

July 2021

EQUITY SCAN REPORT

Conseil scolaire
francophone de la
Columbia-Britannique



presented by



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Overview

Conseil scolaire francophone de la Colombie-Britannique (CSF) engaged Bakau Consulting to complete an equity scan in 2021. As a consultancy service that approaches employee and client well-being through an intersectional feminist lens, Bakau looked to identify areas for growth within the organization. In order to continue serving their community, the CSF agreed to ask themselves difficult questions on how to effectively and authentically incorporate anti-oppressive and intersectional values.

Methodology

The team at Bakau Consulting gathered and analyzed both qualitative and quantitative data from;

- 3 Digital surveys with:
 - 1,247 respondents
 - 695 Students
 - 552 Parents, staff and contractors

For ease, staff and contractor data have been combined

Limitations

Every survey has limitations that can impact the results; this is important to keep in mind so as not to take data at face value, rather use it for further investigation.

- Typically, lower-paid or marginalized workers have less time, capacity or access to complete workplace surveys.
- We could not include some anecdotes in order to maintain confidentiality.

Your consultants

Bakau Consulting (formerly Cicely Blain Consulting) is a full-service equity, inclusion and anti-racism consulting company based in Canada, with a global, intersectional approach. We believe in collective liberation, meaningful social change and the power of equity. Our commitment to these values is evidenced by our strategic range of services and our fun, fierce and no-nonsense approach to “diversity and inclusion”.



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Our work takes place on the unceded territories of the Musqueam, Squamish and Tsleil-Waututh First Nations. This report was written in part on the unceded territories of Tk'emlúpsə te Secwepémc and the territories of the Haudenosaunee people near O:se Kenhionhata:tie.

Before you begin...

CONTENT WARNING

The contents of this report include topics around systems of oppression that include racism, colonialism and sexism. There are also references to slavery and residential schools.

THESE ARE YOUR WORDS

All of the quoted text is verbatim, edited only for clarity, grammar, or confidentiality. All bullet points are summations of larger themes. All of the data comes from content provided by the organization. No external sources were consulted (unless otherwise agreed upon).

EMBRACE VULNERABILITY

The report may expose uncomfortable truths and realities about the organization, leadership or individuals. If you feel personally impacted by any findings, embrace the uncomfortable feelings that may come with that and fuel them into making meaningful personal and organizational change. The content may come across as overwhelmingly negative largely because areas of success need not be expanded upon.

The report will likely feel nit-picky. This is because even the smallest details can uphold oppression and exclusion. We highlight details that may not 'seem so bad' but could pose potential for things that inhibit diversity, equity, and inclusion.



EXPECT SPACIAL LIMITATIONS

This report is a micro-representation of nuances at CSF. Be advised it is a reference point for your unlimited capacity for growth. The majority of audit reporting is constructive criticism, rather than an outline of current strengths (which of course do exist). If we were to include both, you would be here all day! All examples (typically presented in I.E. format) are "including, but not limited to." In order to create a succinct, accessible report, we include some examples, when in reality there could be infinite others (maybe even ones that come to mind as you read this)! We invite you to bring creativity and critical thinking to this work, always. As well, please ensure you click the underlined words, as they have important articles linked.

EVERYONE HAS BIASES

This process is as impartial as possible regarding our sentiments towards findings at CSF with the recognition that any human (or even technology) may imbue bias into their work. Our analysis is non judgemental and points to systems of oppression rather than people. This is a difficult, yet supportive process that helps you tap into your own capacity for progress based on 'where you're at' currently. We are, of course, biased towards anti-oppression: ensuring marginalized folks are centred, mediating barriers, and cultivating genuine inclusion. Biases can be good, bad and everything in between. We hope you'll join us in conscious bias toward bettering the CSF for all; and disrupt biases that come up that inhibit wellbeing and belonging

SURVEY STRUCTURE

This survey is structured in the following way:

Part 1: Students data and findings

Part 2: Staff data and findings

Part 3: Parents data and findings

Part 4: Recommendations

Part 5: Helpful information

Key terminology

EQUITY

Where equality means each individual or group of people is given the **same** resources or opportunities, equity recognizes that each person has **different** circumstances, and allocates the resources and opportunities needed to help make our experiences more equal. An equitable lens is one of the most powerful tools in this work, as it helps us acknowledge we are **not** all the same, and we do not all have the same access as everyone around us. Historically and currently, some folks have been centred – treated as neutral or default – while others have been treated as different, exceptional, or 'other.' Equity tells us to:

- Notice how different folks are treated in society
- Think critically about the effects
- Strategize how to make things more equal based on current circumstances

Golden rule: Treat others how **you** want to be treated.

Platinum rule: Treat others how **they** want to be treated.

This is a principle of equity, because it acknowledges that our diverse experiences impact how we wish to be treated in this world; and that how I wish to be treated may differ from how **you** wish to be treated. Our analysis works with equity and the platinum rule.



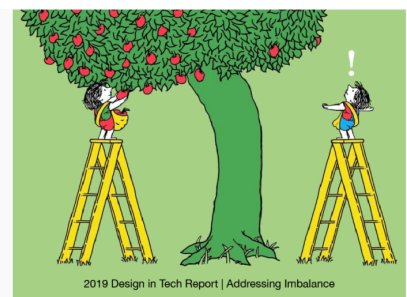
Equity: needs based, grounded in current realities



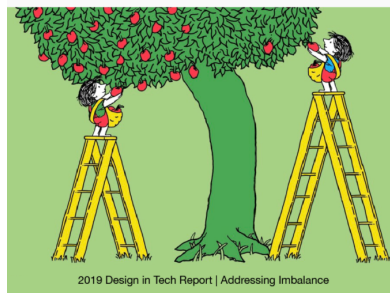
Justice: hopeful, innovative; existence of structures that proactively ensure equality for all



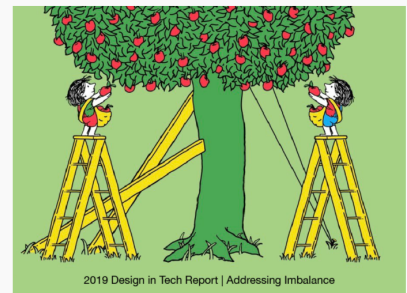
INEQUALITY



EQUALITY



EQUITY



JUSTICE

Key terminology

INTERSECTIONALITY

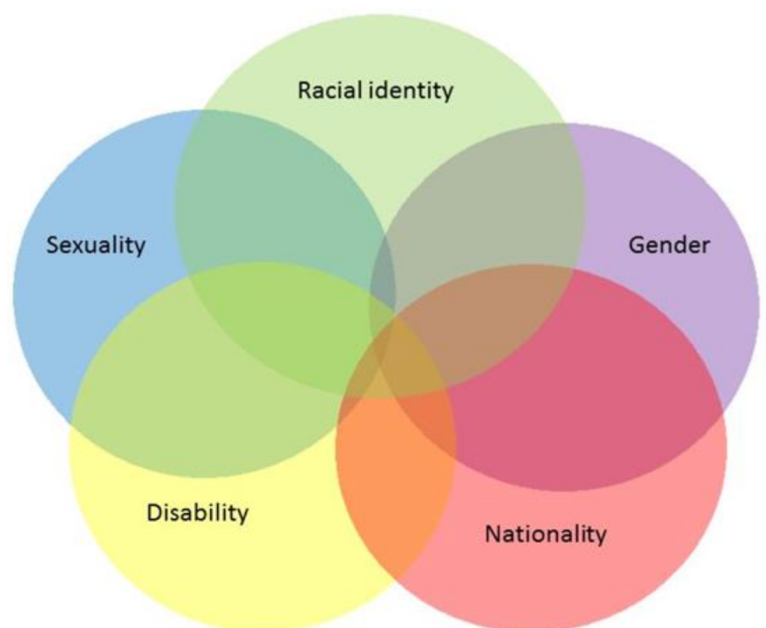
Intersectionality, coined in 1989 by Kimberlé Crenshaw, is the concept that all oppression is linked. We have multiple identities such as gender, race, sexuality, ability, religion, and more. These identities overlap and interact with one another, making our experiences unique and complex.

Intersectionality helps us see that we must consider everything and anything that marginalizes people. It pushes us to challenge our assumptions by seeing further detail and complexity. Shared lived experiences are a real thing, and other identities at play will lead to diversity **within** those shared experience.

See the example identities on the image below (many more can be added too). Picture how where certain ones overlap, folks at the **intersection** of 2 identities would have distinct experiences from those who just held 1 of those identities.

Someone existing at the intersection of gender and race, for instance an Asian woman, will experience not only the affects of both racism and sexism, but also may experience harm specific to Asian women; unique from other non-Asian racialized folks. Her experience is unique from others within categories of gender and race, and unique even from the section where the categories overlap. Identities are complex and unique!

Intersectionality reminds us there is often more detail that must be considered in the ways we see the world. As you read this report, remember to use an intersectional lens; understanding how oppressions are complex and interconnected.



Key terminology

MARGINALIZED & CENTRED

Many standards exist in society, even unspoken ones! Those who are centred in society are treated as neutral, or the default. Because unconscious bias is a first instinct that attempts to save us time (so we're not constantly pondering what to wear, what to eat, etc.), if we think of someone **first**, our brains may prevent us from spending the time thinking of others, which leaves them out (exclusion).



Identities that have been **centred** in North America include white, heterosexual, cisgender (same gender as assigned at birth), middle to upper class, non-disabled, Christian or areligious, and more.

Identities that have been **marginalized** include ones that fall outside of those listed above. These experiences are treated as different, or 'diverse,' and often aren't the first thought. A detriment of not being a 'first thought' is that in a rapidly moving society, you may not be thought of at all. Your needs, desires and magic may be missed altogether.

Equity means widening the centre to accommodate everyone; ensuring they are treated as important and sacred. It also means **prioritizing** folks who have been pushed to the margins (marginalized). Folks who have historically been centred are not in danger of losing their central spot; room is just being made for others.

When you welcome in a new roommate, you clean the house so they feel excited and comfortable entering the space. Once they enter, it doesn't mean **you** have to leave! Rather, maybe it means they help you keep the place neat and beautiful, share their strengths like their eye for interior design, and celebrate **your** strengths like your fragrant cooking and excellent taste in music. The space evolves based on a collective presence, which makes it better and better. It is equitable in that you've done what was needed to make your roommate feel just as central in the space as you do, even if you were there first, and now both of you enjoy the results.

Key terminology

MARGINALIZED & CENTRED

When we centre a group, it doesn't mean we marginalize everyone else. It means we continue to place various folks at the centre based on needs and experiences.

People's needs fluctuate, so who is centred depends on context. Keep in mind, centring someone does not mean **hierarchizing** them or treating them as though they are better. Let's look at an example, I.E. Pride:

Pride is about fighting for LGBTQIA2S+ rights, honouring oppressive histories, and celebrating queerness in its many forms. On Pride, we specifically centre LGBTQIA2S+ folks because that is who we're talking about, commemorating, grieving, and celebrating. We don't centre cis straight folks because cis straight folks do not have the **same** histories and struggles that stem from their gender/sexuality as LGBTQIA2S+ folks do, and we're allowed to centre different things at different times (still thinking intersectionally – see [this article](#)).

This does not mean cis straight rights are compromised; it just means we focus on topics at hand, acknowledging their past and ongoing marginalization.

Centring is an exercise in equity and intersectionality. We will recommend centring throughout the report.



PART ONE

Students



Demographics

Diversity tells us 'who's in the room'. It allows us to see who is present and represented; it's a good indicator of the reach an organization has and their commitment to a wide variety of communities. However, diversity does not tell us how those people feel, whether they are included or their levels of trust in the organization.

SCHOOLS AND GRADES

Students who participated in the survey were in grades 7-12.

