

Strategic Priorities - Cultural and Identity Development

Background Information to Question 3: Reconciliation

Mandate of the B.C. School System

To enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

The Educated Citizen

School districts must assist in the development of citizens who are:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self-image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well-being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

Prime Goal of Public Education

- Intellectual Development
- Human and Social Development
- Career Development

Reconciliation Framework for Public Education

The Declaration on the Rights of Indigenous Peoples Act (Declaration Act) establishes the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) as the Province's framework for reconciliation, as called for by the Truth and Reconciliation Commission's Calls to Action. This framework outlines the commitment for provincial government and public education on reconciliation.

Strategic Priorities - Cultural and Identity Development

Responses to Question 3: Reconciliation

The District's role is to support success for Indigenous students and further Reconciliation.

How could SD8 demonstrate support for Indigenous student success and foster Reconciliation?

How could SD8 ensure this?

1. Like a learning curriculum exists for French and Russian, one should exist for Indigenous culture and language. I realize there are many bands and many different languages, that this might be very difficult, but somehow the cultural aspect is lacking from the curriculum, not just talking about the history.
2. In some other countries like New Zealand, their form of reconciliation, seems to be much more prominent, or at least visibly speaking that is. The aboriginal culture is much more embedded in their culture / better advertised in a sense, to the public by their own government. They seem to make a strong effort, at the very least, to show they are sorry for taking their country from them and have regular events and celebrations at schools and public engagements, music festivals. Our country could probably learn a lot from the way New Zealand handles such things.
3. I like that we changed the name of the Creston high school. Maybe we should change Trafalgar as it also has colonial connections. we should look and see if we have other names that have colonial issues
4. Curriculum that supports this objective
5. Our district by comparison to others has a fairly low Indigenous population and because of that I feel that we lack in Indigenous education and discussion with students about reconciliation.
6. Consultation with the local Indigenous communities, but actually applying their feedback for a change. Ensuring that future generations are taught about Indigenous cultures in a good way, instead of continuing on the current appropriation-encouraging and pan-Indigenous approach.
7. So far there has been a significant amount of talk and symbolic gestures. Direct education and support for teachers with concrete strategies and resources is the next step. We are all aware of the impacts of historic and ongoing injustices, there are many teacher who do not feel confident or equipped to implement reconciliation in the classroom beyond acknowledging that the issues exist.
8. have more involvement with the local Indigenous community
9. A list of ALL resources available, whether person, digital, or physical, in ONE location
10. Bring in Indigenous community members
11. Acknowledge the Sinixt as First People. Teach the history of our territory and acknowledge the history honestly. Do not repress people who want to acknowledge they live on unceded Sinixt Territory -like MSS students working on a land acknowledgement. Repression is not reconciliation.

12. More elders and members of the Indigenous communities in schools.
13. Continue with the district and school-based initiatives that have led to the great improvements in Indigenous success rates in the district over the past few years.
14. Provide support for Indigenous children. Success before grade three in reading, writing and math is vitally important. My primary class of almost 50% Indigenous children, of those children, all but one is behind in reading, two will be getting ICHAN's in the future, one has daily toileting issues, however as none are designated I receive no support. I am not sure what our district does to support Indigenous children academically, it is not happening in my class.
15. I'm curious why the district doesn't consult Marilyn James in reconciliation efforts? Overall, I think that the AbEd team is doing a great job.
16. Continue to have Indigenous lessons, songs and traditions taught within schools and communities.
17. Continue providing Indigenous advocate support. More teacher training about local Indigenous groups, more connections with local bands.
18. Provide more education on the subject to the teachers.
19. Compile a list of Indigenous-led workshops & guest speakers for classroom teachers to book & host in classrooms.
20. more time to the Indigenous teacher
21. increase support, funds, and time for abed teachings in all classroom and school settings.
22. I think enough is being done... except that what is going on from classroom to classroom varies.
23. I think the ab Ed department does a great job and we have done lots of pro d around this too.
24. Bringing Indigenous ways of knowing into the classroom. Allowing students to showcase their learning through an Indigenous lens.
25. small group academic support both in class and pull out based on student volunteering and teacher recommendations.
26. ABED District staff comes into schools--district principal and indigenization coordinators. Could provide a calendar that schools/teachers could book with ideas of things they could present and share?
27. Change 'Aboriginal Education' to 'Indigenous Education'. It is the correct, unoffensive term to use. Professional development for all staff about local, Indigenous culture and language. Invitation of Elders and local Indigenous people to share their knowledge with staff and students.
28. Extra pro-d in Indigenous approaches to learning. Support us in bringing in elders into the schools.

