**First Nation Education Commission (FNEC) Meeting**

Whitehorse, Yukon

October 21, 22 & 23 8:45 a.m. to 4:00 p.m.

CYFN Boardroom #1

***Draft Minutes***

**October 21, 2014 Day 1**

In attendance:

Mark Wedge, FNEC Elder Advisor

Tosh Southwick, FNEC Co-Chair, Kluane First Nation

Geraldine James, Carcross/Tagish First Nation

Tina Jules, Council of Yukon First Nations

Tim Cant, Teslin Tlingit Council

Vera Owlchild, Champagne and Aishihik First Nation

Helen Loots, Liard First Nation

Lynn Rear, Tr’ondek Hwech’in First Nation

Jeremy McCulloch, Vuntut Gwitchin First Nation

Linnea Rudachyk, Ta’an Kwachan Council, attended in the AM

Janie Lee Silas, Ross River Dena Council

Lynn Sparks, Ta’an Kwachan Council, attended in the PM

Julia Joe, Selkirk First Nation, attended in the PM

Jennifer Wykes, Council of Yukon First Nations, minutes

**8:45 a.m. Opening Prayer, Welcome and Introductions**

Mark Wedge led the opening prayer. Round table introductions were done.

**Tab 1 Review & Acceptance of Agenda**

Tosh reviewed the agenda. Minor change – Michelle Kolla will be coming in at 9:30 to provide information on the Yukon Native Language Centre and follow-up on the Language resolution from CYFN AGA in June.

Tim Cant suggests pre-caucus discussions prior to presentations from DM Valerie Royle, Michael McBride and Michelle Kolla.

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| Action |
| Send FNEC Appointment papers to LFN, attention Helen Loots and Cindy Porter. |

**Review & Acceptance of Minutes from June 17-19, 2014**

1. **Business Arising from Minutes**

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| Motion: |
| June minutes approved.  Moved by Tina Jules, seconded by Tim Cant.  Passed by Consensus |

**Timed Item: 9:30 -10:00 a.m.**

**Graduation Committee: Lenora Minet, President**

Lenora Minet expressed her regrets. Tina Jules updated on the Yukon First Nation’s Graduation Society. Jennifer Wykes read the letter provided by Lenora Minet. **Letter Attached.**

Mark Wedge suggested that FNEC begin thinking about a cultural/traditional *Coming of Age*, *Rite of Passage* shift in the way we view and recognise achievement (outside of Eurocentric concepts of achievement).

The following questions were put forth:

***What is the purpose of graduation?***

***What do we want to see and how do we want to recognise our people and ourselves for our knowledge and skills?***

***What is the spiritual and emotional content?***

***How do we shift it – take it to the next level?***

Graduation becomes a contentious and emotional topic (ie. around grad requirements). This is not the only issue. There are several issues concerning the transition from high school graduation to post-secondary that results in disappointment (ie. upgrading and college prep).

Vera Owlchild suggested a discussion with YC regarding a high school diploma course offered at the college.

***10:15-10:30 a.m. Coffee Break***

**Tab 2 Joint Education Action Plan Update – Tosh Southwick & Roberta Hager**

Roberta Hagar sends her regrets. Tosh Southwick and Tina Jules provided an update. YG had stalled on endorsing the JEAP for over six months and has delayed implementation. We requested an explanation from Albert Trask, ADM Public Schools.

Tina Jules read the recent letter of acceptance and commitment from DM Valerie Royle and willingness to collaborate on an implementation plan. Diane Billingsley has taken the info back to Aboriginal Affairs. Tina clarified that her understanding is that AANDC will not be a partner in the JEAP, but rather will be playing a supporting role. **Letter attached from Val Royle.**

**JEAP & FNEC Multi-Year Funding – Tina Jules**

Tina shared financial constraints, as current funding is proposal-based and not secure or long term. Currently funds are limited for FNEC and CELC/ESW/EOC meetings and operational costs are not adequate with only 1/3 of project coordinator covered through agreement with YG. The funds received from EPP for the JEAP, Student Achievement Strategy, Literacy Framework, Policy and Protocol and an annual Education Summit are proposal based and the funding program is sun setting this year. Tina read through the draft briefing note, which provides the details.

At issue:

1. Unity provides strength and it is important to project a proposal that adequately funds FNEC, its activities and core operations for CYFN Education to support FNEC;
2. Implementation action items for JEAP to come through FNEC table.

Mark Wedge provided some clarity in that we need to move onto the next step. The MOU is not binding. The next step will be the negotiation of a funding agreement.

Funding should not create competition (ie. multi year funding flowing through JEAP initiatives vs. local initiatives).

