

## Questions for the First Nation School Board:

1. How will my day to day routine change?

*For teachers and school staff, the day-to-day routine will not change immediately as it will take time for the new programs, policies and strategic plans to be developed by the new Board. No teachers or staff will lose their jobs, all remain employees of Yukon Government working under the Collective Agreement and under the Yukon Teachers Association. If anything, the degree of supports and student-centered programming will increase.*

2. What will the change mean to me and the students?

*See above and see FAQ.*

3. What are the benefits of supporting the change? How will this impact my pension? As a Yukon Education employee I have a federal pension will the First Nation School Board match federal pensions?

*No change.*

4. What if I do not wish to work in a First Nation School Board? What are my choices? Do I have to become an employee of the First Nation School Board, or can I transfer to another Yukon Education School with a similar position that I currently have.

*Teachers will work under the same collective agreement and have to go through the same transfer request process. Additional policies may be developed by the Board to clarify this process but teachers and other school staff will be able to transfer schools.*

5. What different programs are going to be implemented with the FNSB that couldn't be implemented with Yukon Education?

*The new School Board will be more responsive to the unique needs of the community and school, and be able to resource the school with unique supports and programs, upholding higher academic standards. Yukon Education has undeniably failed our rural and First Nations students and the new Board aims to reverse and remediate the failings of the Department of Education.*

6. Would NND be bringing in NND citizens to replace current teachers?

*No.*

*No teachers will lose their jobs and all new hires must meet the same teaching credentials as laid out by the Department of Education. Additional school staff may be hired from the community (e.g., Elders, Knowledge Keepers, Program supports etc.)*

7. Are personal beliefs going to be kept out of the school?

*The school will follow the BC Curriculum using a combination of western and First Nations*

8. What is the vision that the FNSB has that does not align with what Yukon Ed has?

*This will be determined by the Board  
Vision is that we would have success for our Indigenous students.*

9. How will the FNSB address the issue of staff housing and the high teacher turnover rate?

*Improved HR policies and staff retention programs. Create a school teachers want to work in.*

10. Will staff have a say in how changes will be made and implemented?

*The School community will have an increased voice and authority on how their school is run through either Parent Advisory Committee or the Community Committee agreement. The new governance model grants far more decision making power than what is currently in place through School Councils.*

11. Would you remove the current board and admin members, if so why would you do that?

*Do you mean School Councils? Yes. But former School Council members can participate in either the Parent Advisory Committee or Community Committee.*

12. Is this going to be a democracy with community members input taken into consideration or a dictatorship of the FNSB?

*Absolutely not a dictatorship. The whole aim of the FNSB is to increase the localized authority over education and is designed so that each school community is empowered to provide input and control over education*

13. Will this replace our school council?

*See FAQ.*

14. How will it affect the school?

*See FAQ*

15. Will it just pertain to First Nation Students?

*See FAQ*

16. What if not all our students are NND? Does that factor in?

*No. It is for all children. See FAQ*

17. What actual authority will they have?

*See FAQ*

18. What does this mean for staff?

*See FAQ*

19. Does it actually mean anything?

*See FAQ*

20. What exactly would YFNED's role be?

21. YFNED is asking communities to sign onto a FNSB, which in my view is half formed. There are big goals being set (higher graduation rates, higher academics, increased programming, staffing etc.), with no information on how the board will action and achieve any of these goals. It is hard to ask for a vote when it is unclear what we are voting for. What exactly are the changes being proposed? What does it mean to look at education through the lens of First Nation pedagogy's? I feel like a FNSB needs to actually be established, with board members, and some of these policies, procedures, and programs developed before school communities are asked to join. This would provide a better understanding of the direction and changes we are being asked to adopt.

22. What systems will be put in place to hold the FNSB accountable, what will ensure they are acting in the best interests of all students?

23. YFNED has pointed to FNSB's in other jurisdictions being very successful, why is this relevant for Yukon? Is the Yukon FNSB going to adopt policy, procedures, and programming from these jurisdictions? Who are these other jurisdictions? Why were they successful?

24. What is the likelihood of Community Committees (CC) being formed in the first year of the FNSB, or even ever? Will it be in all communities that fall under the FNSB? Who can sit on a CC? My understanding is that to be nominated as a board member you need to be 18 years of age and of Yukon First Nation Ancestry. Later, after the first year of the Boards creation non-first nations can run for a board member position. Is this the same for CC? This would mean that only half the community is being represented in the first year, if a CC is formed, of the FNSB. The first year, is a vital year in terms of setting the foundation for future years and board members. This does not seem inclusive in my mind.

25. What training will be provided for teachers/school staff during a transition period and ongoing into the future? What are the expectations of current staff to teach current on new programming from a First Nation perspective?

26. The current state of staffing in Yukon is very poor. There are a number of reasons for this e.g. lack of physical teachers, COVID-19, and the YG Education Department/HR hiring process. The FNSB, if created, will have control over the hiring and dismissal process at schools, although teachers would still be employed under YG dept. ed., how does the FNSB propose to streamline this process? How will teacher retention and recruitment be approached? What are the requirements to teach at a FNSB school?

27. From the letter provided on FaceBook (Media Advisory: Referendum, and YFNSB News Release) it is unclear what this body would be?

On the surface it appears that individual community school councils would cease to exist and one

school board would cover all of the schools in the agreed upon grouping? So people not from Mayo would be advising re the School program, service delivery etc?

*No. Not at all. Local Parent Advisory Committees and Community Committees would be granted authorities to steer and guide local programming. See FAQ and info posters.*

*Additionally the title "First Nation School Board" suggests that either only FN citizens can be on the Board or the schools are somehow only FN schools? This concept seems to step away from the concept of reconciliation and into a space of separation?*

*No, this is not the case at all. From its inception it is an inclusive model where all students are welcome and two worldviews are embraced in education, the ultimate example of reconciliation.*

So, that said, I don't think there is enough information for the public to comment on this as it is not clear what the function or composition of the Board would be, or if it perhaps would work in tandem with a local school Board. I think Mayo has a strong sense of cross cultural cooperation, that's learning and growing it; seems odd to rely on a potentially external organization to drive the direction of our local education?