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29. I'm not sure as I need to reflect on this more myself. I believe all people should listen and accept everyone's differences.
30. Provide more direct, intensive services in schools to provide academic support and advocacy. All Indigenous kids should have a champion in their schools that is connected with them and their family.
31. We have a whole separate staff that works specifically work with Indigenous students. If we want to improve knowledge of reconciliation, we need to educate the non-Indigenous students. Knowledge is power. If kids are not taught the wrongs of the past, how are they going to know what needs to be known?
32. Meet and follow through on the calls to action.
33. I think SD8 is doing a fabulous job at this :)
34. SD8 could embark on more art projects using local Indigenous artist. SD8 could encourage artistic performance to invite in the community to reconciliation events.
35. by allowing natives to come to our school and demonstrate there story's and culture and go on field trips to Indigenous lands and learn about things.
36. Provide a mentor to new Ab Ed teachers hired and nurture their learning and guide them as to how to deliver a quality program to students.
37. giving teachers opportunity to collaborate with Indigenous support teachers to co-plan and review resources
38. academic support.
39. less emphasis on the negative relationship (residential schools) and more on the future of all Canadians living and working together.
40. We have Indigenous curriculum that each grade follows. Each school has aboriginal education teacher who support and teacher Indigenous and all students about Indigenous culture, traditions, and reconciliation.
41. Continue with district leadership in Aboriginal education. Having aboriginal educators at each site is helpful.
42. Continue to focus on district-wide celebrations of Indigenous culture and continuing to support the Aboriginal Education teacher support position in schools.
43. Have very well trained and experience teachers teaching Ab Ed who already have relationships with the children and have age-appropriate materials
44. By bringing in interesting, engaging Indigenous guests and exposing all of the children to interesting cultural experiences. Create opportunities within that for Indigenous students to be leaders if they would like. Teach inclusion and interest in the Indigenous culture to all students.
45. - learning, learning, learning! Our region has a complex history...providing learning opportunities for ALL students, teachers and parents is important.
46. -inviting/collaborating with Indigenous nations including the Lakes and Autonomous Sinixt.... but also, the Okanagan, Secquepmik, and Ktunaxa.
47. Using the Circle of Courage model.
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48. Decolonize your own system. Recognize the colonial approach to teaching, discipline and the psychological contracting of "do as I say and not as I do" between those with power over students.
49. Not sure if this changed but, in the past, my children wanted to participate in some of the learning opportunities their Indigenous cousins were participating in. They were not allowed. Children wanted to learn and take part in the culture of their cousins and were told no. This mind set fosters a divide.
50. Support struggling students
51. School is going well in this area.
52. My school in Alberta has a high population of Indigenous students - it was great! Get them into sports and activities within the school. It should be a priority to teach all students about their beautiful culture. Have them show you.
53. STOP EXCLUDING AUTONOMOUS SINIXT! You worked with them for decades and then tossed them aside to work with "your Indigenous partners" who don't even live here or do the day-to-day work in the territory. You haven't even decolonized yet, so you are a VERY LONG WAY from reconciliation. This is particularly appalling in the Slocan Valley. Stop having other Indigenous Peoples, whose territory this isn't, welcome people into Sinixt territory. A Mikmaw person cannot welcome people into someone else's territory for example. You are presenting a confusing colonial mishmash. You are also working with Indigenous people who slander, defame, and spread hate and misinformation about other Indigenous Peoples, particularly Autonomous Sinixt. As educators, your goals should always be the truth. Start there. You could learn a lot from SD 10 in this regard. DO BETTER!
54. Doing a good job so far.
55. More land-based learning. Connecting students with land-based learning and connections to elders.
56. Doing good here
57. Educate on what happened and allow a space to learn, share and create new culture.
58. Partnering with a band/nation on an exchange program.
59. Increased supports for Indigenous students. Fostering learning about Indigenous culture and history by all students. Indigenous speakers and special events.
60. In-school counseling to address generations trauma
61. We are aware of vulnerable AbEd students from the time they enter kindergarten. We can see the challenges that they often face academically and emotionally. Teachers often reach out for help, watching these students struggle with not enough support to enhance their education experience. AbEd workers are doing the best they can but are overworked and overwhelmed.
62. If funding was directed towards primary aged AbEd students, I think we would see a higher level of success and engagement. Provide EA support for AbEd students in classrooms. Every class with a certain number of AbEd students should have additional support provided.
63. SD8 is doing well with students as I understand but also needs to lead by example. Less hierarchy in administration for example. Listen carefully to the needs of teachers. They are on the ground and have much to contribute to decisions being made at administrative levels. I'm appalled at the lack of communication between teachers and administrators (besides with the school principal).
64. I've seen many great steps towards these goals. Keep it up, we can always do more

