

DATE: March 5, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update Report: Priority 2
Anti-racism, Reconciliation and Equity Action Plan - Year Two Update

ORIGINATOR: Nancy Petersen and Kent Pharis, Co-chairs Anti-racism, Reconciliation and Equity Steering Committee

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ISSUE

Strategic Plan Update Reports are one way of reporting to the Board of Trustees progress across the three priority areas of the Division's Strategic Plan. This Strategic Plan Update Report provides an overview of the Division's efforts in support of the Anti-racism, Reconciliation and Equity Action Plan (formerly, the Anti-racism and Equity Action Plan) and reflects progress in support of Priority 2 of the [2022-26 Division Strategic Plan](#), "*Advance action towards anti-racism and reconciliation.*"

BACKGROUND

The Edmonton Public Schools Board of Trustees issued their [Board Statement on Anti-racism and Inclusion](#) on June 4, 2020. In response to this statement, the voices of staff and students and the urgency within the community to address racism and reconciliation, the Division embarked on a multi-year commitment to work intentionally toward anti-racism, reconciliation and equity through continuous action, learning and improvement. Priority 2, Goal 1 of the [2022-26 Division Strategic Plan](#) calls for the Division to work with students, staff, families and communities to update and advance the Division's [Anti-racism, Reconciliation and Equity Action Plan](#) each year. The actions outlined in the plan are intended to lead to authentic and meaningful long-term systemic change. This work is in support of Board Policies [HAAB.BP Anti-racism and Equity](#) and [HAA.BP First Nations, Métis and Inuit Education](#), aligns with the Division's Cornerstone Values of Accountability, Collaboration, Equity and Integrity and reflects the Division's commitment to success for all students.

The action plan was introduced in the fall of the 2021-2022 school year and was structured around three key areas of focus, as noted below. The development of the plan was informed by feedback from staff, students, families and members of the community.

1. Support for schools and enhancing school capacity.
2. A focus on Human Resource practices and the engagement of all staff.
3. The development of a model to support the collection of extended student demographic data.

CURRENT SITUATION

In this Strategic Plan Update Report, reference is made to the “*Anti-racism, Reconciliation and Equity Action Plan*”. When the action plan was introduced in 2021, it was titled “*Anti-racism and Equity Action Plan*”. As the Division’s understanding of this work continues to deepen, the importance of stating reconciliation clearly and with intent has been identified. Moving forward, the action plan will be referred to as the Anti-racism, Reconciliation and Equity Action Plan.

The Division’s efforts toward anti-racism, reconciliation and equity reflect a multi-year commitment. The action plan serves as a guide to keep the work moving forward and to support awareness on how the key areas of the work continue to evolve. The Division reviews the action plan on an ongoing basis and commits to communicating the progress made towards anti-racism, reconciliation and equity annually. Information on the epsb.ca [Anti-racism, Reconciliation and Equity](#) page will continue to be updated and will include the Division’s actions taken in year two as outlined in the Anti-racism, Reconciliation and Equity Action Plan Year Two Update report.

The Division commits to transparency and ongoing communication around actions being taken in support of anti-racism, reconciliation and equity. This report serves as one means of sharing information about our progress. This year’s document contains relevant Division Feedback Survey questions that provide an indication or snapshot of progress in certain areas of the work and the report has been written at a more accessible reading level to support greater accessibility.

KEY POINTS

- This report reflects progress towards Priority 2 of the Division Strategic Plan and provides an overview of year two’s actions in support of the Division’s Anti-racism, Reconciliation and Equity Action Plan.
- These actions reflect the Division’s commitment to anti-racism, reconciliation and equity.
- The voice of staff, students, families and community members continue to inform this work.

ATTACHMENTS and APPENDICES

ATTACHMENT I Anti-racism, Reconciliation and Equity Action Plan - Year Two Update

sl:NP

Anti-racism, Reconciliation and Equity Action Plan

Year Two Update

March 5, 2024

Land acknowledgment

Edmonton Public Schools is located within Treaty 6 territory, and the Métis Nation within Alberta, North Saskatchewan River Territory (Districts 9 and 10). We honour and thank the diverse Indigenous Peoples for taking care of the land that we call home. It is with gratitude and respect that we live in amiskwaciwâskahikan, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis and Inuit whose footsteps have marked these lands since time immemorial.



