

Coffee and Conversation

Session 1: Introducing ourselves and looking at the How Are We Doing Report



LEN PIERRE
CONSULTING

Len Pierre Consulting

- LPC Website:
<https://www.lenpierreconsulting.com/>
- LPC Resources:
<https://www.lenpierreconsulting.com/resources-1>
- LPC YouTube channel:
<https://www.youtube.com/@lenpierreconsulting>
- LCP Podcast on Spotify:
<https://open.spotify.com/show/58QRdHYguAqUS6wl7oiljk?si=b7e9148fcb544186&nd=1&dlsi=ae0a115be14a4ec8>



Territorial Acknowledgement

- We are broadcasting from Twyla's home in south Surrey. We acknowledge that we are guests on the unceded, traditional territory of the Semiahmoo First Nation.
- We invite you to share your location and the name of the land-based nation whose territory you are on.



Four sessions:

1. **Introduction** – Who are we and what do we bring to conversations related to supporting Indigenous learners and their families. *How Are We Doing Report*. 1701 Funding.
2. **Building relationships** - with Indigenous learners, their families, land-based Nations, and Indigenous organizations that support families
3. **Culturally safety** – what is it? How can schools incorporate it to improve communications with all stake holders.
4. **Indigenous pedagogy**



Intention Setting

Our intention is to create a *safe space* for the exchange of knowledge, to have honest conversations, and to support one another so that we can support Indigenous learners.

We come with an open heart and open mind.

We ask that we respect the confidentiality of students and families in any conversations. No names please.



Group Norms

When participating in conversations, please:

- be mindful of your word choice and tone. Ever had something blow up because of a misunderstood text message?
- be respectful.
- be present.
- Use the raise hand button if you have a question or type it into the chat box. Len, our moderator will bring your question to our attention.

No blaming/shaming allowed.



Twyla Perrin – Métis

- Team Leader in a Youth Care Centre in Red Deer, Alberta that provided services to local First Nation communities
- Employed as a District Aboriginal Child and Youth Care Worker for 17 years.
- Story – "my father was Métis in a time when it was not safe to declare his ancestry. He proudly identified at the age of 75 and was recently interned with his Métis sash."

"His negative experiences influenced my advocacy to provide safe spaces for all Indigenous students."



Twyla's Role:



Nadine McSpadden – Secwépemc Nation, Shuswap Band.

- Recently retired from SD42. 20 years teaching in Indigenous education. Helping Teacher for SD36, Administrator for Capilano Little Ones.
- Developed curriculum for FNEC and for school districts
- Provided professional development
- Provided direct support with students/families
- Reviewed Indigenous resources for SD36 and FNEC
- Author and Indigenous reviewer for Pearson Education
- Faculty Advisor for UBC for Indigenous Cohort
- Consultant for LPC



Our work included mandatory participation in :

- Developing and reviewing Indigenous Enhancement Agreements
- Collecting data, participation in collaborative 'camp fires' related to Equity Scan
- Maintaining data and participating in audits of Indigenous Learning Department.



Stop and Share

- Twyla and I have known each other for many years. We met when we both worked for SD36 in Indigenous Learning.
- We've supported each other always. We understood the complexities of our work and we can lean on each other.
- As we are both Indigenous, we have a deep understanding of the ***emotional labour*** of this work and in being Indigenous.



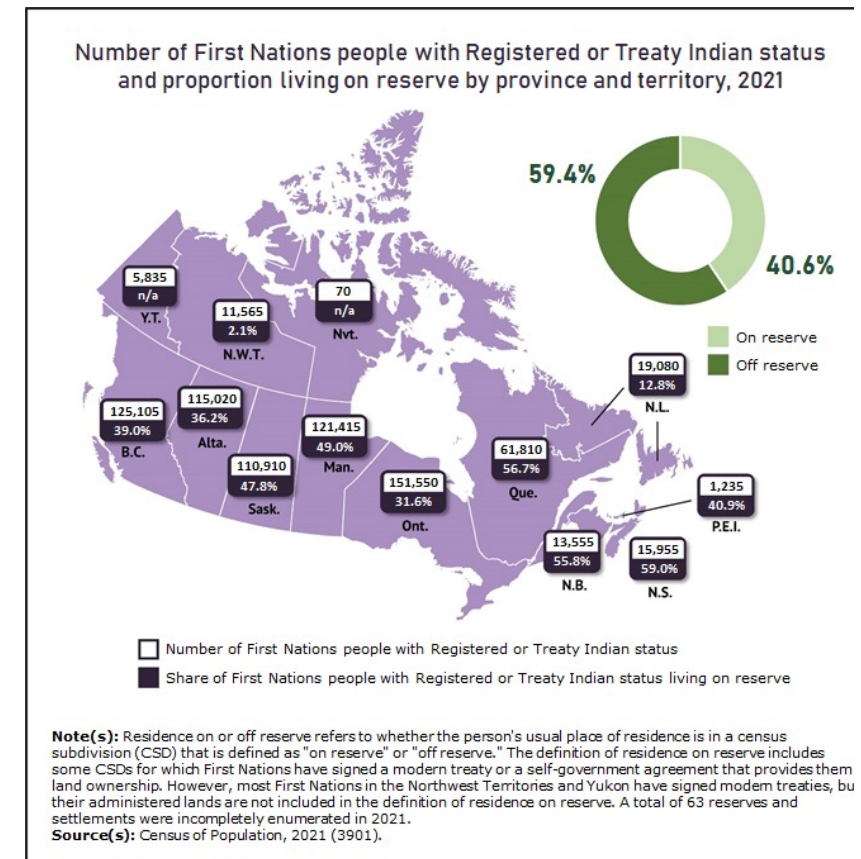
In the chat, write a sentence or two about the person you lean on. You don't have to name names. Share their role. Is it a friend, a colleague?



Have a trusted colleague to lean on and remember, you are part of a ***team*** supporting Indigenous students. You don't have to do it alone.

Background: How many Indigenous People are there in Canada?

- The 2021 Census counted 1.8 million Indigenous people, accounting for 5.0% of the total population in Canada, up from 4.9% in 2016.
- The Indigenous population grew by 9.4% from 2016 to 2021, surpassing the growth of the non-Indigenous population over the same period (+5.3%).
- Why do these numbers matter?



It matters because ...

- Indigenous peoples are still fast growing demographic in this place we call Canada
- Western Canada has the largest population of Indigenous peoples.
- Indigenous peoples contribute to the cultural diversity of this place we call Canada.
- Indigenous peoples bring a unique perspective to the table. Their Indigenous worldview, their rich cultural traditions and languages and Indigenous knowledge systems make them valuable partners.
- When Indigenous communities thrive, Canada thrives.



