

# GIKENDAASOWIN ONAKONIGAWIN

## THIRD READING TEXT

as of MARCH 13, 2020 (yet-to-be proclaimed)

### The Education Law

#### PREAMBLE

According to *Anishinabe-izhitwannwin* (custom) and *dibaaqimowinan* (experiential narrative oral history) passed down through the many generations we know that through the many generations we know that through *ekinama'diwin* (ancient teachings) gifted to Anishinabek long ago from *Gizhi-Manito* (Creator) each Indigenous nation was given instructions on how to live *mino-pimâtisiwin* (purposeful good life). Here on *Mikinaak-Minis* (Turtle Island) it is shared in ceremony, that within these instructions, each child born on *mide-aki* (sacred land) would be guided as a birth right from *nindinawemagnidog* (all of our relations) from *izhitwaanwin* (collectively helping each other). Each child would be given the opportunity to experience guidance from and within authentic community. We refer to this as *Ginnawind aki, aki ginnawind* (we are the land, the land is us).

Prior to the introduction of western institutions such as residential schools, Anishinaabek children were education and nourished holistically, land and free will were the central location for the source of lived experience. Their learning was inclusive to all dimensions and senses of their humaneness; intellectual, spiritual, emotional, and physical. Further to this our communities acknowledge the child's birthright; we understand them as inherent rights.

*Akii gikinoo'amaagtwoanwim* (land education) is based on relational ties to land that are familial, intimate, intergenerational, and instructive to what Anishinabek understand as the natural way of being. Our laws requires us to live with our environment, in stewardship, not in ownership, as ownership only serves to create an imbalance sickness.

In this past, outsiders have interfered with our absolute right to educate our children. They have created Residential Schools and taken our children out of our community, where they tried to stop our children from speaking *Anishinabemowin*, and erase our *anishinabechigewin*. After the Residential Schools, they interfered with our ability to educate our children by depriving our

schools of fair and equitable funding. Even today, outsiders try to tell us what we can and cannot teach our children. Local control over education is our sacred and inextinguishable treaty right. It is essential to *mino-pimâtisiwin* and to ensuring the continuation of our people. This law is the embodiment of our local control over education and a testament to its performance.

The purpose of education in Sagkeeng is to preserve and enhance the heritage and legacy of the Anicinabek. As an education system based in land-based knowledge, culture, and spirituality it is the responsibility of all the Anicinabek, and in particular the Education Authority, to ensure that our children learn our *ekinama'diwin*. It is the responsibility of the Anicinabek to ensure that each child knows their heritage, their language, their spirit name, and the purpose they each embody.

When our children are nurtured and taught through community our cultural identity is given life.

Ginnawind aki, aki ginnawind. We are the land and the land is us.

And in addition to the foregoing, the right to education was guaranteed to Sagkeeng in Treaty 1 between Sagkeeng and the Queen of Great Britain, and the right of Sagkeeng to control its own education system is guaranteed by the *United Nations Declaration on the Rights of Indigenous Peoples*, Article 14 and the *Convention on the Rights of the Child*, Article 29.

THEREFORE the Anicinabek, upon the direction of the Lawmakers Assembly, with advice from the Councils and with the benefit of public consultation and upon acceptance by the Lawmakers Assembly, make this law:

NAME

1. This law shall be known as the Gikendaasowin Onakonigawin
  - a. This law may also be referred to by its English name, The Sagkeeng Education Law.

DEFINTIIONS

2. In this law, the following words and phrases have the meanings set out herein;
  - a. “Anicinabek” refers to the Anishinaabe people of Sagkeeng.
  - b. “Anishinaabemowin” refers to the language of the Anicinabek.

