



JANUARY 10-11, 2017

Dehcho First Nations



PASSED BY MOTION #3 – WINTER LEADERSHIP -21FEB17



DEHCHO FIRST NATIONS

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DFN Leadership Meeting January 10-11, 2017

Chief Gerry Antoine	Elder Rita Cli
Chief Joachim Bonnetrouge	Elder Louis Lacorne
Chief Gladys Norwegian	Elder Stanley Sanguéz
Chief David Moses	Elder Gabe Hardisty
Sonya Frise	Elder James Cayen
Proxy Derek Erasmus	Elder Marie Lafferty
President Clifford McLeod	Elder James Christie
Chief Lloyd Chicot	
Chief Dolphus Jumbo	

Staff:

Herb Norwegian	Alison de Pelham
Leona Tanche	Greg Nyuli

Opening Prayer – Elder James Cayen

Agenda

January 10, 2017

- Opening Prayer
- Introductions
- Round Table Discussion
- Ministerial Special Representative

January 11, 2017

- Opening Prayer
- Dehcho Divisional Education Council
- Special Leadership Resolution #1, RE: Dehcho Ndehe
- Round table discussion

Greg Nyuli and Grand Chief will be chairing the meeting. Grand Chief indicated Anne Marie Doyle would like to meet for one final round. Leadership passed a Resolution on Land Selection issue, a small group identified that would undertake the work. Executive Director will walk you through that. We have another item tomorrow, Dehcho Divisional Education Council, Terry Jaffray. We will get into the budget of the Land Selection work followed by the small school discussion.

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CARRIED with 2 Abstentions: Chief Gerry Antoine/Joachim Bonnetrouge

Anne Marie Doyle was supposed to attend a session in Wrigley January 10 but didn't arrive in time due to weather. There is a small team of representatives here from PKFN. They will have the opportunity to present to Anne Marie then get into the round table discussion.

The Chair indicated we could deal with the Land Selection budget and Education initiative could be dealt with prior to lunch.

Draft Land Selection Team Budget – Executive Director

There is a budget, five pages of costing and a sample of the travel claim in the packages. Grand Chief asked for implementation of Resolution #1 from the Special Leadership Meeting of November 29 - December 1, 2016. Informally, we called it the "Land Selection Team". It indicates that 'the DFN Negotiating Team will conduct a series of meetings for the purposes of mapping Dehcho Ndehe and Community Lands. Be it further resolved that all attempts will be made to combine the Dehcho draft Land Use Plan consultation at the same time.'

Executive Director seeking expectations & feedback on budget.

The reason we bring this to Leadership is the high cost of this work and second, no discussion of expectations, this was just for the purposes of mapping. We need to hear Leadership expectations.

Grand Chief asked Petr Cizek be involved, with his background in the development of the Land Use Plan, mapping and traditional land use and occupancy areas. That is the base to the Land Use Plan. He has high technology in terms of mapping scenarios so he could offer individual maps to communities as discussions progress.

This work is very sensitive and intensive and would need a minimum of three rounds in each community, three day workshops working with Chief, Council and community members. Undertake the exercise of mapping community lands and identify lands that would be retained for Dehcho Ndehe. Reviewing all discussions from the past, about having contiguous land blocks, where all lands are connected with each other; that would surround the community lands for the Dehcho communities.

We already have some costs in developing maps that we would use at the community level to identify areas for community lands and that would also involve the discussion of community boundaries.

For years, DFN has emphasized the need for communities to think a hundred years ahead in terms of population development and the lands they would retain as a community for their own lands.

One round in total, will cost approximately, \$90,919. Three visits to each community to undertake this work would be \$281,278. Depending on the results of meeting with the MSR today and the recommendations she will outline for moving forward. There might be some changes in DFN planning.

Grand Chief Herb Norwegian added the work will be quite tedious. This will be for lands to secure for ourselves.

