

# NOTICE OF MEETING

## POLICY AND GOVERNANCE COMMITTEE

Secretary Treasurer's Office  
December 01, 2021  
Teams Live Broadcast

Lois Chan-Pedley  
Allan Wong  
Janet Fraser  
Estrellita Gonzalez

Jan Unwin, Interim Superintendent of Schools  
J. David Green, Secretary Treasurer

### Notice of Meeting

A Meeting of the **Policy and Governance Committee** will be held on TEAMS for participating trustees and staff and stakeholder representatives on **Wednesday, December 01, 2021, at 5:00 pm**. The meeting will be live broadcast for the public. The Education Centre is currently closed to the public.

|                          |   |   |
|--------------------------|---|---|
| Other Trustees:          | Fraser Ballantyne<br>Carmen Cho<br>Oliver Hanson (Alternate)  | Barb Parrott<br>Jennifer Reddy  |
| Student Trustee:         | Ricky Huang   |   |
| Senior Management Staff: | Pedro da Silva<br>Jody Langlois<br>David Nelson   | Pete Nuij<br>Rob Schindel<br>Shehzad Somji  |
| Reps:                    | Treena Goolieff, VSTA<br>Glen Hansman, VESTA<br>Sonia Blair, VASSA<br>Ankie Carswell, VEPVPA<br>Hayden O'Connor, PASA<br>Alan Patola Moosmann, DPAC<br><br>Tim Chester, IUOE<br>Lilianna Gut, CUPE 15<br>Neil Munro, Trades<br>Brent Boyd, CUPE 407<br>Ann Wang, VDSC | Alt: Terry Stanway, VSTA (Alt.)<br>Joanne Sutherland, VESTA (Alt.)<br>Annette Vey-Chilton, VASSA<br>Sean Marlyn, VEPVPA (Alt. 1)<br>Tyson Shmyr, PASA<br>Sandra Bell, DPAC (Alt. 1)<br>Gord Lau, DPAC (Alt. 2)<br>Tim De Vivo, IUOE<br>Lorena Spencer, CUPE 15 (Alt.) |
| Other Staff:             | Lynda Bonvillain  |   |

# POLICY AND GOVERNANCE COMMITTEE MEETING AGENDA

Wednesday, December 1, 2021  
at 5:00 pm  
Teams Live Broadcast

We are unlearning and relearning on the traditional and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh (Squamish) and səilwətał (Tsleil-Waututh) Nations. The meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting. The footage of the meeting may be viewed inside and outside of Canada.

## Meeting Decorum:

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee members to conduct themselves with appropriate decorum and professionalism. As Chair of the Committee, it is my responsibility to see that decorum is maintained. To do that I ask that:

- i. All members/delegates request to speak through the chair;
- ii. Civility towards others is maintained as stakeholder representatives and trustees share perspectives and participate in debate;
- iii. Staff be able to submit objective reports without influence or pressure as their work is acknowledged and appreciated;
- iv. Committee members refrain from personal inflammatory/accusatory language/action;
- v. Committee members, trustees, representatives and /staff present themselves in a professional and courteous manner.

Please see reverse for the Purpose/Function and Power and Duties of this Committee.

## 1. Information Items

- 1.1 Anti-Racism and Non-Discrimination Report from Urban Matters

## Presenters

Jody Langlois, Associate Superintendent

## 2. Discussion Items

None

## 3. Items for Approval

- 3.1 Referred Motion: Policy 4 Trustee Code of Conduct
- 3.2 Board Policy 19 Accumulated Operating Surplus - Revision

Lois Chan-Pedley, Committee Chair  
J. David Green, Secretary Treasurer

## 4. Information Item Requests

Committee members may request follow-up information on previously discussed items and/or suggest possible topics for future committee meetings agendas. All requests for future agenda items will be considered by the Chair and Vice Chair at their weekly Agenda Setting meeting.

## 5. Date and Time of Next Meeting

February 2, 2022 at 6:30pm.

## **Policy and Governance Committee**

### **1.1 Purpose/Function:**

- 1.1.1 To ensure the Board Policy Handbook is kept current.
- 1.1.2 To facilitate Board capacity building, continuous improvement, accountability, and effective working relationship with the Superintendent.
- 1.1.3 To facilitate the Board's effective advocacy/influence.
- 1.1.4 To review and provide recommendations to the Board in regard to assigned governance matters.

### **1.2 Powers and Duties:**

- 1.2.1 Develop and recommend draft policy positions for submission to the BCSTA Annual General Meeting.
- 1.2.2 Ensure the annual facilitated Board Self Evaluation is carried out in a timely manner and in accordance with Policy. Subsequent to the annual evaluation monitor implementation of the agreed upon actions.
- 1.2.3 Annually develop an Advocacy/Influence Plan, recommend the plan to the Board and monitor the implementation of the agreed upon plan.
- 1.2.4 Annually make recommendations for building governance capacity of the Board and ensure approved actions are implemented.
- 1.2.5 On an ongoing basis identify motions which are intended to have continuing effect and ensure they are integrated into existing or new policy statements.
- 1.2.6 Ensure Board Policies are reviewed on a schedule such that all Policies in the Board Policy Handbook are reviewed at least once in a four year term. Make recommendations to the Board regarding policy revisions.
- 1.2.7 Policy or Governance Matters Referred to the Committee by the Board:
  - 1.2.7.1 Review matters referred and make recommendations as requested.

December 1, 2021

**ITEM 1.1**

TO: Policy and Governance Committee

FROM: Jody Langlois, Associate Superintendent

**RE: Anti-Racism and Non-Discrimination Strategic Plan**

*Reference to Strategic Plan:*

Goal 3: Create a culture of care and shared social responsibility.

*Objective 1: Ensure school communities are safe spaces where racism and discrimination will not be tolerated.*

*Objective 2: Encourage and enhance practices that support cultural, emotional, physical and mental well-being.*

*Objective 3: Respect and celebrate all forms of diversity.*

**BACKGROUND:**

On December 16, 2019, the Board adopted the following motion:

*That the Trustees of the Vancouver Board of Education (VSB) direct the Superintendent of Schools to create a strategic plan that includes short (1 year), medium (3 year) and long term (5 year) actions that the district will take to address racism and discrimination in Vancouver Schools. An interim report to be presented at the June 3, 2020, Policy & Governance Committee meeting.*

To obtain a facilitator for this work, the District put out a request for proposals on BC Bid. At the April 7, 2021, Policy and Governance Committee staff informed the committee that Urban Matters was the successful proponent and that they had been selected to conduct an engagement process to inform the development of a District Strategic plan to address racism and discrimination.

The engagement process, facilitated by Urban Matters, ran from June 7 to July 5, 2021. The attached report, *Stronger Together: Anti-Racism and Non-Discrimination Engagement 2021 – What We Heard Report*, provides a comprehensive summary of the process undertaken and the feedback received during the engagement. An overview of the report, including key findings, will be shared by Urban Matters at the December 1, 2021, Policy and Governance Committee.

**NEXT STEPS:**

Feedback received through the engagement process will be used to help inform the development of a District Anti-Racism and Non-Discrimination Strategic Plan.

An Anti-Racism and Non-Discrimination Advisory Committee will be convened to review information provided in the *Stronger Together: Anti-Racism and Non-Discrimination Engagement 2021 – What We Heard Report*. The Advisory Committee will be comprised of the following representatives:

- Chas Desjarlais, District Principal – Indigenous Education
- Jody Langlois, Associate Superintendent – Educational Services
- Deena Kotak Buckley, Director of Instruction - Educational Services
- Amanda White, Knowledge Keeper – Indigenous Education
- Carmen Cho, Trustee
- Barb Parrott, Trustee
- Christine Spencer, District Parents’ Advisory Council (DPAC)
- Raza Mirani, Vancouver Association of Secondary School Administrators (VASSA)
- Harjinder Sandhu, Vancouver Elementary Principals and Vice Principals Association (VEPVPA)
- Marjorie Dumont, Vancouver Elementary School Teachers’ Association (VESTA)
- Rohit Kumar and Omar Kassis, Vancouver Secondary School Teachers’ Association (VSTA)
- Angela Lu, Vancouver District Students’ Council (VDSC)
- xʷməθkʷəy̓əm (Musqueam Nation) - Faye Mitchell, Manager
- Skwxwú7mesh (Squamish Nation) – Paul Wick, Squamish Nation Director of Education and Cherie Baker K-12 Educational Support
- səliłwətał (Tseil-Waututh Nation) – TBD

The first meeting for the Advisory Committee is scheduled for Wednesday December 8, 2021.

An Anti-Racism and Non-Discrimination Working Group will also be formed to provide input and guidance on how to operationalize goals or actions identified by the Advisory Committee. The working group is comprised of the following representatives:

- Deena Kotak Buckley, Director of Instruction – Educational Services
- Jody Langlois, Associate Superintendent – Educational Services
- Chas Desjarlais, District Principal – Indigenous Education
- Rosie Poetschke, Director of Instruction – Educational Services
- Lynda Bonvillain, District Vice Principal – Educational Services
- Nicholas Chiu, Elementary Principal
- Nassim Elbardouh, District Resource Teacher – Anti-Racism
- Vital Peeters, Elementary Principal
- Béene Savage, District Resource Teacher Diversity – Sexual Orientation and Gender Identity (SOGI)
- Guralp Sohal, Secondary Vice-Principal

The first meeting of the Working Group is scheduled for Wednesday, December 15, 2021.

This report is provided for information.

Appendix: Stronger Together: Anti-Racism and Non-Discrimination Engagement 2021 – What we Heard Report

# **STRONGER TOGETHER**

## **Anti-Racism and Non-Discrimination Engagement 2021**

### **What We Heard Report**



Prepared by: Urban Matters CCC Ltd.

It is important to note that the content contained within this report may trigger distress among all people, especially survivors of trauma. Please remember to engage in self-care and take breaks as necessary. If further support is needed, please see attached resources in Appendix D.

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*Land Acknowledgement*

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The Vancouver School Board acknowledges and honours the unceded, traditional and ancestral lands of the xʷməθkʷəy̅əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səliwətaʔ (Tseil-Waututh) peoples, where we live, work, and learn.



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# EXECUTIVE SUMMARY



# Executive Summary

The Vancouver School Board is committed to providing safe, caring, and inclusive learning environments for all students. To advance this commitment, in December 2019, the Vancouver Board of Education passed a motion directing staff to develop a strategic plan with actionable goals to address racism and discrimination in the Vancouver School District. Following the motion, District staff developed a strategic plan that directed comprehensive community engagement to inform the development of a vision and inform goals for the *Anti-Racism and Non-Discrimination Framework*. This report provides a summary analysis of the findings and insights collected through the **Stronger Together** community engagement process.