A note on language

In this update, we often refer to our *Anti-racism, Reconciliation and Equity Action Plan*. When we released the plan in 2021, it was titled *Anti-racism and Equity Action Plan*. As we listen, learn and deepen our understanding of this work, we see the need to state reconciliation clearly and with intent. Moving forward, we will refer to the plan as the *Anti-racism, Reconciliation and Equity Action Plan*.

Reconciliation is the process and goal of creating societal change through a fundamental shift in thinking and attitudes. Reconciliation involves learning about historical and contemporary First Nations, Métis and Inuit perspectives and experiences that are grounded in experiential truth, including residential schools and treaties. Fundamental to reconciliation are mutually respectful relationships between Indigenous and non-Indigenous peoples.

—Board Policy HAA.BP First Nations, Métis, and Inuit Education

79.6 per cent of Grades 4 to 12 students who responded are in agreement with the statement:

My school takes actions that support truth and reconciliation.

93.6 per cent of staff who responded are in agreement with the statement:

The Division is taking actions that support truth and reconciliation.

69.3 per cent of families who responded are in agreement with the statement:

My child's school keeps me informed of steps they are taking to support truth and reconciliation.

Responses from 2022–23 Division Feedback Survey. See Table 1 in the Appendix.

Advancing our Action Plan

***Our path to anti-racism,
reconciliation and equity*** Page 4

***Year two update: Guided by
our school communities*** Page 6

***Support for schools and
enhancing school capacity*** Page 7

Human resource practices Page 11

Student demographic data Page 13

Next steps: Extending our impact Page 16

Supporting the work Page 17

***Navigating change: Our path to anti-racism,
reconciliation and equity*** Page 18

Our path to anti-racism, reconciliation and equity

The *Anti-racism, Reconciliation and Equity Action Plan* was created in the fall of 2021 and prioritized three key areas of work that we continued to focus on in year two of the action plan:

1. Support for schools and enhancing school capacity
2. Human resource practices
3. Student demographic data

The action plan is supported by policies and reports that guide our collective efforts in this work and has built upon work that was already occurring across Edmonton Public Schools in support of equity and reconciliation.



Our data story

Edmonton Public Schools actively seeks the input of students, staff and families through surveys and other engagement opportunities to ensure their perspectives inform our work.

In the 2022–23 school year, we used two data sources to capture the voices of our school communities related to the work of anti-racism, reconciliation and equity.



The **Division Feedback Survey** is conducted every year with students, staff and families to measure how the Division is meeting its strategic priorities and goals. It also gathers valuable qualitative and quantitative feedback to help schools and the Division identify areas of success and areas for growth. In total, we received 61,378 responses to the 2022–23 Division Feedback Survey:

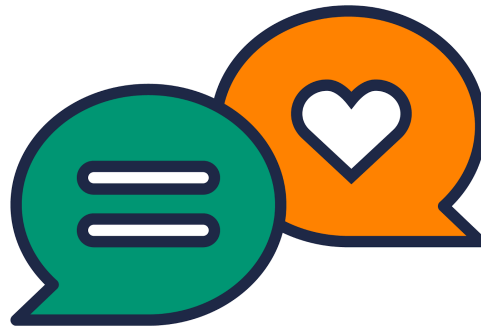
- Students from Grade 4 to 12 (49,222 respondents)
- Staff (5,606 respondents)
- Families (6,550 respondents)

The **Increasing Diversity in Leadership Report** highlights insights gathered from focus group discussions in February 2022 with staff who identify as Black, Indigenous or Persons of Colour in formal leadership positions or aspiring to leadership positions at Edmonton Public Schools. During these conversations, participants openly shared their experiences in seeking career advancements, and formal leaders provided valuable perspectives on their own journeys in leadership roles.

