



Peigan Board of Education (PBOE)

3-YEAR EDUCATION PLAN 2018 - 2021

Developed at a Retreat
July 31 and August 1, 2018
Sik ooh kotoki (Lethbridge)

Approved by PBOE Trustees
September 4, 2018 at
Piiikani Nation

ALLAN PARD

Allan Pard, a well-known and respected Traditional Knowledge Keeper from Piikani passed away in May 2016. A Blackfoot leader known as **Mi'kskimmiisoka'simii** (Iron Shirt), he was recognized for restoring and preserving the Blackfoot *way of life* because of his lifelong dedication of sharing traditional knowledge, and teaching our values and principles. He was a practitioner of our sacred ways. He was very familiar with Blackfoot historical sites in our traditional territory, and often convened people, as students, to visit areas of significance and to speak about our creation stories and history of Blackfoot lands.

Mi'kskimmiisoka'simii was instrumental in leading the discussions that led to the drafting of the document titled "*Piikanissini*" that is in essence the constitution of the Piikani people. Piikanissini is one of the many valuable contributions that **Mi'kskimmiisoka'simii** made to the Piikani people.

IRON SHIRT

Mi'kskimmiisoka'simii ensured that the Peigan Board of Education, including the Trustees, Administration, Educators and Students, were recipients of Piikanissini when he presented and discussed the meaning of Piikanissini at a PBOE Conference at Piikani.



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Executive Summary

Peigan Board of Education Trustees and Administration developed a second three-year education plan, 2018 to 2021, based on integrating education standards set out by Alberta Education's School Authority Planning and Reporting. *Education plans are grounded in school jurisdiction performance measures on student achievement and success rates.*

This plan is founded in the spirit of **Piikanissini**, Piikani Nation's Constitution based on inherent principles and values unique to the Piikani people of the traditional territory (page 6).

The Peigan Board of Education established four overarching **goals** to measure progress and success:

1. PBOE inspires and promotes all Piikani students to maximize their potential to be successful Lifelong Learners.
2. PBOE will increase attendance and retention rates for all Piikani students in support of academic consistency, success and sustainability.
3. PBOE will ensure all Piikani Students, Educators, Staff and Trustees will have the opportunity to learn Piikanissini through Blackfoot culture, history, language and governance structures of Piikani.
4. The PBOE will work on a communication and marketing plan to create awareness for parents, community, and stakeholders on PBOE programs, services and successes.

The Peigan Board of Education has set out these **priorities** in their strategic planning:

1. Prepare Piikani Students to be effective readers, writers, speakers by participating in the Martin Family Initiative (MFI) Model School Literacy Project.
2. Research and development of an Education Service Agreement (Provincial School Boards) and Regional Education Agreement (ISC).
3. Implementation of High School Re-Design in areas of flexible learning environments, mastery learning, and rigorous and relevant curriculum.

The Peigan Board of Education promotes **lifelong learning** opportunities. The PBOE is an Education Campus offering academic and cultural learning for Piikani students starting from Early Childhood education to Elementary and Secondary

education. They support Post-secondary education by assisting students to successfully complete a post-secondary program. Read the story about Piita Aniista, the late Barney Provost who started his education at a PBOE school, graduated from high school at Piikani Nation, and came back to PBOE with a Master's Degree to fulfill a role as a teacher and high school vice-principal. Piita Aniista went on to run for Piikani Council and took on the role as an Education advocate. He lobbied on behalf of PBOE on many education issues, voiced numerous requests for improvements and promoted subsequent proposals. At the time of his passing, he was a prominent figure at the national table proposing a new school for Piikani Nation. Piita Aniista, in his actions, sincerely demonstrated his commitment to PBOE's lifelong learning through Piikanissini, especially in his commitment to Blackfoot sacred ways (page 10).

At their Board Retreat, Trustees, Administration and Elders recognized the significant ***achievements*** made since the last Three Year Education Plan, and committed to communicating and celebrating achievements throughout their school year.

They also recognized that in order to measure performance of their school jurisdiction, they need to create ***baseline information*** in these areas, for example: curriculum standards and achievement scores, student attendance rates, teacher performance reviews, busing and transportation, and administrative improvements.

The Peigan Board of Education, in the next three years, is dedicated to work in ***partnership*** with parents and caregivers, with Elders, and with Piikani Nation Chief and Council to advance the educational interests of all Piikani Nation children and students to collectively achieve the highest standards of educational and cultural excellence.