- c. “Education Capital Project” shall include constructing a new school building, constructing an addition to an existing school building, or a major renovation to a school building.
  - d. “Parent” refers to the biological parent, legal guardian or customary guardian of a Student.
  - e. “Regulation” has the same meaning as in the *Sagkeeng Onakonigawin*.
  - f. “Sagkeeng School” refers to any school located in Sagkeeng, or otherwise designated by the Sagkeeng Education Authority.
  - g. “Student” refers to a person who is enrolled at a Sagkeeng School.
  - h. “Youth” refers to a person aged 18 or younger.
3. Any term not defined herein, but which is defined in another law of Sagkeeng, has the meaning given to it in that law.
4. Words in Anishinaabemowin used in this law are briefly defined in English at their first appearance, and a complete list appears at Schedule ‘A’ to this law. Any inconsistency between the Anishinaabemowin and English words used in this law shall be resolved in favour of the Anishinaabemowin interpretation.
- a. Anishinaabemowin words used in this law are not limited to the definitions provided for in this law, and may be used as defined herein, or as otherwise defined by the Sagkeeng Judicial Council.
5. In this law, “bullying” is behaviour that:
- a. is intended to cause, or should be known to cause, fear, intimidation, humiliation, distress, or other forms of harm to another person’s body, feelings, self-esteem, reputation, or property; or
  - b. is intended to create, or should be known to create, a negative school environment for another person;
  - c. characteristically takes place in a context of a real or perceived power imbalance between the people involved and is typically, but need not be, repeated behaviour;
  - d. may be direct or indirect; and
  - e. may take place;
    - i. by any form of expression, including written, verbal or physical, including graffiti, or

- ii. by means of any form of electronic communication – also referred to as cyberbullying – including social media, text messaging, instant messaging, websites, or e-mail.
- 6. A person participates in bullying if he or she directly carries out the bullying behaviour or intentionally assists or encourages the bullying-behavior in any way.
- 7. This Law, and every section of this Law, shall be interpreted so as to give the greatest effect to the objectives of this Law, which are:
  - a. To maintain and guarantee local control over the content, structure, governance and nature of education in Sagkeeng and for the citizens of Sagkeeng.
  - b. To enhance the distinctive political, economic and cultural heritage of the Anicinabek in the territory of Sagkeeng through education as a pillar of sovereignty and self-determination
  - c. To provide a comprehensive and high-quality education to all Anicinabek children;
  - d. To prepare all Anicinabek children to live *mino-pimâtisiwin* and succeed as Anicinabe people, whether in Anicinabe society or settler society, or both;
  - e. To provide *akii gikinoo 'amaagtooanwim* and to instil in Anicinabek children knowledge of anishnabewin and Anishinaabemowin;
  - f. To provide a safe and positive learning environment for all students;
  - g. To protect and enhance the sovereignty and self-determination of Sagkeeng.
- 8. The Anicinabek were, are and always have been, sovereign, and self-determining and have never given up the right to govern ourselves without our territory. This law and the institutions established by this law are an expression of that inherent right.
- 9. This law shall be interpreted and applied so as to enable students to:
  - a. Develop fully to their individual potential distinctly as Sagkeeng members living in a modern era while honouring one's heritage;
  - b. Be protected and nurtured within a safe environmental, including protection from any future, and nurtured with respect to past historical, sexual and physical interference;
  - c. Engage in studies with high academic standards as well as technical studies and skilled trades, *akii gikinoo 'amaagtwooanwin* for *ekinama 'diwin* as well as institutional learning;