The **Stronger Together** community engagement process was administered by Urban Matters CCC Ltd., a third-party organization hired through a competitive bidding process. The focus of the engagement was to listen to students, families, staff, and the community related to their experiences and understanding of racism and discrimination in The Vancouver School Board (VSB) community. A series of engagement opportunities were offered to support listening and documenting the lived experiences of the VSB community who have been affected by bias, racism, and discrimination. The engagement process was open to all students, families, staff, and community members within the VSB community. Special emphasis was placed on listening to the voices of people with lived experiences of racism and/or discrimination, in particular, people who identify as Indigenous, Black/People of African Descent, People of Colour (IBPOC); Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual among others (2SLGBTQIA+); people with disability; newcomers and refugees; and anyone who identifies as belonging to a marginalized group.

This report recognizes and honours the diverse voices from the VSB and the community who came forward to share their stories. The stories and experiences collected through the engagement process have been invaluable in building a better understanding of the ways in which racism and discrimination occur within the VSB and the community. The VSB has an opportunity to re-establish and demonstrate its commitment to anti-racism and non-discrimination. There is still much work to be done for the VSB to build trust within the community.

The main limitation for this engagement process was the low participation of the school community in the engagement activities. There are approximately 2,800 voices represented through the surveys and qualitative engagement activities. The surveys were the primary engagement tool that received responses from 1,236 students out of 27,893 students in grades six to twelve, 435 staff out of approximately 9000 staff. In addition, 1,109 family respondents completed surveys out of all potential families who are related to the 54,399 students from kindergarten to grade twelve. These voices represent a diverse mix of experiences from across the VSB and the community. However, in consideration of the vast school community of the VSB, there is ongoing opportunity for the VSB to cultivate safe environments and inclusive opportunities to hear from those community members who are most marginalized and made vulnerable by the system.

## What We Heard

The following key observations highlight the experiences and insights reflected in the responses collected through all the engagement activities, literature review, and best practices scan. An equity-based approach was applied to support the findings. This includes amplifying the voices and responses of those who experience marginalization based on their identity.

### Expression of Identity

- Students and staff from racialized communities and those who identify as gender-diverse face greater challenges in expressing their ethnic and cultural identity at school.
- Schools provide inconsistent opportunities to learn about and honour Indigenous heritage and cultural traditions.

### Sense of Belonging and Participation

- Some students and staff who identify with racialized communities or who identify as gender-diverse face challenges in forming friendships with their peers who have different racial-ethnic or gender identities than their own.
- Students and staff who identify with marginalized groups experience a lack of acknowledgement of their diverse life experiences.
- School facilities are not always gender-inclusive.
- School facilities are not always accessible for people with accessibility concerns to move around safely and comfortably.
- Students and staff who identify with marginalized groups and with heightened vulnerabilities face barriers to participating in their school community.

### Learning and Development

- Opportunities to participate in class and pursue learning and growth opportunities are not always consistently provided to students of diverse backgrounds and abilities.
- Further opportunities exist to enhance the school community's knowledge and awareness of Indigenous history and Reconciliation, and the diversity of experiences held by people from racialized and marginalized communities.
- Students and staff with diverse and unique needs require enhanced supports and resources to succeed at school and work.
- Students and staff who identify with racialized and marginalized communities do not always feel fully supported and safe to advance anti-racism and non-discrimination work in the school community.
- Staff and families hold varied perceptions on the efforts of the VSB to advance anti-racism and non-discrimination.
- Some families do not feel adequately supported by the VSB.

### Racism and Discrimination

- Students, staff, and families from racialized and marginalized communities remain vulnerable to the impacts of racism and discrimination experienced at school and work based on their race, ethnicity, gender, and/or ability.
- Students and staff from racialized and marginalized communities face elevated risks when participating in their school community.
- The school community holds varied perceptions of the VSB's actions and response to addressing racism and discrimination.
- Further resources along with consistency in implementation of policies and practices are required to address racism and discrimination in school.

## COVID-19 Impacts

- Students and staff with heightened vulnerabilities and marginalized identities experienced greater disruptions to their family employment structures and lifestyles during the pandemic.
- Students and staff with heightened vulnerabilities and marginalized identities experienced greater challenges to participating in altered learning environments during the pandemic.
- There has been an observed increase in racism and discrimination during the pandemic.

## Truth and Reconciliation

- It is the responsibility of all governments, institutions, and Canadians to advance Truth and Reconciliation with Indigenous Peoples of Canada. The 94 Calls to Action provide a foundation for what is expected to support that journey.
- The National Inquiry on Missing and Murdered Indigenous Women and Girls principles for change and 213 Calls for Justice call upon everyone to act now. This includes calling on education systems to respond to the injustices experienced by family or community members of children of missing and murdered Indigenous women, girls, and 2SLGBTQIA+ people.
- The Declaration on the Rights of Indigenous Peoples Act aims to create a path forward that respects the human rights of Indigenous peoples using the United Nations Declaration on the Rights of Indigenous Peoples as the Framework for reconciliation. The subsequent Action Plan is currently in consultation with Indigenous peoples to help shape the future of reconciliation.

## Key Considerations

As a result of the engagement process and iterative analysis, the following considerations are offered to the VSB to support the development of an *Anti-racism and Non-discrimination Strategic Plan*. The considerations place emphasis on the VSB to dismantle systems of oppression, make structural changes, and cultivate a culture of inclusion and respect within the Vancouver School District that strives to eliminate racism and discrimination.

### Data Collection and Monitoring

1. Collect and analyze disaggregated data to gain a deeper understanding of the learning and development outcomes of students who identify with racialized and other marginalized groups.
  - a. Disaggregated data can be collected across a range of metrics including academic outcomes, extracurricular participation, discipline, use of supports, and resources.
  - b. At the time of this report's development, the VSB accessed student performance data for Aboriginal students through the Government of BC's *How Are We Doing Report*. Additional disaggregated data collected by the VSB for students in the Vancouver School District can provide support and guidance for the advancement of anti-racism and non-discrimination initiatives.
  - c. In 2020, the BC Office of the Human Rights Commissioner released the *Disaggregated Demographic Data Collection in British Columbia: The Grandmother Perspective* report to call upon jurisdictions to collect disaggregated data to advance human rights. The report provides guidance on collecting data through an ethical process to develop policies and practices that address systemic inequalities. <https://bchumanrights.ca/publications/datacollection/>

### Policy and Practice Development

2. Continue to review and consistently implement policies, practices, and procedures to address incidents of racism and discrimination.

- a. A clear and transparent reporting mechanism can serve as a tool for schools to report and track complaints.
  - b. The VSB lists resources under their *Safe and Caring Schools* online webpage. Further review is required to address gaps to ensure students, staff, and families of all backgrounds are aware of these resources. In addition, the accessibility and effectiveness of these resources are to be evaluated to enhance supports that are reflective of the diverse needs of the VSB community.  
[https://www.vsb.bc.ca/Student\\_Support/Safe\\_Caring/Pages/default.aspx](https://www.vsb.bc.ca/Student_Support/Safe_Caring/Pages/default.aspx)
3. Establish and implement a racial and social equity analytical toolkit, such as the Government of Canada's GBA+ (Gender-Based Analysis Plus), to support decision-making and review any new or existing policy, strategy, procedure, practice, and/or program.
  4. Review and re-emphasize policies and practices focused on recognizing and honouring gender diversity.
  5. Continue to review policies, practices, and expectations to support students and staff who self-identify as women, girls, gender-diverse, or with a racialized group, in feeling safe and comfortable to wear clothing and items that are of importance to their identity.
  6. Acknowledge and respond to the Truth and Reconciliation Commission's (TRCC) Calls to Action, the Missing and Murdered Indigenous Women and Girls Calls for Justice, and the Declaration on the Rights of Indigenous Peoples Act and Draft Action Plan.

### Services and Supports

7. Develop and enhance services, supports, and resources to support students, staff, and families who have been impacted by racism and discrimination.
  - a. Ensure supports and resources are developed and delivered through a cultural safety and trauma-informed approach to center the needs of the school community members who identify as belonging to a racialized community and/or any other marginalized community.
  - b. Enhance professional development and training for counselling staff to support students who are vulnerable to and/or impacted by racism and discrimination.
8. Continue to strengthen and enhance child- and youth-led leadership programs for students who identify with racialized and marginalized groups.
  - a. The VSB has several student advisory committees with diverse representation of students in these leadership opportunities. These opportunities can be further reinforced by ensuring students from marginalized and vulnerable groups have equitable opportunities to advance in these roles. These committees can be leveraged to enhance student engagement and co-design innovative programming and initiatives to advance anti-racism and non-discrimination at the school and district levels.
9. Develop youth leadership and support programs for Indigenous youth in collaboration with Indigenous youth, Musqueam, Squamish, and Tsleil-Waututh First Nations, and community partners.
  - a. The VSB through the *Aboriginal Education Enhancement Agreement 2016 – 2021* is committed to enhancing the supports available for students who identify as Indigenous. Through further consultation and collaboration with urban and local First Nations, opportunities can be identified to provide enhanced engagement and leadership programming for Indigenous students.

10. Review and enhance orientation programs for newcomers and refugee students to support their integration into schools.
  - a. Programs co-designed in collaboration with students with lived experiences of migration can contribute to further establishing program outcomes that acknowledge the needs and expectations of students.
  - b. The VSB has a variety of supports in place for students who are newcomers to Canada and for English Language Learners (ELL) that include the Newcomer Welcome Centre, Youth and Family Workers, Interpreters, and Engaged Immigrant Youth Program. Further discussion and review in collaboration with students for whom these supports are intended can identify opportunities to enhance programming and better meet student and family needs. This ensures all students who need these services and supports have access to these opportunities. [https://www.vsb.bc.ca/Student\\_Support/English\\_Language\\_Learners/Pages/default.aspx](https://www.vsb.bc.ca/Student_Support/English_Language_Learners/Pages/default.aspx)

### **Human Resources, Training, and Professional Development**

11. Review hiring practices and enhance staff composition to be reflective of the diverse identities within the VSB community.
12. Continue to provide all staff with equitable professional development and training in anti-racism and non-discrimination education.
  - a. Enhance staff capacity to support the equitable advancement of students from racialized and marginalized groups within classrooms.
  - b. Enhance staff capacity to apply cultural-safety and trauma-informed practices in classrooms and workspaces.
  - c. Enhance staff capacity to support families who identify with racialized or marginalized groups in the learning and growth journey of their children.
  - d. The VSB is providing a range of professional development opportunities to build staff capacity in anti-racism and non-discrimination, and sexual orientation and gender identity (SOGI). Further monitoring and evaluation of training programs can identify gaps and provide insights into enhancing opportunities available for staff.
13. Enhance staff capacity to integrate ELL students into classrooms through the application of trauma-informed and supportive pedagogical approaches.