Year two update: Guided by our school communities

This report shares what was accomplished in the 2022–23 school year in support of the *Anti-racism, Reconciliation and Equity Action Plan*. Since we began work on the action plan in 2021, we have experienced that this work isn't straightforward; it's a dynamic process guided by the voices of students, staff, families and communities, and grounded in our action plan. We're still learning from those impacted by our efforts, and their powerful stories, experiences and aspirations inspire us to continue this work.

While we made much progress on this work during the 2022–23 school year, we have also navigated through difficult discussions and addressed sensitive topics that affected students, staff and families across school communities. This update reports on the many contributions from across the Division that have helped move our action plan forward. However, we understand that to make real and lasting changes within our organization, sustained effort and dedication are necessary for years to come.



“The only solution to some of the challenges we are facing is to be a better listener and to be someone who is continually open to dialogue.”

— Staff response, *Creating Schools that Listen* participant

Support for schools and enhancing school capacity

Schools play a critical role in helping students better understand the world around them—at school and within their community. Edmonton Public Schools is committed to providing welcoming, inclusive, safe and healthy learning environments for all students. The Division aims to support schools with resources and professional learning that helps navigate the complexities of anti-racism, reconciliation and equity in their diverse school communities.

Anti-Racism Critical Support (ARCS) Team

Providing support for school-based incidents perceived to be racist or discriminatory.

The ARCS Team partners with schools to respond to serious incidents perceived to be racist or discriminatory. During the 2022–23 school year, the ARCS Team received 26 requests to work with schools. Diversity consultants, trained in circle practices, facilitate conversations with staff, students, families and community members to resolve complex situations. Responses are customized to each situation and lead to many different outcomes:

- Building relationships.
- Resolving the conflict.
- Building on the expertise of school staff through targeted learning sessions.
- Hosting circle conversations with staff to debrief difficult situations and support mental health.

Multi-faith Calendar

Building a sense of belonging for all students.

In 2021, we introduced the [Multi-faith Calendar](#) as a resource to support welcoming, inclusive, safe and healthy learning and working environments. Schools use the calendar to:

- Organize events
- Plan academic timelines
- Celebrate days of significance
- Build a sense of belonging for all students

We revisit the calendar regularly to ensure it is useful and relevant.

76.8 per cent of Grades 4 to 12 students who responded are in agreement with the statement:

Many diverse cultures are represented in the books and materials at my school.

89.5 per cent of staff who responded are in agreement with the statement:

Many diverse cultures are represented in the books and materials at my school.

84.5 per cent of families who responded are in agreement with the statement:

Many diverse cultures are represented in the events, activities and environment of my child's school.

Responses from 2022–23 Division Feedback Survey. See Table 2 in the Appendix

School Year Calendar

Working towards a more inclusive school calendar.

Talking to students, staff and community members has shown us how crucial it is to have a school calendar that reflects diverse days of significance to our communities. In 2023, the Division policy that outlines how we develop the school calendar was reviewed by the Board of Trustees' Policy Review Committee to consider how days of significance are recognized by the Division. We used feedback from the community and the Policy Review Committee to inform the annual [School Year Calendar report](#) and the approval of the [2024–25 School Year Calendar](#).

Anti-racism, Reconciliation and Equity Toolkit

Resources for schools related to anti-racism, reconciliation and equity.

The Anti-racism, Reconciliation and Equity Toolkit is a resource for schools, featuring information related to:

- Anti-racism, anti-discrimination and culturally responsive practices
- Sexual orientation, gender identity and expression (SOGIE) support
- Reconciliation and First Nations, Métis and Inuit cultural knowledge and practices

The toolkit provides staff with Division policies and administrative regulations that support this work, videos and resources for learning, frequently asked questions and a glossary. Five professional learning tools for staff were added to the toolkit in 2023:

- An Introduction to Integrative Anti-racism
- Basics of Being an Ally
- Learning about Microaggressions
- Understanding Power and Privilege Through an Intersectional Lens
- What is Bias?