- d. Become fluent in *Anishinaabemowin* and ensure cultural transmission of the *dibaaJimowinan* to the next generation;
- e. Acquire the skills, knowledge and attitudes to become product members of Sagkeeng within the context of Sagkeeng history, treaty and inherent rights, *Anishinabewin*, language, spiritual traditions, worldview and values;
- f. Develop competence in Sagkeeng culture, history, governance, economics and environment;
- g. Develop a connection to the land and a sense of responsibility to care for the land using traditional knowledge systems;
- h. Engage in learning opportunities with Sagkeeng Elders, Knowledge Holders, Wisdom Keepers, and Oral Historians so they they can transmit their knowledge to the next generation of youth for maintaining the strength of the culture and language and the living civilization of the Nation;
- i. Engage in developing optimal physical health and emotional well-being and resiliency;
- j. Develop a strong cultural identity, pride in oneself, and a feeling of self-worth, a connection to one's community and homelands as a member of the Nation;
- k. Understand the nature of Indigenous rights from an international perspective, know the inherent rights and Treaty rights of Sagkeeng and competent to speak to those rights publicly and transmit the knowledge to future generations;
- l. Prepare for a lifetime of responsibilities in family, employment, community service, ancestral territories and lands, volunteerism, balance of work and leisure;
- m. Develop a love of lifelong learning, seeking challenges, and embracing change, engaging in dynamic transformation;
- n. Promote a sense of social responsibility and tolerance for the beliefs of others in a global community;
- o. Understand the importance of contributing to the social, economic, political and spiritual development of Sagkeeng;
- p. Contribute to nation building within Sagkeeng;

- q. Participate fully in opportunities to contribute to the betterment of the human family, to bring innovation to the modern world, to advance human knowledge systems, contribute to the highest good of society in a global world.
10. The preamble of this law is an integral and substantive part of this law, and shall be used to assist in its interpretation.

## INHERENT RIGHTS OF ANICINABEK CHILDREN

11. All Anicinabek children have the following inherent rights:
- a. *mino-pimâtisiwin* (purposeful life);
  - b. *anishinabe-akiing* (connection to their ancestral lands);
  - c. *gutslimug* (connection to their biological family);
  - d. *anishinabechigewin* (cultural lifestyle of their nation);
  - e. *ishinkasoawin* (their cultural identity);
  - f. *ishinkasoawin* (their spirit name);
  - g. *anishinabemowin* (their indigenous language);
  - h. *mtiniggiswin* (belong to their cultural and ceremonial practices);
  - i. *dodem* (to know their clan kinship).

## TREATY RIGHTS

12. Through Treaty 1, Sagkeeng agreed to share the land over which *Gitche Manitou* (the Creator) gave the Anicinabek stewardship. In exchange for agreeing to share the land, with the Crown, the Crown agreed (among other things) to provide the children of the Anicinabek with an equal education to the newcomers settling on their land. The Crown must fulfill its Treaty promises to the Anicinabek, to provide funding for locally-controlled education in Sagkeeng at parity with the funding provided to the education systems established for the children of settlers.

## JURISDICTION AND APPLICATION

13. No entity external to Sagkeeng shall be permitted to exercise control or authority over the education system in Sagkeeng.
- a. For the purpose of this section, a Third Party Manager appointed for Sagkeeng First Nation shall be considered “external”.

14. This law applies to the Education Authority and any successor or other entity which is responsible for providing education to children in Sagkeeng.
15. All administrators, educators, staff, students and parents of all students shall abide by the provisions of this law.
16. This law recognizes the value of the different kinds of education which takes place within a family unit, including *dibaaJimawinan* and *akii gikinoo'amagiwooanwim*. This law is not intended to affect family-based education.

#### SAGKEENG EDUCATION AUTHORITY

17. The Education Authority is hereby continued as the entity responsible for the provision of education in Sagkeeng and for the operation and management of the Sagkeeng Schools buildings, vehicles and other capital assets.
18. The Sagkeeng Executive Council delegates its authority over policy, budget and governance of education in Sagkeeng to the [Sagkeeng] Education Authority (SEA).
19. All decisions of the Education Authority shall be within the sole discretion of the Director of Education except where this law specifies otherwise. The Director of Education is encouraged to, but is not required to seek the advice of the Education Advisory Committee before making significant decisions.
20. The Sagkeeng Executive Council, in consultation with the Education Advisory Committee, shall hire a Director of Education according to the provisions of the Sagkeeng human resources policy, who shall be the chief executive of the Education Authority and shall be responsible for the oversight, management and governance of the Education Authority.
  - a. The Director of Education shall be a Member of Sagkeeng.
21. The Education Authority shall have jurisdiction over all educational programs in Sagkeeng intended for Youth.
22. There shall be a permanent committee within the Education Authority called the Education Advisory Committee.
23. The Education Advisory Committee shall be made up of
  - i. The Director of Education, who shall be an ex-office member of the Education Advisory Committee;
  - ii. One representative from the Executive Council;

iii. One elder;

