



Final Report

Secondary Education Delivery Models

Six Nations of the Grand River

Secondary Education Research Project
November 1997

TABLE OF CONTENTS

I.	BACKGROUND.....	1
II.	PURPOSE.....	1
III.	DELIVERY MODELS	
	1. Ideal Model.....	3
	2. Tuition Agreements.....	4
	a. Modification of Service.....	4
	b. Expansion of Service.....	4
	3. Alternative Delivery Models.....	6
	a. Alternative Schools.....	6
	b. Virtual High School.....	8
	i) Under a Board of Education	8
	ii) Privately Operated Under a Board.....	8
	iii) Independent - Virtual.....	8
	4. Six Nations Secondary School.....	9
	a. Private Secondary School.....	9
	b. Purchase A School.....	11
	i) Within Six Nations Tract.....	11
	ii) Outside of Six Nations Tract.....	11
	c. Distance Education.....	12
	d. Independent.....	13
	i) Six Nations Exclusive.....	13
	ii) Expansion of Tuition Agreement.....	13
IV.	SUMMARY.....	13
V.	APPENDICES	

I. BACKGROUND

Six Nations of the Grand River is the largest First Nation in Canada with a membership in excess of 19,000. As of December 31, 1995, there were 825 members listed as on reserve in the 15 - 19 age group out of a total of 1509 members in this age range. The majority of these students, as estimated 72% receive their secondary education off reserve.

Until recently, there was not a high school on the reserve. A number of Six nations students were involved in the Cayuga and Mohawk immersion school at the elementary level. With no school to continue the immersion program, the parents of the graduating grade eight immersion students, accepted the responsibility for creating a school and program that is based on the philosophy that belongs to the Hodenasaunee world of interconnectedness. The grade nine program was developed, followed by a grade ten program, and grade eleven became a reality this year. The immersion high school is the first high school on Six Nations of the Grand River territory. The current 33 students, two teachers, receptionist and curriculum writer are housed in a three classroom facility. The remaining high school students are bussed off reserve to high schools in neighbouring centres.

The Haldimand Board of Education has informed Six Nations that McKinnon Park Secondary School in Caledonia is unable to accommodate non-resident students, which includes Six Nations students for the 1997/98 school year. Coupled with major secondary education reform or the change from a five year into a four year secondary education, currently in the stages of implementation, the Six Nations leaders in education applied for and received approval for the funding of two positions: a researcher to research and develop models for the future delivery of secondary education for the Six Nations community and a policy analyst to analyze the current and emerging education issues impacting secondary education for Six Nations students.

Annual tuition payments going to external school boards for secondary education total approximately 4 million a year. There are approximately 590 Six Nations students being bussed off reserve to attend high school. Six Nations has the largest membership in Canada. The on-reserve population is increasing at a rate of 2.6% per year. Six Nations has the largest culturally rich setting of indigenous languages of which are on the verge of extinction - Cayuga, Mohawk, Seneca, Oneida, Onondaga and Tuscarora. The seed to propagate a wholistic way of knowing has already been planted through the Six Nations based Immersion High School. Many other First Nation communities and non-First Nation communities have culturally appropriate secondary education delivery systems. It is the intent of the Secondary Education Research Project to examine the needs and recommend suitable venues for the future delivery of secondary education.

II. PURPOSE OF REPORT

The purpose of this report is to identify and describe the delivery models for secondary education that will address the current and emerging needs of the Six Nations community. The delivery model evaluation matrix in its entirety appears on the next page.

SECONDARY EDUCATION DELIVERY MODEL EVALUATION MATRIX

Question: *Is this model likely to address the issue?* Please respond by selecting one of the following categories: 1. Not Likely 2. Moderately Likely or 3. Most Likely

Issues to Address	TUITION AGREEMENTS		ALTERNATIVE DELIVERY MODELS				SIX NATIONS SECONDARY SCHOOL					
	Modification of Service	Expansion of Service	Alternative Schools	Virtual High School			Private Secondary School	Purchase a High School		Distance Education	Independent [Ideal Model]	
				Under a Board of Education	Privately Operated Under a Board	Independent - virtual		Within Six Nations	Outside Six Nations		Six Nations only	Expansion of Tuition
1. Six Nations Driven	1	1	2	1	1	3	1	3	1	2	3	3
2. Identity & Culture	1	2	3	1	1	3	3	3	1	1	3	3
3. Iroquoian Languages	1	2	3	1	1	3	3	3	1	1	3	3
4. Cultural Relevancy	1	1	2	1	1	3	3	3	1	1	3	3
5. Socialization	2	2	2	1	1	1	2	1	3	1	2	3
6. Transition Preparation	3	3	2	1	1	1	3	3	3	1	3	3
7. Family Support	1	2	3	2	2	2	3	3	1	2	3	3
8. Parental Involvement	1	2	3	2	2	2	3	3	1	2	3	3
9. More Iroquoian Teachers	2	2	3	1	1	1	3	3	2	1	3	3
10. Recognition & Credibility	3	3	3	3	3	1	2	1	3	3	3	3
11. Competent Qualified Teachers	2	2	3	1	2	1	3	3	2	1	3	3
12. Control & Access to Information	1	1	3	1	2	3	3	3	1	3	3	3
TOTAL	19	23	32	16	18	24	32	32	20	19	35	36

III. DELIVERY MODELS

A) IDEAL MODEL

A description of the ideal high school would include: an accountability to the Six Nations (SN) education stakeholders (community, parents, students); proliferation of cultural and Iroquoian identity; a significant language and cultural component; reserve location; native designed curriculum; culturally appropriate and relevant curriculum; native taught studies; extent of facilities standard to area secondary schools, inclusive of swimming pool; expanded sports program; integration of community, elders/parents/family in teachings; flexibility in what, how and where curriculum is taught; and secondary education choices. The ideal secondary education delivery system would be defined, designed, delivered and disseminated by and accountable to SN members. This model addresses the most significant number of the stated needs as identified in the research conducted to date.

Six Nations Driven SN will be able to exercise its authority, develop its own policies, laws and control financial and other resources for the education of its members. SN will no longer be left to be consulted on by external decision makers or react to the decisions after the fact.

Identity and Culture Needs SN through their own secondary education delivery system will be able to promulgate identity and culture through the definition, development, deliverance and dissemination of their own curriculum, delivery methods and locations.

Iroquoian Languages SN through their own secondary education delivery system will have the option of infusing Iroquoian languages to the forefront of secondary education in a matter conducive to the identified needs of the community.

Cultural Relevancy SN through their own secondary education delivery system will be able to ensure that the curriculum is of cultural relevance and taught in a culturally relevant manner.

Socialization SN through their own secondary education delivery system will be able to ensure that the necessary care, opportunities, and provisions are available for the SN secondary students.

Transition Preparation SN through their own secondary education delivery system may not need the transition preparation for students if they decide to stay in the SN system. However, for those that do desire to attend a post secondary institution external to SN or work outside of the community, SN will be able to define, design, deliver and disseminate a preparation program to meet the needs of their students.

Family Support and Parental Involvement SN through their own secondary education delivery system will be able to allow for parents, family and community to become more involved in SN students by taking action to exercise its authority, develop its own policies, laws and control financial and other resources for the education of its members.

More Iroquoian Teachers SN through their own secondary education system will be able to systematically accredit and certify a resource pool of Iroquoian teachers at a level to meet the needs of the local community education system and surpass that of the provincial system.

Recognition and Credibility SN through their own designed, developed, and delivered secondary education system will ensure that a SN secondary education diploma will be rated second to none, recognized at employment agencies and accepted at post secondary institutions.

Competent Qualified Teachers SN through their own secondary education system will be able to screen and monitor the quality of secondary education delivery by having direct supervision over SN secondary education teachers.

Control and Access to Information SN through their own secondary education system will be able to define, design, deliver and disseminate a SN secondary education database as a more cost effective planning tool.

B) TUITION AGREEMENTS (TA's)

Indian and Northern Affairs Canada (INAC) purchases secondary education from neighbouring Boards of Education. Inclusive of a provincial program of studies, the tuition agreements allow for native representation on the signing Board of Education; the provision of board reports detailing student enrolments and tuition payments; a Native Advisory Committee; and a special services agreement for education counsellor services, a native advisor, and a community liaison person. Current agreements with the Haldimand Board of Education and the Brant County Board of Education expire on August 31, 1999. Before these agreements expire, a new TA will have to be negotiated with the amalgamated Brant-Haldimand-Norfolk District Board of Education hereafter known as the Grand Erie District School Board (GEDSB). There are currently 590 Six Nations students who attend neighbouring high schools in Caledonia, Hagersville, Cayuga, Brantford and Waterford. Tuition fees for secondary education exceed \$4 million. Transportation costs for secondary students totalled \$405,000 for the 1996/97 school year.

Provisions must be made to ensure that the current level of service is maintained as a minimum inclusive of the Native Representation, Board Reports, Native Advisory Committee, Education Counsellor Services, Native Advisor and Community Liaison worker. The need has been identified to station a native guidance counsellor in each servicing school; more native curriculum in the core subjects; more native curriculum; expansion of language programs; and retention of more SN staff. This delivery model suggests that secondary education will continue to be organized in basically the same way it is now and that improvement may result from responding to identified needs and issues when negotiating a new tuition agreement. Tuition agreements are negotiated exclusive of Six Nations.

Options

- (a) **Modification of Service** provided which would more specifically address curriculum needs expressed in the existing high schools by SN education stakeholders ie. Native Studies, counselling, SN Language, etc.
- (b) **Expansion of Service** provided would be extended to SN students via native counselling unit in each school, Council for Native Education, Native Local Education Improvement Commission, etc. Expansion of service could also include increase in programming and curriculum at the Immersion School and the Newstart initiative.

Evaluation of Tuition Agreement Model

Six Nations Driven TA's are negotiated between INAC and the board selling the secondary education service. This model is not likely to meet the stated desire of the community to be the main forebearers of a SN defined, designed, delivered, and disseminated SN secondary education.

Identity and Culture TA's are negotiated between INAC and the board selling the secondary education service. With the federal government's and Indian Affairs' track record of attempted cultural genocide and assimilation, this model is not likely to meet the desire of the community to proliferate Iroquoian identity and culture in the secondary education delivery system.

Iroquoian Languages Unless there is a continuation of a Native Advisory Committee negotiated within the tuition agreement, this model is not likely to address the stated need of Iroquoian Language retention in the secondary education delivery system. Efforts must be made to ensure that the amalgamated board is made aware of the importance of Iroquoian languages to SN members' secondary education.

Cultural Relevancy TA's are not likely to address the stated need for culturally relevant curriculum and delivery as this problem was identified as being a gap in service in the existing secondary education delivery system in the secondary student survey and community focus groups.

Socialization TA's are moderately likely to address the issue of socialization, if late buses can be negotiated and if SN students continue to receive their secondary education off reserve.

Transition Preparation TA's are most likely to meet the expressed need of the students who felt that they needed to experience the off reserve secondary education experience in order to prepare for post secondary and the world of work.

Family Support/Parental Involvement TA's are not likely to meet the expressed need of family support and parental involvement as the current secondary education system is an external and provincially controlled system and does not facilitate family or parental involvement.

More Iroquoian Teachers TA's are moderately likely to meet the need of more Iroquoian teachers in the current secondary education system, as opportunities for employment in the system are dependent on market conditions. Currently there is an oversupply of non-native teacher and an under supply of First Nations teachers for work.

Recognition and Credibility TA's are most likely to provide the recognition of a Secondary School Graduation Diploma and Ontario Academic Course diploma as employers and post secondary institutions are familiar with the provincial accreditation and have come to recognize and accept these provincial documents.

Competent Qualified Teachers TA's ideally should provide competent and qualified teachers but due to the stated needs of the students and community, TA's as they stand now are moderately likely to provide competent and qualified teachers. Providing competent qualified teachers is directly affiliated with providing culturally relevant curriculum and the ancestry of the teacher.

Control and Access to Information TA's are not likely to provide control and access to information. Accessing historical and current statistics for the database of the SERP proved to be a challenge.

EVALUATION OF A TUITION AGREEMENT MODEL

Issues to Address	Is a <i>Tuition Agreement</i> likely to address the issue? 1. Not likely 2. Moderately Likely 3. Most Likely	
	Modification of Service	Expansion of Service
1. Six Nations Driven	1. Not likely	1. Not likely
2. Identity & Culture	1. Not likely	2. Moderately likely
3. Iroquoian Languages	1. Not likely	2. Moderately likely
4. Cultural Relevancy	1. Not likely	1. Not likely
5. Socialization	2. Moderately likely	2. Moderately likely
6. Transition Preparation	3. Most likely	3. Most likely
7. Family Support	1. Not likely	2. Moderately likely
8. Parental Involvement	1. Not likely	2. Moderately likely
9. More Iroquoian Teachers	2. Moderately likely	2. Moderately likely
10. Recognition & Credibility	3. Most likely	3. Most likely
11. Competent Qualified Teachers	2. Moderately likely	2. Moderately likely
12. Control & Access to Information	1. Not likely	1. Not likely
TOTAL	19	23

C) ALTERNATIVE DELIVERY MODELS

Alternative Schools

According to Ministry of Education and Training (MET) Guidelines, public alternative schools and programs are developed in response to needs expressed within the local community. They provide another option for students, parents, teachers and, frequently, opportunities for individualization, smaller classes, and extensive use of the community as a learning facility. By their nature, alternative schools differ not only from conventional schools, but from each other. It is necessary to articulate the specific objectives of each school. The special and useful role of public alternative schools and programs should be examined by school boards to determine whether there is a need for such schools within the board's jurisdiction. The development of an alternative school or program should be preceded by a study that examines factors such as educational needs, acceptance by and interest of students, location of the school/program, nature of the curriculum staff assignment and training, costs, criteria for ongoing evaluation of the purposes and achievement of such a school or program.

Common characteristics of alternative schools/programs include the following. Alternative programs and schools are grass roots creations driven by needs expressed by students, parents, teachers, and community members. Alternative programming demonstrates an emphasis on personalization, caring, cooperation and acceptance. There is an emphasis on an holistic approach to education with a high degree of individualized instruction. Classes tend to have a lower actual pupil-teacher ratio and schools tend to have enrolments less than 200. The program/schools are democratically administered with parent/teacher/student involvement in all decision making. Rules and regulations are developed primarily by teachers and students. Administrative staff are involved in teaching while administrative tasks are usually shared amongst the entire staff. There are flexible time tabling and alternative attendance policies. There is an increase emphasis on affective needs.

All alternative programs/schools are based fully on choice. Students and parents choose to be involved in the program. Teachers choose to teach in the programs and administrators choose to manage the programs. Alternative schools/programs are student-need centred rather than curricula driven.

Evaluation of Alternative Schools

Six Nations Driven The alternative schools model is moderately likely to meet the need for SN to exercise its authority, develop its own policies, laws and control financial and other resources for the education of its members. This model is under the ultimate jurisdiction of the Education Act and a local school board.

Identity and Culture Through an alternative school model, it has been stated that alternative schools and programs are developed in response to needs expressed within the local community. If this is the case then it is expected that identity and culture needs are most likely to be met through this secondary education delivery model.

Iroquoian Languages Through an alternative school model, it has been stated that programs are developed in response to needs identified within the local community. It is expected that the need for Iroquoian languages are most likely to be met through this secondary education delivery model.

