

DATE: December 11, 2018

TO: Board of Trustees

FROM: Trustee Sherry Adams, Policy Review Committee
Trustee Trisha Estabrooks, Chair, Policy Review Committee
Trustee Bridget Stirling, Policy Review Committee

SUBJECT: Board Policy HAA.BP First Nations, Métis, and Inuit Education Policy Second Reading

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE

STAFF: Clarice Anderson, Marnie Beaudoin, Nancy Petersen

REFERENCE: [HAA.BP Aboriginal Education Trustees' Handbook](#) Section 6.1 – Caucus Committee
[Board Policy CH.BP – Framework for Policy Development and Review June 18, 2018 public Board meeting, item 7](#)

ISSUE

The Policy Review Committee is presenting draft Board Policy HAA.BP First Nations, Métis, and Inuit Education for second reading.

BACKGROUND

- As part of the 2017-2018 Policy Review Committee Work Plan, the Board engaged with a range of stakeholders, including students, staff, community members and parents around the review of Board Policy HAA.BP Aboriginal Education. Feedback from this consultation helped to inform the development of draft Board Policy HAA.BP First Nations, Métis, and Inuit Education.
- On June 19, 2017, the draft policy was brought forward to the Board of Trustees for first reading.
- After first reading an online survey was posted to the District website to obtain stakeholder feedback on the draft policy. The survey was open from June 27 to September 28, 2018, and received responses from the following survey participant groups:
 - District parents (90 responses)
 - District staff members (37 responses)
 - Community members (8 responses)
 - District students (7 responses)
 - Non-District parents (3 responses)
 - Professional organizations (2 responses)

RELATED FACTS

The following is a summary of participant feedback from the online survey:

- The following percentages of respondents indicated that they did not have concerns with the following sections of the policy:
 - The Purpose statement (76.64 per cent)
 - The Definitions (77.32 per cent)
 - The Policy section (65.48 per cent)

- The Expectations (81.25 per cent)
- The Accountability statement (81.25 per cent)
- Written feedback from stakeholders touched on the following areas:
 - Specific suggestions to enhance meaning and clarity related to use of language and terminology.
 - Personal perspectives around the work to review Board Policy HAA.BP Aboriginal Education.
 - Interest in the Board's accountability to support the policy once it is approved.
- Based on this feedback, the following changes have been incorporated into the draft policy:
 - Revision to one of the purpose statements.
 - Changes to the following definitions:
 - Colonization
 - Cultural Advisor
 - Elder
 - First Nations
 - First Nations, Métis, and Inuit Education
 - Intergenerational Trauma
 - Inuit
 - Knowledge Keepers
 - Métis
 - Treaty 6
 - Rewording in Section A. Welcoming, Inclusive, Safe and Healthy Learning Environments and in Section C. Student Success and Achievement.
 - Alterations to the Expectations and Accountability statements.
- Following second reading, the Policy Review Committee is planning further stakeholder engagement to inform the proposed final draft, including reaching out to students, parents, community organizations and District staff. Additionally, there will be another online survey to elicit public feedback.

RECOMMENDATION

That Board Policy HAA.BP First Nations, Métis, and Inuit Education be read for the second time and approved for further stakeholder input.

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Approve the second reading of draft Board Policy HAA.BP First Nations, Métis, and Inuit Education at the December 11, 2018, meeting.
2. Decline to approve the draft Board Policy HAA.BP First Nations, Métis, and Inuit Education and provide feedback and/or request changes to the Policy Review Committee.

CONSIDERATIONS and ANALYSIS

The current Board Policy HAA.BP Aboriginal Education requires revisions to align it to the District policy template.

Further engagement will be conducted to inform the proposed final draft of the policy intended to come to Board in spring of 2019 for third and final reading.

NEXT STEPS

- Should the second reading of draft Board Policy HAA.BP First Nations, Métis, and Inuit Education be approved, the Policy Review Committee will undertake further stakeholder engagement as outlined in this report.
- Feedback from stakeholder engagement will inform the development of the proposed final draft of Board Policy HAA.BP First Nations, Métis, and Inuit Education.

