

TREATY 7
SPECIAL EDUCATION POLICY

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EXECUTIVE SUMMARY

There has never been a policy addressing the "special education" needs for First Nations children. Treaty 7 First Nations educators and parents have proposed a solution to this problem by initiating a Treaty 7 Special Education Policy.

The Treaty 7 Special Education Policy has been developed in response to a history of inequitable distribution of Special Education financial resources by the federal Department of Indian Affairs. Examination of the available figures indicates that Treaty 7 children with special needs attending reserve schools have been funded at approximately half the rate of special needs children attending provincial schools (Appendix C). No cooperation or funding from Medical Services Branch, Health Canada, has been accessible to First Nations schools for medically fragile students. The same pattern of discriminatory funding has been apparent in all Treaty 7 Tribal jurisdictions.

Given the fact that Treaty 7 First Nations have never been included or invited to be part of the policy planning for High cost Special Education, this pattern of inadequate and discriminatory funding is not surprising. It is also not surprising, given the deliberate exclusion of Treaty 7 First Nations from the planning and implementation process, that criterion measures for classification in Special Education categories consistently fail to reflect the needs and realities of First Nations educational systems and communities. Furthermore, Treaty 7 First Nations continually experience frustration due to lack of financial resources in identifying these students through formal psycho-educational assessments that would categorize them in the Indian Affairs criterion for "High Cost Special Education". Formal and standardized assessments have been found to be biased and in most cases, the tests are not relevant for First Nations populations.

Consideration of these factors lead Treaty 7 First Nations to attribute the high student attrition rate in large part to the treatment of First Nations schools as second class systems, and the children who attend them as second class citizens. Despite declarations supporting the increased autonomy of First Nations people and promises of full support, the federal government lacks commitment. The First Nations educational initiatives on the part of the federal government have not been carried out in spite of their fiduciary responsibility.

Recognition of the inadequacy of funding and service delivery to Treaty 7 First Nations children with special needs, led to the action by Special Education Specialists in Treaty 7 schools to develop a Special Education Policy. The development process, culminating in the present document, was community based and community driven from its inception, involving consultation with parents, Elders, teachers, and students at every step in the process. Community meetings were held on a regular basis so that community Elders, parents, teachers, as well as other community members could express their convictions regarding First Nations educational needs in all aspects of education. The participatory nature of the process is also reflected in the attached Band Council Resolutions supporting the Special Education Policy passed by the Treaty 7 Chiefs and Councils.

We believe that the adoption of the Treaty 7 Special Education Policy will enable Treaty 7 First Nations, working with provincial and federal governments from a position of equality and mutual respect, to develop a First Nations educational system which is truly responsive to all needs of all First Nations, and flexible enough to accommodate the diverse First Nations which comprise Treaty 7. The policy neither excludes nor arbitrarily categorizes or labels children; but provides a framework through which their special needs may be met. An important aspect of this framework is that it is child-centered rather than agency-centered, allowing for the direct provision of special education services to First Nations children. Accountability is another important component of this policy. The onus is on the community to work together to care for its children, and fulfillment of this responsibility will be facilitated by the centralization of services in one place within each community.

The Treaty 7 Special Education Policy is based on First Nations "OUR WAYS OF KNOWING". It is rooted in our language and culture, our world view, knowledge and practices. Implementation of this policy will enable our children to embark on their journey of lifelong learning with the full support and commitment of the First Nations communities of which they are the most important members. We may infer that future social costs may be alleviated or decreased because of the long term impact for First Nations children in the future. For all these reasons, we urge serious consideration and immediate acceptance of the Treaty 7 First Nations Special Education Policy.

SOMMAIRE D'EXÉCUTION

Il n'y a jamais eu une politique sur les besoins en "éducation spécialisée" des enfants des Premières Nations. Les éducateurs et les parents du Traité #7 des Premières Nations ont proposé une solution à ce problème en élaborant une Politique d'Éducation Spécialisée du Traité #7.

La Politique d'Éducation Spécialisée du Traité Sept a été élaborée en réaction à une distribution inéquitable dans le passé des ressources financières en Éducation Spécialisée par le ministère fédéral des Affaires Indiennes. Une étude des statistiques indique que les enfants du Traité #7 qui ont des besoins spéciaux et qui fréquentent les écoles des réserves ont été subventionnés à peu près à la moitié du taux des enfants ayant des spéciaux qui fréquentent les écoles provinciales (Appendice C). Les écoles des Premières Nations n'ont eu accès jusqu'à maintenant à aucune entraidre ni subvention du Département des Services Médicaux pour les élèves médicalement fragiles. Le même modèle de subvention discriminatoire se remarque dans toutes les juridictions tribales du Traité #7.

Étant donné que les Premières Nations du Traité #7 n'ont jamais fait partie, ou n'ont jamais été invitées à faire partie, du processus de planification de la politique des Coûts Élevés de l'Éducation Spécialisée, ce modèle de subvention inadéquate et discriminatoire n'est guère étonnant. Il ne surprendra personne non plus, étant donné l'exclusion délibérée des Premières Nations du Traité #7 du processus de planification et de mise-en-oeuvre, que les mesures de critère pour la classification en catégories d'Éducation Spécialisée n'arrivent pas à refléter les besoins et réalités des systèmes d'éducation et des communautés des Premières Nations. De plus, les Premières Nations du Traité #7 éprouvent une frustration continuelle à cause du manque de ressources financières qui permettraient d'identifier ces élèves par le mécanisme des évaluations psycho-éducatives formelles qui les catégoriseraient selon le critère des Affaires Indiennes pour les "Coûts Élevés de l'Éducation Spécialisée". Les évaluations standardisées et formelles se sont avérées partiales, et, dans la plupart des cas, les tests ne s'appliquaient pas aux populations des Premières Nations.

L'étude de ces facteurs amène les Premières Nations du Traité #7 à attribuer le taux élevé d'attrition des élèves en grande partie au traitement dévolu aux écoles des Premières Nations comme systèmes de deuxième classe, et aux enfants qui les fréquentent comme citoyens de deuxième classe. Malgré des déclarations soutenant l'autonomie accrue des citoyens des Premières Nations, et malgré des promesses de plein soutien, le gouvernement fédéral manque à ses engagements. Les initiatives du gouvernement fédéral en matière d'éducation des Premières Nations ne se sont pas matérialisées malgré ses responsabilités fiduciaires.

C'est pour avoir reconnu l'insuffisance des subventions et des services offerts aux enfants des Premières Nations du Traité #7 qui ont des besoins spéciaux que des Spécialistes en Éducation Spécialisée des écoles du Traité #7 ont été amenés à élaborer une Politique d'Éducation Spécialisée. Le processus d'élaboration, qui a abouti au présent document, a ses fondations dans la communauté; c'est la communauté qui lui a donné forme depuis ses débuts, par des consultations auprès des parents, des Anciens, des enseignants et des élèves à chaque étape de son évolution. Des réunions communautaires se sont tenues sur une base régulière, de façon à ce qu'Anciens, Parents, Enseignants, et autres membres de la communauté, puissent exprimer leurs convictions en ce qui concerne les

besoins des Premières Nations dans tous aspects de leur éducation. La nature communautaire du processus se reflète aussi dans les Résolutions des Conseils de Bandes, ci-jointes, qui soutiennent la Politique d'Éducation Spécialisée adoptée par les Chefs et les Conseils du Traité #7.

Nous sommes d'avis que l'adoption de la Politique d'Éducation Spécialisée du Traité #7 va permettre aux Premières Nations du Traité #7, en collaboration sur un pied d'égalité et de respect mutuel avec les gouvernements provinciaux et fédéral, d'élaborer un système éducatif des Premières Nations qui soit vraiment sensible à tous les besoins de toutes les Premières Nations, et assez flexible pour s'adapter aux diverses Premières Nations qui constituent le Traité #7. La politique n'exclut, ne catégorise arbitrairement, ni n'étiquette les enfants, mais elle fournit un cadre par lequel on pourra remédier à leurs besoins spéciaux. Un aspect important de ce cadre, c'est qu'il est centré sur l'enfant plutôt que centré sur l'agence, permettant ainsi la provision directe des services d'éducation spécialisée aux enfants des Premières Nations. Le sens des responsabilités est une autre composante importante de cette politique. Ce sont les membres de la communauté qui seront responsables de travailler ensemble au soin de leurs enfants; et l'accomplissement de cette responsabilité sera facilité par la centralisation des services en un endroit unique dans chaque communauté.

