

## SD71 Equity Scan Survey

This form is anonymous and the information you provide will be considered alongside input from others. Your survey responses will help the district to better understand Indigenous student experiences and to develop a strategy to create conditions of success for Indigenous learners. Please click the following link to watch a 1 minute video regarding how this survey was created, and what will be done with your anonymous responses <https://www.youtube.com/watch?v=jOVsrWYLnwc>

\* Required

*\*If you are both a staff member and the parent/guardian of an Indigenous student please consider completing both the staff and parent surveys separately.*

1

I attend, have a student who attends, or am associated with NIDES (Online schooling with Comox Valley School District) \*

- Yes
- No
- Decline to answer

2

Please select the group that best describes you. \*

- I am an Indigenous elementary student
- I am an Indigenous secondary student
- I am a parent/guardian of an Indigenous student
- I am an Indigenous community member
- I am a teacher
- I am a principal/vice-principal
- I am a CUPE employee
- I am senior management, a trustee, an IEC representative or SBO exempt staff

Senior Management, Trustees, IEC Representatives, SBO Exempt Staff

**Please follow the link to start the survey**

3

Click on the link below to go to the Senior Management Survey. \*

<https://forms.office.com/r/s032QRUnsW>

## Principals & Vice-Principals

**Please follow the link to start the survey**

4

Click the link below to go to the Principal & Vice-Principal survey \*

<https://forms.office.com/r/bS8RiHSv3W>

## Parent/Guardian of an Indigenous Student

This survey is 15 questions and may take 15-20 minutes (or more) to complete.

Terminology:

- **Cultural safety** means being in a space where you feel respected, valued, and free to be who you are — including your culture, language, identity, and teachings. It's about feeling seen, heard, and protected from judgment, racism, or harm, so you can learn and grow in a way that honors your whole self.
- **Racism** is when people are treated unfairly or seen as less than others because of their race, skin color, or cultural background. It can show up in many ways — through words, actions, or even in the way systems (like schools, laws, or governments) are set up. Sometimes racism is obvious, like using hurtful language, but other times it's more hidden, like when certain groups don't get the same opportunities.
- **Discrimination** is when someone is treated unfairly or unequally because of who they are — like their race, gender, culture, religion, or abilities.
- **Bias** is when we have a preference, belief, or attitude — either for or against something or someone — that can affect how we see and treat others, often without realizing it.

5

1. I am the parent/guardian of: \*

- Elementary student(s)
- Secondary student(s)
- Head start/strong start student(s)

6

1b. If you feel comfortable sharing, what community are you from?

2a. The following questions ask you to rate the ease of transitions in SD71. \*

Answer if applicable, if not, proceed to next question.

	No Issues	Some Issues	Many Issues	Not Applicable
From home/daycare to kindergarten/grade 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From band school to elementary or high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From band school to catchment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From home school to catchment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From online school to catchment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From catchment to Alternative (ie, Glacier View), and/or programs of choice, (ie, Nala'atsi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From high school to post graduation studies and/or the workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2b. Please comment or explain further.

9

3a. Are you satisfied with the way your child's/children's teacher & school communicates with you about your child's/children's progress? \*

- Yes
- No
- Unsure

10

3b. Please comment or explain further.

11

4. Do you know who to contact if you need information about your child's progress, well-being, or learning? \*

- Yes
- No
- Unsure

12

4b. Who is that person or people?

5a. Please select the option that fits best. \*

	Yes	No	Unsure
It is clear to me WHAT my child is learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is clear to me HOW my child is learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is clear to me what my child needs to graduate or succeed academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do you feel you have had enough input in your child's learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know my child/children are learning about Ayajuthe m / Kwak'wala (K'ómoks, and/or Pəntl'áč (Pəntlatch), Sahtloot, Sasitla, E'ik*sən and other Indigenous People (language, culture and history)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know my child/children are leaning about their own culture and history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know my child/children are learning about other Indigenous Peoples' language and culture on Turtle Island	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5b. Please comment or explain further.

15

6a. Have you been notified, and included about any changes that may impact your child's/children's schooling? \*

*Course changes, progress reports, supports provided.*

- Yes
- No
- Unsure

16

6b. Please comment or explain further.

17

7a. Do you feel comfortable or culturally safe going in to your child's/children's school? \*

- Yes
- No
- Unsure

18

7b. Do you feel comfortable or culturally safe going to staff with your questions or concerns via email/phone/in person? \*

- Yes
- No
- Unsure

19

7c. Please comment or explain further.

