SD #52 (Prince Rupert)

Kamloops Regional Session

Trish Rosborough	MoE
Lucinda Isaac	Lower Nicola Indian Band
Norman Thorne	MoE
Laura Anbiio	Coldwater Indian Band
Dr. Richard Zigler	Shuswap North Okanagan
Cecilia George	Osoyoos Indian Band
Shelley Oppenheim-Lacerte	Upper Nicola Indian Band
Renee Spence	Kamloops/Thompson
Tammy Thomas	Neskonlith Band

LIST OF REGIONAL SESSION PARTICIPANTS

Kamloops Regional Session

Ann Condin	Ashcroft Indian Band
Clifford Chillihitza	Upper Nicola Indian Band
Misty Sheldon	Lower Nicola Indian Band
Sharon Lindley	Upper Nicola Indian Band
Celia Shackelly	Nooaith Indian Band
Charlene McCrae	Upper Nicola Indian Band
Jody Delaney	Skeetchestn Indian Band
Stu Jackson	Lower Nicola Indian Band
Keith Zabolat	Bonaparte Indian Band
Carol Muchil	Stein Valley Nlaka'pamux
Alkina Alode	Little Shuswap Indian Band
Arnold Baptiste	Kamloops Indian Band
Paul Pelletier	Indian and Northern Affairs Canada (INAC)
Jan Haugen / Karen Bailey-Romanko	First Nations Education Steering Committee (FNESC)

Lillooet Regional Session

Arlene Quinn	Nicomien Indian Band
Lillian Saul	Xaxlip Band
Sherry Kane	Ts'kw'aylaxw First Nation
Rita Haugen	Lytton First Nation
Gladys Grier	Lytton First Nation
Jeanette Green	Mount Currie
Verna Stayr	Mount Currie
Lucy Saul	Xaxlip Band
Paul Pelletier	INAC
Heather Morin	MoE
Chief Norm Leech	St'at'imc Education Authority

Port Alberni Regional Session

Eileen Haggard	Nisga'a Tribal Council
Cam Pinkerton	SD# 70 (Alberni)
Nora Thompson	Ditidaht First Nation
Karen Serverinsa	Ucluelet First Nation
Cathy Tom	Tla-o-qui-aht First Nation
Joanne Pearson	Ditidaht First Nation
Lynette Barbosa	Nisga'a Tribal Council
L. Jane Jones	Tseshaht First Nation
Raquel Roizman	INAC
Martin Watts	Tse-Shaht—Haa-Huu Payuk
Jan E. Green	Haahuupay'ak
Carol Martin	Tla-o-qui-aht First Nations
Greg W. Louie	Ahousaht First Nation/Maaqtusiis
Charlotte Elliot	FNESC
Darryl Ashdown	Haahuupay'ak
Donna Samuel	Haahuupay'ak

LIST OF REGIONAL SESSION PARTICIPANTS

Campbell River Regional Session

Rose Jack	Mowachajt/Muchalahat First Nation
Lena Collins	Wuikinuxw Nation
Norman Thorne	Ministry of Education
Fran Price	Comox Indian Band
Vivian Helmsen	North Island College
Joan Glendale	Da'naxda'xw Nation
Audrey Wilson	Laichwiltach Family Life Society
Grace Smith	Gwa'Sala-Nakwaxdaxw
Charlene Miller	Quatsino Band
Dawn Nicolson	Tsawataineuk First Nation
Jennifer Hanson	Kyuquot/Cheeleset First Nation
Lisa Wilson-Wells	Kwakiutl District Council
Len Merriman	Namgis First Nation
Lillian Morton	Penelakut: Kuper Island School
Raquel Roizman	INAC
Marie Lavoie	Mowachaht/Muchalaht First Nation
Cynthia Marie Sewid	Mamalilikulla-Qwe'Qwa'Sot Em
Barbara White	FNESC
Kerri Farrington	Tlowitsis Tribe

Victoria Regional Session

Lexi Charlie	Cowichan Tribes
Fred George	Cowichan Tribes
Shannon Dunn	Saanich Adult Education Centre
Diane Kirby	Saanich Adult Education Centre
Dawn McGuire-Reeves	Qwam Qwum Stalicut—Snuneymuxw First Nation
Nella Nelson	SD #61 (Victoria)
Robyn Gray	SD #68 (Nanaimo)
Terri Mack	SD #68 (Nanaimo)
Lisa Ellis	FNESC
David Doyle	Chemanius First Nation
Cynthia Raynor	Chemanius Native College
Dallas Brock	Chemanius First Nation
Donna John	Pacheedaht First Nations
Frederick Coupal	Homalco First Nation
Paula Robinson	Homalco Indian Band
Lola James	Songhees Nation
Patti Edwards	Nanoose First Nation
Sheila Austin	SD #63 (Saanich)
David Dyer	Stu"ate Lelum Secondary School
Victoria Pelkey	Tseycum First Nation

LIST OF REGIONAL SESSION PARTICIPANTS

Victoria Regional Session

Karen Collins	Cowichan Tribes
Charlotte Elliot	FNESC Board Member
Paul Paterson	INAC
Heather Morin	MoE
Maryann Thorne	Cowichan Tribes

