

## Indigenous Self-Identification for Indigenous Education Dept. Programs & Services

### Information for Parents & Guardians

*Welcome to School District 72! We are excited and honoured to work with your children and family.*

Campbell River School District 72 is committed to improve student achievement through honouring Indigenous worldviews and perspectives, student-centered learning environments, and evolving for tomorrow. The Indigenous Education Department team is here to welcome you and your children and to support the district Indigenous student services and initiatives.

The work of the Indigenous Education Department is guided by the BC First Peoples Principles of Learning.

### First Peoples Principles of Learning

- *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*
- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*
- *Learning involves recognizing the consequences of one's actions.*
- *Learning involves generational roles and responsibilities.*
- *Learning recognizes the role of indigenous knowledge.*
- *Learning is embedded in memory, history, and story.*
- *Learning involves patience and time.*
- *Learning requires exploration of one's identity.*
- *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.*

### School Registration Form and Process:

#### What does “self-identification” mean?

It means that if you have *any* First Nation (status or non-status), Métis, or Inuit ancestry in your family tree, you can “self-identify” as having ancestry. Official documentation or paperwork such as a status card are not required.

#### Why self-identify yourself or your child?

Upon noting Indigenous self-identification on the school registration form, you may access a wide variety of services and programs during the school year such as academic resources, social/emotional supports, cultural activities, or community resource connections.

Some families hesitate to self-identify due to negative past experiences or because of fears that a child may be “singled out” or made to feel uncomfortable. We are aware of these concerns and work hard to remove any biases and offer programs and services in ways that students feel supported and given opportunities to thrive in an educational environment.



Image: Cedar Elementary classroom

## FAQ

### Will my child be pulled out of classes for extra support?

The only time a student will be taken from class for support is when this arrangement has already been made between our staff, the parent, and either the classroom teacher or school-based support team.

There are some programs offered outside of class, such as cultural learning, Indigenous youth leadership or post-secondary institution visits, but these types of activities require parental-signed permission forms. If these events are offered, you will absolutely have a full description and notification.



## Is there a choice to self-identify and NOT receive extra support?

There are cases where parents and students choose to self-identify but do not want any additional support and this is respected.

Due to funding regulations, to participate in all the Indigenous Education programs and services, we need a signed consent form and to provide regular contact with all students who have self-identified.

The goal of our department is to work with parents and students to determine the type of service or the amount of support and/or contact that is most comfortable and useful for each student.

Other support could include monitoring attendance and school progress, advising you of special events or simply just checking in with your child.

## How do I find and contact the Indigenous Education staff member assigned to my child's school?

Your child's school office can provide you with this information. Otherwise, please connect with the Indigenous Education Department office directly.

 (250) 830-2332

 [IndigenousEd@sd72.bc.ca](mailto:IndigenousEd@sd72.bc.ca)

## Continuation of Indigenous Education Services

Each year we are required by the BC Ministry of Education to consult with parents/guardians of students with First Nations, Inuit, or Métis self-identified ancestry of their interest to continue their participation in the district Indigenous Education programs and services. Once our records indicate that you have previously identified your child as having First Nations, Inuit, or Métis ancestry and as such are eligible for service from the Indigenous Education Department, and we will continue our services and send you a consultation letter each September.

This letter will confirm that we have you on our list and your child(ren) will continue to receive service and program opportunities. If you wish at any time to decline or 'opt out' of services please contact the school, the Indigenous Education staff, or our department.

## What types of programs and services are available?

- Revitalizing Indigenous language opportunities.
- Culturally specific learning opportunities or activities in school and community.
- Additional services to advance and support academic achievement and school connections and engagement, including designated staff.
- Enhancing communication between schools, families, and communities.
- Connections to post-secondary institutions, community groups, service providers and other partners.
- Communication regarding post-secondary bursary and scholarship opportunities.
- Annual Indigenous Education Honouring Ceremony for secondary students recognizing achievements and completion of grade 12.
- Indigenous youth leadership opportunities.
- One-to-one student and staff "check ins" to make a connection and be available to talk or assist with personal concerns.
- Enhancing student connections and engagement to school and community.
- Enriched learning opportunities for all members of the school community to develop a greater understanding of Indigenous perspectives, cultures, histories, and contemporary issues.



Image: Winter Warrior Walk at École Phoenix Middle