20

8a. Have you or your child/children experienced or witnessed bias, discrimination, and/or racism at school? \*

- Yes
- No
- Unsure

21

8b. Was the bias, discrimination, and/or racism addressed, and were you satisfied with the outcome?

- Yes
- No
- Unsure

22

8c. Please comment or explain further?

23

9a. Do you feel the school staff know, understand and honour your child/children, and their unique gifts?

\*

- Yes
- No
- Unsure

24

9b. Please comment or explain further.

25

10a. My child/children are aware, offered, and able to participate in all the classes and extra-curricular activities available at their school \*

*For example, teams, clubs and special programs/courses.*

- Yes
- No
- Unsure

26

10b. If there were barriers to participating in these opportunities, please list them here.

11a. Who has had a positive impact on your child/children at school?

Check all that apply

- Friends
- Teachers
- Counsellors
- Principal
- Vice-Principal
- Indigenous Support Worker (ISW)
- Educational Assistant (EA)
- Elders
- Cultural Presenters
- Clerical
- Youth and Program Workers
- Custodians
- Other

11b. Please comment or explain further.

12a. What has had a positive impact on your child/children at school? \*

Check all that apply.

- Academic support before, during, after school
- Extracurricular activities
- Cultural opportunities
- Leadership opportunities
- Programs of choice (ex. Explore, Nala'atsi, trade samplers)
- Recognition Ceremonies (ex. Assemblies, awards, etc.)
- Field trips
- Food/snack programs
- Connection to outside agencies
- Safe space (ex. Indigenous Room, learning commons, art room, etc.)
- An adult to advocate for their needs
- Extra curricular activities (ex. Arts, clubs, sports, robotics)
- Other

12b. Please comment or explain further.

13. What do you wish was available for your child/children that is not currently offered? \*

*Ex. Inclusive, curriculum, land-based learning, more one-on-one help, Wilders, Cultural teachings.*

14. What else do we need to know?

15. I self-identify as: \*

*Check all that apply.*

- First Nations
- Inuit
- Métis
- Non-Indigenous parent / guardian of an Indigenous student
- Prefer not to say
- Other

## Indigenous Community Member

This survey is 7 questions and may take 10 minutes (or more) to complete.

Terminology:

- **Cultural safety** means being in a space where you feel respected, valued, and free to be who you are — including your culture, language, identity, and teachings. It's about feeling seen, heard, and protected from judgment, racism, or harm, so you can learn and grow in a way that honors your whole self.

34

1a. Do you feel comfortable or culturally safe going in to schools? \*

- Yes
- No
- Unsure

35

1b. Please comment or explain further.

36

2. How could schools improve engagement with Indigenous parents/guardians and community members?

3a. What has had a positive impact on Indigenous students in school? \*

*Click all that apply.*

- Academic support before, during, after school
- Extracurricular activities
- Cultural opportunities
- Leadership opportunities
- Programs of choice (ex. Explore, Nala'atsi, trade samplers)
- Recognition Ceremonies (ex. Assemblies, awards, etc.)
- Field trips
- Food/snack programs
- Connection to outside agencies
- Safe space (ex. Indigenous Room, learning commons, art room, etc.)
- An adult to advocate for their needs
- Extra curricular activities (Ex. Arts, clubs, sports)
- Other

3b. Please comment or explain further.

4. What do you wish was available for Indigenous students that is not currently offered? \*

Ex. Inclusive, curriculum, land-based learning, more one-on-one help, Wilders, Cultural teachings.

40

5. Do you feel that your voice/culture is heard and validated in the Comox Valley schools? \*

- Yes
- No
- Unsure

41

6. What else do we need to know?

42

7. I self-identify as \*

*Check all that apply*

- First Nations
- Inuit
- Métis
- Non-Indigenous community member / relative of an Indigenous student
- Prefer not to answer
- Other

## Teacher Survey (CDTA)

This survey is 15 questions and may take 20-25 minutes (or more) to complete.

Terminology:

- **Discrimination** is when someone is treated unfairly or unequally because of who they are — like their race, gender, culture, religion, or abilities.
- **Implicit bias** means having attitudes or beliefs about other people that we're not always aware of — and that can affect how we treat them, even if we don't mean to. These biases come from things we've seen or learned over time, like media, stereotypes, or past experiences.
- **Racism** is when people are treated unfairly or seen as less than others because of their race, skin color, or cultural background. It can show up in many ways — through words, actions, or even in the way systems (like schools, laws, or governments) are set up. Sometimes racism is obvious, like using hurtful language, but other times it's more hidden, like when certain groups don't get the same opportunities.