La Politique d'Éducation Spécialisée du Traité #7 est basée sur LES FAÇONS DE SAVOIR (WAYS OF KNOWING) des Premières Nations. Elle est enracinée dans notre langue et notre culture, dans notre vision du monde, dans nos connaissances et nos façons d'agir. La mise-en-oeuvre de cette politique va permettre à nos enfants d'entreprendre leur voyage sur une vie d'apprentissage avec l'engagement et le plein soutien des communautés des Premières Nations dont ils sont les membres les plus importants. Nous pouvons aussi conclure que les futurs coûts sociaux seront sans doute diminués et amoindris vu l'impact à long terme sur les enfants des Premières Nations à l'avenir. Pour toutes ces raisons, nous recommandons vivement la considération sérieuse et l'acceptation immédiate de la Politique d'Éducation Spécialisée des Premières Nations du Traité #7.

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- Treaty 7 Education Steering Committee
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- Parents
- Educators
- Students
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PHILOSOPHY STATEMENT

ALL FIRST NATIONS CHILDREN ARE UNIQUE, SACRED GIFTS FROM THE CREATOR. EACH CHILD HAS THE ABILITY TO LEARN AND HAS THE RIGHT TO THE HIGHEST STANDARD OF EDUCATION THAT ENCOMPASSES SPIRITUAL, PHYSICAL, SOCIAL, EMOTIONAL AND COGNITIVE DEVELOPMENT NECESSARY FOR LIFE LONG LEARNING.

ALL FIRST NATIONS CHILDREN HAVE A RIGHT TO 'OUR WAYS OF KNOWING' AS A GUIDING FORCE IN THE PURSUIT OF LIFE LONG EDUCATION. INTRINSIC TO OUR CULTURAL WORLD VIEW IS THE INTERRELATIONSHIP WITH NATURE AND EACH OTHER WHICH RENEWS AND MAINTAINS BALANCE AND HARMONY FOR ALL.

INTRODUCTION

Many Treaty 7 First Nations student and families continue to enjoy their cultural way of life supported by their First Nations communities. First Nations schools play a vital role in these communities, because it is in the schools that First Nations students learn the knowledge, skills and values they need to become responsible and productive community members. Since Treaty 7 First Nations assumed control of First Nations schools, they have attempted to provide a quality education program for all First Nations students. However, these efforts have been frustrated and undermined by the lack of adequate funding for First Nations schools.

This lack of funding creates problems for all First Nations student, but the barriers are insurmountable for students with special needs within the First Nations school system. The identification and placement of First Nations Special Education student are dependent on one funding source, the Department of Indian Affairs. It is our contention that the federal government, through the Department of Indian Affairs, has abrogated its legal, historical and moral responsibility to support First Nation education by failing to recognize the Special Education needs of Treaty 7 First Nations.

Due to inadequate funding and subsequent lack of services in First Nations schools, one proposed solution to the inadequate level of services available, attributable directly to inadequate funding, was to refer First Nations student to provincial agencies for specialized assistance. However, when First Nations students were referred to these agencies, jurisdictional boundaries between the federal and provincial governments made resourcing and networking difficult. First Nations students seeking admission to provincial programs are usually placed on lengthy waiting lists, some even up to a year. This delay is understandable, given that the first responsibility of the provincial education system is to those students under its immediate jurisdiction. However, the federal government, through Indian Affairs, has made little or no effort to work constructively with First Nations communities and provincial agencies in alleviating these jurisdictional problems. In any case, even if provincial services were more accessible, it is our contention that First Nations families should not be forced to send their student away from home in order to obtain an education. A policy that requires families to take action is reminiscent of the forced removal of First Nations students to boarding schools and is equally discriminatory and destructive of First Nations culture.

Within First Nations communities, inadequate funding affects the delivery of services to Special Education students in many ways. The identification of Special Education students requires adequate financial and human resources to conduct individual assessment of a student

presumed to be at risk. The placement of Special Education students in the environment most conducive to the full development of their potential also requires funding for trained personnel, individualized programs and specialized equipment. The development and implementation of integrated programs for Special Education students requires the provision of support and training to parents, families, teachers and all individual and agencies in the First Nations community involved in the education of these students.

As First Nations people, we believe that an education structure is required for First Nations students that will facilitate the development of an appropriate and effective education system for all students, including those at risk. An appropriate and effective education enables each person to become a contributing member of the First Nations community and to function successfully in Canadian society. It enables First Nations people to pursue higher education and training commensurate with their abilities and interests; to find and maintain employment that leads to economic security and quality of lifestyle; and to attain an independent lifestyle at a high quality of life. As First Nations people, we maintain that an appropriate and effective education system acknowledges and incorporate First Nations culture, traditions, and "WAYS OF KNOWING."

For these reasons, we believe that the development and implementation of a Special Education Policy designed by Treaty 7 First Nations to meet the needs of First Nations students is both urgent and imperative.

TREATY 7 FIRST NATIONS SPECIAL EDUCATION PROGRAM GOALS:

An educational system that is appropriate and effective for all students will:

- uphold the principle that all First Nations students have the right to the highest standard of education for lifelong learning
- identify the needs of First Nations students
- promote student achievement of relevant curriculum goals and ensure that achieving these goals will prepare each student to participate meaningfully in Native and non-Native societies as competent, productive, caring and responsible citizens
- ensure that each student is treated with respect and that his or her rights are honored
- ensure that each student is recognized and valued as an individual with differing needs and learning styles, and that each student's potential is explored
- focus on students rather than on process
- provide opportunities for growth and development to enable educators to function optimally in the Special Education program
- ensure that each student makes regular and continuing progress toward optimal levels of competence
- encourage family involvement and provide training for family members as needed to facilitate student progress
- assist each student to achieve the level of behavioral, vocational and cultural skills required to function in the post-secondary school world
- recognize and reward excellence at all levels
- ensure that ongoing financial support is secured and provided
- ensure that First Nations Treaty rights are respected and upheld.

CODE OF ETHICS

In accordance with the First Nations philosophical statement, all persons acting on behalf of children and adults with special needs are bound by a code that is caring, professional and ethical. They will maintain the highest standard of education for First Nation students. Educational decisions will be responsibly made with all parties involved, utilizing relevant and accurate information. The following guidelines will ensure that ethical conduct is a priority in all educational decisions.

1. All students have the right to an education program provided by a qualified and certified educator.
2. First Nations are responsible for defining and providing the highest standard of life long education for all students.
3. Each First Nation is responsible for the establishment of the highest standards for operating, monitoring and evaluating their programs and services.
4. All students' rights to confidentiality will be respected by all persons, agencies and authorities as delineated in this policy.

IDENTIFICATION AND INDIVIDUAL EDUCATION PROGRAM

INTRODUCTION:

Treaty 7 recognizes, through its philosophical statement that First Nations people have the ability to learn and the right to the highest standard of education. This education is to encompass spiritual, physical, social, emotional and cognitive development. In recognizing the abilities and rights of First Nations students, education policies ought to reflect this reality.

A policy developed and accepted as "meeting the needs of all First Nations people" will address the shortfall in accessing appropriate services that are necessary in order for all students to actualize their potential. The failure to provide access to these services denies First Nations people's rights under the Treaties and their right to the respect and dignity accorded to all Canadian citizens.

IDENTIFICATION:

1. A team approach will be utilized in identifying students' needs. The team may be composed of teachers, Student Services, principals, and any other person deemed necessary to deliver a complete program.

Rationale: Students do not attend school in a vacuum. Many people have contact with students on a daily basis. Consultation with those contacts is necessary to provide an overall picture of students.

Procedure:

1. Through Student Services, the school will determine the "team" from the referrals.
2. Possible team members will be: principal, teachers, resource teacher, Student Services personnel, parents or guardians, Elders, social worker (if applicable), student, resource people involved with the student -- may include clinical therapist, speech and language pathologist, rehabilitation assistant, physical therapist, occupational therapist, school counsellor, director or assistant director of education and any other professional deemed necessary to develop suitable educational goals.