(A) The elder representative shall be chosen by the other members of the Education Advisory Committee from letters of interest submitted by interested elders prior to the first meeting of the Education Advisory Committee of the school year;

iv. One Student representative;

(A) The Student representative shall be chosen by and from the students of the Sagkeeng High School.

v. One Parent representative;

(A) The Parent representative shall be chosen by the other members of the Education Advisory Committee from letters of interest submitted by eligible Parents prior to the first meeting of the Education Advisory Committee of the school year.

vi. One teacher representative;

(A) The teacher representative shall be chosen by a vote conducted of teachers at Sagkeeng Schools;

vii. One Principal representative;

(A) The Principal representative shall be chosen by and from the Principals and Vice-Principals of Sagkeeng Schools.

24. The first Elder and Parent members of the Education Advisory Committee shall be appointed by the Executive Council.

25. The Education Advisory Committee may make a regulation to this law setting out the rules, terms of references, guidelines and method of selecting members for the Advisory Committee.

26. The Education Advisory Committee shall provide input and advice to the Director of Education and the administrators of each Sagkeeng School on any topic relating to education or the administration of Sagkeeng Schools.

27. The Education Advisory Committee is an advisory body and the Committee does not have administrative functions within the Sagkeeng Education Authority.



- a. This section does not affect the powers and authority of the members of the Education Advisory Committee when they are carrying out their duties unrelated to the Committee.
28. Members of the Education Advisory Committee shall not be entitled to any remuneration or financial compensation of any kind as a result of their position, and are prohibited from soliciting or accepting any financial reward or compensation related to their position.
29. Quorum for a meeting of the Education Advisory Committee shall be 5 members.
- a. No meeting shall take place if quorum is not present.
30. If, in the opinion of the Education Advisory Committee, the Director of Education is not fulfilling his or her duties and responsibilities, they may recommend to the Executive Council that the Director of Education be removed from their position.
- a. Any recommendation for removal made under this section must be agreed to by every member of the Education Advisory Committee other than the Director of Education.
  - b. If not every member of the Education Advisory Committee, other than the Director of Education agrees to recommend removal, those members who do, may jointly submit a letter of concern to the Executive Council.
31. All provisions of this law having to do with the Education Advisory Committee are subject to a general Sagkeeng Governance Law when one is in force.

## POLICIES AND PROCEDURES

32. The Sagkeeng Education Policy Manual, revised in 2019, and which may be revised from time to time, is the operational policy of this law, and shall be read to be consistent with this Law. The Sagkeeng Education Policy Manual shall have the same force and effect as this law.
33. The Director of Education and the School Advisory Committee may, from time to time, add, remove or change any policies in the Sagkeeng Education Policy Manual without the approval of the Lawmakers Assembly.
34. In July or August of every second year, the Sagkeeng Education Authority shall host a public meeting in Sagkeeng to present and discuss the Sagkeeng Education Policy Manual. The Director of Education and the School Advisory Committee shall consider in good faith all feedback received at such meetings.

35. The Director of Education may make additional policies for any matter related to education, including;
- a. Qualification and duties of teaching staff and other employees;
  - b. Financial management;
  - c. Education standards;
  - d. Curriculum;
  - e. School administration;
  - f. Acquisition, maintenance, furnishing, and financing of school buildings;
  - g. Construction standards for school buildings;
  - h. Professional development;
36. Prior to making any policies under this section, the Director of Education shall seek the advice of the Education Advisory Committee.
37. Any policies made pursuant to this part shall have the force of a regulation.
38. On or before June 15 of each school year, the Director of Education shall set the school calendar for the following school year, and shall provide a copy to all Students, Teachers, administrators and Parents, and shall post a copy of the calendar on the website of the Education Authority.

