

February 2, 2018

Client File No. 5433.00  
Licence No. 3055

Ms. Tracey Braun  
Director  
Environmental Approvals  
Manitoba Sustainable Development  
Suite 160, 123 Main Street  
Winnipeg, MB R3C 1A5

Dear Ms. Braun:

**RE: Bipole III Transmission Project – Licence Clauses #31**

Clause #31 of the Bipole III Transmission Project *Environment Act* licence #3055 states, “The Licencee shall submit, to the Director for approval, a plan to accommodate the continuation of educational programs on community traplines that are affected by the Development.”

Manitoba Hydro’s plan to meet this condition includes the following:

- Trapper Notification Program;
- Trapper Compensation Policy;
- Community Trapline Monitoring Program;
- Pilot Youth Camp;
- Education Workshops; and accommodating
- Continuation of Educational Programs.

These programs ensure proper notification, fair compensation, multi-year monitoring and continued education for community traplines affected by the Bipole III Transmission Project (Bipole III).

**Trapper Notification Program**

The Trappers Notification Program was developed to allow for input from local trappers during development stages of new major transmission projects. As such, Manitoba Hydro will endeavour that well in advance of any activity; all licensed users of any registered traplines in the vicinity are made aware of the proposed development. Trappers will be provided the opportunity to review program plans and record additional trapper information. The timing of project activities will also be explained.

## Trapper Compensation Policy

Manitoba Hydro's Trapper Compensation Policy provides fair and reasonable compensation to eligible holders of registered traplines whose lines are affected by construction of transmission facilities of 115kV or greater, including Bipole III. This policy is intended to cover damage to equipment, buildings and trails used for trapping as well as loss of trapping during clearing and construction as well as reductions in trapping resulting from disturbance to animals. Compensation may include trapline improvements, employment opportunities, equipment replacement or monetary settlement.

## Community Trapline Monitoring Program

In order for Manitoba Hydro and local communities to better understand the impacts Bipole III may have on furbearer behaviour and trapper success, Manitoba Hydro will fund three year Community Trapline Monitoring Programs for Community/Youth traplines. The Program is limited to community registered traplines (RTLs) traversed by or in close proximity to the Bipole III right-of-way. As such, there are six in-proximity community RTLs included in the program in the communities of Fox Lake Cree Nation, Tataskweyak Cree Nation, Thicket Portage, Wabowden, Cormorant and Opaskwayak Cree Nation.

The program includes a Community Program Coordinator and six participants (one experienced trapper, one elder and four youth) from each community. The Community Program Coordinator will champion and coordinate the program at the community level. Participants will first participate in monitoring and trapper training workshops prior to actual field study. These training workshops will educate participants and ensure pertinent data is collected consistently across all participating traplines. Following these training workshops, Manitoba Hydro will work with the communities to establish trapping programs on Community/Youth RTLs involving both elders and youth. The Program will be held over eight week periods during applicable trapping seasons over the course of three years in each community.

Knowledge Sharing Workshops will also be held annually at the beginning and end of the program to gather information from the communities, to understand potential impacts of Bipole III on trapping, and to gain insight into trappers' experiences. Information collected will be included in Annual Bipole III Transmission Project Biophysical and/or Socio-economic Monitoring Reports.

The program began in January 2016 with kick off meetings for Opaskwayak Cree Nation and Thicket Portage. Trapline monitoring activities for these two communities began in late 2016. Both Opaskwayak Cree Nation and Thicket Portage currently conduct educational programs on traplines in the area; Manitoba Hydro's Community Trapline Monitoring Program supports the continuance of such educational programs. The Community Trapline Monitoring Program kicked off in Wabowden, Fox Lake Cree Nation in 2017. Cormorant and Tataskweyak Cree Nation have yet to begin their respective programs.

This program also serves to expand upon the furbearer pilot study conducted on the Wuskwatim Transmission Project pursuant to Bipole III Transmission Project *Environment Act* licence clause 30.

### Youth Camp

A 'Fur, Feathers, Fins and Transmission Lines' youth camp was held August 29 to September 2, 2016 at the Sandilands Discovery Centre. As part of Manitoba Hydro's commitment to invest in educational and/or knowledge transfer programs that promote trapping as well as plant harvesting to affecting communities, the one week camp focused on trapping, traditional plant use, environmental monitoring and included Elder participation. Eight youth aged 12-16 from Dakota Tipi First Nation, Roseau River Anishinabe First Nation, Swan Lake First Nation and the Manitoba Metis Federation participated and feedback was highly favorable.

### Education Workshops/Programs

Manitoba Hydro is also funding youth education workshops to be conducted by the Manitoba Trappers Association (MTA) in the three designated Open Trapping Area Zones that will be impacted by Bipole III. This project began in 2017 and is planned to be provided over three years for the delivery of seven trapper education workshops targeting Manitoba Indigenous communities in the vicinity of Bipole III with a focus on youth participation.

Manitoba Hydro has sponsored a medicinal plant harvest project in Wabowden with 5 students participating 2017.

Manitoba Hydro has sponsored an aquatic animal monitoring project in OCN with 6 students participating in 2017.