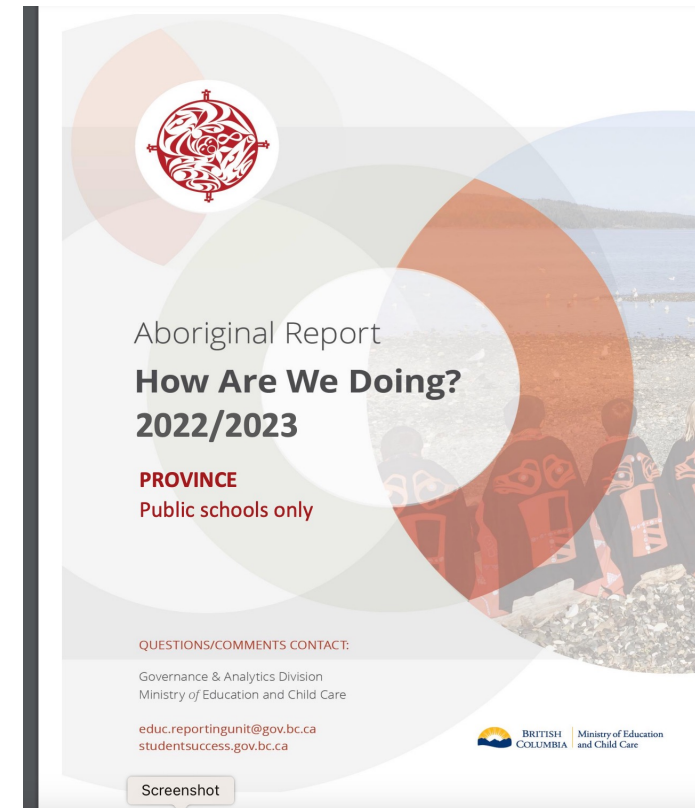
How are districts doing in relation to supporting Indigenous learners?

How Are We Doing Aboriginal report which can be found on the FNEESC website.

Can look at provincial data and district data.

Links to both of these documents will be linked to the QR code.

Trigger Warning: What this data does not reflect the individual and collective efforts of many caring teachers, administrators and support staff. It only tells part of the story.



Data for 2022/2023 - number of Indigenous students

- There are 590,582 students in British Columbia's public school system
- Of those students, there are 67,285 Indigenous students who self-identify. Indigenous students make up 11.4% of learners in our schools
- What does it mean if a student self-identifies as Indigenous? Well, this is where it gets fuzzy.

Sample letter from Coquitlam School District.



Letter 1 – Comox School District

- Academic monitoring and support in classrooms and smaller group situations as needed
- Home-school support - support for families between school and home (advocating for your child with you)
- Personal Support / Advocacy - creating a positive learning environment for Indigenous learners
- Cultural awareness field trips and activities – at their school, in the School District and in the community
- Indigenous cultural group activities– field trips, Big House Experience, post-secondary information sessions
- Integrating culture -building bridges between Indigenous and Non-Indigenous students to create a positive learning environment for Indigenous learners through introduction of Indigenous curriculum and cultural activities in schools. This can include special guests, presentations in schools hosted by Indigenous Education.

From Coquitlam School District Website

What types of support are available? Indigenous Education support may include such things as:

- Field trips
- Cultural programs & activities in some schools
- Support from one of our staff members to “check in” with, make a connection and be available to talk or assist with personal issues
- Breakfast and lunch programs at some schools
- Aboriginal Youth Leadership Council (AYLC) for secondary students
- Invitation to Aboriginal Education community events
- Annual Honouring Ceremony for secondary students recognizing achievements and completion of grade 12. This ceremony is over and above school-based awards.
- Awareness of and applying for Aboriginal scholarships and bursaries for post-secondary.



Why might a parent opt not to self-identify their child as Indigenous?



- Culture of low expectations?
- Don't want them to be treated differently?
- Don't want their child pulled from class.
- Parents think they need documentation to register.

Your district?

- What kinds of supports do you have for your Indigenous students?
- In the chat, name your district and state the staff who support Indigenous learners.
- e.g. SD42: Aboriginal Resource Teachers, Aboriginal Support Workers
- e.g. SD36: ICYW (and Senior ICYW), IEA, I Transitions Facilitators, Indigenous Helping Teachers, Indigenous Cultural Facilitators



Data dig

Data for 2022/2023 Number of Indigenous students: 5 year completion rate

FIVE-YEAR COMPLETION RATE, 2018/19 - 2022/23

BC Residents

The five-year completion rate is the percent of Grade 8 students who graduate with a B.C. Certificate of Graduation ("Dogwood") or a B.C. Adult Graduation Diploma ("Adult Dogwood"), within five years from the first time they enrol in Grade 8, adjusted for migration in and out of B.C. It is not the inverse of a "dropout rate" as students may graduate after the five-year period.

FIVE-YEAR COMPLETION RATE

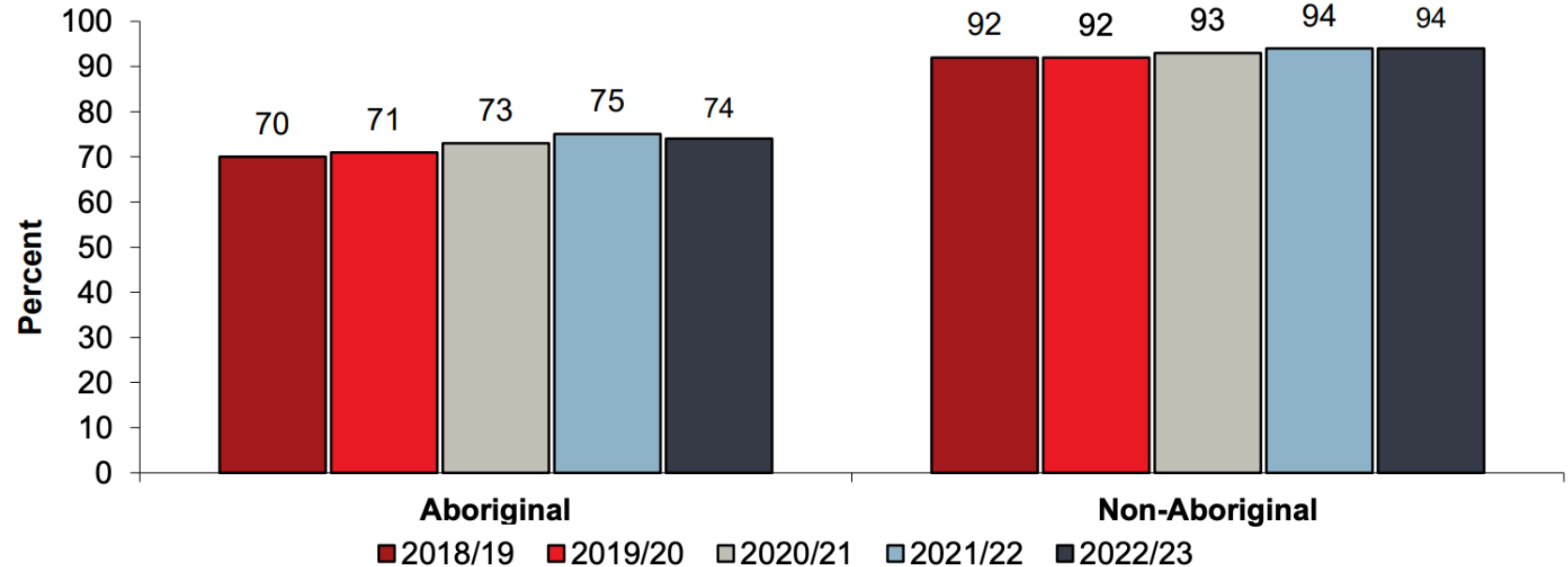
School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	60	63	58	88	91	85
2019/20	62	66	58	88	91	86
2020/21	63	66	61	89	91	87
2021/22	65	67	63	91	93	89
2022/23	63	65	62	91	93	89