#### GOVERNANCE AND ACCOUNTABILITY

39. Sagkeeng Schools shall at all times be operated directly and independently by the Education Authority.
40. The independence of the Education Authority is of the utmost importance.
- a. The Executive Council shall not take any action which could reduce or remove the independent of the Education Authority, including, but not limited to, signing any agreement the effect of which would be to given an entity outside of Sagkeeng authority over Sagkeeng Schools.
41. The Executive Council, Delegates' Council and the government of Sagkeeng are permitted to advise and make requests of the Education Authority, but shall not have the power to require the Education Authority to take, or not take, any action except in ensuring compliance with this law.

42. In July of each year, the Education Authority shall hold an Annual General Meeting, at which the Director of Education and the Principal of each Sagkeeng School shall each present a report to the community, including a summary of the Education Authority's financial statements, and they may request feedback from the community on issues of concern or interest.
43. The Executive Council may require the Director of Education to attend at any meeting of the Executive Council to provide a report.
44. The Director of Education may only be removed from that position sooner than the expiry of a fixed-term contract, by a resolution passed by at least 75% of the total members of the Executive Council.
- a. The Director of Education may only be removed pursuant to this section of the Executive Council determines that the Director of Education is:
    - i. Endangering the health, safety or well-being of the Students;
    - ii. Not acting in the best interests of the Students;
    - iii. Failing to abide by this law.
  - b. Prior to a removal under this section, the Director of Education shall have the right to be informed of the allegations and respond to the Executive Council.
  - c. A decision by the Executive Council to remove the Director of Education under this section may be appealed to the Judicial Council.

## STUDENTS

45. All Youth between the ages of seven (or six, but turning seven before December 31 of that year) and 18 who are resident in Sagkeeng must attend a Sagkeeng School.
- a. Notwithstanding this section, Students may attend a school other than a Sagkeeng School, or be educated in another manner (including but not limited to home-based education or land-based education) if they register their intent to do so with the Sagkeeng Education Authority no later than 30 days prior to the commencement of the school year.
    - i. A registration made under this subsection must be made for each school year for which the Student would have otherwise attended a Sagkeeng School.

- ii. Arrangements related to providing funding for Sagkeeng Students attending schools other than a Sagkeeng School shall be subject to the policies of the Sagkeeng Education Authority.
- 46. The Education Authority shall provide an education program to Sagkeeng members at no cost.
- 47. The Education Authority shall provide an education program to Students who are not Sagkeeng members but reside within Sagkeeng, and may charge tuition to the families of those students at a rate consistent with the cost of delivering the education program to those students.
- 48. The Education Authority shall have a policy for ensuring that students who have special needs are accommodated and are provided with the necessary tools to ensure that they receive an education of equal equality to all other students.
- 49. The Executive Council and the Education Authority shall take all reasonable and necessary steps to ensure that Canada honours and fulfills its Treaty promise to fund Sagkeeng's education system equitably and in a non-discriminatory manner.

#### SAFE SCHOOLS

- 50. Within 6 months of the coming into force of this law, the Education Authority shall develop, in consultation with the Education Advisory Committee, a Code of Conduct which shall become a regulation of this law.
- 51. The Code of Conduct must include:
  - a. a statement that Students and staff must behave in a respectful manner and comply with the code of conduct;
  - b. a statement that the following are unacceptable:
    - i. abusing physically, sexually, or psychologically – orally, in writing or otherwise – any person;
    - ii. bullying, including cyber-bullying;
    - iii. discriminating unreasonable on the basis of:
      - (A) ancestry, colour, and perceived race;
      - (B) religion, religious belief, or religious activity;
      - (C) age;