Cultural Relevancy Through an alternative school model, it is expected this secondary education delivery model is moderately likely to address the need for cultural relevancy. If this delivery model is truly based on community needs the likelihood of teaching culturally appropriate curriculum is high. There is more emphasis on the wholistic approach to education as well as extensive use of the community as a learning facility. The nature of the curriculum appears to be driven by the Education Act.

Socialization The stated need of socialization aspects of getting along with others, after school activity, interaction with other races and social events is moderately likely to be met through an alternative school model. Students choose to attend this type of school that may have flexible time tabling and alternative attendance policies and as such may not desire a high level of socialization.

Transition Preparation The alternative school model is most likely to meet the need of transition preparation for post secondary and the world of work as there is an emphasis on personalization, caring, cooperation and acceptance as well as a greater emphasis on affective needs.

Family Support and Parental Involvement The alternative school model is most likely to meet the need for family support and parental involvement as alternative programs. Schools facilitate and encourage student, parent, family and community involvement in the school and programs.

More Iroquoian Teachers The alternative school model is most likely to meet the need for more Iroquoian teachers (if available) as the education stakeholders are directly involved in the day to day operations of the school/program due to the fact that teachers choose to be there and as such are not assigned.

Recognition and Credibility The alternative school model is most likely to meet the need for recognition and credibility as it falls under the Education Act and a school board. As such, graduates receive their diploma and accreditation by the Ministry of Education and Training standards.

Competent Qualified Teachers The alternative school model is most likely to meet the need for competent qualified teachers, as there is a more direct involvement of and accountability to the education stakeholders, student, parents, family, community in the alternative school/programs.

Control and Access to Information The alternative school model is most likely to meet the need of control and access to information as the education stakeholders are directly involved in all facets of the alternative school/program.

EVALUATION OF ALTERNATIVE SCHOOLS MODEL

Issues to Address	Is an <i>Alternative Schools Model</i> likely to address the issue? 1. Not likely 2. Moderately Likely 3. Most Likely
1. Six Nations Driven	2. Moderately Likely
2. Identity & Culture	3. Most likely
3. Iroquoian Languages	3. Most likely
4. Cultural Relevancy	2. Moderately likely
5. Socialization	2. Moderately likely
6. Transition Preparation	2. Moderately likely
7. Family Support	3. Most likely
8. Parental Involvement	3. Most likely
9. More Iroquoian Teachers	3. Most likely
10. Recognition & Credibility	3. Most likely
11. Competent Qualified Teachers	3. Most likely
12. Control & Access to Information	3. Most likely
TOTAL	32

Virtual High School

The internet is a vast collection of networks connecting over a million computer systems and over 30 million individuals. The internet is growing at an astounding rate. Through a single computer or terminal connected to a network which itself is connected to the internet, users have access to a wide variety of services, tools, information, and other people. Education is about to undergo a revolution. The world wide web (WWW) will become the dominant form of technology for delivering courses locally and across distances. This is the virtual high school's reason for being. Universities, libraries, high schools, teachers and students are being linked in a vast web of instant exchange of information.

The virtual high school is an organization ie. A Board of Education offering highschool courses for credit to students via the internet. Students register to take a certain course. They are given a password which allows them to access the internet course. The curriculum allows the student to participate in formative online evaluation processes, group discussions, and e-mail contact with the teacher. Upon successful completion of the course, students are awarded their mark and a credit is entered on their Ontario School Record.

Options

1. Under a Board of Education

One model of a Virtual High School is that formed under the Huron County Board of Education and its business partners which offers high school courses for credit to students throughout Huron County, Ontario, Canada and the world. It began offering credits in January 1997. Students register to take a course with the Huron County Board of Education. They are able to take the course anytime, anyplace and anywhere. Students who take a high school course from the Virtual High School are those who cannot go to a regular high school for a variety of reasons which include: confined to home due to a disability; home-schoolers; parents; students who cannot get a particular course in their high school; students who cannot get a certain course at a certain time; summer school students; students who would like to fast track or upgrade, etc.

The curriculum content of a course from the Virtual High School is no different from a correspondence course but the rate at which a student progresses through the course is dependent upon the drive and ability to master outcomes. There are also no textbooks to purchase or manuals as the online course comes with their own electronic texts. The exception is literature courses, where students are required to obtain and read novels.

A 486 or higher PC compatible or MAC machine is required to take a course. The browser software should access graphics, such as Netscape 3.0 or Internet Explorer 4.0. The student also requires an e-mail account with an internet service provider.

The principal of the Virtual High School makes the final decision with respect to curriculum and ensures that it reflects the learning outcomes established for each course by the Ontario Ministry of Education and Training.

2. Privately Operated Under a Board

This secondary education delivery model could be operated by Six Nations using Ministry approved curriculum.

3. Independent Virtual

This secondary education delivery model could be that of Six Nations defined, designed, delivered, disseminated, and accredited curriculum for Six Nations specific outcomes.

EVALUATION OF VIRTUAL HIGH SCHOOL MODEL

Issues to Address	Is a <i>Virtual High School</i> likely to address the issue? 1. Not likely 2. Moderately Likely 3. Most Likely		
	Option 1. Under a Board of Education	Option 2. Privately Operated Under a Board of Education	Option 3. Independent Virtual
1. Six Nations Driven	1. Not likely	1. Not likely	3. Most likely
2. Identity & Culture	1. Not likely	1. Not likely	3. Most likely
3. Iroquoian Languages	1. Not likely	1. Not likely	3. Most likely
4. Cultural Relevancy	1. Not likely	1. Not likely	3. Most likely
5. Socialization	1. Not likely	1. Not likely	1. Not likely
6. Transition Preparation	1. Not likely	1. Not likely	1. Not likely
7. Family Support	2. Moderately likely	2. Moderately likely	2. Moderately likely
8. Parental Involvement	2. Moderately likely	2. Moderately likely	2. Moderately likely
9. More Iroquoian Teachers	1. Not likely	1. Not likely	1. Not likely
10. Recognition & Credibility	3. Most likely	3. Most likely	1. Not likely
11. Competent Qualified Teachers	1. Least likely	2. Moderately likely	1. Not likely
12. Control & Access to Information	1. Not likely	2. Moderately likely	3. Most likely
TOTAL	16	18	24

D. SIX NATIONS SECONDARY SCHOOL

Private Secondary School

The Education Act is applicable to private schools in Ontario.

1. (1) "private school" means an institution at which instruction is provided at any time between the hours of 9 a.m. and 4 p.m. on any school day for five or more pupils who are of or over compulsory school age in any of the subjects of the elementary or secondary school courses of study and that is not a school as defined in this section;
8. (1) Powers of Minister. - The Minister may,
 - 3.1 reviews of effectiveness - conduct reviews of classroom practices and the effectiveness of educational programs and require a board or a private school inspected under subsection 16 (7) to participate in the reviews and to provide information to the Minister for that purpose in such form as the Minister may prescribe:
 - (a) issue curriculum guidelines and require that courses of study be developed therefrom, and establish procedures for the approval of courses of study that are not developed from such curriculum guidelines,
 - (b) prescribe areas of study and require that courses of study be grouped thereunder and establish procedures for the approval of alternative areas of study under which courses of study shall be grouped, and

- (c) approve or permit boards to approve,
 - (i) courses of study that are not developed from such curriculum guidelines, and
 - (ii) alternative areas of study under which courses of study shall be grouped, and authorize such courses of study and areas of study to be used in lieu of or in addition to any prescribed course of study or area of study;
- 16.
- (1) No private school shall be operated in Ontario unless notice of intention to operate the private school has been submitted in accordance with this section.
 - (2) Every private school shall submit annually to the Ministry on or before the 1st day of September a notice of intention to operate a private school.
 - (3) A notice of intention to operate a private school shall be such form and shall include such particulars as the Minister may require.
 - (4) Every person concerned in the management of a private school that is operated in contravention of subsection (1) is guilty of an offence and on conviction is liable to a fine of not more than \$50 for every day such school is so operated.
 - (5) The principal, headmaster or person in charge of a school shall make a return to the Ministry furnishing such statistical information regarding enrolment, staff, course outlines and other information as and when required by the Minister, and any such person who fails to make such return within sixty days of the request of the Minister is guilty of an offence and on conviction is liable to a fine of not more than \$200.
 - (6) the Minister may direct one or more Supervisory Officers to inspect a private school, in which case each such Supervisory Office may enter the school at all reasonable hours and conduct an inspection of the school and any records or documents relating thereto, and every person who prevents or obstructs or attempts to prevent or obstruct any such entry or inspection is guilty of an offence and on conviction is liable to a fine of not more than \$500.
 - (7) The Minister may, on the request of any person operating a private school, provide for inspection of the school in respect to the standard of instruction in the subjects leading to the Ontario secondary school diploma, the secondary school graduation diploma and to the secondary school honour graduation diploma, and may charge a fee for such inspection.
 - (8) The Minister may, on the request of a person operating a private school or of a person in charge of a conservation authority school or field centre, provide for the inspection of a teacher in such school or centre who requires the recommendation of a supervisory officer, for certification purposes.
 - (9) Every person who knowingly makes a false statement in a notice of intention to operate a private school or an information return under this section is guilty of an offence and on conviction is liable to a fine of not more than \$500.

6.8 Private Schools

Credits may be earned for diploma purposes through attendance at private schools that are inspected and in which the quality of teaching and the work of the students have been deemed satisfactory by the Ministry of Education and Training.

EVALUATION OF PRIVATE SECONDARY SCHOOL MODEL

Issue to Address	Is a <i>Private Secondary School</i> likely to address the issue? 1. Not likely 2. Moderately Likely 3. Most Likely
1. Six Nations Driven	1. Not likely
2. Identity & Culture	3. Most likely
3. Iroquoian Languages	3. Most likely
4. Cultural Relevancy	3. Most likely
5. Socialization	2. Moderately likely
6. Transition Preparation	3. Most likely
7. Family Support	3. Most likely
8. Parental Involvement	3. Most likely
9. More Iroquoian Teachers	3. Most likely
10. Recognition & Credibility	2. Moderately likely
11. Competent Qualified Teachers	3. Most likely
12. Control & Access to Information	3. Most likely
TOTAL	32

****NOTE:** The inspection relates to the standard of instruction. The Ministry of Education and Training does not inspect health equipment nor practices related to safety and staffing issues. The Ministry of Education and Training does require Ontario Teaching Certificate for teachers. A minimum of 5 students are required. Currently there are 31 First Nation private schools registered in Ontario. Consideration must be given to establishing tuition costs; admission requirements; spacing needs; and teaching methods employed.

Purchase a High School

Options could include the purchase of a secondary school:

- (i) Within the Six Nations Tract
- (ii) Outside of Six Nations Tract

EVALUATION OF PURCHASING A HIGH SCHOOL

Issue to Address	Is the <i>Purchase of a High School</i> likely to address the issue? 1. Not likely 2. Moderately Likely 3. Most Likely	
	<u>Option 1.</u> Within Six Nations Tract	<u>Option 2.</u> Outside Six Nations Tract
1. Six Nations Driven	3. Most likely	1. Not likely
2. Identity & Culture	3. Most likely	1. Not likely
3. Iroquoian Languages	3. Most likely	1. Not likely
4. Cultural Relevancy	3. Most likely	1. Not likely
5. Socialization	1. Not likely	3. Most likely
6. Transition Preparation	3. Most likely	3. Most likely
7. Family Support	3. Most likely	1. Not likely
8. Parental Involvement	3. Most likely	1. Not likely
9. More Iroquoian Teachers	3. Most likely	2. Moderately likely
10. Recognition & Credibility	1. Not likely	3. Most likely
11. Competent Qualified Teachers	3. Most likely	2. Moderately likely
12. Control & Access to Information	3. Most likely	1. Not likely
TOTAL	32	20

Distance Education

Distance education can be defined as a function which enhances an existing educational institution's ability to serve students in all parts of the world, increasing student flexibility regarding the time, place, pace of study and creating a highly interactive, learner-centred environment that is marked by increased access to faculty expertise and increased access to information resources. Distance education is not simply the addition of technology to instruction; but instead uses technology to make possible new approaches to the teaching/learning process.

Distance education allows learners to choose from a broad range of courses delivered in a variety of ways. Although learner and instructor are usually physically separated, learners accessing courses via a distance education mode are linked to their instructor through a form of technology such as audio-conferencing, video-conferencing, or computer conferencing. Some distance education instructors use print, audio, and video tapes as well as conference sessions to teach and interact with their learners within electronic classrooms in the learners' home communities.

An example of distance education is the Wahsa Distant Education Centre which is a program of the Northern Nishnawbe Education Council. Wahsa as a private high school began delivering secondary school credit courses through Distance Education via Wawatay Radio to First Nations in the Sioux Lookout District in September, 1990. A major factor contributing to the success of Wahsa students is the facilities and staffing provided in each first Nation community. Presently First Nations receiving Wahsa courses are using a variety of locations as their learning centres. In order to receive secondary education via distance education, the communication technologies require space for hardware, coordination and security. Students require support services and resources to attend and complete their studies. These include library resources, study space, child care, coffee room and washroom facilities. The operation of a Learning Centre also requires staffing, programs, facilities, contracting with delivery institutions, networking, fundraising, marketing and ongoing evaluation.

EVALUATION OF DISTANCE EDUCATION MODEL

Issue to Address	Is the <i>Distance Education Model</i> likely to address the issue? 1. Not likely 2. Moderately Likely 3. Most Likely
1. Six Nations Driven	2. Moderately likely
2. Identity & Culture	1. Not likely
3. Iroquoian Languages	1. Not likely
4. Cultural Relevancy	1. Not likely
5. Socialization	1. Not likely
6. Transition Preparation	1. Not likely
7. Family Support	2. Moderately likely
8. Parental Involvement	2. Moderately likely
9. More Iroquoian Teachers	1. Not likely
10. Recognition & Credibility	3. Most likely
11. Competent Qualified Teachers	1. Not likely
12. Control & Access to Information	3. Most likely
TOTAL	19

Independent School

An independent Six Nations secondary school would be defined, designed, delivered, and disseminated to the needs of the Six Nations members and as such; would be defined, designed, and developed, and delivered by the Six Nations members and for the Six Nations members. This is the ideal model and is described on page one of this report. An evaluation is included in Matrix Evaluation in the appendices.

Options

- (i) **Six Nations Only** - enrolment would be exclusive to Six Nations membership.
- (ii) **Expansion of Tuition** - enrolment be extended to non-SN members with appropriate tuition fees.

IV. SUMMARY

The Matrix Evaluation tool included as Appendix I, provided a comparative analysis of each of the secondary education delivery model's likelihood of addressing the expressed needs and issues, as per a rating scale of 1. Not Likely; 2. Moderately Likely; or 3. Most Likely. The top 3 models classified for potential as meeting the most of Six Nations needs are:

Six Nations Secondary School

2. Independent - Ideal Model:	Expansion of Tuition	36 points
3. Independent - Ideal Model:	Six Nations Only	35 points
4. Purchase of a High School:	Within Six Nations tract	32 points
Private Secondary School:		32 points

Alternative School

Alternative School:	32 points
---------------------	-----------

APPENDIX I OTHER INFORMATION

Home Schooling

Home based education is legal in all Canadian provinces and territories, and is becoming more regulated across the country as the numbers of home based educators and public awareness of the alternative increase. Parents are required to provide satisfactory or equivalent instruction in order to have their children exempted from attendance at school. To clarify reasons for choosing this method of education it is recommended that one prepare a document which will express your philosophy of education, and the student's proposed method of study.