### **Relationship Building and Indigenous Cultural Safety**

14. Work in partnership with the Musqueam, Squamish, and Tsleil-Waututh First Nations to build trust and ongoing government-to-government relationships.
15. Work in partnership with the Musqueam, Squamish, and Tsleil-Waututh First Nations to establish regular and consistent practices and programming to honour and celebrate the language, heritage, culture, and traditions of the host Nations on whose lands the VSB administers the Vancouver School District.

### **Safe, Inclusive, and Accessible Environments**

16. Continue to work on a school-by-school basis to establish trust with the school community and provide safe spaces for dialogue within the school community.
  - a. This includes continuously working to remove barriers to support the participation of marginalized groups.

17. Continue to strengthen *Enhanced Services* to ensure schools in low-income and racially diverse neighbourhoods have equitable resources to maintain and upgrade school infrastructure to provide healthy, safe, inclusive, and accessible environments for all students and staff.
18. Designate non-denominational spaces within schools and workspaces for students and staff to practice their religious, cultural, and spiritual beliefs.
19. Collaborate with students on a school-by-school basis to identify the need for multi-use shared spaces for vulnerable students to access during scheduled class breaks.
20. Continue to review and rename schools referring to colonizers and historical figures connected to the oppression of racialized and marginalized communities.
21. Create opportunities for meaningful representation and recognition of diversity to further cultivate a culture of inclusion.
  - a. Consider inviting speakers, diverse community leaders, and youth mentors to showcase a diversity of perspectives and highlight positive representations of all backgrounds and experiences.
  - b. Implement practices such as equity and safety statements within schools, classrooms, and workspaces to provide safe spaces for expression of ethnic, cultural, and gender identity.

### Learning Opportunities

22. Continue to strengthen *Enhanced Services* for differentiated learning programs and extracurricular programming across schools to ensure schools in low-income and racially diverse neighbourhoods have equitable programs and opportunities for all students.
23. Provide all students with anti-racism and non-discrimination education to build their capacity to form safe relationships and contribute to safe school environments.
  - a. The VSB has invited guest speakers in the past to provide students opportunities to learn about Black History. The expansion of such opportunities across the School District can provide all students with access to this learning. Further review can also identify any gaps in student learning and increase student capacity in anti-racism and non-discrimination.  
<https://www.vsb.bc.ca/news/layouts/15/ci/post.aspx?oaid=bf546830-a9ef-4f30-9ef1-cad475aa9d8d&oact=20001>
24. Review curriculum and integrate decolonized perspectives in all subjects including positive representations and perspectives of racialized groups.
  - a. The *New BC Curriculum* has several options in the grades 7-11 social studies curriculum to teach about diverse cultures and histories. Further review can identify opportunities to integrate decolonized perspectives in social studies and all other subjects.  
[https://www.thielmann.ca/uploads/2/4/2/6/24266342/new\\_bc\\_social\\_studies\\_content\\_overview.pdf](https://www.thielmann.ca/uploads/2/4/2/6/24266342/new_bc_social_studies_content_overview.pdf)
25. Establish consistency for all students and staff in the learning of Indigenous culture and history in response to the National TRCC's Calls to Action and the Declaration on the Rights of Indigenous Peoples Act.
26. Review and identify any gaps in SOGI curriculum to enhance opportunities to support age-appropriate learning of identity formation with students and staff.



*“People at school are really mean and I don’t know why. I’m autistic and I can’t really understand things the same way others do. I hate gym class because it’s ableist and not accessible to me but there is no other option, so I just have to suffer. Cafeterias are loud and overwhelming, and I feel uncomfortable using bathrooms and change rooms here.”*

*“Since I wear the hijab, I’m sometimes judged at what I can and cannot do, and sometimes, I feel like someone in my family is going to die just because of my belief.”*

*“With seven family members in one house, I’ve been sleeping in our living room and switching from the couch to an air mattress to a sofa-bed. This and other factors have resulted in insomnia and sleep deprivation, along with a lack of privacy, which has been impacting my work habits at school and home.”*

--- Student Responses in Surveys

*“In our school, we have two specialized programs for differently abled students: Life Skill and PASE (“Pre-Employment” program). Both programs are housed down on the lower floor in a back corner of the school. Many of the mainstream students do not know where these programs are, and many of the students in the program are not familiar with the rest of the school building. That these programs appear to be hidden away or kept separate from the rest of the school does not give an impression of inclusion or welcome-ness. The PASE program, in particular, has a large number of Indigenous students. The room used to be a tech-ed room and barely feels like a classroom. There is a side door that students use to come and go, and it does not feel like an integrated part of the school. It seems to me that in order to hold indigenous education and inclusion at the heart of the school would mean physically housing these students in a more central, visible and honestly just a nicer, better furnished part of the school. As it is, it seems like a second-class classroom and the symbolism of this is not lost on me.”*

*“As a BIPOC woman, it is horrible to sit with White colleagues and discuss racism because you are forced to hear the racist things your colleagues think. And you experience microaggressions. Every time I’ve spoken up about racism in the school, I have experienced blow back - negative social repercussions from White colleagues.”*

--- Staff Responses in Surveys

*“We are a two-mom family. We would greatly appreciate that children in schools have a variety of books and resources that show families with two moms, two dads, single parents, etc. This will help children with same-sex parents to see their families represented and not to receive bullying if other children are educated on different types of families. Also please make paperwork inclusive (use parent, parent instead of mother, father) and please try to refer to “parents” or “caregivers” rather than “moms and dads” as much as possible, so as not to exclude those with different family make ups.”*

*“My children were born in Canada and speak fluent English. I’m shocked to find out that they were placed in ELL program even their writing is evaluated to be above their grade level. I’m aware this is a common experience among other kids in Canadian-born Chinese families. When I requested to look at the assessment test for such decision, I was initially told that is for our families’ benefit. But then I was told it was instead an administration mistake when I pressed for more information. It’s just disgusting that we’re still seeing this kind of racial profiling in our public school system!”*

--- Family Responses in Surveys

# CHAPTER 1

## INTRODUCTION



# Chapter 1 Introduction

The Vancouver School Board is committed to providing safe, caring, and inclusive learning environments for all students. To advance this commitment, in December 2019, the Vancouver Board of Education passed a motion to direct staff to develop a strategic plan with actionable goals to address racism and discrimination in Vancouver Schools. Following the motion, District staff developed a strategic plan that directed comprehensive community engagement to inform the development of a vision and goals for the *Anti-Racism and Non-Discrimination Strategic Plan*. This report provides a summary analysis of the findings and insights collected through the **Stronger Together** community engagement process.

The **Stronger Together** community engagement process was administered by Urban Matters CCC Ltd., a third-party organization hired through a competitive bidding process. The focus of the engagement was to listen to students, families, staff and the community related to their experiences and understanding of racism and discrimination in The Vancouver School Board (VSB) community. A series of engagement opportunities were offered to support listening and documenting the lived experiences of the VSB community who have been affected by bias, racism, and discrimination. The engagement process was open to all students, families, staff, and community members within the VSB community. Special emphasis was placed on listening to the voices of people with lived experiences of racism and/or discrimination, in particular, people who identify as Indigenous, Black/People of African Descent, People of Colour, 2SLGBTQIA+, people with disability, newcomers and refugees, and anyone who identifies as belonging to a marginalized group.

The engagement process, **Stronger Together**, took place between June and July 2021 and was listed on a webpage at: [www.vsb-strongertogether.ca](http://www.vsb-strongertogether.ca)

## Methodology

This anti-racism and non-discrimination project follows both quantitative and qualitative methodological approaches to draw out the experiences and practices regarding racism and discrimination within the Vancouver School District. A quantitative approach provides an understanding of the demographic characteristics and varied experiences of the individuals participating in the engagement process. The qualitative approach allowed the project team to understand the depth of experiences within the school system. Both methodologies were analysed to highlight the diversity of perspectives and variation of responses collected that support the team in understanding specific variations and identifying patterns and themes.

## Engagement and Research Framework

The engagement process focused on understanding the experiences of racism and discrimination in the school community and was guided by the following engagement objectives:

1. Conduct a diverse engagement process by applying an intersectional lens focused on gathering experiences of racism and discrimination within the school system experienced by IBPOC and 2SLGBTQIA+ students, parents, stakeholders, and community.
2. Encourage meaningful dialogue around racism and discrimination within the school community.
3. Facilitate inclusive and equitable engagement with participants who are well-informed of the overall project objectives.
4. Create a safe setting for IBPOC and 2SLGBTQIA+ participants to share their experiences and opinions by using trauma-informed practices that are culturally sensitive.

## Research Questions

The following primary research questions guided the entire engagement process:

1. Identify how systemic racism and discrimination are experienced in interaction with the school system.
2. Identify the systemic barriers (policies, practices, behaviours, etc.) that restrict the development of inclusive learning and social environments within the schools.
3. Identify the impacts of racism and discrimination on student, family, and community well-being.
4. Identify how COVID-19 has impacted the learning and social outcomes for children from racialized and marginalized groups.
5. Identify the supports and resources available for students, parents, and teachers to leverage in addressing issues of racism and discrimination.
6. Identify actions and strategies to advance anti-racism and non-discrimination in schools.

## Key Concepts

**Race:** A social concept to categorize a group of people who share a range of common physical characteristics. For example, races include Indigenous, Black, Asian, Arab, South Asian, Hispanic, Pacific Islander, and White.

**Ethnicity:** A social concept to categorize a group of people who share a racial and cultural background. Some examples of ethnicities include Nigerian, Chinese, Punjabi, Persian, Italian, and Mexican.

**Culture:** A set of beliefs, goals, traditions, and values shared by a group of people that also includes food, music, language, dance, religion, clothing, and art.

**IBPOC:** This categorization refers to people who identify as Indigenous, Black, People of Colour. We recognize and acknowledge that each of these individual terms includes a wide diversity of people, histories, and experiences.

**Sex at birth:** A categorization of a person at birth as either male or female based on physical and biological differences.

**Gender:** A categorization of people based on how they perceive themselves and display characteristics and behaviours associated with masculine or feminine.

**Gender Diverse:** An umbrella term referring to diverse gender identities that reflect a diversity of gender expression beyond a binary categorization of gender.

**2SLGBTQIA+:** This categorization refers to people who identify as non-heterosexual and/or non-binary cisgender, and may identify as Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual among others.