Mark Wedge mentioned Section 54 under the Education Act, and legislated funding for the CIEA. Tosh Southwick shared mixed opinions on the part of Leadership as pertains to this. For now, work is on the JEAP. Tim Cant provided some historical context (ie. on the MOU which originally had funding attached to it). Yet there are areas within the JEAP (ie. capacity building) which will require funding without explicitly saying so.

We need to define our needs first before we request funding. Central work will not/cannot detract from local initiatives.

Mark Wedge suggested a contractor to draft a proposal to the feds to tap into their 1.8 billion requesting a decent pot (i.e. 50 million) to roll out Yukon initiatives (ie. a school).

Tosh Southwick suggested a letter requesting $250 000 / year for three years to support FNEC in its work to implement JEAP, inclusive of meetings and full time administrative support.

Mark Wedge suggested a letter of request be written to Yukon to show good faith expressed in the letter from DM and negotiate a multi-year funding agreement – propose a 3-5 year agreement under JEAP to support needs defined by FNEC – including local needs.

Mark Wedge proposed contracting someone like Sean Atleo to identify what it would costs for own schools, curriculum, assessment, etc. and use the information to access a part of the federal government’s 1.9 Billion.

**11:15-12:00 Timed Item: Michelle Kolla, CYFN Executive Director**

**YFN Language Centre & CYFN GA Resolution Update**

There was a pre-caucus roundtable discussion concerning the YNLC, including John Ritter transitioning out, Roseanna Goodman transitioning in.

Michelle Kolla read the resolution at the last AGA Leadership meeting, June 26, 2014 and provided an update on the YNLC. The current priority is the transfer of management and corporate knowledge. A question was raised around Roseanna’s appointment to the position by CYFN. Michelle clarified that Roseanna is on a ten-month term position as Acting Director (internal employee of CYFN) after which the position will go to an open competition. John Ritter is on contract. Other staff members are YG employees. The hiring of Roseanna was due to urgency because the start of the school year was fast approaching and there are a record number of registrants due to SGS Language Revitalization initiative. FNEC stressed strong sentiments about having a hand in the hiring process given language and culture is one of FNEC’s top priorities.

SGS has a working group: representatives from each community whose role is to secure funding for language nests and master apprentice programs. Erin Linklater has taken over from Sean Smith’s position on Language Revitalization and SGS is working on a strategic plan. Michelle also provided information regarding the Aboriginal Language Initiative funding. Funding used to flow through CYFN, but leadership decided to decentralise. A template proposal was drawn up by Sean Smith to help YFNs secure funding for language initiatives.

FNEC questioned the strategic plan and expressed its interest in being involved. The Commission also voiced its interest in being involved in change and developments at YNLC. YFNs have had difficulty accessing info and materials from the YNLC resulting in a high level of frustration. Michelle Kolla shared that there has been a shift from preservation to revitalization. Anyone can drop in anytime, reflecting internal change.

Michelle Kolla indicated that Elders do receive honoraria and travel anytime they participate. Elders control what is going on at the centre.

Tim Cant stressed that a fair process based on qualifications and experience is needed for staffing of the YNLC Director position. He questioned that if the current Acting position is to transfer of management and corporate knowledge – then that would give the person in place an unfair advantage. Tim further indicated that the concerns are focussed on the process and not the person.

Michelle Kolla indicated that the process followed was hiring a qualified, previously employed person which is in the CYFN policy.

Mark Wedge asked how FNEC can provide direction and advice to Leadership and communities. He further indicated that consideration is needed around how FNEC can provide oversight – establishing and setting the direction, because it is this body (FNEC) that should be advising Leadership. He further indicated that the 10 month contract should be on developing a plan, not transferring knowledge – looking at how to put in place what First Nations want. Michelle shared that Leadership will advise CYFN on issues concerning language as outlined in CYFN’s Strategic Plan.

The issue that some staff at YNLC are unionised and paid by the government is an issue that needs to be resolved.

Tosh Southwick stated that is important that a list of Elders that advise or work with Michelle is provided and further that FNEC meet with them. Leadership should know what Elders are working. Tosh further indicated that FNEC must have a role in vetting the strategy developed and wants FNEC to have a role in the hiring of the Director. The FNEC members are seen as experts – iK-12 and language is an FNEC priority. FNEC could be the link between K-12 and SGS. There is a need to streamline the committees. Tosh would like to hear the SGS Director’s vision and the Elders’ vision.

Tim Cant stated that a Strategy must be started immediately.

There was further discussion on legislative and assessment tools to bring language into the classroom (criteria and requirements).