There are some commercially produced curriculum programs available, originating in the United States. Many families put together their own, based on the learner's needs and abilities and using a mix of educational software, store bought work books, used textbooks and library books. Some families don't use curriculum at all, preferring to encourage a more experiential type of learning. Experience has shown that home based education requires a high degree of self-reliance and the most successful families are those who want to pursue it for its own merits, ie. the development of self-directed learning.

Charter Schools

A charter is an agreement between a school board or the Minister of Education and an individual or group regarding the establishment and administration of a school. The charter describes the educational service the school will provide, how the school will operate and the student outcomes it intends to achieve. ***There presently is no charter school legislation for Ontario.*** Alberta has recently passed charter school legislation. Charter schools have to meet curriculum and testing requirements. Guidelines for Alberta Charter Schools include: must not charge tuition; can't deny access to any students as long as sufficient space and resources are available; must follow the provincial curriculum; should first attempt to develop a similar program within the local school board; must complement or add to existing public school programs, rather than duplicate; must be evaluated every three to five years before contract is renewed; must have at least 75 students enrolled; and do not qualify for transportation grants and must pay for all books, desks, and start-up costs.

Advocates for charter schools say they are for educational choice. The school is created by teachers, parents or others, and receives provincial funding. It can develop its own curriculum, hire its own teachers and administrators, and govern itself without accountability to local school boards. Charter schools compete for students. Charter schools are considered public because they cannot charge tuition fees and under the governing provincial act must accept all students who want to attend.

Advocates of charter schools say that charter schools will encourage innovation; be more accountable and focus on results; expand public school choices for all; provide new and increased professional opportunities for teachers; require little or no additional money to implement or sustain; and act as a catalyst for improvement of the public system.

Foes of charter schools believe that charter schools will cream off the more affluent students and those with higher academic skills, leaving the public schools devoid of resources and with the responsibility of educating the high risk high cost students; be no more innovative than existing schools, which taken as a whole are not particularly innovative; rely on cheap labour and exploit teachers and other personnel; reduce resources available to public schools and; be no more accountable, or even less accountable than public schools.

Six Nations of the Grand River Territory



Issues and Recommendations
for Future Delivery of Secondary Education

Final Report

Secondary Education Research Project
April 1998

TABLE OF CONTENTS

INTRODUCTION.....	1
HISTORY.....	1
PURPOSE OF REPORT.....	2
Basis of Report.....	2
METHODOLOGY.....	3
LIMITATIONS.....	3
INFORMATION SUMMARY.....	4
Secondary Update Newsletter.....	4
Focus Groups.....	4
Community Awareness.....	4
Secondary Research.....	5
Secondary Accomplishments.....	5
Information Summary Sheets.....	5
Conference/Networking.....	5
ISSUES.....	6
SWOT Analysis.....	6
Six Nations Education: Jurisdiction and Control.....	7
School Board Amalgamation.....	8
Accommodation.....	8
Loss of Community and Cultural Identity.....	9
Representation of Community Members.....	9
Relationships.....	10
Separation of Chief and Council from the Administration of Education.....	11
IMPLEMENTATION.....	11
Strategy for Coping with Potential Problems/Issues Document - Summary.....	11
Project Implementation Matrix for Phase II - Summary.....	12
Secondary Education Research Project Strategic Approach - Summary.....	12
Six Nations Secondary School Needs Policy Analyst Services Proposal - Summary.....	12
CONCLUSIONS.....	12
APPENDICES.....	14
Terms of Reference.....	15
Guiding Principles.....	18
Synopsis of Needs.....	19
Secondary Accomplishments.....	20
SWOT Analysis.....	30
Strategies for Coping with Potential Problem/Issues.....	37
Controlling Risks.....	50
Comprehensive Project Implementation Plans (CPIP).....	50
Designing Contractual Arrangements to Share Risk.....	51
Project Implementation Matrix for Phase II.....	52
Secondary Education Research Project Strategic Approach.....	53
Six Nations Secondary School Needs Policy Analyst Services Proposal.....	54
REFERENCES.....	60

INTRODUCTION

The Six Nations Secondary Education Research Project commenced in April 1997. In light of the rapid pace of change in secondary education, this project evolved from the need to stay informed and to inform, research, liaise, seek input, recommend alternatives and identify the most feasible direction for secondary education. The result of the Caledonia Accommodations Report (McKinnon Park Secondary School) being approved by the Board on February 11, 1997 had a direct impact on the decision of Six Nations Secondary Education Committee to seek funding for a researcher and policy analyst for the Secondary Education Research Project.

The Secondary Education Research Project focused on two areas: a) the analysis of current and emerging education issues impacting on secondary education for Six Nations students and ; b) the development of models for the future delivery of secondary education for Six Nations students.

The Secondary Education Research Project staff reported directly to the Secondary Education Committee (SEC) when it expanded to an advisory body capable of setting Six Nations initiatives within the context of federal and provincial change after the Six Nations Education Board's planning was delayed. The Secondary Education Committee is an expanded version of the Native Advisory Committee that existed at the Haldimand and Brant Boards which have since been amalgamated to the Grand Erie District Board of Education (GEDBE). SEC's membership consists of the Six Nations trustee, community members, GEDBE Native staff and Native Advisory Committee members. The Secondary Education Committee, at the time of this report, changed the name to Secondary Education Council. -The two names will be used synonymously throughout the report.

HISTORY

Six Nations of the Grand River Territory is the largest First Nation in Canada with a membership in excess of 19,000. As of December 31, 1995, there were 825 members listed as on reserve in the 15-19 age group out of a total of 1509 members in this age range. The majority of these students, an estimated 72% receive their secondary education off reserve.

Until recently, there was not a high school on the reserve. A number of Six Nations students were involved in the Cayuga and Mohawk Immersion School at the elementary level. With no school to continue the immersion program, the parents of the graduating grade eight immersion students accepted the responsibility for creating a school and program that is based on the philosophy that it belongs to the Haudenasaunee world of interconnectedness. The grade nine program was developed, followed by a grade ten program, then a grade eleven program. The immersion high school is the first high school on Six Nations. The current 45 students, five teachers, receptionist and curriculum writers are housed in a 3 classroom facility. The remaining Six Nations high school students are bussed off reserve to high schools in neighbouring communities.

The Haldimand Board of Education informed Six Nations that McKinnon Park Secondary School in Caledonia was unable to accommodate non-resident students, which included Six Nations students for the 1997/98 school year. Coupled with major secondary education reform, the Six Nations leaders in education applied for and received approval for the funding of two positions: a researcher to research and develop models for the future delivery of secondary education for the Six Nations

community and a policy analyst to analyze the current and emerging education issues impacting secondary education for Six Nations students.

Annual tuition payments going to external boards for secondary education total approximately 4 million a year. There are approximately 590 Six Nations students being bussed off reserve to attend high school. Six Nations has the largest membership in Canada. The on-reserve population is increasing at a rate of 2.6% per year. Six Nations has the largest culturally rich setting of indigenous languages of which are on the verge of extinction - Cayuga, Mohawk, Seneca, Oneida, Onondaga, and Tuscarora. The seed to propagate a wholistic way of knowing has already been planted through the Six Nations based Immersion High School. Many other First Nation communities and non-First Nation communities have culturally appropriate secondary education delivery systems. It is the intent of the Secondary Education Research Project to examine the need and recommend suitable venues for the future delivery of secondary education.

PURPOSE OF REPORT

The purpose of this report is to identify the issues and make recommendations for the future delivery of secondary education for the students of the Six Nations of the Grand River Territory. The Final Report will serve one of two purposes, depending on how it is valued, implemented and monitored. If the recommendations outlined in the report are implemented and monitored, it may lead to:

- enhanced relationships;
- re-establishing a healthy and trusting environment as well as a feeling of Community;
- higher efficiencies, therefore, lower fiscal restraints;
- a plan of action toward community vision;
- further First Nations empowerment;
- continuity; and
- further planning initiated and implemented internally rather than with external involvement.

BASIS OF REPORT

The report recommendations are based upon collected data. This data came from responses and input from all levels of the First Nation including First Nation students, teachers, educators, administrators and community.

The collected data was further broken down and a **SWOT Analysis** identifying strengths, weaknesses, opportunities and threats was conducted. This report addresses these themes by suggesting possible recommendations which may lead to positive impacts.

It is unrealistic to believe that all responses and input was of a positive nature. Wherever possible, the report does focus on positive themes. This is not to suggest that other responses were dismissed as invalid or trivial. Negative responses and input were also noted and analyzed with the intent of suggesting positive recommendations.

METHODOLOGY

Historically, First Nations have been studied to death. Consultants or government organizations pre-determine a need they believe the First Nation may have and then define solutions with little or no input from the First Nation.

The approach that the Policy Analyst Consultant for the Secondary Education Research Project has taken has been via the Secondary Education Council. This report is not intended to supply definitive, ultimate or easy solutions. Through interviews, questionnaires, newsletters, presentations, focus group and community meetings (an interactive approach) the people involved were encouraged to express concerns, issues and possible solutions, with the guarantee of anonymity. The Policy Analyst Consultant's role was to objectively collect data and compile it into a logical format that allowed the end answer to address the issues and make recommendations. The conclusions and recommendations were not pre-determined. With the exception of a few policy recommendations from the Secondary Education Council such as the Terms of Reference and Guiding Principles (see Appendices), the conclusions and recommendations are derived from the administrative body, the students, the teachers and the community.

I believe this to be a positive approach which acknowledges and credits the Secondary Education Council with the resources it has - its people.

LIMITATIONS

Throughout the duration of the research for this final report there have existed limitations. Some of the limitations include:

- Time and timing - the amount of time lost due to summer and other holidays and the teacher's strike. Also the timing of the project - perhaps the project should have started in September and finished in August - the same as the school year. In that way, the summer holidays would not have been lost but could have been spent writing up the final reports.
- Staffing - if the Six Nations Education Board had not employed a clerk, much of the time of the Researcher and Policy Analyst would have been lost to day to day administrative duties.
- Lack of Community/Secondary Education Council Support/Response - many of the community meetings and workshops were under attended. However, those in attendance had many positive comments to offer. At times the lack of response from the Secondary Education Council delayed the output of reports of the project staff.

- Lack of Direction - on a few occasions, the Secondary Education Council had difficulty making decisions which resulted in a delay of productivity for project staff. An example is the Terms of Reference and Guiding Principles documents.
- Ministry of Education and Training Regulations - such topics and regulations as Bill 160, restructuring, amalgamation, Bill 104, reform, LEIC, EIC, tuition agreements and trustee representation, to name a few, produced delays and limitations which had to be re-evaluated. The dissolving of the Six Nations Education Board (SNEB) was also a limitation.
- Funding - or the lack of it, for Phase II of the Secondary Education Research Project.

INFORMATION SUMMARY

1. Secondary Update Newsletter

This newsletter was produced monthly highlighting issues and regulations affecting secondary education in the province, particularly for Six Nations students. It provided an update of what the issues were, what the province was doing and what the Ministry of Education and education leaders were saying. The newsletter contained announcements and provided secondary education information for the Six Nations community. Comments received regarding the newsletter were positive stating that the newsletter was long overdue.

2. Focus Groups

A number of focus group sessions were held by both the Researcher and the Policy Analyst. Some focus groups were well attended and all focus groups initiated much discussion and positive feedback. The focus groups were varied with participants from a wide cross-section of the community. Some areas of concern emerged from the focus groups. Some concerns were as follows: a) the lack of: self esteem, self identity, community input, parental involvement, cultural values, native curriculum, adequate funding, native teachers/counsellors and role models and extra-curricular activities/opportunities; b) that education on-reserve may not be equal to education off-reserve; c) "who is in control?"; d) community ownership; e) qualified native staffing; f) a quality academic program coupled with cultural experience, skills and knowledge; g) student socialization skills and h) adequate funding. Through the focus groups a **Synopsis of Needs** was identified, which is included in the Appendices.

3. Community Awareness

Community awareness included guest speakers, radio shows, open house, and community workshops. Limited attendance from community and Secondary Education Council members contributed to the limited success of the community awareness events listed above. However, the Fall Fair Secondary Education Booth located in the arena was well attended and received. Constructive comments and suggestions were obtained at this booth. It

provided the project with an opportunity to receive some recognition in the community, present some of the outstanding issues with secondary education, answer questions from community members and poll responses from Six Nations community members regarding their awareness of the research project and secondary newsletter. Based on the questionnaire provided at the booth, many respondents were familiar with some of the secondary issues and had read the newsletter.

4. Secondary Research

Much of the research has been ongoing. Research in the areas of obtaining different models of secondary delivery, Ministry of Education regulations and policy changes, College of Teachers rules and regulations, INAC policies, Native organization/community successful operating models, LEIC information, Curriculum Writing Panels, Curriculum Development, Parent Councils, Native representation through the Chiefs of Ontario and other PTO's, amalgamation, reform, trustee representation and tuition agreements are a few of the areas of research undertaken through the Secondary Education Research Project.

5. Secondary Accomplishments

In light of the changes in secondary education, many accomplishments have occurred through the united efforts of the Native Advisory Committee, the Boards, Secondary personnel, Six Nations educators, and the Secondary Education Council. These accomplishments are highlighted in a report by the Policy Analyst Consultant. The report can be found in the Appendices.

6. Information Summary Sheets

The Policy Analyst developed monthly Information Summary Sheets which summarized the happenings specific to secondary education. These one page summary sheets were developed after obtaining information from the Internet, MET, INAC and/or local boards. Secondary Education Council members were provided with these summary sheets in lieu of the numerous pages obtained from the Internet.

7. Conference/Networking

The Policy Analyst attended a few conferences in which she had the opportunity to network with other First Nation educators, Ministry personnel and INAC employees. Through her attendance at workshops and conferences, she was able to obtain more information regarding successful, operating secondary education models.

Through the above mentioned activities, the Policy Analyst was able to obtain a current and solid understanding of the various secondary issues affecting First Nations. This information was helpful in the development of focus groups, discussions, papers and general information that could be shared in focus groups, in the newsletter or with the Secondary Education Council.

ISSUES

1. SWOT Analysis

Findings

A majority of respondents identified the lack of: self esteem, self identity, community input, parental involvement, cultural values, native curriculum, adequate funding, native teachers/counsellors and role models and extra-curricular activities/opportunities as being linked to various social issues within the school community. Also, concern was expressed that education on-reserve may not be equal to education off-reserve. It was indicated that total control of education at the secondary level will never exist because no matter which model is chosen, provincial guidelines and accreditation from the Ministry of Education is a factor that cannot be changed. Concern regarding "who is the boss" was also very prominent. There was concern for implementation of a fair system of control, a feeling of community ownership, close monitoring of students, adequate qualified native staffing, adequate use of elders and community resource people, and a quality academic program coupled with cultural experience, skills and knowledge. Many respondents raised concern with student socialization skills, getting along off-reserve, the quality and responsibility of education and adequate funding. Much apprehension was expressed with the perception of "qualified teachers" and whether the native teaching force can adequately fill jobs at the secondary level.