**People with Disability:** A broad term describing people who may be experiencing any form of temporary or permanent disability related to a health condition, negative attitudes, societal conditions, infrastructure, or limited social supports.

**Discrimination:** Unfair and unjust treatment of a group of people based on their race, age, gender, ethnicity, class, religion, and/or disability.

**Racism:** Discrimination and prejudice against a group of people who are considered to be inferior based on their race.

## Methods

Answering the research questions to support future action from the VSB required the application of mixed methods. The mixed methods included:

- Baseline Community Assessment – **Appendix A**
- Literature review – **Appendix B**
- Best Practice review – **Appendix C**
- Support Resources – **Appendix D**
- Surveys for students, staff, and families
- Sharing circle engagement with students
- Self-guided community conversation toolkit
- Interviews with community partners
- Independent written feedback provided via email

Applying various methods provided a deeper understanding of the experiences within the school system along with insights and opportunities for change offered through the review of literature and practices in other school environments.

The application of an equitable and trauma-informed lens was central to the engagement process for this project. The engagement process was designed to intentionally integrate practices that provided inclusive and equitable opportunities for everyone to participate, regardless of their background. This includes following best practices for engaging with people with lived experiences, including providing translated surveys, honouring time through compensation, offering engagement in the evenings, and conducting phone interviews.

Throughout the design of the engagement process, the safety and comfort of the engagement participants were prioritized. In recognition of the intense nature of the conversations around racism and discrimination, the engagement team worked diligently to reduce trauma and address risks that may arise throughout the engagement process. This included resources available on the project website, a follow up email with resources, and a phone call with attendees to check in on their well-being.

Three surveys were developed for distinct audiences: students in Grades 6 to 12, families of students in kindergarten to Grade 12, and all staff of the Vancouver School District. The survey questioning was divided among six categories: Background Information, Expression of Ethnic, Cultural, and Gender Identity; Sense of Belonging and Participation; Learning and Development; Experiences of Racism and Discrimination; and COVID-19 Impacts. Student, family, and staff surveys served as the primary engagement method supporting the research questions. The survey was available online to the school community between June 7-29, 2021.

Concurrent with the survey engagement, a series of qualitative engagement opportunities with Vancouver School District students were conducted to provide depth to the research questions. In addition, a limited number of interviews were conducted with community organizations. These interviews focused on gathering the experiences of organizations supporting students, families and their relationships with the Vancouver School District as it relates to anti-racism and non-discrimination.

Promotion and communication of the survey and sharing circle engagement opportunities were conducted through the school system. Posters were circulated to all Vancouver schools for school administrators to include in student newsletters and email mailouts to families connected to those schools. The Vancouver School District social media platforms were also leveraged to promote the engagement process. Invitations to participate in the engagement were also sent to the Musqueam, Squamish, and Tsleil-Waututh First Nations, and community social and youth serving organizations.

Combined, these methods supported the key considerations identified in this report for the VSB to address racism and discrimination in schools.

## A Statement on Privacy

All personal information collected through this project has complied with the Privacy Protection Schedule and the statutory obligations within the Freedom of Information and Protection of Privacy Act and was also informed by the consultant's experience working with vulnerable populations. All data collected for this project, as well as all deliverables, are stored on servers in Canada.

Engagement results and the collection of data are only available to the consultant team to support the review and analysis of the engagement findings to support the development of the recommendations. Demographic data collected has provided an understanding of the experiences of IBPOC and marginalized groups.

## Limitations

In order to accurately understand the results of the engagement presented in this report, key limitations must be noted. Efforts were made throughout the process to mitigate project risks as much as possible. However, there were impacts on the project that the consultant team was unable to adequately mitigate or accommodate.

1. Development of the engagement process and necessary approval processes contributed to a compressed engagement timeline. This meant that student, families, and staff engagement was to occur between June 7-29, 2021. The significance of this timeframe relates to the end of the school year for students and staff; thus, their availability was more limited than if the engagement window has been spread over a longer period.
2. The findings from the engagement process provide valuable insights into the experiences and perceptions of racism and discrimination within the VSB community. However, it is important to note the findings in this report reflect the perspectives of the participants of the engagement process and cannot be generalized to the entire VSB school community. Since participation in the engagement process was voluntary, the findings from the process may reflect a selection bias. A selection bias may be embedded in the responses as the participants are likely to be interested in the topic area or have lived experiences of racism and discrimination. Therefore, the responses from the select engagement population cannot be generalized to the experiences of the entire VSB community.
3. The engagement process was initiated following the tragic news of the unmarked burial findings of the remains of 215 children at the former Kamloops Indian Residential School. This had an impact on engagement with local and urban Indigenous peoples. It is noted that project team members had ongoing correspondence with local First Nations; however, it was a difficult time to participate in engagement focused on this sensitive topic within the compressed project timeline.
4. Sharing circle engagement was offered through virtual online sessions. This was the result of the COVID-19 pandemic and subsequent public health guidelines. Great care was taken to honour the voices of those participants who shared their lived experiences and provided valuable insights for future actions.

The results of the engagement process, regardless of the limitations, provided important insights and lessons learned to inform the VSB of areas of continuous improvement and considerations for next steps.

## About Urban Matters

Urban Matters CCC Ltd. is one of Canada's first Community Contribution Companies, created to ensure that, regardless of upbringing, or circumstance, everyone can participate in and uniquely contribute to society. As a social-purpose organization, we reinvest 60% of our profits into social change and innovation in the communities that we work in.

Urban Matters CCC Ltd. is an experienced social planning organization comprised of multidisciplinary community development practitioners and engagement specialists working across Western Canadian communities to address social challenges. The team at Urban Matters CCC Ltd. was committed to working with the VSB to facilitate an inclusive engagement process.

- **We bring an equity approach to all that we do.** We intentionally incorporate practices to create equitable and inclusive opportunities for everyone.
- **We are passionate collaborators.** We recognize the value of strong working relationships, and we worked closely with the VSB throughout the project period.
- **We co-develop engagement approaches that are inclusive and culturally appropriate.** We see ourselves as humble learners who value Indigenous cultural teachings and ways of knowing.
- **We understand the functioning of race and racism is grounded in White supremacy and settler colonialism that perpetuate oppression and social inequities across all areas of life.** We, therefore, commit to a lifelong process of unlearning through an application of anti-racism and intersectional approaches to all our work and beliefs.

Many of our team members have lived experiences as members of racialized communities who have also been students, friends, and mothers who witnessed the impacts of discrimination on our personal and community's well-being.

We are grateful to have had the opportunity to listen deeply and capture experiences with the intent to help guide the Vancouver School District in their journey to eliminate racism and discrimination within the school system.

**This report provides a summary of what was heard during the engagement process.**

*It is important to note the content contained within this report may trigger distress among all people, especially survivors of trauma. Please remember to engage self-care and take breaks as necessary. If further support is needed, please see attached resources in Appendix D.*

*“The gold program especially helps students with learning disabilities and taking out the program is deplorable. The goal of equity means that everyone should be given what they need to reach their individual full potential. It DOES NOT mean taking away special programs to make everyone on the same level. We are all different; therefore, we all need different things. This means providing students who excel things to challenge and further develop their learning and meaning that students who need more help because of learning disabilities are provided that help so they achieve the best results.”*

*“I feel like the gym teacher is very sexist towards girls and it seems like he is saying that boys are more athletic than girls. He also picks on people that aren’t as athletic and choses favourites. During COVID and the heat wave it’s really hot with the masks, so when someone takes off their mask to breath, he takes off his own mask and yells at the person for not wearing there own and makes them do push-ups.”*

*“In order to have an opportunity to learn about Indigenous Peoples’ culture here, I had to miss class. The only opportunity is on Thursday flex, a time when all grade eights have class. Also, the opportunity was hidden, I would never have known about it had the principal not asked my group to skip class and attend.”*

*“I am very privileged and have everything I need to do well in school. However, I do not feel as if in school there are the same chances given to people who do not. For example, we are often given time to research a project in class, but sometimes not given laptops/resources, and are expected to take the time to look on our smartphones. I think it is an unfair to assume that everyone has/can afford a phone, or even that they all brought it and it is charged (if they do have one).”*

--- Student Responses in Surveys

*“Do not feel safe talking about being Black. Had a principal say that “all lives matter” and no one stuck up for me until after the meeting. Felt awful.”*

*“I witness a great deal of [racism and discrimination] in my school and much of it coming from colleagues who I consider to be friends and good people. I believe that they have no idea what racism is because they have had little or no exposure to diversity. In my opinion, the way to change this is to give voice to minority groups to hear situations/stories from their perspective to increase exposure of different viewpoints. I see that the VSB is starting to do this, and I appreciate the effort. “*

--- Staff Responses in Surveys

*“It is key that the teacher pronounces the last name of a child without hesitation. If other kids sense that the teacher cannot pronounce a last name, it becomes a legitimate excuse of other kids to tease the child with the so-called unpronounceable last name. There is no shame in asking the parents beforehand how to pronounce a name or last name. If the teacher is confident and shows that is perfectly normal, no other kid will laugh with other kids’ names. Teachers should be aware that kids can make fun of other kids’ names and that is very painful because it touches upon identity, ancestry, and cultural background. The world is bigger than the Anglican world.”*

*My daughter, who is not Black, received a note on her desk that said she was F\*\*\*\* / N word/ B\*\*\*. I reported it to the teacher, principal, and counsellor. They said they were going to question the children, but I never learned if they found out who did it and what the consequences were.*

--- Family Responses in Surveys



# **CHAPTER 2**

## **KEY OBSERVATIONS**



## Chapter 2 Key Observations

Schools serve as centers of knowledge production and contribute to developing and reinforcing the social consciousness. It is within schools where a person has one of their first interactions with a larger social and organizational system. It is within schools where children access the opportunities to gain knowledge and develop a foundation for healthy development outcomes for the remainder of their lives.

Schools also provide the spaces for young people to unlock their potential, establish community connections, and develop a sense of self and identity. However, the schooling experience is not uniform for all students, especially those who belong to racialized, marginalized, and vulnerable communities. Experiences of marginalization and vulnerability are not intrinsically inherent to the identity of an individual or community group. However, marginalization and vulnerabilities are created by systems and structures that are developed to uplift a select group of people while subverting the progress of another group based on the identities of these groups. Similarly, students who are impacted by bias, prejudice, racism, and discrimination face barriers to accessing opportunities that are important to their healthy development and success. Education systems that fail to acknowledge the systemic racism and discrimination that is embedded within the design of these systems continue to perpetuate social inequities and oppression. The dismantling of structures of oppression within the education system is necessary to eradicate racism and discrimination from our communities.