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| Actions: |
| FNEC requests Michelle Kolla to:   * forward a copy of copyright policies at YNLC; * forward a briefing note on the YNLC and CYFN resolutions regarding language as well as an outline of steps taken regarding the hiring of the current Acting Director for FNEC to take back to their Leadership and communities; * provide list of Elders that CYFN (Michelle Kolla) has met with on YNLC (noting that FNEC would like to meet with Elders) * provide list of SGS-LRP Working Group members (noting that FNEC would like to meet with SGS Director).   FNEC to consider a motion recommending to Leadership that they play a direct role in the restructuring of the YNLC and participate in the hiring process regarding the Director’s position. |

***12:00-1:00 p.m. Lunch Break***

**Tab 3 Tabled Item: Consultations, Involvement and Engagement**

**Activity: Draft Letter to PSB & AE**

**FNEC Discussion on Current Initiatives & Issues**

**Direction re: for Consultations, Involvement and Engagement**

Tina Jules discussed YFN’s involvement in numerous YG initiatives (boards and committees) and shared some of the issues and the challenges with inappropriate processes for FN involvement, input and engagement in numerous initiatives. There is a need for policy and protocol on appropriate and meaningful consultation, involvement and engagement of First Nations in education – across the spectrum of programs and services and in all levels of education (Tier 1, 2 and 3).

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| Motion: |
| In the absence of having a policy on engagement and in the interim, YG initiatives that affect our students should come to FNEC at the outset so that the Commission can give direction on how to involve YFNs and the process for moving forward.  Moved by Julia Joe, seconded by Geraldine James. Passed by consensus. |

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| Action: |
| FNEC to draft a letter to Val Royle requesting all education and training initiatives to come to the FNEC table as a first point of contact in the absence of a formal process. FNEC will determine the best way forward and will inform Yukon Education. |

***2:15-2:30 Coffee Break***

**2:30 – 3:30 p.m.**

**Tab 4 Tabled Item: Discussions re: Committees/Boards/Councils (CBCs)**

**Activity: Draft Organizational Chart & Review TORs & Briefing**

**Discussion on role of FNEC as it relates to other CBCs**

**Direction re: CBCs**

Tina Jules read FNEC’s TOR and reviewed the diagram (previously developed by FNEC) describing the number of boards and committees. FNEC needs to be able to manage and balance its representation on the committees as well as the workload. DM Val Royle will present tomorrow on ADM Albert Trask’s proposal regarding YG’s boards. The role of YFN EAC will be affected by the proposed changes. Tina read the YFN EAC TOR and explained how the committee has changed over time.

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| Actions: |
| Edits to be made to FNEC’s organizational chart:   * Addition of FNPP which reports to the ADM. * Move YFN Education Department under YFN Governments and make mention of local boards and committees. * Distinguish between YG Education (K-12) and post-secondary. |

The table was opened for comment on the YFN EAC roles, responsibilities and mandate, noting that the agenda is decided by YG and is only an advisory committee. It was suggested that CELCs/ESWs/EOCs have a role while FNEC play a higher level role. CELCs are more familiar with the day-to-day operations of the school. FNEC could then support CELCs and support capacity building for front line education staff.

Discussion amongst members indicated that there needs to be clarity that FNEC is a high level commission and should decide the agenda items for YFNEAC. FNEC is seen as the Central Indian Education Authority as per Part 5 of the Education Act.

FNEC members, with the exception of Tim Cant who needed time to consult with his staff, support funds to flow from YFN EAC to FNEC. This affords FNEC more control and ability to exercise FN authority over education.

It was suggested that the two groups (FNEC and YFN EAC) come together for discussion, support and linkages. It was also noted that there are too many committees. It was noted that between FNEC and YFNEAC many of the same individuals attended and further, that some of the same individuals also attended PACFNI meetings. Discussion mentioned that it was time consuming for some FNEC members to be attending all the meetings, that funding and resources could be more effectively utilized and that there was duplication in some areas. On numerous occasions YG was requesting FN perspective, feedback, input and involvement at YFN EAC when the matters should have been presented to the FNEC table.

A question was posed: is YFN EAC even still relevant?

Mark Wedge provided background info (ie. drawing on the Education Act) to discuss the legislated power of the CIEA. Funds used to bring YFN EAC in for meetings can be transferred to FNEC where FNEC sets the agenda and communicates with YG at a level playing field. It is time for YG to recognise YFNs as partners in education.

On day 2, following the discussions, Tosh presented options (which were copied for FNEC members) regarding YFN EAC:

Option 1

* YFNEAC remains with two meetings a year and FNEC relays to Dept of Ed what type of appropriate issues/work would be given to the YFNEAC group. It could be the CELC/ESW that make up this table.
* The funding for the last two meetings per year would be moved to cover FNEC meeting costs.
* FNEC would take over any policy, direction of consultation and protocol matters.

Option 2

* We recommend that YFNEAC be dissolved and that the funding and all attached resources from the meetings and the staff support position be transferred to FNEC.
* FNEC would use some of the funding to support the expansion of the CELC group meetings and would send appropriate items to them for their committee to work on; and the CELC training initiatives will be strengthened and fine tuned as defined by each First Nation.
* The support position would be used to help FNEC and CYFN to work towards the implementation of the JEAP.
* FNEC needs to define the government to government services and supports and the level of control and authority the Commission will have.