Recommendations

- Provide the opportunity to receive traditional teachings, exposure to language and heritage in the curriculum through the use of elders, community educators and resources.
- Develop an improved curriculum, a better sports program, ability to meet the needs of the students, and address issues through coordination, cooperation and collaboration with social services. This will provide a heightened self-awareness for students as well

Findings

Goal setting with administration to accommodate two levels of decision-making - Six Nations and the Board was raised as a concern. It was the general feeling that there would be little bargaining power and that Six Nations would be at the mercy of the new megaboard. Examples such as reducing the number of trustees from two to one, and not allowing students to attend certain schools such as McKinnon Park were two examples. Monitoring and evaluating the school was of interest, as well as ensuring that the school would provide quality work and positive experiences.

Recommendations

- Exercise sovereignty and take back control of education was the recommendation of some respondents. Education must be community driven, provide community ownership, and community control of the facility. There needs to be a body in place that can monitor programs, provide maintenance, develop curriculum, administer funding and provide the much needed support to education.
- No third party intervention. Six Nations must deal directly with the Board and monitor and negotiate their tuition agreements. Six Nations must become more involved in secondary education.

Findings

Regardless of the concerns, many respondents felt a school on-reserve was long overdue and a good opportunity to focus on our own students, making sure that their needs are met, optimum opportunity for reaffirmation and strengthening of ourselves as Onkwehon:we people with a distinct identity, a strengthened sense of community accomplishment, self-esteem and values from doing it our way, with our people, as a people. The feeling of ownership and community involvement was a strong positive point that was expressed through the SWOT Analysis and focus groups. The notion that the programs and curriculum would be community driven was another positive response. Empowerment, control, responsibility, culture, native staff were all positively responded to in the SWOT Analysis. For more information on the SWOT Analysis, see the Appendices.

Recommendations

- A high school on reserve. Local control, community participation and input, parental involvement, culture content, language, native teachers, and the feeling of ownership was best expressed and achieved through the notion that Six Nations could control, monitor, develop, deliver, staff, and negotiate for their own high school on reserve.
- Community will have more say in regards to curriculum, programming, staffing and monitoring if the high school is on-reserve.
- It is time to take back responsibility and put the needs of our students first. Students need to be grounded in their culture, values, traditions, language and to develop a sense of self-esteem and self-identity.

2. Six Nations Education: Jurisdiction and Control

Findings

Legislation governs the decision-making powers of Six Nations as long as local control of

secondary education does not exist but is left in the hands of Indian and Northern Affairs Canada. The inherent right of Six Nations is to make real self-determining decisions covering all aspects of education and is not limited by any other nation. When this right is exercised, jurisdiction over education is defined. Jurisdiction means the rights of Six Nations to exercise authority, develop its policies, laws and control financial and other resources for the education of its members.

Recommendations

- Six Nations demand the right to be consulted prior to any decisions made that will impact on the delivery of secondary educational services for their community.
- Six Nations input be made in the development of an appeal process especially when the federal fiduciary responsibilities are being forced on First Nations through devolution and the transfer of educational administration.

3. School Board Amalgamation

Findings

Bill 104, The Fewer School Boards Act became effective January 1, 1998. The number of trustee representation from Six Nations has been reduced from two to one. The Ministry of Education and Training has indicated that signed tuition agreements will be honoured until they expire. Six Nations' tuition agreement expires in August 1999. The tuition agreements of Six Nations indicates two trustee representatives until August 1999. However, the EIC of the MET has ruled that there will only be one trustee representative due to the new amalgamated board. Since the trustees have insured that Six Nations issues/concerns were considered, their role has been vital to the community.

Recommendation

- That the amalgamated board honour the tuition agreements and allow two trustees to be appointed from Six Nations.

4. Accommodation

Findings

The decision was made by the then Haldimand Board of Education in February 1997 to restrict non-resident enrolment at McKinnon Park Secondary School effective September 1997 for a one year period. As such, there was an urgency to examine the current and future state of secondary education needs. Phase I of the Secondary Education Research Project examined the needs of the students through a student survey and various other means of community input.

Recommendations

- Six Nations students be allowed to return to McKinnon Park Secondary School as a condition of the tuition agreement and at least until the tuition agreement expires in 1999.
- Funding be sought for Phase II of the Secondary Education Research Project which will begin looking at implementation of a high school and/or secondary education services for Six Nations.

5. Loss of Community and Cultural Identity

Findings

The student questionnaires, community focus groups and SWOT Analysis suggest that although the community is considered as "home", this attitude has, sadly, been diminished over the years. What is important to note is that the respondents would like to see this change. The same hold true in the case of cultural identity. The respondents overwhelmingly supported the importance of retaining this identity and as some suggested, "reclaiming" it. Community members also indicated a fear that the "self-government" process would lead to further erosion of community and culture.

Recommendation

- As much of the focus towards loss of cultural integrity was concerning the next generation, it falls into place that an effort be made to educating the school age community members. This may be in the form of heritage and language programs being integrated more into the school curriculum and through the staffing of more native teachers and counsellors. Elders and Youth Forums may further promote this as they may provide the younger community members an opportunity to voice concerns and ask questions about their community and their roots.

6. Representation of Community Members

Findings

The response to questions in this area suggest that many community members feel alienated from the educational system/process and that they as individuals are not truly represented by members on the Secondary Education Council and or Community Education Committees. Nepotism, favouritism, and discriminatory practices were cited as underlying reasons for the lack of confidence felt by some community members. Many of these sentiments were echoed by the community in reference to the now lacking Education Administrative body.

Recommendations

- Suggestions were forwarded through focus groups and the SWOT Analysis by community members to change the existing structure. Suggestions include adopting a system of ridings or electoral districts wherein each community representative to the Secondary Education Committee would therefore represent a fixed number of community members.
- Furthermore, it was also suggested that a Code of Ethics be adopted by the committee so that same or similar problems to the Six Nations Education Board will not occur.
- Sections of the existing policy should deal with conduct (which may be interpreted as nepotism) of personnel dealing directly or indirectly with community members. It is recommended that those sections should be strengthened and that the Policies be applied consistently to those representing the community.

7. Relationships

Findings

Community members cited relationships between groups in general as being somewhat strained. These included between:

Chief and Council
Board of Education
Community
Elementary Principals

Many believe this is due to many factors including: councillors sitting in administrative positions or on education committees; family divisions carried into the education workplace; differing religious or spiritual beliefs; discriminatory practises; mistrust of INAC/Six Nations Council; demands of education committees; struggle for power of authority; lack of understanding of educational process/system; personal conflicts etc.

Recommendation

- To begin to change misconceptions, assumptions and ill feelings, the parties must begin to engage in open discourse with conflict resolution mechanisms built in. It is suggested that regular and scheduled community meetings be implemented and held consistently between all parties noted above.

These may prove to be difficult at first and it may be prudent to involve for example, an Elders Council to act as mediators or "buffers". They may also create or assist in creating a mechanism of conflict resolution to ensure that individuals may speak freely.

8. Separation of Chief and Council from the Administration of Education

Findings

Focus groups and SWOT Analysis results clearly reflect the views in this area - political mandates should be clear of an administrative agenda and vice versa. Community members felt that conflicts of interest and misrepresentation are a product of Councillors holding portfolios within the Education Administration.

Recommendations

- The recommendations echo that of community members - "unless you have two heads, you shouldn't wear two hats".
- Two approaches that might be considered are:
 1. Develop a policy which prohibits education staff from sitting on band council or working for the band administration.
 2. Determine which staff positions may create a conflict of interest if the staff member was also a member of band council and/or band administration, and restrict staff in those positions from sitting on band council or vice versa.

IMPLEMENTATION

1. Strategy for Coping with Potential Problems/Issues Document

Throughout the Secondary Education Research Project there have been potential problems and issues. This document was developed with those potential problems/issues in mind for Phase II of the research project. This document identifies 4 basic steps to help solve potential problems and provides the framework for the Secondary Education Council to proceed into Phase II.

The four basic steps outlined are:

1. Importance/Relevance - rate the issue on a scale of 1 - 5
2. What is being done about this potential problem?
3. Who is taking the action and by when?
4. How will I know the results of this action?

This document can be found in its entirety in the Appendices.

2. Project Implementation Matrix for Phase II

This document is a year plan of Phase II of the Secondary Education Research Project. It indicates the specifics and the approximate dates that the specifics should be complete. There is however, room for flexibility. This document can be found in the Appendices.

3. Secondary Education Research Project Strategic Approach

This document is a ten step strategic plan for implementation of Phase II of the Project. It was used for Phase I and can be adapted to accommodate Phase II. It must be the role of the Secondary Education Council to adapt this document to meet the needs of Phase II as they should be determining the pace and developing a strategic plan for Phase II.

4. Six Nations Secondary School Needs Policy Analyst Services Proposal

This proposal was developed by the Policy Analyst with Phase II of the Secondary Education Research Project in mind. The proposal was submitted to Band Council for consideration. The proposal can be found in the Appendices.

CONCLUSIONS

Six Nations Chief and Council, Educators, Principals, Committee members, students, staffs and community members must take a disciplined and professional approach to resolve educational problems and conflicts. At the present time, community members, staffs and students place problems and causes of, including blame, at the feet of the Chief and Council. All parties involved (community members, staffs, Chief and Council, educators, principals, students) are aware of the risks and problems with education and politics yet, at the same time all share the common commitment to improving the quality of education in the community. An attempt to institute a conflict resolution mechanism however, need not be done at the cost of pitting Council members against each other, education staffs, and community members. While one realizes that not all conflicts can be resolved to the satisfaction of all, it need not be necessary to destroy relationships amongst people who have known each other for a lifetime.

Almost all of the respondents commented that conflict between members is serious and the need to address conflicts is imperative. Many welcomed the opportunity to discuss some of the issues through the Secondary Education Research Project's focus group forums. Effective means of handling conflicts are not currently in place and there is a grave need to implement an effective means of resolving disputes. Consequently too few people are placed in a position of having to carry the burden of all the problems and find all the solutions. This, as we all know is an impossible task for anyone. The Secondary Education Council through the Secondary Education Research Project (Phase II) can alleviate a significant amount of conflict as there needs to be a specific mechanism to serve the education staff, education committees, community members, and Band

Council.

It is the responsibility of all members of the Six Nations community to act in an exemplary manner. This can not and will not occur when education staffs, education committees, community members or Band Council place individual agendas ahead of the well being of the community and students. Fairness and equality cannot be achieved according to obligations and responsibilities to singular families. Promotion of long range objectives and goals of the community despite speculation, and rumours the community may have regarding specific issues needs to occur.

The Secondary Education Research Project can serve a vital service to Chief and Council, Education staffs, Committee members, and community members at large when used. It serves as a means to resolve minor problems, to air grievances and to examine direction. It serves as a planning exercise which enables community involvement. Equally important, this structure can be used as a means of beginning to conflict resolution exercise.

APPENDICES

SIX NATIONS OF THE GRAND RIVER

SECONDARY EDUCATION COUNCIL

TERMS OF REFERENCE

The Secondary Education Council (SEC) is representative of the Six Nations community and supported by Six Nations Council (SNC), under the new Resolution dated February 18, 1998 as appended.

1. FUNCTION

To direct education matters in respect to secondary education for Six Nations members, and in doing so:

- 1.1 Represent the interests of Six Nations secondary students through recommendations to the Native Advisory Committee (NAC) established under tuition agreements with the former Haldimand Board of Education and the Brant County Board of Education, now known as the Grand Erie District Board of Education (GEDBE). Recommendations will address but not be limited to instruction, curriculum, counselling and maintenance.
- 1.2 Represent the interests of Six Nations secondary students through recommendations to Indian and Northern Affairs Canada with respect to tuition agreements.
- 1.3 Determine future models of delivery for the secondary education of Six Nations students. Subject to annual budgetary approval, the Secondary Education Council will hire such staff or contract such services as are warranted to fulfill the SEC's mandate.
- 1.4 Ensure the involvement and participation of Six Nations members by holding open secondary education meetings, regular community secondary education meetings, and providing updates to the community and Six Nations Council.
- 1.5 Examine governmental policies affecting Six Nations secondary education and advise the Six Nations Council of the effect of such policies so that appropriate action may be taken. Appropriate action includes but is not limited to lobbying by the Six Nations Council.
- 1.6 Establish operating policies for the Secondary Education Council as required.

The establishment and activities of the Secondary Education Council shall in no way relieve or reduce the responsibility and legal obligation of Indian and Northern Affairs Canada to

continue working with Six Nations in providing education and education services to its members.

2. COUNCIL MEMBERSHIP

2.1 Composition

The Secondary Education Council shall be composed of Six Nations community members and any resource Six Nations members. The composition of the council shall be as follows:

- 2.1.1 the one Six Nations trustee to the local Board of Education, specifically the Six Nations trustee to the Grand Erie District Board of Education as appointed by the Six Nations Council under authority of Resolution_____.
- 2.1.2 four persons appointed to the NAC, Grand Erie District Board of Education as per addendum to the tuition agreement.
- 2.1.3 four appropriate resource people from the Grand Erie District Board of Education.
- 2.1.4 two additional community people from the Six Nations community.

If for some reason, the Native Advisory Committee with local Boards of Education are no longer in effect when Secondary Education Council seats become vacant, the seats will be filled from the community at large. The SEC shall determine the date and method for filling of such vacancies.

2.2 Officers

2.2.1 Chairperson

The Six Nations trustee to the local Board of Education shall serve as Chair of the Secondary Education Council. If for some reason there is no longer a Six Nations trustee to the local board, then the Secondary Education Council shall appoint a Chairperson from among its membership and the term of such appointment shall be determined by the SEC.

The Chairperson shall:

- 2.2.1.1 ensure that the Secondary Education Council operates according to the Terms of Reference and Guiding Principles of the SEC.

- 2.2.1.2 chair Native Advisory Committee meetings and Secondary Education Council meetings in accordance with operating policies.

2.2.2 Secretary

The secretary for the Secondary Education Council shall be appointed by the SEC. This role may be assigned to staff.

The secretary shall:

- 2.2.2.1 notify Secondary Education Council members of meetings;
- 2.2.2.2 take and keep minutes of all Secondary Education Council meetings in an orderly fashion;
- 2.2.2.3 provide minutes of the last meeting to Secondary Education Council members prior to the next meeting;
- 2.2.2.4 make minutes approved by the Secondary Education Council available to Six Nations Council;
- 2.2.2.5 take appropriate and prompt action regarding all correspondence to and from the Secondary Education Council.

3. SECONDARY EDUCATION COUNCIL MEETINGS

- 3.1 The Secondary Education Council will determine meeting dates and procedures to be used at SEC meetings.
- 3.2 Four (4) Secondary Education Council members shall constitute a quorum for council meetings.
- 3.3 All decisions will be made on a concensual basis.

4. AMENDMENT

The Terms of Reference and/or Guiding Principles for the Secondary Education Council will be amended as deemed necessary by the majority of the Secondary Education Council.

SIX NATIONS OF THE GRAND RIVER SECONDARY EDUCATION COUNCIL

GUIDING PRINCIPLES

1. The Six Nations community represented by the Secondary Education Council realize that education is a life-long learning experience and that a child's happiness and personal satisfaction are related to his/her ability to grow and learn individually within their society.
2. The Secondary Education Council accept the challenge of providing the best possible opportunity for every secondary student in the community by providing an education system which will give our children a sense of identity and confidence in their personal worth and ability by attaining as much mastery of the set achievement skills and concepts found in the secondary curriculum.
3. By enhancing the development of traditional values such as respect, sharing, wisdom, honesty, compassion, self-reliance, and respect for the natural environment, the Secondary Education Council hopes to lead the children as they develop an awareness of, and eagerness toward native language and native studies. Through the secondary curriculum, we hope to prepare our children for a meaningful lifestyle in modern society while retaining their culture and language.
4. The Secondary Education Council realize that it is necessary for parents, teachers, elders and children to participate in the development of the values of education and growth through community involvement in the education program and its activities.