3. Extra support will be provided for students, parents and extended family members.
 4. This team will respect the privacy of the student and family and will keep all information shared during team meetings, whether oral or written, in the strictest confidential manner.
2. **All students identified for "special needs" programs will be assessed in an appropriate and meaningful manner taking into consideration the students' cultural context.**

Rationale: Students have a right to be assessed using appropriate tests and other assessment tools that reflect their cognitive abilities accurately. Culturally biased tests do not provide an accurate profile of students. Therefore, applicable assessments are the key to determining what program is best suited to First Nations students without denigrating their potential. Culturally relevant assessments mean those assessments that account for the students' place in their society. The focus of identification will be on the students' strengths as well as specific and unique needs.

Procedure: When a student is identified as having "special needs", the following will take place. Note: A referral will be accepted from students, teachers, school administrators, parents, guardians, or relevant community agencies.

1. Team members most involved in the student's program (teachers, Student Services) will determine assessment tools to be utilized.
2. Possible assessment procedures may include classroom observations and notations, observations and notations in other programs within the school; testing such as the curriculum referenced assessments (Language Arts and Math); other assessments as necessary -- vision, hearing, physical and or occupational, emotional behaviour, speech language, health care, and gifted.
3. Parental consent, involvement and input will be included as necessary components of the assessment.
4. Culturally relevant tests will be utilized for all First Nations students.
5. Cultural protocol will be utilized in the process of identification.

INDIVIDUAL EDUCATION PLAN (I.E.P.):

1. **An Individual Education Plan (I.E.P.) will be developed and maintained to ensure that the student's needs are met and that each student is given the opportunity to actualize their full potential.**

Rationale: The I.E.P. will serve as the official document in the process of delivery of services to the student. A properly constructed I.E.P. is essential for students to realize their potential and to build on strengths. The I.E.P. will offer a complete view of the student. Recommendations offered will allow the student to progress at a pace appropriate for his/her ways of learning style and ability.

Procedure:

1. Based on the assessment, the I.E.P. will focus on strengths and needs.
2. The I.E.P. will include:
 - a. The student's strengths and needs.
 - b. Program placement.
 - c. Suggested strategies, materials, resources and specialized equipment.
 - d. Long term goals and short term objectives.
 - e. Evaluation criteria and time line.
 - f. Written consent by all team members.
 - g. Each team members responsibility.
2. **A constant communication pattern will be developed and maintained with school staff, parents and others concerned with the student's program and process.**

Rationale: Without a consistent, reliable communication system, the information gleaned from assessments and the I.E.P. may not be carried out on behalf of the student. It is necessary to meet on a regular basis with those involved in a student's program to ensure that every recommendation becomes a reality for the student.

Procedure:

1. The team members will meet on a semi-annual basis as determined by team members.
2. Any team member can call a team conference to review I.E.P. progress, future goals, and address concerns. All team members are expected to attend. Relevant school staff will meet periodically with resource personnel for an update on the student's progress.

3. **Everyone involved in a student's I.E.P. will be respectful of First Nations WAYS OF KNOWING, which include spiritual, emotional, physical, social and cognitive development.**

Rationale: Every student has the right to be respected in a culturally relevant manner. Meetings should take place in a non-threatening, comfortable environment, with clear communication and respect for cultural practices so that team members can focus all their efforts on the students' behalf.

Procedure:

1. Communication with parents and Elders will be in their first language whenever possible.
2. Information will be conveyed in terminology everyone can understand.
3. I.E.P. meetings will be held at a time and in a place that is convenient and neutral for everyone's comfort.
4. The necessary resources will be provided to enable all concerned persons to attend team and school meetings. These resources will be identified by the I.E.P. team.
5. Arrangements will be made for specific ceremonies relating to cultural practices prior to meetings, if requested.

STANDARDS FOR ACCESS AND STORAGE OF CONFIDENTIAL RECORDS:

1. **All records concerning the student will be held confidential by the school jurisdiction.**

Rationale: To ensure that the student's right to confidentiality is adhered to, all information will be kept in the strictest confidential manner and access to these records will be restricted.

Procedure:

1. Confidential records will be comprised of assessments, reports, the I.E.P., all other written documents and records kept in computers and discs which pertain to the student.

2. Release of confidential records will be by written consent of parents or legal guardians only.
3. All confidential records will be made accessible only to the team as delineated by the school jurisdiction and will be used for professional purposes only.
4. Storage of confidential records will be in restricted access areas as designated by the school jurisdiction.
5. Security measures will be used to limit access to student records kept in computers and discs.

ACCOUNTABILITY:

1. **To ensure an ongoing process of accountability and responsibility for the student's I.E.P., the team will meet periodically to review the I.E.P. goals and objectives.**

Rationale: First Nations students have a right to the best possible education. To ensure this education goal, accountability by all concerned is necessary.

Procedure:

1. Team meetings will be held on a regular basis.
2. Students, parents, guardians and educators will attend all meetings with up-to-date records.
3. An accurate and ongoing record of communication will be kept with the home from the school.
4. An accurate and ongoing record of communication will be kept with the school from the home.
5. Evaluation of the student's I.E.P. program will be conducted on a monthly basis by all concerned within the school.

2. **The student will be recognized as a community member and as a community responsibility.**

Rationale: Students do not live in a void. They are an integral part of their community. That community includes all agencies within the First Nation. Students as community members have the right to access the resources within the community to ensure that as First Nations people they are given every opportunity to actualize their potential.

Procedure:

1. All agencies will recognize, through agency policies, that all students are the community's responsibility.
2. All agencies will be involved with a student's program regarding resources – teacher aids, materials and any other resources that may be necessary.
3. All agencies will contribute to the education of community members in an equitable manner.

3. **A student's identified needs will be met only by those deemed qualified by their respective credentialing organizations and jurisdictions.**

Rationale: All students have the right to the best possible education their community can provide. A vital component of that education is the provision of services by qualified professionals. It is essential that these professionals be accountable for these services.

Procedure:

1. Teacher Assistants will have at least the minimum qualifications required by Treaty 7 First Nations school jurisdiction.
2. Careful reference checks will be conducted for contracted professionals.
3. Professionals working within a First Nation school system will have demonstrated experience working in cross-cultural environments.
4. Professionals working within a First Nation school system will be accountable to team members for work performance as outlined by the team.

5. Professionals working within a First Nation school system will demonstrate their ability to work in a respectful, collaborative manner.
4. **Other jurisdictions will be encouraged to share pertinent information regarding transferring students.**

Rationale: Often students transfer from one district to another without adequate information for proper placement in the receiving district. If the best education program possible is the goal, then information must be forthcoming immediately to meet the needs of the transferring student. Also, school staff must have current information on a student if an appropriate program placement is to take place.

Procedure:

1. Parental signatures for transferring of information will be obtained at the beginning of the school year.
 2. As soon as it is known that a student has left the school district, efforts will be made by school staff to locate the student and forward information immediately.
 3. Student information will be kept up-to-date, with all pertinent information readily available when a student transfers.
5. **Parent and family awareness, support and training will be increased in areas such as: Parental rights, appeal process, parental responsibility and confidentiality.**

Rationale: If the goal is to provide the best possible education program for students, then parents and other family members must become a vital component in any planning.

Procedure:

1. Parents and other family members will be surveyed to identify their perceived needs.
2. Training sessions in areas of need will be provided for parents and other family members by resource personnel on a monthly basis.

3. Resources will be provided to enable parents and other family members to attend the training sessions without hardship.

NOTE: All psycho-educational tests will be held in a confidential file by the school jurisdiction and will NOT be included with general information in a cumulative record file. Psycho-educational test information will be released only with the written consent of the parent or legal guardian.

Appeal process: In the event that parents or other family members are dissatisfied with any step of the assessment and I.E.P. implementation, an appeal process is in place within each Treaty 7 Education Department.

LANGUAGE AND CURRICULUM

INTRODUCTION

The cultural identity of First Nations peoples has survived due to the commitment and the value we have placed on preserving our languages and traditions, in spite of many years of repressive educational and religious policies that restricted the use of First Nations cultures and languages. However, in many First Nations communities, knowledge of language and culture has most of its strength in the aging population, and therefore must be inextricably woven into the educational curriculum and programs for all children if it is to survive.

Treaty 7 Education, in defining its Special Education Curriculum, will offer all special needs students a meaningful, culturally relevant education. The curriculum will be designed to provide students with the means to creatively develop as individuals and to share a common set of values that have an honored place in the cultures of First Nations. It will be a process shaped by our past, challenged by our goals for the future, and guided by the cultural context in which we live. The wisdom of "OUR WAYS OF KNOWING," and the universal nature of human learning require a curriculum framework which encompasses both cultural and individual programming. As educators, we are challenged to meet the hopes and dreams of First Nations special needs students with a vision that recognizes both their individualism and their common humanity.