Students participated from:

L'École André-Piolat

L'École Au cœur de l'île

L'École des Pionniers-de-Maillardville

L'École Gabrielle-Roy

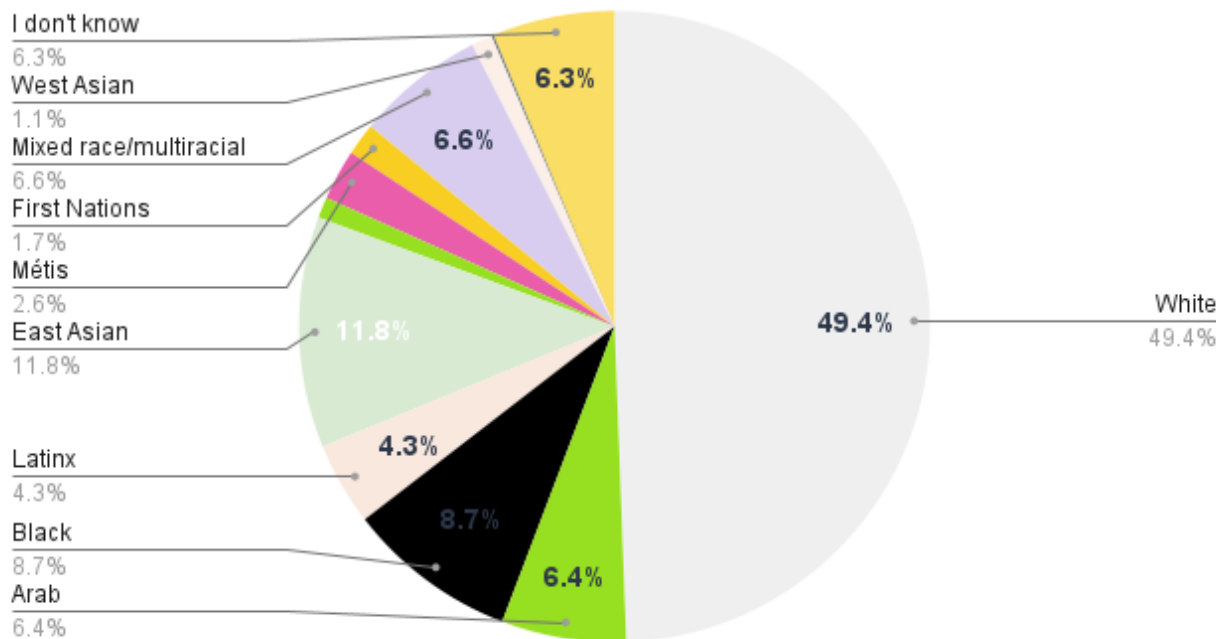
L'École Jules-Verne

L'École Victor-Brodeur



RACE/ETHNICITY

WHAT IS YOUR RACE OR ETHNIC IDENTITY?



*1.1% also responded as Southeast Asian – represented by the light green in-between Métis And East Asian
0.1% identified as Pasifika

Close to half of the students identify as white. The other half who are non-white are West Asian, Mixed race, First Nations, Métis, East Asian, Latinx, Black and Arab. There was no one from the sample who is Inuit or Pacifica.* (The term Asian Pacific Islander was used in the survey. We have since committed to stop using that term and now use Pacifica as it is broader and more inclusive)

For comparison, the European-Canadian, white, population of Vancouver as of 2016 was 46.2%.

DATA INTERRUPTIONS

There were also data interruptions with some students deviating from ethnicity and race using answers such as "Green" and "Casper the Ghost" and "I don't know" instead. "I don't know" being selected multiple times may be a data interruption on purpose or also could indicate that these students have not had to think about their race/ethnicity before.

These data interruptions were not included in the final pie chart.

RACE/ETHNICITY

DATA INTERRUPTIONS

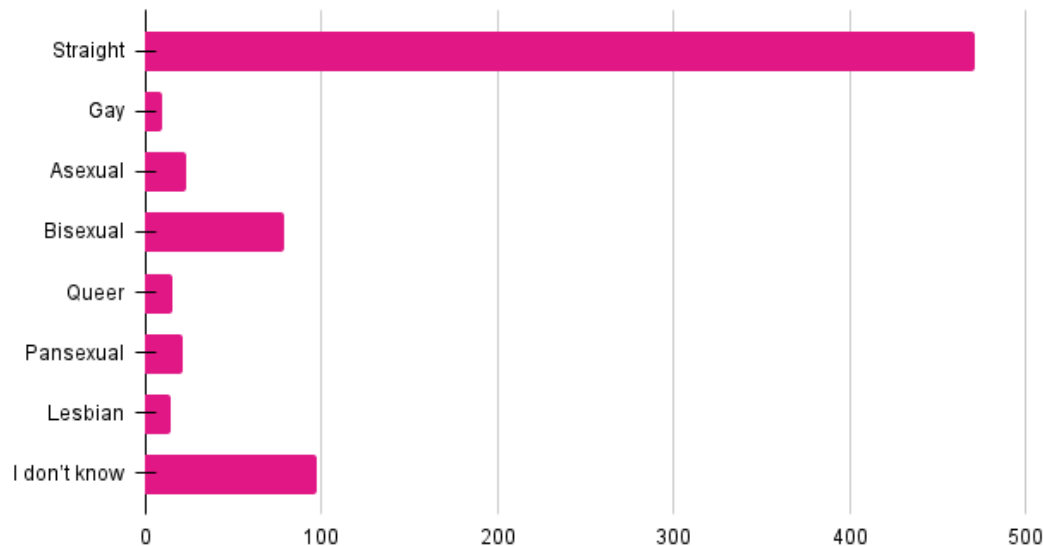
The student who answered "Casper the Ghost" as their ethnicity also wrote "Super straight" for sexual orientation, "Built different" for gender identity, and "Satanism" for religion. This indicates a strong need for CSF to not only focus on anti-racism but ensure that any equity work carried out is approached from an intersectional lens.

While some leniency should be extended to students for these data interruptions, it also highlights the importance of this work. Especially if these behaviours extend beyond filling out a survey.

As these behaviours could extend beyond school, it also highlights the need for parents to be informed and involved in learning about anti-racism, anti-oppression, intersectionality and equity.

SEXUAL OR ROMANTIC ORIENTATION

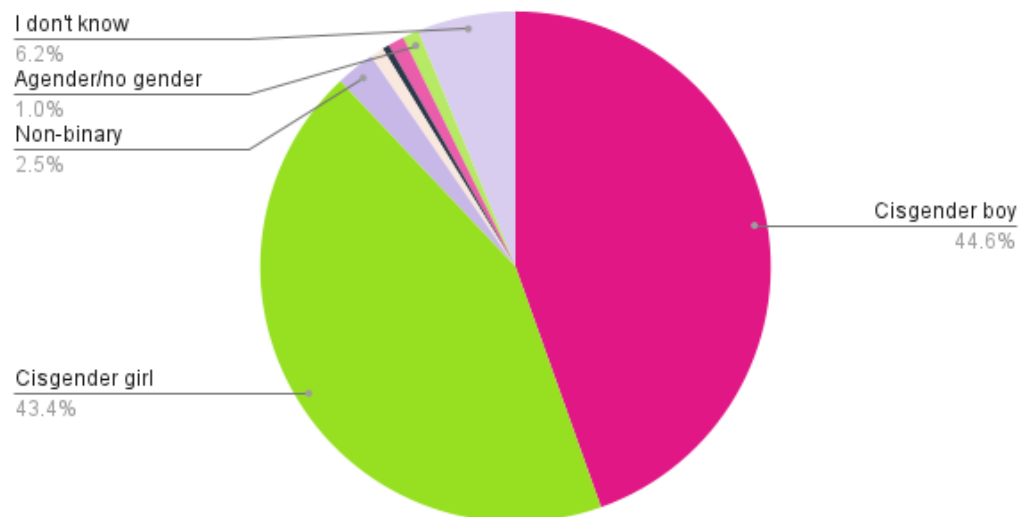
HOW DO YOU DEFINE YOUR SEXUAL OR ROMANTIC ORIENTATION?



GENDER

HOW DO YOU DEFINE YOUR GENDER?

In addition 0.4% of students are transgender girls and 0.9% are transgender boys

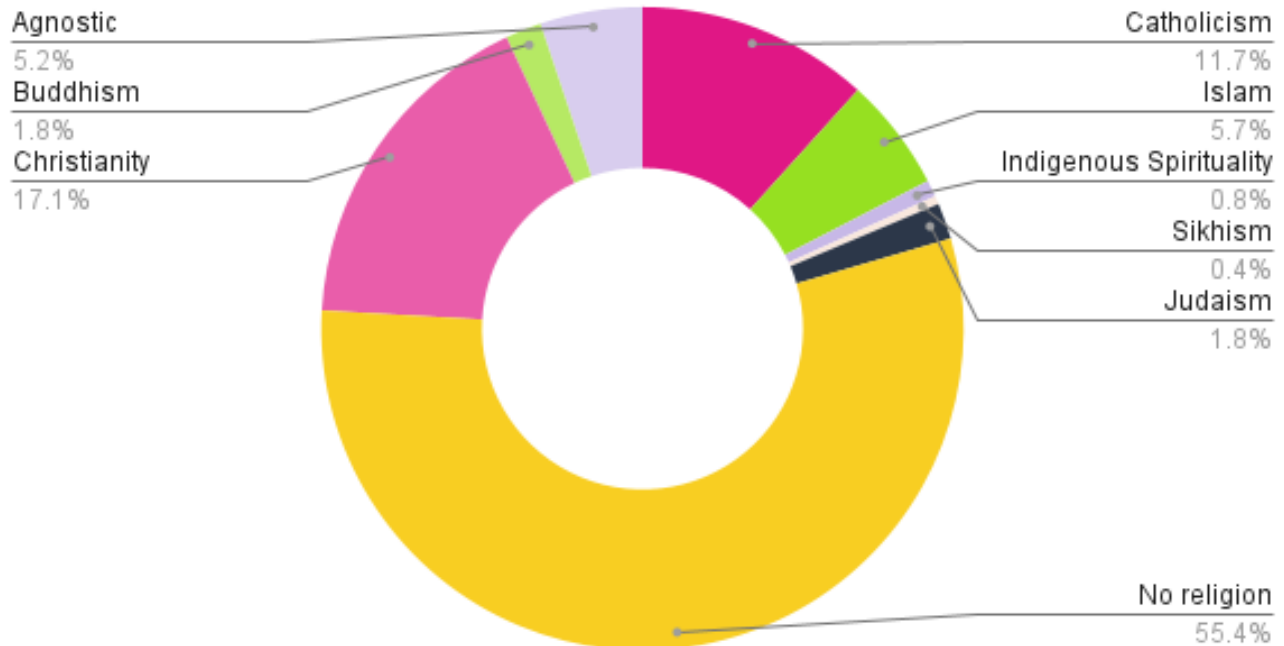


When analyzing sexual/ romantic orientation, we found that the majority of the student sample are straight. It is also important to note that the second largest group is "I don't know."

For gender identity, while the majority of students are cisgender, again the second largest group was "I don't know". This may indicate students are in a period of questioning their identities and do not have the tools or comfort level to express themselves.

RELIGION

WHAT IS YOUR RELIGION?



Over half of the students are not religious. In comparison, the [2011 National Household Survey](#) revealed that 23.9% of Canadians do not have any religious affiliation.

Here are some consequences of having a dominant group within an organization:

- There is potential to 'other' those who are not part of that group.
 - This may especially be true for those who are not Christian. Since most stat days and recognized holidays and celebrations in Canada revolve around the Gregorian calendar, this could cause undue stress for folks who want to mark days significant to their religious and/or cultural practices.
- The dominant group norms, beliefs and practices are set as the "default".
 - This can create resistance to the work with some folks feeling like the majority should not accomodate the minority.

DISABILITIES

Participants were asked, "Do you have any conditions, disorders or disabilities that make school or life more challenging?"

58.1% of respondents said "no"

20.7 % of respondents said "yes"

21.2 % of respondents said "maybe"

According to Statistics Canada (2017), 22% of the Canadian population aged 15 years and over had one or more disabilities. In a survey conducted in 2006, 2.3% of those 15 and older had learning limitations and 3.2% of those younger than 15 had learning limitations.

Students did not elaborate on what type of disability or conditions they have that make learning more challenging.

"I think teachers should be more open to different ways of teaching, and focus on the individual student's needs. I, for one, have some trouble processing information if I cannot interact and just have to sit and listen to what is being presented."