Manitoba Hydro worked with local schools in the S1 and C2 sections of the Bipole III line to conduct 5 field tours in 2017 to demonstrate and explain construction activities and career opportunities.

### Continuation of Educational Programs

The attached CBC News article published October 5, 2016 notes, "Students at Oscar Lathlin Collegiate on the Opaskwayak Cree Nation essentially learn to live off the land with a trapping education course in Grade 11 and a forest ecology program in Grade 12 — programs that integrate Cree culture and language from community members and elders." Bipole III clearing and construction has been undertaken in such a manner so as to accommodate the continuation of education programs on community traplines. Manitoba Hydro is working with these programs in the implementation of its wildlife monitoring activities related to the project.

As described above and for your approval, Manitoba Hydro has a portfolio of notification, compensation, monitoring and educational programs planned or in-place to support the

continuation of educational programs on community traplines that are affected by the Bipole III Transmission Project.

Should you have any questions or require further clarification please do not hesitate to contact me at 204-360-4394.

Regards,

***Original signed by Shannon Johnson***

Shannon Johnson  
Manager  
Licensing and Environmental Assessment Department  
Manitoba Hydro  
820 Taylor Ave (3)  
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Attachments: 1 – [CBC News article: Opaskwayak Cree Nation students hunt, trap for grades](#)

## Opaskwayak Cree Nation students hunt, trap for grades

Northern Manitoba Cree community uses land, tradition as educational resource

By Tim Fontaine, [CBC News](#) Posted: Oct 05, 2016 6:00 AM ET Last Updated: Oct 05, 2016 10:31 AM ET

A northern Manitoba community is drawing on its Cree traditions to shape students' future, through a unique program that sees students hunting, fishing and trapping for high school credits.

- [Grading the gap: First Nations education through the eyes of students, parents and teachers](#)
- [First Nations education a cash-strapped 'non-system,' bureaucrats tell minister](#)

Students at Oscar Lathlin Collegiate on the Opaskwayak Cree Nation essentially learn to live off the land with a trapping education course in Grade 11 and a forest ecology program in Grade 12 — programs that integrate Cree culture and language from community members and elders.

It also complements the school's existing language requirement: students must complete one Cree-language course to graduate.

"I like setting the rabbit snares. We skin them and we eat them," said Richard Budd, 13, a participant in the school's newest program, aimed at Grade 7 and 8 students who have fallen behind in their studies.

### 'A sense of connection'

"The more that it's outdoors and the more that it's activity-based and hands-on, I think the more that they're motivated to participate," said teacher Dan Ehman.

Now in its second year, students like Budd take classes that are a mix of academics and hands-on outdoor activities.

On a typical day, the students will spend the morning in a classroom while afternoons are spent doing activities such as canoeing, learning to make fires safely or orienteering — an exercise that has Budd and his classmates walk through a large field, using compasses to find clues left by Ehman.

"I can use this to help people, like my family, when they go out hunting," Budd said.

"It gives the kids a sense of connection," said land-based education teacher Randy Koshel.

"They're getting a chance to see what outdoor living is and the cultural and spiritual values that are shared, especially when elders come in and talk about it."

During the warmer days, Koshel's Grade 12 students do activities like carving and sanding walking sticks made from trees harvested in the surrounding area. Things will ramp up as the temperature drops, with more intensive trapping and hunting trips.

"I like hunting and fishing, so I figured this course would be the course to take," said Andre St. Gelais, 16, while sanding a walking stick made from diamond willow.

Like many students who have taken the land-based courses, Koshel said he's seen St. Gelais' confidence grow.

"There's excitement when they go out. They're focused. They start identifying with who they are and what they can do," he said.

## 'A huge resource'

With just over 500 students, Oscar Lathlin Collegiate is a large school surrounded by trees and fields. Built in 2011, the building uses geothermal heating and cooling and natural sunlight to illuminate the many rooms. Classrooms are equipped with smartboards — state-of-the-art interactive digital whiteboards. There's even a skatepark.

It's a modern facility filled with the community's Cree culture and language.

Signs are in Cree, while portraits of the community's chiefs and leaders watch over students in the large, airy hallways. There's also a framed reproduction of the documents that make up Treaty 5, of which this community is signatory.

But it's the land, water and people just outside the school grounds that some staff see as the greatest educational tool.

"Kids are into iPhones and videos games, so it would be great for them to be involved, since there is such a huge resource in the country around them," said Ehman.

To help make that resource more accessible, the school built two cabins on nearby lakes that can be used as land-based classrooms or a base for the staff's professional development days.

## Developing 'knowledge keepers'

While it's a creative way to get kids physically active and engaged in education, principal Ron Constant said the land-based program also ensures the next generation becomes the Cree community's future "knowledge keepers."

"We're getting older and we want to keep passing it down," he said.

The school gets nearly 30 per cent less federal funding for each student than the school just across the river in the town of The Pas gets from the province, but Constant said his students aren't suffering.

In fact, he said his students are testing at the same level as their provincial counterparts.

"The stigma that you're going to school in the reserve school and getting a sub-par education is no longer a hindrance," Constant said proudly.

"They'd get the same level of education if they were to go to Winnipeg."

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