“Our main goal was to help making the unheard, be heard, whether they are students, teachers, adults, children, we want everyone to feel included.”

— Student response, *Creating Schools that Listen* participant

Professional learning opportunities

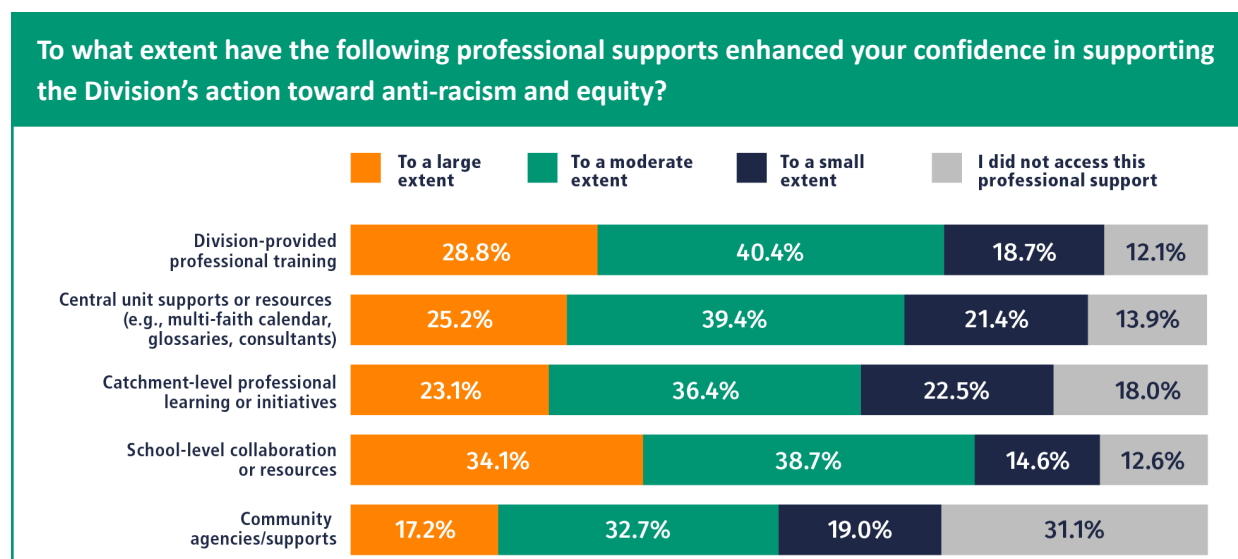
Enhancing skills and knowledge across the organization.

Edmonton Public Schools continues to build on the skills and knowledge of staff at all levels of our organization in many ways, including Division-led professional learning opportunities. These learning sessions, shaped by staff input, were widely attended by all staff groups throughout the Division including leadership and Trustees. Here are some of the many sessions offered in the 2022–23 school year:

- Anti-racism Defined
- Anti-racism Restorative Circles
- Books to Support Truth and Reconciliation in the Classroom
- Broadening Perspectives: Using Inclusive and Diverse Literature in the Classroom
- Examining Bias and Microaggressions
- Oral Storytelling: Using Indigenous Picture Books to Promote Oral Language Skills in the Classroom
- Responding to Racialized Situations
- Supporting Transgender and Gender Non-Binary Students
- The Guide to Allyship
- The *Indian Act*
- Truth, Reconciliation and Residential Schools
- The Sixties Scoop: Understanding the Implications in Schools Today

While it's crucial to have training available on these specific topics, it is not the only way the Division helps staff learn and grow. Staff can enhance their learning around anti-racism, reconciliation and equity in a number of other ways including:

- Central unit support
- Catchment initiatives
- School collaborations
- Community supports provided by Elders, Knowledge Keepers and agencies



Responses from 2022–23 Division Feedback Survey. See Table 3 in the Appendix

School-level conversations on anti-racism, reconciliation and equity

Using student voice to advance anti-racism, reconciliation and equity within school communities.