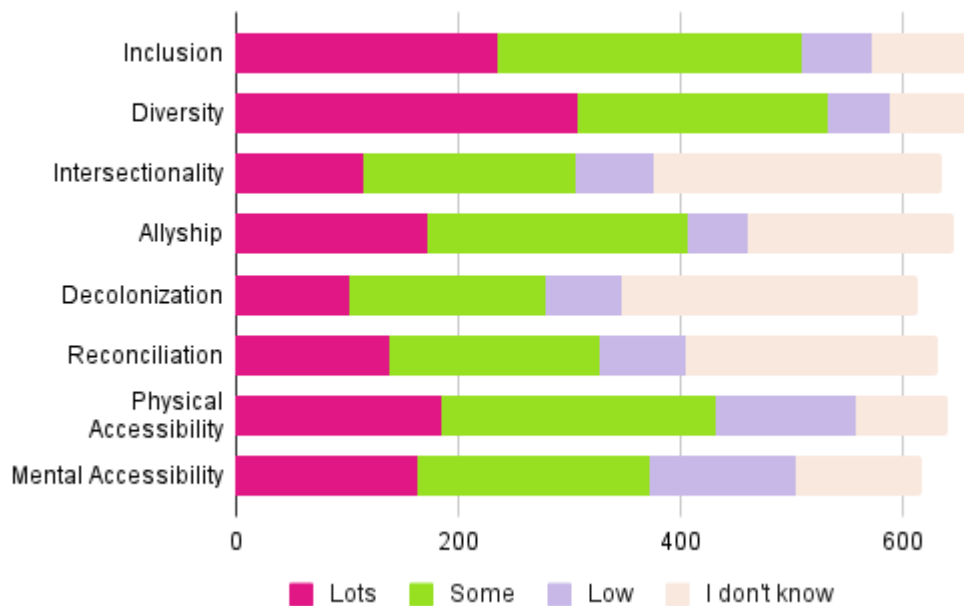
"I have a child with ADHD and a child on the autism spectrum, and I do not think there are nearly enough targeted programs or help for them. While they get a lot of help from aides in the class, I do not think they have enough training to work with their particular issues."

Inclusion and Belonging

In part one, we looked at who is in the school district. In part two, we go deeper in trying to understand how students feel within the district and their experiences. You will see that we have cross-tabulated certain experiences of marginalized groups to find any notable trends.

COMMITMENT TO VALUES

PLEASE RATE YOUR SCHOOL'S COMMITMENT TO THE FOLLOWING VALUES, FROM YOUR PERSPECTIVE.



The data shows students feel diversity and inclusion are what CSF is committed to the most.

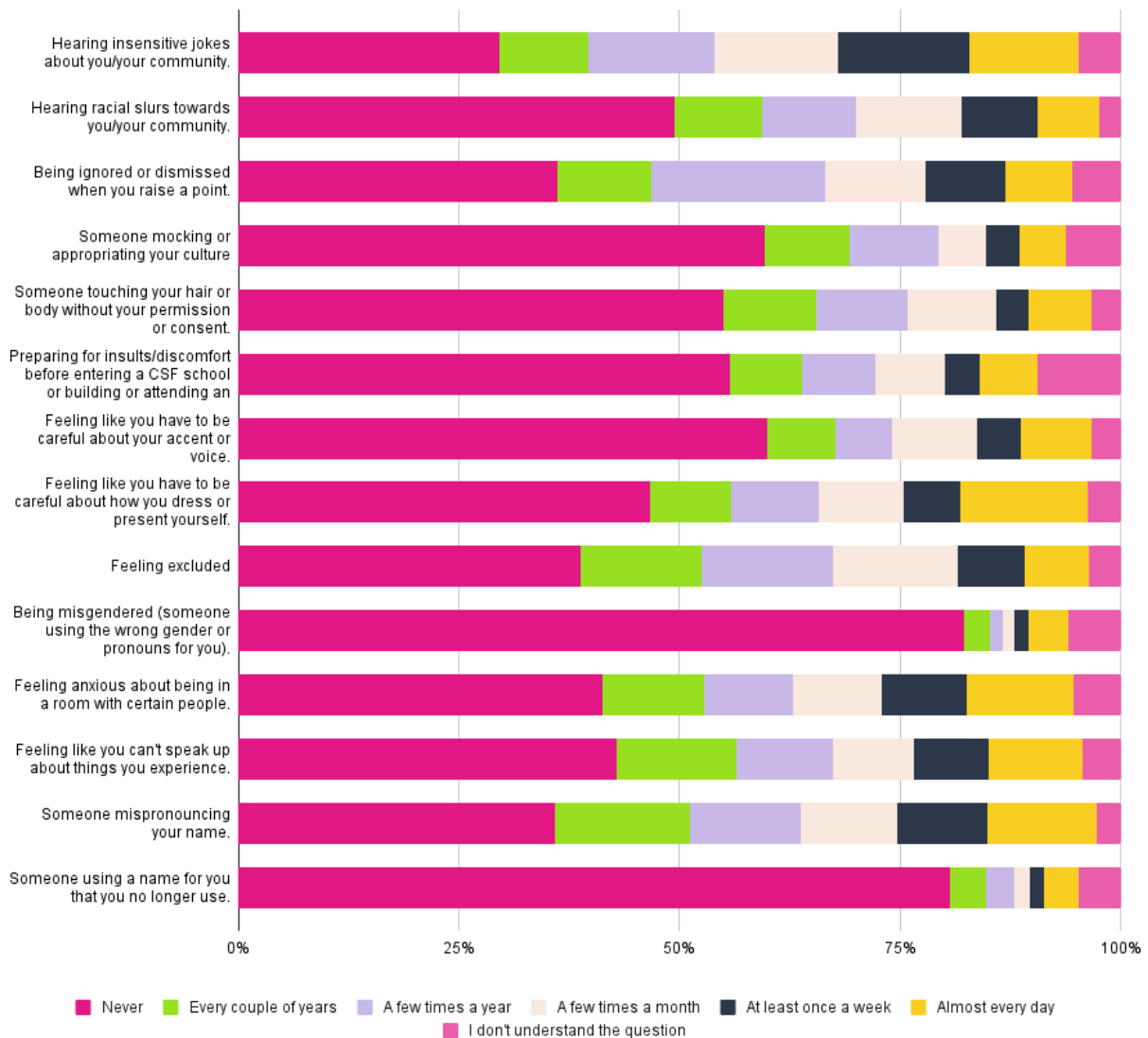
There is a high number of students that answered "I don't know" to:

- Intersectionality
- Allyship
- Decolonization
- Reconciliation

Answering "I don't know" to questions about a school's commitment indicates that these terms/values are not discussed enough for students to be familiar with them. Consequences of students not knowing CSF's commitment to these deeper topics can include students feeling like equity and inclusion efforts are on the surface level.

LIVED EXPERIENCES OF STUDENTS

AT YOUR CSF SCHOOL, HAVE YOU EXPERIENCED ANY OF THE FOLLOWING?



It is important to note that for the majority of the questions, more than half of students experience these incidents a few times a year at the very least.

There are incidents that multiple students are experiencing every single day. Daily experiences of "feeling like you have to be careful how you dress and present yourself", "feeling anxious about being in a room with certain people" and "feeling like you can't speak up about things you experience" may indicate that certain students feel more fearful about showing up as their authentic selves at school.

LIVED EXPERIENCES OF STUDENTS

Another common daily occurrence is students having their names mispronounced – should this go unaddressed it may cause students to feel devalued and lower their self-esteem.

To get more of a deeper understanding of the experience of students, their race/ethnicity was cross-tabulated with certain experiences to see if any notable trends would emerge.

We found that **68%** of students experiencing racial slurs at least a few times a month are non-white.

15% of students experiencing racial slurs at least a few times a month are Black or mixed race with Black, while they only make up approximately 9% of the student body. 9% of students experiencing racial slurs on a monthly basis are Arab or mixed Arab.

26% of the student body experiences racial slurs at least a few times a month.

70% of students who had their culture mocked or appropriated at least a few times a month were non-white. 15% of students who were mocked identify as Black and/or mixed with Black – these students only make up 9% of the total student body.

Having a monthly occurrence of racially motivated jokes/insults as part of a student's schooling experience will negatively impact their ability to learn and feel a sense of belonging within the school.

"They can stop ignoring the many rude and mean things one person may have said or done that have been pointed out by students. They don't take many students seriously and don't listen to them"

– A student when asked how CSF can improve their environment

WHAT THE STUDENTS SAY

HERE IS HOW STUDENTS NARRATE THEIR EXPERIENCES WITHIN THE SCHOOL

DISTRICT

Below are verbatim quotes, edited only for spelling and some grammar. They have been grouped into the core themes that emerged.

RACISM , HOMOPHOBIA AND BULLYING

"More should be done to discipline and educate students who make discriminatory jokes."

"Even though bullying should be stopped, it happens behind teacher's/ authority figure's backs. Many adults don't realize how mean kids can be."

"The csf is a place that say they will help us, but never help us."

"People are intimidated every day but I find that to remove it we have to do more activities that teach us about the situation."

ACCESSIBILITY

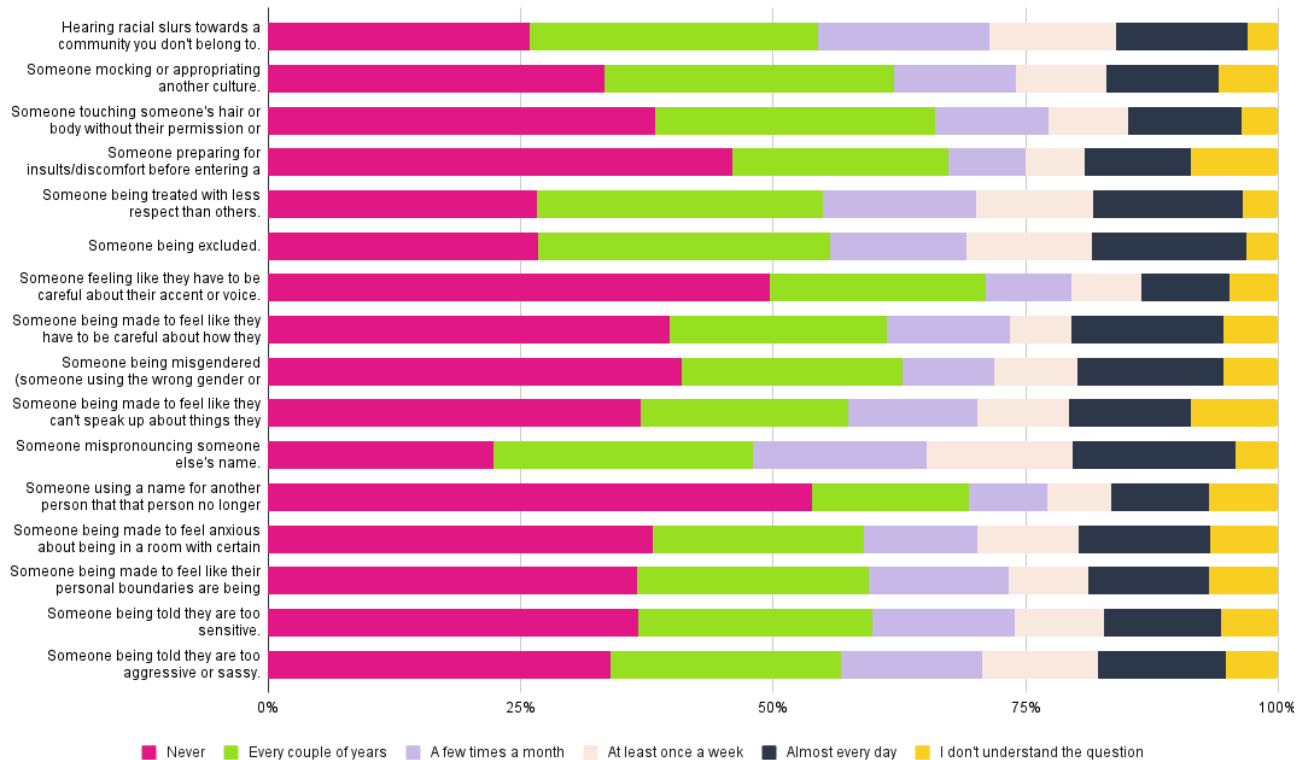
"Most teachers expect all students to sit still in their chair, be silent, work without breaks, and process information the exact way that they teach. The fact is that not all students are the same, and everyone learns differently. I think teachers should be more open to different ways of teaching, and focus on the individual student's needs. I, for one, have some trouble processing information if I cannot interact and just have to sit and listen to what is being presented."

"Some teachers are also good but 60% fail to recognize and interact with a special needs child properly."

"The main problem with schools is mental illness. I know students that have stopped coming to school outright because the help that they were given was not sufficient. I also know several students who have developed serious mental issues directly related to school which have been ignored."

WITNESSED EXPERIENCES

AT YOUR CSF SCHOOL, HAVE YOU WITNESSED ANY OF THE FOLLOWING?



