

Date: 6/10/2026 1:12:53 PM

From: Dave Price

Email: [REDACTED]

Address: [REDACTED]

I am a: Parent/Caregiver

Message:

Dear Jesse Bruce,

We are writing to express our deep disappointment and concern regarding the current state of Indigenous programming and support at GES.

As parents, caregivers, and community members, we understand the importance of providing meaningful Indigenous representation, cultural connection, and academic support within our schools. Unfortunately, what we are witnessing at GES is a continued erosion of those supports rather than meaningful growth.

One of the most concerning issues has been the ongoing inconsistency in Indigenous Advocate staffing. While we recognize and appreciate the dedication of the advocates who have served our students, the frequent turnover has made it difficult for students to build trusting, stable relationships. It is particularly disheartening to see strong advocates leave for opportunities at other schools, leaving students once again to adjust to new faces and rebuild connections.

There is also a noticeable lack of Indigenous presence throughout the school. Indigenous education should not be an occasional initiative or an afterthought. It should be visible, valued, and woven into the daily life of the school in ways that help Indigenous students feel seen, supported, and proud of who they are.

We are especially saddened by the loss of the current Teacher Tutor. In a remarkably short period of time, this individual has built meaningful relationships with students and families and has created connections that many felt had been absent for years. The impact they have had in just one year cannot be overstated. Their commitment, accessibility, and ability to engage students academically and personally has been invaluable.

Learning that the Teacher Tutor position is being reduced to only three days per week is incredibly disappointing. This decision will inevitably reduce the academic support available to Indigenous students while placing additional pressure on Indigenous Advocates to fill gaps that fall outside their intended role. Advocates provide essential cultural, emotional, and relationship-based support; they are not meant to replace trained academic intervention staff. Expecting them to absorb these responsibilities risks diminishing the effectiveness of both positions and ultimately leaves students receiving less support overall.

At a time when reconciliation and Indigenous student success are being emphasized across educational systems, these reductions send the wrong message. Indigenous students deserve consistent support, strong relationships, cultural connection, and equitable access

to academic assistance. Rather than seeing these supports reduced, we should be working together to strengthen and expand them.

We urge the district and Indigenous Education Department to reconsider these decisions and to prioritize stable staffing, meaningful Indigenous representation, and the preservation of academic supports that have clearly demonstrated positive outcomes for students.

Our children deserve nothing less.

Sincerely,

Dave & Michelle Price