Furthermore, Six Nations Secondary Education Council members will:

5. Have background experience and/or a genuine interest in secondary education and committee work.
6. Ensure Secondary Education Council members are familiar with and committed to the goal of education to assist Six Nations students in reaching their full potential.
7. Ensure and consolidate the involvement and participation of Six Nations community members by holding open secondary education meetings and regular community meetings to discuss issues and provide secondary information updates.
8. Be able to examine governmental policies affecting Six Nations secondary education and advise the Native Advisory Committee, Six Nations Council and community members of the effect of such policies.
9. Represent the interest of Six Nations students through recommendations to Indian and Northern Affairs, the Native Advisory Committee and Six Nations Council with respect to tuition agreements, curriculum, provincial regulations/policies etc.

SYNOPSIS OF NEEDS

1. **Students need to know their identity.** Six Nations students attending high school off the reserve need to be **culturally grounded** before leaving the community. Students need to know their **identity**. I.e. Who they are, their Iroquoian ancestry, where they came from (Haldimand Deed), their culture (Great Law, Ganohonyohk, Two Row Wampum) and their **languages**.
2. **Students need to be properly prepared for high school.** Students leaving the elementary system a Six Nations need to be properly prepared for secondary school off reserve. This includes preparation **academically, mentally and socially**.
3. **Students need family support.** Students need family support in pursuit of their education. This includes the parents' **time** and confirmation of family **values**.
4. **Students need socialization.** Students need the socialization process associated with the high school years. This includes getting along with others, respect for oneself and others, after school activities (late bus) and social events.
5. **Students need to be taught in a culturally appropriate and relevancy of material manner.** Six Nations students need to know the **applicability of the material** that is being taught and to be taught in such a way that they will understand and be able to apply the material.
6. **Parents need to fulfill their role as parents.** Students need their parents in a **supportive** role during their secondary education years and parents need to **fulfill their role as parents** and to continue to do so throughout the high school years. Parenting includes **instilling values** and **self esteem** into the child.
7. **Parents need to become more involved in their child's education.** Parents need to provide the **time** for their children's education.
8. **Educators need to know what they are teaching.** Knowing what is being taught includes knowing the **material being taught**, the **culturally appropriateness** and **relevancy/applicability** of such. Educators need to weave more Native curriculum into the core subject areas.
9. **Educators need to know who they are teaching.** Educators must be cognizant of and prepared for **cultural differences**.
10. **Educators need to know how to teach.** Educators need to teach in a **multi-sensory capacity** and create **opportunities to explore thinking**.
11. **Educators need to teach.**
12. **Educators need to reinforce positive morals and values.**
13. **Educators need to prepare students for high school academically.** There is a need for the grade 8 teachers to know more about the high school curriculum. There is a need to provide better guidance counselling to the students. There is a need to develop student portfolios.
14. **Community needs to establish own high school** on reserve, with own curriculum and own teachers.
15. **Community needs to ensure that "our children continue their traditional responsibility and at the same time acquire those skills to live in the world of the future."**

SECONDARY ACCOMPLISHMENTS FOR SIX NATIONS

The Six Nations Secondary Education Research Project commenced in April of 1997. In light of the rapid pace of change in secondary education, this project evolved from the need to stay informed and to inform, research, liaise, seek input, recommend alternatives, and identify the most feasible direction for secondary education. Rather than focusing on the negative, the intention is to focus on the positive developments that have occurred in secondary education over the years and has been introduced into some of the schools for Six Nations students.

The purpose of this paper is to indicate the secondary accomplishments of the Six Nations community to date. The research was conducted by talking to various education personnel working in the secondary schools, interviewing educators and board trustees, through focus group sessions, and through reading existing literature. The report focuses on qualitative research rather than quantitative.

Identified below are the major accomplishments for Six Nations in secondary education.

SECONDARY ACCOMPLISHMENTS TO DATE

1. **Native Advisory Committee**
2. **Native Trustees to the Boards of Education**
3. **Native Staff**
4. **Services**
5. **Native Programs and Courses of Study**
6. **Native Content**
7. **Native Awareness**
8. **Ministry of Education and Training**
9. **Community Awareness**
10. **Student Awareness**
11. **Secondary Education Committee**
12. **Secondary Steering Committee**
13. **Secondary Education Research Project**

Included in the list of accomplishments on the next page are comments/information received from various individuals/educators who graciously provided input.

ACCOMPLISHMENT #1 NATIVE ADVISORY COMMITTEE

Comments

- ☛ The Native Advisory Committee has provided staff of three schools in the Haldimand Board of Education to come together once a month, voice concerns, indicate achievements, ask questions, provide clarification and share experiences as to what is and isn't working.
- ☛ Students have the same opportunity. Students can be heard and more importantly make recommendations that will affect them. Through student involvement, staff are seen as being fair, attentive, and willing to work with the students.

ACCOMPLISHMENT #2 NATIVE TRUSTEES

Comments

- ☛ Native Trustees provide an opportunity for the concerns of the Six Nations community to be heard.
- ☛ Native Trustees have direct input to the boards of education.
- ☛ Co-ordination of Six Nations issues presented and heard at the boards as a result of Native Trustees involvement.
- ☛ An opportunity to monitor that the terms and conditions of the tuition agreements are being met.
- ☛ Native Trustees keep Chief and Council and community members informed of developments and new policy directions at the Board level.
- ☛ Native Trustees are aware of the progress and problems within the secondary schools.
- ☛ Native Trustees can provide input and direction for both Six Nations community members and other non-Native trustees.
- ☛ Native Trustees can make recommendations and participate in the negotiations and development of the new tuition agreements.

ACCOMPLISHMENT #3 NATIVE STAFF**Comments****Staff**

Native staff currently includes: a Native Advisor; 2 Native Counsellors; a Community Liaison Worker; a Cayuga Language Teacher; a Mohawk Language Teacher; a Physical Education Teacher, Department Head, and Principal.

Grand River Polytechnical Institute currently employs 2 Native Instructors to teach Native Studies and Personal Life Management.

The Literacy Centre offers support to secondary students. Through their pilot project "Hard to Serve" students additional support is provided.

Role Models. "Excellence doesn't come from more money, it comes from a commitment."

Recruitment Strategies

Career orientation and Six Nations recruitment to the Haldimand and Brant County Boards of Education. Plan to liaise with Native Teacher Training Programs, Ontario Faculties of Education, Teacher Federations, and with Native Organizations to state needs.

Recruitment Plan - direction set to develop long range plans to address staffing issues regarding: taxation, religious leave, and full-time positions for Native language teachers.

Professional Development

Teacher In-Service: Haldimand Board of Education Professional Development days have included Native content, instructors, administrators and facilitators. This included a presentation by Dr. Neil McDonald regarding Native History/Policy in Canada.

Teaching Circles have recently been included as part of the teacher in-service.

Administrators In-Service: 1 day session on cultural awareness has already been held. The second session is to follow in September '97.

ACCOMPLISHMENT #4 SERVICES**Comments**

Ongoing support for new students incoming from Six Nations.

Provisions for culturally relevant Identification, Placement, Review Committee (IPRC) assessment criteria, based on learning and behavioural exceptionality not on poor attendance is also provided.

Participation in IPRC process for Native students.

Six Nations and the Haldimand Board of Education have developed guidance strategies for "at risk" Six Nations students.

A Peer Mediation program involving Native and non-Native students was successful in prior years.

There is a proposal for funding for a Peer Counselling Project currently submitted.

At present, a proposal for a Youth Strategy Program has been submitted.

Student Tracking

Maplewood implementation in progress to compile enrolment statistics regarding attendance, credit completion, graduation results, school leavers, extra-curricular activities, parent/teacher attendance.

Late Bus for Six Nations Students

Beginning in September 1997 at Cayuga and McKinnon Park Secondary Schools, there will be a late bus for Six Nations students. This has been approved. The plan for the 1997/98 year is that all schools will have a late bus.

Critical Issues in Native Education Conference

Getting the school board members, administration and staff involved with the native, and in particular non-Native staff and communities to look at critical issues in Native education.

Parent-Teacher Night on Reserve

Having parent-teacher night at J.C.Hill Elementary School with the theory that if it was held on reserve, more people would go.

Bussing

Improvement to protocol for decision-making regarding operation of buses in critical weather.

Native Counsellors and Community Liaison Worker

Two native counsellors and one community liaison worker currently provides academic/personal student support; resource for staff/curriculum; and liaison to the Six Nations community.

Interim Staffing Measures

Alternate funding; Ontario Arts Council - Native Artist in the Classroom (1 author, 1 artist, 1 historian and elder); Grand River Employment and Training - Native Awareness Month Co-ordinator.

ACCOMPLISHMENT #5 NATIVE PROGRAMS AND COURSES OF STUDY**Comments****Opening Prayer**

An opening prayer in the Native language was introduced in lieu of the Lord's prayer as an option to those schools willing to participate.

Native Language

Both the Cayuga and Mohawk language are taught within the Haldimand and Brant County Boards of Education from grades 9 to OAC. The Haldimand Board of Education is one of a few boards in the province that offer the option of native languages for credit.

Native Programs and Courses of Study

Various Native programming is now available to students through the involvement of the Native Advisory Committee, staff and students. Such programs as: Native History (Grade 10,11); Native Studies (Grade 10,11); Native Literature (Grade 10-12); Native Art (Grade 10); Mohawk Language (Grade 9-OAC); Cayuga Language (Grade 9-OAC) are now offered at the secondary level. An interdisciplinary approach has been taken with all courses to include values.

Newstart Program

The Newstart Program, which is a community-based secondary diploma completion program has expanded. Newstart is currently offering courses for two full classes. Newstart has already provided several classes with course credits. The Newstart program assists members who had problems with the regular school program, members that did not complete their secondary education, and members who have been out of school for one year. Mature credits are granted for those entering the program and meeting the requirements.

Kawennio/Gaweni:yo High School

In terms of secondary accomplishments, Kawennio Immersion High School offers grades 9 to 11 and both Cayuga and Mohawk. This high school preserves and maintains the traditional languages which carry Onkwehonwe history, laws and ceremonies. Parents created a school and program based upon a philosophy of the holistic way of knowing with the key features of a focus on learning outcomes; a program design for all students; an integrated approach to learning; the requirements of school board, staff, students; and a community to work together to develop programs that effectively meet local needs; and the provision of a clear basis for evaluating student program and program effectiveness. The parents' vision of education holds hopes for fluent speakers, confident in self and cultural identity who could carry on the Haudenasaunee way of life.

Adult Education (Secondary Level)

Grand River Polytechnical Institute (GRPI) has an enrolment of approximately 200 students enrolled in Independent Learning Centre (ILC) courses. GRPI is in their second year of

adapting courses to meet the needs. Fifteen to twenty students are receiving classroom instruction in English, Math, Personal Life Management and Native Studies by qualified teachers. GRPI is prepared and able to offer ILC courses and General Equivalency Diploma (GED) test together. Students are also taking ILC courses from Brantford Alternative Education and Cayuga Secondary School.

☛ **Native Participation**

Continued involvement and participation in sports related activities. Native students are continuing to try out for teams and clubs.

ACCOMPLISHMENT #6 NATIVE CONTENT

Comments

☛ Through determination, persistence and courage of the Six Nations community members involved in secondary education, their diligence is recognized through the recent developments and accomplishments with the Haldimand and Brant Country Boards of Education and their schools.

☛ **Curriculum Development**

Curriculum writing teams were established with Six Nations and the Haldimand Board of Education.

Development for Native specific courses across the curriculum is ongoing.

The Haldimand, Brant and Norfolk Boards of Education currently share the delivery of Native Studies units.

There is currently a partnership between the Woodland Cultural Centre in Brantford and the Haldimand Board of Education programs.

☛ **Future Plan**

Contemporary Native Issues is a new course that will be offered from Grades 11 to OAC.

Native Literature has units that applies native language and cultural knowledge.

English Literature has a unit in which a Native author will act as a co-instructor.

Art for Grade 10 has a unit in which a Native artist will act as a co-instructor.

Native as a Second Language (NSL) Cayuga and Mohawk will undergo a course review.

☛ **Native Content**

Native content exists in the following units across the curriculum: Self and Society; English

Literature; History/Geography; Family Studies; Health/Physical Education; Science: Biology and Physics; Art; Sociology; Cooking and Sewing; and Native languages.

Native students graduating from grade 8 were informed that they did not have to take French as a compulsory language. Cayuga or Mohawk could be taken in its place.

☛ **Curriculum Support**

On-going support to be provided for students from the Cayuga and Mohawk immersion program.

Ongoing classroom teacher support in planning, developing units and resourcing.

☛ **Native Studies Discussion Paper**

To create Native Awareness, particularly for those people involved in the education of Native students.

☛ **Policies**

Established a school-based policy that respects student cultural/religious practises and students are not penalized for attending Longhouse.

Policy for staff religious observance set for second review as requested.

Policy development input and monitoring of Antiracism and Ethnocultural Equity; Selection of Learning Materials.

Anti-racism and Violence Free Schools Policies awaiting for set direction for each secondary school to develop a program for conflict resolution relative to the policies.

Policy Committees are Curriculum Advisory and Policy Review Committee.

Native parents and students were involved in the development of the Discipline Policy and the Anti-Racism and Cultural Policy.

ACCOMPLISHMENT #7 NATIVE AWARENESS

Comments

☛ **Native Awareness Day**

One day a year was set aside for Native Awareness Day. This gave an opportunity for the Native students to share a part of themselves with the non-Native students and staff.

☛ **Multicultural Day**

During Multicultural Day, not only did the Native students and staff have the opportunity to share, but all nationalities would also have the same opportunity.

☛ **Native Awareness Month**

Due to the relatively high success of Native Awareness Day and Multicultural Day, staff and students pushed for a longer period of awareness, thus Native Awareness Month was born. This longer period of time provided opportunity to do hands-on, experiential learning and more participation in native events. The Native Awareness Month was a new beginning for a new understanding of Native contributions and participation.

☛ Through this initiative, Native students can participate in and plan activities based on their heritage. Native students have the opportunity to share and in some cases discover "who they are", as well as the "values", "traditions" and "culture".

☛ As one of the education counsellors stated, "it provides those students that know their culture and traditions a chance to share and those that don't, a chance to learn about themselves."

☛ It also provides a first hand experience and opportunity for non-Native students and teachers to begin to understand. "If we don't educate them, how will they ever know? How will they ever understand?"

☛ **Lacrosse**

To date there are several tournaments. There is on-going attempts to have lacrosse introduced into the curriculum as part of the Physical Education program as well as an integral part of Southern Ontario's Secondary School Athletics (SOSSA). These attempts are in progress.

☛ **Conferences**

Annual Post-Secondary Conference focusing on career and school for secondary students, it will be repeated on December 1, 1997. This conference will have students attend during the day and be open to parents in the evening.

Trainer of Trainers Workshop will offer training to community members in November. This workshop is being sponsored by Grand River Education and Training (GREAT) and the Post Secondary Board.