- (D) sex;
  - (E) pregnancy;
  - (F) sexual orientation or gender identity;
  - (G) family status;
  - (H) socio-economic status;
  - (I) political belief or political activity;
  - (J) physical or mental disability.
- iv. using, possessing or being under the influence of alcohol, cannabis, or illicit drugs at school;
- c. a statement that the following will not be tolerated on school sites:
    - i. gang involvement;
    - ii. possessing a weapon;
  - d. a statement that Students and staff must adhere to all policies in the Sagkeeng Education Policy Manual and the provisions of the code of conduct respecting the appropriate use of:
    - i. the Internet, including social media, text messaging, instant messaging, websites and e-mail, and
    - ii. digital cameras, cell phones and other electronic or personal communication devices identified in the code of conduct or the Sagkeeng Education Policy Manual; and
  - e. the disciplinary consequences, in as much detail as is reasonably possible, of violating the code of conduct, and the process for appealing disciplinary decisions;

## FINANCIAL ADMINISTRATION

- 52. The Fiscal Year for the Education Authority begins on April 1<sup>st</sup> of each year.
- 53. The Education Authority shall prepare a budget for approval by the Executive Council by no later than July each year.
- 54. The Principal of each Sagkeeng School shall prepare an annual budget for approval by the Director of Education no later than 30 days prior to June of each year.
- 55. If, in the course of the year, the Principal of any Sagkeeng School determines that the school will exceed its annual budget by 5% or more, they shall immediately notify the Director of

Education, providing a detailed explanation, and provide a revised budget reflecting the overage.

- a. The Director of Education may require the Principal to provide additional information or to make specified changes to their revised budget.

56. If, in the course of the year, the Director of Education determines that the Education Authority will exceed its annual budget of 10% or more, the Director of Education shall immediately notify the Executive Council, providing a detailed explanation, and provide a revised budget reflecting the overage.
57. If, at the end of a fiscal year, a Sagkeeng School or the Education Authority has funds remaining, those funds may be retained or spent at the discretion of the Principal or the Director of Education, providing that retaining or spending the remaining funds does not violate the terms of the funding agreements under which the funds were provided.
58. The Education Authority shall not be permitted to operate with a deficit without first receiving the approval of the Executive Council.
59. The Education Authority shall be empowered to pursue any source of funding for educational programs on behalf of Sagkeeng.

## EDUCATIONAL PROGRAMS

### *Anishinabechigewin Education*

60. Every Sagkeeng School shall provide *Akii gikinoo'amaagiwoonanwim* and *Anishinaabemowin* education and every Student shall have the right and responsibility to participate in *Akii gikinoo'amaagiwoonanwim* and to learn *Anishinaabemowin*.
61. Within 12 months of the coming into force of this law, the Education Authority shall develop, in consultation with the Elders Council, an *Akii gikinoo'amaagiwoonanwim* Regulation.
62. The objective of every Sagkeeng School shall be to graduate students who are equally proficient in *Anishinaabemowin* and English.
63. In hiring teachers and administrators of Sagkeeng Schools, Sagkeeng members who are fluent in *Anishinaabemowin* and are qualified teachers shall have priority. Sagkeeng members who are qualified teachers and who have a good understanding of *Anishinaabemowin*, but who are not fluent, shall have second priority.

64. In addition to *Anishinabechigewin* education, every Sagkeeng School shall provide educational programs according to the curriculum set out by the Manitoba Department of Education and Training in order to provide students successfully completing Grade 12 at the Sagkeeng High School with a Manitoba High School Diploma.
65. Every course and educational program provided by the Education Authority shall include relevant context related to *Anishinaabewin* and *mino-pimâtisiwin*.
66. The Director of Education, in consultation with the Education Advisory Committee, shall prepare a 5-year and 10-year strategic plan, called the Education Plan.
67. The Education Plan shall address:
- a. School building capacity and planning for construction of new and/or replacement school buildings;
  - b. Maintenance and Operations of existing school buildings;
  - c. Key indicators for measuring the success of the Sagkeeng Schools on an 1-year, 5-year and 10-year basis;
  - d. The ongoing improvement and development of the education system reflecting Sagkeeng's spiritual, social, cultural, health, economic and environmental objectives;
  - e. The role that housing, sanitation, nutrition, and general health and social needs play on educational success.
  - f. Budget forecasts and financial management tools to manage medium and long-term costs;