Data for
2022/2023 -
Number of
Indigenous
students: 6 year
completion rate

SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	70	72	67	92	94	89
2019/20	71	74	68	92	94	90
2020/21	73	75	70	93	95	91
2021/22	75	77	73	94	95	92
2022/23	74	77	72	94	96	93

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



Data for 2022/2023 - Indigenous students in alternate programs

- 6,528 students enrolled in alternate programs
- 43 % of those students are Indigenous
- Of those 43%, there are more female Indigenous students than male students enrolled in alternate programs.

These numbers have not varied significantly in five years



Data for 2022/2023

STUDENTS WITH DISABILITIES OR DIVERSE ABILITIES (SELECTED DESIGNATIONS)

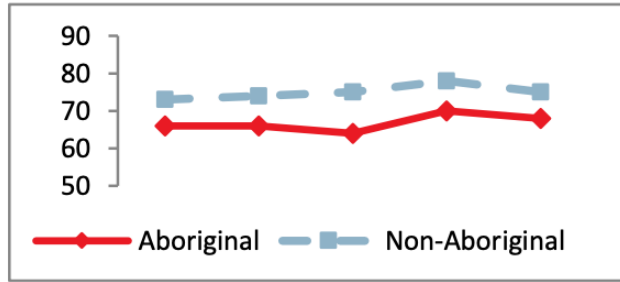
Sensory Designation includes E (Visual Impairment) and F (Deaf or Hard of Hearing); Learning Designation includes Q (Learning Disability); Behaviour/Mental Health Designation includes H (Intensive Behaviour Interventions/Serious Mental Illness) and R (Moderate Behaviour Support/Mental Illness); and Gifted Designation includes P (Gifted).

School Year	Sensory Designation		Learning Designation				Behaviour/Mental Health Designation				Gifted Designation							
	Aboriginal #	Non-Aboriginal #	Aboriginal #	Non-Aboriginal #	%	%	Aboriginal #	Non-Aboriginal #	%	%	Aboriginal #	Non-Aboriginal #	%	%				
2018/19	15,046	49,818	268	2	1,173	2	3,963	26	15,507	31	4,481	30	10,460	21	182	1	4,948	10
2019/20	15,860	52,376	262	2	1,186	2	4,168	26	15,976	31	4,710	30	10,903	21	174	1	4,999	10
2020/21	15,603	53,113	259	2	1,211	2	4,017	26	15,983	30	4,602	29	10,920	21	166	1	4,682	9
2021/22	16,187	56,552	240	1	1,220	2	4,229	26	16,943	30	4,619	29	11,446	20	165	1	4,896	9
2022/23	16,621	59,680	241	1	1,249	2	4,296	26	17,799	30	4,639	28	12,278	21	144	1	4,542	8

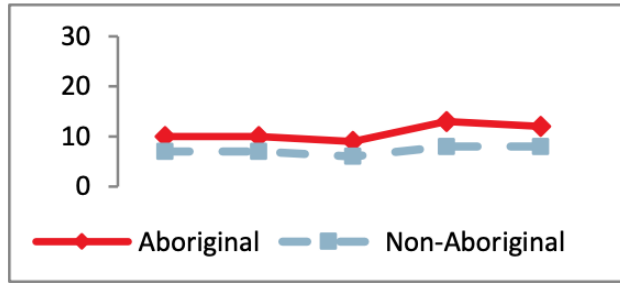
Learning surveys

Grade 10

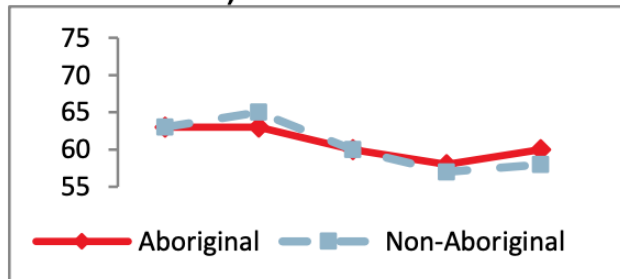
Do you feel safe at school?



At school, are you bullied, teased, or picked on?/ Have you ever felt bullied at school?



How many adults at your school care about you?/ At your school, how many adults do you feel care about you? (Percentage responding 2 adults or more.)



Aboriginal

School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	2,672	1,776	66	22,778	16,607	73
2019/20	1,837	1,220	66	16,636	12,288	74
2020/21	2,583	1,641	64	21,353	16,010	75
2021/22	2,691	1,876	70	22,715	17,682	78
2022/23	2,770	1,889	68	24,703	18,606	75