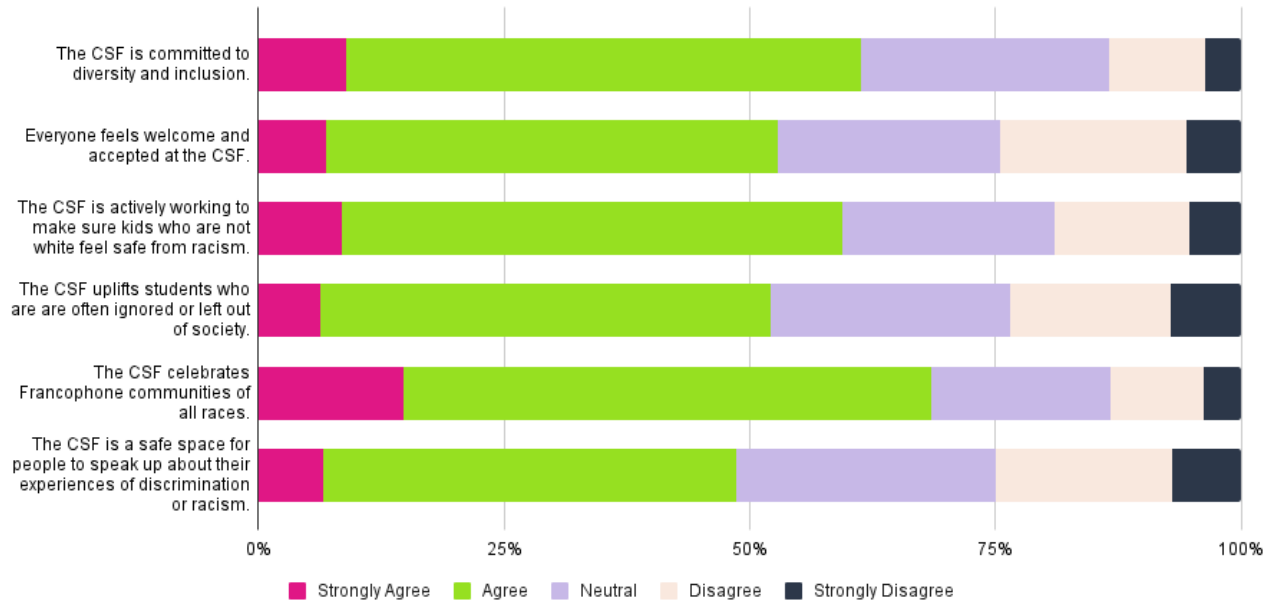
Out of the witnessed experiences, here are some to note that were witnessed by over 50%:

- Someone's name being mispronounced
- Someone being treated with less respect than others
- Someone being excluded

Students also witness at least a few times a month situations where racial slurs were used towards communities they don't belong to.

Witnessing an incident, repeatedly, and not being able to help or do anything about it can cause undue stress to students. It can also cause a sense of helplessness and students can become desensitized to it, viewing these incidents as just "part of everyday life." This can cause incidents to go unreported.

HOW DO YOU FEEL ABOUT THE FOLLOWING STATEMENTS?



While half or over half of the respondents strongly agree or agree to the above statements, half or a little under half are neutral, disagree or strongly disagree. The statement "CSF is a safe space for people to speak up about their experiences of discrimination or racism" had the highest neutral, disagree and strongly disagree.

This last point is of particular concern. Some potential implications of this could include:

- Incidents not being reported
- Continued harm that can impact more students
- Students turning to resolve the situation themselves
- Disengaging or withdrawing from friends and school
- Long term mental health impacts can also manifest themselves into physical symptoms

In addition to these implications, it may also impede the equity and inclusion efforts of CSF. Incidents of discrimination and racism must be dealt with in order to cultivate authentic inclusion and a safe space for all. Students not feeling like their complaints will be taken seriously and treated with care are more likely not to report the incident.

ANTI-RACISM

STUDENTS WERE ASKED, "WHAT COULD CSF DO BETTER TO DEAL WITH RACISM?"

The main themes that students identified were:

- Celebrating different months and participating in protests
- Having proactive discussions in class
- Dealing with incidents of racism

CELEBRATING DIFFERENT MONTHS AND PARTICIPATING IN PROTESTS

Students show a desire to be inclusive in the days that are celebrated at CSF. Taking an intersectional approach to acknowledging these days would be a powerful way to deepen student understanding of these issues.

"Do more protests such as the one on May 17th against homophobia, transphobia, and biphobia etc."

"Celebrate Black history month, Asian heritage month, etc. Discuss LGBT and deal with problems."

HAVE PROACTIVE AND RELEVANT DISCUSSIONS IN CLASS

Students are looking for teachers to facilitate and encourage discussion around race and other important topics. They also highlighted the need to learn about how racism and other systems of oppression show up in the education system.

"More in-class discussions about personal stories, history, and experiences and make the students feel less excluded."

"We could learn about important Black people who did remarkable things or Indigenous stories on other than black history month and orange shirt day."

"Require discussions about racism, educate, don't silence the voices of people of colour and LGBTQ."

ANTI-RACISM

STUDENTS WERE ASKED, "WHAT COULD CSF DO BETTER TO DEAL WITH RACISM?"

DEALING WITH INCIDENTS OF RACISM

We have seen this multiple times where students at CSF have expressed repeatedly that incidents are not dealt with. In order for students to feel like CSF is a safe space to report an incident, every single report must be treated with care, empathy and importance.

"They can stop ignoring the many rude and mean things one person may have said or done that have been pointed out by students. They don't take many students seriously and don't listen to them."

"They can make sure that racism and insensitive jokes are not being ignored during school hours or other events."

"Like I don't think it's the CSF's fault necessarily but like I don't think we've ever really had a place where someone was being actively racist towards someone. But when there is a case of someone being discriminated I've noticed that the CSF does not have a great approach."

ANTI-RACISM

STUDENTS WERE ASKED, "WHAT IS YOUR SCHOOL DOING RIGHT NOW TO DEAL WITH RACISM?"

Some of the common answers that were identified included "I don't know" and "nothing". Below are more specific answers from students.

NO REAL DISCUSSION

"There is only Black Day, Multicultural Day, but they don't do anything more. During these days we are not educating about the topics, and we are not discussing about it."

"Putting up posters is all ive seen, maybe a few announcements or emails"

"Providing a certain education of racism, but mostly the history of it and less modern-day problems which students could face."

STUDENT-LED RESPONSE

"The school does not react against racism. All initiative is student-driven, which is not a viable long-term strategy."

"When someone feels like they are being discriminated against and they are talking to the principal, the class will have a conversation about these topics."

"The school does little to combat racism. ONLY THE STUDENTS ACT AND THAT IS A BIG PROBLEM."

OTHER RESPONSES

"I think our school is really behind and needs to act a lot faster for future students."

"Nothing. The racism here is more of an unconscious thing."

ANTI-RACISM

DO YOU SEE EXAMPLES OF RACISM AT YOUR SCHOOL?



Over half of the students who responded to the survey see examples of racism in their schools. It is important to note that even if students are not targeted themselves, they are clearly witnessing incidents that are happening to their peers.

Examples of what type of incidents students witnessed included:

- Racist "jokes"
- Racial slurs
- Cultural appropriation
- Accents being mocked and stereotyping even from their teachers
- Teachers saying they did not witness a racist incident when it happened in their class

There were also multiple reports of a student's hijab being removed or lifted. It is unclear whether this was the same incident or multiple incidents.

Lack of respect for personal boundaries was also reported in the non-consensual touching of hair of a Black student.

Homophobia in the form of comments, remarks and jokes was also noted.

Reporting an Incident

DO YOU KNOW IF THERE ARE ANY POLICIES ON ANTI-BULLYING AND ANTI-RACISM AT YOUR SCHOOL?

51.5% answered "yes"

48.5% answered "no"

"The school says they have a zero tolerance policy for discrimination but this policy has never been enforced."

HAVE YOU EVER TALKED TO A TEACHER, PRINCIPLE OR OTHER ADULT AT SCHOOL ABOUT AN INCIDENT OS DISCRIMINATION, HARASSMENT OR MISTREATMENT?

26.8 % answered "yes"

73.2 % answered "no"

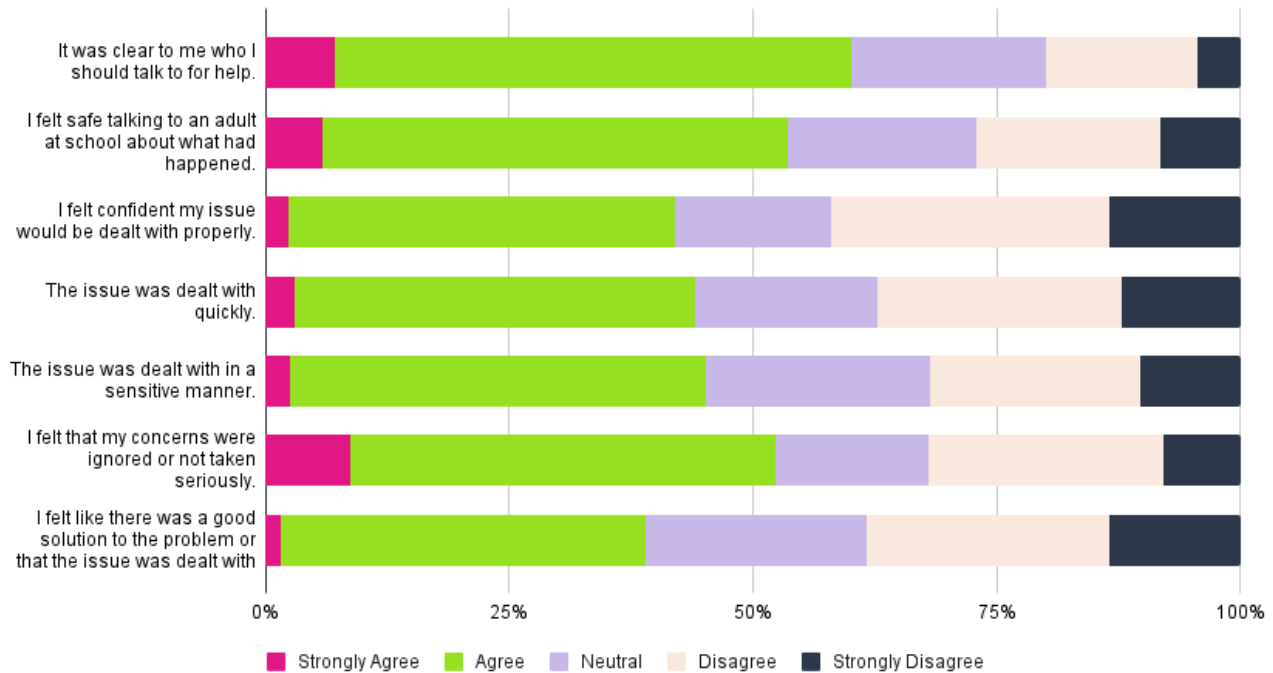
Out of those who did not report, the majority answered that they had nothing to report. This was followed by "I don't know why I didn't report".

"I wasn't sure how to report" and "I was scared and didn't feel safe to report" had similar number of responses.

"There is a code of conduct that must be respected at my school. Unfortunately, these standards are not always maintained."

WHEN REPORTING AN INCIDENT OF RACISM AND/OR DISCRIMINATION CSF

STUDENTS FELT...



While there was general agreeableness (over 50%) that students felt that the process of reporting was clear and safe, it also highlighted several areas of opportunity.

The statement which most students strongly agreed with was that their "concerns were ignored or not taken seriously." This is significant especially since coming forward and reporting can be a scary and emotionally laboured step to take. Students who have gone through the process of reporting and felt this way may discourage other students from coming forward to report.

There is also concern that incidents may not even reach the stage of reporting as noted by student experiences in the above sections. Teachers, admin staff and the district as a whole must understand the risks of complaints and other behaviours not being addressed.

