

2009

Regional Sessions

Feedback Summary



Indian and Northern
Affairs Canada

Affaires indiennes
et du Nord Canada

Regional Sessions 2009

Feedback Summary

INTRODUCTION

The First Nations Education Steering Committee (FNEESC), the First Nations Schools Association (FNSA), and the Indigenous Adult and Higher Learning Association (IAHLA) are independent organizations that serve First Nations schools, students and Aboriginal-controlled post-secondary institutes in British Columbia (BC). They are committed to reporting back to all education stakeholders and to using advice from First Nations school, institute and community members to guide their strategic direction.

A key part of FNEESC, FNSA and IAHLA's commitment to accountability is fulfilled through the annual community meetings known as Regional Sessions. At the Regional Sessions, representatives of local First Nations communities and education stakeholders of all backgrounds are invited to provide feedback on FNEESC, FNSA and IAHLA activities and to discuss education topics that are of local interest. This year's agenda was focused on key topics that included First Nations education jurisdiction, Aboriginal languages, post-secondary education, working with public education stakeholders, national funding programs, special education, and data management.

To advance provincial information sharing, representatives of the BC Ministry of Education Aboriginal Education Enhancements Branch and Indian and Northern Affairs Canada (INAC) also contributed information about their activities to the Regional Sessions discussions, and INAC representatives were in attendance at the meetings.

In 2009, Regional Sessions were held in the following communities.

Prince Rupert	September 23 & 24
Kamloops	October 6 & 7
Lytton	October 8 & 9
Prince George	October 13 & 14
Nanaimo	October 14 & 15
Cranbrook	October 14 & 15
Port Alberni	October 20 & 21
Lower Mainland	October 20 & 21
Williams Lake	November 17 & 18
Kelowna	November 24 & 25

Written feedback was collected from participants at each Regional Session, and highlights and themes from that data are recorded in this summary document in order to report back to the FNEESC Board, participants and other education stakeholders.

FNEESC is grateful to everyone who took part in the Regional Sessions this year, and also to those community members and Board members who helped to host the meetings.

FEEDBACK ON KEY TOPICS

The following are the major questions, comments and suggestions generated at the Regional Sessions, grouped by the major agenda topics. To inform the discussions of each of the agenda topics, FNEESC distributed discussion papers and questionnaires.

For a copy of the Regional Sessions Discussion Papers, please visit the publications catalogue on the FNEESC website www.fnesc.ca. Here you can find the publication: *Regional Sessions 2009 Discussion Papers*.

Aboriginal Languages

FNEESC, the FNSA and IAHLA continue to support schools, institutes and First Nations communities in their efforts to provide effective Aboriginal languages instruction that supports community language revitalization efforts. FNEESC's Aboriginal Languages Subcommittee, for example, has contributed to the development of a province-wide Aboriginal Languages Strategic Plan, has organized a biennial provincial language conference, and guides the ongoing implementation of the Developmental Standard Term Certificate in First Nations Languages and Culture.

Through the federal First Nations Student Success Program, FNEESC and the FNSA recently acquired new funding to hire an Aboriginal Languages Coordinator to support school and community-based language education efforts. The Coordinator's role includes collecting and sharing information on language resources, coordinating training opportunities, and engaging stakeholders from across BC in strategic planning.

At all of the Regional Sessions, FNEESC and the FNSA were advised to advocate for more resources for language and culture education because of the ongoing critical needs of communities and schools in this area. Language curriculum development was highlighted as a particular area of need and there was some interest expressed in the establishment of resource libraries and the creation of regional networks to support those working in the languages field (highlighted by participants in Kamloops, Kelowna, Prince George). Participants also spoke of the importance of exploring how to help schools and institutes expand language learning beyond the classroom walls into the everyday lives of community members (highlighted in Kamloops).

In all communities, participants spoke about the ongoing demand for more accredited language teachers. It was also suggested that we should explore how to help Elders who are fluent language speakers access training on teaching methodology. There was interest in looking at creative ways to support local First Nations language speakers to become certified and trained as teachers as quickly as possible (Lytton, Prince George participants).

“Encouraging and supporting Elders to work on language projects is vital.”

A Prince Rupert Regional Session Participant

It also was suggested that the next language conference might offer clusters of workshops designed for different stakeholders, such as Elders, curriculum developers and teachers (Lytton).

A need was identified for more language and culture programming in the local public schools, and there was interest in exploring how to promote for a perspective of First Nations languages as equivalent to French, Spanish and other languages (Lytton, Kamloops). There was also interest in FNEESC providing ideas for coordinating and sharing resources among language groups in each region and assisting communities in bringing Elders and youth together in meaningful ways for language instruction (Port Alberni, Kamloops).

Participants asked for support to develop language curriculum, and suggested that the new Coordinator should promote information sharing about best practices and language education research (Prince George, Prince Rupert, Cranbrook). Schools would like to have more curriculum templates so that they don't have to “reinvent the wheel” (Williams Lake, Kamloops).