The main limitation for this engagement process was the limited participation of the school community in the engagement activities. There are approximately 2,800 voices represented through the surveys and qualitative engagement activities. These voices represent a diverse mix of experiences from across the school community. However, in consideration of the 27,893 students in grades 6 to 12, the numerous families of the 54,399 students in kindergarten to grade 12, and the approximately 9,000 staff of the VSB who were invited to participate in the engagement process, there is a continued opportunity for the VSB to establish safe environments and inclusive opportunities for the most marginalized voices of the school community to come forward and share their perspectives.

The use of surveys as a data collection method provided an opportunity to collect both quantitative and qualitative information across a broad audience of students, staff, and families. The surveys were circulated across the Vancouver School District and participation was voluntary with the only criterion of respondents being connected to the VSB community. The surveys varied in length based on audience and had approximately 56 to 76 questions per survey. The survey findings may also contain a selection bias as the respondents voluntarily participated in the surveys. This indicates the respondents may share commonalities in their interest in and awareness of this topic or have lived experiences related to racism and discrimination. Selection bias cautions readers while reviewing the findings as these shared perspectives of the survey respondents are likely to be emphasized within the findings. Thus, the findings of the survey reflect the views of the survey respondents and cannot be generalized to the entire school community. **This should be considered an initial detailed understanding that requires further commitment to engagement from the VSB.**

### Key Observations

The following key observations highlight the experiences and insights reflected in the responses collected through all the engagement activities, literature review, and best practices scan. An equity-based approach was applied to support the findings. This includes amplifying the voices and responses of those who experience marginalization based on their identity.

## Expression of Identity

Students and staff from racialized communities and those who identify as gender-diverse face greater challenges in expressing their ethnic and cultural identity at school.

Students and staff noted not always feeling fully safe and comfortable to express their ethnic, cultural, and gender identity at school and work. These challenges are more prevalent for members of the school community who identify with racialized and other marginalized groups. Some of the challenges experienced by these groups include having their names mispronounced and not feeling safe and comfortable to practice their religion or wear clothing of importance to their culture, bring their traditional foods to school, or celebrate the festivals or occasions of importance to their culture or religion. In addition, members who identify as non-binary or gender-diverse experienced challenges that include being addressed by incorrect pronouns and not feeling safe and comfortable to wear clothing of importance to their gender identity.

Schools provide inconsistent opportunities to learn about and honour Indigenous heritage and cultural traditions.

Students, staff, and family responses highlighted inconsistencies in the learning and honouring of Indigenous heritage and cultural traditions in school. These inconsistencies have impacted Indigenous student, staff and families' experiences of inclusion and belonging.

## Sense of Belonging and Participation

Students and staff who identify with racialized communities or who identify as gender-diverse face challenges in forming friendships with their peers who have different racial-ethnic or gender identities than their own.

Some students and staff indicated they do not feel safe and comfortable all or most of the time to form friendships with their peers who do not share the same life experiences as their own. These challenges were more prevalent for staff who identified with a racialized group compared to students. However, students and staff respondents who identified as gender-diverse faced similar challenges in forming such friendships. These challenges were further amplified for members of the school community who face language barriers and those who are not be able to find individuals in their school community who share their life experiences.

Students and staff who identify with marginalized groups experience a lack of acknowledgement of their diverse life experiences.

The insights collected from the school community indicated students, staff, and families from racialized and other marginalized communities do not feel represented in the communication material and corporate identity of the VSB. In addition, the experiences of individuals who are differently abled and gender-diverse are not adequately represented or acknowledged. The responses also identified the perception that staff of the VSB do not fully represent the diversity of the school community. It was highlighted that not all students and staff are respectful and understanding of the diversity of experiences people have in relation to race, ethnicity, religion, gender, abilities, and class.

School facilities are not always inclusive and accessible to support individuals with varied needs and abilities.

The responses highlighted that school facilities do not provide adequate gender-inclusive and accessibility provisions. Individuals with varied needs and abilities are not always able to safely move around their schools. In addition, students and staff do not always have access to gender-neutral changerooms and bathrooms. There was also mention that school washrooms are often not properly maintained, leading students to refrain from using the facilities.

### Students and staff who identify with marginalized groups and with heightened vulnerabilities face barriers to participating in their school community.

Students and staff noted they do not always feel safe and comfortable to participate in activities within the school community. Students with varied levels of abilities highlighted that they face greater barriers to participation, such as not having consistent supports provided to them to participate in school activities. Students with heightened vulnerabilities, such as neurodivergence, had a higher prevalence of not feeling safe and comfortable during their lunch hour at school. Responses also indicated that members of the school community who identify with marginalized groups do not always feel welcomed and safe to participate in school social events, sports, and other extracurricular activities. Gender, race, ethnicity, religion, and disability were noted as possible reasons that limit participation.

### Learning and Development

#### Opportunities to participate in class and pursue learning and growth opportunities are not always consistently provided to students of diverse backgrounds and abilities.

Students who identified with marginalized communities related to their race, ethnicity, gender, or ability face greater barriers to participating in class and may be impacted by bias or prejudice. Families expressed concern for not always being given fair and equal opportunities to participate in differentiated learning programs. Furthermore, students who have varied levels of ability are also not consistently provided with the necessary supports to participate in class. Students who hold these experiences indicated not always feeling supported to pursue learning and growth opportunities that are important to them.

#### Further opportunities exist to enhance the school community's knowledge and awareness of Indigenous history and Reconciliation, and the diversity of experiences held by people from racialized and marginalized communities.

Inconsistencies were noted among opportunities available to the school community to learn about the experiences and challenges of people who are impacted by bias, stereotypes, prejudice, racism, and discrimination. Students and staff highlighted inconsistent awareness on the availability of books and other learning opportunities that can enhance their knowledge and understanding of Indigenous history, reconciliation, and decolonized perspectives of marginalized communities. There were gaps in responses regarding the positive experiences and contributions of people who identify with racialized groups, 2SLGBTQIA+, people with disabilities, and migrants and refugees.

#### Staff and students with diverse and unique needs require enhanced supports and resources available to them to succeed at school and work.

Student and staff responses highlighted inconsistencies in available supports and resources that are important to their success. Those students and staff who face heightened vulnerabilities require additional support to thrive in their school and professional environments. Family respondents indicated that students with special needs or learning challenges are not always provided with the necessary supports to participate in class and school activities.

#### Students and staff who identify with racialized and marginalized communities do not always feel fully supported and safe to advance anti-racism and non-discrimination work in the school community.

The engagement responses identified that not all students and staff feel supported and safe to have discussions or pursue initiatives related to anti-racism and non-discrimination. Those members of the school community who identified with a racialized or marginalized group were more likely to share this perception.

### Staff and families hold varied perceptions on the efforts of the VSB to advance anti-racism and non-discrimination.

Staff respondents collectively displayed strong support for the VSB's advancement of anti-racism and non-discrimination initiatives. However, insights from the engagement indicated that, while several staff respondents indicated a good understanding of anti-racism and non-discrimination, not all staff respondents feel fully equipped and supported to advance such initiatives.

### Families do not feel adequately supported by the VSB.

Families who identified with a racialized or marginalized group expressed greater concern over not feeling empowered to participate in their child's learning. Furthermore, families also perceived certain schools to have better educational outcomes for students compared to other schools in the Vancouver School District.

### Experiences of Racism and Discrimination

#### Students, staff, and families from racialized and marginalized communities remain vulnerable to the impacts of racism and discrimination experienced at school and work based on their race, ethnicity, gender, and/or ability.

The engagement process further emphasized the need to ensure the safety and well-being of students and staff who are impacted by experiences of racism and discrimination. It is important to note that insights collected through the engagement process highlight that racism and discrimination impact members of the school community in different ways. Some forms of racism and discrimination that have been witnessed include hearing racial slurs, transphobic and homophobic language; observing discriminatory language against people with varied abilities; having their name mocked; being ridiculed for their English proficiency; and witnessing appropriation of cultural traditions and clothing. Students who identified with racialized and marginalized identities also indicated having to change their name or miss school days due to experiences related to racism and discrimination.

#### Students and staff from racialized and marginalized communities face elevated risks when participating in their school community.

Students and staff with heightened vulnerabilities related to their identities and abilities also identified that they experience challenges when participating in groups. Some of the challenges experienced by those who identify with racialized and marginalized groups include being marginalized or ignored in discussions, mocked, ridiculed for their ambition and goals, and referred to as too aggressive or disruptive. These challenges were more prevalent among respondents who identified as people with disability and/or neurodivergence.

#### The school community holds varied perceptions of VSB actions and response to addressing racism and discrimination.

The engagement process highlighted the various perceptions held by members of the school community of the VSB's actions and response towards racism and discrimination. Students, staff, and family respondents indicated the actions and response of VSB staff to such incidents are consistently perceived as neither fair nor effective. The responses also indicated that immediate action is not consistently taken by VSB staff when informed of such incidents.

#### Further resources along with consistency in policies and practices are required to address racism and discrimination in schools.

Student and staff perceive the Code of Conduct and discipline to not be fairly applied to students of diverse backgrounds and abilities. It was shared that there are inconsistent or a lack of procedures in place to deal with

incidents of racism and discrimination. There is a hesitation among the school community in reporting such incidents due to fear of consequences and limited resources to effectively report. Further insights from the engagement also highlighted that when incidents are reported they are not effectively addressed and resolved. Incidents of racism and discrimination are at times marginalized and viewed as generalized bullying and harassment experienced among children and youth.

### COVID-19 Impacts

**Students and staff with heightened vulnerabilities and marginalized identities experienced greater disruptions to their family employment structures and lifestyles during the pandemic.**

The ongoing COVID-19 pandemic has caused widespread disruption and disarray across communities. However, the impacts experienced by racialized and marginalized communities have remained significant. Students, staff, and families who identified with a racialized group and other marginalized identities had a higher prevalence of challenges related to not being able to work from home, job losses, sickness from COVID-19, and loss of a loved one from COVID-19. Respondents who identified as a person with a disability indicated greater challenges and disruptions to their lifestyles due to the pandemic.

**Students and staff with heightened vulnerabilities and marginalized identities experienced greater challenges to participating in altered learning environments during the pandemic.**

Engagement responses identified that students and staff with heightened vulnerabilities or marginalized identities experienced challenges participating in virtual learning and remote working environments. These challenges were attributed to not having all the necessary equipment, and requiring additional financial support and accommodation to obtain all the equipment they needed to participate in virtual school and work.