43

1. What is your definition of equity? \*

44

2a. Do you think there is equity in your classrooms, hallways, spaces for Indigenous students? \*

Mark only one.

- Yes
- No
- Unsure

45

2b. Please provide an example or a story to expand upon your previous answer.

46

3. Where are you in your learning journey with regards to Standard 9 (Professional Standards for Educators)? \*

47

4a. What does success mean to you regarding the students you serve, when considering their future? \*

48

4b. What does success mean for you as an educator? \*

49

5a. Do you feel that you have received adequate information to teach Indigenous content in a culturally sensitive way? \*

Mark only one.

- Yes
- No
- Unsure

50

5b. What have you done to seek out the information needed to teach Indigenous content in a culturally sensitive way? How have you implemented this in your practice? \*

51

6a. Are you aware of any policies, agreements, or plans that reflect a dedication to equity for Indigenous learners? \*

For example: Employment / hiring and specific services to Indigenous learners. Check all that apply

- Enhancement Agreement
- Local Education Agreement
- BC Tripartite Education Agreement
- SD71 Strategic Plan
- None of the above
- Other

52

6b. Who is responsible for acting upon and upholding these policies and agreements? \*

Check all that apply

- Indigenous Support Workers
- Principals and Vice-Principals
- Teachers
- District Staff
- All of the Above

53

6c. How successful do you feel the school has been in acting upon or upholding these policies and agreements? \*

For example: does your school growth plan reflect some of these goals? What story does school data tell?

- Not successful
- Somewhat successful
- Successful
- Very successful
- Unsure

54

7. Please rate how confident you feel in recognizing implicit bias in classroom resources, assessments, and teaching practices. \*

Mark only one.

- Not confident
- Somewhat confident
- Confident
- Very confident
- Unsure

55

8. How are you addressing issues of implicit bias in what and how we teach Indigenous learners? \*

For example: issues with teaching materials, assessments, and expectations of students.

56

9a. Do you think implicit bias, discrimination, and / or racism exists for Indigenous learners in this district? \*

Mark only one.

- Yes
- No
- Unsure

57

9b. Please comment or explain further.

10a. Have you ever witnessed, heard, or experienced bias and/or racism in the workplace? \*

For example: physical harm, verbal attacks, heard/seen derogatory comments, micro-aggressions, gaslighting, systemic racism, segregation. Being excluded, or "othering".

- Yes
- No
- Unsure

10b. If you see or experience bias and/or racism

	Yes	No	Unsure
I feel comfortable addressing it with admin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident it would be dealt with appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported addressing these issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11a. Does the learning environment reflect Indigenous peoples/cultures/histories, and the First Peoples' Principles of Learning? \*



- Yes
- No
- Unsure

11b. Does the learning environment honour the Local First Peoples' ways of knowing and cultures?

- Yes
- No
- Unsure

62

11c. Please provide an example.

63

12. Share examples of how Indigenous parents, families, and community members are made to feel welcome and valued at school.

64

13. As a teacher, how do you encourage Indigenous student success? \*

65

14. What else do we need to know?

66

15. Do you self-identify as Indigenous? \*

- Yes
- No
- Prefer not to answer

## CUPE Employee Survey

This survey is 13 questions and may take 20-25 minutes (or more) to complete.

Terminology:

- **Implicit bias** means having attitudes or beliefs about other people that we're not always aware of — and that can affect how we treat them, even if we don't mean to. These biases come from things we've seen or learned over time, like media, stereotypes, or past experiences.
- **Discrimination** is when someone is treated unfairly or unequally because of who they are — like their race, gender, culture, religion, or abilities.
- **Racism** is when people are treated unfairly or seen as less than others because of their race, skin color, or cultural background. It can show up in many ways — through words, actions, or even in the way systems (like schools, laws, or governments) are set up. Sometimes racism is obvious, like using hurtful language, but other times it's more hidden, like when certain groups don't get the same opportunities.

67

1. What is your definition of equity? \*

68

2a. Do you think there is equity in your classrooms, hallways, spaces for Indigenous students? \*

Mark only one.