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65. Teaching the Indigenous teachings! Supporting and encouraging gatherings, field trips, class visits with elders from all of the local bands extending around us but also further across Canada. There surely must be some elders willing to come to honestly and gently speak with children. There are so many great Indigenous authors. Encourage purchasing these books for libraries.
66. More Indigenous arts taught
67. Stop calling it the Aboriginal Education room - or 'Ab-Ed' for short. Ensure this program is facilitated by someone that reflects the community they are supporting.
68. providing opportunities to grow from Elders and knowledge keepers. Partnering with the Lower Kootenay Band and Yaqan Nuki school
69. Greater investment in Aboriginal Academic Support Teachers and Indigenization Coordinators. These staff are doing great work, but they are stretched to thin. 1 day a week at most schools is not enough to support Indigenous students and families, be leaders in Indigenization and to do the heavy work of decolonization.
70. Include aboriginal parents the Lower Kootenay Band and the Metis Society in decision making
71. Bring in guest "teachers" from community.
72. The district is following the Province's lead in terms of classes and focus on reconciliation. As a District we could offer better options for secondary students than English First People's or a First People's Social Studies. We could create a course that offers a richer experience for all students, and which includes learning from all areas. I suggest someone speak with teachers about this.
73. See above. Circle instead of lines. Restructure the systems. Work on authentic relationship.
74. Have those who are interested in learning be able to take the class even though they are not from an Indigenous background
75. Engage the local band, LKB in the process. The district tends to go away from the local band for resources. Repairing relations with the LKB would go a long way to acknowledging Indigenous students.
76. Cease in desist in the perpetuation of the "us/them" mentality. Celebrate everyone's ancestors' contributions and teach all students the Indigenous principal of respecting your elders (stop attacking historical figures because they don't live up to the ethical standards of the current moment).
77. Funding should be attached to each student to best meet their needs.
78. Massive moves are presently being made in this area.
79. I don't represent this group, but found that inclusivity and education are the best, culture camps, pow wows etc., tipi building, beading are things my students and own kids have participated in and enjoyed. Having culture days; potlucks and exploring how culture does not have to be about nationality. I find the kids have a better understanding when they realize cultures can include things like; hockey, Tim Horton's, teenagers, emo, music etc...
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80. Teach the truth. Do not single out Indigenous students. Teach multi-culturalism-Canada has many wonderful cultures and they must be embraced as well. Do not sacrifice teaching basic math, science, communication and writing skills to all students. Calm down the effort to make school glamorous with special days but giving the kids and their families space to have a few weeks of the year where there are fewer distractions to the purpose of education. "Wear your pyjamas to school day" etc. may build school spirit but it creates too much hype and chaos if it is overdone. Some kids can't afford to take part in special lunches etc. If you have 4 kids and a non-English-speaking home, it is extra pressure and can create ostracization for some children. Feed them all pizza on special days or not at all! Respect for cultural differences should not include too much focus on one culture i.e., Indigenous at the expense of the others.
81. Have an Indigenous student design the new mascot at KRSS. Have a full-time therapist available, screen children for behavioural/learning problems, and employ TA's that have relevant training, so that kids can be properly supported in the school environment.
82. Take part in every event as it pertains to education
83. Don't give teachers resources and pro-d workshops on things they can do. We have a very full plate. This is important and it needs to be valued and meaningful. Could the district assist in connecting each school with an elder or Indigenous person who would be willing and able to engage with students and the school community.
84. Have awareness throughout the curriculum as well as support the community in local events
85. I think that there is already significant emphasis and resources being put towards Indigenous programming.
86. The district should really believe in this mission, and not simply try to meet basic goals. True dialogue and engagement is key.
87. Continue AbEd programs and provide time for reconciliation to occur. Increased budgeting for materials.
88. Ha! The Indigenous program is silly! Why is it that non-Indigenous students are being asked to participate when Indigenous students' families have to fill out forms every year, answer questions about how their student can most use help at school and then year after year receive not a single bit of individual benefits? Make ABED useful again - bring in only Indigenous educators for Indigenous students not for everyone. How is it reconciliation? Banging a drum in a circle isn't ABED.
89. The district is doing a very good job of this. There are lots of offerings and resources to help teachers do this better and it is a priority. At times there does still seem to be a lack of resources for Indigenous students' specifically with inside the schools in regards to counseling, mental health support. Next step would be set school and district goals to create and foster relationships with local Indigenous groups so that schools can have relationships with community regardless of which staff is there.
90. Listen to the First Nations. Acknowledge that it is not easy here with the conflicts and trauma of Sinixt, Sylix and Ktunaxa nations, instead of some watered-down lip service to a tone-deaf read territorial acknowledgment. Read Hospicing modernity by Vanessa Andreotti, Phd at UBC if you dare. Reflect on SD8 and yourself and <https://www.whitesupremacyculture.info/> Dare to radically rethink education, for what - capitalism that kills the planet? What part of education is based in racism? (Sandtalk book).
91. Do you have practices, personally and as a board/administration as taking your concerns to Elders and mentors?
92. Do you (individually and board/admin) give thanks to the land and creation every day? Do you know your cultural heritage and its traditions and its trauma?