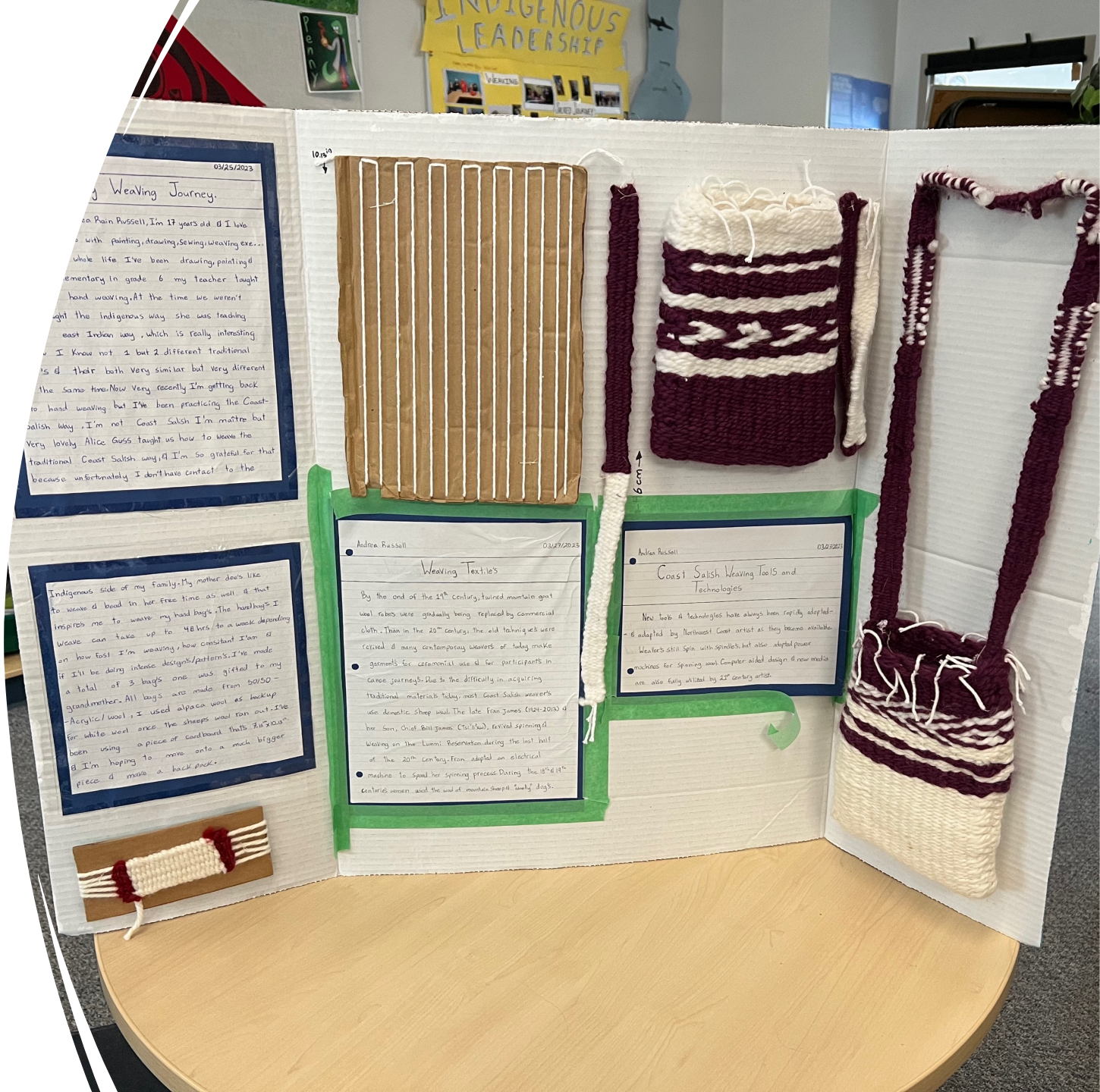
Non-Aboriginal

School Year	Gr 10 Respondents	All of the time or many times		Gr 10 Respondents	All of the time or many times	
	#	#	%	#	#	%
2018/19	2,682	265	10	22,767	1,575	7
2019/20	1,836	188	10	16,625	1,233	7
2020/21	2,583	237	9	21,344	1,229	6
2021/22	2,694	357	13	22,714	1,713	8
2022/23	2,766	339	12	24,684	1,908	8

School Year	Gr 10 Respondents	Two adults or more		Gr 10 Respondents	Two adults or more	
	#	#	%	#	#	%
2018/19	2,832	1,790	63	22,313	14,060	63
2019/20	1,937	1,227	63	16,745	10,952	65
2020/21	2,710	1,624	60	21,451	12,946	60
2021/22	2,845	1,653	58	22,908	13,094	57
2022/23	2,882	1,721	60	24,968	14,456	58

How Are We Doing Report tells part of the story. It does not reflect:

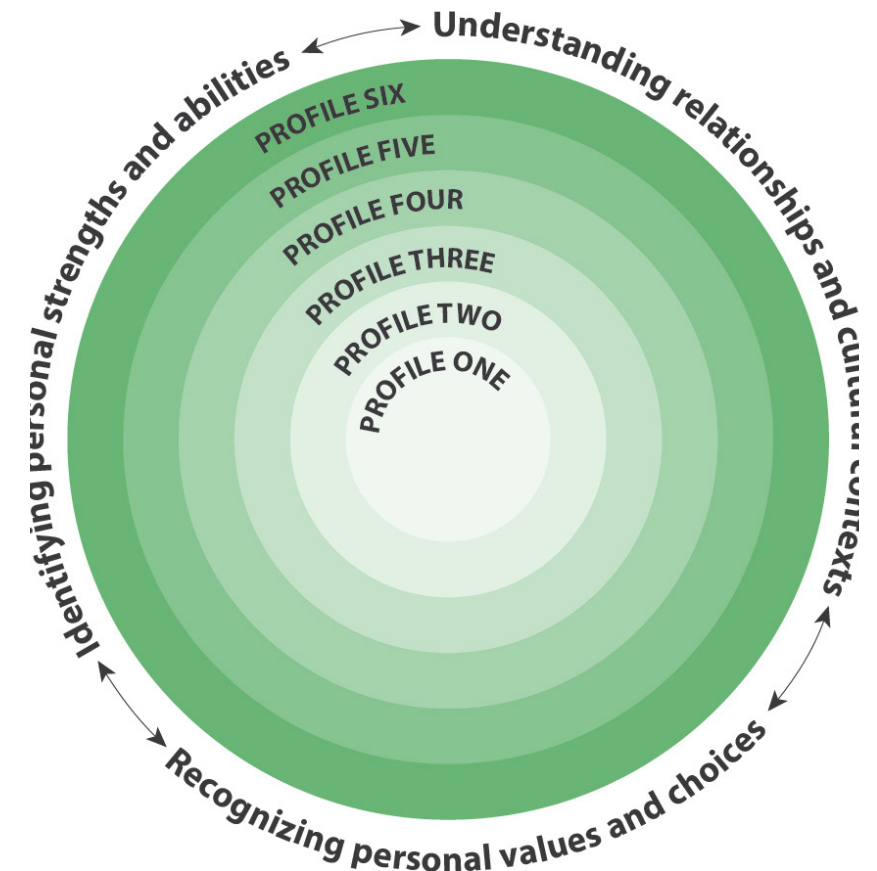
- individual student progress (report cards, self-assessments, portfolios do that).
- student engagement (participation in extra-curricular activities, cultural activities in/out of school, improved attendance)
- positive interactions with Indigenous families as part of a wrap-around support for Indigenous learners



Let's talk about some things Twyla and I have seen/experienced that are not reflected in the How We Are Doing Report.