ATTACHMENTS and APPENDICES

ATTACHMENT I Draft Board Policy HAA.BP First Nations, Métis, and Inuit Education

MB:mb

CODE: HAA.BP	EFFECTIVE DATE: (22-05-2007)
TOPIC: First Nations, Métis, and Inuit Education	ISSUE DATE: (24-05-2007)
	REVIEW YEAR: (2014)

PURPOSE

- To affirm the Board of Trustees' (the Board) responsibility for First Nations, Métis, and Inuit students to thrive within a welcoming, inclusive, safe and healthy learning environment that is respectful and responsive of individual life experiences.
- To support a District culture that fosters the process of reconciliation through the acknowledgement of the impact of colonization and intergenerational loss of language, culture and relationships on children, families and communities.
- To strengthen the learning and academic achievement of students through fostering and sustaining collaborative relationships with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers, Cultural Advisors, and community members.

DEFINITIONS

Colonization refers to the period of European colonization from Columbus (1492) onwards in the Americas, Oceania, Asia and Africa. Colonizers imposed their institutions and belief systems in the already inhabited lands, which negatively impacted the social, cultural, spiritual and political structures and practices of the Indigenous peoples. This has resulted in the intergenerational loss of language, culture and relationships on children, families and communities.

Elder is a First Nations, Métis, or Inuit individual recognized for their wisdom pertaining to traditions, knowledge, spirituality, culture and language.

First Nations refers to a distinct nation or group of Indigenous people with their own languages, traditions, protocols and spiritual practices. Each group may have their own traditional government with hereditary leaders or leaders chosen by the people of the group.

First Nations, Métis, and Inuit is used to refer to the diversity of Indigenous peoples of Alberta. This diversity is represented in part through the different languages, communities and groups of the Indigenous peoples of Alberta.

Intergenerational Trauma happens when the exchange of knowledge, language, culture and values from one generation to the next is interrupted, for example, by individuals having a familial history of Indian Residential School attendance. Multigenerational, cumulative and chronic trauma, injustices and oppression reverberates through individuals, families and communities resulting in a legacy of loss that persists across generations.

Inuit means ‘the people’ in Inuktitut. Most Inuit live in 53 communities spread across the Inuvialuit Settlement Region (Northwest Territories), Nunavut, Nunavik (Northern Quebec), and Nunatsiavut (Northern Labrador) in the vast region referred to as “Inuit Nunangat”; a Canadian Inuit term that includes land, water, and ice. Inuit have an oral history with distinct traditions, languages, beliefs, songs, art and culture.

Knowledge Keepers are individuals designated or acknowledged by Elders as having knowledge and wisdom related First Nations, Métis, and Inuit cultural practices, customs, history, values and language. Knowledge keepers are sometimes referred to as “cultural advisors”.

Métis refers to a person who self identifies as Métis, is distinct from other Indigenous peoples, and is of historic Métis Nation Ancestry. Métis have a distinct culture, history and traditions with their own language, flag, songs and stories.

Reconciliation is about establishing and maintaining a mutually respectful relationship between Indigenous and non-Indigenous peoples in this country. Education for Reconciliation is the collective work of ensuring curriculum and the education system support the process of reconciliation.

Treaty 6 refers to the document that was signed in 1876 and includes 50 First Nations. Provisions in the Treaty recognize the medicine chest (healthcare) as well as the right to education. The total area of the Treaty stretches from central Alberta, through Saskatchewan and into Manitoba.

POLICY

The intent of this policy is to strengthen First Nations, Métis, and Inuit student academic achievement in learning environments that are equitable, culturally responsive and meaningful. This policy also supports the belief that the inclusion of First Nations, Métis, and Inuit perspectives and knowledge is of benefit to all students.

The Board acknowledges and respects Treaty 6 territory on which the Edmonton Public School District resides and recognizes and celebrates the history and significance of this land and the people who came before us. The Board acknowledges that we are all Treaty people and that Treaty 6 signifies the agreement and relationship among Treaty people living together.