PART TWO

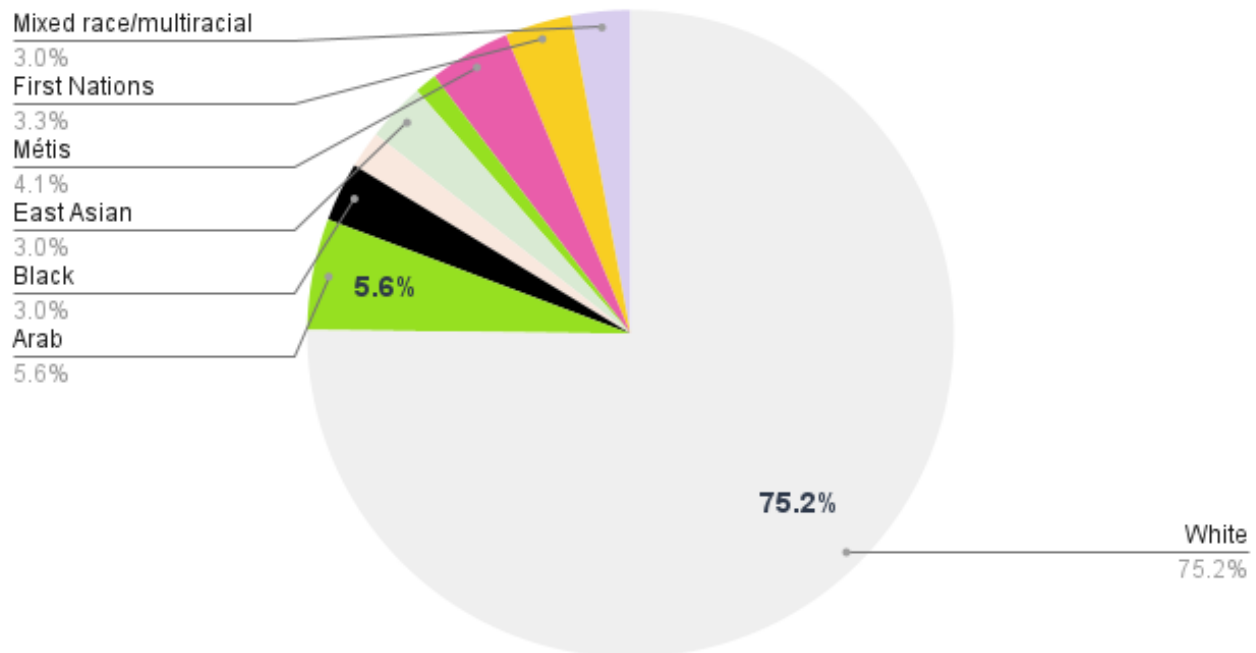
Staff



Demographics

RACE/ETHNICITY

WHAT IS YOUR RACE OR ETHNIC IDENTITY?



*3% of staff is southeast Asian - represented by the light green between Métis and East Asian

1.9% is Latinx - represented by the beige in-between Métis and Black Staff members

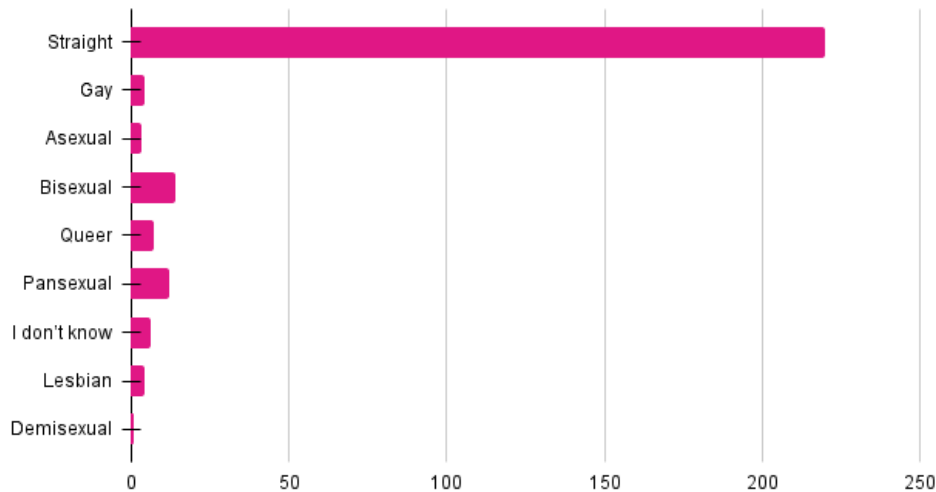
Staff at CSF are predominantly white. In the sample of respondents, no staff identified as West Asian, Inuit, or Pacifica.

77% of the school leadership (Principals, Vice Principals) are White, with 9% being Métis, 3% First Nation, and 6% Arab. CSF should be aware of how power and privilege come into effect if the majority of their leadership is white.

Research shows that students, especially cisgender males, benefit from teachers who share their race or gender. There is also evidence that a teacher's unconscious bias can come into play and negatively make assumptions or stereotype students.

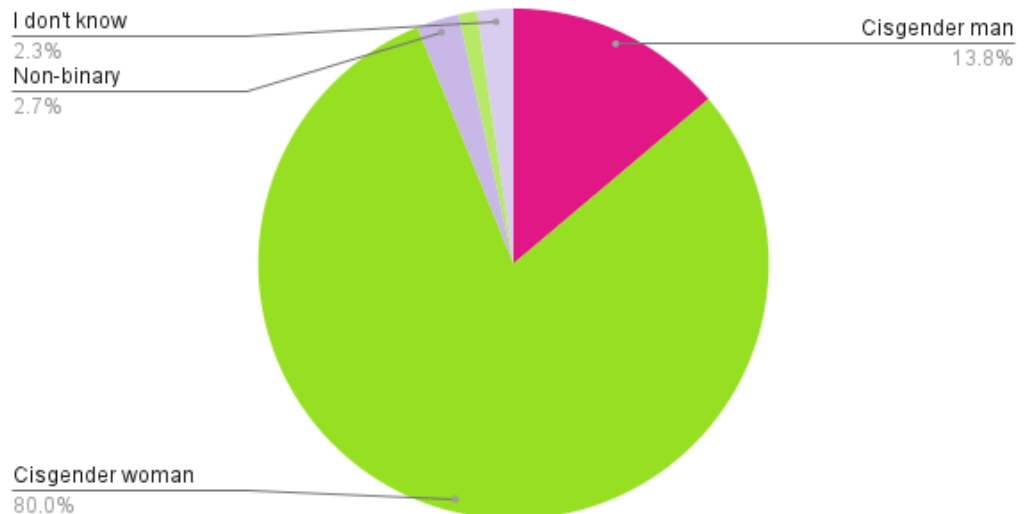
SEXUAL OR ROMANTIC ORIENTATION

HOW DO YOU DEFINE YOUR SEXUAL OR ROMANTIC ORIENTATION?



GENDER

HOW DO YOU DEFINE YOUR GENDER?



*1.2% identify as agender/no gender - Reflected in the light green inbetween I don't know and Non-binary

When analyzing sexuality, romantic orientation, as well as gender identity, we found that the majority of staff at CSF are straight and cisgender women.

Since teaching is heavily represented by women, this is to be expected. However, it should be noted that within CSF, the number of teachers who are women is higher than the national average. (According to Statistics Canada, 68% of teachers in Canada were women in 2014).

DISABILITIES

PARTICIPANTS WERE ASKED, "DO YOU HAVE ANY CONDITIONS, DISORDERS OR DISABILITIES THAT MAKE SCHOOL OR LIFE MORE CHALLENGING?"

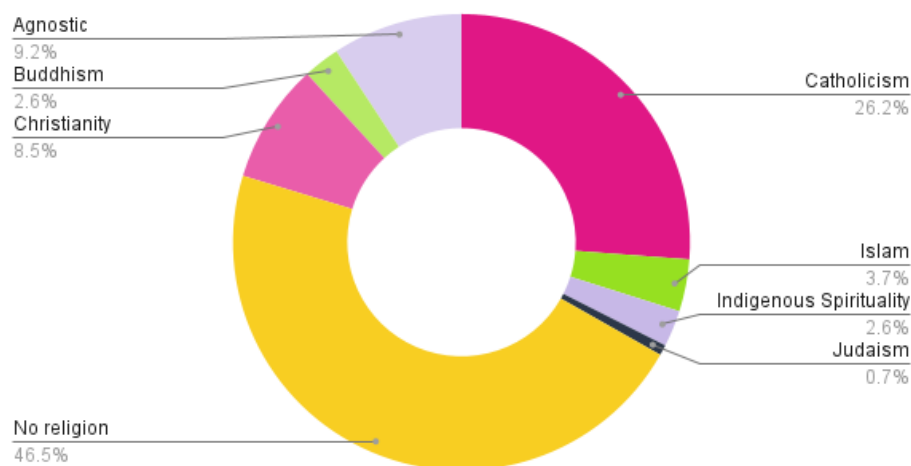
74.4% of respondents said "no"

17.6 % of respondents said "yes"

8.1% of respondents said "maybe"

The data we see here in reference to those who said no is almost 20% more than data collected from students.

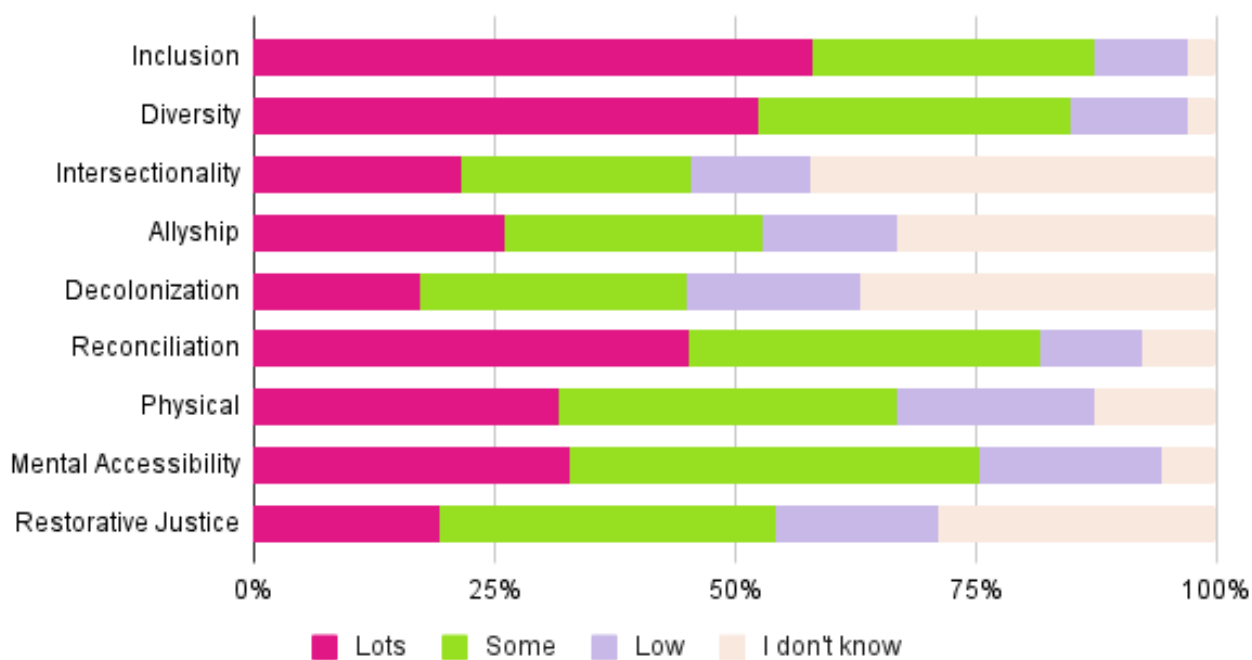
RELIGION



Like in the data gathered from students, no religion had the highest response. It is important to note that Catholicism is the second highest religion amongst staff.

INCLUSION AND BELONGING

HOW MUCH ARE THE FOLLOWING VALUES DISCUSSED AT CSF?



Similar to the student answers, staff feel like CSF is committed most to inclusion and diversity.

Topics that staff felt CSF was least committed to include:

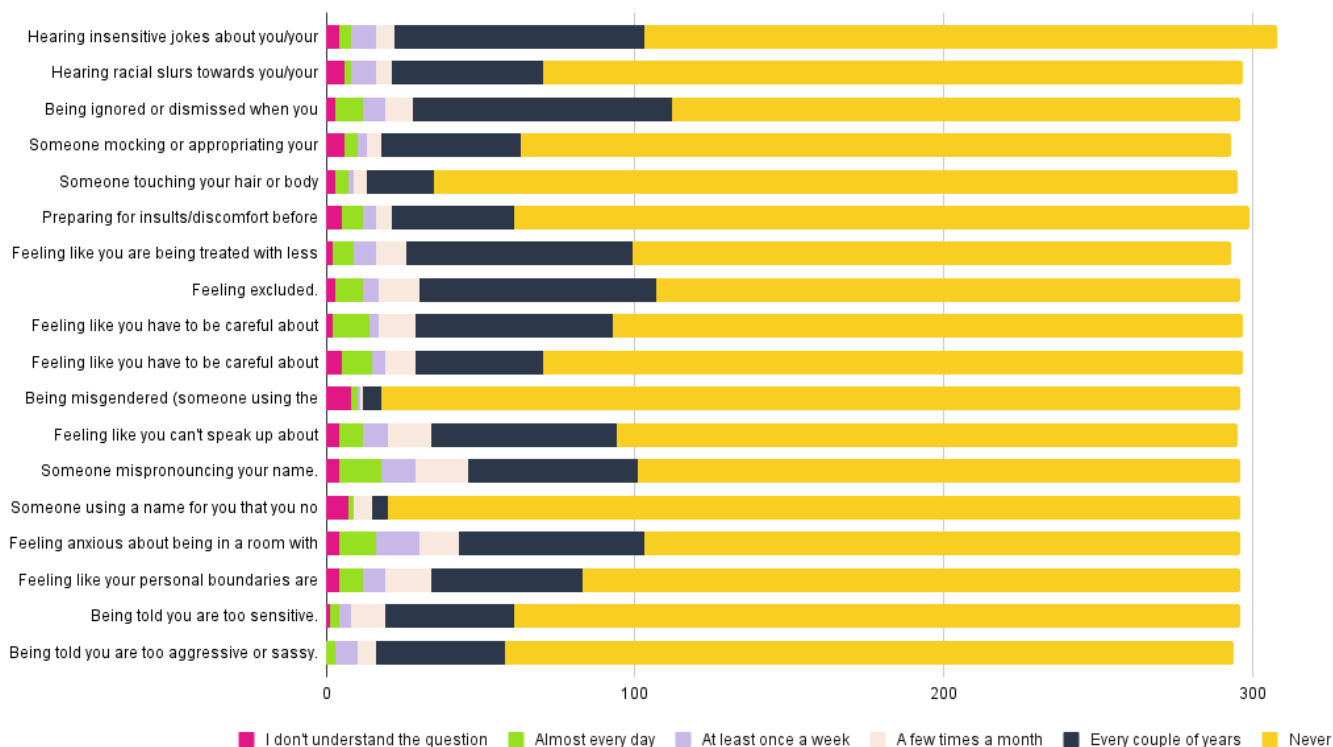
- Intersectionality
- Allyship
- Decolonization
- Restorative Justice

This indicates the need for staff to be able to take the lead on discussing these values amongst themselves, leadership and admin staff as well as with students and parents. Teachers need to feel comfortable holding discussions with students and being of support to students with intersecting identities and/or who are Indigenous.

