

Cultural Inclusion Standards in all Yukon Schools



Standard	√	Evidence/Comments
1) Cultural Awareness		
a) All school staff will take mandatory cultural awareness training. First Nations 101 through the Yukon College is required.	√	ILC staff completed the YFN 101 workshop through Yukon College in April 2018.
b) All school staff will participate in a mandatory annual orientation developed and provided by the local First Nation prior to	√	<p>In August 2019 the ILC staff participated in a PD Day with KDFN. The staff did a Lands and Historical Tour with KDFN Lands Dept., then met with the KDFN Chief. The ILC staff feel it is important to be more familiar with the history of YFN peoples, particularly as the YFN, whose traditional territory we are on.</p> <p>ILC staff is planning to do a similar tour and PD day with Ta'an in April 2021.</p>
c) School councils will also participate in mandatory cultural awareness training		N/A
2) Access to Knowledge		
a) School will utilize local subject matter experts as directed by the local YFN. In the case where this information is not available the Department and FNEC would be expected to create/maintain this list.		<p>FN Integration Teacher, Pat Joe, ensures the ILC uses local subject matter experts through our Elders and other FN resource people accessed for curricular activities and cultural awareness. For example: use of an elder to take ILC students snaring; an elder at canoeing/camping trip, and academic camps to share traditional stories, history of the area, and FN ways of knowing and doing in the area.</p> <p>The ILC is purposeful in including YFN representatives when on the various YFN traditional territories.</p> <p>The ILC has an open invite to FN resource people, YFN community, as well as to the FN/Inuit from across Canada to drop in and join the ILC in a variety of activities and events.</p> <p>Yearly trip to Carcross and visitation to Chootlah School, with local elder, members of the Carcross community, and the FN integration teacher.</p> <p>Fall hunting trip with Kluane FN in Burwash area and Culture Camp with the Gatensby's in Carcross.</p>

b) Schools will have a Yukon indigenous land based activity – minimum one per season.	√	ILC has at least one land based activity per season. Fall hunting trip, berry picking, gathering traditional medicine, ice fishing, fishing, rabbit snaring, trapping, spring culture camp.
c) Regular Elder participation in every school.	√	The ILC has regular elder participation in its programming. On Thursday an Elder is in from 11am-2pm to do FN sewing and beading, traditional medicine, storytelling, to name a few activities. Elders regularly drop in to visit with students and staff, outside of Thursdays. Often elders will drop by with a friend or two to just have tea and a talk. Elders are invited to ILC feasts and special celebrations. We are exploring the idea of connecting with Elders via Zoom during the 2020-2021 school year with the health and safety of our elders and our students a priority, as well as participating in outdoor activities with appropriate physical distancing and hand sanitizing practices in place.
d) FN Heritage/Ancestral Technology territorial event. This could be annually or bi-annually just like the Heritage and Science fairs, bridge-building or other regional		
e) Each Yukon school will work with the First Nation to identify ways of celebrating the local clan system within their school culture (events, ceremony, and	√	Orange Shirt Day FN Graduation Sewing and Beading Artwork within the school First Peoples' English 11 Button Blanket construction (3 made during the 2019-2020 school year). ILC students and staff have the flexibility to attend programming offered by KDFN, other Yukon First Nations, and CYFN.
3) Relationships		
a) Established relationship with the local FN Education/Capacity Department and staff.	√	The ILC is currently continuing to build and foster relationships with FNPP, CYFN and the First Nation Directorate, CAIRS, FN CELC's, ESW's, and Youth Support Workers, and the First Nation Graduation Committee.
b) Establish and support an effective working relationship with ESWs/CELCs.	√	ILC team leader and staff regularly collaborate and communicate with the FN CELC's, ESW's and Youth Support workers regarding students, events at the school, within the community of Whitehorse and in the rural communities as well, in order to provide increased support and opportunities for ILC students. The ILC encourages YFN CELC's, ESW's and

		Youth Support Workers to drop-in the ILC on regular basis to connect with students and ILC staff, and build upon the relationship between the school and local Yukon First Nations.
c) Each school will host a minimum of one community cultural event per year.	√	The ILC hosts the following yearly community culture events: Thanksgiving/Fall Harvest Feast, Christmas and Graduation Feasts, Orange Shirt Day Recognition, Annual Fall Moose Hunting trip, and Canoeing/fishing trip in the spring.
d) Use traditional mediation, restorative or conflict resolution process.	√	FN community connection through our FN Integration Teacher and Elder teachings. Established in January 2019 a restorative approach to discipline concerns and behaviors. It is one of our goals to continue to use this approach to help ILC youth resolve conflict with others members of the ILC community.
e) Have an identified space for ESWs/CELCs.	√	ESW's, CELC's, and Youth Support Workers have access to the Team Leader's, Counsellor's, FN Integration Teacher's offices, as well as the small conference room at the back of the building, if they need to speak to students privately. They are always welcome to join students and staff in the main teaching area and are encouraged to drop in as often as they can.
f) Designated Elders spaces at all schools including parking and seating.	√	As with other staff and members of the public, Elders may park in front of the school. Elders have a designated area in the main classroom, as well as access to the three offices mentioned in section 3(e) above.
g) School staff and school council members will take a proactive approach to engage with individual parents/caregivers (outside of school visits, potlatches, community events).	√	This is done a regular basis with all staff. For example: attending events in the community of Whitehorse, and rural communities, KDFN MOA, working with boards, committees, and volunteering.
4) Languages		
a) Visual representation of the local language throughout the school and on school grounds.	√	"Individual Learning Centre" has been translated into Southern Tutchone and is on signage on the main entrance into the school. There are posters on the walls with FN language, a section of the wall in the big classroom is dedicated to all YFN languages and has traditional greetings in each language on display. We are in the process of getting "Welcome" translated in all eight YFN languages, and then made into a border welcoming people to the ILC in the main entrance and hallways leading to main classroom. We are hoping to have the borders up in the 2020-2021 school year.

b) Extracurricular language opportunities like language clubs.	√	The FN Integration teacher regularly promotes participation in language learning with local FN like TA'AN and CAFN. Over the years, some ILC students have opted to cross-enroll with either FH Collins or PCSS to take a FN language course through them.
c) Encouragement of staff learning and using First Nation languages in the classrooms.	√	ILC staff encourage language students and elders to share language with them. FN language is also used in stories, posters, signage, etc.
d) Support students to learn and sing O Canada or any school song, in the local language.		

Priority Areas for 2020-2021:

- 1) To continue to make our main entry and our area of the building more welcoming by adding FN artwork created by former and current ILC students, as well as the “Welcome” border in all eight YFN languages.
- 2) To continue to have elder participation at the ILC, with both female and male elders to mentor our youth.
- 3) To continue adding to “Our Elders” wall honoring Elders who are connected to the ILC through work, family, and the traditional territory of KDFN and Ta’an. This wall features a picture of the elder and a short bio of their life and history in the area. A place for students to learn the history of the people of the area, as well as learn about their own identity and family heritage. This wall was started in the spring of 2020. It will continue to evolve and grow in the years to come.
- 4) Using all parts of harvested animals (moose, porcupine, rabbits, squirrels) and fish for food, and ancient technology (workshops on preparation of food, prep and tanning of hides, fur, bones to make traditional tools to process the animal/fish, and quills to decorate sewing and beading projects).
- 5) To continue to foster the relationship with the House of Learning, Employment, Adult Education and Post-Secondary Education Coordinators; as well as the Youth Career Development Coordinator and the Transitions Educator, when those positions are filled and up and running, in order for KDFN student citizens to better access programming and support from their FN, in connection with their education.