Other points:

Request a direct link to the ADM and to the DM from FNEC.

Request that FNEC place reps on committees as needed.

All FNEC members agreed with option 2 with mention of supports to CELCs/ESWs with the exception of Tim Cant, TTC, who needed time to speak with his staff. Option 2 would eliminate overlaps, provide needed funds to FNEC and create a reporting mechanism to Leadership. YG will be required to come to this table to move on decisions rather than have us go there to provide ‘advice’ on education matters.

The following recommendation was e-mailed to all FNEC members to review with respective bodies/tables in their community/First Nation.

**FNEC draft recommendation on streamlining committee work:**

* Given that we have the same people attending similar committees that often work on related topics and the overlap has become very obvious
* And that FNEC is now at a place where we can start to implement our TOR as approved by YFN leadership, in particular to have education matters related to YFN peoples brought to FNEC
* FNEC has been tasked by leadership to be the voice of FN education, and the department often uses the YFNEAC as method of consultation
* That FNEC recognizes the importance of using existing resources in an efficient manner and the need to streamline our efforts and the committees
* We recommend that FNEC formally request to the Deputy Minister of Education that the Yukon First Nations Education Advisory Committee (YFNEAC) be dissolved and that the funding for the four meetings a year and all attached resources, particularly the staff support position be transferred from FNPP department to FNEC for the purpose of implementing the JEAP
* FNEC would also use some of the funding to support the expansion of the CELC/ESW working group that would now report to FNEC and would send appropriate items to them for their committee to work on. The new working group made up of those FN employees who are the direct link to the schools will also be a tool for capacity development for the CELC and ESW
* We will request that the ADM and DM be a standing agenda item on FNEC agendas
* We will appoint FN reps as needed onto Department of Education committees and working groups and those reps will report back to the larger FNEC group
* Request that FNEC could place reps on committees as needed

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| Actions: |
| Tosh to further refine options based on the feedback and send out to FNEC members via e-mail.  FNEC members to take it back to Leadership/First Nation.  In January this will be a decision making item on the FNEC agenda.  FNEC will then make a proposal to YG. |

**October 22, 2014 Day 2**

In attendance:

Mark Wedge, FNEC Elder Advisor

Tosh Southwick, FNEC Co-Chair, Kluane First Nation

Geraldine James, Carcross/Tagish First Nation

Tina Jules, Council of Yukon First Nations

Tim Cant, Teslin Tlingit Council

Vera Owlchild, Champagne and Aishihik First Nation

Helen Loots, Liard First Nation

Lynn Rear, Tr’ondek Hwech’in First Nation

Linnea Rudachyk, Ta’an Kwachan Council

Lynn Sparks, Ta’an Kwachan Council

Jeremy McCulloch, Vuntut Gwitchin First Nation

Julia Joe, Selkirk First Nation

Janie Lee Silas, Ross River Dena Council

Jennifer Wykes, Council of Yukon First Nations, minutes

**8:45 a.m. Review of Previous Day & Outline of Day**

Mark Wedge led the opening prayer.

Tosh Southwick and Tina Jules provided and overview of the day.

**9:00 – 9:30 a.m.**

**Tab 4 Timed Item: Valerie Royle, Deputy Minister, Yukon Education**

**YFN Education Advisory Committee & Proposed Restructuring**

Michelle Kolla and DM Val Royle joined the meeting.

Val Royle presented the committee framework at the department (attached), explaining how unruly and numerous they are. She stressed that all of them impact YFN education but there are too many to manage. The department is looking to integrate / consolidate them so they make sense, leaving the main ones: YFN EAC, Student Learning, Student Support Services (students at risk, anti-bullying task force), Rural Advisory Committee etc. YFN EAC would be the only committee that is solely dedicated to YFN students, but all committees would require YFN representation as each of these committees and their decisions impact YFN students. The vision is to put the information out there and then First Nations figure out where to put their efforts – they are welcomed on all. The changes are expected within a few months after pulling together internal and external resources. Val also acknowledged that there are a number of entities that have capacity issues with whom she needs to have this discussion and get everyone’s opinion on it (eg. AYSCB). Albert will be chairing most, if not all committees. Val clarified that FNEC is not on the chart because it is a separate entity unto itself, although FNEC should look to representing itself on YG’s boards and committees.

Mark Wedge inquired about assessment tools and who does it. Val Royle replied that it would be System Accountability but that it doesn’t assess based on culture and language, just as the Catholic school board doesn’t assess religious knowledge. Val conceded that we have to create new measures that afford flexibility in meeting learning outcomes (ie. problem solving, geography… etc.). The new BC curriculum is very exciting as it allows a lot of skills, beyond memorization, to be recognised.