An important note to make here especially as teachers and staff embark on this work is that this work will be uncomfortable to many as their privilege and harm they may have caused (including unintentional) are understood. Staff should model their behaviour of going through this process for students and understand that being uncomfortable does not mean they are not safe in this learning.

FACULTY EXPERIENCES

HOW FREQUENTLY DO STAFF EXPERIENCE THE FOLLOWING?



A faculty member who identifies as mixed-race experienced these situations almost every day while other non-white faculty experienced these situations at least a few times a year.

HOW FREQUENTLY DO STAFF WITNESS THE ABOVE?

Some staff witness students being treated differently, with one quoted, "Among the students, they are still some exclusion happening where nobody would talk to a certain student because he or she is not like the others."

Several staff commented that these situations were brought to their attention by students, with one staff member commenting that a student was excluded to the point of developing a psychosomatic disorder.

One staff mentioned they witness these experiences occurring "Vis-à-vis de personne de couleur noire", that they witnessed these occurring "with regard to Black people".

Reporting an Incident

HAVE YOU EVER REPORTED OR BROUGHT UP AN INCIDENT OF DISCRIMINATION, HARASSMENT, OR MISTREATMENT TO LEADERSHIP?

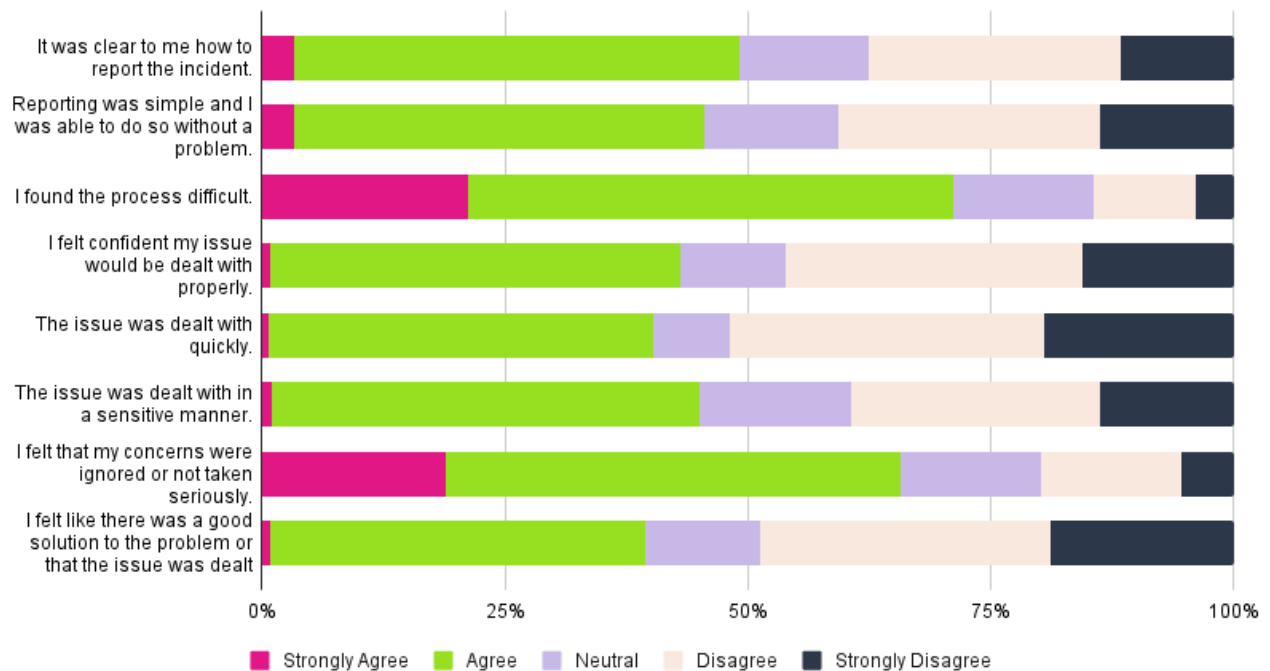
26.9% answered "yes"

73.1% answered "no"

Same as students, out of those who did not report, the majority answered that they had nothing to report. This was followed by "I don't know why I didn't report".

"I wasn't sure how to report" and "I was scared and didn't feel safe to report" had similar number of responses.

EXPERIENCE OF REPORTING



Reporting an Incident

HAVE YOU EVER REPORTED OR BROUGHT UP AN INCIDENT OF DISCRIMINATION, HARASSMENT, OR MISTREATMENT TO LEADERSHIP?

Staff experiences of reporting an incident are similar to that reported by students.

Some differences noted from the experiences of students include:

- The observation that staff reporting does not seem as clear as it is for students
- Staff also do not seem to feel as safe reporting incidents
 - This could be due to fear of losing their job or being the target of retaliation.
 - CSF should be particularly mindful of staff who are not on permanent or full-time contracts as well as those who are marginalized as they may face additional barriers or exclusion when reporting an incident. It is also important to remember that since the leadership is 77% white, this difference in power may also affect certain incidents from being reported by staff.

PART THREE

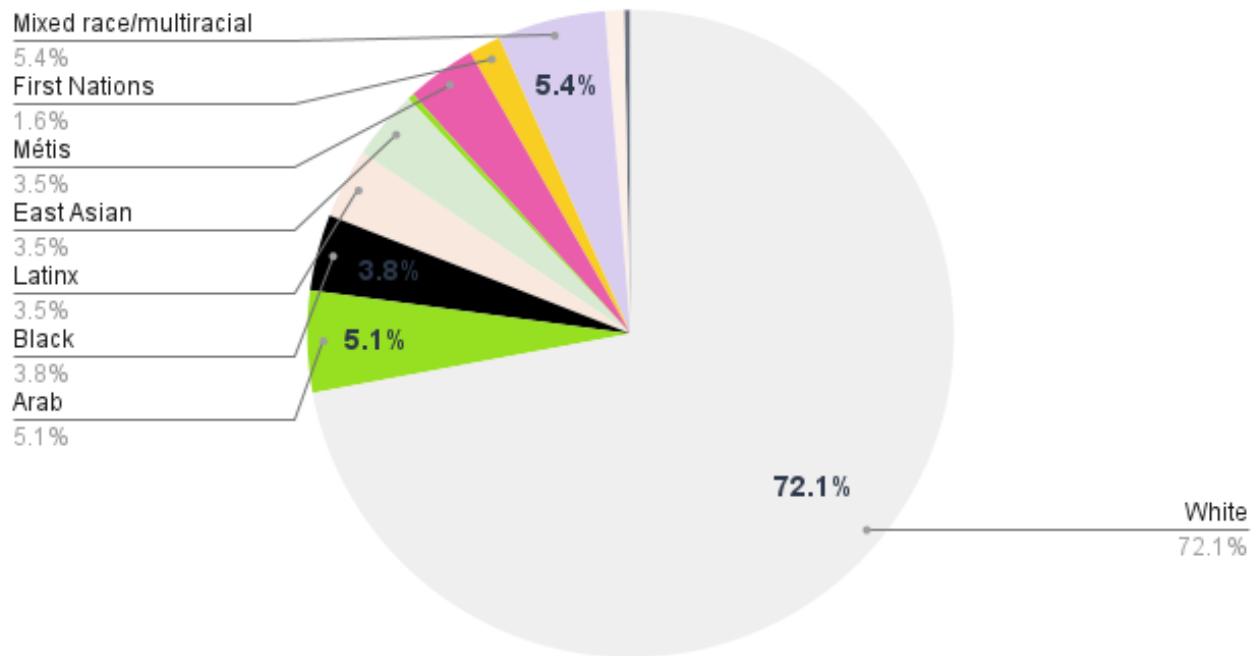
PARENTS



Demographics

RACE/ETHNICITY

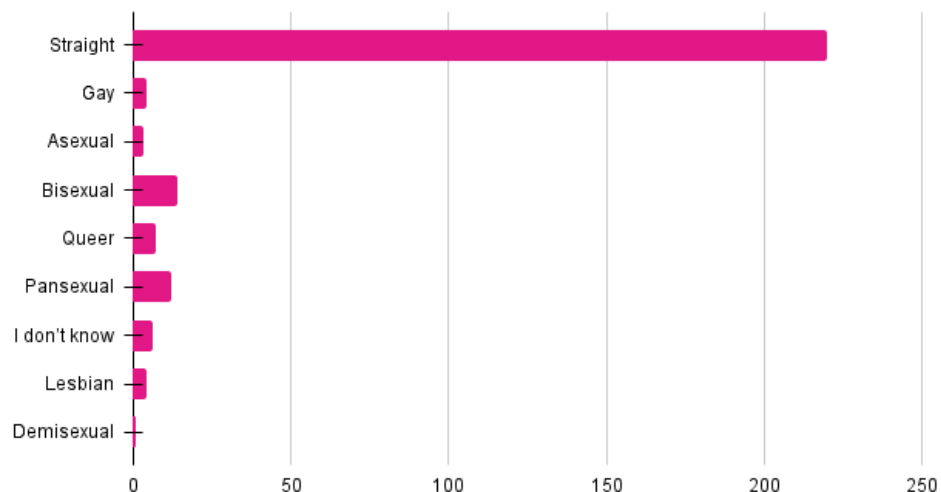
WHAT IS YOUR RACE OR ETHNIC IDENTITY?



*0.25% of parents are Southeast Asian and 0.25% are Pacifica

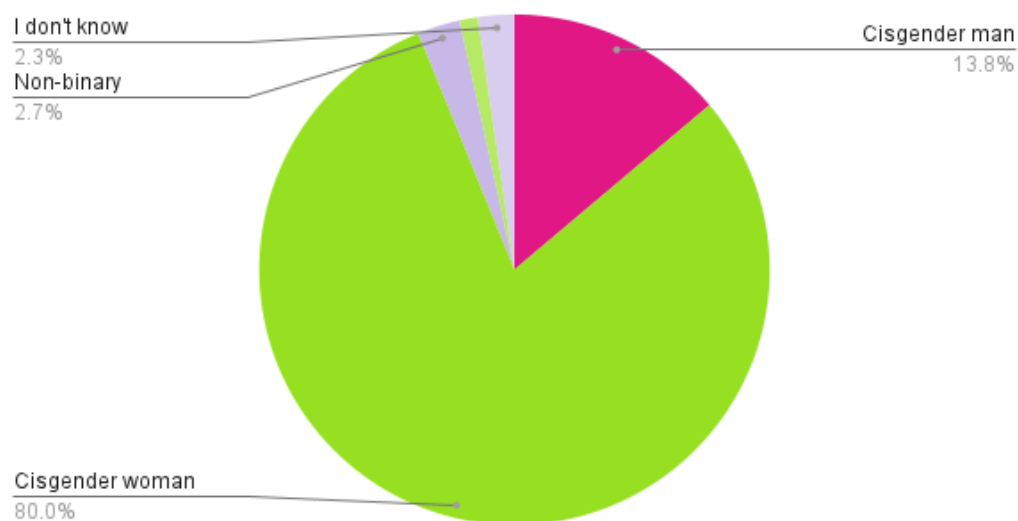
SEXUAL OR ROMANTIC ORIENTATION

HOW DO YOU DEFINE YOUR SEXUAL OR ROMANTIC ORIENTATION?



