

The Diversity and Antiracism Working Group is extremely grateful to the students, parents, and staff who contributed to the audit process by filling in the surveys and participating in focus groups. It was of high importance to the working group that all of the data was considered very carefully in order to honour the vulnerability with which people came forward to share their views and experiences.

The data represents the personal experiences and stories of the participants in the surveys and focus groups who are from partner groups in SD38. The audit package highlights areas of need expressed by those who participated and highlights the voices of those who expressed feelings of marginalization. The audit package is designed to identify areas requiring attention. While there are many areas where the district is doing well in relationship to DEI, the intention of this report and the audit package from Bakau Consulting is to draw our attention to potential areas for improvement.

The Diversity and Antiracism Working Group engaged in a process of systematically reviewing the audit package from Bakau Consulting. After a thorough analysis, the working group is bringing forward the following recommended priorities for the Board's consideration.

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The Diversity and Antiracism Working Group has identified eight priorities outlined below based on the audit package from Bakau Consulting. These priorities require focused attention from staff and partner groups to ensure these priorities are successfully implemented. A DEI Advisory Committee that includes representatives from partner groups will support the priorities through ongoing engagement and commitment to the identified priorities and reviewing progress on them.

A representative school district partner group advisory committee will be established. This committee will act in an advisory capacity for the implementation of the priorities outlined in this report.

Trustees

Assistant Superintendent, Executive Director - Human Resources, District Administrator Equity and Inclusion, Teacher Consultant Equity and Inclusion,

Partner Group Representatives; CUPE, RASA, RDPA, RMAPS, RTA, Students, Community Partners (such as RCMP, City of Richmond, etc as appropriate)

Report to Board of Education on a regular basis (on a schedule determined by the Board of Education) regarding progress on implementation of the priorities including operational planning, and establishment of goals and targets in alignment with Strategic Priorities

This may be achieved through the Strategic Plan update process, regular reporting through the standing committee structure and an annual report to the board

Meeting frequency to be established once the committee has been formed

Through the surveys and focus groups conducted as part of the DEI audit, participants across employee groups expressed a strong desire for learning opportunities related to DEI. The Diversity and Antiracism Working Group feels that fostering a strong connection to why these learning opportunities are important will increase engagement in the learning. Many respondents referenced inappropriate joking and stereotyping as regular occurrences in our schools and district workplaces. It will be important to develop learning opportunities for all employees to make clear the impact of inappropriate behaviour, as well as setting a clear expectation for appropriate behaviours. Ideally, all employees will be provided foundational understandings from which to grow and develop an appreciation of why DEI is a district priority.

Many student respondents referenced inappropriate joking and stereotyping as regular, frequent occurrences in school. Some students also reported feeling marginalized, unsafe, unheard, and discriminated against. Many students expressed a desire to be involved in the solution, and in supporting their fellow students to understand the impact and harm caused through behaviours that further feelings of marginalization and exclusion. They also expressed the need to feel heard and supported by adults when reporting and discussing issues related to DEI. The development of learning materials and supports for educators to understand the implications and impact of certain behaviours on students, as well as setting a clear expectation that this behaviour is unacceptable in Richmond schools is necessary.

Spaces that are inclusive of all, and where all (employees, students, parents, and the community) feel comfortable learning, working, sharing, and growing are considered to be 'safe and brave.' The surveys and focus groups surfaced that many students reported feeling excluded in school settings. Additionally, many students, parents, and staff expressed they feel powerless to share their thoughts and feelings, or to report an incident without fear of repercussion or being marginalized. The opportunities to hear and take action on feedback from our partner groups on an ongoing basis will strengthen the overall commitment to the district's DEI goals and contribute to the growth of safe and brave spaces.

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