The discussion shifted to the Francophone school board, its success and the success of its learners. There are very real circumstances that reflect that success (mono-cultural, mono-linguistic, not spread out across 28 schools, significant parent participation and high expectations that French is spoken within the home). Also, the Francophones have something specific in the Charter that allows them something separate and unique. Val Royle suggested that as we look at the JEAP we consider a number of pieces including all the models out there (Maori model; Francophone model… etc). She acknowledged that FN kids have the lowest outcomes and that this has to change.

Tina Jules suggested doing a mock up of a YFN school and a YFN school board to determine resources required for such an initiative. Val agreed that it would be good for JEAP to look at this.

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| Action: |
| FNEC to take the committee restructuring proposal back to their respective Leaderships and communities.  FNEC will provide a response to DM outlining how they would like to be involved and where the JEAP fits. In addition, FNEC can consider people to appoint to the committees. |

***10:15-10:30 Coffee Break***

**10:30 – 11:00 a.m.**

**Tab 5 Timed Item: Nicole Morgan, Director Programs & Services**

**New Yukon Curriculum Redesign and Student Information System**

Nicole Morgan began her presentation with a reflection on how our education system has changed over time, noting that change is happening. The current system recognises that there is a whole education that happens outside of the school setting (eg. the internet). The question today is: what are the *skills* people need in order to learn? Content is no longer the objective, rather the focus is on the vehicle for learning. Grade 8 Social Studies curriculum was used as an example of bigger concepts (ie. colonization) that allow for flexible and localized learning. There are, however, challenges regarding curriculum namely that Yukon is a small jurisdiction, thus the borrowed content from BC.

Nicole further explained the curriculum which has four structures around them: 1) literacy and numeracy; 2) competencies (thinking, communicating, personal and social awareness); 3) deeper learning; and 4) FN perspectives woven throughout. The task will be on making it relevant to the northern experience. Where the pillars and framework have been established, the pieces within remain flexible to incorporate FN pedagogies ie. mental, emotional, spiritual, physical (the medicine wheel).

FNEC shared its interest in the development of emerging pillars, curriculum etc.

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| Actions: |
| Nicole Morgan to provide a copy of the PowerPoint to FNEC with the approval of the department.  FNEC recommendations (with reference to section 54):   * That the Department of Education funds the creation of a YFN curriculum committee that works on the emerging curriculum incorporating a YFN perspective into all the pillars; members of each YFN, FNEC and CYFN will be invited to sit on the committee; * The product/s created can be vetted through FNEC and each individual YFN and then feedback can be sent back to the Department of Education; * The curriculum will provide a framework that will later drive the need and priorities learning resource development and implementation at the local and central levels: such as residential schools unit, etc.; * FNEC develop copyright policy (ownership and control).   The Committee:   * would report to FNEC thus providing a connection to all YFN communities; * would provide recommendations to FNEC for ensuring YFN representation; * would develop protocols, procedures and policies for curriculum and learning resource design, delivery and evaluation, which will assist in areas such as local First Nation involvement and engagement. |

**11:15 – 11: 45 a.m.**

**Timed Item: Janet McDonald, FNPP, Yukon Education**

**Grade 10 Social Studies Residential Schools Unit**

Janet McDonald provided background into the development of the Residential School Unit. The TRC had recommended that age appropriate material/curriculum be developed for schools across Canada. This led to the pro-d Summer Academy of 2013, which focused on residential schools as means to educate the educators.

An education agreement between YG and THFN later developed resulting in the ‘Finding Our way Home’ text and teacher’s guide. A number of meetings were required to develop trust and tease out what they would like to see in the teacher’s guide. A YFN Curriculum Working Group working on materials for grade five didn’t feel the material went deep enough and so the focus went to a higher grade level. NWT/Nunavut informed YG developed resources: 1) pre-contact; 2) contact; 3) Residential Schools; 4) reconciliation. This year will be a pilot, co-taught with former students (5 schools / 160 students). There are a few reservations (ie. some Elders / parents are reticent about talking about it / exposing their stories). A school support team is in place as are protocols and letters to parent informing of the curriculum. In answer to whether the content should be mandatory, the Department wants to respect and respond to community readiness.

After the pilot rolls out there will be a review phase to garner feedback and make appropriate changes.