**There has been an observed increase in racism and discrimination during the pandemic.**

Members of the school community observed a rise in racism and discrimination during the pandemic. The engagement process highlighted many of these incidents occurred during interactions with students and took place online or outside the school in the neighbourhoods. There were also varied perceptions held of the VSB's actions to condemn racism and discrimination during the pandemic.

### Continued Action Toward Truth and Reconciliation

The VSB, namely through the Aboriginal Education Enhancement Agreement (June 2016 – June 2021), has implemented several initiatives and services throughout the district to support Indigenous students, staff, and families. This report acknowledges those efforts and, through the results of this engagement process, further encourages the VSB to continue its journey toward Truth and Reconciliation.

The TRCC's Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls Calls for Justice, and the province of British Columbia's Declaration on the Rights of Indigenous Peoples Act provide guiding direction that can support the VSB in advancing Indigenous relations, eliminating racism, and providing a culturally safe and supported school environment for everyone.

### Truth and Reconciliation Commission of Canada's Calls to Action<sup>1</sup>

The TRCC's Calls to Action provide specific direction related to education. These can be used to guide decision-making and ensure the ongoing inclusion of Indigenous voices surrounding their school system experience. The

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<sup>1</sup> Truth and Reconciliation Commission of Canada: Calls to Action, 2015. [https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls\\_to\\_Action\\_English2.pdf](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf)

following TRCC's Calls to Action should be considered through VSB advocacy efforts and decision-making processes:

### Call to Action 62

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for kindergarten to grade 12 students.
- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- iii. Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- iv. Establish senior-level positions in government at the assistant deputy minister level or higher that are dedicated to Aboriginal content in education.

### Call to Action 63

We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues including:

- i. Developing and implementing kindergarten to grade 12 curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- ii. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- iii. Building student capacity for intercultural understanding, empathy, and mutual respect.
- iv. Identifying teacher-training needs relating to the above.

### Call to Action 64

We call upon all levels of government that provide public funds to denominational schools to require such schools to provide an education on comparative religious studies, which must include a segment on Aboriginal spiritual beliefs and practices developed in collaboration with Aboriginal Elders.

The acknowledgment of these specific Calls to Action in this report does not mean the others do not apply. The VSB should consider all the Calls to Action and the ways they can respond and monitor their progress toward Truth and Reconciliation as a school district.

### National Inquiry into Missing and Murdered Indigenous Women and Girls Calls for Justice<sup>2</sup>

Concurrent with the TRCC's Calls to Action, the Missing and Murdered Indigenous Women and Girls Calls for Justice articulates an important role for the education system to support change. Supporting the 213 Calls for Justice are seven principles for change:

- A focus on substantive equality and human and Indigenous rights
- A decolonizing approach
- Inclusion of family and survivors
- Indigenous-led solutions and services
- Recognizing distinctions

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<sup>2</sup> National Inquiry into Missing and Murdered Indigenous Women and Girls Calls for Justice, 2019. [https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls\\_for\\_Justice.pdf](https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls_for_Justice.pdf)

- Cultural safety
- Trauma-informed approach

When applied, these seven principles provide a strong foundation for communities such as the VSB in creating safe and supported environments to meet the needs of vulnerable and marginalized students, staff, and families. Several actions within the Calls for Justice are applicable to education institutions; however, the following stand out as immediate opportunities for the VSB:

### Call for Justice 2.3

We call upon all governments to ensure that all Indigenous women, girls, and 2SLGBTQQIA people are provided with safe, no-barrier, permanent, and meaningful access to their cultures and languages in order to restore, reclaim, and revitalize their cultures and identities. These are rights held by all segments of Indigenous communities from young children to Elders. The programs and services that provide such access should not be tied exclusively to government-run cultural or educational institutions. All governments must further ensure that the rights of Indigenous children to retain and be educated in their Indigenous language are upheld and protected. All governments must ensure access to immersion programs for children from preschool to post-secondary education.

### Call for Justice 2.6

We call upon all governments to educate their citizens about, and to confront and eliminate, racism, sexism, homophobia, and transphobia. To accomplish this, the federal government, in partnership with Indigenous Peoples and provincial and territorial governments, must develop and implement an Anti-Racism and Anti-Sexism National Action Plan to end racist and sexualized stereotypes of Indigenous women, girls, and 2SLGBTQQIA people. The plan must target the general public as well as public services.

### Call for Justice 4.4

We call upon all governments to provide supports and resources for educational, training, and employment opportunities for all Indigenous women, girls, and 2SLGBTQQIA people. These programs must be available within all Indigenous communities.

### Call for Justice 11.1

We call upon all elementary, secondary, and post-secondary institutions and education authorities to educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQQIA people, and about the issues and root causes of violence they experience. All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQQIA people. Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices. It should include, but not be limited to, teaching Indigenous history, law, and practices from Indigenous perspectives and the use of *Their Voices Will Guide Us* with children and youth.

### Call for Justice 11.2

We call upon all educational service providers to develop and implement awareness and education programs for Indigenous children and youth on the issue of grooming for sexual and nonsexual exploitation.



### British Columbia's Declaration on the Rights of Indigenous Peoples Act and Draft Action Plan<sup>3</sup>

In November 2019, the province of British Columbia passed the Declaration on the Rights of Indigenous Peoples Act. This Act responds to the TRCC's Calls to Action to adopt the United Nations Declaration on the Rights of Indigenous Peoples as a framework for action moving forward. In June 2021, the province released the draft action plan that the Province and Indigenous partners cooperatively identified and propose to pursue over the next five years. The province is currently seeking input and feedback from Indigenous peoples before finalizing it.

The draft actions examine all aspects of governance including education. The following actions confirm the importance of this report's key considerations and ongoing commitment from VSB to eliminate racism and discrimination:

#### Draft Action 1.9

Co-develop an approach to deliver on the BC Tripartite Education Agreement commitment: "The Ministry of Education and First Nations Education Steering Committee co-develop legislation that requires local education agreements (LEAs) with First Nations where a First Nation wants one, and that requires the application of the provincial LEA at the request of a First Nation."

#### Draft Action 3.3

Develop and implement an anti-Indigenous racism and discrimination strategy in the K-12 system to address the "racism of low expectations" reported by the Auditor General in 2015, including formally exploring how to implement a mandatory course or bundle of credits related to First Peoples as part of graduation requirements in BC.

#### Draft Action 3.4

Conduct external review of Indigenous-specific racism and discrimination in the provincial public education system and create a strategy, including resources and supports, to address findings.

#### Draft Action 3.5

Develop full-course offerings in First Nation languages and implement the educational Calls to Action from the TRCC in the K-12 system.

#### Draft Action 4.1

Identify and undertake concrete measures to increase the literacy and numeracy achievement levels of Indigenous students at all levels of the K-12 education system.

#### Draft Action 4.2

Develop and implement an effective recruitment and retention strategy to increase the number of Indigenous teachers in the public education system.

#### Draft Action 4.3

Co-develop expectations for the involvement of Indigenous Education Councils in school district financial planning and reporting.

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<sup>3</sup> Declaration on the Right of Indigenous Peoples Act Draft Action Plan, 2021.

[https://www2.gov.bc.ca/assets/gov/government/ministries-organizations/ministries/indigenous-relations-reconciliation/declaration\\_act\\_action\\_plan\\_for\\_consultation.pdf](https://www2.gov.bc.ca/assets/gov/government/ministries-organizations/ministries/indigenous-relations-reconciliation/declaration_act_action_plan_for_consultation.pdf)

#### Draft Action 4.4

Identify, develop, and implement mechanisms and approaches to enable boards of education to better support Indigenous students, including increasing and ensuring equitable access to education and safe environments.

#### Draft Action 4.22

Co-develop a K-12 First Nations Language Policy and associated implementation plan for the public education system, including ensuring that the language and culture of the local First Nation(s) on whose territory(ies) a board of education operates schools are the ones primarily reflected in any First Nations language and culture programs, and services of the board.

#### Moving Forward

The stories, perspectives, and experiences shared through the engagement process have been valuable in developing a foundational understanding of the diverse manifestations of racism and discrimination within the VSB community. The insights collected through this process will contribute towards informing the VSB's *Anti-Racism and Non-Discrimination Strategic Plan*. Important among all the observations is the recognized need for the VSB to continuously cultivate safe spaces for the school community to share and be heard. The advancement of anti-racism and non-discrimination within the Vancouver School District will continue to require strong leadership along with a collective vision and commitment to creating inclusive and safe learning and work environments for all members of the VSB community.

The considerations outlined in this report provide continued support for initiatives that are underway within the Vancouver School District and serve as a call to action to do more to support. This includes implementing important actions within the TRCC's Calls to Action, Missing and Murdered and Indigenous Women and Girls Calls for Justice, and the British Columbia Declaration on the Rights of Indigenous Peoples Act Draft Action Plan.

The **Stronger Together** engagement process demonstrates the intent and resolve of the VSB to advance anti-racism and non-discrimination to provide safe, nurturing, and inclusive spaces for people of all background and ability. This process has paved a pathway for continued listening and sharing so that future actions and initiatives bring about change that is reflective of the evolving needs and expectations of the VSB community.

