

## **What We Heard**

### **CKES Council Parent Engagement Session on Truth and Reconciliation Thursday September 23, 2021 6:30 – 7:30 p.m.**

During the school open house, parents were also invited into the gym and asked by School Council to write on sticky notes any questions or ideas they have for our school to move forward with Truth and Reconciliation. This document is a summary of parents' input.

## **QUESTIONS**

What does reconciliation even mean?

- Awareness
- Acknowledgement
- Atonement

Start with #1 and work our way through

How will we know we have finally made amends with First Nations people?

How can we get the church to actually act?

How do we explain this inaction to our children?

How do we teach CKES students age appropriate and REAL TRUTHFUL content of what we are trying to reconcile? - This content needs to be in each grade and taught by First Nations people.

What this the actual school building that children who lived at Coudert Hall attended?

Ask First Nation for permission to have an acknowledgement monument on school grounds.

Ask the First Nations to lease the land for parking?

How long did it take to build CKES?

## **IDEAS**

Teach kids history of school and what used to be across the street.

More integration of First Nation ways of knowing in curriculum.

Teach children how the school was discovered

On the land gatherings

Bring elders into the school for teaching language and stories and demonstrations

Just respect everyone's CULTURE. That's it.

Install change flood lights on the exterior of the school.

As far as I understand, Coudert Hall was located beside this school There should be a sign/interpretation on-site to let people know it was here. Agree!

Place based on the land learning

Outdoor mass with intentions around reconciliation

Respect

- is a big part of this school
- respect the land
- respect each other
- this theme could be used to bring forward FN ways of knowing, doing and being
- Tie to core competencies of social responsibility

Elders and talks about the history. Teach the history.

Keep the conversation going and open. Teach our children about the truth of the past.

Smudge with daily prayers or during liturgies

In partnership with KDFN and TKC, become stewards of the settlement land around our school

Ensure families, teachers, and students understand the very local history as well as regional history.

Signage and/or volunteer parking monitors to educate families about the image it presents to FN citizens when we park on their settlement land. The newsletters don't seem to be doing the trick!

Classrooms could be renamed, or named to remember students. Not renaming the grade but giving the physical room a name.

Basic language study

Stories from FN persons

Parents have to stop parking on FN land!

Ask survivors what we can do to help

Work with the church to atone for our sins against FN people.

At each monthly school celebration there is an effort to include one or more prayer intentions related to reconciliation. I think it's important that the kids keep hearing the same kind of language repeated to the whole school.

Could the First Nation Education Directorate possibly assist with a club that students could attend and learn more about FN culture in a fun and engaging way. The kids really like N'thashedal, but I'm not sure if anyone is doing this type of thing.

I would love some sort of visible indigenous art right in the foyer of the school, with an accompanying positive message beside it that says that CKES is a school committed to reconciliation.

Invite Residential School survivors to speak to the children and parents. Hearing first hand *why* this is such a big issue, would really help a lot of people understand.

Doing cultural activities such as beading projects or having a cultural day is a good first step, but does not approach the "why" in *why should we care*. A first hand sharing session with Residential School survivors would bridge that gap.

Have residential school speakers meeting classes, has a lasting impact on the students. This was done at Wood Street School for Grade 9/10.