“I would like to see funding for language programs in the same way we access funding for Special Education, New Paths, etc.”

A Port Alberni Regional Session Participant

Support for families and parents to learn and use their languages was another highlighted priority (Prince Rupert). It was proposed that FNEESC/the FNSA develop templates to assist with language proposals and provide a list of available funding sources, and FNEESC/the FNSA should communicate the importance of increasing language funding levels to the federal government (Kamloops, Lytton)

The difficulty of accessing sufficient funding to develop curriculum, implement language programs, and hire full-time language staff (“so we don't have to wear multiple hats”) was identified as a major concern, as was the need for more instruction regarding how to write successful language program proposals (Vancouver, Kamloops).

BC electronic Student Information System (BCeSIS)

The British Columbia electronic Student Information System (BCeSIS) is a web-based system for managing and sharing student information. BCeSIS is already in place in BC public schools and it is being gradually introduced into interested First Nations schools, as well. FNEC has a BCeSIS Project Coordinator who organizes a variety of support services and training to help First Nations schools implement BCeSIS.

"A student data system is much needed for schools in BC and this system sounds like a great way to start. Technology is always going to be there in the future and some of the old ways of doing things, like paper, will soon be replaced with technology."

A Regional Sessions Participant

There were several reports from Regional Sessions participants indicating that they are happy that electronic tools are increasingly available to help them standardize data collection and that the trend is moving away from paper forms to online databases.

There were several requests for more training on BCeSIS and appreciation was expressed for FNEC's role in organizing training opportunities. It was suggested that training might be offered locally and regionally whenever possible (Prince George, Kelowna).

Some concerns were expressed about BCeSIS, too, primarily related to the fact that the available computers might need upgrading to handle the program (Prince Rupert).

Participants expressed interest in investigating how BCeSIS might be used to support accountability of public schools to First Nations communities and aid in communications.

Communications and Research

FNEC, the FNSA and IAHLA strive to maintain strong communications with the schools and communities that they serve, and their communications activities include the Regional Sessions, conferences, press releases, newsletters, websites and reports from the Boards and subcommittees.

Overall, participants expressed a high degree of appreciation for the communications and research efforts undertaken, and particularly for the opportunity that the Regional Sessions provide for face-to-face networking and information sharing.

There were requests that email communications be made more targeted when possible to individuals in the communities and First Nations schools, and also be broadened to include more representatives of local public schools/district offices (Kamloops, Prince George, Prince Rupert). Generally, even more communications to parents and community members would also be appreciated (Prince Rupert). For the media of communication,

preference was expressed for more email communication and less paper communication when possible (Kamloops, Vancouver).

Jurisdiction was identified as one area for increased communications activity (Kamloops, Prince Rupert).

Data Management

FNESC, the FNSA and IAHLA recognize that effective data management is a cornerstone of effective program development and accountability, including accountability to First Nations schools and communities as well as to funding agencies. Data management involves looking at a wide range of related topics, including performance measures, hardware and software, privacy issues, and compatibility issues.

With new federal funding available through the First Nations Student Success Program, FNESC and the FNSA recently hired a new Data Management Specialist and a Data Officer to coordinate this work. These individuals will work closely with communities, schools and government agencies to better integrate community and school reporting and data needs into an effective and comprehensive system.

Regional Sessions participants expressed strong support for the direction that FNESC, the FNSA and IAHLA have been headed with their efforts to establish effective, integrated data collection systems.

Participants asked that the organizations work closely with relevant provincial and federal government agencies to ensure that any new data systems are compatible with each other, and also that they continue to increase the use of on-line forms to help make the data collection requests easier and more efficient for First Nations communities and schools (Cranbrook, Kamloops, Prince George). FNESC, the FNSA and IAHLA were urged to consult with communities about what type of data reports would be useful to them and to ensure that the types of data collected support collective efforts (Kamloops, Nanaimo, Prince Rupert). The importance of reporting back to communities on the data was also a noted priority (Prince Rupert, Kamloops).

Some communities identified that there should be more school and community member training on data management topics (Kamloops, Lytton) and some communities and

“Let’s find out what data we need to measure success.”

A Prince Rupert Regional Sessions Participant

“You need to ensure it’s all compatible with external tracking agencies and meets the needs of communities.”

A Regional Sessions Participant

schools indicated that they will need financial and technical support to upgrade their technology in order to use the new data collection systems (Lytton, Prince George).

Early Childhood Development

Following direction from the First Nations Leadership Council, FNEC has worked to support the growth of the First Nations Early Childhood Development Council (FN ECDC) – an organization that includes representatives of major stakeholders that provide services for very young First Nations children.

Regional Sessions participants spoke strongly about the importance of the early years in children’s development and the close ties between a child’s health, cultural identity, linguistic growth, and education progress. Support was voiced for FNEC to continue to support the FN ECDC’s development and promote greater collaboration and communication amongst organizations that provide services to young First Nations children.