1. Each First Nation will develop its own Special Education Curriculum using the philosophy of the Special Education policy as its guiding force.

Rationale: The cultures, values, languages and traditions of First Nations peoples have been passed on from generation to generation by tribal elders who are the source of knowledge and the keepers of the value and belief systems. "OUR WAYS OF KNOWING" came to us from the Creator. It is the wisdom of who we are as people today and is integral in the continuance and development of First Nations people.

Procedure:

1. Each First Nation will prepare a curriculum for special needs children in collaboration with Elders, parents, students, community members and education staff.

2. The curriculum will be a community-based initiative that will include teaching of the culture, values, language and traditions, as well as the individual development of academic and vocational skills.
3. Guidelines for student placements, community involvement, and program evaluation will be outlined in the curriculum.

2. **Each First Nation will encourage cognitive, social, and emotional growth of students by promoting those culturally based skills and activities that will motivate the students to participate fully in their community.**

Rationale: First Nation people have traditionally seen learning as preparing young people for an active and responsible role in their community. We recognize that all children have special talents and abilities that will entitle them to valued roles and responsibilities in a caring and understanding society.

Procedure:

1. A curriculum will be designed that will motivate students to creatively develop their skills and talents.
 2. The curriculum will encompass programs that will immerse the student in First Nations cultures and traditions.
 3. First Nations schools will prepare school resource materials, including videos, films, and audio-tapes, specifically for use in First Nations language and cultural programs.
3. **Each First Nation will provide a learning environment that will develop each student's potential to the fullest.**

Rationale: Every student has the right to the highest standard of education to be provided within their cultural environment. Everyone has a need to belong and feel that they are important to their community. Special needs students are recognized as special gifts from the Creator who have something important to contribute to society.

Procedure:

1. A curriculum designed to meet the special needs of students will promote a positive self image and encourage students to demonstrate a responsible attitude toward the preservation of First Nations languages and cultures. Volitional development of students is nurtured by their cultural environment.
2. Individualized programs that reflect the philosophy of the curriculum and that are sensitive to what students think and feel about their own education will be developed in collaboration with students and parents.
4. **Each First Nation will use its oral traditions to emphasize and reinforce the wisdom of "OUR WAYS OF KNOWING."**

Rationale: Communication is an important part of validating our existence in society. First Nations languages are essential in maintaining our cultural identity and unique understanding of the world. The First Nations have an oral tradition as a means of passing on "OUR WAYS OF KNOWING" from one generation to the next. First Nations children have an inherent right and duty to carry on the oral traditions of our culture in order to preserve our heritage. It is, therefore, important for our children not to just hear the words but to learn to understand the spirit and the intent of the narrative.

Procedure:

1. The traditional language of each First Nation will be its first language and will be incorporated into the curriculum.
2. Traditional legends about people that teach values, attitudes and morals will be incorporated into the curriculum as a way of guiding the spiritual growth of students.

FIRST NATION PEDAGOGY

INTRODUCTION:

Provision of the highest quality of relevant education for all First Nations children is the primary focus for Treaty 7 schools. Pedagogical goals must emphasize the specific language and culture of each First Nation, as well as address the unique spiritual, physical, social, emotional, and cognitive development of each child. The goal is to provide the best teaching methods and programs in assisting each child to actualize their full potential. This philosophy requires a unified team approach involving; Elders, the student, their family, school staff, First Nation leaders, and all members of the community.

1. **First Nations educational authorities will provide specialized training and experiences in their respective languages, teaching methodology, and culture, conducive to "OUR WAYS OF KNOWING".**

Rationale: The language and culture of the community are the guiding forces in the transmission of knowledge, beliefs, attitudes, and behaviours. Succeeding generations will continue to benefit from the accumulated wisdom of the First Nation. Cultural and linguistic knowledge and skills will ensure that all school staff will work together to be positive contributors to the education process.

Procedure:

1. **Identified Elders will participate in the hiring of new teaching staff to assess their understanding of First Nation culture and their willingness to learn and to assume a positive role in the school and community.**
2. **Teacher training in First Nation educational and cultural philosophy and methodology will be offered by each First Nation educational authority as a condition of employment for all teaching staff. Ongoing cultural training programs and manuals will be developed and regulated with the assistance of the Resource Centre, identified elders, and educators of each First Nation. Accreditation, upon completion of each training program, will be awarded by each First Nation.**

3. Training in First Nation educational and cultural philosophy and methodology will be available to all other school staff.
 4. Teaching of the First Nations language to school staff will be determined by each First Nations community. If learning the First Nation language is a requirement of employment, a language teaching program will be established and maintained by First Nations.
 5. All teaching staff will be expected to participate in First Nations community activities. They will be expected to attend important social and community events, and to present a positive role model in the community.
2. **Teaching staff will be educated in, and expected to apply, effective behavioural and teaching methods that will meet individual learning needs and aptitudes, and that will respect "OUR WAYS OF KNOWING".**

Rationale: Teaching staff in First Nations schools need to be flexible, versatile, and pragmatic in meeting the many diverse needs of the students. The willingness to continue learning and to constantly strive for enhancement of personal teaching skills, with the primary concern for every student as the driving force, is necessary for both success in student learning and teacher devotion to student achievement. Realistic opportunities for continual learning and support must be available to all teaching staff in Treaty 7 schools.

Procedure:

1. In employing skilled staff, careful regard will be given to the candidate's experience in First Nations and their culture, in teaching different age groups with diverse needs, and familiarity with state-of-the-art teaching methods. The person's willingness to learn, level of commitment to teaching and participating in the community, and their concern about individual students, is of major importance in hiring suitable teaching staff.
2. Ongoing professional training programs and manuals will be developed and regulated with the assistance of the Resource Centre, identified Elders, and educators of each First Nation. As well, relevant consulting services will assist teaching staff with professional development in specific areas of special education, as needed.
3. Through regular meetings with caregivers and participation in community events, teaching staff will learn about current First Nation childrearing practices, knowledge that will assist them in meeting student needs in the classroom.

4. Periodic professional development and training will be available to all teaching staff through conferences, workshops, and accredited courses.
 5. All teaching staff will attend at least one cross-cultural conference annually.
3. **First Nations parents and family members of special needs children will be encouraged to play a central role in the education of their children. Specialized training regarding the special needs of their child will be offered to parents and family members on a continual basis throughout the child's life.**

Rationale: In the past, First Nations caregivers were not recognized or welcomed as equal partners in the formal education of their special needs children. They have borne most of the responsibility in educating their children without the full support of the school. Caregivers need to be recognized and valued as integral partners with educational and community agencies in delivering lifelong services to their children.

Procedure:

1. Caregivers will be encouraged to share their knowledge, practices, and wisdom regarding their child with other team members.
 2. Specialized training in sign language and other language therapies, physical therapies and use of equipment, computer technology, and other relevant training will be offered to caregivers, as needed, so they can work effectively with their child and the team.
 3. Support groups for caregivers will be developed and maintained, with speakers and resources available, as needed.
 4. Caregivers will be encouraged to attend relevant conferences and workshops, as needed.
4. **Communication of pedagogical training programs, research and special education issues will occur regularly among First Nations and other local communities.**

Rationale: Many First Nation students attend non-reserve schools in the surrounding community. It is the right of all students to be educated to their highest potential, and with dignity. Teachers and school administrators in surrounding districts need to be educated with respect to First Nation cultural and pedagogical approaches. As well, First Nation communities need to share research, teaching methodologies, and special education issues, so that we can continually work together to provide the highest standard of education for special needs children.

Procedure:

1. The annual Treaty 7 Conference will be extensively promoted in surrounding communities to encourage teachers and administrators to attend and learn about First Nation pedagogical issues.
2. First Nations designated school staff will regularly meet with surrounding community school jurisdictions to share views and knowledge about special education and cultural methodologies.
3. The Treaty 7 Special Education Council will meet quarterly, to share ideas, methods, concerns and research. Each member will, in turn, report this information to their respective First Nation schools and educational authorities.
4. A National First Nation Special Education Conference will be held annually, to include First Nation pedagogical issues.

FIRST NATIONS PARTNERSHIPS FOR LIFE LONG LEARNING

INTRODUCTION

“OUR WAYS OF KNOWING” in Treaty 7 First Nations, the circle symbolizes the journey of lifelong learning, from birth through old age. All people on this journey have roles and responsibilities, whereby, all people in the community work in partnership, teaching and learning from each other.