## SCHOOL BUILDINGS

68. The Education Authority shall maintain an inventory of all school buildings, including furniture, land, equipment, appliances and supplies used for the purposes of education.
- a. School buildings include administrative offices, student and staff residences, outdoor learning centres, and structures on land and water used in *akii gikinoo amagtwaooonwim*.
69. The Education Authority may not close any Sagkeeng School without the prior authorization of the Executive Council.
70. Education Capital Projects shall be a joint project of the Executive Council and the Education Authority.

- a. Ordinary maintenance and repairs of existing school buildings is not considered renovation, and shall be the sole responsibility of the Education Authority.

71. Prior to beginning an Education Capital Project, the Education Authority shall develop a proposal submitted to the Executive Council, which shall include;

- a. An explanation of the need for the new building, addition or major renovation;
- b. A plan for the location of the new building, addition or major renovation;
- c. A plan for the design of the new-building, addition or major renovation including general design specifications and space requirements;
- d. If relevant depending on the proposal, enrolment projections, numbers of classes to be contained, and timeline for the need for the project;
- e. A proposed budget setting out the total estimated cost, including consideration of construction delays, budget overages, and the means of financing the cost of construction; and
- f. An estimated schedule for the project.

72. Any Education Capital Project which will result in expenditures of \$50,000 or more shall be put to public tender.

- a. The terms of any public tender for an Education Capital Project shall include “bonus points” for First Nation Companies.
  - i. Companies, partnerships or joint ventures in which First Nations or First Nations persons own a controlling interest shall be considered First Nation Companies for the purposes of this section.
- b. It shall be a requirement of any Education Capital Project put to public tender that the successful bidder shall be required to employ Sagkeeng members for at least 50% of jobs on the project, subject to there being sufficient qualified and interested Sagkeeng members.

73. Any Education Capital Project which is put to public tender (“Designated Project”) shall be overseen by a joint Education Capital Task Force, made up of two representatives appointed by the Executive Council, and two representatives appointed by the Education Advisory Committee.

- a. The Education Capital Task Force shall be the final decision-making authority for all Designated Projects.



- b. The Educational Capital Task Force shall be convened on an as-needed basis. At the first meeting of a project cycle, they shall prepare a budget to be submitted to the Executive Council. The Executive Council shall provide reasonable funding pursuant to that budget, including but not limited to for retaining independent legal counsel and professional advisors.
  - c. The members of the Educational Capital Task Force are, and shall be the fiduciaries of the Anicinabek, and shall act in the best interests of the Sagkeeng First Nation when performing their duties.
74. For any Education Capital Project which will result in expenditures of less than \$50,000, final determination that the work has been completed shall be at the sole discretion of the Sagkeeng Education Authority.
75. For any Designated Project, final determination that the work has been completed shall be at the sole discretion of the Education Capital Task Force.

## GLOSSARY

Nindinawemagnidog	All our relations
Ekinama'diwin	Ancient teachings
Miiniggiswin	Belong to their cultural and ceremonial practices
Dodem	Clan kinship
Izhitwaanwin	Collectively helping each other
Anishinabe-akiing	Connection to their ancestral lands
Gutslimug	Connection to their biological family
Gizhi-Manito	Creator
Anishinabewin	Cultural identity
Anishinabechigewin	Cultural lifestyle of their nation
Anishinabe-izhitwannwin	Custom
Dibaajimowinan	Experiential narrative oral history

Akii gikinoo'amaagtoonwim	Land education
Anishinabemowin	Language
Mino-Pimatisiwin	Purposeful life
Mide-aki	Sacred land
Ishinkaoowin	Spirit name
Mikinaak-minis	Turtle Island
Ginnawind aki, aki ginnawind	We are the land, the land is us