Before we go into the communities, the Land Use Planning Committee will be going into the communities to explain where the Land Use Plan and final pieces of work is at. This will be done with the team selected for traveling to the communities. There are three or four different types of zones carved out and need to see that before you identify lands. Look at the Land Use Plan for zones,

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protected areas and open areas. What we want to do is start off with a plain map and have communities go in there and identify areas to keep.

Executive Director indicated there will be a decision by the Premier and Minister on what moves forward. Dehcho First Nations has surplus funds, \$200,000 for additional negotiation costs. The Leadership have a choice of surplus or deferred revenue and we could make application to various departments to fund this work. No one has given us a time line, whether it is in this fiscal year. It depends on where your money is coming from if it is before March 31.

We have been minimized in terms of funding received from the past. You only get \$500,000/year.

Chief Gladys Norwegian asked what we expect to achieve or accomplish. What work do we need to do? What is the purpose? Are we re-doing the Land Use Plan? Are we adding to it? What is the big picture? I heard Herb say it is a matter of pulling time together and time is a difficult thing to get our self organized.

Grand Chief Herb Norwegian replied the decision the leaders made, direction you give me is something I take very sacred. This exercise is to explain what kind of work is needed and that is what is presented. We looked at the time line, what kind of work will go into this exercise and how much it will cost.

Executive Director added the work is mapping lands that the Dehcho First Nations will own in the end, if there is settlement. There is a quantum discussion and that is what lead to the mapping. Chief Gladys Norwegian asked how that is different from Land Use Planning. Executive Director replied it is very different. Land Use Planning is a management system that is like an umbrella that lays over the land base and tells you where sensitive lands are ecologically, where agriculture is good, where prime timber stands are, where oil and gas is.

Chief Gladys Norwegian asked if we are cutting out boundaries. Executive Director replied yes, when you are talking land retention, land use exercise, you are talking about going to the map and making compromises and saying we are told we can't keep it all. This area has to be kept for these reasons, those have to be kept for those reasons. This is what has been negotiated for twenty years, each community in the Dehcho region will own its' own land surrounding its' community and have full authority to use the land as they see fit.

It's a total different exercise from Land Use Planning. All the traditional use areas the Dene in the Dehcho did when the traditional mapping took place, Land Use Plan is overlaid on top of that to manage the lands.

You may have community lands but in a group owned area, which is Dehcho Ndehe, you might decide to venture into oil and gas extraction; that would be group owned areas and the Land Use Plan will guide you on how and where it should occur. That is different that owning it, very, very different. Canada made it clear what it is looking at is quantum, GNWT made it clear. The Dehcho wishes it could keep everything but can't. This exercise is a very serious exercise.

Chief Gladys Norwegian added traditional knowledge work and the Land Use Plan is done, indicates some areas like the Five Fish Lakes is it a matter of putting a boundary around all of that? Executive Director replied that and more, you have your Dehcho quantum. Maybe Jean Marie sees it important to

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go across the river and have an area of that land be part of yours because you have harvesters there all the time. The Five Fish Lakes might end up in community lands, that mapping has to take place. That is why we are suggesting have Petr there, who can map it for you so you can see what is involved in land retention.

This is where we are today and that is why we ask what your expectations of this resolution is. DFN is down the road of land selection. We need to listen to the Ministerial Special Representative of how the Dehcho is moving forward. This decision with the Premier and Minister will decide our future. There is no doubt about it.

Grand Chief Herb Norwegian added Anne Marie will not be telling us anything. That is not her job, her job is to listen to us. You need to tell her we have direction to move this way and she needs to tell the Minister and Premier the Dehcho is at the door step ready to move. It is about listening to us. She won't be answering any questions. I just want to make that clear.

Elder James Cayen updated on how West Point originated. In 1955, we were put in residential school. Every summer before that, five or six years, we lived in Kakisa. We went to Hay River so my dad and relatives could work at the fish plant. In the fall of 1955, Indian Agent approached my dad saying his kids had to go to school here. Since then we were there, they never offered us a house. We lived in a tent for the first year. That is how we ended up in West Point. I don't know if that is documented or not. Federal government don't relocate First Nation. We are stuck where we are. We originated from Kakisa.