***“Our children are the rock on which our future will be built, our greatest asset as a nation. They will be the leaders of our country, the creators of our national wealth who care for and protect our people.”***

***– Nelson Mandela***

*“From time to time, whenever I brought cultural foods to school, I kept receiving negative expressions and comments from others. And what they think of the food just by looking or smelling it, which made me later on just bring universal foods to school -- spaghetti, noodles, simple sandwiches, etc. and leave the delicious cultural foods for home.”*

*“I have seen students call Chinese students in my class the “Chinese Girl.” They didn’t even bother to ask for her name, instead they just called her the “Chinese Girl.” I have seen a student make fun of a girl’s accent. She spoke Mandarin. People may think that because I am Asian, that automatically makes me a smart person. They believe that I understand the course content easily due to my race, which is completely wrong. I work hard to understand the materials given. I’m not born with being “smart.” I have had people ask what I got as a mark for an assignment or test. I would tell them and they would say, “Of course you got a high mark! You’re smart.” I feel like they always assume that I’ll get a high mark without me trying, which again is wrong. I earn those marks from hard work.”*

*“The experience I have had is the school neglecting to acknowledge more subjects about discrimination other than the mandatory topics the school board has to offer. We should be able to learn more about what society is like instead of discussing topics within a box. I feel as if we should be learning about more the present day of the Indigenous women that are missing, how women are seen as objects, violence against people of colour, LGBTQ discrimination, etc. I don’t want my peer to go off into this big world without acknowledging the reality that we live in.”*

--- Student Responses in Surveys

*“I have gotten hurtful comments when Iran was in the news since its Revolution to 9/11 and beyond. I am not responsible for the violence that some Iranians choose to do, and I wish people would realize that Iran stands for more than that with its rich history and culture.”*

*“As a new teacher and person of color, I find it very hard to understand and participate in the political structures at school (committees and union). There are so many rules that have no real purpose, and discussions are often bogged down by these rules to the point where, as someone new, I don’t feel like I’m able to contribute. The other issue is that too many of the senior staff or people in power don’t want to embrace anti-racism. BIPOC affinity groups are shunned about and labelled as divisive, and staff working on anti-racism are boxed in a corner as the teachers who like to raise a ruckus. There isn’t enough training for teachers to understand that the idea of inclusivity through multiculturalism hasn’t worked. That our colonial systems disadvantage certain groups over others. This has been the biggest barrier for me. That as a teacher wanting to change systems to account for differing experiences (as opposed to just changing individual action), I feel like I’m labelled and segregated.”*

--- Staff Responses in Surveys

*“My son has ADHD like myself. Unfortunately, it is overlooked as a “behaviour” issue when it is most certainly not. Behaviour is a symptom. This is an executive functioning disorder. It should be treated as a learning disorder when it comes to designations in schools. More education on ADHD is needed for teachers and administrations. There is NO support for kids with ADHD. You may think there are, but I am a part of a lot of forums and groups of parents with kids who have ADHD and the stories I’ve heard are infuriating. The mainstream school system is NOT set up for, not inclusive for neurodivergent children.”*

--- Family Responses in Surveys

# **CHAPTER 3**

## **SURVEY RESULTS**



# Chapter 3 Survey Results

Three surveys served as the main engagement method supporting the VSB's understanding of racism and discrimination in the school system. These included students, staff, and families. The student survey was disseminated throughout school communication channels (e.g., newsletters, emails, and social media). A total of 1,236 responses out of 27,823 students in grades 6 to 12 were collected and analyzed. The second survey was focused on understanding staff experiences and was disseminated through the staff communication platforms (e.g., email, notice boards). A total of 435 responses out of 9,000 staff were received and analyzed. The final survey gathered family experiences with the school system related to racism and discrimination. A total of 1,109 responses from families with students in kindergarten to grade 12 were received and analyzed. The VSB had 54,399 students enrolled in kindergarten to grade 12 in the 2020-2021 academic year.

This chapter is organized into three parts: Student Survey, Staff Survey, and Families Survey.

Each of the three surveys are presented through the following sections:

1. *Demographics and Characteristics*
2. *Expression of Ethnic, Cultural, and Gender Identity*
3. *Sense of Belonging and Participation*
4. *Learning and Development*
5. *Experiences of Racism and Discrimination*
6. *COVID-19 Impacts*

*Key findings preface each section and provide a thematic analysis based on the insights collected through the survey responses.*

## Review Guide

### How to make sense of the analysis?

The use of surveys as a data collection method provided an opportunity to collect both quantitative and qualitative information across a broad audience of students, staff, and families. The surveys were circulated across the Vancouver School District and participation was voluntary with the only criterion of being connected to the VSB community. The surveys varied in length based on audience and had approximately 56 to 76 questions per survey. The survey findings may also contain a selection bias as the respondents voluntarily participated in the surveys. This indicates the respondents may share commonalities in their interest in and awareness of this topic or have lived experiences related to racism and discrimination. Selection bias cautions readers while reviewing the findings as these shared perspectives of the survey respondents are likely to be emphasized within the findings. Thus, the findings of the survey reflect the views of the survey respondents and cannot be generalized to the entire school community. This should be considered an initial detailed understanding that requires further commitment to engagement from the VSB.

Responses to each survey question are consolidated into a table or chart. Each question identifies the number of responses collected for each question in this format: (n = #). Survey questions were not all mandatory and respondents had the ability to skip questions. As a result, the total number of responses varied between questions. Summary observations have been rounded to the nearest percent and absolute numbers are within the tables.

Whenever appropriate, further analysis of the responses to certain questions was conducted through a cross-tabulation of the responses based on the identity of the respondents. However, the smaller identity groups analyzed for each question may not necessarily equal the total respondents for that question, as only the

respondents who selected an identity group in *Section 1 – Demographics and Characteristics* were included in the cross-tabulation.

For example, 100 total responses were collected for a question and 60 responses were cross tabulated for respondents who identified with a racialized group and 30 respondents identified as White/Caucasian. This implies that while 100 responses were collected in total for the question, 60 + 30 respondents selected a specific identity group that could be grouped into subcategories for cross-tabulation. Therefore, within each question, the subcategories (e.g., racialized, White/Caucasian, gender-diverse) do not necessarily equal the total number of respondents to the question. Lastly, averages are presented to support the analysis whenever the responses of two or more identity groups are collated for analysis.

**Note:** The responses reflect the perceptions and opinions of the survey respondents and are not representative of the entire school community of the VSB.

## Students in Grades 6 to 12 Survey

The student survey was disseminated across 27,893 students who were enrolled in grades 6 to 12 within the VSB during the 2020-2021 academic school year. The purpose of the survey was twofold – gather demographic information about the student population to understand the diversity of student respondents and gather perspectives related to their personal experiences of racism and discrimination. A total of 1,236 survey responses were received from a total of 27,893 students in grades 6 to 12. Survey questions were not mandatory; therefore, the number of responses received for each question varies.

### Section 1: Demographics and Characteristics of Student Survey Participants

| Table SS1.1 – Demographics of Student Survey Respondents |               |  |               |
|--|---------------|--|---------------|
| Relationship to school (n=946)                           |               | Grade Level (n=956)                                    |               |
| Current Elementary Student                               | 55.81%        | Grade Six  | 23.33%        |
| Current Secondary Student                                | 43.45%        | Grade Seven  | 31.49%        |
| Vancouver Learning Network                               | 0.32%         | Grade Eight  | 9.52%         |
| Adult Learning Program Student                           | 0.42%         | Grade Nine   | 9.00%         |
|  |               | Grade Ten  | 9.21%         |
| <b>Gender (n=947)</b>                                    |               | Grade Eleven   | 8.05%         |
| Cisgender Woman  | 48.79%        | Grade Twelve   | 7.43%         |
| Cisgender Man  | 38.86%        | Adult Learning Program                                 | 0.42%         |
| Transgender Man  | 1.27%         | Other  | 1.57%         |
| Transgender Woman  | 0.63%         |  |               |
| Non-Binary/Gender Diverse                                | 4.75%         | <b>Have a Disability (n=941)</b>                       |               |
| Two Spirit   | 0.84%         | Yes, physical disability                               | 0.96%         |
| I don't know   | 4.96%         | Yes, mental disability                                 | 5.31%         |
| Prefer Not to Answer                                     | 4.01%         | Yes, both physical and mental disability               | 1.70%         |
| Other  | 2.11%         | No   | 89.27%        |
|  |               | Other  | 2.76%         |
| <b>Sexual Orientation (n=943)</b>                        |               |  |               |
| Asexual  | 6.89%         | <b>Have a Diagnosed or Undiagnosed Illness (n=944)</b> |               |
| Bisexual   | 13.68%        | Yes, physical illness                                  | 2.54%         |
| Gay  | 2.23%         | Yes, mental illness                                    | 10.91%        |
| Lesbian  | 3.08%         | Yes, both physical and mental illnesses                | 1.80%         |
| Pansexual  | 4.35%         | No   | 76.27%        |
| Queer  | 3.29%         | Prefer not to answer                                   | 8.47%         |
| Straight   | 57.48%        |  |               |
| Two Spirit   | 0.74%         | <b>Have Neurodivergence (n=946)</b>                    |               |
| I don't know   | <b>16.12%</b> | <b>Yes</b>   | <b>9.09%</b>  |
| Prefer not to answer                                     | <b>5.73%</b>  | <b>No</b>  | <b>68.18%</b> |
| Other  | <b>2.55%</b>  | <b>I don't know</b>                                    | <b>21.25%</b> |
|  |               | <b>Prefer not to answer</b>                            | <b>1.48%</b>  |

| <b>Table SS1.2 – Demographics of Student Survey Respondents</b> |        |   |        |
|---|--------|---|--------|
| <b>Indigenous (n=944)</b>                                       |        | <b>Religion (n=931)</b>                 |        |
| No  | 94.07% | Agnostic                                | 3.97%  |
| Yes   | 5.93%  | Bahai                                   | 0.00%  |
|   |        | Buddhism                                | 7.30%  |
| <b>Racial/Ethnic Identity (n=940)</b>                           |        | Catholicism                             | 6.44%  |
| Indigenous  | 1.17%  | Christianity                            | 15.90% |
| Black   | 2.66%  | Hinduism                                | 1.40%  |
| East Asian  | 35.32% | Indigenous spirituality                 | 0.21%  |
| Southeast Asian   | 12.77% | Jainism                                 | 0.11%  |
| South Asian and Indo-Caribbean                                  | 6.38%  | Judaism                                 | 1.40%  |
| West Asian  | 0.96%  | Islam                                   | 2.69%  |
| Arab/Middle Eastern   | 1.49%  | Sikhism                                 | 1.72%  |
| Central Asian   | 0.21%  | No religion                             | 46.72% |
| Asian Pacific Islander  | 0.11%  | Zoroastrianism                          | 0.21%  |
| Hispanic/Latinx   | 3.09%  | Prefer not to answer                    | 8.27%  |
| White/Caucasian   | 22.98% | Other                                   | 3.65%  |
| Two or more races/ethnicities                                   | 11.28% | Practicing two or more religions        | 2.26%  |
| Other   | 1.60%  |   |        |
|   |        | <b>Length of Stay in Canada (n=844)</b> |        |
| <b>Languages Spoken at Home (n=939)</b>                         |        | Less than one year                      | 7.82%  |
| Only speak English at home                                      | 33.55% | 2-3 years                               | 9.48%  |
| Arabic  | 0.85%  | 4-5 years                               | 5.57%  |
| French  | 2.02%  | More than 5 years                       | 18.13% |
| Cantonese   | 12.67% | I have lived in Canada my entire life   | 59.00% |
| Korean  | 2.45%  |   |        |
| Japanese  | 0.64%  |   |        |
| Mandarin  | 10.44% |   |        |
| Persian   | 1.38%  |   |        |
| Punjabi   | 2.34%  |   |        |
| Spanish   | 2.66%  |   |        |
| Tagalog   | 4.05%  |   |        |
| Speak more than two languages                                   | 26.94% |   |        |