Positives

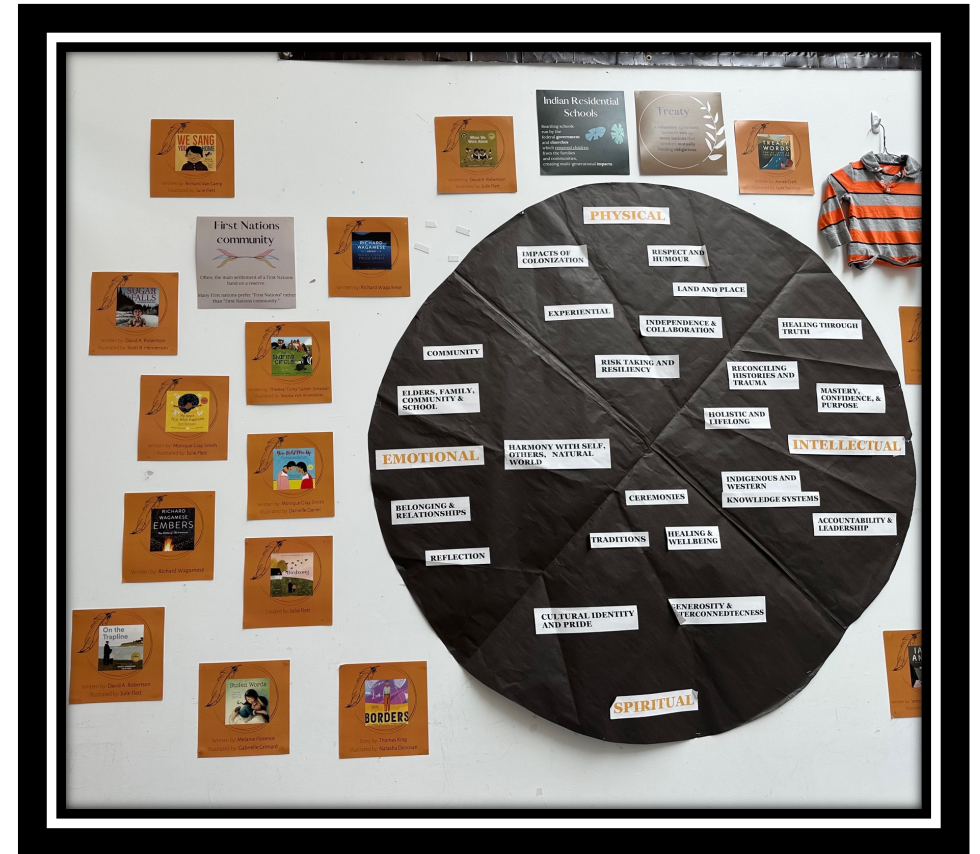
- Change in BC Curriculum incorporating Indigenous content is very positive.
- Change in graduation requirements means the need for more English First Peoples 11, 12; BC First Peoples 10 and 12.
- More authentic Indigenous resources available now
- Indigenous allyship/champions are evident in schools
- Professional development for Equity, Diversity and Inclusion and Anti-Racism is helping. As is work related to Social Justice.
- More Indigenous content creators on social media giving students access to Indigenous voice.



R.E. Mountain – Watch for upcoming podcast!



Stories by Indigenous authors for Indigenous voice. QR code Interactive Map



SEPTEMBER 30, 2023

NATIONAL DAY FOR TRUTH AND RECONCILIATION



REMSS encourages you to take time to care for your mental and emotional well-being while engaging with the content of these educational materials. If you are someone who has been impacted by the Indian Residential School system and require further emotional support or assistance, please contact The Indian Residential School Survivors Society.

LAMATHUT - 24/7 SUPPORT: 1 (800) 721-0066
National CRISIS LINE: 1 (866) 925-4419

BE AN ACTIVE PARTICIPANT IN THE NATIONAL DAY FOR TRUTH AND RECONCILIATION BY REFLECTING ON THE IMPORTANCE OF NAMES:

WHAT ARE THE 94 CALLS TO ACTION?

THE 94 CALLS TO ACTION (CTAS) ARE ACTIONABLE POLICY RECOMMENDATIONS MEANT TO AID THE HEALING PROCESS IN TWO WAYS: ACKNOWLEDGING THE FULL, HORRIFYING HISTORY OF THE RESIDENTIAL SCHOOLS SYSTEM, AND CREATING SYSTEMS TO PREVENT THESE ABUSES FROM EVER HAPPENING AGAIN IN THE FUTURE.



What does your name or surname mean to you?

Read the following article excerpts on one woman's quest to reclaim her Indigenous identity through her name:

For as long as she can remember, Danita Bilozaze knew that the name on her birth certificate, "Danita Loth," didn't reflect her Indigenous identity.

From the stories her mother recounted to her, she knew that Catholic missionaries had changed her family's name. Her great-grandfather, a man known as Lor Bilozaze, was written into priests' logs as "Loth Bilozaze." Government record books in Canada ultimately dropped the "Bilozaze," and Loth became their surname.

Last year, the 49-year-old began an emotional and frustrating nine-month-long journey to officially change her name.

Bilozaze thought the commission's call to establish a name reclamation policy would make the process easier.

Yet, at every step she described in getting her name changed, she found ignorance around reconciliation.
"Instead of just going and doing this work, I now have to educate people along the way," she said.

According to Immigration, Refugees and Citizenship Canada, Bilozaze is the first person in the country to have her fees waived to get her passport changed to reflect her Indigenous name. Her 15-year-old daughter, Dani, is the second.

RELATED CALL TO ACTION:

17. WE CALL ON ALL GOVERNMENTS IN CANADA TO LET RESIDENTIAL SCHOOL SURVIVORS TAKE BACK THEIR NAMES THAT WERE CHANGED IN RESIDENTIAL SCHOOLS, WITHOUT HAVING TO PAY.

For the full NPR article go here:



Posters displayed outside in covered plexiglass

8 Posters: Reflect, Honour, Read, Support Remember, Uplift, Learn, Listen

6 posters with information connected to t-shirt posters. QR Codes.

Timeline

1831

Mohawk Indian Residential School opens in Brantford, Ontario



1

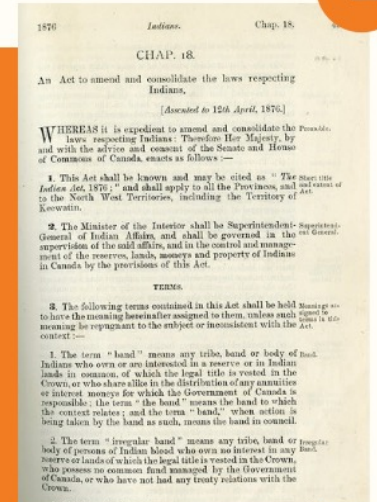
FIRST RESIDENTIAL SCHOOL OPENS

1876

This act gave Government the exclusive right to create legislation regarding Indians and Indian lands. This Act identifies who is an Indian and establishes related legal rights.

THE INDIAN ACT

2



Vocabulary posters

The image shows a wall of educational posters. At the top, a timeline of events from 1958 to 1996 is displayed. Below this, there are four more posters related to residential schools: 'Included', '60 Residential Schools in Canada', '12 Residential Schools in Canada', and 'Churches Begin Apologize'. At the bottom, there are four definition posters: 'Royal Proclamation', 'Colonialism', 'Oppression', and 'Systemic Racism'.