ACCOMPLISHMENT #8 MINISTRY OF EDUCATION AND TRAINING

Comments

☛ **Input**

An ongoing voice and participation in policy development and secondary reform issues.

A strong request for inclusion and involvement in secondary issues affecting the education of Six Nations secondary students.

Participation by individual community members in the development of curriculum ie. Native Studies, Art, language, etc.

ACCOMPLISHMENT #9 COMMUNITY AWARENESS

Comments

Input

Numerous activities have created an awareness of and allowed for community input to the issues surrounding secondary education for Six Nations students. Activities such as community meetings, focus group sessions, open house, guest speakers, training sessions, radio call-in, and trade show have allowed ample opportunity for community input.

Newsletter

The newsletter Secondary Education Update has provided for community awareness of the issues surrounding secondary education. The newsletter provides information about legislations' and policies' impacts on secondary education for Six Nations students. Greater community awareness is achieved through the publication of the newsletter.

ACCOMPLISHMENT #10 STUDENT AWARENESS

Comments

Inputs

Greater student awareness and input is achieved through the opportunity for student involvement and participation on the Native Advisory Committee.

Student input has been received through the student questionnaires.

New level of involvement for students.

Outputs

More empowerment, more pride and a better understanding of history.

More students planning a future involving college or university. There is a lower drop out rate with students setting higher goals.

More self confidence. Students are standing up for themselves and speaking out.

ACCOMPLISHMENT #11 SECONDARY EDUCATION COMMITTEE

Comments

- ☛ The Six Nations Secondary Education Committee's (SEC) function is to advance secondary planning, with membership consisting of Six Nation's Trustees to Haldimand and Brant County Boards of Education, community members, HBE and BCBE staff and Six Nations secondary consultants.
- ☛ In recognition of the need for research of secondary education needs and issues, the Secondary Education Committee were involved in ongoing discussions with the Interagency Committee of Onkwehonwe Resources (ICOR) regarding the issues and limitations surrounding secondary education for Six Nations.
- ☛ Additional urgency was given to the matter when McKinnon Park Secondary School refused new students for the school year 1997. Research was necessary to determine alternate delivery models for secondary education for Six Nations.
- ☛ The SEC, in conjunction with ICOR has developed and submitted a Youth Strategy proposal.

ACCOMPLISHMENT #12 SECONDARY STEERING COMMITTEE

Comments

- ☛ In order to monitor ongoing research development, a steering committee was established. The Steering Committee consists of volunteer individuals who are community members with a clear understanding of the objectives of the SEC and the functions and limitations of Secondary Education.

ACCOMPLISHMENT #13 SECONDARY EDUCATION RESEARCH PROJECT

Comments

- ☛ The development of alternative delivery models based on the needs of secondary students as determined through research, student and community input.
- ☛ Focus Group Sessions, Questionnaires, and Newsletters have been successful in creating an awareness of the issues, needs and directions for secondary education.

SECONDARY EDUCATION RESEARCH PROJECT SWOT ANALYSIS

Purpose

The overall concept of the SWOT Analysis is to determine the strengths, weaknesses, opportunities and threats to an organization or existing project. In this case, the SWOT Analysis was used to determine which of the five models of delivery presented from the research was most acceptable in meeting the needs of the Six Nations students and community.

Findings

A majority of respondents identified the lack of: self esteem, self identity, community input, parental involvement, cultural values, native curriculum, adequate funding, native teachers/counsellors and role models and extra-curricular activities/opportunities as being linked to various social issues within the school community. Also, concern was expressed that education on-reserve may not be equal to education off-reserve. It was indicated that total control of education at the secondary level will never exist because no matter which model is chosen, provincial guidelines and accreditation from the Ministry of Education is a factor that cannot be changed. Concern regarding "who is the boss" was also very prominent. There was concern for implementation of a fair system of control, a feeling of community ownership, close monitoring of students, adequate qualified native staffing, adequate use of elders and community resource people, and a quality academic program coupled with cultural experience, skills and knowledge. Many respondents raised concern with student socialization skills, getting along off-reserve, the quality and responsibility of education and adequate funding. Much apprehension was expressed with the perception of "qualified teachers" and whether the native teaching force can adequately fill jobs at the secondary level.

Goal setting with administration to accommodate two levels of decision-making - Six Nations and the Board was raised as a concern. It was the general feeling that there would be little bargaining power and that Six Nations would be at the mercy of the new megaboard. Examples such as reducing the number of trustees from two to one, and not allowing students to attend certain schools such as McKinnon Park were two examples. Monitoring and evaluating the school was of interest, as well as ensuring that the school would provide quality work and positive experiences.

Regardless of the concerns, many respondents felt a school on-reserve was long overdue and a good opportunity to focus on our own students, making sure that their needs are met, optimum opportunity for reaffirmation and strengthening of ourselves as Onkwehon:we people with a distinct identity, a strengthened sense of community accomplishment, self-esteem and values from doing it our way, with our people, as a people. The feeling of ownership and community involvement was a strong positive point that was expressed through the SWOT Analysis and focus groups, as well. The notion that the programs and curriculum would be community driven was another positive response. Empowerment, control, responsibility, culture, native staff were all positively responded to in the SWOT Analysis. A more detailed summary of the SWOT Analysis comments are included in the Appendices.

Expansion of Tuition Agreement

This is the existing model for Six Nations. It was generally supported yet highly criticized since it allows for little control from the community and an unwillingness of surrounding schools and boards to fully adapt their curriculum and approach to teaching to serve the Native population. Strides have been made through the Native Advisory Committee but board domination and little authority and voice to implement and monitor activities is of concern. The understanding that the Board wants to maintain control, negotiations of the tuition agreement in the hands of Indian and Northern Affairs Canada and the Provincial Board is still not acceptable. The question of who is the boss is an important factor. Since INAC continues to negotiate and provide funding for tuition agreement, the assumption that all decisions belong to INAC is unacceptable. This model provides little opportunity for community and parental involvement.

Six Nations Only

Concerns expressed with this model is the limited socialization with non-Native students, accreditation, being too exclusive, funding from INAC not being equal to provincial schools, quality of education, good curriculum, isolating students, staff and community, building and maintenance costs, segregation "us versus them mentality", certification and who will recognize it. The present system has many parents concerned, therefore, parents would be leery of a high school. Many parents can't wait to have their children leave the education system at Six Nations. On the positive side, this model would provide for a meaningful, authentic learning environment with a quality academic program, cultural experience, skills and knowledge and community ownership. Students would be able to relate to the staff, teachers and administrative based on the feeling of ownership. A developed sense of pride, identity, self esteem, values and awareness of culture would be a positive outcome. The opportunity to receive traditional teachings and exposure to language and heritage is an important factor. This model would provide the opportunity to develop an improved curriculum, a better sports program, ability to meet the needs of the students, address issues through coordination, cooperation and collaboration with social services as well as a heightened self awareness for the students. This model though generally criticized was most widely accepted.

Purchase a High School

The most common strength of this model was community ownership and control of the facility. Many thought that there would be more quality time to focus on building a good program with community input. Since the school would be on-reserve, it would be Six Nations driven, more culturally based, employ native teachers, include more parental involvement, and concentrate on incorporating more Native content into the curriculum. However, concern was raised about taxation on-reserve to cover the cost of the building and up-keep. Monitoring of programs, maintenance, accreditation, quality and INAC funding were areas of concern. Will Six Nations inherit another debt ridden, maintenance high, provincial eyesore? INAC must provide funding for tuition, supplies, maintenance, etc. long term. Students must be accepted into post-secondary institutions who recognize that their secondary education is equivalent to province.

Private Secondary School

The question of exercising sovereignty and having control were common concerns of the respondents. The idea of outside intervention, loss of control and authority, use of Ontario curriculum, still being linked to provincial standards, funding were common concerns of the respondents. Comments around getting along, quality education and financial considerations were

legitimate worries of respondents. A concern for the lack of quality education at the elementary level on-reserve spilling into secondary was of great concern to some respondents as well as how to guarantee a good quality education for our high school students. Some respondents highly disliked this option as they felt there was too much outside control and authority - still driven by province, accredited, monitored, evaluated and controlled. The question of "is a private school really private?" was of concern.

Alternative School

This model was perceived as favouring slow workers over those who work independently and discover things on their own at a rapid pace. Some respondents felt this was "spoon-feeding" and did not require independence or self-starting abilities. Generally, it was felt that this model was still outside driven and controlled - disempowering. Questions surrounding alternative attendance policies, commitment level of stakeholders, too much of "soft skills" (affective needs), community misconceptions of being legitimate and credible. On the positive side, many respondents felt that the individualized attention and interaction would be a positive route. Credibility was not a question because it would still be linked to established provincial standards, curriculum, funding, etc. Some respondents felt that it would provide a more focused program thus assuring a higher quality education because of smaller classes, native curriculum, teachers, etc. It was indicated that this program would be student-need-centered and not curriculum driven thus focusing on the whole student. However, this model was not high on the priority list.

Recommendation of SWOT Analysis

Most respondents replied favourably to the Six Nations Only, Purchase a High School and an Expansion of the Tuition Agreement Models. Common responses favouring local control, community participation and input, parental involvement, culture content, language, native teachers and the feeling of ownership was best expressed and achieved through these three models. The idea of the community having more say in regards to curriculum, programming, staffing and monitoring was loud and clear. Most respondents felt that it was time to take back responsibility and put the needs of our students first. It was generally accepted that our students need to be grounded in their culture and values, traditions and language, and develop a sense of good self-esteem and self-identity. Only when our students know who they are, feel good about themselves and their community will they be able to face the challenges of the non-Native community positively dealing with the negativity that exists and is put upon them. Through the united efforts of staffs, community members, students, and parents can we develop the best secondary programs for our students that will reflect the positive aspects of their culture, community, values and provide them with the pride and dignity to stand up and be proud of who they are and the school they came from. Only then will we have taken back control of our future and the future of our children.

	Expansion of Tuition (Independent Ideal Model)	Six Nations Only (Independent Ideal Model)	Purchase a High School (Six Nations Tract)	Private Secondary School	Alternative School
<p>S</p> <p>STRENGTHS</p>	<ul style="list-style-type: none"> - empowerment - parental support - local control-SN driven, community based, own direction/visions - \$ stay in community - community partnerships & interaction/partnerships with off-reserve schools & businesses - afterschool programs more accessible - cultural identity - values of FN, pride of identity - FN teachers/role models, local resources - own financial control - on-reserve environment - cultural integration into curriculum - own accreditation and standards of excellence - safety net of provincial structure will still be in place - relations with INAC less strained because they'll still deal with provincial gov't - revise TA to meet needs /abilities/disabilities & community input-more accommodating - expansion would ensure needed services are provided to SN students - include services to meet SN needs over & above current tuition payments - inclusivity 	<ul style="list-style-type: none"> -pos. economic impacts - ie. job/community income -positive social impacts = improved economic base -reaffirmation/strengthening of ourselves as Onkwehon:we people with a distinct identity -a strengthened sense of comm. accomplishment, comm. self-esteem/values resulting from doing it our way, with our people, as a people -current overcrowding in surrounding schools -justifies need for school -community control all of secondary schooling - staffing, governance, curr., outcomes, funding? -meaningful, authentic learning environment with quality academic program -cultural experience, skills and knowledge -may not require tax base of SN residents -less on-reserve traffic -empowerment -outsiders can't tell us how to run our schools -no use of race card as excuse for difficulties in school -focus on own students -defined, designed, delivered & disseminated by SN for SN 	<ul style="list-style-type: none"> -ownership/control of facility -easier access to capital money (negotiations etc.) -INAC gets all worries re: architects, builders, etc. -SN assumes financial responsibility only when new school is ready for occupancy -more time to focus on building the program -this deals with facility only -not sure about operation and mgmt -on reserve since SN driven & locally controlled -pride - since community responsibility/ownership- we will own it-"our school" -feeling of ownership will easily extend to board, programs, curriculum, etc. -according to research - small schools work better -gain credibility with other communities -parental involvement -teachers would better meet needs of students -community could have input in developing -have SN student council -culturally based -benefit - tax exempt -race card again -own teachers/curriculum -control programs -sports activities 	<ul style="list-style-type: none"> -smaller school (possibly) = lower costs = more involvement at all levels of curriculum and extra curricular -focus on needs & talents of individual students -family more supportive because more involved -independence/autonomy -accreditation not a worry since program will be provincial accredited -funding easier to access from INAC -program and curriculum are community driven -viewed by community as "accredited & legitimate" -disempowerment - 31 FN schools registered in Ontario, ≠ empowerment -community control -fines for non-conformance of policies and procedures -incorporating FN content into the curriculum with final approval of the MET -guidelines for schools - carbon copies of other private schools -have our own school, teachers and curriculum -expect more from with more control -arm's length from Board -can concentrate on our children's learning styles -parental involvement and 	<ul style="list-style-type: none"> -built on the stated needs of students/community -keeps kids home - rather than bouncing around in the system somewhere -individualized attention & interaction with community -much variation/diversity in set-up of school & in delivery of curriculum -still linked to established prov. standard, curriculum, funding, etc. -community driven, curriculum, philosophy etc -more focused program assures higher quality ie. smaller classes, native curriculum -empowered with their system to a certain point -student-need-centered not curriculum driven -wholistic -lower pupil-teacher ratio, less than 200 enrolment -more in tune with local needs but contracted outside -good for students who can't/won't work on own -more benefits for less independent students -SN exercise authority -own teachers/curriculum -really creative in learning -direct involvement of all education stakeholders -allows for specific