93.	Do you take a pause to listen between speakers? Do you use a talking piece and sit in a circle?
94.	Read Coyote mentoring. I can come give a workshop!
95.	I like to acknowledge the efforts and the work of many ab ed teachers, thank you so much. lim limpt.
96.	Centre Indigenous voices. Consider participation in Elements of Truth training for all staff and Elements of Change training for those in District leadership roles (offered as online programs by BC's KinShift/Indineyz). Equip all students and staff with the knowledge, skills, attitudes, and networks to explore their own unique roles and responsibilities on the pathway to reconciliation and relationship building.
97.	Have a cultural event in every school that exhibits the Indigenous culture. It's food, stories, dance, music. Once a year every school should have and a day where the kids take place in a day where we celebrate the culture.
98.	The district is doing a great job working on this. There are tons of resources and professional development around this. This is an area of strength right now.
99.	Again, lets reach them through Indigenous music and dance. But also, there have been amazing presentation in recent years with Indigenous foods and local harvesting of foods.
100.	By listening to what the Indigenous people have to say. By allowing their way of teaching and having a space for them to share their knowledge.
101.	Inclusion for all kinds of learning types. Build positive relationships & experiences.
102.	Involve all students in cultural activities, as opposed to only those enrolled in Indigenous studies. As well, involving parents, as some families are more supportive of Indigenous reconciliation than others.
103.	There are a lot of people in administrative roles instead of people working with kids and teachers. There is no visible Indigenous culture in our school. Students on the west side are not being served well.
104.	By treating them as equals. Provide additional support when needed as you should do for ANY race of student. I feel the current approach to reconciliation is doing much more harm than good; mainly by patronizing native people and reinforcing a victim mentality. Nearly every racial group has experienced horrible things at some point (my family fled Stalin's USSR). Let's all move forward together
105.	Tell the truth about the agenda of the residential school systems, the foster care systems and the involvement of all parties contributing and participating in those systems both historically and currently. Provide real counselling for the impacts of these revelations for all students, Native and non.
106.	I feel JVH is doing a good job of this.
107.	Start with a stronger relationship and initiatives with the local nations. Add language courses, Elder connections, and pay attention to student safety. Also agree with less hierarchy.
108.	Engage more with first nations in our area. Invite more in class learning opportunities. Focus on learning Indigenous languages.
109.	My son is Metis. Continue having an Indigenous teacher visit the classroom and teach values and culture of these incredible people.
110.	Treat them like everyone else. You can't let them heal, if you keep bringing it up and treating them differently. Teach all students about the Indigenous heritage but also teach about Doukhobor heritage etc. Being accepting of all students.
111.	Scholarships for Indigenous students to attend post-secondary school