Timeline of Events:

- 1958:** Indian Affairs regional inspectors recommend the abolition of residential schools. **RECOMMENDATION FOR ABOLITION OF RESIDENTIAL SCHOOLS**
- 1961:** Amendment to the Indian Act - Status Indians can vote without having to give up their status. **EARNING THE RIGHT TO VOTE**
- 1982:** The Constitution Act is amended and now recognizes and affirms the rights of "Indian, Inuit, and Métis peoples of Canada." **CONSTITUTION INCLUDES INDIGENOUS RIGHTS**
- 1996:** Gordon's Report is the first residential school inquiry. **LAS CLC**

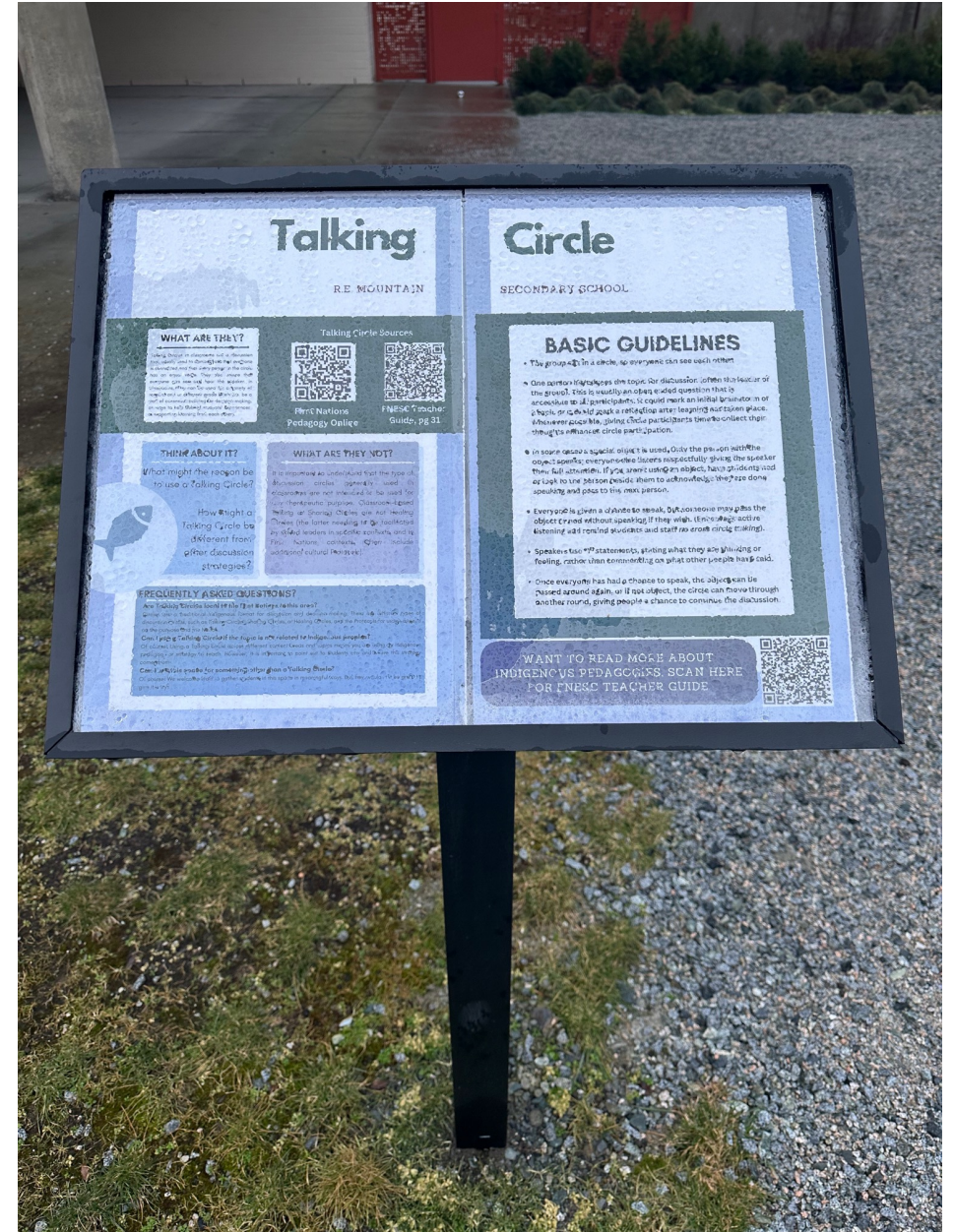
Other Residential School Related Posters:

- Included:** 7
- 60 Residential Schools in Canada:** 9
- 12 Residential Schools in Canada:** 11
- Churches Begin Apologize:** 1986 - 1994. The United Church, the Catholic Missionary Oblates of Mary Immaculate, the Anglican Church, and the Presbyterian Church all issue formal apologies for their participation in the residential school system.

Definitions:

- Royal Proclamation:** The Royal Proclamation of 1763 was a document from King George III outlining guidelines of obtaining land in North America, which included an acknowledgement that Indigenous peoples were the owners of the land, and that treaties ought to be negotiated in the transfer of land.
- Colonialism:** When a foreign power takes control of lands, territories and people in another region, resulting in an unequal relationship, an exploitation of resources, and policies of assimilation.
- Oppression:** Ongoing cruel and unjust treatment for a prolonged amount of time.
- Inuit:** (singular: Inuk). This term refers to specific groups of first peoples generally living in the far north who are not considered "Indians" under Canadian law.
- Systemic Racism:** Also known as structural or institutional racism. It is racism that is built into social systems such as government, judiciary, business, media and other institutions. First Peoples experiences through colonization include both overt and systemic racism.

Outside space



Key Points

- It was a non-Indigenous teacher and the Aboriginal Support Worker at R.E. Mountain who championed this project.
- Museum style display with QR codes that linked to lesson suggestions
- Multiple entry points to participate in making and using the display.

Year 1: some just helped put up the display, media teacher designed the posters, some teachers found authentic resources related to IRS

Year 2: staff had shared knowledge to build onto!