Chief Joachim Bonnetrouge added we need to push the envelope a little bit. One thing we forgot to tell the Elders is every time there is negotiations, there is give and take. I am as guilty as anybody else. We did not deliver or explain what Negotiations between us and Canada is all about.

Fifteen years ago, Elders were very tied into Negotiations, pounding the table that we are not giving up one blade of grass. Those are the marching orders. The only thing that made any progress was our Interim Measures Agreement. Only then the government were convinced we were serious. Acho Dene and Katlodeeche left. They had problems with the Negotiations but we have always managed to keep it together. Now we are told that we are going down the road of land identification, land selection, prioritize lands and what will we be left with.

The communities are the land owners. We have never dealt with ownership, our belief system is the Creator gave us this land to live off and it is our job to take care of it. That whole notion of ownership/fee simple, I have a hard time dealing with. At home, there are visitors that came and stayed ten to fifteen years and now own land. We tune into the Land Use Planning process because that is where we excel at, taking care of the land and we could renew that. Now we are getting into a total different area. My thinking is if the Elders are talking, what we are fighting for, for the future for the young ones. You have to think one hundred years, seven generations down the road, that is the kind of planning we have to do. We have good ideas of where minerals and resources are then there is another group which Sam Gargan is part of, they are saying not to forget about the water.

Vice-President James Christie added we might have a situation arise where a community of a certain size needs, for instance, five hundred square kilometres of land for the next hundred years for community

lands. You have another community, similar size, may need four or five times that much. Is there a formula we will be working with?

Grand Chief Herb Norwegian thanked James. The exercise we are going to go through is to identify lands that people think are valuable to them. Once we put all the pieces on the table, you are going to have to select lands for all your communities and also have Land Use Planning. There is an array of information that will be brought to the table. We are not making decisions, we are gathering information and once we pulled the information given to us, we will bring to the Leadership and they will figure out how to package it together. We want to make sure it is fair, balanced and ensure all information is in there. Once this is done, there will be options presented.

Elder Stanley Sanguiez added he never thought the region will do this but we are here. The main message we should be giving Anne Marie Doyle and raised it in Jean Marie, if we don't select the lands in the communities as a group or individual communities, there is no way we could lose what this exercise is about. I want to make sure we implement the DCRMA. That DCRMA will protect and manage lands within the lands and outside the lands we did not chose. She has to understand that communities cannot go wrong. The federal government cannot do anything without consultation when it comes to the DCRMA. It was a good discussion when the Grand Chief invited me to West Point and Ft. Providence, sitting across from the Negotiators, Janet and Fred. We mentioned communities and the region have to understand where we were coming from when we wanted the DCRMA. We didn't approve the MVRMA because it wasn't our place. We need to make our own management system like the DCRMA, Dehcho Resource Management Authority and to make sure she spells that out clearly.

The feds and GNWT agreed that there will be a DCRMA looking at other lands within the Dehcho region. When you think about it, we need to let Anne Marie Doyle know and that will address James Christie's concern on the one hundred year growth and the lands. Somewhere in the discussions, there was supposed to be five or ten year where we need to talk about this again. When we are gone and our kids are there, they may want to open up areas and it is their decision. There is nothing new to give you when you come to Jean Marie. It is good that we did that exercise.

Elder Marie Lafferty added we are going to have a rough time because there are too many white people and home owners and some of our people own homes. I don't think in the end, give up their ownership saying everyone is going to own this. We will have some battles over land ownership so we have to be ready for that.

The Chair pointed out there will be more discussion on this. We could finish off the morning with Education then PKFN will meet with the MSR.

Chief Joachim Bonnetrouge pointed out six months ago, asked for a map that Herb and Petr Cizek did in 1984...they interviewed harvesters, over 400 interviews.

The Chair replied that was the Land Use Planning issue. Joachim replied they don't have it, Petr Cizek has it. The Chair will make a note of it. Presentation on motion, staff to put numbers together on this land and presented. Question on allocation of community lands and traditional lands. There are good questions and fundamental issues you want to undertake because you go into the community, you don't know the amount you are talking about. Those are detailed and discussions need to take place. We will come back to this for further discussions.