“A person’s adult life reflects what he learns in early childhood.”

A Prince Rupert Regional Session Participant

“Early childhood is a key to lifelong learning.”

A Prince George Regional Session Participant

Participants spoke about their concerns about the duplication of ECD services and competition over inadequate funding resources (Cranbrook, Kamloops, Lytton, Prince George). It was suggested that FNEC and the FNSA should continue to bridge the gaps whenever possible, and that this might include offering ECD sessions at conferences and workshops (Kamloops).

Participants asked for more information about effective ECD programs and for assistance with networking regionally and provincially. It was suggested that one of the ways that FNEC and the FNSA can support ECD work is to continue to support the First Nations Parents Club (Lytton, Prince George, Prince Rupert).

An overall need was identified for increased funding for early childhood development resources (Kamloops). It was also suggested that FNEC should organize community training around ECD to build local capacity and promote the sharing of ECD information (Prince Rupert).

English First Peoples

There was great excitement about the new English 12 First Peoples course and the work underway to develop the Grade 10 and 11 levels of English First Peoples. English First Peoples courses are the academic equivalents of standard academic English courses, but

they use First Nations literature and pedagogy. The Grade 12 level of the course is currently offered in several schools across BC and it is accepted by all BC post-secondary institutes for entrance requirements. The Grade 10/11 level of the course is under development.

Regional Sessions participants noted the need for more promotion to increase the number of schools offering the course and the number of students enrolled. There was also widespread interest in exploring how to have the course offered to Adult Basic Education classes and to all audiences as a distance education course (Cranbrook, Prince Rupert, Vancouver, Williams Lake).

A need was identified for more First Nations English teachers with the qualifications to teach the course (Kamloops, Kelowna, Vancouver).

It was also suggested that Parents Clubs be targeted in promoting the course and that further work be done to debunk the idea that it is a “watered-down” English course. There might also be an on-line discussion forum for English teachers to share ideas and resources (Kelowna, Kamloops, Prince George, Vancouver, Williams Lake).

There was great interest in having more English First Peoples training opportunities and information workshops (Prince George, Williams Lake).

First Nations Schools Association Support

The First Nations Schools Association (FNSA) is an independent non-profit society with charitable status that has a membership of greater than 95% of the First Nations schools in BC. The session participants expressed great appreciation for the work that the FNSA is doing and particularly for specific FNSA initiatives, including Teacher Certification, School Assessment and the Special Education Program.

“As it becomes increasingly clear that First Nations schools are the venue that creates student success, more funds, staff time and focus need to be directed toward FNSA and guided by FNSA Board”

A Cranbrook Regional Sessions Participant

FNESC provides administrative support to the FNSA and partners with the FNSA to administer several programs that provide funding and services to First Nations schools. Appreciation was expressed for the strong working relationship and support between FNESC and the FNSA (Kamloops), although in some cases individuals mentioned being unsure of where one organization’s mandate ended and the other’s began, so more work could be done to clarify the respective roles (Prince George, Prince Rupert).

Regional Sessions participants reported that FNSA communications and networking with community members could be expanded (Kamloops, Prince George). Appreciation for the FNSA's Annual Conference and Annual General Meeting was expressed (Nanaimo). It was suggested that perhaps the FNSA could hold a conference in the interior to make it easier for participants there to attend in greater numbers (Lytton).

"I like that FNSA and FNEESC work together - it makes it easy for us."
A Port Alberni Regional Sessions Participant

The FNSA was asked to consider how to strengthen relationships between First Nations community schools and school districts in order to access professional development opportunities (Nanaimo).

There was interest in the FNSA's recent partnership with the Industry Training Authority and a request for future information sharing as that partnership develops (Lytton, Prince George). Participants also requested that the FNSA continue to research and support adult education (Prince George).

A recommendation was made that the FNSA put an increased emphasis on the promotion, training and recruitment of language speakers (Kelowna).

Indigenous Adult and Higher Learning Association

The Indigenous Adult and Higher Learning Association (IAHLA) aims to address and further the mutual interests of all Aboriginal-controlled learning centres in BC that offer post-secondary and adult education. IAHLA receives administrative support from FNEESC and it has a membership of about 35 institutes.

"IAHLA and the University of Victoria put on a Successful Transitions Conference last year. This was great and we brought eight students over who were getting ready to go to a post-secondary institution. It offered great information to them. It made the students really think about what they wanted to do with their lives."

A Kamloops Regional Sessions Participant

Participants were asked whether FNEESC's support to IAHLA was sufficient and for their feedback about the work of IAHLA. The replies were very favourable and there was evidently a high degree of support for IAHLA's role and efforts.

Regional Sessions participants touched on concerns for collective support, including addressing the Adult Dogwood course requirements, student living allowance levels, the need for more support to adult students assessed with very low literacy/numeracy levels, and the need for more career preparation tools for students.