112.	Ensuring that new Ab Ed teachers are feeling ready to deliver a quality program to students. This could be done using mentor teachers and creating an open dialogue around how to engage learners with Indigenous content and teaching strategies to make it meaningful.
113.	Increase staff roles for Indigenous Education so rather than popping into a school once a week an Ab Ed teacher can have way more time to connect and engage with students in each building.
114.	Get out into the schools and take action!
115.	Support cultural real life cultural event participation. Provide basic staffing in the classroom to support all challenges for all kids. Drop the history shaming of kids who do not identify as Indigenous. My kindergartener came home from school and said, "now I feel bad." This is reinforcing a divide, not strengthening community
116.	Hire Indigenous staff who can work with Indigenous students for authentic support
117.	You are currently doing beyond what's necessary. In fact, I would argue you are actually creating more division between those with Indigenous ancestry and those without.
118.	I believe the district has done a great job in the last few years with this. A continuation of Indigenous teachings and growth is welcomed.
119.	We could foster reconciliation by removing the top-down approach of the SD and listening to the people actually working with the students and their families.
120.	Continue with great work of our Ab Ed team.
121.	More support in ways to integrate Ab Ed into curriculum.
122.	Provide support for teachers to connect with elders to learn from and to bring into the classrooms.
123.	Encourage school wide actionable steps with the TRC Calls to Action. Continue good relationships with local Indigenous groups and giving them a seat at the table to offer input. Offering additional supports to Indigenous students and families.
124.	Encourage presenters by hiring interesting, Indigenous people to give school-wide presentations and help students honor their heritage.
125.	Continue to celebrate Indigenous leaders. Bring Indigenous role models into the schools.
126.	Already doing this, everyone is included
127.	I think we are doing an okay job with this. We do, however, have three administrative staff in the Ab Ed department and none of them actually live in Creston, which is surprising as the Lower Kootenay Band is located here. I also feel there is too much time ticking boxes for checking in with an Ab Ed student when time could be better spent actually working with students and/or offering programs to whole classes.
128.	Our District Ab Ed staff is all in Nelson and yet our Indigenous reserve is in the Creston valley and has no representation on the district staff level. How can our Indigenous community take our SD AB Ed staff seriously when they are excluded from the district staff? How can this staff understand the needs of our Indigenous youth? The Ab Ed workers in the schools have limited hours, and lots of paperwork. They spend too much time checking boxes rather than helping youth. They have money to work with but are constantly trying to use it up, with little regard to quality programs and more intent on just having to spend it all. It seems to be poorly managed. With anyone being able to claim status, there is no accountability and I feel it disrespects our Indigenous students. I feel that they fall through the cracks in this system and are overlooked.
129.	Take meaningful actions to decolonize our district