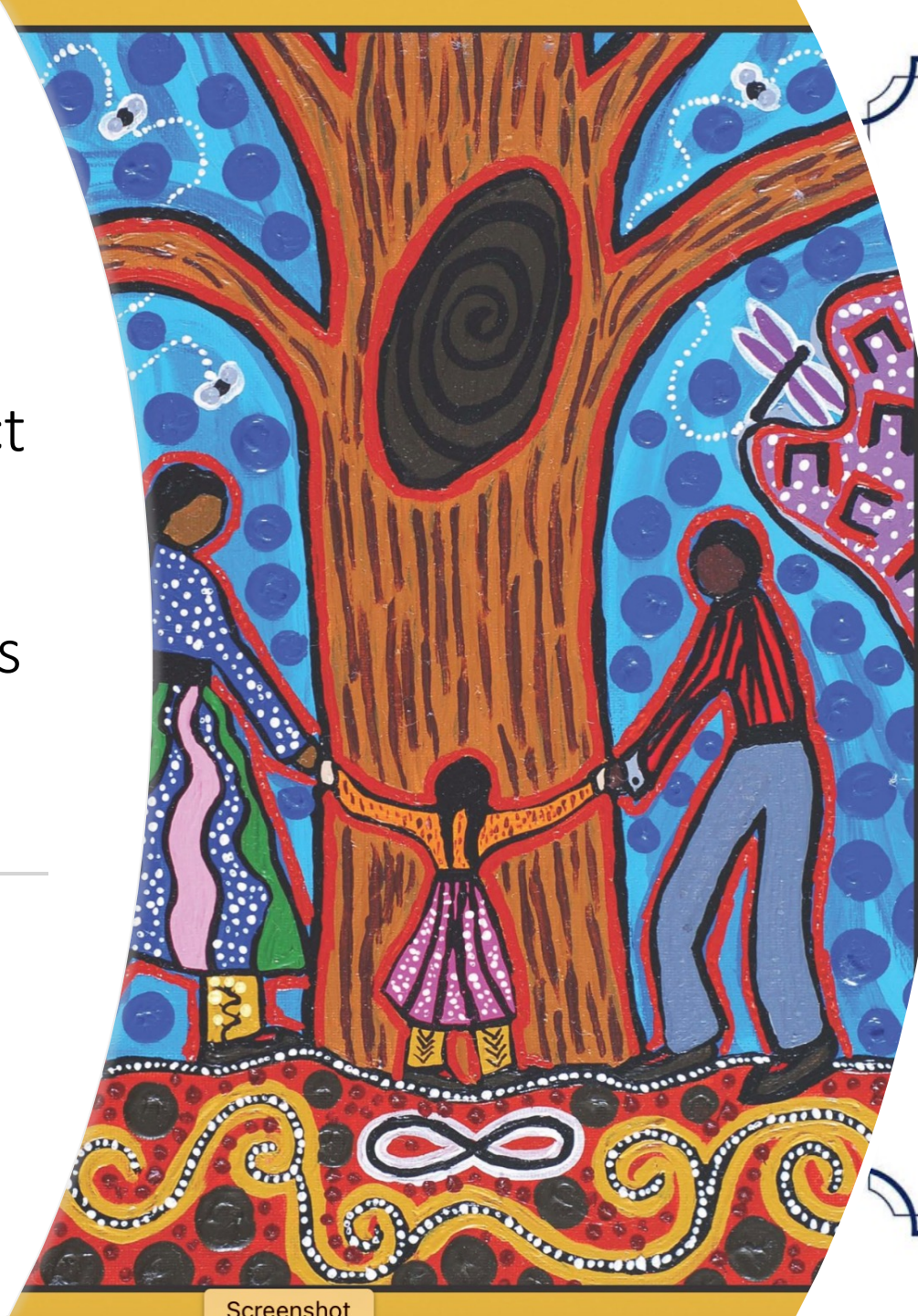
Results?

- Teachers were able to contribute the following year because they had shared knowledge to start.
- Like a museum exhibit, it served as a jumping off point for subject area teachers.
- It became a quiet place of reflection
- Community members accessing the gym for after school activities also explored it.

Example 2 – Things We've Seen

Victoria School District

Métis Education
Agreement with Métis
Nation BC, Métis
Victoria and SD61.



MÉTIS EDUCATION AGREEMENT

Between:

MÉTIS NATION OF GREATER VICTORIA



AND

MÉTIS NATION BRITISH COLUMBIA



AND

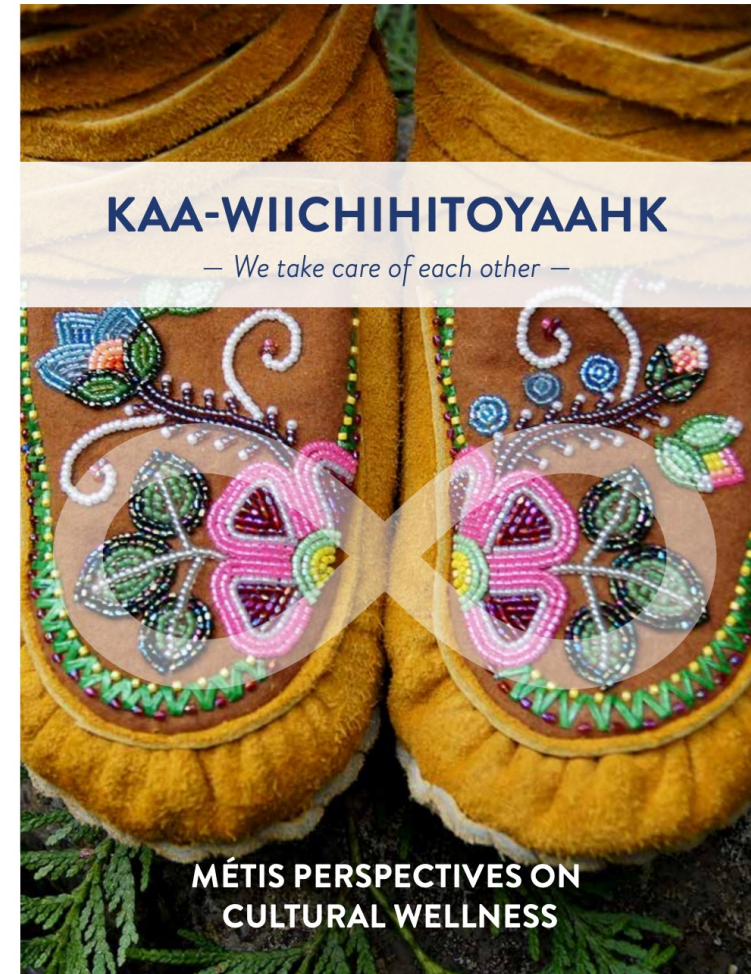
THE BOARD OF EDUCATION
OF SCHOOL DISTRICT NO. 61
(Greater Victoria)



September 15th 2022 to June 30th 2027

Key points in Métis Education Agreement:

- Métis Education Day of Learning planned with Métis Nation BC, Métis Victoria.
- Métis Student and Family Advocate
- Targets for literacy achievements
- Celebrations for end of elementary, middle and high school
- Métis culture reflected in curriculum through use of authentic Métis resources
- Professional development for teachers related to Métis culture and history
- Support for families when advanced assessment is required



Example 3 - Signage

Burnaby and Langley SD



Example 4: Elder suggestion

Strategy modelled by an elder.



"If this was your child, what would you want to see, know, hear? How would you like your child to be discussed?"
Pius Ryan



Place a photo of the student being discussed in the centre of the table. It serves as a reminder that all conversations should be focused on supporting this student.

Elementary School Example

[ICM Meeting](#)




Invest in new hires!



- Develop an onboarding package (definitions: SBTM, ICM's, IEP's, Psycho Ed Assessments; flow chart relating to designations)
- Develop a handbook that is reviewed regularly.
- Provide professional development targeted to roles.
- Provide on-going support for new hires.





These are only a few positive things we've seen. Things that are not reflected in the HWD report.

- Do you know of a specific example that you would like to share. What is making a difference for Indigenous students in your school?
- Please enter an example in our chat.