It was recommended that assessments for learning disabilities' should be a priority, to ensure that the needs of all adults are met (Kamloops). It was also suggested that some communities need additional resources to better prepare students to plan their entry into programs and navigate upgrading and GED options (Prince Rupert).

Education Jurisdiction

There was excitement about the recent achievements toward First Nations education jurisdiction, which included the passage of provincial and federal jurisdiction legislation and collective work by more than 60 First Nations to develop the governance and administration tools and structures needed for jurisdiction. FNEESC has had a central role in facilitating the jurisdiction work.

At all of the Regional Sessions, it was acknowledged that there is a need for more outreach to community members and to First Nations that are not already involved in the jurisdiction process. Some suggestions included developing more plain language and visual communications materials, perhaps in a toolkit form, explaining what jurisdiction means and how to get involved (Kamloops, Kelowna, Nanaimo).

Those currently involved in the process expressed appreciation for the amount of support and capacity building that had already been accomplished (Lytton).

There was strong support for maintaining the importance of language and culture in the funding negotiations (Prince George, Prince Rupert, Vancouver).

National Programs

In the summer of 2008, INAC first announced new federal funding for First Nations education – funding of approximately \$260 million nationally over 5 years. After extensive discussions with communities, schools and First Nations leadership, FNEESC and the FNSA were awarded funding for the 2009/2010 fiscal year for the First Nations School Success Program (FNSSP) and the Education Partnership Program (EPP).

“We need to make First Nation Jurisdiction over Education meaningful - make it more than just Bills, Acts and agreements – make it real and tangible.”

A Kelowna Regional Session Participant

“The jurisdiction meetings are informative and a lot of work has been done to lead First Nations to jurisdiction.”

A Port Alberni Regional Sessions Participant

“Continue to pursue the Community Initiatives Projects funding. During these tough times, it is essential to have this financial support for communities and their membership.”

A Prince Rupert Regional Session Participant

Overall, Regional Sessions participants expressed appreciation for FNEC's work in creating the proposal and for the topics the funding applies to, such as the Aboriginal Languages Coordinator role, the First Nations Schools Teacher Certification initiative, distance education, English 10 and 11 First Peoples course development, anti-racism and data management. Participants appreciated the update that the Regional Sessions offered, and asked that information continue to be shared about how communities and schools can benefit from the new programs.

Some disappointment also was voiced about the portions of the proposals that were not funded, such as the community initiatives project funding and parts of the anti-racism program. FNEC was asked to continue to include those areas in future proposals (Prince Rupert, Prince George).

Post-Secondary Education

FNEC and IAHLA provide post-secondary education support through a variety of methods.

FNEC has an active Post-Secondary Subcommittee, and its work includes monitoring and responding to federal government post-secondary policy issues, conducting research, working with partners to implement the Post-Secondary Education Coordinators Program, and coordinating other collective provincial-level activities. FNEC also employs a Director of Post-Secondary Education and a Post-Secondary Education and Training Officer.

Many participants spoke about the inadequacy of current INAC funding levels for post-secondary education and advised that IAHLA and FNEC clearly communicate to INAC that current funding levels and policies are not adequate. Student living allowances, student upgrading, and trades, in particular, were identified as areas where more adequate financial resources are required.

Training for Post-Secondary Education Coordinators was also a high priority. It was recommended that more nominal roll training be offered and that FNEC work to ensure that the government reporting forms are made more user-friendly (Cranbrook, Kamloops, Kelowna, Williams Lake, Port Alberni).

Anything that FNEC can do to enhance communication between the governments and communities regarding post-secondary would be appreciated, and one of the areas that needs attention is communication about year to year program changes and deadlines

"Tuition and books have skyrocketed as well as living costs. If we funded our students according to the cost of living increases, we would only be able to fund half of our applicants."

A Prince George Regional Session Participant

"I was involved in education many years ago and some of these issues were always identified, but there was no follow-through. Now as I become involved again, I see the fruition of our endeavours."

A Prince Rupert Regional Session Participant

(Prince George, Port Alberni). There was also interest voiced in improving student tracking systems for the post-secondary level (Prince George).

It was suggested that Post-Secondary Education Coordinators be offered more opportunities to network with one another to share their information and experiences.

Support was voiced for the Education Coordinators Program and there were some discussion about how to make the course easier for working professionals to manage. Some participants favoured more online course offerings, while others suggested providing more face-to-face course offerings (Kelowna, Port Alberni).

More high school level counseling and career planning services are needed, as is support for adult student upgrading (Lytton, Kamloops, Nanaimo, Prince George, Prince Rupert). The Adult Dogwood requirements were noted as an area for more discussion with the province (Prince George).

"I like that FNEESC keeps 'reminding me' of due dates, etc. The staff members are very supportive."
A Port Alberni Regional Sessions Participant

Program Administration

FNEESC and the FNSA administer several funding programs, including the federal government's Youth Employment Strategy Programs, New Paths for Education Program, Parental and Community Engagement Program, and Artstarts for Schools. FNEESC and the FNSA review the program guidelines of the funding agencies, develop proposal packages, support communities in proposal development and reporting, and maintain overall accountability for the programs.