130.	More community festivals and opportunities for parents and public engagement that honour and celebrate Indigenous culture and history.
131.	Connection with Yaqan Nukiy band and school. Continue to give Nelson children access to the POW Wow in Creston by hiring more busses. Have sensitivity training for all teachers and EA's. Have residential school survivors speak to the Indigenous students about what happened to them and how it made them feel.
132.	I think they are doing a great job altogether. The AbEd team in our district is awesome. I think having more in-class support and opportunities at the school level would be ideal. I wonder about the necessity of a district-principal for this role, as I think the schools should be the main focus.
133.	Honour Indigenous significance in openly manifested ways. Encourage non-Indigenous communication with nonindigenous partners. Encourage students to learn more. Integrate hands on projects instead of studying "about: Indigenous culture and colonization. Its not an academic subject, its values and how we express them. Encourage more Indigenous presentation and content in day-to-day learning that normalizes our relationship to aboriginal values.
134.	Treat all students as equal
135.	Offer Indigenous learners counselling or support to address intergenerational trauma
136.	Free Indigenous youth from the burden of being responsible for healing of their elders
137.	Land-based learning, meaningful relationship building with host nation, teachers should seek to better understand whose ancestral territory they are situated on and what the impact of colonization has been here specifically. Faculty should learn to correctly say the names of local and adjacent nations - don't make a land acknowledgement if you haven't made an effort to even pronounce and/or understand the issues faced by first nation people in this region
138.	Include a monthly reminder to individual schools AbEd students who their AbEd Teacher with news and how to contact them for counseling, or any AbEd reason.
139.	Offer greater opportunities for Indigenous perspectives: Indigenous epistemology, ontology and axiology to be valued, honoured and prioritized in all classrooms and administrative services and decisions.
140.	I am glad to see the AbEd teacher in the school every week working with each class. They are learning a bit about Indigenous culture. I am also happy to see that there is extra support for Indigenous students. I am sure there is much more to be done to further reconciliation, but this is a good start.
141.	Ab Ed program was good this year, not so focused on guilt and privilege shaming.
142.	Stop asking settlers to try to teach Indigenous Education.
143.	Show leadership in reconciliation. We have a complicated history in the West Kootenays and a contemporary landscape of rights holders with whom SD8 needs to foster stronger relationships. Truth and reconciliation has to start with truth.
144.	Increase strategies to improve the success of all students and learning styles regardless of their ethnicity. But at the same time recognize cultural identities and predispositions. How do you foster reconciliation in a system that is a former participant in the present need for reconciliation? That should be obvious and for you to come up with, it's offensive for you to be asking those shamed, tortured and abused to offer suggestions.
145.	Continue to recognize that we can do better now and in the future with how we treat everyone.