GENDER

HOW DO YOU DEFINE YOUR GENDER?

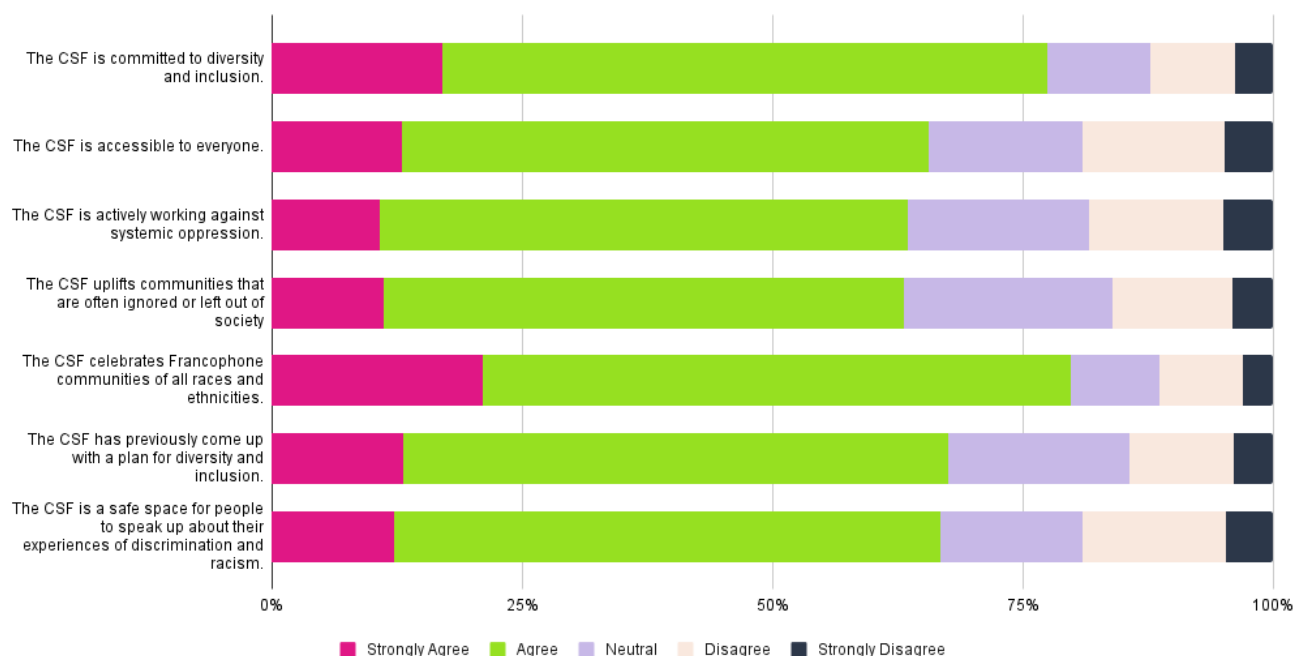


The parents that answered the survey questions were primarily white, cis-gendered women.

This may be a situation where the survey was most accessible to parents with more leisure time and capacity to understand French. Most CSF faculty are also parents and so only had to complete the survey once.

"I agree that the CSF makes strong statements in a positive direction. I notice that some work remains to be done on the individual level. I wonder how the CSF can actually handle behaviour that doesn't align with the vision (eg: How do we handle sexist jokes as a school community? How do we support a black member of staff targeted by passive/agressive behaviour?)"

INCLUSION & BELONGING



Out of the above statements, the following had the highest in "Neutral," "Disagree" and "Strongly Disagree":

- CSF is actively working against systemic oppression
- CSF uplifts communities that are often ignored or left out of society
- CSF has previously come up with a plan for diversity and inclusion
- CSF is a safe space for people to speak up about their experiences of discrimination and racism

Concern over CSF being a safe space to report incidents of discrimination and racism is a common theme that has been echoed by students and staff.

A deeper understanding of experiences of parents who are not white also revealed the following:

66% of parents who experience their culture being mocked or appropriated at least a few times a month are not white.

63% of those who felt they had to be careful about their accent or voice at least a few times a month did not identify as white.

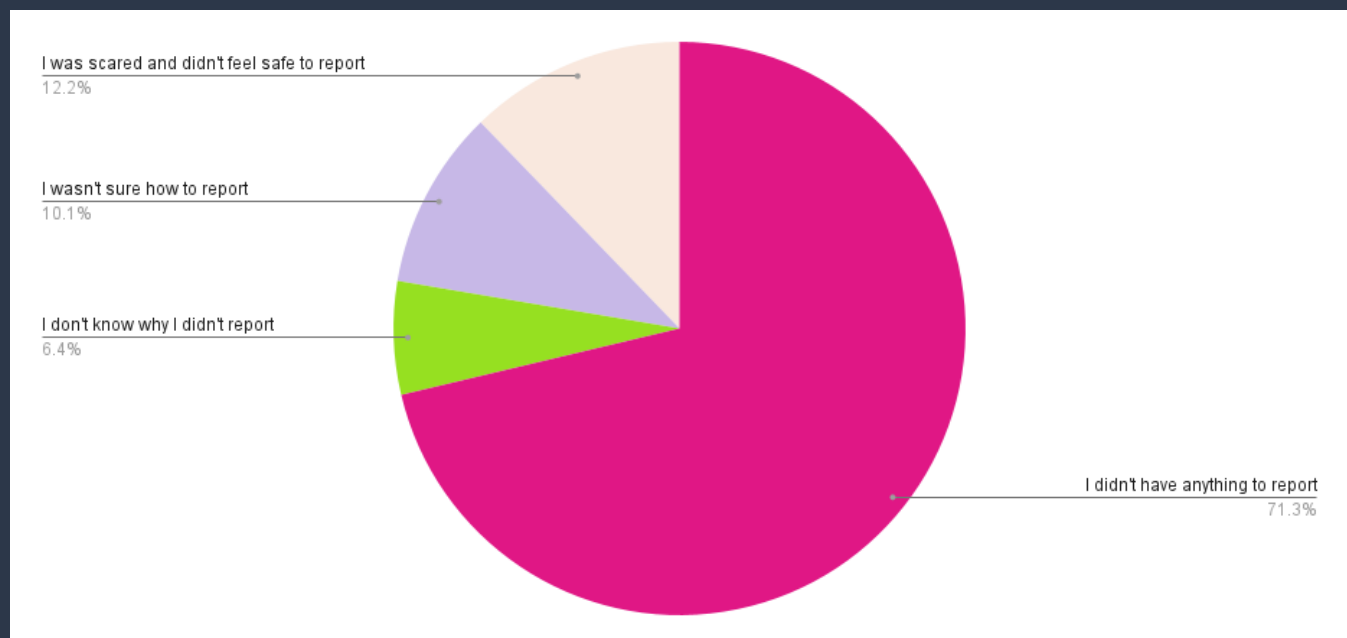
Reporting an Incident

HAVE YOU EVER REPORTED OR BROUGHT UP AN INCIDENT OF DISCRIMINATION, HARASSMENT, OR MISTREATMENT TO LEADERSHIP?

22.8% answered "yes"

77.2% answered "no"

12% of CSF parents felt scared and unsafe reporting their incident of harassment to leadership while 10% were unsure how to report.



PART FOUR

Analysis & Recommendations



Recommendations

In this section, we aim to provide a deeper analysis of CSF through recommendations.

Recommendations provided should be understood to be introductions and a non-exhaustive list. It should be treated as a starting point for further learning and as a pathway to reaching your equity goals. Many of the recommendations listed in some sections will also be relevant in other sections. I.E something listed in race, ethnicity and religion may apply to gender and sexuality. This is due to intersectionality, or the fact that these systems have lots in common so that the recommendations can be useful across the board. We try to refrain from repeating recommendations, so please apply your own critical thinking and creativity about how to apply the contents of this section.

Further consulting work can be done in terms of how to prioritize and strategize these recommendations.



DISTRICT ANALYSIS

Race, Ethnicity & Religion

CSF is a majority white amongst its staff, students and parents. CSF needs to create a space where marginalized and racialized folks are not treated as "token" markers for diversity but are included and protected.

In order for the CSF to go beyond increasing diversity in the student and staff bodies, it must work towards providing a safe and equitable space.

As a starting point, we recommend:

- Commit to further learning across the entire district.
 - Teachers and staff in particular need to be actively and continuously be provided training and resources on, including but not limited to:
 - Anti-oppression – We recommend Fundamentals of Anti-Oppression
 - Anti-racism – We recommend Intro to Racial Justice and Unlearning Anti-Blackness
 - Unconscious bias – We recommend Disrupting Unconscious Bias
 - Inclusive language – We recommend Inclusive Language and Anti-Oppressive Communication
 - Inclusive leadership – We recommend Inclusive Leadership and a Guide to Inclusive Meetings
 - For students, we recommend a hybrid model of teachers facilitating discussions on race, diversity, equity and inclusion through the curriculum, school assemblies and other opportunities such as small focus groups or through circle work.
 - Hiring external folks who have lived experience and can talk to students about these issues can also be beneficial. Look for folks who are young and relevant in spaces that students are familiar with. E.g. Instagram and Tik Tok "influencers" who speak on social justice issues from their own lived experiences.
 - Involve parents in this learning. See if CSF had the resources to hold training where staff, parents and students can all attend.
 - This work should also extend beyond learning and CSF should strive for open discussions through all levels of the district.

Race, Ethnicity & Religion

- Create a plan on how to discuss racism and anti-oppression proactively and not reactively.
 - While celebrating different days such as Black History Month or responding to the rise in Anti-Asian hate crimes or the discovery of mass and unmarked graves at former residential schools is important, taking a proactive and authentic approach where discussions on race, inclusion and anti-oppression are part of the learning is vital.
 - The curriculum should also be re-examined to see how different voices and perspectives can be introduced and celebrated. Some student feedback included learning about the achievements of marginalized and racialized folks and not just learning about tragedies and resilience stories.
- The learning of some folks within CSF may be at the expense of others. Ensure that CSF provides resources so marginalized folks feel physically, psychologically and emotionally safe and supported.
 - CSF should also ensure that staff and students from affected communities are given support and space to grieve.
 - While these students and staff should not be made responsible for educating the wider community on issues, their voices should be heard and any recommendations from them should be incorporated.
- Acknowledge and address that staff within CSF are majority white and how this does not correlate with the students within the district. When there is a dominant group, it can mean ideas, opinions and lived experiences of folks from more marginalized group(s) can be considered 'other', 'unnatural', 'wrong' or 'not the way we do things here.'
 - A 2014 CBC article interviewed Dr. Ghizlane Laghzaoui about the recruitment of French-speaking teachers at the CSF and the findings from their 2011 Ph.D. Thesis. They stated, "Diversity among students is something everyone agrees on. Research has shown that not everyone agrees on diversity at the teacher level."
 - CSF must have and continue to have the tough and uncomfortable conversations around why there is resistance to hiring a diverse faculty.
- Create a plan to hire diverse staff that goes beyond metrics and focuses on why it's important to hire folks who are marginalized.

Race, Ethnicity & Religion

- There are many barriers to entry for diverse folks to immigrate to these lands, so representation need not end at quotas that directly mirror British Columbia's population distribution, as diversity is inherently valuable.
- It was noted in the survey that many of the marginalized staff within CSF work on non-permanent contracts and lower-paid positions. It is often the same staff members who are relied upon to provide free emotional labour when cases of discrimination and bullying occur especially those that are racially motivated. Examine why the majority of marginalized staff hold the positions they do and establish a plan for these staff members to be given permanent contracts and a pathway for advancement.
- Establish strong support systems for marginalized staff. Increasing diversity amongst teachers and admin but not putting in mechanisms to support staff will set them up for failure.
- Recognize that race and ethnicity are complex. We especially saw this in the survey where folks wanted to identify as Canadian or Quebecois. There were also accounts of white folks remarking that they experience racism. CSF needs to engage these folks who are proud of their French Canadian identity but who may not fully understand systems of oppression and how they disproportionately affect marginalized and racialized folks.
- As a large portion of the respondent within CSF are non-religious, this can leave blank spots providing time off for staff and students for their specific religious holidays.
 - Consider how CSF can add non-Christian holidays as district-wide days off if this is not done already.
- Ensure that there is education on religious practices and those students, parents and staff that are non-Christian feel safe and included within CSF.
- CSF should work to protect and ensure the physical, emotional and psychological safety of students, parents and staff who are Muslim.
 - This is particularly important in relation to Bill 21 in Quebec and how that affects the Francophone community outside of Quebec.
 - There were also accounts of a student's hijab being removed. Serious efforts need to be made to educate and also address behaviours such as this.