Piikanissini

Piikanissini, the way of life of the Piikani, sets out the inherent values and principles of the Akaa Piikani, the ancient Piikani people.

The Akaa Piikani were a member of the Siksikatsitapiwa, the Blackfoot People, comprised of Kainaiwa, Siksikawa, and Piikaniwa; the Siksikatsitapiwa marked their Blackfoot territory since time immemorial by significant Blackfoot landmarks, in the north by the North Saskatchewan River, on the east beyond the Great Sand Hills, on the south by the Yellow Stone River, on the West by the Continental Divide; the said territory given to the Siksikatsitapiwa by Istipahyopi, the Source of Life, to coexist with all his creation; the Siksikatsitapiwa integrated with the said territory through stories, songs and ceremonies; and as a people, collaborated to maintain a distinct language, spirituality and culture, as well as, familial, economic, social and governmental relationships.

The Piikani were originally located in the Siksikatsitapiwa territory in one geographic area, nevertheless, since the imposition of the international boundary, the Piikani have been geographically divided into two groups. The Aapatohsippiikani (North Piikani), located in Canada, and the Amsskapipiikani (South Piikani), located in the United States.

The Aapatohsippiikani also referred to as the Piikani for the purposes of this document; wish to maintain their unique language, spirituality and culture as a people, while sustaining their family and social relationships, and traditional governmental systems.

The Aapatohsippiikani further strive to enhance their lives as a people by advancing the political interests of the Piikani, which includes protecting the treaty and aboriginal rights of the people. The Piikani, in their pursuit to complete such endeavours, will further strive to ensure that the values, principles and integrity of the Piikani are preserved in the process.

The Aapatohsippiikani or Piikani, in respect of the foregoing, make the following declaration:

WHEREAS the Piikani, descendants of the Akaa Piikani, are a member of the Siksikatsitapiwa;

AND WHEREAS the Piikani originally utilized specific areas within the territory of the Siksikatsitapiwa, namely, those areas marked on the north by the North High River, on the west by the Great Divide;

AND WHEREAS the Piikani currently occupy lands on the Peigan Indian Reserve, in particular, those lands identified by Sits Behind the Eagle Tail at Treaty No. 7 as significant areas of the Piikani as marked by Crowlodge Creek, the Old Man River and the Porcupine Tails (Hills);

AND WHEREAS Piikani, although faced with many challenges as a people, have continually strived to maintain their language, spirituality and culture distinct to Piikani, including their family and social relationships, and traditional governmental systems, while promoting political interests, economic interests and education programs that will enhance the lives of the Piikani people;

AND WHEREAS Piikani, in pursuit of all their endeavours, aspire to always uphold and incorporate the values, principles and integrity of the Piikani;

AND WHEREAS Piikani also continue to endeavour to maintain economic, social and governmental relationships with the members of the Siksikatsitapiwa;

AND WHEREAS Piikani, recognizing that first Nation governments are one of the three orders of government within Canada, will strive to maintain a stable relationship with the other orders of government that is based on principles of mutual respect, coexistence, and information sharing, and where applicable, one that is based on principles of collaboration and cooperation.

Vision Statement:

The Peigan Board of Education works together with the Community to provide an Education for All Students that instills Pride in their Accomplishments and Niitsitapiisini.

Mission Statement:

Through Education, Community Partnerships, and Diligence from our Staff and Students, we will move into the Future with the Skills needed for Success with a Foundation of Piikani Values, Culture and Language.

Education Philosophy:

Culture can be defined as the way of life of a group of people. The way it was, is and could be are within this meaning.

The purpose of education is to serve the understanding of a people's culture. Education must serve the mind, the body, the heart and the soul. It must show one's role in society and society's role to the individual.

It must prepare one to see personal satisfaction as well as contribute to the well-being of all. Education is a lifelong process and the school must prepare the child for a lifelong education.

We cannot predict the future of the world nor that of any one individual. We must strive to insure that opportunities are available and that each individual has the freedom of choice.

The future of our people is the development of our culture, for the development of our culture will give us the power to realize what we were, what we are and what we will be. Our future is for all and for all to succeed.

The Peigan Board of Education is a registered non-profit society as defined by the Societies Act of Alberta.