146.	Indigenous students should be getting priority for supports and designations in the school system.
147.	Hiring more Indigenous teachers and district staff
148.	Tell the true history of colonization, and share information about Indigenous wisdom
149.	The Indigenous population has a lot to offer everyone. Their knowledge and ideas of how to treat the land hold much value and should be shared not only with their direct descendants, but with the whole community. Bring the learning outside, into nature and let them have a voice. And not only on orange shirt day.
150.	By implementing the TRC recommendations. Having an Indigenous educator at all schools. Providing adequate support for BIPOC students. For embodying anti-oppression-based values as opposed to lip service.
151.	Less lip service and forced acknowledgements, more focus on strengths of cultural practices to reinforce healthy communities.
152.	There is not much happening in this area that I can see
153.	Invite Indigenous educators into schools and ensure Indigenous voices are included in early planning stages.
154.	Include them. Don't prioritize them over other children and have the resources available such as tutors.
155.	Invite Indigenous community members to participate and educate in and at schools.
156.	Ask the Indigenous communities how to achieve this; do not assume the white settler institution of SD 8 can know the answer - nor can the primarily white student and parent groups; be humble, ask the Indigenous communities this question, listen well and realize their recommendation.
157.	Indigenous language learning taught by someone who is excited by, interested in and truly understands the languages.
158.	Bring back the Ab.Ed. programs that focused on sharing and participating in cultural events and hands on activities.
159.	Teach and model respect for cultural practices like smudging in the school by using resistance as a teaching opportunity.
160.	Have more elder visits on the school.
161.	Liaison with Nations attached to this land and ask what would like to see.
162.	When discussing tips like abuse in residential schools. Do so in a trauma-informed manner.... consent, choice, support and follow through, respect for differing family values, inform parents of what's being taught. Be sensitive to Indigenous students whose family story you may not know. Almost every Indigenous student is connected to parent or grandparent who is a residential school or sixties scoop survivor...tread gently.
163.	Take your time. Get informed about the issues...
164.	Kaslo could use a concrete Reconciliation project what occurred here, starting with liaising with the Indigenous groups in our area
165.	Invite COINS into the school. They have excellent facilitators.
166.	Welcome the Traditional Parenting program in your building.
167.	More connection to the land around youth. Maybe have a camp in the district that students go to at different stages to connect with nature and learn about the roots of the land?

168.	Acknowledging first nations is great but perhaps giving back a piece of SD8 land to the Sinixt, Ktunaxa and Sylix to collaborate and use for these camps or day trips for all students to learn from.
169.	Personal essays about what this means to all
170.	Of us, what are we doing?
171.	For teaching diversity, it would be great to have online access from the district website for teachers to access. Having thoughtful and accurate information to ensure we are honoring diversity is essential. It would be fantastic to have a district link to explore the Ktunaxa Nation as it is extremely close to our district.
172.	Decolonize the district management structure.
173.	Aboriginal support workers and elders in residence would make a HUGE impact. We need to work hard to make something like this happen, as other districts have had these roles for many years already.
174.	Possibly school-wide beading lessons? OR something to foster reconciliation with everyone working or playing or learning together in a fun way?
175.	The name change of the school and the reconciliation walks are a good start. As mentioned, having Indigenous studies is important. Providing Indigenous students with equal/equitable access to learning and opportunities is crucial. Treat Indigenous students with respect and kindness (as you should every human being), celebrate Indigenous culture., participate in pow wows if invited, have opportunities to visit the band and learn from them.
176.	When our Community Service Organization has offered programming for school-aged children and allies in the past, we were met with barriers for providing culturally sensitive offerings. We were not allowed to smudge inside but were instead told we had to go outside (even during the winter) and could not smudge at school pick-up times because parents may think there was cannabis being consumed.
177.	Have the Ab-ed department do more in classes with students. This will foster respect for Indigenous ways of knowing among all students. Inclusion is key.
178.	By naming all the shared territories on which we reside in your territory acknowledgment. Smallest step.
179.	
180.	By making Indigenous knowledge and way of being part of all subjects of instruction.
181.	Continue to have Indigenous support teachers in the schools who can share their expertise/knowledge in the classrooms. Bring in elders and knowledge keepers to share the history/stories of the Indigenous people.
182.	Value all student's heritage equally
183.	I believe our school is very good at the support for this, and further Indigenous studies for all students would help
184.	By providing support for Indigenous students and having rich ab ed programs that are inclusive that allow all students to develop an appreciation for the culture.
185.	Weave Indigenous themes into every class.
186.	I don't know enough about this topic to have an opinion, but my impression is that Indigenous topics are quite thoroughly and regularly talked about