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BREAK

Dehcho Divisional Education Council - Terry Jaffray / Lisa Moses, Vice-Chair

Some ideas of vision of Education in the communities and suggestions where we should look next in maintaining Education presence in all of our communities. Accountability report for the 2015-16 school year. This shows the programs that happened in the school last year and our Audited Financial Statements so you could see where the money was spent in the school district.

Our Education Council is responsible for K – 12, we have several successes and good to start with a positive. We have a lot of access to technology. We keep up with changes on technology and try provide those things to the school.

Being able to connect to the internet is not good. That is a simply matter of geography until we overcome some things like the mountains and valleys, that is going to be a challenge. On a day to day basis, our teachers and students have access to good quality technology. We are proud of these increasing programs, to improve language delivery in our schools; we have two projects on the go, one for the incumbent Language Teacher and another for people who hope to be Language Teachers. We have partnerships with Dehcho First Nations, University of Victoria and Education, Culture & Employment to provide those programs and we are very excited about the result we have. I wish I could say all of our young people are fluent speakers but we have an improving situation and very happy about that. The teachers in the schools are feeling much more supported because of the work happening through Education, Culture & Employment. We have consistent staff in the Dehcho, we are fortunate, in our small schools we don't have turnover that often. On average, it's about every five years which is typical across Canada. We would love for people to stay longer because consistency is the cornerstone of Education but we are very happy to have people to work in our communities for five years or longer.

We have community support, we have community governments and the regional governments like yourselves who meet with myself and council staff and members to let us know your thoughts and ask questions and provide support. I know from visiting the schools, members of Band Councils and members of Dehcho First Nations and their employees are often in the schools supporting programs, whether it is assisting with a Northern Studies Program, making presentations about northern projects or residential schools or the people in the community assisting with "Taking a kid Trapping" program.

Have challenges in our schools, they are enrollment statistics, these are public documents produced every year. Myself and the Comptroller go through them and sign off on them. Numbers represented here are what we are funded for. For example, look at 2016, 532 students, that is the number of students we will be funded for next year. You will also see in previous school year, 2014 school year, we have 572 so we lost forty students. Our enrollment is reduced by forty students. There are different reasons for that; fewer younger people registering for junior kindergarten or kindergarten. There is a declining birth rate. There are people leaving the Northwest Territories, leaving the Dehcho. There are fewer families in the Dehcho than there were the year before.

Other things that are affected, our enrollment, our drop-out rates, sometimes students struggle and leave school and that happens around the age of 15 to 17 or grade 10. You could see that in the number

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of students that graduate. If you look at the data, what you could see is one year we could have forty-four students enter kindergarten.

If you look at seventeen years later, we are graduating twenty to twenty-five students. We are not thinking that is what happened. We need to find out why those students are not in school. That is about our enrollment.

I put some numbers together from the smallest communities, Nahanni Butte, Jean Marie River and Kakisa. In this school year, Nahanni Butte had four students, Jean Marie River had nine students and Kakisa had nine students. That was their enrolment and those communities we are funded for.

You could see our projection for the next three years. By 2019, in Nahanni Butte and Kakisa will be reduced by three or four students. Jean Marie to seven students. It is also interesting to know those are students not in high school. They are Elementary students and junior kindergarten to Grade 8. This is a concern to us because it's hard to provide programs for that number of students. Another thing that happens when we get fewer students, our financial resources are reduced. Most of our funding comes from Education, Culture & Employment and it is on a per student basis. We receive \$26,000/student, it doesn't matter where they live; we are funded for our entire region. Last year we had five hundred and seventy and funded for approximately \$14 million and that represents about \$26,000/student.

It costs twice as much as that to provide education in the smaller communities because we still have to provide a teacher, it still costs the same amount of money. An average teacher with benefits, most of our teachers have five years or more of teaching and experience. We are looking at \$150,000. When we have a special needs assistant or aboriginal language teacher in the community, we are looking at \$70,000-\$90,000.