Schools across the Division continue to use many methods to take part in school-level conversations on anti-racism, reconciliation and equity. In 2022, some schools launched the *Creating Schools that Listen* model which engages school leaders, students and community members, and focuses on building relationships to better understand and address systemic issues. The model uses a flexible format to produce different processes, approaches and outcomes at each school. Schools then use student-led activities, including summits and Social Innovation Labs, to work collaboratively across their school communities to create actions that promote safety, inclusion and a sense of belonging.

A **summit** provides an opportunity for students to explore complex questions around topics that matter to them. Working collaboratively with community members, the summit process enables powerful conversations that strengthen the shared understanding of the topics being discussed. Students are supported in creating action projects that reflect their understanding of the complexities of the topic.

Social Innovation Labs are an approach to addressing complex challenges by tapping into a group's collective strengths, wisdom, empathy and creativity. An innovation lab brings together diverse perspectives to address an issue—gaining insights from participants' lived experiences, generating ideas, building potential solutions and testing them on the ground.

School Renaming Criteria Advisory Committee

Learning and reflecting on our history through the lens of anti-racism, reconciliation and equity.

The Board of Trustees established the School Renaming Criteria Advisory Committee to help inform the Division's approach to reviewing current school names and the act of renaming schools. The committee met four times during the 2022–23 school year and provided recommendations on a school renaming policy. By discussing the renaming of schools, we have the opportunity to learn and reflect on our history through the lens of anti-racism, reconciliation and equity.

Human resource practices

The staff at Edmonton Public Schools play a vital role in carrying out our vision of “enhancing pathways for student success.” When students and families see themselves reflected in Division staff, it enriches the student experience across our school communities. In addition, staff seeing themselves reflected at all levels of the organization promotes equity and a sense of belonging. We will continue to engage with staff as we walk alongside one another on the Division’s path towards equity and representation.

Diversity and Inclusivity Statement

Committed to hiring practices that support diverse, equitable and inclusive workplaces.

The Division’s Diversity and Inclusivity Statement, released in 2022, communicates our commitment to diversity and inclusion in the workplace. The statement is featured on the careers page of epsb.ca and is one of the first touchpoints with potential employees interested in joining the Division.

We are listening, we are learning and we are committed. Edmonton Public Schools aspires to be a learning community where every individual:

- **belongs**
- **is included**
- **experiences success**

We strive to empower staff to reach their goals in a diverse, equitable and inclusive workplace that values their lived experiences. We are seeking individuals like you, who reflect the students and families we serve.

Together, we are stronger.

Professional learning on equitable hiring practices

Understanding how unconscious bias impacts hiring practices.

Equity Based Hiring Practices is a series of professional learning sessions for principals and other Division managers involved in hiring. Launched in 2022, these sessions are facilitated by external consultants and focus on understanding how unconscious bias impacts hiring practices.

Anti-racism, reconciliation and equity leadership competency

Recognizing the importance of leadership skills related to anti-racism, reconciliation and equity.

The Division’s *Leadership Development Framework* is designed to help build leadership abilities in all staff by developing different leadership competencies. In 2021, we researched and developed a new competency for leaders that relates to anti-racism, reconciliation and equity. The new draft competency will be taken to the Division’s Anti-racism, Reconciliation and Equity committees for feedback to help inform introducing it into the leadership framework.

Increasing Diversity in Leadership Report

Representing the voices of Division staff with diverse identities.

In 2022, the Division hosted a series of collaborative conversations with staff who identify as Black, Indigenous or Persons of Colour. These conversations were used to inform the [*Increasing Diversity in Leadership Report*](#). The report represents the voices of Division staff with diverse identities, sharing participants' lived experiences as aspiring leaders and of those already in formal leadership positions. The report led to the following initiatives:

- **Leadership Development Framework site**
Our internal Leadership Development Framework site was refined to make it more functional and user-friendly for all staff, including more accessible language and images. We added information specific to each staff group and incorporated feedback that made the leadership development processes easier to understand.
- **Mentorship program pilot**
Staff who participated in the collaborative conversations indicated an interest in mentorship relationships. In 2022, we started to explore the creation of a new mentorship program pilot.