History of Peigan Board of Education

In 1984, Peigan Chief and Council signed a Band Council Resolution (BCR) endorsing the concept of the Nation taking over their own on-reserve education (band-control of education). Over the next three years, Chief and Council went through an extensive consultation process with Peigan Band members and Elders, and subsequently began negotiating with Department of Indian and Northern Development (DIAND) to advance their education concept. In July 1986, three BCR's were passed by Peigan Chief and Council giving permission "for Peigan Board of Education to become an established entity and open its' own bank account to which education funding was to be transferred". One BCR authorized the Peigan Board of Education to be given the authority and responsibility to administer and sign agreements for educational programs on behalf of the Peigan Nation. On October 30, 1986, Peigan Board of Education became a legally recognized society in Alberta (with all rights and privileges thereof), and the first tribe in Canada to achieve this recognition and status. In October 1987, Peigan Nation Chief and Council endorsed a BCR authorizing a transfer of the administration of Post- Secondary Assistance Program to Peigan Board of Education.

Organization of the Peigan Board of Education:

The Peigan Board of Education is a non-profit society registered under the Societies Act of Alberta. There are 6 Board Trustees that are elected from the Piikani Nation community in staggered terms of 2 years each, and 1 representative from the currently elected Chief and Council, totalling 7 regular Board Trustees.

The Superintendent of Education of Peigan Board of Education reports directly to the Board Trustees on all operational aspects of the Peigan Board of Education, and administers each operational area via the manager of that department. Each Department Manager oversees the employees of that department and reports directly to the Superintendent of Education.

Promoting Lifelong Learning

Piikani Early Childhood Education Program

Piikani Early Childhood Education recognizes that parents are their children's primary teachers and advocates. Programs support the mental, social, and emotional development of children from ages 4 – 6. Families are engaged in their children's learning and development and are poised to support the lifelong success of their child.

Napi's Playground Elementary and Piikani Nation Secondary School

Napi's Playground Elementary School provides educational services from Kindergarten (K5) to Grade 12. Required courses are English Language Arts, Mathematics, Science, Social Studies, Art and Music, Health and Physical Education, and Information Technology. Of high importance is the Blackfoot Language and Culture program offered at each grade level. The curriculum is designed to prepare students for their future - including lifelong learning, going out into the world or employment.

Piikani Nation Post-Secondary Education Support

The mandate of the Piikani Post-Secondary Education Sponsorship (PSE) program is to support and assist members to successfully complete their post-secondary education. PSE assists members to graduate with qualifications needed to pursue individual careers. The success of students is dependent on how institutions are committed to student support. Programs grounded in Indigenous knowledge have the potential to instill pride and self-confidence in learners while preserving and maintaining values, languages and cultural practices while supporting the concept of lifelong learning.

Piikani's Education Campus

Piikani's vision of an Education Campus is based on the concept of lifelong learning. Piikani has one of the finest First Nations Education Campuses in Canada and is recognized for its impressive faculty - grounded in its unique culture, language and world view.

The primary role of holistically balanced First Nations learning systems is to transmit First Nations ancestral languages, traditions, cultures and histories, while at the same time preparing and making accessible to the learner the support and tools that will allow them to achieve their full individual potential in any setting they choose. First Nations assert their right and responsibility to direct and make decisions regarding all matters related to First Nations learning. (AFN)



A Heart-Breaking Story of a Piikani Lifelong Learner

Barnaby (Barney) Paul Provost

Piita Aniista (Eagle Calf)

Saahsisstamiks (Short Bull)

Barney attended Piikani Nation Schools during his elementary and high school education. At both Napi's Playground Elementary School and Piikani Nation Secondary School, Barney was known to be tenacious – a quality that would be well suited to leadership. Upon graduating from PNSS in 1994, excelling in both academics and sports, he chose to expand his knowledge of global cultures. Barney lived and worked on the Pacific Island of Vanuatu, coaching the Vanuatu Men's National Basketball team. He returned to Alberta where he attended Augustan University and played for the Vikings Basketball Club and later graduated with Bachelor of Arts Degree in History. He obtained a Bachelor of Education Degree and later earned a Master of Education from the University of Lethbridge. Barney was a teacher and Vice Principal at Piikani Nation High School, and later a Principal at the Tsuu' Tina Senior High School.

