

2016-17 ASCA School Council Engagement Task Force Responses to Diversity Survey February – April 2017

Does your school council ensure your advice to your principal is representative of the diversity of the students in your school?

- Yes (78%)
- No (22%)

The Principal attends all school council meeting and is open to answering questions during the meetings, after or by appointment.

"I do not know".

Council represents views of the people who attend, but attendance is open to all stakeholders Leadership and recognition from District Levels to teachers

We have a diverse group of parents and teachers and make sure that all voices are heard.

The sheer diversity of the community that we live in ensures some diversity, but the number of parents involved is very limited. I can't say we do anything intentional to ensure diversity (religion, sexual orientation, aboriginal community, ableism) The school council did hold a "healthy eating during Ramadan" speaker with a nutritionist for one of our meetings (although we have a large muslim population- we had a very low turnout)

-parents take into consideration all the different programs that the school offers and talks to each view point

-there are parents from different student groups that attend our council meetings

-we have a large parent turn out at the majority of our meetings, which are very cultural in population, as well as learning needs

Has your school council had any discussions related to the National Truth and Reconciliation Commission (TRC) Call to Action as they relate to K-12 education and parental involvement?

10 Aboriginal Education Legislation

We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:

- i. Providing sufficient funding to close identified educational achievement gaps within one generation.
- ii. Improving education attainment levels and success rates.
- iii. Developing culturally appropriate curricula.
- iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.
- v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
- vi. Enabling parents to fully participate in the education of their children.
- vii. Respecting and honouring Treaty relationships.

- Yes (45%)
- No (55%)

We mostly discussed the legislation and what it means, the plan to move forward with supporting the district's changes.

"I do not know".

Unsure but much emphasis in school about aboriginal areas, types, culture, visitors, etc.

-yes we have a small Aboriginal group of students in our school, and some of these topics were discussed in the executive council meeting

Has your school council engaged in intentional discussions about increasing the achievement of all students in the school including First Nations, Métis, Inuit and students with complex learning needs?

- Yes (40%)
- No (60%)

We discussed increasing achievement as a school whole but not specifically singling out particular groups of students.

"I do not know".

All are welcomed and diversity celebrated as well as physical and mental disability awareness, tolerance and respect. All celebrate their special abilities & cultures.

Our school is mindful of goals set for all students

Our school council has been very supportive of special presenters and events to engage the entire school community.

We have had discussions around increasing achievement of students in the Math program by providing additional supports from the parents- Jump math
The school council also paid for reading resources
Specific groups were not discussed, only in terms of offering financial aid to any student who may require assistance to participate in programming.

Has your school or school council engaged in any activities related to the First Nations, Métis and Inuit culture?

- Yes (65%)
- No (35%)

Blanket exercise, Treaty acknowledgement, bannock making.

My children enjoy the cultural activities. One of my proudest moments was when my grade three daughter came home and took great pleasure in teaching the family about residential schools. The lady that was brought in, presumably as a TRC Call to Action, did a wonderful job. I think it is very important to include indigenous history and activities.

In depth study of Aboriginal people, types in different areas, Aboriginal Visitors to share their culture & customs, drum circles, bannock making, learning about integration

blanket exercise. Tile making project. TRC discussions.

Blanket Exercise Information was sent to all parents, Metis Flag raising Participation as students, bannock making for students and aboriginal day celebration across the district

Open minds camps for various grades at our heritage park which includes presentations about First Nations and Metis in our local history. Special art presentation and learning with a First Nations artist.

The school does have a long tradition of having dancers come for the Guy Weadick days held in June.

Soapstone Carvings, Blanket Exercise, traditional games, crafts, working with an Elder, Project of Heart, Aboriginal Day, Staff all have copy of book "Wenjack" by Joseph Boyden, Educational Resource "Education Is Our Buffalo."

no

Is your school council aware that curriculum is being developed that will provide age appropriate information on the legacy of Canada's history as it relates to residential schools?

- Yes (60%)
- No (40%)

Are you aware if your school district has a plan to address increasing the achievement rate for First Nations, Métis, Inuit students?

- Yes (45%)
- No (55%)