All First Nations children are sacred gifts from the Creator, and all people in the community - youth, adults, and Elders - are responsible for their well being. Therefore, to ensure that all First Nations children have the opportunity to actualize their potential, all community members will work together to fulfill their responsibilities toward each other for their children and young adults (Appendix F).

1. **The community will be responsible for the care of its children from the time of their conception.**

Rationale: Every First Nations child is a gift from the Creator. It is the community's responsibility to provide support for the child's caregivers to enable every child to achieve their full potential.

Procedure:

1. The medical team will provide information and support for the caregivers of the student with special needs.
 2. The medical team will contact the relevant community members and agencies as deemed necessary.
2. **Support for special needs children enrolled in First Nation schools requires an ongoing partnership among caregivers, community agencies and school staff.**

Rationale: All children naturally possess undisclosed talents, gifts and strengths. Caregivers, with the help of professionals, will make a priority of ensuring that the child has a valued place in the community.

Procedure:

1. When the special needs child enters the school system, an educational team will be established. This team will include family caregivers, community agencies, Daycare and School personnel and others as required.
 2. Members of the education team will collaborate in assessing the needs of the child.
 3. Team meetings will be held as deemed necessary by the team members for the purpose of sharing information. At this point, school personnel and specialists will be included in the consultation process. This contact should be maintained on a regular basis.
 4. Training programs related to respective disabilities will be established for parents and personnel who work with the special needs children.
 5. All relevant agencies will share information on the financial support available for the special needs children in the community.
3. **The Chief and Council of each First Nation community will take affirmative measures to support community partnership objectives.**

Rationale: Our First Nations leaders will be informed of educational changes as they relate to the needs of all students in the community. This awareness will provide guidance in developing future programs.

Procedure:

1. First Nations communities will demand financial support, resources and accountability from those agencies responsible for funding special needs education.
2. Public forums on First Nations philosophy regarding special needs will be organized for caregivers, school staff, service agencies and community members.
3. Support systems aimed at enhancing the development of community partnerships will be established.
4. Community agencies and off reserve services will be resourced as required.

4. **Cultural protocol will be adhered to when consulting with community Elders, who have expertise in "OUR WAYS OF KNOWING".**

Rationale: The community's most important human resources are those Elders who are identified as being most vital for the child's well-being. The Elders "WAYS OF KNOWING" will be the focus from which we will reclaim the traditional child-rearing practices.

Procedure:

1. Elders and those who practice traditional native child-rearing methods and rites of passage will be resourced by the education team, school staff and all service agencies.
2. Elders will be invited to become part of the education team as required.
3. Elders will provide support for the child's caregivers in their use of traditional First Nation child rearing methods and rites of passage.
4. The education team will support caregivers when necessary, including identifying counselling support and personnel.
5. Elders, together with Community agencies, caregivers and other community members will work to support the development of a lifelong education program.

5. When youth with special needs leave school, continued services and support for lifelong learning will be provided.

Rationale: Special needs youth are often unemployed. Given the problems that youth with special needs face in employment and adult living, the transition from school to work will be a major emphasis in Special Education. First Nations assert that Indian and Northern Affairs Canada and Medical Services Branch, Health Canada, have a moral and legal obligation to meet the needs of all special needs First Nations children in accordance with the Treaty Right to education and health.

Procedure:

1. Support and resources will be provided for special needs youth and adults.
2. Adequate facilities will be provided for special needs youth and adults.
3. A transition program will be developed from school to employment in the adult world for the special needs youth and adults within the community.
4. Programs will be developed for work experience, functional life skills, vocational training, and other areas as deemed necessary for lifelong learning.

RESOURCING AND DEVELOPMENT FOR SPECIAL EDUCATION

INTRODUCTION:

Due to inadequate funding, our schools lack the resources necessary to deliver special education programs for students. The concept of resourcing and service delivery is multifaceted, including: Service Coordination, Liaison, Research, Development and Training. Resourcing will provide First Nations schools with special education services for children who need assistance in order to learn, as well to provide parents, families, teachers and students with the necessary support and training in the delivery of educational services in the home and school.

The most effective way to ensure adequate resourcing and service delivery is to establish a Special Education Resource Centre. This Centre will be an integral component of each Treaty 7 First Nation education system. Resource Centre staff will: coordinate special education services, provide liaison and networking for all community members and agencies involved with the provision of services to special needs children. They will initiate research and development of assessment tools and curricula appropriate for First Nations children. Provide training for parents, families, teachers and other community members working with special needs children.

1. **First Nations Resource Centre staff will coordinate all Special Education services in each First Nation community.**

Rationale: First Nations children deserve the best quality service delivery to meet their needs. The personnel responsible for service delivery often have other duties which take away quality time from special needs students. The coordination of service delivery by one central authority will increase both the quantity and quality of services available.

Procedure:

1. All materials, books, and equipment necessary for meeting the needs of Special Education children will be stored in the Resource Centre.
2. All materials, books and equipment stored in the Resource Centre will be accessible to students, teachers, parents, family members, community individuals and agencies involved in service delivery to Special Education children.

3. Resource Centre staff will work with First Nation school staff to ensure that First Nations schools are structurally modified, equipped and maintained in accordance with accepted standards to facilitate their use by all students with special needs.
 4. Resource Centre staff will work with First Nations administrative and school staff to ensure that special transportation is provided for medically fragile and physically handicapped special needs students.
 5. Resource Centre staff will work with parents and other family members in researching effective strategies for dealing with their special needs children.
2. **Resource Centre staff will provide liaison and networking services to First Nations community members and agencies.**

Rationale: In order that special needs programs are effectively delivered to First Nations, community liaison is of utmost importance. There is a need for parents, students, teachers and community members to access and to be aware and access the services in the surrounding community.

Procedure:

1. First Nations community members will be invited to join Resource Centre staff in developing culture specific programs for First Nations children.
 2. Ongoing networking within the First Nations communities and among Treaty 7 Nations will be coordinated by Resource Centre staff.
 3. Resource Centre staff will publish a quarterly newsletter on First Nations Special Education issues which will be distributed to all Treaty 7 schools and communities.
3. **Each First Nation Resource Centre will be responsible for initiating and coordinating research and development relevant to First Nations Special Education.**

Rationale: Curriculum content, methodologies and technologies are in a state of constant change. It is incumbent upon First Nations to be aware of these changes in the course of First Nation research and development.

Procedure:

1. Resource Centre staff will establish appropriate and relevant materials for First Nations students, teachers, parents and family members.
 2. Resource Centre staff will initiate research and training projects that relate to First Nations special education.
 3. Resource Centre staff will develop and provide culturally relevant assessments to Treaty 7 First Nations in order to properly assess First Nations students.
 4. Resource Centre staff will analyse the organizational structure operating within each First Nation school and identify the constraints under which school administrative, teaching and support staff function.
 5. Resource Centre staff will analyse effective classroom teaching styles, including management strategies and ways in which student achievement is assessed.
 6. Resource Centre staff will develop appropriate evaluation procedures to ensure the effectiveness of all programs.
 7. Resource Centre staff will establish a First Nations language data base.
4. Each First Nation Resource Centre will provide training to teachers in First Nations schools.

Rationale: Training based on current research and development is a vital component in the delivery of services to Special Education students. The provision of a training component will ensure the success of First Nations education as it applies to both First Nations 'WAYS OF KNOWING' and contemporary Western approaches.

Procedure:

1. Resource Centre staff will provide periodic in-service teacher training on the latest methods relevant and conducive to student success in First Nations schools.

2. Resource Centre staff will provide: orientation sessions, workshops, and various types of formal training for teachers in relevant content areas, including, but not limited to I.E.P. development, cumulative record keeping and interpretation, diagnostic assessment, behaviour management techniques, classroom management techniques, screening procedures, instructional objectives, curriculum development and cultural protocol.

PROPOSED TREATY 7 SPECIAL EDUCATION MODEL

The attached proposed model for the Treaty 7 Special Education policy is based on a five year projection plan (1997-2002) for all of Treaty 7 Nations. The data collected was derived from both Federal and Provincial sources (Indian and Northern Affairs Canada and Alberta Provincial Education - Special Education Branch). However, the data sources from the Department of Indian Affairs does not seem to reflect accurate accounts of funding allocated to the Roman Catholic Separate School Division in the 1996-97 school year.