Barney lived a full life with endless accomplishments and successes, but none of which could compare to the family he built with his wife. Barney's life began when he met Kristy in 2002, his true love. Barney and Kristy married in 2009, and had four beautiful children Tess, Payton, Bryleigh, and Declan. Barney loved to explore and take his family on trips, sharing new experiences and teaching his family to stop and take in the beauty of the world. Barney was a present and doting father and husband.

Barney lived his entire life drug and alcohol free. As a result, he was well suited to follow a traditional lifestyle where Barney became involved with his own Siksikaitsitapi traditions. Barney honored his Blackfoot Ways and was a member of the Horns Society and the Brave Dog Society.

In 2015, Barney was elected to the Piikani Nation Chief and Council. Barney worked diligently to put the needs of his community first. He worked tirelessly on behalf of Education, lobbying and advocating for Piikani children and their families and for school programs and services to be on par with Provincial Schools. Barney also took initiative in housing projects, setting a goal of adding 200 houses in Piikani before his term ended. Three years into his four-year term, he accomplished this goal.

Barney was the voice of the many who were voiceless and advocated for the marginalized population. Barney will be remembered as a strong leader who wanted the best for his people. The following testimonies are how PBOE and Administration remember their friend and colleague:

PBOE Remembering Piita Aniista.....

- ↔ *Honest; Huge Piikani Advocate and supporter; Proud Piikani.*
- ↔ *Not afraid to reach for the stars with Piikani Pride; to make Piikani a better place to be – Thank you Piita Aniista for a lasting legacy.*
- ↔ *The year Barney left the school for politics/C&C his words to me were “Please look after these kids, keep them going in their athletics, and keep coaching.*
- ↔ *Respect; caring; laughter – for Piikani children, students & families.*
- ↔ *When he was teaching he helped JG & SH win 2 league championships in basketball & volleyball banner; He beat Rudy in a wrestling match at Treaty 7 Convention at the pool! Was an excellent father and husband, always talked about his kids.*
- ↔ *Barney’s vision was to further the education of Piikani youth so that leadership roles/positions in the community will be filled by Piikani’s own people.*
- ↔ *Came to the tire shop once to fill a tire and found a dead weasel that was trapped in his hub cap. His response was “that was the best way to kill them!”*
- ↔ *Natural born leader who guided family, friends and colleagues to be better at life & work. You are well suited to follow in your ancestor’s leadership roles; May your voice be heard for generations to come.*
- ↔ *Political advocate; Protector – he stood up for us at political circles; Critical speaker – he was not afraid to tell us (as PBOE staff) what we need to work on, what we lacked.*
- ↔ *Last time I saw Barney (we chatted outside Costco) he told me that a new Settlement Agreement was in the works for Piikani. He said if he got back on council he would be pushing to have \$10,000,000.00 allocated to PBOE.*
- ↔ *1. Friend, former student, spiritual brother, son. 2. Outspoken. 3. Compassionate. – He leaves a big hole in our hearts.*
- ↔ *Strong minded; Advocate for FN education; Dedicated; Believed in me; Got me into coaching; Proud Blackfoot man.*
- ↔ *Was a good loving dad; really cared for people.*
- ↔ *Grew up on the north side of the tracks and had a bike gang.*
- ↔ *Encouraged me at housing & thanked me for my work in attaining funding.*
- ↔ *Encouraged me in my decision to go back to school. Strongly pushed me. Believed in me.*
- ↔ *Always put the children 1st; always thought of our reserve people, their homelessness; at the school wanted the children to know their language, culture and sports; fairness.*
- ↔ *Confident communicator; Knowledgeable in all aspects of strong leadership; strongly encouraged “Piikaniisini” eg. Language, way of life, roles & responsibilities.*
- ↔ *Got my grandchildren into dancing by making my girls’ complete dance outfits; very humble; always willing to help.*
- ↔ *In memory of someone who made a difference in our community R.I.P. Barney Provost.*
- ↔ *Fun always had a sense of humor; athletic; firm loud voice keeping students on track; cultural minded, always shared stories & knowledge;*
- Designed the school team’s logo; seen him grow from student to leader.*
- ↔ *Was a true brother. I am so proud of what he did for the Piikani. He represented the Nation second to none. The children were most important to him. He will never be forgotten. We have to carry on with his dreams and goals.*
- ↔ *Was the only Piikani councillor to come to my home to sit and visit; was a student at Piikani school when I first started working there as a T.A.*
- ↔ *My first Board mtg. after moving from the Admin to PBOE Barney told me: “You can’t get rid of me that easily”; Straight forward commanding personality, I can still hear his voice; Wanted my curry with chickpea recipe.*
- ↔ *1. A proud Piikani Nation member, demonstrating constantly his desire to make Piikani members a priority; For PBOE he had the most confidence for the team, for the staff. 2. Loved people, to mingle with them to listen to their stories and to tell his stories; Fought for what he believed in. 3. B=Loved his culture, his ceremonies and learning the language; loved his wife & children, he was a family man.*
- ↔ *Believed in our youth to have them “be the best they could be!” Stressed “The need for a sound mind through a sound body” – athletics and academics; A believer in our Blackfoot people Siksikatsitapi.*
- ↔ *Loving his community Piikani Nation; Wanting to pass the baton to future leadership; Leadership qualities; advocate for basketball sports – honouring past athletes; Famous words was “to rattle their cages”*

