

**Carcross/Tagish First Nation
5 Year (2015 – 2020)
Kindergarten to Grade 12
Five Year
Strategic Plan**

**Project Milestones
Time Line**

DATE	ACTIVITY	Mile Stones & Outcomes
Jun 11, 2014	Outline Plan - Establish Education Strategic Planning Team (ESP Team) comprised of CYFN Statistics Department, SG Secretariat, CYFN Education and CTFN Capacity Development Department	Draft Plan Outline, and provide oversight, direction and management
2014-06-17	Inform and obtain approvals	Confirm strategic plan goals and outcomes approval
Jun 17, 2014	Inform Management Board and Education Advisory Committee regarding the strategic plan	Confirm approval to move forward with the strategic plan schedule and time lines within project charter
July 29, 30, 2014	EAC and Community Session, Skookies Camp	Discuss hopes and dreams for CTFN students, and tools and skills needed to grad:
September to December 2014	Individual Clan Discussions and Feedback	<p>What we want for Students by the time they complete K to 12:</p> <ul style="list-style-type: none"> • Meeting and exceeding academic expectations and ready for post-secondary or whatever path they choose • Knowledgeable in traditional lifestyle and subsistence: <ul style="list-style-type: none"> ○ Hunting and fishing ○ Trapping ○ Canning ○ Harvest (from shooting the moose to sewing the slippers) ○ Traditional medicines ○ Traditional knowledge ○ Traditional harvest ○ Regalia making ○ Able to read land, water and animals • Fluent in Tagish/Tlingit language (teaching and speaking) • Wanting to go to school – school being a positive experience • Happy and excited about graduating from high school – confident about the future • Positive attitudes about themselves, their culture, and CTFN • Knowledgeable about CTFN history and culture <ul style="list-style-type: none"> ○ Life stages ○ Spiritual ovoid that surrounds us ○ Values and virtues (knowing and doing) ○ Understanding “Balance” ○ Understanding the Medicine Wheel and demonstrating emotional, spiritual, physical and mental maturity ○ Stories ○ Protocol and laws ○ Potlatch process ○ Clan and moiety system ○ Roles of Elders, Uncles and Aunts in child’s life ○ Oral history and story telling • Confident in their abilities to live their dreams (doing what they want

to do an having the resources to do so)

- Ready and prepared to take on and learn leadership roles within community and CTFN
- Developed life skills including being a parent, living as a family, and practical budgeting and home maintenance skills

What we want our School to be like:

- FN school where everyone understands the pursuit of academic and traditional language, knowledge and culture and not be worried of judgment
- Curriculum taught the way CTFN students learn whether academic or traditional
- Builds on each students strengths in a collaborative manner and celebrating progress as success
- Culture (atmosphere and content) embedded in all activities:
 - Values and virtues, concept of balance
 - Holistic foundations (Medicine Wheel) Importance
 - “Traditional knowledge means more than harvesting; includes how to talk to and treat animals”
 - “I can say what Clan I am but do I understand what that means?”
 - CTFN Teachers Elders/Leaders
Recognized/Valued/Supported curriculum development
- Programs to teach students traditional lifestyle and subsistence
 - Hunting and fishing
 - Canning
 - Harvest
 - Traditional medicines
 - Traditional knowledge
 - Traditional harvest
 - Traditional leadership
 - Regalia making
- Leading the way demonstrating better/different way of evaluating success which reflect CTFN priorities
- FN teachers (male and female)
- On the Land Sessions as normal instructional practice integrated into parts of yearly seasonal cycles
- Language integrated in all classes – opportunities for immersion
- Inter-generational Learning’s Exchanges – valuing Elders and others in community
- Positive communications (teachers and students/teachers and parents)
- Place for learning together classes (parents and children so parents would be able to help children with their homework)
- Place for learning about our own people (Tagish and Tlingit) and not always learning Western history or other FN history
- Providing Life skills/family planning/young family parenting while in high school including budgeting for life
- Extracurricular activities are actively promoted and recognized (song, dance, art, physical)
- Engaged Family Student/Parent Involvement where parents and community members feel free and comfortable to come and go in the school and volunteer
- School is partnership of professional staff, community resources, CTFN resources, language and culture
- A welcoming place for parents and community