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| Action: |
| Janet will send each Commissioner a package to take back to Leadership when it’s complete.  Janet is open to present to communities and Leadership.  Community feedback should be directed to Janet’s office. |

***12:00-1:00 Lunch Break***

**1:00 – 1:30 p.m. - Confirmed**

**Tab 6 Timed Item: Michael McBride, Director Policy & Planning and Heidi Rumscheidt, Yukon Education**

**Policy Overview, Policy Committee & Code of Conduct Policy**

Michael McBride and Shawn Kitchen, ADM Advanced Education, joined the meeting to present on policy work of Yukon Education, beginning with how they came to this table: YG presented the “Safe and Caring Schools and Managing Discipline” policy at the YFN EAC meeting, leading to questions concerning the process of policy development. Michael presented legislation under Education Act. With regards to Safe and Caring Schools, Yukon Education is looking to address inconsistencies between schools in terms of how they handle discipline. There are two levels regarding policy making within the department: departmental (Yukon-wide) and school councils (school-based). Department-wide policies that come to the table come from requests by school councils, school staff etc. and are approved by the DM. There are also school-based policy provisions under the Act (school council has authority) in which Yukon Education does not have a hand. There are also YFN consultation provisions under the Act and the involvement of YFN EAC.

It was explained that there is a hierarchy of policies (each level complying with the next) as follows:

Legislation

Rules and Regulations

Department Policy (Yukon wide)

School-based Policy

Rules and regulations are set by the legislation and approved by Cabinet.

The table was opened for discussion. Questions emerged around FNEC and YFN input in school-based policies. It was also noted that the Francophones have more authority because they have a separate school board. They can create their own policies that would supersede the department unless there was conflict, which has not yet happened.

There was some discussion around locally developed curriculum and provisions within the Act. Mark Wedge mentioned local curriculum that doesn’t get implemented and questioned if there is a policy. Michael responded that ‘local’ means different things in different places (rural vs. urban schools and class makeup) and mentions bilateral education agreements as having more affect. He suggested taking the issue up with FNPP which has sway: policy can fix the problem of implementation of FN curriculum and content.

Michael advised that FN curriculum should have Department-wide policy to require it, and then school council to support implementation with school-based policy.

Tina shared that CYFN will be hiring a contractor as an Achievement, Policy and Protocol Coordinator.

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| Actions: |
| Michael will provide a complete copy of Education Act, rules and regulations.  FNEC to re-invite Val, Janet, Albert and Michael to discuss the 20% local content and curriculum provisions in the Education Act.  FNEC to respond to Michael on policy consultation process. |

**1:45 - 2:30 p.m. FNEC Conversation**

**YFN Education Protocol & Policy Framework Progress Report**

**Activity: Discussion and review Project Charter**

**Direction: Re: Policy and Protocol Priorities and Next Steps**

Tina provided a handout of areas/situations that would benefit from having policy support for review by FNEC to determine priority areas.

Tosh Southwick outlined an interim process until policy is developed:

FNEC discuss

FNEC takes back to community

FNEC brings decision back to meeting

FNEC makes unified decision

Decision is communicated

Decision is implemented

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| Actions: |
| FNEC members to identify priority areas from their community for policy and protocol development. |

***2:30-2:45 Coffee Break***

**Tab 7 Labour Market Framework – Update Tosh Southwick**

Tosh Southwick reported that there has been little change and meagre FN engagement regarding the Labour Market Framework. The communication and relationship has not gone well and we have hit a wall with Advanced Ed. There are real dollars available through the LMF. Basically, FNs have been given a strategy at the end of the day and are asked to endorse it. Expectations on both sides are not clear. Shawn has said that he has invited FNs to participate and we have not come. Our response is that he invited us to his strategy without asking us what our expectations are. Future November 4th meeting with Val Royle and Shawn Kitchen is a conversation about our concerns and expectations, not a decision and does not constitute consultation. They need clarification that we are not stakeholders but governments and major decisions require a government-to-government process. Mark recommends that it go political highlighting the statistics. The LMF must cater to YFN needs and be accessible to YFNs. A few things are at stake: 1) we don’t even know what it is; and 2) we’re working from the corner of our desks because it’s only one of many initiatives.

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| Actions: |
| Tina Jules to provide a Dropbox link of LMS docs to FNEC. |

**Student Financial Assistance Act – Update Tosh Southwick**

Tosh Southwick informed that Michael McBride will be doing a review of the Student Financial Assistance Act in January in consultation with YFNs. She advised FNEC members gather information from individual finance departments and start reviewing with Leadership to build a case on what they would like to see in the Act. (Example: separate grant be made available to graduating students who have to upgrade.)

**October 23, 2014 Day 3 Morning CYFN: BOARDROOM #1**

**Afternoon – Whitehorse Westmark (Joint Meeting)**

In attendance:

Mark Wedge, FNEC Elder Advisor

Tosh Southwick, FNEC Co-Chair, Kluane First Nation

Tina Jules, Council of Yukon First Nations

Vera Owlchild, Champagne and Aishihik First Nation

Helen Loots, Liard First Nation

Jeremy McCulloch, Vuntut Gwitchin First Nation

Linnea Rudachyk, Ta’an Kwachan Council, attended in the AM

Julia Joe, Selkirk First Nation, attended in the PM

Janie Lee Silas, Ross River Dena Council

Jennifer Wykes, Council of Yukon First Nations, minutes

Quorum not achieved with 54% of the membership in attendance.