- Yes
- No
- Unsure

69

2b. Please provide an example or a story to expand upon your previous answer.

70

3. Where are you in your learning journey with regards to the Truth and Reconciliation's 94 Calls to Action? \*

71

4. What does success mean to you regarding the students you serve, when considering their future? \*

72

5a. Do you feel that you have received adequate information to support Indigenous students in a culturally sensitive way? \*

Mark only one.

- Yes
- No
- Unsure

73

5b. What have you done to seek out the information needed to support Indigenous students in a culturally sensitive way? How have you implemented this in your practice? \*

74

6a. Are you aware of any policies, agreements, or plans that reflect a dedication to equity for Indigenous learners? \*

For example: Employment / hiring and specific services to Indigenous learners. Check all that apply

- Enhancement Agreement
- Local Education Agreement
- BC Tripartite Education Agreement
- SD71 Strategic Plan
- None of the above
- Other

75

6b. Who is responsible for acting upon and upholding these policies and agreements? \*

Check all that apply

- Indigenous Support Workers
- Principals and Vice-Principals
- Teachers
- District Staff
- All of the Above

76

6c. How successful do you feel the school has been in acting upon or upholding these policies and agreements? \*

For example: does your school growth plan reflect some of these goals? What story does school data tell?

- Not successful
- Somewhat successful
- Successful
- Very successful
- Unsure

77

7a. Do you think implicit bias, discrimination, and/or racism exists for Indigenous learners in this district?

\*

- Yes
- No
- Unsure

78

7b. Please comment or explain further.

79

8a. Have you ever witnessed, heard, or experienced bias and/or racism in the workplace? \*

For example: physical harm, verbal attacks, heard/seen derogatory comments, micro-aggressions, gaslighting, systemic racism, segregation. Being excluded, or "othering".

- Yes
- No
- Unsure

80

8b. If you see or experience bias and/or racism \*

	Yes	No	Unsure
I feel comfortable addressing it with admin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident it would be dealt with appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported addressing these issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9a. Does the learning environment reflect Indigenous peoples/cultures/histories, and the First Peoples' Principles of Learning? \*



- Yes
- No
- Unsure

9b. Does the learning environment honour the Local First Peoples' ways of knowing and cultures? \*

- Yes
- No
- Unsure

83

9c. Please provide an example.

84

10. Share examples of how Indigenous parents, families, and community members are made to feel welcome and valued at school.

85

11. In your role as a CUPE employee, how do you encourage Indigenous student success? \*

86

12. Is there anything else you would like to share?

87

13. Do you self-identify as Indigenous? \*

- Yes
- No
- Prefer not to answer

## Elementary School Student

This survey is 15 questions and may take 25 minutes (or more) to complete. Please complete this survey if you are an Indigenous student in grades 4,5,6, or 7. (Indigenous means First Nations, Inuit, and/or Métis).

Terminology:

- **Racism** is when people are treated unfairly or seen as less than others because of their race, skin color, or cultural background. It can show up in many ways —through words, actions, or even in the way systems (like schools, laws, or governments) are set up. Sometimes racism is obvious, like using hurtful language, but other times it's more hidden, like when certain groups don't get the same opportunities.

88

1. Check all that are true for you: \*

- I feel comfortable to be myself at school
- I feel comfortable to say "I am Indigenous"(First Nations, Inuit, Métis)
- I feel comfortable to share my culture at school
- I feel others are interested in my culture
- I cannot check any of the above

89

1b. If your school has an Indigenous support room, do you feel safe and comfortable going to that space? \*

Mark only one.

- Yes
- No
- Unsure

2. I have choice in what I am learning and how I show my learning. \*

For example: Are you allowed to choose topics you want to learn more about? If you are learning about different countries or cultures in class, do you have a choice about which country you choose to learn about? Can you show your learning in different ways? Recording your voice, drawing pictures, writing, creating a song, poster, etc. Mark only one.

- Never
- Sometimes
- Always
- Unsure

3. I feel comfortable asking for help when I am having a hard time at school. \*

For example: when school-work is too hard or when you are feeling upset. Mark only one.

- Never
- Sometimes
- Always
- Unsure

4a. I am learning about Indigenous peoples and cultures at school in all my subjects. \*

Mark only one.

- Never
- Sometimes
- Always
- Unsure

93

4b. What are you learning that is Indigenous focused? What subject are you learning it in?

