



**COAST MOUNTAINS BOARD OF EDUCATION
SCHOOL DISTRICT 82**

**BOARD OF EDUCATION
REGULAR MEETING**

**HYBRID MEETING
(IN PERSON AT BOARD OF EDUCATION OFFICE
OR VIRTUAL VIA ZOOM)**

**WEDNESDAY, SEPTEMBER 25, 2024
5:00 P.M.**

MEETING HANDOUT:

Agenda Item #10. – Indigenous Education Report – September 2024 Pages 1-5



MEETING AGENDA ITEM #10.

Action:	X	Information:	
Meeting:	Regular	Meeting Date:	September 25, 2024
Topic:	Indigenous Education Report – September 2024		

Background/Discussion:

Attached for reference is the Indigenous Education Report for presentation at the September 25, 2024 Regular Board Meeting as prepared by Interim Superintendent Janet Meyer.

A monthly Indigenous Education Report will be provided for inclusion in the agenda package for Regular Board Meetings.

Recommended Action:

THAT the Board receive for information the Indigenous Education Report for September 2024.

Presented by: Superintendent of Schools

Indigenous Education Update

September 2024

SUBMITTED TO THE INTERIM SUPERINTENDENT BY THE INDIGENOUS EDUCATION DEPARTMENT

Waap Łagaax

Gisbutwada



Chief Donald T. Roberts
Sm'oogyet 'Wiidildaldit Na'algyax Gaax

Kitsumkalum Mourns the Loss of Hereditary Chief Don T. Roberts, Simoogit 'Wiidildal, Waap Łagaax Gisbutwada

It is with heavy hearts that we extend our deepest condolences to the family, friends, and community of Chief Donald T. Roberts of Kitsumkalum in Terrace. The passing of Chief Donald T. Roberts is a profound loss, not only to his loved ones but also to the entire Kitsumkalum First Nation and the broader community who were touched by his leadership, kindness, and unwavering commitment to his people.

Chief Roberts was more than a leader; he was a guiding light and a respected elder who dedicated his life to the well-being of his community. His wisdom, vision, and dedication to preserving and promoting the traditions, culture, and values of Kitsumkalum will be remembered for generations to come. His tireless efforts to uplift his people and advocate for the rights of Indigenous communities have left an indelible mark on all who had the privilege of knowing him.

Throughout his life, Chief Roberts embodied the true spirit of leadership—always leading with compassion, humility, and a deep sense of duty. His legacy is one of resilience, unity, and the importance of honoring our past while working toward a brighter future. He inspired many with his steadfast commitment to his community and his role as a protector of Kitsumkalum's heritage and lands.

To the Roberts family, we offer our heartfelt sympathy and prayers during this difficult time. We hope you find comfort in the love and respect that surrounds you and the enduring legacy Chief Roberts leaves behind. While words cannot fully express the sorrow we feel, please know that Chief Donald T. Roberts' spirit and contributions will forever be cherished in our hearts.

May Chief Donald T. Roberts rest in peace, and may his memory continue to guide and inspire us all.



Indigenous Support Worker – Working Together to Enhance the Learning Experiences for Students

The Indigenous Department met on September 6, 2024 and discussed the following topics:

- ISW Roles & Responsibilities
- Re-introduction of Indigenous Teacher-Mentor
- Changes in Role Model Process and Honorarium Requests
- IED Budget
- EdPlan Insights
- Proposed class activities for Truth & Reconciliation

The overall purpose of the meeting was to ensure we have a common approach to this work across the District. Indigenous Support Workers are responsible to enhance the learning experience for students. That will look different in every school based on the needs of the learners. Indigenous Support Workers have all been equipped with laptops to track the enhanced services and targeted supports being provided to Indigenous learners. This reporting system is a robust way for staff to see which learners have received supports, how often, and which learners need additional care through using data to respond to Indigenous learners needs.



Indigenous Education Graduation Success Advisors

Indigenous Graduation Success Advisors are in place for the 2024-2025 school year for Hazelton (Jan Thorburn, pictured on the left), and Terrace (Beverly Azak, pictured on the right). Working alongside other school personnel, the IEGSA works to ensure that all learners are on track for Graduation.

Director of Instruction (Indigenous Education) Vacancy

The Inter-Tribal Education Committee will meet with District Staff in early October to co-create a hiring process that will guide hiring the next Director of Instruction (Indigenous Education).



The UN Declaration on the Rights of Indigenous Peoples



Bill C-40, Indigenous Education Councils and the Distinctions Based Approach

Bill C-40 represents a significant shift in how Indigenous education is governed and delivered in British Columbia, aiming to strengthen Indigenous participation in the education system through the formation of Indigenous Education Councils (IECs). The bill marks a pivotal moment in advancing reconciliation and supporting the educational rights of Indigenous Peoples in the province. This article outlines the key components of Bill C-40, focusing on the formation of Indigenous Education Councils using a distinction-based approach that recognizes the unique rights, needs, and aspirations of First Nations, Métis, and Inuit communities.

The distinction-based approach recognizes that First Nations, Métis, and Inuit peoples have distinct rights, histories, and cultures that must be respected and addressed individually. This approach aims to tailor policies and initiatives to meet the specific needs of each group rather than treating Indigenous Peoples as a homogeneous entity. The distinction-based approach aligns with the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), which emphasizes the importance of self-determination and the right of Indigenous Peoples to establish and control their educational systems.



Bill C-40 seeks to enhance Indigenous governance in education through several key provisions:

1. Establishment of Indigenous Education Councils (IECs)

The bill mandates the creation of Indigenous Education Councils within school districts across British Columbia. These councils will play an advisory role, offering guidance on Indigenous education policies, curriculum development, and student support services. IECs are designed to ensure that Indigenous perspectives are embedded in educational decision-making processes at the local level.

3. Empowering Indigenous Voices in Education:

The IECs are empowered to provide input on various aspects of the education system, including curriculum content, resource allocation, and support services for Indigenous students. By including Indigenous voices in decision-making, Bill C-40 aims to create a more inclusive and culturally responsive education system that reflects Indigenous worldviews and knowledge systems.

2. Distinction-Based Representation

A critical aspect of Bill C-40 is its commitment to distinction-based representation within IECs. Councils will include representatives from First Nations, Métis, and Inuit communities, ensuring that each group's unique educational needs and priorities are addressed. This approach acknowledges that while all Indigenous students share a need for culturally responsive education, the specific cultural, historical, and linguistic contexts of First Nations, Métis, and Inuit students differ significantly.

4. Supporting Indigenous Languages and Cultures

One of the primary goals of Bill C-40 is to support the revitalization and preservation of Indigenous languages and cultures within the education system. IECs will play a crucial role in advising on the development of language programs, cultural activities, and other initiatives that celebrate and promote Indigenous heritage.



5. Strengthening Accountability and Transparency

Bill C-40 introduces mechanisms to ensure that school districts are accountable to Indigenous communities. IECs will be responsible for monitoring the implementation of Indigenous education policies and advocating for improvements when necessary. This increased accountability helps ensure that educational institutions uphold their commitments to Indigenous students and families.