We have an O&M budget which is our maintenance budget, pending on the size of the school, it could be between \$15,000 - \$30,000 then the DEA expense is \$15,000-\$40,000 depending on the size of the community.

The infrastructure of the cost of the building is not included in there, where it costs a community \$250,000-\$300,000 to provide those basic services and it is costing more like \$30,000 - \$50,000/student. That makes it difficult for us to budget.

The last point there, students are not attaining the results we expect. By grade three, only a third of our students are meeting the grade level standards. That is one in three students meeting the grade level standards, in language arts and math. By grade nine, it is one-fifth, one in five students. There are a number of reasons for those results and could certainly be some of our students have learning needs. We have some information on the Learning Development Inventory that tells us many of our students come to school in what we call, "vulnerable" in one area. They may be behind in their language development, they may be behind in physical or social and emotional development. That could be an issue.

School attendance in the last decade has declined, we have about an eighty percent attendance rate across the Dehcho. That means on average, our students are missing one day a week of school. What it looks like in reality is a lot of spikes because we have a lot of kids that do come to school every day and we have a number of students who miss one to three days of school per week. It averages out that way. There are other factors, maybe we are not providing the best programs and maybe the teachers aren't

doing the best job. I don't want to say one factor is the cause of our declining enrolment. There are many factors we look at and try to address in our strategic plan.

That is some of the background information I have about our school district and if you look in this document, you will see in more detail some of the programs we are offering. You could see how we spend the money that is provided to us and the support provided by other agencies.

What I would like to think about is our small schools, we are concerned; when I say, "we", I speak on behalf of the Council, in our small schools we are going to have some low enrolment and other ways to utilize the school. Are there other education needs in the community that we could help address? Are there partnerships we need make so that the school could be better utilized and we could provide a vibrant education program for everyone in the community? That is what I want to hear from you, is where you would like to go with education and how we might get there. What kinds of things you see as beneficial. Certainly we have done some research ourselves and we have been thinking about this but we are very interested in what you see in your community, from your perspective as the leadership in your community.

If you look at the back of the page, the second question, "where do you want to go?" Maybe you want to talk to me or share your thoughts of your education needs you see in your community.

The Chair thanked Terry and opened the floor for discussion.

Questions/Comments

Elder Marie Lafferty asked if the Kindergarten is an all-day program. Terry replied it is a half day program, for four year olds, it is a part time program and Kindergarten is an all-day program. Both of those programs are considered optional. Most people do send their children to that but school is a requirement for students from the age of six and sixteen.

Parents as the guardian for their children have that right to make that decision to keep their children at home or educate them themselves. We do not want to take that away. The information that is provided and research done, providing free childcare for young people at the age of four is beneficial. I am not saying it is better for what could be provided at home but in many cases children aren't having that opportunity. In Yellowknife, they have early childhood programs, Montessori schools and aboriginal head start programs that provide for four year olds. Not all of our communities have those.

Terry added the government has worked out ways of funding. Four years ago, they began working on the junior kindergarten implementation then it was stopped so they could do research then decided to continue with it. There was a plan in place to pay for the cost of the implementation. At that time, Dehcho region did the implementation in all of our communities except Fort Providence; they have an Aboriginal Head Start Program and decided to not to do that in their community.

All of our communities received funding for junior kindergarten. Not only for the programs themselves but also for the infrastructure. In the smaller communities where they have a smaller enrolment, they are increasing their number or cost.

Chief Joachim Bonnetrouge added one out of five are going to go with some problems. You want to say a little bit more about that?

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Terry replied five years ago, Northwest Territories was doing research in ways to support early childhood; that is from birth to six years of age. One of the studies they looked into was Early Development Inventory. This inventory takes place when the student is four or five and not an assessment. It is a survey of collecting information of where students are at in terms of their language, problem-solving abilities, social and emotional development and their ability to get along with others and their identity, the awareness of themselves as a person. The information is collected and not on an individual school basis. At our office, we don't have a report on every student, information is collected electronically in Yellowknife and they produce a report.