	Expansion of Tuition (Independent Ideal Model)	Six Nations Only (Independent Ideal Model)	Purchase a High School (Six Nations Tract)	Private Secondary School	Alternative School
<p>W</p> <p>WEAKNESSES</p>	<ul style="list-style-type: none"> -non-SN parents may gain control through bd. -some SN parents may want an exclusive SN school (reverse discrimination) -financial base dependent upon Fed. gov't & may mean beginning of on-reserve taxation with gov't interpretation of fiscal responsibility & restraint -prov. bd will still want to be in control -goal setting, admin. to accommodate two levels of decision-making ie. prov. boards and SN -prov. bd. will still skim off % of SN funding -dependency on prov. bd for course accreditation -little bargaining power for SN - at the mercy of new "mega board" - may not be open to or demands for services -currently not aware of status of past/ present students & challenges - will we be unprepared going to the table? -who will negotiate? Will bd. respect agreement? -who enforces agreement - status quo of service delivery is not acceptable -INAC controlled for SN - who's the boss? 	<ul style="list-style-type: none"> -limited socialization with non-SN students-isolated -too exclusive - SN only? -less \$ revenue from tuition fees -INAC- less funding - not equal to prov'l schools - to do the same job -community need time to gain confidence that SN school is equal/ better quality than prov'l schools -no obvious presence in prov'l school anymore -accreditation -sustained funding - is the community willing to pay? -current quality of ed'n coming out of elementary (7/8) is not the greatest -would our own school follow the old pattern? -enough time to develop curriculum to satisfy the needs of community? -can native teaching force fill jobs at sec. level? -#1 define what quality means #2 demonstrate it exists in sec. ed. at SN -limited resources/funding -design must incorporate transferability of skills, knowledge, experience for anywhere in the world -misnomer/fallacy of a "qualified" perception -to "B.A." or not to B.A. - Onkweshonwe Degree 	<ul style="list-style-type: none"> -parents may perceive a small school as less able to deliver a good ed'n (false assumption) -cost of purchasing/building new facilities -further withdrawals of \$ from federal government -could result in taxation on-reserve to cover costs of building and up-keep -if INAC builds, SN must monitor construction - lest live with the kind of school INAC is used to building -if quality isn't monitored, INAC will spend least amount of capital then expect us to purchase it -financing operation/maintenance -may be costly -may inherit structural problems - the can of worms syndrome -money to run the programs -will INAC fully fund? -Ontario recognition? -economic consideration - purchase cost vs. Cost of building a new school - maintenance, bussing, location/distance, and servicing costs -in the long run \$ - where will that go? -students feel secluded - no place for them to go at 	<ul style="list-style-type: none"> -the MET would control most of the important aspects of the school. -the Minister may not approve some parts of the curriculum -outside intervention, loss of control and authority -reverse of most of the items under expanded tuition agreement -doesn't exercise sovereignty -always asking/waiting on outside permission -accountability going out to Minister -implementation of fines for non-compliance of rules, outside certification -still linked to provincial standards, not totally on our own -using Ontario curriculum -financing -who would monitor and evaluate? -how do we ensure that school is carrying on quality work? -would be a question as to teachers being qualified to teach -safety inspections -internal (school - students) relationships strained -is a "private school" really private? 	<ul style="list-style-type: none"> -this kind of school would seem to be needed only by a minority of students who cannot tolerate a normal setting (need to be coddled) -not all students like or need a high degree of individualized instruction -does it work with larger student enrollments? -outside control and jurisdictional issues will still exist (ie. School board will still want to direct and be the boss) -awareness about SN control will still need to be a priority with board that the school is linked to -those wanting structured linear schooling will not like this model -may be costly & take a long time to develop proper programs -specialized training required - is the labour force there? -provincial involvement -"public" school - still a "school" -Will people respect it? -Will it be recognized? -get really creative in learning

	Expansion of Tuition (Independent Ideal Model)	Six Nations Only (Independent Ideal Model)	Purchase a High School (Six Nations Tract)	Private Secondary School	Alternative School
<p>O</p> <p>OPPORTUNITIES</p>	<ul style="list-style-type: none"> -enhanced programs and services for students i.e. bus service for extra-curr. - local assessment services for identifying learning & behavioural disorders - coordinated with SN health services - opportunity to interact daily with other cultures - curr. adapt./modification to support/ teach Ongwehon:we culture - a transitory step? - province will accredit - crosscultural awareness - good race relations - extra \$ from off-reserve by inclusivity - create more culturally relevant resources locally - employ Native teachers - more contact - parents, community, businesses - proper recognition of elders (not just opening/closing mtngs.) - decrease dropout rate for students at risk - interfacing with comm. agencies for support of the WHOLE student -students can learn more about & from non-native classmates (and reverse) -deal directly with INAC -instead of a third party -negotiate/monitor needs -more native guidance 	<ul style="list-style-type: none"> -the dev't of. sports and rec. in the community; applied, fine and performing arts; communication & tech. fields (history) -develop & market school products (ie. curric. video, distance ed. courses etc.) -opportunity to invite stud. in from international communities linking students @ learning opportunities -build leadership abilities -opportunity for extra curricular programs -opportunity to develop support services i.e. assessments of learning/behaviour disorders) -eg. of actual sovereignty /self-determination -develop native pedagogy way of learning & apply it -concentrate on strengths -self dev't/ reflective thinking; arts; sports -develop ed'l leaders - sec. principals, teachers -develop stronger identity -students will learn of culture/lang./values in h.s. & continue to learn -good race relations -recognition in Ontario as viable people -opportunity - curr design, teaching methodologies, skill set acquisition, staged growth & dev't in phases 	<ul style="list-style-type: none"> -more toward total control -must still be community driven (SN set standards, needs, quality, planning)* -pride/identity/ownership/ community responsibility -SN designed & oriented -\$ stay in the community -build near Woodland Cultural Centre & Kanata Village to have access to existing resources -more students from JC Hill school to outlying ele. school (JK-8) - access to sports/community centre & interagency services -use property purchased recently - centralized h.s. close to bldgs/services -jobs for native teachers, office staff, janitors, counsellors, curriculum planners, principals etc. -native owned & operated -more native teachers/ counsellors at sec. level -native counsellors -specific curriculum -community could have input in developing -have our own student council- make it ours -culturally based - opportunity to teach full fledged Onkwewhonwe -Iroquoian skill set in non-Iroquoian setting - may be challenge or perceived as 	<ul style="list-style-type: none"> -the greatest threat would be the danger of ending up with a repeat of the kind of school we already see as inadequate -sovereignty issues -jurisdiction, control, empowerment -\$ for tuition -fines for non-compliance -highly dislike this option - too much outside control and authority -SN will still need to monitor program re: staffing, curriculum - if not then tendency to be "lax" could prevail -again, you are expected to follow Ontario curriculum and MET grants the credits -funding -would students/parents utilize the facility for years to come? -parents who see a private school as a disadvantage for their children -we can't get along at J.C.Hill -who's going to be the boss? -perception -financial considerations - where and how school is funded -no acceptance unless 	<ul style="list-style-type: none"> -study current situation, analyse/identify the REAL needs of students on a socio/academic basis -opportunities to affect a change in current multi-generational cycle of social/behavioural problems due to genetic type factors such as ADD, Tourettes, Manic Depression or environmental or physical affects - FAS, etc -can be very creative - "school without walls" -this model may be a transitory step to our own high sch. run totally by SN -if transitory model, SN can have luxury of "safety net" for first few years, including special support built into agreement -work with outside system that internally meet needs -more control than is the case of the private school -students with low self esteem need this type of school to start but should develop awareness that this is not norm for working world -more involvement of all in decision making -experiential learning -elders/guest speakers teaching -consensus bldng, social

	Expansion of Tuition (Independent Ideal Model)	Six Nations Only (Independent Ideal Model)	Purchase a High School (Six Nations Tract)	Private Secondary School	Alternative School
<p>T</p> <p>THREATS</p>	<ul style="list-style-type: none"> -the education leadership could focus too much on "outsiders" education and neglect native issues that still need to be addressed -implementation of tax base on reserve to take up lax in \$ from govt -gradual withdrawal of federal \$ & responsibility -more traffic from outside the community to attend school therefore more road maintenance, traffic accidents and threats to local environment -comfort of accustomed way of doing things may lead to complacency -SN may not move on to step of assuming total responsibility -prov. bd. domination and/or oversight -the magic bullet -the possibility of slipping back into the status quo -unwillingness of surrounding schools to adapt their curriculum/ approach to teaching on serving Native population -subject to the whims of the provincial leader at any given time -Harris-ment -no voice authority to implement and monitor 	<ul style="list-style-type: none"> -could be still federal government withdrawal of \$ with budget restraint -implement reserve tax base to meet expanded costs beyond what fed. gov't gives per student -could be seen as being "exclusive" community by other FN & Non-natives -image = "isolationists" -challenge for p.d. - keep abreast of current ed'n trends and requirements -being on own but not isolating/ insulating us -acceptance of grad. diploma as = to provincial OSSD - not the same but equiv. to OSGD -issue is certification & who will recognize it? Does it matter? -Just do it! Timing? -reinforcing old factions? -"us and them" -the cost of bldg. and maintaining another facility may be costly -segregation of kids may affect their ability to adjust off-reserve ie. p/s culture shock & work world) -we won't be able to work together to get it done -front end resource requirements (upfront costs, building, expenses) 	<ul style="list-style-type: none"> -some staff may prefer to work in larger schools -great to have local contracts and builders & related services involved but don't always get the quality of buildings needed -some buildings have experienced deficiencies in them and often take longer to build because the builders are over-extended in commitment -need close monitoring of building process - this adds a substantial cost to the building project -INAC could build the cheapest school with re:quality & materials, then SN would have to live with it for next 50 yrs -who accredit courses? -cost to maintain -taxation in the future to offset costs? -acceptance in Ontario Post secondary? -does SN "inherit" yet another debt ridden, maintenance high provincial eyesore? -where would \$ come from if already being spent on tuition at other schools -choice of schools? -who's the boss? -violence in schools 	<ul style="list-style-type: none"> -the greatest threat would be the danger of ending up with a repeat of the kind of school we already see as inadequate -sovereignty issues -jurisdiction, control, empowerment -\$ for tuition -fines for non-compliance -highly dislike this option - too much outside control and authority -SN will still need to monitor program re: staffing, curriculum - if not then tendency to be "lax" could prevail -again, you are expected to follow Ontario curriculum and MET grants the credits -funding -would students/parents utilize the facility for years to come? -parents who see a private school as a disadvantage for their children -we can't get along at J.C.Hill -who's going to be the boss? -perception -financial considerations - where and how school is funded -no acceptance unless 	<ul style="list-style-type: none"> -alternative schools would seem to favour slow workers over those who would rather work independently and discover things on their own and at a rapid pace -the danger is that the students may think this is all there is to education (this spoon feeding) and will not acquire independence and self-starting abilities -still outside driven and controlled - disempowering yet empowering -taxation on reserve to cover costs -the community will need lots of development to gain confidence that a "legitimate" high school program can be run here -monitoring -comm'ty misconceptions -none -alternative attendance policies? -commitment level of stakeholders -may focus too much of "soft skills" - <u>affective</u> needs -will students become lazy because of different structure?

STRATEGIES FOR COPING WITH POTENTIAL PROBLEMS/ISSUES

PROJECT INITIATION CHECKLIST FOR: SIX NATIONS SECONDARY EDUCATION RESEARCH PROJECT

ISSUE	POTENTIAL PROBLEM	WHAT YOU WANT	HOW YOU GET IT	Importance /Relevance this Project Scale 1-5	What is being done about this potential problem?	Who is taking action & by when?	How I will know the results of this action
CONTEXT	<p>Politics: Federal, Provincial & Local</p> <p>Poor Economic Climate</p> <p>Moment in History</p>	<p>Stable support for the project from conception through to completion</p> <p>Proper Cash Flow</p> <p>Efficient and effective use of project resources</p> <p>Favourable time and environment for your project</p>	<ul style="list-style-type: none"> → When projects or activities are established, divorce them from political control and influence as soon as possible → Fully identify project funding sources for the entire life of the project. Get written commitment from sponsors on project financing → Maintain an effective communications strategy about the project activities and plans → Keep project activities and finances TRANSPARENT → Tight financial controls → Spend only what is necessary → Form strategic alliances with groups and organizations that can support you → Do a lot of pre-planning and do careful scheduling; avoid delays, they are extremely costly → Choose projects that are not "upstream battles" wherever possible → Do extra political work/lobbying in order to develop and reinforce support for your project 				

ISSUE	POTENTIAL PROBLEM	WHAT YOU WANT	HOW YOU GET IT	Importance /Relevance this Project Scale 1-5	What is being done about this potential problem?	Who is taking action & by when?	How I will know the results of this action
FLEXIBILITY/ LEARNING PROCESS APPROACH	Failure to adjust to changed circumstances or reality that is different than what was planned for	Flexibility in project funding, organization, management style, decision making style Ability to learn from experience	<ul style="list-style-type: none"> → Use pilot project → Divide projects into phases → Plan for and use EVALUATION of how the project is going in each phase → Ask "What lesson have we learned from implementing this project?" → Ensure that good records are kept 				
COORDINATION	Project supporting organizations have different agendas/ expectations from the project Sponsoring organizations do not meet their commitments to the project in a complete or timely manner Sponsoring organizations are in conflict or have significant lack of trust	To have only a few organizations involved A minimum of conflict between the organizations that are involved A strong clear commitment to the project by each organization	<ul style="list-style-type: none"> → Avoid project involving more than three organizations as sponsors → Ensure there is plenty of communication regarding project goals and commitments prior to beginning the implementation process → Ensure project managers have adequate authority and freedom of action → Ensure there is only <u>one</u> project manager 				

ISSUE	POTENTIAL PROBLEM	WHAT YOU WANT	HOW YOU GET IT	Importance /Relevance this Project Scale 1-5	What is being done about this potential problem?	Who is taking action & by when?	How I will know the results of this action
TIMING/ DURATION	<p>Delays between project identification and start-up</p> <p>Delays during implementation</p> <p>Delays due to timing or sequencing problems</p> <p>Bureaucratic delays</p>	<p>A reasonable project development time frame (not too long, not too short)</p> <p>Minimum of delays</p> <p>No sequencing errors</p>	<p>→ Begin to plan for projects early. Allow for the project development process</p> <p>→ Assign or appoint a "project champion"</p> <p>→ Develop political support for the project among the appropriate "publics" and "politicians"</p> <p>→ Demand full identification of bureaucratic requirements at the earliest stage possible</p> <p>→ Develop an ally in each bureaucratic agency</p> <p>→ Learn and use critical path analysis methods - especially in the planning stages</p> <p>→ Do frequent reviews of schedule requirements and confirm that resources will be available as planned</p> <p>→ Leave nothing to chance</p>				

ISSUE	POTENTIAL PROBLEM	WHAT YOU WANT	HOW YOU GET IT	Importance /Relevance this Project Scale 1-5	What is being done about this potential problem?	Who is taking action & by when?	How I will know the results of this action
ORGANIZATIONAL STRUCTURE	<p>Too much centralization of authority</p> <p>Reporting structure not clear</p> <p>Too many bosses</p> <p>The organization undertaking the project has started the project without properly establishing its own organization</p> <p>Definition of roles and responsibilities for project team members is poor</p>	<p>That all parties understand the project organization and how it fits into the permanent organization that is responsible for the project</p>	<p>→ Create organization charts showing the project organization and how it fits into or relates to the main organization</p> <p>→ Clarify responsibility and authority between the project organization and the main organization.</p> <p>Determine how much authority and discretion is granted to the project manager</p> <p>→ Clearly define the roles and responsibilities of all parties with respect to the project (Linear responsibility chart)</p> <p>→ Minimize dual reporting /dual loyalties problem</p>				

ISSUE	POTENTIAL PROBLEM	WHAT YOU WANT	HOW YOU GET IT	Importance /Relevance this Project Scale 1-5	What is being done about this potential problem?	Who is taking action & by when?	How I will know the results of this action
SUSTAINABILITY	<p>Lack of focus on long term survival of the project or activity</p> <p>Not enough planning for after start-up operational costs</p> <p>Lack of focus on ecological aspects</p>	<p>That the project should be able to perpetuate itself or will have solid sources of funding after it is implemented</p> <p>That the project fit well within its natural environment and cause no permanent damage or alteration to the environment that is not acceptable or that cannot be mitigated</p>	<p>→ Focus on the long term sustainability of the project. Know how long it will last with the current level of committed funding</p> <p>→ Clearly identify and plan for sources of revenue to support the operating/recurrent costs which will be necessary after start up</p> <p>→ Ensure that an environmental impact assessment is conducted where appropriate</p>				
DEGREE OF FORMAL PROJECT PLANNING	<p>Failure to consider the relationship and interplay between project goals, project tasks, project resources, project organization and project control systems</p>	<p>A significant amount of formal project planning, particularly before implementation begins</p>	<p>→ Ensure that the project managers and key participants know how to do formal project planning</p> <p>→ Establish financial controls for the project</p> <p>→ Establish clear time frame/schedule expectations</p> <p>→ Develop a written project implementation plan</p> <p>→ Include a multi-party responsibility chart</p> <p>→ Establish formal requirements for reporting and communicating</p> <p>→ Establish regular project progress meetings</p> <p>→ Conduct project evaluation at key intervals</p>				

ISSUE	POTENTIAL PROBLEM	WHAT YOU WANT	HOW YOU GET IT	Importance /Relevance this Project Scale 1-5	What is being done about this potential problem?	Who is taking action & by when?	How I will know the results of this action
CLARITY/ SPECIFICITY OF OBJECTIVES	Lack of measurable goals Lack of consensus/ agreement on project of activity goals	Clear goals, written, measurable, on which there is a consensus among key project players	<ul style="list-style-type: none"> → Make goals simple and clear → Write out the goals of the project or activity → Define what indicators can and will be measured to reflect the degree of goal achievement attained → Ensure that <u>management action</u> reflects project goals → Circulate proposed goals among key project sponsors and participants and develop a consensus on the goals → Note any goals on which consensus is not strong 				
PLANNING FOR UNCERTAINTIES	Lack of allowance for changes in financial needs, time requirements or human resources required for the project or activity	Provide a contingency plan for coping with the uncertainty involved with the project	<ul style="list-style-type: none"> → Identify the risks and highly uncertain aspects of the proposed project or activity → Estimate the probability of these risks or uncertainties materializing → Make allowance for the risks identified → Financial contingencies → Time delays → Human Resources risks → Physical risks (weather/transport/equipment/infrastructure, etc.) 				

