



**Canadian School Boards Association  
Association Canadienne des commissions et des conseils scolaires**

**Introduction**

With a spirit of genuine collaboration in support of Call to Action No. 84(iii) of the Truth and Reconciliation Commission of Canada, the Canadian School Boards Association is pleased to submit the following current update (as of March, 2018) on actions and initiatives achieved by our association and its membership, in the time since the Calls to Action were issued in spring, 2015.

It should be noted that the association has chosen to focus exclusively on the main action areas that tend to fall under the mandate and/or responsibilities of school boards. Under each of these action areas, only those calls to action that directly speak to the mandate of school boards (or to the activities and initiatives of the Canadian School Boards Association and its members), have been included in this update.

Where a call to action has been excluded from an action area, this does not signal that this call to action is not important and fundamental to achieving reconciliation: rather, it should be interpreted that this call to action speaks to mandates or responsibilities that do not specifically or have not immediately engaged our association, its members, or school boards.

**Action Area: Education**

<b>TRC Call to Action No.</b>	<b>Current Status (March, 2018)</b>
6. We call upon the Government of Canada to repeal Section 43 of the <i>Criminal Code of Canada</i> .	At its meeting in January 2017, the Canadian School Boards Association passed a motion to send correspondence to the Federal Justice Minister and Standing Senate Committee to repeal section 43. A copy of the letter can be referenced here: <a href="http://cdnsba.org/wp-content/uploads/2013/10/Criminal-Code-Letter.pdf">http://cdnsba.org/wp-content/uploads/2013/10/Criminal-Code-Letter.pdf</a>
7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.	While call to action 7 speaks to a Federal mandate and responsibility, on March 23, 2017, the Canadian School Boards Association issued a letter to the National Chief of the Assembly of First Nations, offering support to the Assembly on a range of priorities, including equity of funding;

	<p>respectful learning environments, curricula and programs; language revitalization and further items. A copy of the letter can be referenced here: <a href="http://cdnsba.org/wp-content/uploads/2013/10/for-CSBA-support-for-the-work-of-the-Assembly-of-First-Nations-in-the-aftermath-of-Attawapiskat-copy">http://cdnsba.org/wp-content/uploads/2013/10/for-CSBA-support-for-the-work-of-the-Assembly-of-First-Nations-in-the-aftermath-of-Attawapiskat-copy</a></p> <p>AFN has also been granted observer status at all Executive meetings of the Canadian School Boards Association, to support ongoing implementation of joint strategies concerning First Nations education on a national basis through school board associations.</p>
<p>8. We call upon the federal government to eliminate the discrepancy in federal education funding for First Nations children being educated on reserves and those First Nations children being educated off reserves.</p>	<p>While call to action 8 speaks to a Federal mandate and responsibility, on February 27, 2017, the Canadian School Boards Association issued a letter to the Prime Minister of Canada, to the Minister of Indigenous and Northern Affairs, and to provincial and territorial Ministers of Education, on the subject of equity in education funding for First Nations Students. A copy of this correspondence can be referenced here: <a href="http://cdnsba.org/wp-content/uploads/2013/10/Equity-in-Education-Funding-for-First-Nations-Students-copy.pdf">http://cdnsba.org/wp-content/uploads/2013/10/Equity-in-Education-Funding-for-First-Nations-Students-copy.pdf</a></p> <p>On April 19, 2017, the Canadian School Boards Association issued a letter to the Federal Minister of Indigenous and Northern Affairs seeking clarification on the plans of the Federal Government to implement equitable funding for Métis students consistent with the Supreme Court of Canada ruling in the <i>Daniels v. Canada</i> case. A copy of the letter can be referenced here: <a href="http://cdnsba.org/wp-content/uploads/2013/10/Daniels-Decision-Inquiry-Letter-copy.pdf">http://cdnsba.org/wp-content/uploads/2013/10/Daniels-Decision-Inquiry-Letter-copy.pdf</a></p>
<p>10. 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:</p> <ul style="list-style-type: none"> <li>i. Providing sufficient funding to close identified educational achievement gaps within one generation.</li> <li>ii. Improving education attainment levels and success rates.</li> <li>iii. Developing culturally appropriate curricula.</li> </ul>	<p>While call to action 10 places a specific responsibility upon the Federal Government to enact legislation in terms of First Nations schools (on-reserve schools), public school boards have been proactive in terms of responding to many of the same principles outlined under this call to action relative to the public school system in Canada.</p> <p>In terms of principle i), please see the more detailed response provided under Call to Action 8.</p>