January 2015

Draft Community

Community Consultation document developed for Carcross and Tagish

	Consultation Document, Vision, Purpose, Goals, Priorities Statement	feedback
January 2015	Carcross Community Consultation	<ul style="list-style-type: none"> • Education starts at home • education is lifelong learning • we need the parents involved • need positive changes with actions and surround our children with supporting education is a way of improving your situation • putting students first • need rewards, limits and consequences. Sometimes there are consequences for our actions = safety • don't give up on family • education begins at home, government took control of discipline needs to go back to home • important to know our history-young need to know it and need to know about the land claim agreements • it's challenging but worth it • no more passing grades unless you pass-child pushed through has learning disability now at 24, cannot read or write • need hand-on practical learning • safe for our children tomorrow • we are all community, so let's get together, talk about education • partnership between parents and school important • children and education are constant topic and concern at meetings • got to make change • determined to give their children education • education is the key • takes a community to raise a child • we are one family, we all need each other for love and respect • use the values and virtues as foundations • hold more circles to come together to talk about our education, language and culture • balance language and culture with the 21st century knowledge and skills required • we don't have dreams-should not be limited because of race or colour • create a love for learning in early years • need transition plans to Whitehorse-why a gap between Whitehorse and Carcross schools? • Have to go forward together-can't leave anyone behind • traditional education is out on the land, the bush • stories like Annie's is traditional education • need to respect and value Elder's knowledge in education, honour the culture • make learning fun • we need to let our kids know we care Monday Morning Circles • we need a revolution in education; need to join 21st century; need to walk the talk • parents need to stress importance of getting an education • education starts at home • time is very important • let's talk about change and be there for our future generations-just like our ancestors • no more pushing through • we need our language • we need to hear from our next generation-need to share, hear their

- voice
- impressed with school system here-they try to help at home with reading and writing
- correct our children-not discipline them
- education is what moves our kids forward
- if the school is successful so is the community
- come together and work as 1 to support he child-education is important
- our children are really important
- we need to support our teachers and community
- supporting one another is important

January 2015

Carcross Community Consultation – Youth Panel

Boys:

- outdoor curriculum
- more emphasis on trades, wood shop, mechanics, engineer
- physical – bike trails into school
- spending time with Elder overnight to learn traditional skills, stories, hunting, fishing, trapping
- specific skills with bows, PAL/FAC, chain saw, trapping, operating equipment (ski-doo, boat)
- getting together with other youth – BYTE, Mount Sima
- competitions/sports events

Girls:

- Our own youth centre
- we do not want the houses at the beach
- you make new houses when there is old houses that needs to be fixed
- you have enough money to build new buildings, but no money to invest towards our school
- we don't agree with the beach plans. Why didn't we get a say in the matter? Aren't we the future?
- I wouldn't want to raise my own kids here if it's going to lose our traditions – in 50 years what will happen to our culture
- youth understand the ground levels at the beach
- renovate store (add on)
- Carcross is too focused on tourism, we don't get employed
- kids feel like dropping out sometimes
- basketball court
- should be asking youth about house
- always told they are the future, but not treated like it
- like the bike trails
- building houses on sand will change the environment
- we are too concentrated on money
- wouldn't raise kids here
- Carcross becoming less traditional
- won't be able to teach them – we need to keep our traditions
- we value our culture
- more stuff for younger kids for when they are our age
- I don't like the idea of those new houses at the end of the beach because I don't get how that benefits in our community. And I think you should of asked the youth their opinion of things if you take the youth so seriously. And it is our future some of us wouldn't want those things. We don't benefit from it

Other Comments:

- had youth centre, but folded due to poor management. Youth need to be trained on how to run a centre before establishing another one

- respect is a two way street
- if you want something, you need to work for it and help make it happen
- SA is not a way of life
- Each of us has a responsibility to build our life
- boys want life skills; girls focus on struggle, but exactly what are they struggling with?