The Board confirms its commitment and role in actively supporting the process of reconciliation and recognizes that working towards this vision is for the benefit of all students, staff and the broader society.

The Board welcomes and embraces the rich cultural diversity of First Nations, Métis, and Inuit students. The Board recognizes that respect for First Nations, Métis, and Inuit knowledge, cultures, languages and traditional practices contributes to welcoming, inclusive, safe and healthy learning and working environments for everyone.

The Board respects the potential and learning aspirations of First Nations, Métis, and Inuit students and supports the establishment of conditions under which the full capacity of students is realized and fostered.

The Board recognizes that creating learning and working environments where First Nations, Métis and Inuit students thrive is a shared responsibility reflecting the collaborative efforts of students, District staff, parents/guardians, grandparents and other family members, Elders, Knowledge Keepers and community members. The Board values building and nurturing these positive relationships.

A. WELCOMING, INCLUSIVE, SAFE AND HEALTHY LEARNING ENVIRONMENTS

The Board understands that developing relationships to learn about each student's life experiences enriches the school community and strengthens student success and achievement. We commit to nurturing such relationships through:

1. fostering each student's sense of belonging and nurturing a positive sense of self
2. promoting intentional understanding, respect and recognition of diverse First Nations, Métis, and Inuit perspectives, cultural beliefs, traditions, languages and values
3. supporting culturally responsive learning and working environments that weave First Nations, Métis, and Inuit ways of knowing, being and doing.

B. RECONCILIATION

The Board commits to the process of reconciliation and recognizes the importance of pursuing opportunities that foster reconciliation within school communities. The Board acknowledges the harmful impact of systemic racism on First Nations, Métis, and Inuit people, including our students. We are working towards reconciliation through:

1. aligning resources and building organizational capacity to support First Nations, Métis, and Inuit student success and achievement
2. supporting professional learning and capacity building of District staff to meet the learning needs of First Nations, Métis, and Inuit and all other students
3. supporting students, staff and District leaders to build and apply foundational knowledge about First Nations, Métis, and Inuit perspectives, cultural beliefs, traditions, languages and values
4. using culturally responsive resources that reflect and demonstrate the strength and diversity of First Nations, Métis, and Inuit cultures and communities
5. supporting education of the historical, social, economic and political implications of treaties and agreements with First Nations, agreements with Métis, the legacy of residential schools, and the impacts of intergenerational trauma
6. practicing community responsive protocols to foster and develop mutually respectful relationships
7. providing opportunities for students to participate in language and cultural learning experiences related to First Nations, Métis, and Inuit cultures and communities.

C. STUDENT SUCCESS AND ACHIEVEMENT

The Board commits to strategic efforts in support of the academic achievement of First Nations, Metis, and Inuit students. The Board confirms this work is realized through a focus on the strengths and potential of students. We are working towards this through:

1. collaborating with First Nations, Métis, and Inuit parents/guardians, grandparents and other family members, Elders, Knowledge Keepers, Cultural Advisors and local community members to support students' learning and participation in the school community
2. supporting staff to identify and use culturally responsive resources and instructional and assessment strategies to support First Nations, Métis, and Inuit student achievement

3. identifying and implementing research-based practices that strengthen First Nations, Métis, and Inuit student engagement and learning
4. using a range of data to support evidence-based decisions to identify students' needs in the learning environment.

EXPECTATIONS

The Superintendent of Schools will implement this policy by assigning roles and responsibilities, and developing administrative regulations, processes and best practices.

ACCOUNTABILITY

The Superintendent will provide an annual update to the Board around progress made in support of reconciliation, student success and achievement, within a welcoming, inclusive, safe and healthy environment.

The District will provide an annual update on progress and priority strategies that support First Nations, Métis, and Inuit students through the Annual Education Results Report to Alberta Education.

REFERENCES

AE.BP – Welcoming Inclusive, Safe and Healthy Learning and Working Environments

GGAB.BP – Multicultural Education

HAA.AR – Aboriginal Education

Truth and Reconciliation Commission of Canada: Calls to Action

Honouring the Truth, Reconciling the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada

School Act s. 45.1(1)