Anti-racism, Reconciliation and Equity Staff Advisory Committee

Engaging a diverse range of staff perspectives.

In June 2023, the Division invited all staff to participate in an Anti-racism, Reconciliation and Equity Staff Advisory Committee. The committee provides perspectives from a wide range of staff, representing various staff groups, roles, work locations, personal identities and lived experiences. As the Division continues our work towards becoming an anti-racist organization, we know the voice of staff is critical to our progress and this committee serves as one way this voice will be gathered.

Staff and applicant demographic data collection

Committing to research and exploration.

The Division is carefully considering an approach to collecting staff and applicant demographic data. Building on the insights we gained from the 2022 [*Student Demographic Survey*](#), we began engaging with the community to better understand the importance of collecting this data. We are committed to transparency, collaboration and informed decision-making within this work and will continue our work with staff to gain further perspectives and insights.

“Looking forward that these conversations will lead to the creation of policies and initiatives that would provide an appropriate amount of representation of communities of colour in leadership roles in EPSB.”

— Staff response, *Increasing Diversity in Leadership Report* participant

Student demographic data

In September 2020, the Edmonton Public Schools Board of Trustees passed a motion to look into a model to use for the collection of student demographic data—which led to the Student Demographic Survey. The goal of the survey is to gain a deeper understanding of students to inform how the Division honours and respects students' diverse identities and supports the success of all students.

After two years of planning, development and ongoing conversations with students, staff, families and community members, the Student Demographic Survey was launched in fall of 2022.

Analysis of the data from the survey over the coming years will help Edmonton Public Schools take action in our ongoing efforts to provide learning environments that are welcoming, inclusive, safe, healthy and respectful—where all students can be themselves and experience success.

Resources supporting survey implementation

Providing understanding through support for school communities.

The implementation of the Student Demographic Survey centered on our ability to provide clear understanding and support for principals, staff, families and students. Informed by the voices of school leaders, students, parents and members of the community, we created resources and shared them on SchoolZone, epsb.ca, the Division's internal staff website and by email with school communities. These resources included:

- Introducing the survey:
 - A video to introduce the survey and provide key information, with captions in 15 languages.
 - A letter from the Superintendent, translated into 15 languages.
- Understanding the survey:
 - Tools to support principals in their work with staff, students and families leading up to the survey.
 - Tools to support teachers in their work with students leading up to the survey, and as students completed the survey.
 - Glossaries explaining words and terms, to help students understand the language and terminology used in the survey.
- Public transparency:
 - Media event to share information about the survey and its process.

67.2 per cent of Grades 4 to 12 students who responded are in agreement with the statement:

I feel like I can be myself at my school.

Responses from 2022–23 Division Feedback Survey. See Table 4 in the Appendix

Student Demographic Survey launch

73 per cent participation rate.

Following two years of planning and preparation, Edmonton Public Schools launched its first Student Demographic Survey in November 2022 to students in Grades 4 to 12. The survey had a participation rate of 73 per cent. Participation in the survey was voluntary; parents who did not want their child to participate were able to opt their child out and students chose to participate or not. The Student Demographic Survey asked questions related to:

- Indigenous identity
- Racial identity
- Ethnicity
- Religion or spiritual affiliation
- Gender identity
- Sexual orientation (Grades 7 to 12 only)

Learn more about the [Student Demographic Survey](#) on the Division website.

Students hoped that:

...this will help students feel more comfortable and welcome at school and not be afraid of what others think of them.

...this will help students with their mental health and will impact the upcoming generation.

...when people are struggling in their own country and need to come to Canada, that they can be accepted openly.

...everyone can be proud of who they are.

...everyone feels safe and can truly be themselves.

...we get to see this knowledge expand among students and adults.

Responses from focus groups on Student Demographic Survey, 2022

Survey data preparation

Respecting privacy and protecting confidentiality.