Parking Lot:

- Tools for students' needs (youth panel)
- student council within the school to resolved issues before they become crisis; would give them experience (training in leadership as well as being a community role model); needs to be organized by the students themselves

February 2015

Tagish Community Consultation

- Education is not a FN issue, it is all our issue
- comes from the home, taught from us; we are our children's first teachers
- kids need to learn our principles and values in the home
- we need to develop our own curriculum
- we have to change unless we want to keep getting the same poor results-we can always do better
- need to look at new creative ideas to exceed and gain self confidence
- education is a way of life, learning is the best part of growing, to instill in our children a positive way, children are differentlyeducaiton reform underway, focus on Yukon, need core competencies, our world has changed education/schooling needs to change, takes time
- education starts at home with core values, focus on life skills living off the land, important for kids to know where food comes from; kids are all different and important for kids to know where food comes from; kids are all different and learn differently; need creative ideas
- think of my grandmother and what a role model she was, picture of her reading a book, we are products of residential school grandmother was largely self-taught, she took time to educate herself, education is a door that we need to open up for everyone. Emotional well-being should be a focus
- mother went to school to grade 3 but was educated in many different ways, animals communicate with us if we know how to hear, children remember from very young, need story telling as part of education
- education is important to open doors
- we need to be kind to each other, make education fun
- we are all family, doesn't matter where from
- learning isn't only about us its about the animals too
- want the best for our children, need a good relationship with the school, even 5 years ago we would not have had a meeting like this
- communication, learning styles are all part of it
- we are sitting in a circle talking about education, very proud of everybody
- our children are our future and our ideas come together fro our children
- our school, our future, our kids; system was not working, low graduation rate, those that graduate still need upgrading, something has to change, chief and council met with school

council for the first time a few weeks ago, we need to get in the same room and talk this through, it is our community, our school, our kids

- losing traditions and culture and we need to teach our children and the children are saying they want to know more about our history, traditions and culture
- we need to know more about ceremonies (e.g. sweat lodge) and maintain our skills to survive and we need to teach our children
- education is our children's right, good to hear we are moving toward Yukon curriculum
- pass or fail; daughter 24 can't read, should not be pushed through for social standards, use hands-on approach
- all my years of schooling, what I remember the most and where I learned the most was on the trap line with my uncle and aunt and my grandparents, they were always reading. CTFN is passionate about this project
- cultural disconnect with kids makes them at risk, big fan of culturally based education in the classroom, need to include land based education, parents and community in the classroom
- we need our respect and values, culture education has the best chance for graduation
- things are coming together in a really good way, it is an opportunity, all on a healing journey, we all need hope
- hardest thing was to be taken away and live with others, wish our school went to grad 12 so our kids stay in secure place, learn traditions and culture, going to Whitehorse today's kids learn different culture but not a good one, we need to prepare young to take over roles in self-government
- get a full education cultural/traditional and academic
- this is our school, it's the life skills and everything we talk about in CTFN goes back to the kids
- we've got to learn conflict resolution
- we need to have our own say in curriculum
- there isn't as many barriers as we think there are
- learn from our mistakes-use more of our culture for instance
- youth are working hard, positive in saying what they want to see in educational really good to see community working together like this; it takes a community to raise a child
- CTFN will become the education model for other YFN's
- with our own school we can bring a lot of education back to the land
- it's important to learn from the Elders
- we are stewards of the land and the kids need to learn this or it will be lost
- this circle is a way to move forward, it is an opportunity
- we can speak to the competencies and overcome the difficulties in our educational we are all on a healing journey
- I have a sense of hope
- partnerships are so important
- I wish our school would reach grade 12 and first year college here
- our kids need to learn about self-government
- we need our kids to take roles in CTFN government
- you can achieve anything if you just go to school
- more outdoors and hands-on training

March 2015

Community Consultation
Survey Summary

Q: Where do we go from here? Do you support the establishment of a CTFN School?