Highlights of SWOT Submissions from Administration and Principals

<p>Strengths</p> <ul style="list-style-type: none"> • Blackfoot Language and Cultural Coordinator hired. • Nominal Roll Funding Increase • Deliver recruitment and selection process according to policy • Re-established Elders Senate • Completed attendance tracker • Data collection on students writing PAT, Diploma Exams, and student attendance • New Education Service Agreements • Planning for new school • Continuous work on 3-Year Education Plan • Ability to move forward with MFI (with activity) 	<p>Opportunities</p> <ul style="list-style-type: none"> • Implementing Martin Family Initiative (Early Years Initiative) • Develop procedure for HR areas that are highly active • Collaboration with Piikani Child and Family Services with their language initiative • Attending interagency committee meetings • More sports programs • Tiny home project • Greater relationships with other school jurisdictions • Re-engage with students at Piikani
<p>Weaknesses</p> <ul style="list-style-type: none"> • Inability to move forward with community input on student attendance barriers • No process on grievance investigation • Inability to collect resources for a Piikani Resource Collection Library • Sometimes a lack communication • High standards for literacy and math • Need capital asset inventory • Resource waste 	<p>Threats</p> <ul style="list-style-type: none"> • Change in Education Council Representative • Regional changes in leadership and personnel • Not keeping up with important documents • No access to building after work hours • Partner organizations may not have the ability to assist with eliminating absenteeism • Decreased funding has implications for deterioration of buildings • Need more positive promotion of schools • Need for internal financial controls

Celebrating Peigan Board of Education

The Peigan Board of Education and Napi's Playground Elementary were chosen by the Martin Family Initiative (MFI) from over 200 schools that applied across Canada. The MFI aims at levelling the playing field between public schools and band-run schools, which have been historically underfunded. "No school can make it without dedicated teachers, and what I have been told is that you are being served by the very best in the province, of the very best in the country," Martin said, addressing the students at an assembly. "So, it's a great thrill for me to be here with you." The MFI initiative has committed six years of support to the Peigan Board of Education. It will focus on increasing professional development, the revitalization of the school library and helping younger students improve their literacy skills. (Pincher Creek Echo, February 20, 2017)

The Piikani Nation was selected for a pilot project through Indigenous Services Canada in order to help address the single-occupant adult living shortages on many First Nations communities. Twelve high school students from Peigan Secondary School will be constructing a small, single-occupant dwelling - a so-called "tiny home" - with assistance from Your Choice Home, Inc. The property will be the first of its kind in the area. Building the home will provide the students with work experience in the trades. (Lethbridge Herald, April 12, 2018)



Peigan Board of Education Accountability

First and foremost, the PBOE is accountable to its *membership* by ensuring that every Piikani Nation student has the opportunity for academic success and cultural education in alignment with Piikanissini, the way of life of the Piikani people. PBOE, through its Council appointed trustee, reports to *Piikani Chief and Council* on student success and PBOE activity.