ISSUE	POTENTIAL PROBLEM	WHAT YOU WANT	HOW YOU GET IT	Importance /Relevance this Project Scale 1-5	What is being done about this potential problem?	Who is taking action & by when?	How I will know the results of this action
<p>INVOLVEMENT OF LOCAL BENEFICIARIES/ TARGET GROUPS /COMMUNITY COMMITMENT</p>	<p>Lack of target group/ beneficiary input in: -Planning -Implementation -Evaluation</p>	<p>To involve in a significant and meaningful manner, those persons and organizations whom are supposed to benefit from the project being implemented</p>	<p>→Ensure that the project development and planning phase includes an advisory group or representative(s) from the key beneficiary constituencies →Prior to implementation, ensure that a Comprehensive Project Implementation Plan (CPIP) is prepared and included as part of contractual arrangements for implementation. This plan should specify what local resources, subcontracts, business spin-offs, etc. are expected. The plan should also identify what efforts will be undertaken to minimize potential negative impacts from project implementation. →Evaluation - ensure that project evaluation is done and that local users/target groups are part of the effort</p>				

ISSUE	POTENTIAL PROBLEM	WHAT YOU WANT	HOW YOU GET IT	Importance /Relevance this Project Scale 1-5	What is being done about this potential problem?	Who is taking action & by when?	How I will know the results of this action
ADEQUACY OF RESOURCES	Resources committed to the project or activity are inadequate to do a proper job	To ensure that there are adequate resources to allow for the proper completion and continued operation of the project or activity	<ul style="list-style-type: none"> → Ensure all capital and set up costs are properly estimated during project planning → Ensure operating/ recurrent costs are properly estimated prior to project implementation → Do not begin the project until the funds needed have been committed in writing by people and organizations that will meet their obligations → Consider: <ul style="list-style-type: none"> -Fundraising -Grants -Revenues post start up → Ensure that there are good management and manpower resources in place for both set up and operational phases of the project or activity 				
TURNOVER	Rapid turnover of staff, management and/or political leadership, resulting in discontinuity for the project or activity	A stable workforce for the project, including management, workers and leadership	<ul style="list-style-type: none"> → Consider the stability of the people you hire → Give real consideration to qualifications and experience → Encourage good morale on the project → Minimize the length of time required for decisions of all types. This reduces the chance of unmade decisions when people do leave → Settle all issues as quickly as possible 				

ISSUE	POTENTIAL PROBLEM	WHAT YOU WANT	HOW YOU GET IT	Importance /Relevance this Project Scale 1-5	What is being done about this potential problem?	Who is taking action & by when?	How I will know the results of this action
DIVERSION OF PROJECT RESOURCES	<p>Cross-subsidization of related organizations</p> <p>Nepotism</p> <p>Overpayment</p> <p>Employment of unnecessary workers</p> <p>Interference of local elites in activities</p>	<p>Project to have all its funds, manpower and equipment available to it when and as planned or required</p>	<p>→ Avoid nepotism</p> <p>→ Do not use the project as a "make work" project</p> <p>→ Ensure that salaries are reasonable for the area, employee qualifications, and responsibilities assigned</p> <p>→ Maintain transparent and public financial records</p> <p>→ Ensure that all honorariums and expenses are necessary; -don't hold unnecessary or inefficient meetings</p> <p>-ensure that expenses are paid only for the expenses actually incurred. Have the person sign a form stating that the expenses have not and will not be claimed from any other source</p> <p>→ Do not lend cash to other organizations</p> <p>→ Guard against lending resources to other projects unless you are sure it will not affect your project</p>				

ISSUE	POTENTIAL PROBLEM	WHAT YOU WANT	HOW YOU GET IT	Importance /Relevance this Project Scale 1-5	What is being done about this potential problem?	Who is taking action & by when?	How I will know the results of this action
TECHNOLOGY	The technology involved in building, operating or maintaining the project or activity is not appropriate for the level of education and/or development of the people who will be building, operating or maintaining the project	To ensure that the technology is appropriate for the project workers, project clients, and the organization and community that is implementing the project	<ul style="list-style-type: none"> →Ensure that all workers involved are trained for and experienced with the technologies being used →Ensure that the project owners, project sponsors and managers understand the benefits and limitations of the proposed technology →Set up awareness and training activities well in advance of project implementation →Involve those to be affected by the technology in the planning of the project 				
DEGREE OF LOCAL CONTROL/ FOCUS OF PROJECT INITIATION	Not enough local control Too much local control	a good balance between local control and efficiency and effectiveness on implementation. In some cases complete local control can also provide efficiency and effectiveness of implementation. In some cases external resources (including management) may be needed.	<ul style="list-style-type: none"> →Make sure you know what you want from external providers of service, suppliers and contractors →Make sure that what you want can reasonably be achieved with the budget you have available. Conduct a Project Inputs Analysis →Start extremely early to exert local control as an issue →Where there is external control, demand performance to local expectations wherever reasonable. This can best be accomplished through a Comprehensive Project Implementation Plan (CPIP) 				

ISSUE	POTENTIAL PROBLEM	WHAT YOU WANT	HOW YOU GET IT	Importance /Relevance this Project Scale 1-5	What is being done about this potential problem?	Who is taking action & by when?	How I will know the results of this action
RELATIONSHIP WITH PROJECT ADVISORS	<p>Advisors may not fully understand what the community wants and expects from the project</p> <p>Advisors may not have time for skills transfer activities</p> <p>Advisors may not view their role as working for the community</p>	<p>a smooth, understanding relationship. The advisors give advice to the community but do not do the work or administration for the community.</p> <p>Advisors are hired in a way that allows time and incentives to ensure maximum transfer of skills to local counterparts.</p>	<p>→Choose advisors carefully</p> <p>→Ensure that Terms of Reference for advisors and professional services are well defined and reflect local needs and wants</p> <p>→Ensure a common, clear understanding of purpose frequency and timing of advisor/ local meetings, reports and roles</p> <p>→Maintain open and frequent communication with advisors</p> <p>→Make sure both you and the advisors are easily accessible for communication</p> <p>→Make sure Terms of Payment, Rates, etc. are clearly and unambiguous</p>				

ISSUE	POTENTIAL PROBLEM	WHAT YOU WANT	HOW YOU GET IT	Importance /Relevance this Project Scale 1-5	What is being done about this potential problem?	Who is taking action & by when?	How I will know the results of this action
EVALUATION METHODS	<p>Little or no evaluation of the project or activity is conducted</p> <p>Evaluation is biased or not properly done</p>	<p>Periodic evaluation of the effectiveness of the project or activity's Planning and Development, Implementation and Operational Performance</p> <p>a procedure for ensuring that the organization learns from the experiences of each activity</p>	<p>→ Ensure there is a formal evaluation process for each project or activity</p> <p>→ Ensure that goals were set in such a way that they can be measured</p> <p>→ Ensure that target groups/beneficiaries are involved in the evaluation</p> <p>→ Make sure there is a process for using what has been learned from one evaluation to influence the approach taken on future projects</p> <p>→ Ensure that the evaluation is written and circulated to key project participants, sponsors, owners, clients, etc.</p>				

ISSUE	POTENTIAL PROBLEM	WHAT YOU WANT	HOW YOU GET IT	Importance /Relevance this Project Scale 1-5	What is being done about this potential problem?	Who is taking action & by when?	How I will know the results of this action
MANAGEMENT STYLE/DECISION MAKING STYLE	<p>Management may be indecisive, unfair or too easy on employees</p> <p>Preferred decision making style may be in conflict with the time pressures of the project</p>	<p>a management and decision making style that is appropriate to the nature of the tasks, and to the people, and the organization being managed</p>	<ul style="list-style-type: none"> → Set relatively high expectations of employees and facilitate their efforts to achieve them → Don't be too easy on employees. Consistent failure to meet expectations should have consequences → Be fair, reasonable and accessible → Make decisions quickly once you have all the relevant information → Consult employees to seek consensus and information but reserve the right to make final decisions within your area of authority → Delegate authority to match responsibilities assigned 				
VULNERABILITY	<p>Community extremely urban</p> <p>Community extremely large</p> <p>Community highly independent</p>	<p>To create an accurate assessment of the degree of vulnerability and to develop strategies to cope with vulnerability in relation to the project</p>	<ul style="list-style-type: none"> → Assess transportation system costs and risks → Assess communications system/infrastructure → Assess state of organizational development → Assess terrain/ground conditions → Assess local supply and services potential in relation to the project → Prepare contingency plans to monitor for and cope with these vulnerabilities as the project proceeds 				

CONTROLLING RISKS

Risk arises as a result of uncertainty. Uncertainty implies that there is a range of possibilities which may result when an event takes place. When we are uncertain as to what the outcome of an event will be and if we choose to base our plans upon one particular outcome we risk that some other outcome will actually happen and our plans will be upset.

The most common types of risk faced by development projects is the risk that they will take longer to complete and/or cost more than has been budgeted. Similarly there is usually some risk involved with the planned achievement of any other goal or objective. There are risks that there will not be enough local employment on a project, that too few supplies will be purchased locally, that local subcontractors will not be hired, that training for local participants will be inadequate, that the weather will not be fit to work in, that cash flow will be adequate to meet project obligations in a timely manner, etc. etc.

If you ask someone to bear the consequences of a risk that person or organization will demand some appropriate compensation for that risk before they agree to bear it. The more uncertainty there is about the possible outcome of any event the more a person or organization will charge in order to assume that risk.

When a project or development activity consists of a series of events, and all of them involve some degree of uncertainty the risk associated with undertaking that project or activity increases significantly. The lesson to be learned from this is that any community or organization that is planning a project should strive to reduce the uncertainty involved in order to minimize the risk and therefore not be charged excessive risk premiums.

Where uncertainty cannot be reduced or eliminated, it can be shared. This is why communities hire contractors in the first place. If there were no risk or uncertainty involved with conducting the work the community would simply do it themselves. Similarly, if funding had no limits communities would do all work themselves and not worry about the risks involved. Ultimately, the community ends up paying for the uncertainty and risks involved in conducting projects in their location. The community and its organizations can reduce the amount it pays for risk by taking the trouble to reduce and remove any uncertainties within its control.

Good planning will identify risks and uncertainties, reduce or eliminate them to the degree they are controllable, and plan openly on how to share these risks through the style of contract it develops with contractors or service providers.

A contractor will accept almost any degree of risk a community decides to ask them to. They will however, increase the price of the project to reflect the risks and uncertainties involved. One good way to reduce risk and uncertainty is to include in the contract for a project a Comprehensive Project Implementation Plan(CPIP).

COMPREHENSIVE PROJECT IMPLEMENTATION PLANS (CPIP)

The CPIP is a document that outlines specifically and in detail, what the community expectations are in terms of local economic participation on the project, how this participation is to be organized, implemented and monitored, what resources are to be supplied by local interests, what local

employment levels will be, and how the contractor will interface and relate to local interests. It outlines project organization and reporting requirements, communication strategies, any sub-contracts, partnerships, rental or lease arrangements, and how progress and payment with respect to such resources is to be handled.

Such a document can substantially reduce the uncertainty faced by prospective contractors and therefore reduce the risk premiums associated with such uncertainty.

DESIGNING CONTRACTUAL ARRANGEMENTS TO SHARE RISK

When a community brings in non-local resources in the form of contractors or service providers it can design the contractual arrangements in a variety of ways that distribute responsibility for various risks between the contractor/ service provider and the owner (community). It must be kept in mind that risks need to be distributed in proportion to the ability of the various parties to bear those risks should they materialize.

Traditional Lump Sum Contract	Attempts to assign all risks to the contractor and to have the contractor prove he can bear the risk by providing bonds.
Turnkey Contracting	All risks assigned to contractor requires excellent pre-planning and communication, usually for sophisticated owners with their own competent staff. This may also include bonds.
Design Build Contracting	Flexible, but should require extensive guarantee from contractor based for project performance after start up.
Contractor-Lead Joint Venture	Flexible in spreading risk, contractor usually accepts greater part of risk.
Locally-Lead Joint Venture	Flexible in spreading risk, community often accepts greater part of risk in order to influence local involvement.
Project Management	Flexible but usually high degree of risk accepted by owner in expectation that project management fees will be less than contractors profits.
Fixed Fee/Target Price/Shared Savings	Owner realizes there is great degree of risk and agrees to accept it to minimize costs. Contractor paid management fee and gets to share in savings below target price. Cost tracking is crucial to owner.
Force Account Construction	Do the work with your own forces and accept the risks yourself.

** These types of arrangements can be combined or custom negotiated to provide the degree of risk sharing and external resource provision appropriate for the circumstances of any particular project owner or initiator.

SECONDARY EDUCATION COUNCIL

Project Implementation Matrix for Phase II

	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Coordination	•	•	•	•	•	•	•	•	•	•	•	•
Letter of Intent	•											
Proposal	•											
Obtain INAC Funding \$	•	•	•	•								
Community Response	•	•										
Costs	•							•	•			
Secondary Evaluation					•	•	•	•	•			
Feasibility Study					•	•	•					
Location			•	•								
Curriculum										•	•	•
Size (# students/staff)					•	•			•	•		
INAC Building \$									•	•	•	•

SECONDARY EDUCATION RESEARCH PROJECT STRATEGIC APPROACH

1

Mission Objectives
What we should be doing!

2

Current Situation
What we are doing!

3

External Impacts
What factors affect work

4

Resource Analysis
What we have to work with

5

Identification of Strengths/Weaknesses/Opportunities/Threats

6

Determination of Extent of Change Required
What areas require change in strategy?

7

Develop Alternatives
What action can we take?

8

Analyze implications of each Alternative
(Choose and justify)
What are the good and bad things?

9

Plan of Implementation
Who, When, With what resources

10

Plan of Monitoring and Control
Feedback and Fallback Plan

How will we know if the actions are being taken?
How will we know if the actions are working?

What will we do if the actions aren't working?

Chart by: E. Sabourin - Policy Analyst - Secondary Education Research Project - March 1998