Yes: 26

No: 12

- my grandmother used to tell me it took a whole community to raise a family. This is a true fact. Young people look at other people whom are considered Elders to them and they don't listen to them. The respect is being lost along with our identity. This is very sad for me to see. I think if we were to have our own school we would be better off
- Because getting out of this school and community is one of the best things that could have happened to a student. Keeping them here in this dysfunctional community is setting them up for failure. Plus, its nice to go explore the world even if its just school in Whitehorse or the Dorm!
- I feel CTFN and the community is not unified, We ask CTFN to come in (leadership) and they do not. Why? The kids see this. They want their leadership and families to visit them at the school. The unity and healing in CTFN needs focus.
- Unity is not there. How do we truly bring the school under CTFN when the government is not unified. We need to ensure our children are protected and able to learn in an environment that has a zero tolerance for violence. Students all forced to face bullying every day.
- Citizens and government are not educated enough.
- Not right now. In a few years when some more healing is done
- Eventually, a lot of work need to go into planning. We need to be healthy and able to run our government better first
- As a CTFN member, I can see there is a lot of work that needs to be done first. Our government is still new and learning and I don't think a project/venture this size is doable yet. One person can shut down the offices, I don't think they can run a school
- Only if it is open to all children and families from the region. I know there are very successful alternative schools outside and that children learn differently and at different paces, with high success. An alternative school should be an option, not mandatory
- I honestly was left with post traumatic stress form this school. Granted things have changed, but large improvements, I think not. I feel that going into Whitehorse gets youth ready for “the real world” and that they get the support, environment change, counselors, resources to grow as people and gain more knowledge. The attitudes of the children need to change and a new school for higher grades does not change anything. They need to get out, experience life, new learning styles and techniques as well as more variety in classes available
- Do we (CTFN) have the resources? Do we have the money, I.E. insurance purposes, liability? Do we have the Education to take over school? Will it be a dictatorship? Who will run it? Where will funding come from?
- Our current school system just pushes our FN students through high school in modified courses, i.e. math, science, socials, you name it, the list goes on.
- We need to give our children the best start possible. To be proud of their heritage-whatever that may be. To teach them values and virtues, to be tolerant of those that are of a different gender or race. To go to school and score well when it comes to leaving and attending college or university.
- I think it would be good to establish a school based on our FN heritage rather than BC curriculum. It's good to have the BC curriculum as a base line but I feel we (CTFN) have the

opportunity and ability to give our children back their history and make them proud again.

- A healthy family is also a physically active family. CTFN should invest in recreational activities i.e. baseball diamond, skating rink, tennis court, walking trails, golf course. These kids go home from school and do what? I'm guessing not too much. The daycare has no child discipline, so a school would be worse!
- School is to integrate themselves into society as an intelligent individual. It might be ok if you know about your culture, but it shouldn't be the only thing to worry about. Yeah, it is important, but the world will just leave you behind if you aren't ready for life's challenges.
- There are too many unfit parents and as a result, there kids show this in the classroom. There needs to be more respect towards teachers and Elders.
- Further education closer to home
- get a higher education closer to home.
- Endorse the high school to 10, 11, 12 to be joined onto the school in place now.
- I'm in support of a preschool, maybe start small when the kids are still young and interested in learning. See how it works then go from there.
- Yes for a land based school. No to academic.
- In time, CTFN should work on their Health and Wellness first. We're still not healthy and brand new government still learning. We need to learn our citizens need to be educated with both FN way and Western ways. CTFN citizens need to take responsibility. It's everyone's responsibility to try to get healthy support their kids and teachers. Parenting and employment first.
- It's important to keep traditional backgrounds in education. It is also imperative that students are taught academic class such as math, English, that meet college requirements at graduation. There is a great number of students that require upgrading after graduation in order to get into college programs or courses. If we want more citizens to work in our government and be entrepreneurs we have to ensure they get a great foundation in their early education, so they are prepared for post secondary and life.
- I strongly feel this would further segregate us from the rest of the community/world. I believe this can be done in the school you have now. The idea for a school run by us is a good one. It is a large undertaking. We would basically start from nothing or very little materials, in terms of curriculum, texts, programs etc.
- In order to make possible all of the points brought up in this questionnaire
- Putting the non FN into a native school? That's like sending them to mission school. How out of place would they feel?
- I have always been in support of having a CTFN school, but one that is open to all students. We are nowhere near achieving this vision, but have made some steps in the right direction with graduates from YNTEP program working in the Yukon school system. This questionnaire is a step in the right direction and I applaud the people who initiated it.
- More support from CTFN.
- Attracts families and builds much stronger and vigorous community.
- A school will make a community stronger. Children and adults will have the support of family and friends to help them obtain

		their educational goals. The community will be able to intervene sooner if someone is at risk of dropping out or failing.
July/August 2015	Presentation to YFN Education Commission	ESP Team will present successes, challenges and outcomes from this initiative with the option of sharing the document with other YFN's
Celebration TBD	Carcross Community Dinner	Community dinner to celebrate and report out on the completion of the k-12 Five Year CTFN Education Strategic Plan