<p>iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.</p> <p>v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.</p> <p>vi. Enabling parents to fully participate in the education of their children.</p> <p>vii. Respecting and honouring Treaty relationships.</p>	<p>Other information on initiatives being undertaken across the public school system in terms of principles ii) through vii) can be accessed through CSBA's cross country overview of Indigenous education structure, initiatives, and promising practices, which can be referenced here: <a href="http://cdnsba.org/wp-content/uploads/2013/10/Indigenous-Education-Structure-Initiatives-and-Promising-Practices.pdf">http://cdnsba.org/wp-content/uploads/2013/10/Indigenous-Education-Structure-Initiatives-and-Promising-Practices.pdf</a></p> <p>Many of the principles included in call to action 10 are also reflected in the Canadian School Boards Association Charter of Commitment on First Nations, Metis and Inuit Education, as adopted by CSBA on February 16, 2014. The Charter is accessible online at: <a href="http://cdnsba.org/wp-content/uploads/2014/06/Official-Charter.pdf">http://cdnsba.org/wp-content/uploads/2014/06/Official-Charter.pdf</a></p> <p>Beyond the general commitment to treaty education on the part of school boards, as outlined under the cross-country overview, CSBA has also committed (as of its January 28, 2017 meeting) to undertake further work on the production of a resource manual that school boards can review and use, by way of moving forward with the practice of formal treaty recognition and lands acknowledgements in each local context.</p>
<p>12. We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.</p>	<p>In terms of the public school system for which public school boards are responsible, the Canadian School Boards Association would highlight that practice does vary nationwide and not every jurisdiction includes early childhood education as part of its Kindergarten to high school education mandate. This said, school boards remain supportive of this call to action, given the critical role of early childhood education in preparing and equipping students for entry to higher grade levels.</p>
<p><b>Action Area: Language and Culture</b></p>	
<p><b>TRC Call to Action No.</b></p>	<p><b>Current Status (March, 2018)</b></p>
<p>13. We call upon the federal government to acknowledge that Aboriginal rights include Aboriginal language rights.</p>	<p>While call to action 13 places a specific responsibility upon the Federal Government, on February 16, 2014, CSBA members committed, under the Charter of Commitment adopted by the Canadian School Boards Association, to a shared responsibility for supporting the primary essence</p>