187.	Thankfully, this process is well underway in terms of cultural teachings, but I think there is a shortfall in supporting Indigenous students struggling in our secondary programs. We need more feet on the ground in the schools, being present in the secondary schools - daily, not for a visit now and again. That does not build relationship. Face to face, in the buildings. Have the program - from planning to implementation in the secondary schools. Get the kids involved, working with administration - not just one hit wonders. Then you will see results.
188.	I did not have enough time to adequately respond to this very complex question - but involvement of local Indigenous Nations and organizations and teaching about local Indigenous history and ongoing realities like the legal challenges of the Sinixt Nation are key.
189.	The board should also develop a policy specific to reconciliation.
190.	Ensure that Indigenous people are represented at board level. Give those folks real power.
191.	Work with our local First Nations band to help our students experience their culture.
192.	Further integrate substantive Indigenous acknowledgement. Foster stronger relationships with local Indigenous communities through joined events, projects, talks and learning content.
193.	Make sure that all our kids learn about the amazing Indigenous culture. Promote the cooperation between cultures and don't always focus on the negatives (ie residential schools)
194.	I don't think I'm best placed to answer how to support Indigenous students, being a settler. In terms of reconciliation, I can tell there is A LOT of Indigenous content in my child's education, which is much better than a generation ago (when there was none). Sometimes though the kids are finding it repetitive, having to discuss every topic and subject from an Indigenous lens, when missing the basics of, say, Canadian and world geography.
195.	Have elders come in, work alongside educators in the classrooms or to counsel youth, Indigenous or not. Listening to an elder and being able to speak with them and share their wealth of knowledge and life skills, this would be incredible for Indigenous and non Indigenous students alike.
196.	Include all students - participation in learning and socialization. Do not single out Indigenous activities or student participation, include all.
197.	Start young. Children who are raised know age-appropriate facts about the Indigenous history of Canada and the world will hold the knowledge closer when older. Also, offer trauma-informed training for staff.
198.	Use reconciliation to adopt more nature-based programming.
199.	You need to connect with the Indigenous students and have conversations with them individually as they will have their own ideas on what they need. Ensure you follow through on what they need so they feel heard.
200.	Ensure all students have options to learn more but I'm hearing from students and parents that they way the learning is going isn't working, students are finding they aren't as interested when it's forced on them in every aspect of their learning in each class. Ask students what they want to learn more on and how make it work for the students.
201.	By supporting this initiative with actual funds and actual resources for teachers. The district seems to think that teachers are responsible for the ideas, the work, the curriculum.
202.	Clearer, braver recognition of the Autonomous Sinixt in the Slocan Valley.
203.	Continued excellence in Indigenous Ed (we love our teacher Miss Jenna!).
204.	Reparations, service, and genuine engagement with the TRC's recommendations.

205.	Donating time and energy to native gatherings and functions
206.	I believe the district and province are actually working hard to address inequities faced by Indigenous students. My suggestion would be to allow for and encourage opportunities for schools within the district to engage with students from Yaqan Nuki. Kids who get to spend time together, eat together, and play together (all ages) will form friendships and will support each other and, more importantly, will not continue the same prejudices older generations may have. Yet currently, our students almost never get a chance to interact with the students from our local band school. Let them learn about each other naturally, rather than second-hand from teachers.
207.	Additionally, I find that sometimes, despite our best intentions, the way that we continue to separate Indigenous students (e.g. having them pulled out of class for special activities, providing them with "swag", and treating them differently from other students) can create resentment that wasn't there in the first place, I think we all have to be careful we don't unintentionally make the problem worse by trying to make it better. Separating students by ethnicity and treating them differently started this problem; we need a different way to fix it. Let them play together instead.
208.	Continue on the path the district is currently on.
209.	SD8 is already doing a lot. More education on history would be helpful. You have to know the history to fully understand and work on truth and reconciliation.
210.	Explore your identity and know where you came from. The district should create trusting learning environments.
211.	When an aboriginal success teacher is away, please provide a substitute.
212.	Offer these things to all students more, not just to Indigenous students. Hear all the voices.
213.	September 30 must not become just another long weekend. Reconciliation is something we need to do all the time, not just one day per year. Suggested to do something every March 30th, invite speakers, exactly half year away from September 30. Have symposiums at schools and invite speakers for an hour or two. This would build relationships with first nations in a community.