Funding: what is 1701 funding?

- 1701 funding or targeted funding is additional funding that schools get to support Indigenous students.
- Self-identified are entitled to receive additional supports.

Targeted funding provided to boards of education must be spent on the provision of Indigenous education programs and services. The delivery and outcomes of these programs and services must be documented, preferably through Enhancement Agreements.

Funded Indigenous education programs and services must be in addition to any other program and service which an Indigenous student is eligible.

Targeted Indigenous education funding must not be used

- to replace other funded programs such as Special Education or English Language Learning
- for the delivery of the provincial curriculum (including courses such as BC First Nations Studies and English First Peoples).

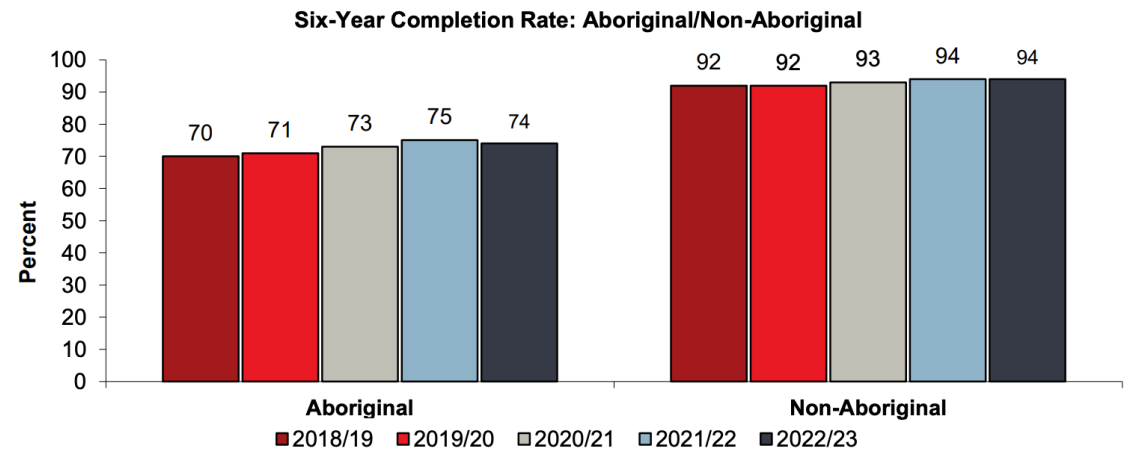


Truths:

- Indigenous Education receives targeted funding to support ***Indigenous learners***. Majority of this funding is spent on staffing.
- Any support they receive should be over and above any support they would receive if they were non-Indigenous.
- Why additional supports that might duplicate supports they are already receiving?

SIX-YEAR COMPLETION RATE*

School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2018/19	70	72	67	92	94	89
2019/20	71	74	68	92	94	90
2020/21	73	75	70	93	95	91
2021/22	75	77	73	94	95	92
2022/23	74	77	72	94	96	93



Some things:

- Staffing allocation each year directly relates to 1701 funding. If the number of Indigenous students in your school go up/down, so might your staffing.
- Supports may connect to cultural experiences for Indigenous learners but not for classrooms.

Positive Personal and Cultural Identity

Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.



Remember those letter examples that outline Indigenous supports?
Keep a copy handy in case a parent discloses Indigenous ancestry.

Targeted funding cannot be used for:

- Field trips for classes
- Indigenous resources for libraries or classrooms
- Honorariums for knowledge keepers or elders
- Tutoring for Indigenous learners

Who pays then?

- Districts
- Jordan's Principal
- PAC's
- Grants
- Classroom fundraising



Grant Examples:

- [First Nation Health Authority Indigenous Peoples Day of Wellness Grant](#)
- [Network of Indigenous Inquiry and Education](#)
- [Farm to School Start Up Grant](#)
- [Arts Starts Grant](#)
- [ISPARC \(Indigenous Sport Physical Activity and Recreation Council\)](#)



Key

- 1701 funding (targeted) must be spent on providing support for Indigenous learners

STOP – We've covered a lot!

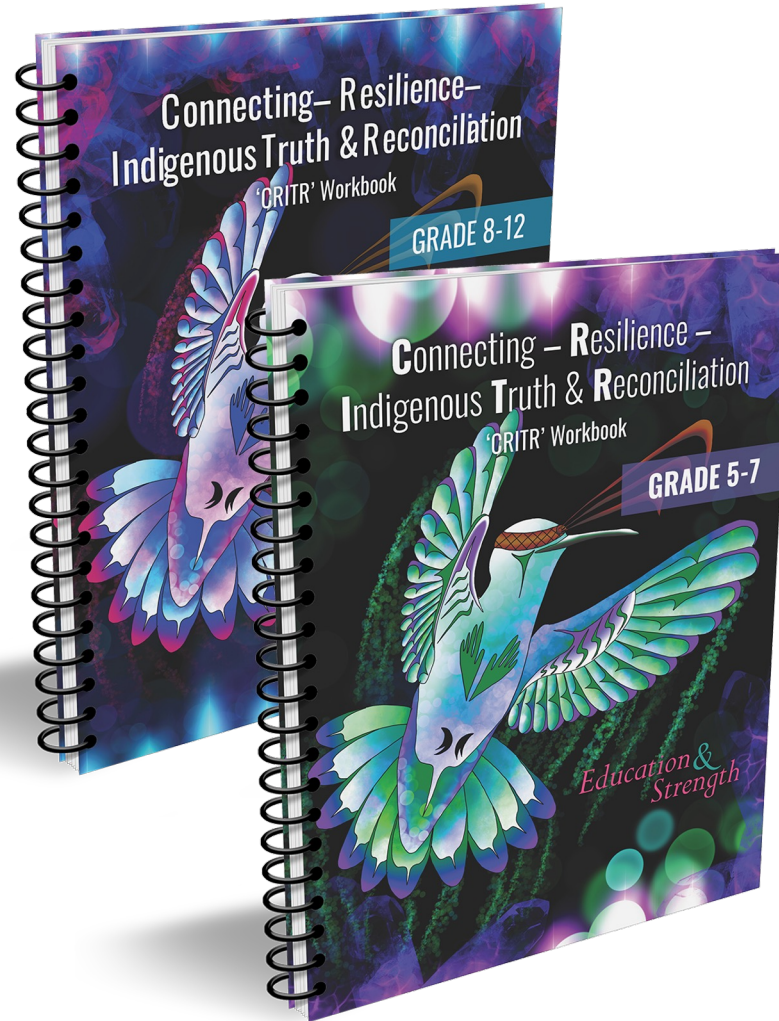
- You know who we are and some of our experiences.
- We know that Indigenous learners make up approximately 11% of BC schools
- We know we still have work to do to get graduation rate up
- We know some good things are happening
- We know a little more about funding



Resource for Education Professionals:



Purchase books here!



Draw prize here!



Kukwstsétsemc

Maarsii



LEN
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