	of call to action 13. To access the charter and its commitments, please visit: <a href="http://cdnsba.org/wp-content/uploads/2014/06/Official-Charter.pdf">http://cdnsba.org/wp-content/uploads/2014/06/Official-Charter.pdf</a>
14. We call upon the federal government to enact an Aboriginal Languages Act that incorporates the following principles: i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them. ii. Aboriginal language rights are reinforced by the Treaties. iii. The federal government has a responsibility to provide sufficient funds for Aboriginal-language revitalization and preservation. iv. The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities. v. Funding for Aboriginal language initiatives must reflect the diversity of Aboriginal languages.	At its meeting of January 28, 2018, the Canadian School Boards Association committed-in-principle to send a letter of support for implementation of call to action 14 and 15 to the Prime Minister of Canada, with copy to Ministers Bennett (INAC) and Joly (Heritage), given that these calls to action speak to Federal mandates and responsibilities.  At its meeting of January 28, 2018, the Canadian School Boards Association also committed-in-principle to call upon provinces and territories to also implement their own Aboriginal languages legislative frameworks, with reference to <i>The Nunavut Languages Act</i> , as well as to <i>The Mi'kmaq Languages Bill</i> that is currently under consideration in Nova Scotia.
15. We call upon the federal government to appoint, in consultation with Aboriginal groups, an Aboriginal Languages Commissioner. The commissioner should help promote Aboriginal languages and report on the adequacy of federal funding of Aboriginal languages initiatives.	
16. We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages.	At its meeting of January 28, 2018, CSBA committed-in-principle to the drafting of correspondence to Deans of Education at universities and colleges across Canada, calling upon them to work with their post-secondary colleagues in terms of moving forward with call to action 16, as well as with the objective of increasing Indigenous graduates from teacher education programs nationwide.
<b>Action Area: Professional Development and Training for Public Servants</b>	
<b>TRC Call to Action No.</b>	<b>Current Status (March, 2018)</b>
57. We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the <i>United Nations Declaration on the Rights of Indigenous Peoples</i> , Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based	While school boards were not referenced under the scope of call to action 57, the Canadian School Boards Association acknowledges the application of this call to all trustees and commissioners, as well as to all persons employed under the auspices of a school board in Canada. To this end, each year, the Canadian School Boards hosts the annual National Trustee Gathering on Aboriginal

<p>training in intercultural competency, conflict resolution, human rights, and anti-racism.</p>	<p>Education in July, to promote sharing and professional development for school boards in matters concerning Aboriginal education. This professional development and training forum includes many of the same topics addressed under call to action 57.</p> <p>Other information on professional development and training initiatives being undertaken across the public school system, in terms of teachers and other school board employees, has been included under the responses received through CSBA's cross country overview of Indigenous education structure, initiatives, and promising practices, which can be referenced here:  <a href="http://cdnsba.org/wp-content/uploads/2013/10/Indigenous-Education-Structure-Initiatives-and-Promising-Practices.pdf">http://cdnsba.org/wp-content/uploads/2013/10/Indigenous-Education-Structure-Initiatives-and-Promising-Practices.pdf</a></p>
<p><b>Action Area: Education for Reconciliation</b></p>	
<p><b>TRC Call to Action No.</b></p>	<p><b>Current Status (March, 2018)</b></p>
<p>62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:</p> <ul style="list-style-type: none"> <li>i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.</li> <li>ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.</li> <li>iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.</li> <li>iv. Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.</li> </ul>	<p>While calls to action 62 and 63 are directed towards entities other than school boards, the Canadian School Boards Association has compiled an overview of relevant initiatives being undertaken both by governments and by school boards nationwide. Please access CSBA's cross country overview of Indigenous education structure, initiatives, and promising practices, which can be referenced here:  <a href="http://cdnsba.org/wp-content/uploads/2013/10/Indigenous-Education-Structure-Initiatives-and-Promising-Practices.pdf">http://cdnsba.org/wp-content/uploads/2013/10/Indigenous-Education-Structure-Initiatives-and-Promising-Practices.pdf</a></p>
<p>63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:</p> <ul style="list-style-type: none"> <li>i. Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the</li> </ul>	

<p>history and legacy of residential schools.</p> <p>ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.</p> <p>iii. Building student capacity for intercultural understanding, empathy, and mutual respect.</p> <p>iv. Identifying teacher-training needs relating to the above.</p>	
<p>64. We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.</p>	<p>In terms of the public school system in Canada, the Canadian School Boards Association would highlight that funding for denominational schools does vary nationwide and not every jurisdiction includes denominational schools as part of the provincially or territorially funded system of education. Informal discussions with school board associations where denominational schools are part of the publically funded education system would demonstrate that call to action 64 is being implemented, with reference to the development of resources that public schools can use for promoting comparative religious studies.</p>