The time frames and costs for each component are based on realistic expectations and objectives developed by Special Education committee members, and still need to be negotiated with respective Chiefs and Councils from Treaty 7, community and federal agencies. As well, Appendices D and E include demographics over the past 5 years from the Kainaiwa First Nations as a sample of all Treaty 7 Nations, which represent medically fragile children under the age of 5 and young adults with special needs over the age of 17. Special needs children who are not yet school-age and their families need program services and support from birth on, and to assist them in the transition to school programs and their continuation. Similarly, the high numbers of older students coming back to Red Crow Community College, for example, from on and off-reserve educational systems indicate a strong need for these young adults. Objectives and costs will have to be worked out with community agencies primarily responsible for providing special education services to these individuals.

Components 5 and 6 in the model, outlining identification of special needs and IEP service delivery, include costs based on formula-funding and may be further negotiated on needs-based funding, as an initial guide for First Nations special education planning. As needs vary year to year, due to population changes, actual costs will fluctuate accordingly. Administrators, coordinators and funding sources must remain flexible in varying levels of special needs.

The proposed business plan and Implementation of Treaty 7 First Nation Training Institute in component 4, Teacher Training, will develop its own plan and budget after 1998 through 2002.

The Special Education Committee anticipates this model will be a working document over the next five years and will enable Treaty 7 to develop future ongoing plans to meeting ongoing needs effectively.

FIRST NATIONS SPECIAL EDUCATION MODEL AND BUDGET

COMPONENT	IMPLEMENTATION	PERSONNEL	OUTCOME	TIME-FRAME	COST
1. In-service: Community Agencies Teaching staff Parents & Caregivers	Awareness and Support a) Policy b) Theory c) Roles and Responsibilities d) Accountability e) Networking f) Commitment g) Evaluation h) Workshops - Community	Coordinator Assistant Secretary	Information package Agency commitment Parental Support Identification Needs for Teacher Training	June 1997	50 meetings @\$2000/mtg =\$100,000
2. Monograph:	Practical Guide for Implementation - as Identified in the Policy. Treaty 7 First Nations School Districts	Researchers Team Specialists Secretary	User-friendly monograph for Treaty 7 First Nations school Districts: Parents Teachers, Staff, and Community	July-August	\$250,000
3. Training: - Teachers - School staff - Administration - Board Members & - Parent Advisory - Community Agencies	Needs as identified from Awareness Training a) Short Term - Professional Development - Cultural and Traditional - State of the Art	Teachers Elders Community Resource Persons Specialists	Empowering Community, Building Educational Support, Treaty Nations'	1 day/month Over a period of 2 years to gather content material for methodologies handbook	1) Admin & Teachers @\$500/teacher/year =\$550,000 2) School Boards =\$50,000 3) Communities =\$10,000

COMPONENT	IMPLEMENTATION	PERSONNEL	OUTCOME	TIME-FRAME	COST
4. First Nations Teacher Training	<ul style="list-style-type: none"> Formal Training - Training Manual - Methodologies Handbook - Cultural and Traditional Components & State-of-the-art Methodologies - Current Issues in the Schools - University or Formal after Degree Specialized training - Examination for costs, set-up & implementation of certified First Nations Teacher Training program 	<ul style="list-style-type: none"> Treaty #7 First Nations -Special Ed Council (To ensure long goals are met) -Education researcher(s) 	Business plan & Implementation of Treaty #7 First Nations Teacher Training Institute	1997-1998	<ul style="list-style-type: none"> \$200,000 + \$100,000 = \$300,000
5. Identification:					
- Student	Process and Training	Coordinator	-Cultural Protocol	September 1997	Based on formula: @ - \$14,745/student /s.y.
- Education team	<ul style="list-style-type: none"> a) Consent and Referral b) Assessment <ul style="list-style-type: none"> - informal - formal c) Team meeting 	<ul style="list-style-type: none"> Teachers Parent or Caregiver Student Specialist(s) Elder(s) Parent supporter Principal (Administrators) 	<ul style="list-style-type: none"> identified -Cultural Protocol Utilized -Appropriate Identification -Cooperative effort 	ongoing (Periodic follow-up through school year)	<ul style="list-style-type: none"> +Transportation (Med.related) @\$1,710/s.y +T.A. @1:15 @\$21,000/s.y. = \$8,059,617

COMPONENT	IMPLEMENTATION	PERSONNEL	OUTCOME	TIME-FRAME	COST
6. I.E.P. -Student	-Establish strengths & needs -Program placement -Strategies, resources -Material & equipment -Short & long term goals -Evaluation criteria & timelines -Written consent -Team members responsibilities	Team members Coordinator Special Ed Teacher	I.E.P. document encompassing the wholistic needs of The child	September 1997 On-going & periodic evaluation throughout the school year	15% total operating costs per school year
7. Language & Curriculum: - Community based - Social, emotional, spiritual, cognitive, physical development -First Nations language and oral traditions -Individualized	Early Childhood -Headstart - K-5 -Division 1 Gr. 1-3 -Division 11 Gr. 4-6 -Division 111 Gr. 7-9 -Division 1V Gr. 10-12 -Division V Adult Ed. -Committees meet regularly, with relevant personnel from community -Research & Development	-Community Agencies -Caregivers/parents -Curriculum Developers -4 Coordinators -Elders -Education staff -Practicum students (Post-secondary students) -Treaty 7 Council	Framework planning for F.N. language and curriculum -identified committee -identified expertise various subject areas	1997/98 1998/99 Research & Development 99/2000 Implementation 2000/-1 Evaluation & Modifications 2001/02 F.N. curriculum	\$250,000 1 yr @ 5 yrs = \$1,250,000

COMPONENT	IMPLEMENTATION	PERSONNEL	OUTCOME	TIME-FRAME	COST
8. Research & Development -Life-long learning support for children -Community partnerships and support systems -Chief & council endorsement & support -Our Ways of Knowing -Elders - Traditions	Education & awareness Manual (development) Workshops Establish roles and responsibilities On-going research & development	Coordinator Chief & Council Developers Researchers Community agencies Educational & Medical teams Caregivers	Transition guidelines Training programs for education staff -individual lifelong education program - -working document or manual	1997-98 -Focus groups start developing manual & training program 1998/2002 Manual & training program implemented	\$250,000 Admin fee @ 15% = \$37,500
9. Resource Center: -Service coordination and storage library -Liaison with community Research & Development -Educational assessments and programs -Evaluation procedures -Cultural & language data base Training - Special Ed., Coordinating Specialists Curriculum, Teaching services strategies	Infrastructure -building -materials (Major & minor) -equipment (Major & minor) -busing & SPED transportation -administrative supplies Coordinating community Networking Development of culturally Specific programs Developing educational programs	Specialists Coordinator Administrator Clerical staff Researchers Trainers	-Treaty 7 quarterly -Resource center infrastructure at each First Nation -Cultural relevant assessments guidelines identified -Field testing initiated -Analysis of current education and community systems -Copyright mechanisms established -Adequate specialist services provided -On-going training	1997-2000	\$1,500,000 x 5 Tribes = \$7,500,000 Capital const. \$2,500,000

APPENDICES

APPENDIX A
TERMS OF REFERENCE

TERMS OF REFERENCE

The terms of reference for the Special Education Policy, in the context of the Treaty 7 First Nations are explained as follows:

AGENCIES

Refers to those organizations which provide service to both the school and community. Some agencies are designated as being service agencies.

ACCOUNTABILITY

Refers to financial and program support that is essential to the development, implementation and delivery of programs for students.

BAND SCHOOL

Refer to term, "First Nations School".

CARE-GIVERS

Refers to all individuals, parents, extended family members, who are designated as being responsible for the upbringing of children.

CIRCLE OF LIFE

Represents the stages of a person's life from birth, youth, adult and through to old age. The symbol of the circle best describes the journey of a child throughout life.

CHILDREN

Denotes reference to all pre-school, school age and adults in the journey of lifelong learning.

CULTURAL PROTOCOL

Refers to those societal rules and methods of behavior that are not written down but are understood and followed by all community members.

EDUCATION TEAM

Consists of those teachers, parents, care-givers, Student Services personnel, school counselors, education administration personnel and others, working together as a team. Their duty is to define the needs and services required to actualize the student's learning potential.