A high level of satisfaction was reported in terms of the program administration work of FNEESC and the FNSA and for the level of communication about funding guidelines and deadlines throughout the year.

There was also satisfaction with the types of programs, although in some cases people noted the need for more funding dollars and more flexibility in program guidelines to enable them to address priority areas like language and culture programming, music and art, and to offer students weekend employment hours over the summer (Lytton, Prince George). It was suggested that one way to enhance the programs further would be more sharing of program best practices (Prince Rupert).

Participants asked that FNEESC and the FNSA continue to simplify the reporting requirements and consolidate programs when possible to reduce reporting time. They also suggested doing testing to ensure that downloadable templates are compatible on different systems (Prince George).

Seventh Generation Club

The Seventh Generation Club was established in 1997 to support First Nations students in BC to stay in school and achieve their goals in health, education and planning for the future. The Club provides students with the tools and skills they need to make healthy choices in all areas of their lives. Members receive regular newsletters, specially-designed school daytimers and incentive prizes.

“Empower the students themselves!”
A Vancouver Regional Sessions Participant

Through fun contests and activities, such as Science Day and Sports Day, the club encourages students to participate in fitness and in community activities. Over the years and thanks to the dedicated network of teachers and support staff, the club has enjoyed steady growth. The club has a membership of over 7750 students in 148 schools.

The Seventh Generation Club is an initiative that is well-liked and Regional Sessions participants offered several suggestions in reply to the Club’s questions about how it could increase membership of older students and strengthen the club’s overall effectiveness.

Encouraging older students to be club mentors and to contribute content for the newsletter and website were suggested, as well as expanding the club’s online component with youth blogs (Nanaimo, Kamloops). Overall, more use of the website and Facebook were recommended. The need for more content targeted toward older students was suggested, for both the newsletters and the club daytimers, and it was noted that more role models could be solicited (Nanaimo, Vancouver, Prince George).

A campaign to reach educators and counselors who work with older youth with information about the club would be beneficial (Nanaimo, Kelowna, Port Alberni, Prince George, Prince Rupert). Connecting with Band Youth Workers and Home School Coordinators could be good first steps (Prince Rupert).

Suggestions included engaging the older students as club leaders and role models, and looking for ways to connect the club content and activities with curriculum credits (Prince George, Nanaimo, Prince Rupert, Vancouver). Connecting the club with student councils and youth conferences might be one way to do this, as well as using those opportunities to gather feedback directly from the youth (Prince Rupert).

Increasing age-appropriate prizes to older club members might also be beneficial (Lytton, Kelowna Prince George), and leading more contests geared toward older students would also help (Prince George, Port Alberni, Prince Rupert). Credits toward book purchases were suggested as an attendance incentive.

Special Education

The FNEESC/FNSA Special Education Department provides support and services to First Nations schools and delivers high cost special education funding directly to First Nations schools for special education services to students. The special education team staff members provide direct and indirect support to students, staff, parents, and community members, and they travel extensively to First Nations throughout BC in order to respond to requests for service.

The importance of providing ongoing special education training for school and community representatives was communicated by participants at all of the Regional Sessions this year. Some of the suggested topics for professional development included behaviour issues, sign language training, speech and language support, Fetal Alcohol Syndrome, Level B Assessment, applying Individual Education Plans in the classroom, special education technology (SET-BC), nominal roll, proposal/application information for student funding, and literacy strategies.

It was also proposed that FNEESC and the FNSA continue to inform parents about their rights regarding IEPs and seek out opportunities to offer workshops for parents on specific topics, including supporting children who have FAS/FASD and autism (Lytton, Port Alberni, Nanaimo).

It was recommended that FNEESC and the FNSA advocate for increased special education resources for secondary and post-secondary level special needs students (Williams Lake, Vancouver).

The organizations were also asked to advocate for more adequate funding for high cost special needs students and assessments (Prince George, Prince Rupert). Efforts to reduce time for school staff related to special education reporting and applications would benefit schools (Nanaimo, Port Alberni).

The over-representation of Aboriginal students in special education categories in public schools remains a significant concern (Prince George), and FNEESC and the FNSA were asked to develop and share resources for gifted children (Prince George).

Work with the Public Education System

To increase the success for First Nations learners in the public education system, FNEESC and the FNSA work within the BC K-12 Aboriginal Education Partners Group, which includes representatives of many BC education stakeholders. The Partners monitor ongoing reporting, such as the How Are We Doing? Report, and work together toward their shared goal of better supporting the success of Aboriginal students in BC. In recent years,

key areas of that work have included anti-racism, employment equity and Aboriginal teacher education and recruitment.

In discussing the work of the Education Partners at the Regional Sessions, participants urged FNEESC and the FNSA to continue to advocate for public schools to hold high standards for Aboriginal learners and to look at ways to increase the accountability for Aboriginal student outcomes in the public education system.