**8:45 a.m. Review of Previous Days & Outline of Day**

Tosh provided an overview of the day.

**Tab 8 TPC-AE Proposal: Accredited Training for First Nation Educators**

**Activity: Review Proposal**

**Direction: Further Steps and Proponent First Nation/s**

Tina Jules presented a plan to submit a proposal to the Training Policy Committee for the development of an accredited program for YFN education directors and staff (FNEC and CELCs). This would support us in our work of actualizing provisions within land claims and self-government agreements. The program could help in developing our understanding of what an education system is, culturally relevant student assessments, data etc. The TPC proposal would have to come through an FN. Thus we would need to identify a host FN as well as a university to deliver a program, likely in partnership with Yukon College and First Nation Initiatives. We are at the very beginning of this and will be looking for FNEC’s approval to move forward.

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| Actions: |
| FNEC to consider TPC proposal on an accredited program and whether their First Nation has interest in being the host First Nation. |

**9:15 a.m.**

**Tab 9 Information:**

1. **FN Student Achievement Strategy – Tina Jules**
2. **Parent Engagement – Jenn Wykes**
3. **Networking FNESC & Mi’kmaw – Tina Jules**
4. **YTA Relationship – Conference Update Roundtable**
5. **Honorable Paul Martin – Meeting with FNEC & Leadership**

Tina Jules provided a brief update on the topics above.

Jennifer Wykes requests feedback on the Parent Engagement Strategy.

Regarding the FNESC Conference, of the 3 workshop proposals that were submitted, one was accepted. Roberta Hagar will attend and another Commissioner is needed as Tosh is unable to attend. Tina read through the proposal / content. Jeremy McCulloch put his name forward as a co-presenter.

Tina Jules has been developing a relationship with the Mi’kmaw and are looking to visit their territory. The cost of travel, etc. is approximately $2,500. The schedule and itinerary are yet to be developed, however Tina is in conversation with Eleanor Bedard, Executive Director, Mi’kmaw Kina’matnewey.

Tina Jules also met with Debra Jeffrey, Executive Director of FNESC at the end of September. FNESC shared information on numerous initiatives and also embraces the idea of networking and sharing resources and initiatives. Debra extended an invite to participate in FNESC Regional Sessions.

We are developing a closer relationship with the YTA as we’d like to get info to teachers.

Tina had a discussion with the honourable Paul Martin and informed that there are millions of dollars available through his initiative. An e-mail request to meet with Leadership was forwarded, however no response as of yet.

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| Actions: |
| Roberta Hager, Jeremy McCullough and Tina Jules will present at FNESC Conference. Mark Wedge will confirm his availability.  FNEC to provide feedback to Jennifer Wykes on the Parent Engagement Strategy.  FNEC members to consider a trip to Mi’kmaw territory and confirm if they are able to attend. Jennifer Wykes to follow up to see who might be interested. |

***10:15-10:30 a.m. Coffee Break***

**10:30 a.m.**

**Tab 10 YFN Literacy Framework – Interim Sub-Committee Update**

**Shelby Blackjack (vacant), Geraldine James, Jeremy McCullough**

Tina Jules reintroduced the interim subcommittee and read the briefing note. The sub-committee will work until a committee is established.

Tina also revisited the ongoing dynamics with Advanced Ed in the development of the YSL and the parallel work on the YFN Literacy Framework. Tina reviewed the YFN Literacy Framework workshop and its outcomes as capacity building work to respond to the YLS and provide feedback. While we feel reticent about incorporating our feedback at this time, we also know there is funding attached to this.

Tina reviewed the recent draft YLS V.6 and inputted FNEC’s feedback in preparation of the meeting with Advanced Ed.

**Yukon Literacy Strategy – FNEC action was to follow-up by reviewing at First Nation level**

**11:15 a.m FNEC Meetings for 2014-2015**

**Agenda Items for next FNEC meeting**

Tina Jules announced that we do not have the funds for further FNEC meetings this year. The funding received from YG covered the cost of two meetings. It was suggested that we tack on a January 12/13th FNEC meeting on the PACFNI meeting, Jan 14-15th. This would make for a long meeting but travel will be covered.

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| Actions: |
| Jennifer Wykes to remind Commissioners that Jan 12-13th will be the next FNEC meeting.  FNEC to consider a proposal for next year: departmental funding through the JEAP so we can establish a foundation and start planning. FNEC members will make a decision concerning this matter at the next meeting. |

**Closing Comments**

FNEC received nine entries for the logo contest. Members in attendance voted. The winning logo was designed by Blake Lepine.