The information is all important to us because it tells us where a student is at in terms of their language development. If a child is behind in their language development and we need to start at that place with the student who is four years old and they come to school, their language development is that of a two or three year old then we have to start there. They are not ready for the program we have. When kids are behind developmentally, we have to create different programs for them to bring them up to be ready to be in the school programs.

Chief Joachim Bonnetrouge added there was a study done pertaining to the Dehcho, FAE/FAS situation. That report was buried in government circles. We still deal with a lot of the aftermath of too much drinking and drugs in the community. You cannot hide from that. Children need the basic necessities of life.

Keep going back, need to be reminded that our people have had a bad experience with school or education and you could see it in the community. It may be worth our while to re-visit or do more work on the impact of Residential school, try get a handle on what we are dealing with. Not only at home but in the school. The report card is not good right now. In spite of that, because of local education leadership, we are still pushing some of the young people that have hopes to do something with their lives.

Terry thanked Joachim and added one of the Committees for Education, Culture & Employment is pathways to graduation and that is important in accepting and not being stuck in that idea that the only way to be successful is having a high school diploma. We have done a lot in the last few years. All of the teachers in the school had at least one round of education about residential school. It has to be ongoing. The bad experiences didn't happen once, it happened over a number of years and impacted a number of generations so we have to continually revisit that. Thank you for that reminder.

Elder Gabe Hardisty added since 1980, everything seems to be falling backwards. When I was fourteen years old, I learned my language, culture, traditional way of life then after that I went to school then had to go back home so I never graduated. When we went to school, we learned to read, write, math, science and carpentry. Nowadays, students are having a hard time and won't say anything. They graduate grade 12 but cannot read or write. In the old days when we went to school, we learned a lot and using it today. Our language is dying slowly. If we don't do anything about it, it will be lost forever.

Terry replied to Elder Hardisty that it was a great idea and would love to have the support of the communities to reach out to the young people that are not in school then we could work together to find that information.

Elder Gabe Hardisty replied the reason he said to meet the youth, in Deline, when they had trouble, Chief and Council brought youth together to discuss the problems they are having and the youth replied there is nothing for them to do in the community. They went back on the land. Went to Deline last year and one of the elders told me years ago, Deline had thirty to forty youth getting in trouble with the law and today they only have one. We need to do the same thing with Education.

Chief David Moses added some of our schools in the Dehcho are not up to par and struggling with enrolment. When I started in June, we talked about reviving our language, on the land programs, etc. Why don't we turn those ideas over to Education? When I went to school, our elders took us out on the land. My son dropped out of school in grade 10. I taught him what I could. There has to be teaching of our culture at the schools where youth will carry on our tradition. If we have programs within Dehcho First Nations that could beef up our Education, why don't we do that? I talk to my younger generation in Slavey, they could hear me but can't answer back.

Chief Gladys Norwegian have comments and questions. In regards to Residential School, there was over ninety recommendations that came out of the report. At your Board level, Andy Norwegian was the Teaching Coordinator and no one hired to replace him. What are the long range plan in participating in implementing those recommendations that were in the final report?

Terry replied the Council does not have a Coordinator. We do have Aboriginal Language Teachers in seven of our nine communities. Those Aboriginal Language Teachers do meet and discuss recommendations specifically the language. One staff member is coordinating the development for the language support for the teachers in place and people who are in the Revitalization Program. We do provide training for our teachers. We plan to meet as many of the recommendations as we can.

We know it's important to use the language in the school. Many of our teachers are non-aboriginal so they struggle with traditional ways themselves but we are working hard to have partnerships with our communities so that Elders and other aboriginal people can come to the school to teach practical skills, hunting, trapping and land skills as well as the history of the Dene people in their community and region. Also knowing things like experiences like Residential School and the importance of Dehcho Process and how the aboriginal governments are evolving.