Several participants expressed concern over the poor academic results for Aboriginal learners in public schools and the over-representation of Aboriginal students in special education categories.

Participants suggested that FNEESC/the FNSA could offer more information about the beneficial services they offer to both First Nations schools and public schools, such as the Seventh Generation Club and Parents Club. Those who had used the anti-racism resources of FNEESC/FNSA expressed a high level of support for them (Port Alberni, Nanaimo, Kamloops, Prince George).

The importance of supporting First Nations communities in the development and implementation of Local Education Agreements was noted as a high priority (Kamloops).

Appreciation was expressed for the new reciprocal tuition dollars that FNEESC and the FNSA had negotiated with the BC Ministry of Education.

Other Priorities

At the Regional Sessions, participants were asked to brainstorm what other supports and resources would help them and what areas should be a priority for future work.

The ideas were wide ranging, including the following.

- Offer nominal roll workshops
- Increase attention to the needs of children in care (Kamloops)
- Advocate for living allowances for all trades programs (Prince George)
- Provide more support to communities around LEA development (Lytton, Kelowna)
- Lead more initiatives to help schools and communities share teaching resources and professional development opportunities regionally and provincially (Prince Rupert)
- Expand curriculum for English 10/11 First Peoples and for English First Peoples at the post-secondary level and develop lists of EFP regional resources (Kamloops)
- Increase involvement of youth in FNEESC/FNSA and IAHLA activities (Williams Lake)

Appendix A

Regional Sessions Participants 2009

Prince Rupert Regional Session

Audrey Woods, Gitksan House of Learning
 Eleanor Charlton, Lax Kw'alaams Band, Coast Tsimshian Academy
 Barbara Helin, Ts'msyen Education
 Charity Peal, Nisga'a, School District #92 (Nisga'a)
 Cheryl Sebastian, Gitksan, School District #82 (Coast Mountain)
 Debbie Leighton-Stephens, Ts'msyen, Aboriginal Education, School District #52 (Prince Rupert)
 Debbie Moore, Kitselas, Kitselas Band Council
 Deborah Bright, Gitwangak, Gitwangak Education
 Emily S. Clark, Nisga'a Village of Laxgalts'ap, Laxgalts'ap Village Government
 Hazel Stewart, Nisga'a, Education Dept.
 Irene Seguin, Nisga'a Village of Gitwinksihlkw
 Judy Howard, Gitksan, Gitsegukla Community Education Devel Auth Assoc.
 Keri Blacker, Lax Kw'alaams Band, Coast Tsimshian Academy
 Lisa Shoop, Skidegate, Skidegate Band Council
 Lynn Gould, Haisla Nation, Kitamaat Village Council
 Lynn Hauptman, School District #52 (Prince Rupert)
 Marilyn Bryant, Ts'msyen Aboriginal Education, School District #52 (Prince Rupert)
 Matthew Aaron Burgess, Moricetown, Kyah Wiget Education Society
 Neal Barton, Nisga'a, Nisga'a Village of Gingolx
 Phyllis Clark, Nisga'a Village of Laxgalts'ap, Laxgalts'ap Village Government
 Roberta Edzerza, School District #52
 Val Swannell, Creekstone Consulting Inc.
 Violet Baker, Nisga'a, School District #52
 Wallace Clark, Nisga'a Village of Laxgalts'ap, Laxgalts'ap Village Government
 Kirsten Barker, Gitxaala First Nation
 Charlotte Guno, Kitsumkalum Band

Kamloops Regional Session

Candice Simon, Splotsin First Nation, Shihiya School
 Amanda Big Sorrel Horse, Kamloops Indian Band, Tk'emlups Indian Band Education Department
 Angie Sterling, Lower Nicola Band, Lower Nicola Band School
 Candice Simon, Skeetchestn First Nations
 Karen Blain, Stó:lō, UBC Kamloops Native Indian Teacher Education Program
 Rita Matthew, Simpcw First Nation
 Agnes Williams, Xení Gwet'in First Nations, Xení Gwet'in First Nations Government
 Brian Finlay, Little Shuswap Lake Indian Band
 Candice Simon, Skeetchestn Band
 Darrell Jones, Splotsin First Nation, Education
 Dave Manuel, Kamloops Indian Band
 Deb Draine
 Debbie Folk, Kamloops Christian School
 Dianne Anthony, Adams Lake First Nation
 George Kaliszewski, Secwepemc Cultural Education Society
 Janice Michel, Secwepemc, Secwepemc Cultural Education Society

Leona Rabbitt, Ntkepmxcin, Lower Nicola Indian Band
 Lynne Charlton, Cree, Lower Nicola Indian Band
 Michelle Canaday, Skeetchestn Band, Skeetchestn Community School
 Renee Spence, School District #73 (Kamloops/Thompson)
 Robert Matthew, Chief Atahm School
 Roberta Regnier, Tk'emlups Indian Band Education Department
 Robin Frank, Cayoose Creek Band
 Ruth Darby, Kamloops Indian Band, Sk'elep School of Excellence
 Keith Zabetel, Bonaparte Indian Band

