

Strategic Priorities - Caring and Inclusive Learning Communities

Background Information to Question 3: Reconciliation

Mandate of the B.C. School System

To enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

The Educated Citizen

School districts must assist in the development of citizens who are:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self-image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well-being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

Prime Goal of Public Education

- Intellectual Development
- Human and Social Development
- Career Development

Reconciliation Framework for Public Education

The Declaration on the Rights of Indigenous Peoples Act (Declaration Act) establishes the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) as the Province's framework for reconciliation, as called for by the Truth and Reconciliation Commission's Calls to Action. This framework outlines the commitment for provincial government and public education on reconciliation.

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Responses to Question 3: Reconciliation

The District's role is to support success for Indigenous students and further Reconciliation.

How could SD8 demonstrate support for Indigenous student success and foster Reconciliation?

How could SD8 ensure this?

1. Small group academic support both in class and pull out based on student volunteering and teacher recommendations.
 2. Change 'Aboriginal Education' to 'Indigenous Education'. It is the correct, unoffensive term to use. Professional development for all staff about local, Indigenous culture and language. Invitation of Elders and local Indigenous people to share their knowledge with staff and students.
 3. Provide more direct, intensive services in schools to provide academic support and advocacy. All Indigenous kids should have a champion in their schools that is connected with them and their family.
 4. By applying age-appropriate lessons.
 5. Not sure if this changed but in the past, my children wanted to participate in some of the learning opportunities their Indigenous cousins were participating in. They were not allowed. Children wanted to learn and take part in the culture of their cousins and were told no. This mind set fosters a divide.
 6. Support struggling students
 7. STOP EXCLUDING AUTONOMOUS SINIXT! You worked with them for decades and then tossed them aside to work with "your Indigenous partners" who don't even live here or do the day-to-day work in the territory. You haven't even decolonized yet, so you are a VERY LONG WAY from reconciliation. This is particularly appalling in the Slocan Valley. Stop having other Indigenous Peoples, whose territory this isn't, welcome people into Sinixt territory. A Mikmaw person cannot welcome people into someone else's territory for example. You are presenting a confusing colonial mishmash. You are also working with Indigenous people who slander, defame, and spread hate and misinformation about other Indigenous Peoples, particularly Autonomous Sinixt. As educators, your goals should always be the truth. Start there. You could learn a lot from SD 10 in this regard. DO BETTER!
 8. Increased supports for Indigenous students. Fostering learning about Indigenous culture and history by all students. Indigenous speakers and special events.
 9. In-school counseling to address generations trauma
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10. We are aware of vulnerable AbEd students from the time they enter kindergarten. We can see the challenges that they often face academically and emotionally. Teachers often reach out for help, watching these students struggle with not enough support to enhance their education experience. AbEd workers are doing the best they can but are overworked and overwhelmed.
11. If funding was directed towards primary aged AbEd students I think we would see a higher level of success and engagement. Provide EA support for AbEd students in classrooms. Every class with a certain number of AbEd students should have additional support provided.
12. Stop calling it the Aboriginal Education room - or 'Ab-Ed' for short. Ensure this program is facilitated by someone that reflects the community they are supporting.
13. Funding should be attached to each student to best meet their needs.
14. Have an Indigenous student design the new mascot at KRSS. Have a full-time therapist available, screen children for behavioural/learning problems, and employ TA's that have relevant training, so that kids can be properly supported in the school environment.
15. Leave it for those who are interested in it. Stop forcing it on those who are not. All you are creating is a generation of students who are very bitter and have a really bad attitude about it as they are tired of hearing about all day, everyday. SD8 cannot even teach them the basics.
16. Ha! The Indigenous program is silly! Why is it that non-Indigenous students are being asked to participate when Indigenous students families have to fill out forms every year, answer questions about how their student can most use help at school and then year after year receive not a single bit of individual benefits? Make ABED useful again - bring in only Indigenous educators for Indigenous students not for everyone. How is it reconciliation? Banging a drum in a circle isn't abed.
17. The district is doing a very good job of this. There are lots of offerings and resources to help teachers do this better and it is a priority. At times there does still seem to be a lack of resources for Indigenous students' specifically with inside the schools in regards to counseling, mental health support. Next step would be set school and district goals to create and foster relationships with local Indigenous groups so that schools can have relationships with community regardless of which staff is there.
18. Listen to the First Nations. Acknowledge that it is not easy here with the conflicts and trauma of Sinixt, Sylix and Ktunaxa nations, instead of some watered-down lip service to a tone-deaf read territorial acknowledgment. Read Hospicing modernity by Vanessa Andreotti, Phd at UBC if you dare. Reflect on SD8 and yourself and <https://www.whitesupremacyculture.info/> Dare to radically rethink education, for what - capitalism that kills the planet? What part of education is based in racism? (Sandtalk book).
19. Do you have practices, personally and as a board/administration as taking your concerns to Elders and mentors?