94

4c. I am happy with what and how I am learning about Indigenous peoples, cultures and history at school. \*

Mark only one.

- Never
- Sometimes
- Always
- Unsure

95

4d. Explain why or why not.

5a. If you see Indigenous cultures at school, where? \*

Select all that apply.

- Indigenous room
- Classroom
- Library
- Classroom books
- Artwork
- Bulletin boards and hallways
- Language signs
- Events/activities
- Nowhere
- Other

5b. If you can, please share an example.

6a. I am learning about Ayajuthem / Kwak'wala (K'ómoks, and/or Pəntl'áčč (Pentlatch), Sahtloot, Sasitla, E'íkʷsən Peoples' languages) at school. \*

Mark only one.

- Yes
- No
- Unsure

6b. If yes, how are you learning about the languages?

7a. I feel physically safe at school. \*

Physically safe means your body is safe, and nobody is going to hurt you physically in any way. Mark only one.

- Never
- Sometimes
- Always
- Unsure

7b. Where were you when you did not feel physically safe?

Check all that apply.

- Indigenous room
- Playground
- Hallways
- On your way to school
- Classrooms
- Gym
- Library
- Washrooms
- Other

102

7c. Did you tell someone?

Mark only one.

Yes

No

103

7d. If you told someone, did the help work?

Mark only one.

Yes

No

Unsure

I want more help.

104

7b. Where do you feel physically safe?

Check all that apply.

Indigenous room

Playground

Hallways

On your way to school

Classrooms

Gym

Library

Washrooms

Other

105

8a. I have experienced racism. \*

For example: Being left out or hearing others making rude comments about your culture or skin colour because you are Indigenous (in person or online). I feel that I'm treated unfairly by others because I'm Indigenous.

- Yes
- No
- Unsure

106

8b. Where were you when you experienced racism? What happened?

107

8c. Did you tell someone about your experience with racism?

- Yes
- No
- I want to

108

8d. If you told someone, did the help work?

Mark only one.

- Yes
- No
- Unsure

9. I feel welcome at school. \*

For example: I feel like I belong. Others greet me in the morning. People know my name. Mark only one.

- Never
- Sometimes
- Always
- Unsure

10. I can share my thoughts and feelings with others at school. \*

Mark only one.

- Never
- Sometimes
- Always
- Unsure

11. Who treats me with kindness? \*

Mark only one per row.

	Never	Sometimes	Always	Unsure
Adults in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other adults in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

112

12. At school, these people show that they care about me. \*

Check all that apply.

- Friends
- Teachers
- Principal
- Vice-Principal
- ISWs (Indigenous Support Workers)
- EAs (Educational Assistants)
- Other school staff (Custodian, Bus Driver, Counsellor, Supervisors, Librarian, Secretary)
- Other

113

13. I feel that my teacher believes I can be successful. \*

Mark only one.

- Never
- Sometimes
- Always
- Unsure

114

14. What do you wish adults in your school knew?

115

15. My background is: \*

Check all that apply.

First Nations

Inuit

Métis

Unsure

Other

116

16. Thank you for completing the survey.

If you'd like to receive the \$10 gift card, follow the instructions below. \*

Be sure to click SUBMIT to finish this survey.

**If you are NOT a NIDES student, please let a staff member know you have finished the survey.**

If you are a NIDES student, please copy the email address and send an email.

Yes, I am a NIDES student and I will email: [NIDESIndigenousSupport@sd71.bc.ca](mailto:NIDESIndigenousSupport@sd71.bc.ca)

I am not a NIDES student, and I will let a staff member know I'm done.

No, I do not want the gift card.

## Secondary School Student

This survey is 18 questions and may take 20-25 minutes (or more) to complete.

Terminology:

- **Bias** is when we have a preference, belief, or attitude — either for or against something or someone — that can affect how we see and treat others, often without realizing it.
- **Racism** is when people are treated unfairly or seen as less than others because of their race, skin color, or cultural background. It can show up in many ways — through words, actions, or even in the way systems (like schools, laws, or governments) are set up. Sometimes racism is obvious, like using hurtful language, but other times it's more hidden, like when certain groups don't get the same opportunities.

117

1. Check all that are true for you: \*

- I feel comfortable to be myself at school
- I feel comfortable to say "I am Indigenous" (First Nations, Inuit, Métis)
- I feel comfortable to share my culture at school
- I feel others are interested in my culture
- I cannot check any of the above

118

1b. If your school has an Indigenous support room, do you feel safe and comfortable going to that space? \*

Mark only one.