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| Actions: |
| Jennifer Wykes to send thank you cards to participants and small gifts to the children/student who submitted entries.  Jennifer Wykes to work with Blake to simplify, add colour scheme and wording. |

***12:00-1:00 Lunch Break***

**JOINT MEETING**

**First Nation Education Commission (FNEC)**

**And**

**Yukon Literacy Strategy (YLS) Working Group**

Westmark Whitehorse, Yukon

October 23, 2014

1:00 p.m. to 4:00 p.m.

***Draft Minutes***

In attendance:

Yukon Literacy Strategy Working Group:

Lynn Hartley (Facilitator)

Shawn Kitchen (ADM Advanced Education)

Tracy Camilleri (Yukon Education)

Nancy Paldy (Heath and Social Services)

Colleen Segriff (Yukon Literacy Coalition)

Danielle Sheldon (First Nations Programs and Partnerships)

Sharon Shadow (First Nations Programs and Partnerships)

Stephanie Hammond (Learning Disabilities Association of the Yukon)

Cindy Densmore (Kwanlin Dun First Nation)

Therese Lindsay (Kwanlin Dun First Nation)

Amy Ellis (Yukon Libraries)

Patricia Brennan (L’Association Franco-Yukonnaise)

Debbie Parent (Yukon Learn Society)

Rick Goodfellow (Challenge)

Deb Gohl (Yukon Education)

Stan Thompson (Northwestel via teleconference)

First Nation Education Commission:

Mark Wedge, FNEC Elder Advisor

Tosh Southwick, FNEC Co-Chair (Kluane First Nation)

Geraldine James (Carcross/Tagish First Nation)

Tina Jules (Council of Yukon First Nations)

Vera Owlchild (Champagne and Aishihik First Nation)

Helen Loots (Liard First Nation)

Linnea Rudachyk (Ta’an Kwachan Council)

Jeremy McCulloch (Vuntut Gwitchin First Nation)

Julia Joe (Selkirk First Nation)

Janie Lee Silas (Ross River Dena Council)

Jennifer Wykes (Council of Yukon First Nations, minutes)

***1:00 Welcome & Introductions***

Purpose & Expected Outcomes for Joint Meeting

Shawn welcomed the delegation and stakeholders. Mark Wedge led an opening prayer. A roundtable introduction was done.

Shawn provided a background to the Literacy Strategy. A year and a half ago there was a dated strategy, requiring updating. The Department wanted to expand its focus to life-long learning and open the doors to numerous stakeholders. They began with a symposium followed by the formation of a working group. Regarding YFN participation, only a couple FNs participated regularly and CYFN as well. It came to their realisation over time that FNs were not well represented. Although the strategy was well under way, they began to ask how they can better engage. Questions around rural voice and how to serve rural citizens also began to emerge. Advanced Education recently began to meet with FNEC and work with them to ensure YFNs are better reflected in the Strategy.

Tina Jules presented on the YFN Literacy Framework and the roll out of the Literacy Workshop in January 2014. She highlighted how YFN perspectives on literacy came to naturally emerge despite facilitators and presenters that set a stage with particular background information on literacy. Philosophies and definitions took a life of their own as language-based working groups drew from their own unique cultural perspectives and pedagogies to craft a YFN Literacy Framework. YFNs now want to keep what is authentic to them and not lose the essence of the Framework in the Strategy.

A general discussion ensued. Tina Jules informed that the discussion at this table did not constitute formal consultations but that YFNs do want their perspectives incorporated into the Strategy. Tosh Southwick affirmed this as well; in the end, individual YFNs will endorse the Strategy if they so choose. There was some discussion about including or referencing the YFN Literacy Framework in the Yukon Literacy Strategy. It was also acknowledged that the edited version (V.6) put forward by FNEC represents a ‘flavour’ and that more time is required to look at it. It was also acknowledged that the original participants need to be drawn back to the table. There needs to be buy in and ultimately, the Strategy will undergo a formalizing process through cabinet.

A roundtable was done and generally all participants appreciated the addition of First Nation perspectives and many shared passionately on how important this is – to make this truly a Yukon wide Literacy Strategy.

***2:30-2:45 Refreshment Break***

**3:45-4:00**

Discuss next steps for Yukon Literacy Strategy and Action Plan

It was agreed that next steps would be:

1. Advanced Education to make changes and edits to the Strategy in accordance with that which was put forward by FNEC;
2. YFN Literacy Subcommittee alongside FNEC to review the edits made by Advanced Education and add further First Nation perspectives once the document is cleaned up.

Vera Owlchild led the closing prayer.

Attachments:

1. Letter from YFN Graduation Society, Lenora Minet
2. Letter from Deputy Minister Valerie Royale, Yukon Education