Lytton Regional Session

Michelle Greenman, Bridge River Indian Band, Education Department
 Opal Charters-Voght, Nle?Kpmx/Nsilx, Stein Valley Nlakapamux School
 Carol Holmes, Lytton, Stein Valley Nlakapamux School
 Pat Pearce, School District #74 (Gold Trail)
 Marilyn Napoleon, Lillooet Tribal Council

Prince George Regional Session

Violet Markin, Fort Nelson First Nation, Chalo School
 Birdy Markert, Wet'suwe'ten First Nation, School District #54 (Bulkley Valley)
 Brenda Michell Joseph, Lake Babine Nation
 Cathy Seymour Kwadacha Nation, Aatse Davie School
 Charlotte Henay, School District #57 (Prince George)
 Cynthia Barnes, West Moberly First Nation
 Darcy Michell, Skin Tyee First Nation
 Dawn Murphy, KIKINO Métis Child and Family Services
 Diane Mattson, Wet'suw'et'en Nation, Kyah Wiget Adult Education
 Ed Caraher, Takla, Nus Wadeeyuch School
 Faye Seymour, Kwadacha Nation, Aatse Davie School
 Gina Patrick, Lake Babine Nation
 Jolene Louie, Tahltan Nation, Iskut Band Council
 Larisa Tarwick, Haisla First Nation, Haisla Community School
 Margaret Dominic, Doig River First Nation
 Margaret Mattess, Tl'azt'en Nation, Eugene Joseph Elementary School
 Marguerite Darius, Doig River First Nation
 Marietta Cahoose, Ulkatcho First Nation
 Mark Prince, Nak'azdli Indian Band, Nak'azdli Band Council
 Mike Hart, School District #57 (Prince George)
 Nicole Hetu, Saulteau First Nations, Muskoti Learning Centre
 Pat Jansen, School District #60 (Peace River North), Aboriginal Education Centre
 Priscilla Michell, Moricetown, Kyah Wiget Education Society
 Reinhold Steinbeisser, Kispiox First Nation, Kispiox School
 Sue Ketlo, Nadleh Whut'en Band, Nadleh Whut'en Band
 Terri Boyd, Red Bluff Indian Band
 Tom Doulis, Wet'suw'et'en, Kyah Wiget Adult Education
 Veronica Graff, School District #57 (Prince George)
 Beverly Bird, Tl'azt'en Nation, Education
 Georgina Alexis, Tl'azt'en Nation, Education
 Holly Toews, Gitksan First Nation, School District #28 (Quesnel)

Nanaimo Regional Session

Sharon Hobenshield, Gitksan First Nations, Vancouver Island University
 Alice Baal, Lake Cowichan First Nation
 Averil Greif, Campbell River Band
 Curtis Wilson, Campbell River Band
 Danielle Nicholls, Quatsino First Nation, Quatsino Band Council
 Elizabeth Davidson, Da'naxda'xw First Nation
 Jason Price, Campbell River Band
 Len Merriman, Chemainus First Nation, First Nations Schools Association
 Lisa Wilson Wells, We Wai Kai First Nation, Kwakiutl District Council
 Marlene Rice, Coast Salish Employment & Training Society
 Michelle Sokoloski, Snuneymuxw First Nation
 Molly Dawson, Da'naxda'xw First Nation
 Pamela Lee Lewis, Cape Mudge Band, WeWaiKai PreSchool HeadStart
 Patti Edwards, Nanoose First Nation
 Patti McCarthy, School District #68 (Nanaimo-Ladysmith)
 Sharon Gordon, Kwicksutaineuk/Ah-Kwa-Mish First Nation/Gilford Island Band
 Stella Bates, School District #68 (Nanaimo-Ladysmith)
 Cindy Anker, Métis, School District #68 (Nanaimo-Ladysmith)
 Lila Underwood, Pauquachin First Nation
 Dan Henry, Pauquachin First Nation
 Sylvia Scow, Dene Nation, Vancouver Island University
 Rebecca Atleo, Ahousat, Maaqtusiis School
 Theresa Neel, Leq'a:mel First Nation, Post-Secondary Education Department
 Nella Nelson, Kwakwaka'wakw First Nation, Education Department
 Nick Claxton, WSA NEC Nation, Faculty of Education University of Victoria
 Verna Chartrand, Kwakiutl Band
 Collette Jones, Snuneymuxw First Nation
 Marie Laviolette, Métis, École Océane
 Brian Tate, Ditidaht First Nation

