

16 Responses submitted (as of May 16, 2022)

Request for input regarding **Reconciliation**

1) Has your school council discussed how it can support the TRC Calls to Action and Reconciliation in your school?

Yes 3 (19%) No 12 (75%) Unsure 1 (6%)

Comments:

- A teacher is presenting at May SC meeting regarding in school efforts to support T & R. As a separate entity we have not discussed what we could/should do as parents/guardians. We start the meeting with a land acknowledgement (new this year). That's about as far as we've got.
- Not formally, although we've supported requests from the school to work towards reconciliation. We also have an association and have provided funds to the school to bring in Indigenous knowledge.
- This is not a focus or function of our school council - Our Principal informs us on what the school is doing; and we provide feedback when asked or needed

2) Has your school council discussed how it can support the TRC Calls to Action and Reconciliation in your school division?

Yes 0 No 15 (94%) Unsure 1 (6%)

Comments:

- This is not a focus or function of our school council - Our Trustee informs us on what the School District is doing; and we provide feedback when asked or needed

Does your school council:

3) Provide a land acknowledgment at meetings and events? Yes 12 (75%) No 4 (25%) Unsure 0

4) Bring awareness to Indigenous and Métis knowledge through social media/communication with the school community? Yes 4 (25%) No 12 (75%) Unsure 0

5) Help with visual displays acknowledging Indigenous and Métis history/knowledge?

Yes 3 (19%) No 12 (75%) Unsure 1 (6%)

Comments (on 3, 4, 5):

- We feel our district does an excellent job with this important endeavour and do not require any further action on our part.
- Our school does very purposefully.
- Our school council doesn't assist but our fundraising association does mostly through the provision of funds.
- We don't really have that kind of relationship with the inner workings of the school. We could do a bit more re Indigenous issues on our Facebook page I suppose.
- Land acknowledgement is a matter of protocol, FYI. It is not an action that leads to reconciliation. Also, though we do one; I have not sought permission from an Elder or brought them tobacco; so it's pretty performative. I hope to do that next year.
- Our school council does not have a social media outlet. Any communication from the school council group goes out via the school's social media accounts.

- Our school council has no visual displays within the school. If solicited; we provide feedback regarding displays within our school.
- This is not the role or purpose of School Council.

6) Does your school division support (*select all that apply*):

- Recognition of the *National Day for Truth and Reconciliation* (September 30) - 16 (100%)
- Orange Shirt Day – 16 (100%)
- Elder visits – 11 (69%)
- Staff diversity – 11 (69%)
- Training - 13 (81%)
- Other _____ - 3 (19%)

Indigenous land based

FNMI Club; smudging ceremony for our garden

Blanket ceremonies; games; consultant partnering w/district for training.

We do not have any Indigenous staff so I'm not sure what actions the school division takes to 'support diversity.' I'm sure they do though.

I don't know if CBE 'supports' Elder visits; Staff Diversity; Training; or other. AS in; budgets resources towards those things? Have to ask them.

I think our division supports Elder visits along with Indigenous gardens and other knowledge keepers; however we do not receive sufficient funds from the Government to cover the related costs. We use funds from our association to cover the costs.

7) Do the lasting impacts of the Indian Residential School system affect school councils?

Yes 7 (44%) No 3 (19%) Unsure 6 (37%)

Comments:

- There is a lack of comfort from parents around discussing this topic. No members in our meeting identified themselves as Indigenous. While we recognize that it is not the job of the Indigenous to educate us, we are not yet familiar with possible lasting impacts of the Indian Residential School System on school councils.
- It's hard to see how. One way: The Indigenous families at our school are not connected or engaged with the family community of our school.
- That is a big sociology question. In my view, some Indigenous families within our school are affected; third gen in by the effects of residential schools on their stability; culture; economic status; sense of belonging; trauma; family structure; etc. That is a reality in the lives of the Indigenous students. However, I'm not an expert. I'm not sure how all that affects school councils; unless it is; in the absence of Indigenous participation; as those families have enough on their plates; it seems.
- They affect everyone. In a more specific way, they affect councils as we try to determine what our role is in supporting the school and in supporting parents

8) Do the lasting impacts of the Indian Residential School system affect your school division?