Williams Lake Regional Session

Mamie J. Hall	SD #27 (Cariboo Chilcotin)
Victor Jim	MoE
Sheryl Moore	Nagwuntl'oo School / Anahim Lake
Andrea Sapecnik	Nagwuntl'oo School
Corrine Cahoose	Nagwuntl'oo School
Scott Webb	Ulkatcho Band
Dianne E. Lulua	Xeni Gwet'in First Nation
Marietta Cahoose	Ulkatcho Band
Michelle Archie	Canim Lake Band
Marilyn Camille	Canoe Creek Band
P.J. Reimer	Stone School
Janice Burgess	Tl'esqox School
Jill Horsman	Tsi Deldel School
Darlene Louie	Rosie Seymour Elementary
Phyllis Jack	Canoe Creek Band
Harlee Gonale	Canoe Creek Band
Leona Billy	Canoe Creek Band
Delores Boston	Canoe Creek Band
Thomasiina Billy	Canoe Creek Band
Betty Squinas	Nagwuntl'oo School
Agnes Williams	Xeni Gwet'in First Nation
Cici Sterrit	Soda Creek Indian Band
Sharon Wilson	Nuxalk Nation
Lacey-Dawn Bruce	Stone Indian Band
Anita Williams	Xeni Gwet'in First Nation
Sue Carlson	Yunesit'in School
Joanne Moiese	Williams Lake Band
Phyllis Rositta	Stswecem'c Xgat'tem
Marilyn Camille	Canoe Creek Band
Delores Boston	Canoe Creek Band
Vera Camille	Canoe Creek Band

LIST OF REGIONAL SESSION PARTICIPANTS

Prince George Regional Session

Karen Monk	Tl'azt'en Nation
Priscilla Sagalon	Nak'azdli Band
Mark Prince	Nak'azdli Band
Leah Asher	Chalo School: Ft. Nelson First Nation
Priscilla Michell	Kyah Wiget Education Society
Angela Fehr	Wet-suwet'en First Nation
Lorisha Desjarlais	West Moberly First Nation
Margaret Davis	Doig River First Nation
Rita Rohel	Saulteau First Nation
Brenda Courtrielle	Saulteau First Nation
Deanna Poole	Tsay Keh Dene Band
Deavlan Bradley	Tsay Keh Dene Band
Andreas Rohrbach	Aatse Davie School
Amelia Stark	Tl'azt'en Nation
Bruce Allen	Carrier Sekani Tribal Council
Curtis Rattray	Tahltan Band
Victor J.	MoE
Mabel Louie	Stellat'en First Nation
Shelley Chipesia	Prophet River First Nation
James Wolf	Prophet River First Nation
Brenda Michell	Lake Babine Nation
Keith Spencer	SD #28 (Quesnel)
Molly Harper	Saik'uz First Nation
Diane Bigfoot	Treaty 8 Tribal Association
Cheryl Boyd	Cheslatta Carrier Nation
Sherry Hunter	Tsay Keh Dene Band
Cathy Seymour	Aatse Davie School—Kwadacha
Roxanne Quock	Tahltan Nation Students
Bianca Michell	Tl'azt'en Nation
John Favell	University of Northern BC

Lower Mainland Regional Session

Thelma Florence	Chawathil First Nation
Tyrone McNeil	FNESC
Sandra Victor	Cheam First Nation
Rosalind Williams	Squamish Nation
Thelma Wenman	Shulay Village
Joan Adams	Sto:lo Nation
Nita Bobb	Spuzzum First Nation
Ted Wololitz	Shuswap First Nation
Martina Pierre	Mount Currie / Lilwat Nation
Lois Joseph	Lil'wat Nation
Theresa Jones	Mount Currie
Clifford Casper	Seton Lake Band

LIST OF REGIONAL SESSION PARTICIPANTS

Lower Mainland Regional Session

Heather Morin	MoE
Leslie Williams	Skawhl Sto:lo Nation
Harold Powell	INAC
Gracie Kelly	Seabird Island Band
Trish Rosborough	MoE
Paul Pelletier	INAC
Daryl McNeil	Sto:lo Nation

Cranbrook Regional Session

Stephanie Sam	Akisknuk First Nation
Barb Hughes	?Aqamnik
Linda Gravelle	Tobacco Plains Indian Band
Joe Pierre Jr.	SD #5 (Southeast Kootenay)
Debra Fisher	SD #6 (Rocky Mountain)
Doreen White	LKB Education Society
Cecilia Luke	LKB Education Society
Marion Eunson	KNC
Troy Sebastian	?Aqamnik Education Council
Cheryl Casimer	?Aqamnik Education Council
Dorothy Alpine	Treaty
Nancy Cobra	SD #8 (Kootenay Lake)
Robert Louie Sr.	Lower Kootenay Band Education Society
Margaret Zumen	Treaty

Cranbrook Regional Session

Denice Louie	FNESC Board
Jason Louie	Yagan Nukiy/CHIP
Prissilla Wahkley	College of the Rockies
Gwen Phillips	?Aqamnik
Bart Knudsgaard	Ktunaxa Kinbasket Child & Family Services
Robyn True	College of the Rockies

Kelowna Regional Session

Jenelle Brewer	Okanagan Indian Band
Glenda Bonneau	Okanagan Indian Band
Denise Clough	Westbank First Nation
Eric McMahon	MoE
Elaine James	Xwisten Band
Grant Stevens	SD #22 (Vernon)
Hazel Squakin	Upper Similkameen Indian Band
Theresa Dennis	Lower Similkameen Indian Band
Ramona Bent	Okanagan Indian Band
Waylon Bent	Okanagan Indian Band
Bill Cohen	Okanagan Indian Band



First Nations Education Steering Committee

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