- Yes
- No
- Unsure

119

2. This is how I describe "success" at school: \*

120

3a. Can you identify 2(two) staff at your school who believe you are going to be successful? \*

For example: Teacher, ISW, library, bus driver, secretary, etc. Mark only one.

- Yes
- No
- Prefer not to answer

121

3b. What is their role?

Check all that apply.

- Teacher
- Counsellor
- Principal
- Vice-Principal
- Indigenous Support Worker (ISW)
- Educational Assistant (EA)
- Office Staff (e.g. Secretary)
- Bus Driver
- Janitor
- Hall/Lunchtime Supervisor
- Other

4a. Check the supports you know are available at your school, through your school's ISW, other staff, etc. \*

Select all that apply.

- Food / snacks
- Homework help / tutoring
- General check-in
- Safe space
- Connection to outside agencies
- Course planning
- Goal setting
- Cultural activities
- None of the above
- Other

4b. Is there anything you would like to see more of, or done differently?

5. What (or who) has had a positive impact on your achievement and well-being at school? \*

125

6a. I am learning about Ayajuthem / Kwak'wala (K'ómoks, and/or Pəntl'áç (Pentlatch), Sahtloot, Sasitla, E'ik'sən Peoples' languages) at school. \*

Mark only one.

- Yes
- No
- Unsure

126

6b. Please explain, or give an example.

127

7a. Would you like more support to explore your own Indigenous culture and history in addition to learning about local First Nations? \*

Mark only one.

- Yes
- No
- Unsure

128

7b. Please explain WHAT and/or HOW you would like to explore your own Indigenous culture and history in addition to learning about local First Nations People.

129

8. I am satisfied with what and how I am learning about Ayajuthem / Kwak'wala (K'ómoks, and/or Pəntl'áč (Pentlatch), Sahtloot, Sasitla, E'ík'sən Peoples' and other Indigenous peoples/cultures/histories at school. \*

Mark only one.

- All the time
- Most of the time
- Not often
- Never
- Unsure

130

9a. I feel what I am learning about Indigenous peoples/cultures/histories is appropriate. \*

Mark only one.

- Yes
- No
- Unsure

131

9b. What would you like to see more of?

132

10a. I have experienced bias and/or racism because of my Indigenous identity at school (or online from classmates). \*

Mark only one.

- Yes
- No
- Unsure

10b. Please explain or elaborate.

11. If you experience or witness racism, and/or bias: \*

Mark only one per row

	Yes	No	Unsure
I can tell a trusted adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will feel safe in the process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that it would be addressed effectively by school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the past help was successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12a. Is your school respectful and inclusive of Indigenous students and families? \*

Mark only one.

- All the time
- Most of the time
- Not often
- Never
- Unsure

136

12b. Please explain or give an example.

137

13a. I am able to participate in all classes and activities that I want to at school, such as teams, clubs, and special programs/courses. \*

Mark only one.

- All the time
- Most of the time
- Not often
- Never
- Unsure

138

13b. Please explain or give an example.

139

14a. I have choice in what I am learning and how I demonstrate my learning. \*

Mark only one.

- All the time
- Most of the time
- Not often
- Never
- Unsure

140

14b. Please explain or give an example.

141

15a. My grades reflect what I know and what I've learned. \*

Mark only one.

- All the time
- Most of the time
- Not often
- Never
- Unsure

142

15b. Please explain or give an example.

143

16a. My emotional and mental health is adequately supported at school. \*

Mark only one.

- Yes
- No
- Unsure

144

16b. Please explain or give an example.

145

17. What do you wish non-Indigenous students knew about Indigenous peoples, cultures, and histories?

\*

146

18. My background is: \*

Check all that apply

- First Nations
- Inuit
- Métis
- Unsure
- Other

147

19. Thank you for completing the survey.

If you'd like to receive the \$10 gift card, follow the instructions below. \*

Be sure to click SUBMIT to finish this survey.

**If you are NOT a NIDES student, please let a staff member know you have finished the survey.**

If you are a NIDES student, please copy the email address and send an email.

- Yes, I am a NIDES student and I will email [NIDESIndigenousSupport@sd71.bc.ca](mailto:NIDESIndigenousSupport@sd71.bc.ca)
- I am not a NIDES student and I will let a staff member know I finished the Survey.
- No, I don't want the gift card.

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