ELDERS

Traditionally, among First Nations, the Elders were those persons who, because of their age, expertise or special powers and talents, provided advice and guidance to the people. Today, the term is often mis-used by equating it with age only. The term of Elder can also be applied to those persons who are diligently working to retain and transmit the knowledge, traditions and cultural values of First Nations communities. All Elders are recognized by their wisdom, advice and guidance.

EXTENDED FAMILY

Refers to those persons who support the family unit, such as aunts, uncles, cousins, grandparents, siblings, adopted family members and others. They are recognized as having important roles in complementing the family unit. All these individuals are valued for their participation in child-rearing responsibilities.

In some extended families, there is that special member who is designated as the spokesperson, advisor, mediator and support person. He or she is an advocate to speak on behalf of the family's interests.

This spokesperson may lend support in the spiritual, physical, social, emotional and cognitive realms. For example: a care-giver may require this person to be both a support and a witness in a team meeting.

FIRST NATIONS

The term refers to the original inhabitants of this continent prior to the arrival of Europeans. All First Nations had their own territories, with a specific culture and language, each governing itself, adapting their economy in harmony with their natural surroundings, and having their own education system of life-long learning.

FIRST NATIONS SCHOOL

An education environment that has integrated the provincial school curriculum into the First Nations curriculum based on their culture, language, customs and traditions.

GIFTED

Each and every person in First Nations communities has certain, unique talents or gifts that are meant to be encouraged, fostered, developed and shared with one's community. Every person is treated with dignity and respect, and is a beacon or source of inspiration to other community members. When these particular gifts or talents are combined with the communal values of caring, kindness, and sharing, there emerges a spirit of team-work and cooperation, as opposed to individualism and competition; a sense of community contribution rather than self-promotion and self-interest.

LEARNING STYLES

Refers to the students' "Ways of Learning" such as visual, auditory and kinesthetic.

MEDICAL TEAM

Refers to any member of the health personnel.

ORAL TRADITION

Traditionally, among First Nations, our ways of knowing were transmitted by word of mouth through stories, dances, songs and ceremonies. This was our education system, and our culture was the foundation of all our learning. Today, some aspects of our ways of knowing, are being written down. At traditional cultural gatherings, all communication is oral and there is no reference made to written formats at all.

"OUR WAYS OF KNOWING"

Refers to the body of knowledge passed on, through stories, songs, dances, rituals and ceremonies, from one generation to the next. First Nations have always recognized the interdependence between the environment, sometimes referred to as Mother Earth. Our ways include a strong belief in a Creator. The Elders, who are often the keepers and custodians of our ways, teach us, through their wisdom and strength, the inter-relationship of all of creation in the circle of life. They show us that there is a place and purpose of life on our Mother Earth, and that we should honour and respect what has been given to us by the Giver of life, including our language and culture.

RECORDS

This includes all recorded documents, Student Services meeting notes and discussions, student profiles and any other assessment information.

rites of passage

Refers to the transitions from birth to youth to adulthood, and the elderly stages of life. Amongst First Nations, the time to commemorate the different transitions is determined by the extended family, at which time, the values of respect, sharing, caring and perseverance are reinforced because they will, one day, become adults and will be making important life decisions. The celebration of these rites provides guidance for both male and female roles within an extended family and community. Some of these are:

- Naming ceremonies, which may take place at birth or youth, or to recognize the achievement of an individual. Elders and spiritual persons are consulted.
- Membership into societies, which have existed long before the arrival of the Europeans. They are there to perpetuate the culture of First nations, and to promote the philosophy and language within the community.

SPECIAL NEEDS EDUCATION

Among First Nations, there exists a belief that all children are unique and sacred gifts from the Creator, and therefore all children are perceived as equals and should not be differentiated apart from their peers. Everyone is perceived to possess unique talents and abilities. First Nations schools have to take these into consideration, so that all children will fulfill their physical, emotional, cognitive, social and spiritual potentialities. Furthermore, these are deemed "special" because all children have the right to the highest standards of education.

STUDENT SERVICES

Student Services are managed by school personnel which may consist of counselors, teachers, care-givers, Elders, parents and other professionals who all contribute and share their expertise in giving the students the highest standards of learning.

Those services designated as critical to the student's learning potential may be comprised of the following:

- Individualized instruction
- Resource center materials and support
- Cultural and language enhancement
- Counseling and community networking

SPECIALISTS

Refers to individuals who are known by their expertise and training, such as, pediatricians, speech therapists, occupation therapists and psychologists. These may be part of the team.

TREATY 7

Treaty 7 is identified by five Nations: Siksika, Kainawa, Tsuu T'ina, Nakoda and Piikani. An historic Treaty was signed in 1877 between these Nations and the Government of Canada. In the context of this policy, we refer to Treaty 7 as the whole Treaty area being represented by these five Nations.

APPENDIX B
BAND COUNCIL RESOLUTIONS

BAND COUNCIL RESOLUTION
RÉSOLUTION DE CONSEIL DE BANDE

FY-96-97-7642

NOTE: The words "from our Band Funds" "capital" or "revenue", whichever is the case, must appear in all resolutions requesting expenditures from Band Funds.
NOTA: Les mots "des fonds de notre bande" "capital" ou "revenu" selon le cas doivent paraître dans toutes les résolutions portant sur des dépenses à faire sur les fonds de bande.

The council of the Le conseil de		BLOOD BAND		Cash free balance - Solde disponible	
Date of duly convened meeting Date de l'assemblée dûment convoquée		D-J	M	Y-A	Province
		0	9	0	9
		9	6	AB	
		Capital account Compte capital		\$ _____	
		Revenue account Compte revenu		\$ _____	

DO HEREBY RESOLVE:
DÉCIDE, PAR LES PRÉSENTES:

WHEREAS: The Blood Tribe Chief & Council support and recognize that Kainai members are entitled to the rights of education consistent within terms of the Treaty.

WHEREAS: We recognize Special Education as a part of education and therefore, a Treaty Entitlement.

WHEREAS: In the exercise of this Treaty Entitlement Indian and Northern Affairs Canada's responsibility is to provide educational services to all Kainai members.

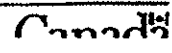
WHEREAS: Indian and Northern Affairs Canada has provided this service under contract with Blood Band, and we are in agreement through a motion with Kainai Board of Education and recognize the urgency for a Special Education Policy.

THEREFORE BE IT RESOLVED THAT: The Blood Tribe Chief and Council fully support the Special Education policy developed by Treaty #7.

Quorum SEVEN (7)

[Handwritten signatures of seven council members]
 (Councillor - Conseiller)
 (Councillor - Conseiller)
 (Councillor - Conseiller)
 (Councillor - Conseiller)
 (Councillor - Conseiller)
 (Councillor - Conseiller)
 (Councillor - Conseiller)

FOR DEPARTMENTAL USE ONLY - RÉSERVÉ AU MINISTÈRE					
Expenditure - Dépenses	Authority Indian Act Section Autorité (Article de la Loi sur les Indiens)	Source of funds Source des fonds <input type="checkbox"/> Capital <input type="checkbox"/> Revenue Revenu	Expenditure - Dépenses	Authority Indian Act Section Autorité (Article de la Loi sur les Indiens)	Source of funds Source des fonds <input type="checkbox"/> Capital <input type="checkbox"/> Revenue Revenu
Recommending officer - Recommandé par			Recommending officer - Recommandé par		
Signature _____			Signature _____		
Date _____			Date _____		
Approving officer - Approuvé par			Approving officer - Approuvé par		
Signature _____			Signature _____		
Date _____			Date _____		





Chronological no. - N° consécutif
 5069/96-97
 File reference no. - N° de référence du dossier

BAND COUNCIL RESOLUTION
 RÉSOLUTION DE CONSEIL DE BANDE

NOTE: The words "from our Band Funds" "capital" or "revenue", whichever is the case, must appear in all resolutions requesting expenditures from Band Funds.
 NOTA: Les mots "des fonds de notre bande" "capital" ou "revenu" selon le cas doivent paraître dans toutes les résolutions portant sur des dépenses à même les fonds des bandes.

The council of the Le conseil de PEIGAN NATION		Cash free balance - Solde disponible	
		Capital account Compte capital	\$ _____
Date of duly convened meeting Date de l'assemblée dûment convoquée	DJ M Y-A 07 10 96	Province ALBERTA	Revenue account Compte revenu
			\$ _____

DO HEREBY RESOLVE:
 DÉCIDE, PAR LES PRÉSENTES:

WHEREAS:

The Peigan Nation Chief & Council support and recognize that Peigan Members are entitled to the rights of education consistent within terms of the Treaty:

WHEREAS:

We recognize Special Education as a part of education and therefore, also a Treaty Entitlement.