Yes 15 (94%) No 0 Unsure 1 (6%)

Comments:

- We are certain they do; and we are working together as parents and educators to mend that dark history and create a brighter future for all of us together.

- I'm sure it affects Indigenous families and students within the system.
- see above. Indigenous graduation levels within CBE are low compared to other students, despite efforts. Clearly a different approach is needed.

9) When it comes to First Nation, Métis and Inuit Canadian content in the Draft K-6 curriculum, is there (*select 1*):

- More than enough - 0
- Enough – 2 (12%)
- Not enough – 7 (44%)
- Unsure – 7 (44%)

Comments:

- What is there is poor quality; not meaningful. It is sprinkled randomly throughout; and not at all cohesive. FNMI leaders have clearly indicated that it is poorly done; and that should be enough to know it to be true.
- We have a lot of Indigenous content in our school it seems (K-6) currently. I grieve the arrival of the new curriculum; it is many steps backward
- In addition to it not being enough, it's not presented in an Indigenous informed way. The curriculum is not supported by Indigenous communities whose knowledge and perspective should be centered in the curriculum.

10) In what grade should students begin learning about Canadian First Nation, Métis and Inuit history?

K - 14 (88%) 1 – 1 (6%) 2 3 4 5 6 7 8 9 10 11 12 Unsure 1 (6%)

11) How important is it for students to learn about Indian Residential Schools?

Very important) **1 - 14 (88%) 2 - 1 (6%) 3 - 1 (6%) 4 5** (Not important at all

Comments:

- It was hard to make an unbiased decision regarding this question as the perspective of all members of School Council was vast. We deemed a rating of 3 as a neutral rating. -The topic of Indian Residential Schools is very new; and information is continually being added. At this time, we feel unequipped until more information can be learned to be better informed to make a proper decision. -Vague question(s) with multiple outcomes depending on views of a very important topic
- We believe it is important for the students to learn about truth of these events to gain understanding of their peers that maybe affected.
- We would of course expect any and all learning to be age appropriate. This new topic at the table is no different.
- Our students learn a lot about Indigenous issues and history and culture, including residential schools. The learnings are age appropriate. I strongly support this.
- Without question. Why would our kids not learn the history of this country at school?
- Only consideration is doing so in age appropriate ways

12) Do you agree with the Draft K-6 Social Studies curriculum being delayed?

Yes 15 (94%) No 0 Unsure 1 (6%) Why or Why not?

- It is horrific and needs more thought put into before it is rolled out.
- The entire curriculum should be delayed until the UCP listen to the concerns of educators; parents; and students.
- To allow more time to develop it as well as the resources to support it

- No one is ready; kids have had multiple incredibly challenging years. Classrooms are more dysregulated than ever before. Parents and teachers are also facing numerous challenges. This is not the time to implement any large changes; particularly one as divisive as this. There are far too many outcomes included and in many cases, they are not developmentally sound for their targeted age group. Anyone with any experience (curriculum developers; teachers; administrators; pre-service teacher educators; cultural groups... have all indicated that there is little of significant value in this curriculum.
- Because it's terrible and unteachable and a shocking travesty.
- Because it is missing parts of history, without any focus on indigenous studies. It is derogatory; prejudice; and racist; in our opinion. Too many outcomes without the ability to learn the content but rather seems to be a focus on memorization.
- The draft as a whole is extremely ill-conceived and inappropriate on too many levels to get into. It needs to be completely scrapped and reimaged or utilize the previous 2018 draft. The only thing worth salvaging is the specific parts contributed by Dr. George Georgiou in ELA.

13) Have you viewed information regarding First Nation, Métis and Inuit Awareness on the ASCA website?

Yes 3 (19%) No 13 (81%) Unsure 0

Comments:

- Many of the questions being asked are very political and out of scope with the guidelines of a school council's mandate; they do not fall within the roles and responsibilities of a school council.