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Board of Education, School District 23
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Subject: Objection to Political Advocacy and Biased Curriculum

To the Board of Education,

I am writing as a concerned parent of 3 school-aged children to express my growing discomfort with the provincial K-12 curriculum and the district's public advocacy relating to Indigenous issues. In the wake of your statement about sovereignty, I've repeatedly attempted friendly discussions with different SD 23 educators on the topic. Each time I bring it up, I'm met with a moralizing tone reminiscent of your Sovereignty statement, my concerns are summarily dismissed, and I'm left listening to shallow and cliché statements about inclusivity. This is deeply concerning.

My main concern is about how the curriculum approaches Indigenous history and Canada's colonial past. Reconciliation is an obvious goal, but I believe the curriculum, as it stands, distorts the truth in ways that deepen division rather than heal it.

KIDS ARE DIVIDED

I've seen firsthand how students are beginning to identify themselves and others through racial or ancestral categories. "Us" and "them" language is reappearing among youth, not because they're inherently intolerant, but because the framework we've handed them actually encourages it! When young people are divided along racial lines and taught to view one group as historically bad and the other as inherently good, we are not fighting **racism**—we are recreating it in a new form.

HISTORY DISTORTED

Important truths about pre-contact Indigenous societies are being omitted. There is little to no mention of uncomfortable realities such as intertribal warfare, the treatment and rights of women and children, Tribal colonialism, or infanticide. This is grossly misleading. Additionally, important truths about European colonialism, such as its unlikely humanity, implementation of accountable governance, and life-saving medicine, are frequently omitted. This selective telling of history gives students a skewed view that shields one group from any moral scrutiny while placing another under a spotlight of perpetual guilt. This imbalance conceals the truth, and without truth, there can be no meaningful reconciliation.

CHILDREN ARE GIVEN A LICENSE TO JUDGE

Another troubling trend is how students are encouraged to pass judgment on past generations. Terms like “wrong-doings” are applied broadly to early settlers and explorers, without context, reflection, or historical nuance. The past is not being studied—it is being morally condemned. Judging an entire group of people, based on their time in history and their race, is itself a form of **racism**. Instead of fostering empathy or open enquiry, this approach risks teaching kids that it’s acceptable—even virtuous—to condemn others without understanding the full picture.

FACTS WITHOUT EVIDENCE

Finally, I’m troubled by the erosion of critical thinking. Serious claims—such as those related to residential schools and mass graves—are often presented to students as established fact without supporting evidence. When students see that some claims are accepted without question simply because they come from one ethnic group, while others are held to a higher standard of proof, they internalize a dangerous lesson: that truth is relative to identity. This, too, is a form of **racism**.

CONCLUSION

Before the Truth and Reconciliation train even left the station, the concept of truth was co-opted by well-meaning educators who, despite good intentions, were too quick to seek moral validation, too susceptible to ideological trends like Marxism, and unaware of the damage that they would do. And now, 10 years on, they are unwilling to have a conversation about it. The result is a generation of racially divided children attempting to digest ‘truths’ delivered through emotional one-sided narratives. Essential facts are either ignored or distorted. Children are being taught to judge the past through a narrow, moralizing lens. This approach doesn’t promote understanding—it fuels division and reawakens old prejudices, threatening to undo decades of progress. No one wants that.

We must do better. We must unite and not divide. We must see that the consequences of compromising truth will ultimately sentence everyone, but especially Indigenous youth, to further hardship. The district should avoid getting involved in divisive political debates, advocate for a curriculum that fosters unity, and take immediate action to rein in principals and teachers who are over-delivering this destructive material.

Thank you,



Dan Crossley