Feedback from engagement highlighted data confidentiality and security as top priorities. A small group of Division staff prepared the survey results, respecting privacy and protecting confidentiality. The Division worked with staff and community members to determine the best way to report on the data, in a manner that respects the identity of students and clearly communicates what students have shared through the survey.

Student Demographic Survey Report

Sharing results of the survey.

Results from the survey were shared through in the [Student Demographic Survey Report](#).

Post-survey resources

Continued communication and support for school communities.

The Student Demographic Survey and the report were important milestones for the Division. After the survey closed and the report was released, communication and support continued throughout the 2022–23 school year:

- The [Student Demographic Survey page](#) on epsb.ca shared survey information and results, with resources provided in 15 languages.
- Guides were created to provide support for principals and teachers in sharing the Student Demographic Survey Report with students, staff and families.
- Survey [questions](#) were released to the public, to provide further insight into the contents of the survey.
- A [video](#) was created to share survey results and to promote the Student Demographic Survey Report, with captions in 15 languages.



Next steps: Extending our impact

Support for schools and enhancing school capacity

Opportunities for impact

In year two of the action plan, we introduced and enriched several initiatives that encourage inclusive practices in schools and support a sense of belonging. Moving forward, our focus is on how we create spaces for student voice so we can better understand their unique student experiences.

What comes next

- We will expand the opportunities for schools to participate in *Creating Schools that Listen*, a professional development model that centers student voice.
- We will review and explore the current ways that students and families can report incidents of racism and discrimination.

Human resource practices

Opportunities for impact

In year two of the action plan, we gained further understanding on how we apply an equity lens to our human resource practices through engagement opportunities and professional learning sessions. Next year we are focusing on strategic projects that enhance trust and communication with staff and support equitable outcomes.

What comes next

- We will explore a model to collect staff and applicant demographic data with a view to understanding what representation currently looks like at Edmonton Public Schools.
- We will begin our work with the Anti-racism, Reconciliation and Equity Staff Advisory Committee to advance the action plan.
- We will review and explore the current ways that staff can report incidents of racism and discrimination.

Student demographic data

Opportunities for impact

In year two of the action plan, we took great care to prepare and support our school communities in carrying out the Student Demographic Survey. Moving forward, we will focus on using the survey results to better understand how students experience success and belonging in our schools.

What comes next

- We will begin the process of analyzing data presented in the [Student Demographic Survey Report](#). As we move forward, we are committed to working with students and staff to gain further insights and understanding.

Supporting the work

To guide the work of the action plan, the Division has created four committees. These committees bring together a variety of voices, perspectives and real-life experiences to guide the Division's efforts in anti-racism, reconciliation and equity initiatives. Each committee is governed by a terms of reference, grounded in the action plan.

In addition to these four committees, we support this work by gathering input from staff, families and community members in other ways that include surveys, Social Innovation Labs and focus groups (this could include principal committees and the Superintendent's Community of Practice).



Committees

Equity Advisory Committee: This group reflects the diversity of our city through the voices of families and community members who provide insights on initiatives created under the action plan.

Anti-racism, Reconciliation and Equity Staff Advisory Committee: This new committee provides perspectives from a wide range of staff, representing various staff groups, roles, work locations, personal identities and lived experiences, in their work to advance the action plan.

Anti-racism, Reconciliation and Equity Steering Committee: This internal group reflects leadership, experience, diversity and expertise across the Division and provides overarching guidance on advancing the action plan.

Anti-racism, Reconciliation and Equity Principal Committee: This group of principals works directly with the steering committee to help plan, develop and carry out the action plan in schools.

Navigating change: Our path to anti-racism, reconciliation and equity

The Division's success is the responsibility of everyone involved, both individually and collectively. Navigating the path to becoming an anti-racist organization is rarely straightforward—we continue to listen, learn, unlearn and relearn. Feedback from community engagement has signaled that the Division is making progress, while also confirming that there is more work to be done.

The importance and complexity of this work are most evident in the voices of the students, staff and families within our school communities. We thank all of the students, staff, families and community members who walk with us as we work towards a shared vision of equity and belonging.