The Superintendent, Principals, and Senior Managers will report annually on Napi's Playground Elementary and Piikani Nation Secondary School to *Peigan Board of Education Board of Trustees* on their goals and outcomes of their 3-Year Education Plans. The annual report also indicates how targets were met and highlights the jurisdiction accomplishments for the year, and collective academic results of their students. While reporting on their performance, it allows Peigan Board of Education to celebrate their accomplishments,

Funding for First Nations schools is determined by *Indigenous Service Canada* (ISC). The PBOE has a direct relationship with ISC based on their funding agreement. On a per capita basis, ISC provides *approximately* \$3,554 per half time student (K4/K5) and \$7,108 per full-time equivalent student (Grades 1 - 12) for elementary and secondary education expenditures. ISC Program funding is proposal based (i.e. First Nations Students Success Program, New Paths, Minor Capital); it contributes additional funding based on nominal roll but fluctuates and is not sustainable. ISC requires elementary and secondary schools to conduct student learning assessments and put in place performance measurement systems that allow schools to assess, report on, and take steps to accelerate progress made by schools and students. Although nominal roll funding is insufficient, PBOE schools strive to meet the curriculum standards as set forth by Alberta Education using its Program of Studies and Assessment Practises (Student Learner Assessment, Provincial Achievement Tests, and Diploma Examinations). Alberta Education provide personnel to assist with School Program Declarations (for accreditation) and Teacher Certification Services.

Post-secondary funding assists eligible students to pay for tuition, books, and living allowances. Performance measurements and results are expected on First Nation and Inuit post-secondary student's progress in their programs of study. <https://www.canada.ca/en/indigenous-services-canada.html>

Peigan Board of Education Looking Forward

At the PBOE 2018 retreat, the Board and staff recognized all successes and accomplishments made in this past year. The Superintendent recognized these five primary items in the coming years:

- Blackfoot Language/ Culture Books
- Education Service Agreements
- Blackfoot Language/Culture Curriculum Development
- Two new Piikani Schools
- Piikani Language Revitalization

Acknowledgements The PBOE held its summer retreat at Lethbridge July 31 and August 1, 2018. The following *team* members contributed to building the Goals and Strategies:

- Peigan Board of Education Trustees
- PBOE Superintendent
- Senior Management and Administration
- Principals/School Staff
- Elders

Peigan Board of Education Trustees

Beatrice Little Mustache	Chairperson
Roberta Yellow Horn	Vice Chairperson
Jacqueline Big Bull	Trustee
Linda Yellow Face	Trustee
Margaret Potts	Trustee
Tyrone Potts, Jr.	Trustee

Superintendent, Sr. Management and Administration

Lisa Crowshoe	Superintendent of Education
Tanya Potts	Finance Director
Joslin Smith	Post-Secondary Coordinator
Ellen English	Transportation Coordinator
Wes Crow Shoe	Maintenance Supervisor
Larry Burns	Certified Engineering Technologist
Lori Pard	Human Resources Coordinator
Pauline Yellow Horn	Blackfoot Language Culture Coordinator
Maurice Many Fingers	Education Service Agreements Coordinator
Leroy Crazy Boy	Structural Readiness Coordinator
Amanda Grier	Executive Assistant
Mariah Grier	Administration
Suzanne Crazy Boy	Administration
Chenoa Smith	Administration

School Administration

Crystal Good Rider	Principal/ Piikani Nation Secondary School
Connie Dersch-Gunderson	Assistant Principal/Piikani Nation Secondary School
Carolyn Little Mustache	Principal/ Napi's Playground Elementary School
Melanie Pard	Assistant Principal/ Napi's Playground Elementary School

Elders

Rose Potts
Rosaline Crowshoe
Veronica Smith
Wallace Yellow Face

The PBOE 3-Year Education Plan for 2018-2021 was approved by the Board of Trustees at a Regular Meeting held on September 4, 2018.



Beatrice Little Mustache - PBOE Board Chairperson

Beatrice Little Mustache

Roberta Yellow Horn - PBOE Vice Chairperson

Roberta Yellow Horn

Jacqueline Big Bull - Trustee

Jacqueline Big Bull

Linda Yellow Face - Trustee

Linda Yellow Face

Margaret Potts - Trustee

Margaret Potts

Tyrone Potts, Jr. - Trustee

Tyrone Potts, Jr.

SECTION II - Goals and Strategies

Goal 1: PBOE inspires and promotes all Piikani students to maximize their potential to be successful Lifelong Learners.

Goal 2: PBOE will increase attendance and retention rates for all Piikani students in support of academic consistency, success and sustainability.

Goal 3: PBOE will ensure all Piikani students, Educators, Staff and Trustees will have the opportunity to learn Piikanissini through Blackfoot culture, history, language and governance structures of Piikani.

Goal 4: The PBOE will work on a communication and marketing plan to create awareness for parents, community, and stakeholders on PBOE programs, services and successes.