Disability, Neurodivergency & Accessibility

- Gain an understanding of student and staff needs.
 - Conduct anonymous surveys, direct feedback or focus groups to identify gaps in the resources that are provided.
 - Create parent-teacher groups to provide information that will better help disabled students both at school and at home access consistent supports.
- Provide continued training and resources for teachers to help them better understand the needs of students, staff and parents.
- Hire teachers with different teaching styles and lived experiences and train current teachers to diversify their teaching methods to be more inclusive of students with disabilities and who are neurodivergent.
- Allow accommodations in classrooms for students as requested, these can include allowing students to take breaks during class, stimming (self-stimulation), etc.
- Normalize conversations about different learning styles and neurodivergence so as not to create an environment where those with disabilities are "othered".
 - Review the curriculum and see where updates can be made to include authors and other notable disabled folks.
- Examine the language used through the curriculum and create an inclusive language guide that can be shared with teachers, parents and students,
 - Many phrases that are part of everyday language are actually ableist. E.g "blindsided."

"Accessible Education is the process of designing courses and developing a teaching style to meet the needs of people from a variety of backgrounds, abilities and learning styles. Just as there is no single way to teach, people learn in a variety of ways; using different instructional methods will help meet the needs of the greatest number of learners."

– AccessibleCampus.ca

DISTRICT ANALYSIS

Gender & Sexual Orientation

CSF is predominantly straight and cisgender (Staff, students and parents). Gender is a spectrum of fluid identities. However, if this is not understood or taught, then it can cause immense harm to those who do not fit into the default assumption of being cisgender. Sexuality, like gender, is often assumed to be by default, straight and if CSF operates by assuming that everyone is straight, it can cause harm. In our analysis, there were observations made about homophobic comments and jokes within CSF schools.

Out of the three group samples, students had the most diversity in terms of gender identity and sexual/romantic orientation. Similar to what was noted under the race/ethnicity section, having one dominant group can mean those who do not fit into the group are easily be "othered."

We recommend:

- Training for teachers on LGBTQ2S+ Inclusion and Safety. In particular, we recommend Strategies for LGBTQ2SIA Inclusion
- Promoting the work of any Gay-Straight Alliance groups in your schools or else creating these groups
- Including LGBTQ2S+ experiences in health and sexual education
- Providing literature and educational material that is written by and for LGBTQ2S+ individuals

For immediate support, CSF can recommend their teachers utilize ok2beme.ca which is a website that provides resources for Canadian teachers to help them support students of varying gender identities and sexualities. This website defines terms, outlines how to be an ally, and provides legal support.

"Teachers play a crucial role in supporting and advocating for LGBTQ students, ensuring they are able to learn and explore in a safe classroom space. " -
(Accredited Schools Online, 2021)

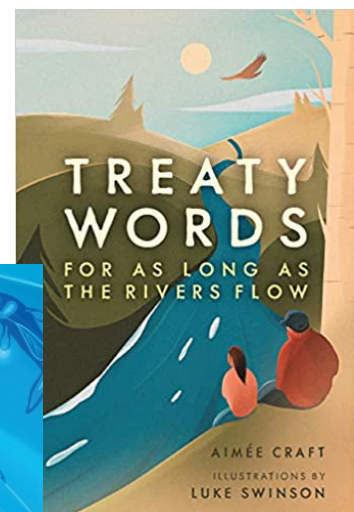
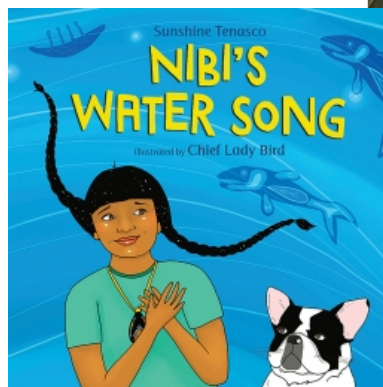
DISTRICT ANALYSIS

Decolonization & Indigenous Solidarity

Respondents identified allyship, intersectionality, decolonization and reconciliation as areas where they were unsure or disagreed with CSF's commitment. CSF should lean on the folks and programmes within the Indigenous Education department to bridge this gap. The 94 Calls to Action from the Truth and Reconciliation Commissions should also be taught and used as tangible ways to decolonize and be in solidarity with Indigenous peoples.

We recommend:

- Consider ways, if you have not already, how you can decolonize the space of education. Resources such as education.moosehidecampaign.ca are a place to start to access information by Indigenous organizations specifically for teachers.
- Update resources on Indigenous history and education with the consultation of the Indigenous Education department and Indigenous staff members.
- Review the curriculum and resources that teachers use in their classrooms – this includes challenging curriculum that paints colonialism as something that benefited Indigenous people. Ensure that works from Indigenous writers are included and celebrated.
 - Additionally review other subjects such as maths, sciences, geography to see if additions can be made to celebrate Indigenous discoveries that may have not been credited.
- Consult with Indigenous consultant or Indigenous staff members to see if the continued use of the term "aboriginal" is something they support.
 - E.g On the CSF website, within the Indigenous Education, it also mentions Aboriginal Education Enhancement Agreement.



Conflict Resolution, Reporting & Safe Space

From the many accounts gathered, CSF is currently not a safe space for marginalized and racialized students and staff. While the core foundation of the education system is colonial in structure, steps should be taken first to acknowledge that because of this, marginalized and racialized students will face multiple barriers within the education system. Secondly, continuous steps should be taken to actively remove these barriers for these folks.

As a starting point, we recommend:

- Reviewing policies and procedures on reporting an incident for both students and staff.
 - Compare this to how incidents have been reported and dealt with to find whether the procedure needs to be updated or if additional training for staff is required on how to handle reports.
 - Consider the additional barriers that marginalized folks may face when reporting.
 - Gather further feedback from staff, parents and students on the changes they would like made to the reporting procedures.
 - Establish a way for folks to report incidents anonymously.
 - Once reporting procedures have been updated, communicate these clearly to staff, students and parents.
- Train staff (teachers, admin and those in leadership) to how different types of conflict will be dealt with. I.E How will incidents of racism or homophobia be treated?
 - This may mean establishing a separate way to resolve conflict that targets marginalized and racialized folks within the district.
- Provide staff with cultural safety training and how they can reflect on conflict from an intersectional lens.
 - Those who are in the position to deal with conflicts should undergo further training on unconscious bias as well as having a deep understanding of power in conflicts, including their own.
- Examine how conflict can be resolved in the classroom in a way that keeps those who are harmed safe.
 - Consult with Restorative Justice Facilitators on how to apply restorative justice within the classroom and the district as a whole.

Conflict Resolution, Reporting and Safe Space

- Practice and encourage call-ins.
 - **Calling in** refers to drawing someone's attention to their behaviour, and contextualizing it so that they understand the harm and are welcomed into shared knowledge. By learning about why their behaviour was harmful, they can assess how to do better and mediate the harm caused.
- Engage with students, staff and parents on what they need from the district to create a safe space.
 - This should be created district-wide and applicable to all school activities.
- Staff should be trained in non-violent communication, if not already.
 - This should be practiced alongside call-ins in classrooms and the district,

RESISTANCE TO THIS WORK

The work of equity, anti-racism and anti-oppression will always come up against resistance. CSF should be aware of various points of resistance that were noted during this process and plan accordingly to educate and face these additional challenges.

Below are some core themes:

Not taking this work seriously

"There's basically no racism in the CSF and on the odd times that there is, it's just a joke from some friends that should be taken lightly."

"I dunno I'm white"

"You focus too much on the gays, talk more about racism"

"Embrace slavery"

"Umm no, it's kinda funny tho I don't hate anyone for being a diff raise but I do find racist and homophobic jokes funny."

Redirecting

"I doubt the CSF talks about the colonization of my ancestors by the Arab-Muslims (Moors)."

"What the actual hell is wrong with you people? What do ANY of the above have to do with school-aged children? Kids have enough to worry about without this tired, failed, Marxist propaganda and the inequity it produces. Why not just tell the kids they are Canadians - we are all Canadians - instead of demi-queer gender-fluid space travellers? Just a thought"

RESISTANCE TO THIS WORK

Without acknowledging and working with folks who are resistant to this work, the work carried out by CSF may not create an inclusive and equitable space.

While one of the ways resistance can be dealt with is through education, knowledge alone may not be enough.

This survey has highlighted a lot of areas of opportunities for CSF but it should be remembered that change is never easy. CSF should be in constant consultation with staff, students and parents and deal with points of resistance as they arise and focus on finding out the reason behind the resistance.

Some reasons for resistance can include:

- Fear of change itself
- Lack of resources and support
- Not being personally affected by racism and discrimination
- Fear of losing power
- Not wanting to examine one's own behaviour that may have been harmful in the past

It is incredibly important that leadership are also transparent in their resistance to this work. By modelling how resistance can be explored and how beliefs and views can shift, staff, parents and students can trust that this important work is being taken seriously by CSF.

"When you're accustomed to privilege, equality feels like oppression"

- Bell Hooks

PART FIVE

HELPFUL INFORMATION



What's next?

OUR RECOMMENDATIONS FOR A THOUGHTFUL PROCESS...

OFFER GRATITUDE

Your staff, volunteers and members have shared vulnerable and personal information with us that we have compiled into this report. Many have likely dredged up painful experiences to share with us and help you improve. We recommend sending out a note to your team, letting them know how much you appreciate their dedication to this journey and bettering the organization.

EMBRACE TRANSPARENCY

It is important to be transparent both among leaders and also with the rest of the organization about the next steps for this process. Keep people in the loop at every stage of the journey and open yourselves up to constant feedback and accountability, however vulnerable this may feel.

PLAN WELL

We have provided recommendations and ideas. We have offered what could potentially be years of hard work in changing the organization structure to help people feel safe and valued. The next steps for you are to highlight which recommendations feel feasible to move forward with and create a strategic plan that provides tangible goals, timelines and accountability points to make these ideas a reality. If you would like assistance in this process, we can help!

BE REALISTIC

Change is hard and takes time. When leaders over-promise but under-deliver, this further harms people. Be realistic, clear, transparent and kind in your journey.

Resources & Readings

GENERAL

[BC Human Right's Clinic: Harassment](#)

[WorkSafe BC: Bullying & Harassment](#)

[Courageous Conversations: Achieving Equity](#)

[Toolkit for Developing a Diversity and Inclusion Strategy](#)

[Does Teacher Diversity Matter in Student Learning?](#)

[Why Your Diversity Policies are Helping White Women, But Not Minorities](#)

[Reflecting on Leadership Diversity in Today's Nonprofit Sector](#)

[A Teacher Mispronouncing a Student's Name Can Have a Lasting Impact](#)

[10 Ways to Attract and Hire Diverse Candidates](#)

[Decolonization in an Educational Context](#)

[How to Amplify Others & Help Everyone's Voice Be Heard](#)

[The Insidiousness of Unconscious Bias in Schools](#)

ANTI-RACISM

[Tips for Community Consultation](#)

[The White Saviour Industrial Complex](#)

[Reclaiming Abuelita Knowledge As A Brown Ecofeminista](#)

[Emergent Strategy: Shaping Change, Changing Worlds](#)

[Examples of Racial Microaggressions](#)

[The Long-Run Impacts of Same-Race Teachers](#)

[Leaders of color are more apt to do something about racial inequality](#)

[How Racism Harms Children](#)

[Physiological & Psychological Impact of Racism and Discrimination](#)

Resources & Readings

GENDER & SEXUALITY

[Gender Diversity Alone is Not Enough](#)

[3 Examples of Everyday Cissexism](#)

[Here Are 20 Examples of Cissexism That We've Probably All Committed at Some Point](#)

['Gendered' Jobs Are on the Decline, But Stereotypes Remain](#)

[What it's like for men in female-dominated industries](#)

[Why Women Don't Apply for Jobs Unless They're 100% Qualified](#)

[5 ways that queerphobia affects the LGBTIQ community](#)

[7 Myths About Coming Out at Work](#)

[Queer at Work](#)

[The Facts about Women and Leadership in Canada](#)

[Sexual orientation, gender identity and leadership](#)

[Teachers and the Gender Gaps in Student Achievement](#)

DISABILITY

[Main Barriers to Education for Students with Disabilities](#)

[16 Recommendations for Accessibility](#)

[This Is Disability Justice](#)

Thank you...

... for trusting us with this important project and we look forward to helping you on your journey to equity, inclusion and justice.



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