I think what really surprised me was just the fact that there were so many other people who also cared the same way I care. The idea is to build more inclusive schools.

Student response, *Creating Schools that Listen* participant

I think more diversity, more learning about cultures and anti racism is needed.

Student response, 2022-23 Division Feedback Survey

We need more guidance on teaching Indigenous students, as well as teaching about Indigenous culture and reconciliation.

Staff response, 2022-23 Division Feedback Survey

I love the school's respectful approach to inclusive spaces and celebrating diversity. My kid feels like the principal is really listening to students to work on resolving difficult circumstances at the school.

Family response, 2022-23 Division Feedback Survey

My lived experience is a huge asset to work with families with similar experiences/backgrounds, I believe we need to appreciate differences and find commonalities.

Staff response, *Increasing Diversity in Leadership Report* participant

My child and I had a conversation and he feels like more work could be done to recognize diversity in the school and community.

Family response, 2022-23 Division Feedback Survey

Appendix

This appendix includes the quantitative results from the [2022–23 Division Feedback Survey](#) that are shared in this report.

Table 1

79.6 per cent of students and 93.6 per cent of staff agree or strongly agree ***their school/Division takes actions that support truth and reconciliation***; while 69.3 per cent of families agree or strongly agree ***their child’s school keeps them informed of steps being taken to support truth and reconciliation***.

	Grade 4 to 12 Students	Families	Staff
Strongly Agree	31.0% (15,253)	23.1% (1,513)	41.2% (2,309)
Agree	48.6% (23,913)	46.2% (3,023)	52.4% (2,940)
Disagree	4.5% (2,214)	12.1% (795)	2.3% (127)
Strongly Disagree	2.3% (1,119)	4.1% (270)	0.7% (40)
Don’t Know/Unsure	13.7% (6,723)	14.5% (949)	3.4% (192)
Total	100% (49,222)	100% (6,550)	100% (5,608)

Table 2

76.8 per cent of students and 89.5 per cent of staff agree or strongly agree ***many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at their school***; while 84.5 per cent of families agree or strongly agree ***many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the events, activities and environment at their child’s school***.

	Grade 4 to 12 Students	Families	Staff
Strongly Agree	30.2% (14,871)	35.9% (2,352)	46.2% (2,138)
Agree	46.6% (22,926)	48.6% (3,181)	43.3% (2,005)
Disagree	6.9% (3,384)	5.3% (349)	4.8% (220)
Strongly Disagree	2.8% (1,378)	1.9% (123)	0.6% (28)
Don’t Know/Unsure	13.5% (6,663)	8.3% (545)	5.1% (238)
Total	100% (49,222)	100% (6,550)	100% (4,629)

Table 3

The extent in which *professional supports enhanced staff confidence in supporting action toward anti-racism and equity*.

	Division-provided professional training	Central unit supports or resources (e.g., materials on Connect, consultants)	Catchment-level professional learning or initiatives	School-level collaboration or resources	Community agencies/ supports
To a Large Extent	28.8% (1,523)	25.2% (1,334)	23.1% (1,224)	34.1% (1,803)	17.2% (908)
To a Moderate Extent	40.4% (2,135)	39.4% (2,087)	36.4% (1,924)	38.7% (2,050)	32.7% (1,729)
To a Small Extent	18.7% (992)	21.4% (1,133)	22.5% (1,192)	14.6% (772)	19.0% (1,006)
I did not access this professional support	12.1% (641)	13.9% (737)	18.0% (951)	12.6% (666)	31.1% (1,648)
Total	100% (5,291)	100% (5,291)	100% (5,291)	100% (5,291)	100% (5,291)

Table 4

67.2 per cent of students agree or strongly agree *they feel they can be themselves at their school*.

Grades 4 to 12	Per cent	Count
Strongly Agree	21.5%	10,585
Agree	45.7%	22,493
Disagree	16.1%	7,904
Strongly Disagree	7.7%	3,810
Don't Know/Unsure	9.0%	4,430
Total	100%	49,222