20. Do you (individually and board/admin) give thanks to the land and creation every day? Do you know your cultural heritage and its traditions and its trauma?
21. Do you take a pause to listen between speakers. Do you use a talking piece and sit in a circle.
22. Read Coyote mentoring. I can come give a workshop!
23. I like to acknowledge the efforts and the work of many ab ed teachers, thank you so much. lim limpt.
24. By treating them as equals. Provide additional support when needed as you should do for ANY race of student. I feel the current approach to reconciliation is doing much more harm than good; mainly by patronizing native people and reinforcing a victim mentality. Nearly every racial group has experienced horrible things at some point (my family fled Stalin's USSR). Let's all move forward together
25. Tell the truth about the agenda of the residential school systems, the foster care systems and the involvement of all parties contributing and participating in those systems both historically and currently. Provide real counselling for the impacts of these revelations for all students, Native and non.
26. Start with a stronger relationship and initiatives with the local nations. Add language courses, Elder connections, and pay attention to student safety. Also agree with less hierarchy.
27. Support cultural real life cultural event participation. Provide basic staffing in the classroom to support all challenges for all kids. Drop the history shaming of kids who do not identify as Indigenous. My kindergartener came home from school and said, "now I feel bad." This is reinforcing a divide, not strengthening community
28. Encourage school wide actionable steps with the TRC Calls to Action. Continue good relationships with local Indigenous groups and giving them a seat at the table to offer input. Offering additional supports to Indigenous students and families.
29. Treat all students as equal
30. Offer Indigenous learners counselling or support to address intergenerational trauma
31. Free Indigenous youth from the burden of being responsible for healing of their elders
32. Increase strategies to improve the success of all students and learning styles regardless of their ethnicity. But at the same time recognize cultural identities and predispositions. How do you foster reconciliation in a system that is a former participant in the present need for reconciliation? That should be obvious and for you to come up with, it's offensive for you to be asking those shamed, tortured and abused to offer suggestions.
33. '-Indigenous students should be getting priority for supports and designations in the school system.
34. -hiring more Indigenous teachers and district staff

35. Ask the Indigenous communities how to achieve this; do not assume the white settler institution of SD 8 can know the answer - nor can the primarily white student and parent groups; be humble, ask the Indigenous communities this question, listen well and realize their recommendation.
36. Bring back the Ab.Ed. programs that focused on sharing and participating in cultural events and hands on activities.
37. Teach and model respect for cultural practices like smudging in the school by using resistance as a teaching opportunity.
38. Have more elder visits on the school.
39. Liaison with Nations attached to this land and ask what would like to see.
40. When discussing tips like abuse in residential schools... do so in a trauma informed manner.... consent, choice, support and follow through, respect for differing family values, inform parents of what's being taught. Be sensitive to Indigenous students whose family story you may not know. Almost every Indigenous student is connected to parent or grandparent who is a residential school or sixties scoop survivor...tread gently.
41. Take your time..get informed about the issues...
42. Kaslo could use a concrete Reconciliation project what occurred here, starting with liaising with the Indigenous groups in our area
43. Invite COINS into the school. They have excellent facilitators.
44. Welcome the Traditional Parenting program in your building.
45. The name change of the school and the reconciliation walks are a good start. As mentioned, having Indigenous studies is important. Providing Indigenous students with equal/equitable access to learning and opportunities is crucial. Treat Indigenous students with respect and kindness (as you should every human being), celebrate Indigenous culture., participate in pow wows if invited, have opportunities to visit the band and learn from them.
46. include all students - participation in learning and socialization. Do not single out Indigenous activities or student participation, include all.
47. You need to connect with the Indigenous students and have conversations with them individually as they will have their own ideas on what they need. Ensure you follow through on what they need so they feel heard.
48. Ensure all students have options to learn more but I'm hearing from students and parents that they way the learning is going isn't working, students are finding they aren't as interested when it's forced on them in every aspect of their learning in each class - Ask students what do they want to learn more on and how make it work for the students.

49. avoid repeating colonial violence: mitigate infectious disease transmission to keep schools accessible even for the most vulnerable students. infectious disease transmission is colonial violence

50. Do we need to do more? On the west side of the school district, I have only met students and families that identify as Indigenous that have moved here from other areas (predominantly Cree and Metis). My children are 5th generation Nelsonites but are considered less Indigenous than people who have relocated here from other parts of Canada in the last 3-5 years.

Of course the Indigenous people of Canada were treated horribly, but it seems that the Education system has swung so far towards reconciliation at the expense of many other more relevant to today and the future issues.

Mental Health, access to education supports for those who don't express need with volume/violence/disturbances, inclusive classrooms for all, outdoor and blended learning options, evidence-based reading instruction, climate informed learning, among many other issues are all of much greater significance in building successful children of the future.

51. Mental Health Support. I think maybe mental health support because many Indigenous people have a dark history. More mental health support and cultural support would be beneficial.

52. Explore your identity and know where you came from. The district should create trusting learning environments.