Chief Gladys Norwegian indicated she taught the Language Revitalization students in November. Very thankful but also very concerned as there are not many of us that can do that. There is no other person that they could find in the Dehcho region that could speak the language and have the qualifications to teach a University Course. My experience, in the department about three or four years ago, first residential school course together, they had some testimonies I was to critique and it made me realize there are some people need to be healthy before they talk to students. It's a very sensitive course and topic, we have to know what we are doing when we go into the school because it is a reality that some of our people are still very angry. When they talk to the students, students get angry and become prejudice against non-natives. We have to make sure the right people are in there and those are the recommendations I made when I was in the department. What happened to them, I don't know. It's a real concern. If you talk to some of our Elders, it was a struggle to live in the bush.

Elder Rita Cli added you represent the Divisional Board and oversee the local Education Authority or is that different. The reason I am saying this is because I have been approached on numerous occasions,

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people feel they don't belong in the aboriginal system. A lot of them were Aboriginal Teachers, they had to leave because they didn't feel welcome in the system. A lot of our aboriginal students are standing in the hallway being reprimanded. How are they getting educated? We got detention but it was done after school. Teachers are more protected than the students, they have a union and they get big money. Some children are graduating and not able to read or write. Some people that went to colleges or post-secondary, they had to upgrade.

Terry responded she knows what her job is and represent all the children first. Children and parents are very important. I do realized there are many problems and some are heartbreaking when children are put in the halls and not being educated properly. I need to do something as a leader of the Education system. I know that you asked if I was in charge of the DEA, I am not. I am an employee of the Education Council, Superintendent. I am the person who takes the vision, ideas and direction from council and put them into action with the staff. I work with the DEA.

Lunch break

MSR Meeting - Afternoon session

PKFN is meeting with the MSR at the Dehcho First Nations. They have been there for about half an hour.

MOTION #1 MSR/LEADERSHIP MEETING

Moved that the DFN Leadership agree to go in-camera at 2:44 pm

Moved by Elder Stanley Sanguéz, seconded by James Christie, Proxy

MOTION CARRIED

MOTION #2 MSR/LEADERSHIP MEETING

Moved that the DFN Leadership agree to come out of camera at 4:58 pm.

Moved by Elder Stanley Sanguéz. Seconded by Elder Rita Cli

MOTION CARRIED

January 11, 2017

Chief Gerry Antoine	Elder Rita Cli
Chief Joachim Bonnetrouge	Elder Louis Lacorne
Chief Gladys Norwegian Elder Stanley Sanguéz	
Chief David Moses	Elder Gabe Hardisty
Sonya Frise	Elder James Cayen
Proxy Derek Erasmus	Elder Marie Lafferty
President Clifford McLeod	Elder James Christie
Chief Lloyd Chicot	
Chief Dolphus Jumbo	

Staff

Herb Norwegian	Alison de Pelham
Leona Tanche	Greg Nyuli

MOTION #3 WINTER 21FEB17

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Leadership moved to approve summaries of: January 10-11, 2017; November 29-December 1, 2017; November 22, 2016 and October 25-27, 2016. Moved by Karen Felker. Seconded by Marie Lafferty.

CARRIED with 2 Abstentions: Chief Gerry Antoine/Joachim Bonnetrouge

Land Selection Discussion

Executive Director indicated some land selection/retention has begun. Budget was brought here because of the high cost of this travel. Leadership need to have a discussion on this. We could change the name to "land retention". Petr Cizek is also involved due to his background.

It will take three days and three rounds to undertake mapping community lands and Dehcho Ndehe. I tried to emphasize need to select lands, the order of the communities can change. Went through costing and indicated DFN vehicles could be used to save costs.

Grand Chief Herb Norwegian added some work has been done over the years. We need to identify lands we want to secure. Land Use Planning Office Executive Director will explain the final pieces of work on the Land Use Plan. Encourage students to be involved.

Chief Gladys Norwegian not sure where we are going. What do we expect to achieve or accomplish? How is it different from Land Use Planning? Executive Director replied it is a management system and how the land is used. Petr Cizek will also be involved.