Cranbrook Regional Session

Anne Jimmie, Lower Kootenay Band, Lower Kootenay Band Education Society
 Denice Louie, Lower Kootenay Band, Lower Kootenay Band Education Society
 Jason Louie, Lower Kootenay Band, Lower Kootenay Band Education Society
 Mary Basil, Lower Kootenay Band, Lower Kootenay Band Education Society
 Sandra Luke, Lower Kootenay Band, Lower Kootenay Band Education Society
 Joe Pierre, Ktunaxa First Nation, School District #5 (Southeast Kootenay)
 Karen Smith, St Mary's Band, Aqamnik Elementary
 Chrystal Williams, Ktunaxa Nation (St. Mary's Indian Band)
 Robert Williams, Ktunaxa Nation (St. Mary's Indian Band), Ktunaxa Lands and Resources Agency
 Brenda Maudie, School District #5 (Southeast Kootenay)
 Juanita Eugene, St Mary's Band, ?aqamnik Elementary
 Caroline Basil, Tobacco Plains Indian Band
 Leanne Gravelle, Tobacco Plains Indian Band
 Pauline Eugene, Ktunaxa Nation, Ktunaxa Nation Council
 Don Maki, Ktunaxa Nation, Ktunaxa Nation Council
 Robyn Beatty Laine

Port Alberni Regional Session

Jennifer Hanson, Ka:'yu:'k't'h' /Che:k:tlés7et'h
 Tricia McAuley, Tsésaht, haahuupayak School
 Linda Gladstone, Saanich Nations, Saanich Indian School Board
 Kendra Underwood, Saanich Nations, Saanich Indian School Board
 Natika Bock, Húu-ay-aht First Nations
 Marie Lavoie, Mowachaht/Muchalaht First Nations, Nuú-chah-nulth Tribal Council
 Julie Hanuse, Klahoose First Nation

Lower Mainland Regional Session

Jennie Blankinship, Nlakapamx / Secwepemc, Simon Fraser University
 Edna Mason, Kitasoo-Xaixais, Kitasoo Education Authority
 Lenora Joe, Sechelt Nation
 Rob Cahill, Quatsino Band, K'ak'ot'lats'I School
 Jeanette Green, Mount Currie Lilwat, Xit'olacw Community School
 Verna Stager, Mount Currie Lilwat, Xit'olacw Community School
 Cheryl Gabriel, Kwantlen First Nation
 Thelma Florence, Chawathil First Nation
 Robert Schuster, Lil'wat Nation, Mount Currie Band, Ts'zil Learning Centre
 Martina Pierre, Lil'wat Nation, Mount Currie Band
 Joan Adams, Stó:lō Nation
 Lois Joseph, Lil'wat Nation, Mount Currie Band
 Cynthia McNeil, Seabird Island First Nation

Williams Lake Regional Session

Barbara MacLeod, Eliza Archie Memorial School
 Cindy Charleyboy, Soda Creek Indian Band
 Cindy Lynn Charleyboy, Inuit, Cariboo Chilcotin Weekend University
 Darlene Louie, Canoe Creek Band, Rosie Seymour Elementary
 Dianne E. Lulua , Xení Gwet'in First Nations, ?Eniyud Health Services
 Dolly Kershaw, Thompson Rivers University, Aboriginal Open Learning Centre Facilitator
 Geraldine Bob, Yunesitin First Nation, Yunesitin Government
 Irvine Johnson, Esk'et First Nation
 Julie Bowser, Thompson Rivers University
 Lina Williams, Alexis Creek First Nation
 Mary Anne Archie, Canoe Creek Band, Rosie Seymour Elementary
 Rhonda Johnson, Thompson Rivers University, Aboriginal Open Learning Centre
 Rosalie Stump, Stone First Nation
 Sharon Wilson, Alexis Creek First Nation, Tsi Del Del School
 Shirley Johnny, Chilcotin First Nation, Toosey Bay
 Sonia Baptiste, Esdilagh Indian Band
 Tammy Haller, Stone Band, Stone School
 Vaino Latvala, Nuxalk First Nation, Education Department

Kelowna Regional Session

Barbara Jagodics, Penticton Indian Band, Education
 Dalla Powder, Neskonlith Indian Band
 Denise Clough, Westbank First Nation
 Glenda Louis, Okanagan Indian Band
 Heather Kelliher, Osoyoos Indian Band, SenPokChin School

Iris Jules, Neskonlith Indian Band
James Coble, Westbank First Nation, Okanagan College
Janet McDonald, Liard First Nation, Government of Yukon
Janice Antoine, Coldwater First Nation, Coldwater School
Jason Seright, Cree/Dene, School District #23 (Central Okanagan)
Kevin Ned, Okanagan Indian Band, Snc'c'amala?tn
Lorraine Ladan, Okanagan Indian Band, Snc'c'amala?tn
Lynne Barisoff, School District #19 (Reveltsoke)
Mandy Jimmie, Shackan First Nation
Melton Charters, Adams Lake Band, Switsemalph ABE School
Melton Charters, Switsemalph Learning Centre
Mollie Bono, Okanagan Indian Band
Penny Prysruk, Vuntut Gwitchin, Government of Yukon
Tom Schimmer, School District #67 (Okanagan-Skaha)
Gina Johnny, Adams Lake Band