WHEREAS:

In the exercise of this Treaty Entitlement Indian and Northern Affairs Canada's responsibility is to provide educational services to all Peigan members in the current fiscal year.

WHEREAS:

Indian and Northern Affairs Canada has provided this service under contract with Peigan Band, and we are in agreement through a motion with Peigan Board of Education and recognize the urgency for a Special Education Policy.

THEREFORE BE IT RESOLVED THAT:

The Peigan Nation Chief and Council fully support the Special Education Policy developed by Treaty #7.

Quorum 7 (Seven)

[Handwritten signatures of seven council members]
 (Councillor - Conseiller)
 (Councillor - Conseiller)
 (Councillor - Conseiller)
 (Councillor - Conseiller)
 (Councillor - Conseiller)
 (Councillor - Conseiller)
 (Councillor - Conseiller)

FOR DEPARTMENTAL USE ONLY / RÉSERVÉ AU MINISTÈRE			
Expenditure - Dépenses	Authority Indian Act Section Autorité (Article de la Loi sur les Indiens)	Source of funds Source des fonds <input type="checkbox"/> Capital <input type="checkbox"/> Revenue	Expenditure - Dépenses
Recommending officer - Recommandé par			Recommending officer - Recommandé par
Signature	Date		Signature
Approving officer - Approuvé par			Approving officer - Approuvé par

Chronological no. - N° consécutif
 B. C. R. #96-68
 File reference no. - N° de référence B. C. R.

BAND COUNCIL RESOLUTION
 RÉSOLUTION DE CONSEIL DE BANDE

NOTE: The words "from our Band Funds" "capital" or "revenue", whichever is the case, must appear in all resolutions requesting expenditures from Band Funds.
 NOTA: Les mots "des fonds de notre bande" "capital" ou "revenu" selon le cas doivent paraître dans toutes les résolutions portant sur des dépenses à même les fonds des bandes.

The council of the Le conseil de		SIKSIKA NATION		Cash free balance - Solde disponible	
Date of duly convened meeting Date de l'assemblée dûment convoquée		D-J	M	Y-A	Province
		0	6	1 1 9 6	ALBERTA
		Capital account Compte capital		\$ _____	
		Revenue account Compte revenu		\$ _____	

DO HEREBY RESOLVE:
 DÉCIDE, PAR LES PRÉSENTES:

WHEREAS: The Siksika Nation Chief and Council support and recognize that Siksika Members are entitled to the rights of education consistent within terms of the Treaty.

WHEREAS: We recognize Special Education as a part of education and therefore, also a Treaty entitlement.

WHEREAS: In the exercise of this Treaty Entitlement, Indian and Northern Affairs' responsibility is to provide educational services to all Siksika members.

WHEREAS: Indian and Northern Affairs has provided this service under contract with Siksika Nation, and we are in agreement through a motion with Siksika Department of Education and recognize the urgency of a Special Education Policy.

THEREFORE BE IT RESOLVED THAT: The Siksika nation Chief and Council fully support the Special Education policy developed by Treaty #7.

Quorum SEVEN

Clifford Mary A.
 (Councillor - Conseiller)
Andrew S. ...
 (Councillor - Conseiller)
...
 (Councillor - Conseiller)

H. ...
 (Chief - Chef)
...
 (Councillor - Conseiller)
...
 (Councillor - Conseiller)
...
 (Councillor - Conseiller)

...
 (Councillor - Conseiller)
...
 (Councillor - Conseiller)
...
 (Councillor - Conseiller)

FOR DEPARTMENTAL USE ONLY - RÉSERVÉ AU MINISTÈRE					
Expenditure - Dépenses	Authority (Indian Act Section / Autorité (Article de la Loi sur les Indiens))	Source of funds / Source des fonds <input type="checkbox"/> Capital <input type="checkbox"/> Revenue	Expenditure - Dépenses	Authority (Indian Act Section / Autorité (Article de la Loi sur les Indiens))	Source of funds / Source des fonds <input type="checkbox"/> Capital <input type="checkbox"/> Revenue
Recommending officer - Reconnues par			Recommending officer - Reconnues par		
Signature _____ Date _____			Signature _____ Date _____		
Approving officer - Approuvé par			Approving officer - Approuvé par		
Signature _____ Date _____			Signature _____ Date _____		



Chronological no. - N° consécutif B.C.R. #1788
File reference no. - N° de référence du dossier Special Education Policy

BAND COUNCIL RESOLUTION
RÉSOLUTION DE CONSEIL DE BANDE

NOTE: The words "from our Band Funds" "capital" or "revenue", whichever is the case, must appear in all resolutions requesting expenditures from Band Funds.
NOTA: Les mots "des fonds de notre bande" "capital" ou "revenu" selon le cas doivent paraître dans toutes les résolutions portant sur des dépenses à même les fonds des bandes.

The council of the Le conseil de		Cash free balance - Solde disponible	
TSUU T'INA NATION		Capital account Compte capital	\$ _____
Date of duly convened meeting Date de l'assemblée dûment convoquée	D J M Y.A 2 5 1 0 9 16	Province ALBERTA	Revenue account Compte revenu
			\$ _____

DO HEREBY RESOLVE:
DÉCIDE, PAR LES PRÉSENTES:

WHEREAS THE TSUU T'INA NATION CHIEF AND COUNCIL ARE ACTING ON THEIR AUTHORITY, WHICH IS DIRECTLY DERIVED FROM THE ELECTORATE OF THEIR TSUU T'INA NATION; AND

WHEREAS THE CHIEF AND COUNCIL HAVE MET IN A QUORUM AT A DULY CONVENED CHIEF AND COUNCIL MEETING; AND

WHEREAS THE TSUU T'INA NATION CHIEF AND COUNCIL SUPPORT AND RECOGNIZE THAT TSUU T'INA MEMBERS ARE ENTITLED TO THE RIGHTS OF EDUCATION CONSISTENT WITHIN TERMS OF THE TREATY.

WHEREAS WE RECOGNIZE SPECIAL EDUCATION AS A PART OF EDUCATION AND THEREFORE, ALSO A TREATY ENTITLEMENT.

WHEREAS IN THE EXERCISE OF THIS TREATY ENTITLEMENT INDIAN AND NORTHERN AFFAIRS CANADA'S RESPONSIBILITY IS TO PROVIDE EDUCATIONAL SERVICES TO ALL TSUU T'INA MEMBERS IN THE CURRENT FISCAL YEAR.

WHEREAS INDIAN AND NORTHERN AFFAIRS CANADA HAS PROVIDED THIS SERVICE UNDER CONTRACT WITH TSUU T'INA NATION, AND WE ARE IN AGREEMENT THROUGH A MOTION WITH TSUU T'INA BOARD OF EDUCATION AND RECOGNIZE THE URGENCY FOR A SPECIAL EDUCATION POLICY.

THEREFORE BE IT RESOLVED THAT THE TSUU T'INA NATION CHIEF AND COUNCIL FULLY SUPPORT THE SPECIAL EDUCATION POLICY DEVELOPED BY TREATY NUMBER SEVEN.

Quorum Six (6)

[Signature] Chief - Chef
[Signature] (Councillor - Conseiller)
[Signature] (Councillor - Conseiller)
[Signature] (Councillor - Conseiller)
[Signature] (Councillor - Conseiller)
[Signature] (Councillor - Conseiller)
[Signature] (Councillor - Conseiller)

FOR DEPARTMENTAL USE ONLY - RÉSERVÉ AU MINISTÈRE					
Expenditure - Dépenses	Authority (Indian Act Section / Autorité (Article de la Loi sur les Indiens))	Source of funds / Source des fonds <input type="checkbox"/> Capital <input type="checkbox"/> Revenue / Revenu	Expenditure - Dépenses	Authority (Indian Act Section / Autorité (Article de la Loi sur les Indiens))	Source of funds / Source des fonds <input type="checkbox"/> Capital <input type="checkbox"/> Revenue / Revenu
Recommending officer - Recommandé par			Recommending officer - Recommandé par		
Signature _____ Date _____			Signature _____ Date _____		
Approving officer - Approuvé par			Approving officer - Approuvé par		