## Indigenous Identity

A total of 56 student respondents identified as Indigenous. Of those 56 students, 13 students shared the following Nation(s) they identify as belonging to:

|               |               |                |
|---------------|---------------|----------------|
| Métis         | Cree          | Woodlands Cree |
| Ojibwa        | Abenaki Tribe | Cherokee       |
| Wet'suwet'en  | Navajo Nation | Tsimshian      |
| Kwakwaka'wakw |               |                |

## Ethnic Identity

A total of 84 student respondents out of approximately 103 identified as having two or more ethnic identities. The 84 student respondents shared the following ethnic identities:

|                                  |                               |                            |
|----------------------------------|-------------------------------|----------------------------|
| Black and Filipino               | Black and South Asian         | East Asian and South Asian |
| Taiwanese and Ukrainian          | Taiwanese and Irish           | Japanese and Peruvian      |
| Punjabi and Hindu                | Chinese and Vietnamese        | Chinese and Welsh          |
| Chinese and Filipino             | Mexican and Korean            | Scottish and German        |
| Northern European and East Asian | Greek and Filipino            | Filipino and Italian       |
| Irish and Nigerian               | Persian, Turkish, and Chinese |                            |

Indian and one or more ethnic identities:

|                   |                   |         |
|-------------------|-------------------|---------|
| Slovakian         | England / British | Tibetan |
| British and Irish |                   |         |

Canadian with one or more ethnic identities:

|                             |                   |                     |
|-----------------------------|-------------------|---------------------|
| Latino                      | American          | Jewish              |
| Chinese                     | Indian            | Finnish             |
| English                     | Vietnamese        | Armenian            |
| Romani                      | Greek and Chinese | Mexican and British |
| El Salvadoran and Argentine |                   |                     |

White/Caucasian and one or more ethnic identities:

|                         |                      |            |
|-------------------------|----------------------|------------|
| Ashkenazi Jewish        | East Asian           | Filipino   |
| South Asian             | West Asian           | Guyanese   |
| Peruvian                | Venezuelan           | Indigenous |
| Hispanic and East Asian | Hispanic and Chinese |            |

## Religious Identity

A total of 2 student out of approximately 21 responded as practicing two or more religions. The two students provided the following responses:

- Indigenous Spirituality and Christianity
- Sikhism and Hinduism

## Languages Spoken

A total of 253 student respondents indicated speaking two or more languages at home, or not seeing their language included on the list provided.<sup>4</sup> Of the 253 students, 240 provided the following responses:

Students who identified as speaking English and one or more of the following language(s):

|            |            |            |
|------------|------------|------------|
| Bisaya     | Cantonese  | Cebuano    |
| Chinese    | Croatian   | Czech      |
| Danish     | Dutch      | Tagalog    |
| Amharic    | Punjabi    | Arabic     |
| French     | Indonesian | Japanese   |
| Kurdish    | Spanish    | Armenian   |
| Hindi      | Urdu       | Gujarati   |
| Hebrew     | Russian    | Korean     |
| Japanese   | Ilocano    | Tagalog    |
| Mandarin   | Cantonese  | Portuguese |
| Slovak     | Thai       | Tamil      |
| Vietnamese | German     | Hokkien    |
| Greek      |            |            |

Students who identified as speaking a language(s) not listed<sup>5</sup>:

|            |             |          |
|------------|-------------|----------|
| Afrikaans  | Armenian    | Assyrian |
| Hindi      | Russian     | Bangla   |
| Bisaya     | Azerbaijani | Cebuano  |
| Vietnamese | Croatian    | Czech    |
| Danish     | Dutch       | Amharic  |
| Indonesian | Kurdish     | Hindi    |
| Urdu       | Punjabi     | Gujarati |
| Hebrew     | Russian     | Tibetan  |
| Ilocano    | Italian     | Malayam  |
| Taiwanese  | Mongolian   | Romanian |
| Slovak     | Portuguese  | Thai     |
| Tamil      | Tigrigna    | Turkish  |
| Vietnamese | Visaya      | Greek    |
| Enping     | Serbian     |          |

Students who identified as speaking two or more languages, in addition to or not including English:

|   |   |                               |
|---|---|-------------------------------|
| Arabic, Hindi, Punjabi, Urdu, and English | Armenian and Arabic<br>Bangla, Arabic, and French | Armenian, French, and English |
| Azerbaijani and Russian                   |   | Cantonese and Mandarin        |

<sup>4</sup> Languages included on the survey list included: I/We only speak English at home; Arabic; French; Cantonese; Korean; Japanese; Mandarin; Persian; Punjabi; Spanish; and Tagalog.

<sup>5</sup> Note: “Language(s) not listed” captures every language regardless of the number of other languages spoken (e.g., English).

|  |  |                                 |
|--|--|---------------------------------|
| Cantonese, Mandarin, and English           | Cantonese, Mandarin, French, and English | Catalan and Spanish             |
| Chinese, Vietnamese, and English           | Dutch and French                         | German and Portuguese           |
| German and French                          | Greek, Tagalog, and English              | Hebrew, Russian, and English    |
| Hindi and Tibetan                          | Hokkien, Tagalog, and English            | Japanese and Spanish            |
| Korean and Japanese                        | Mandarin, Taiwanese, and English         | Mandarin, Cantonese, and Enping |
| Mandarin, Cantonese, Japanese, and English | Mongolian and Russian                    | Slovak, Hindu, and English      |
| Tagalog, Ilocano, and English              |  |                                 |

### Lived Outside of Canada

A total of 299 students respondents reported having lived outside of Canada. These places include:

|                |                          |                        |
|----------------|--------------------------|------------------------|
| Australia      | Azerbaijan               | Bosnia and Herzegovina |
| Brazil         | China                    | Colombia               |
| Czech Republic | Denmark                  | Dubai                  |
| Egypt          | El Salvador              | England                |
| Eritrea        | Ethiopia                 | France                 |
| Germany        | Greece                   | Guatemala              |
| Hong Kong      | India                    | Indonesia              |
| Iran           | Iraq                     | Israel                 |
| Japan          | Jordan                   | Kazakhstan             |
| Korea          | Kyrgyzstan               | Lebanon                |
| Lesotho        | Macedonia                | Malaysia               |
| Mexico         | Mongolia                 | Nepal                  |
| Netherlands    | New Zealand              | Nigeria                |
| Pakistan       | Peru                     | Philippines            |
| Saudi Arabia   | Scotland                 | Serbia                 |
| Singapore      | South Africa             | Spain                  |
| Sri Lanka      | Sudan                    | Syria                  |
| Taiwan         | Tibet                    | Trinidad and Tobago    |
| Turkey         | United States of America | Uzbekistan             |
| Vietnam        | Zambia                   |                        |

**Table SS1.3 – Household Characteristics of Student Survey Respondents**

| <b>Family Composition (n=944)</b>                     |        | <b>Number of Siblings (n=946)</b>  |        |
|---|--------|--|--------|
| Two parents, both cisgender                           | 78.28% | 0  | 15.43% |
| Two parents, gender diverse                           | 1.27%  | 1  | 52.96% |
| Single parent, gender diverse                         | 0.32%  | 2  | 21.67% |
| Single-parent, cisgender woman                        | 9.53%  | 3+   | 9.94%  |
| Single-parent, cisgender man                          | 1.38%  |  |        |
| Legal guardian  | 1.59%  | <b>Live with Grandparents and Relatives (n=944)</b>                                  |        |
| Multiple households                                   | 3.50%  | Yes  | 18.96% |
| Other   | 4.13%  | No   | 77.75% |
|   |        | I don't know   | 1.59%  |
| <b>Education Level of Mother(s) /Guardian (n=944)</b> |        | Prefer not to answer   | 1.69%  |
| Less than High School                                 | 2.86%  |  |        |
| High School   | 8.16%  | <b>Access to Private Car to Get to School and Extracurricular Activities (n=942)</b> |        |
| Diploma   | 7.52%  | Yes  | 83.76% |
| Bachelor  | 18.11% | No   | 11.15% |
| Masters   | 15.78% | I don't know   | 3.50%  |
| Doctorate   | 4.66%  | Prefer not to answer   | 1.59%  |
| I don't know  | 39.83% |  |        |
| Prefer not to answer                                  | 2.33%  | <b>Have Someone at Home to Help with Homework (n=948)</b>                            |        |
| Other   | 0.74%  | Yes  | 76.79% |
|   |        | No   | 16.67% |
| <b>Education Level of Father(s) /Guardian (n=944)</b> |        | I don't know   | 3.27%  |
| Less than High School                                 | 3.60%  | Prefer not to answer   | 3.27%  |
| High School   | 7.20%  |  |        |
| Diploma   | 6.36%  |  |        |
| Bachelor  | 15.47% |  |        |
| Masters   | 14.19% |  |        |
| Doctorate   | 5.61%  |  |        |
| I don't know  | 43.33% |  |        |
| Prefer not to answer                                  | 3.28%  |  |        |
| Other   | 0.95%  |  |        |

**SS1.4 Is there anything you would like to share about your background that can help us understand any barriers or challenges you may be experiencing that impact your success and relationships at school?**

*A total of 89 student responses to this question were reviewed to develop the following themes.*

Students shared the following barriers and challenges that impact their success and relationships at school:

- Students who identified as newcomers, immigrants, and English Language Learners noted issues with communication and the burden of cultural adaptation.
- Navigating and adapting to a new learning system (e.g., semester system), where students are expected to learn content in a condensed time period (e.g., instead of learning about math for the whole year, they only have it for one semester).
- Gifted learner program – students shared struggling with the additional workload.
- Housing challenges, such as having to share a bedroom with other relatives or living in a crowded housing form, which impacted students' abilities to study.
- Students who identified as having health challenges or disabilities (e.g., ADHD, social anxiety, autism, allergies, depression, tics), and struggling with obtaining necessary supports from the VSB.
- Racialized students and those navigating identity formation challenges (e.g., being of mixed ethnicity) while dealing with discrimination, racism, and bullying.
- Technology accessibility and affordability limiting students' learning environment.
- Family challenges such as divorce, separation, foster family environments, and single parents, causing additional personal life challenges (e.g., living in multiple households).
- Gender diverse and 2SLGBTQIA+ students having to deal with homophobia and discrimination.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Section 2: Expression of Ethnic, Cultural, and Gender Identity

This section asked students to respond to questions about their ability to safely and comfortably express their ethnic, cultural, and gender identity at school. This section provides important insights into student experiences of expressing their identity at school, which is central to their personality development and identity formation. The responses from students reflect the level of inclusion and visibility experienced by students from diverse backgrounds at school.

### Section 2 – Key Findings

*Note: These findings reflect the responses collected from the survey respondents and are not representative of the entire VSB student body. For further information on the number of responses collected for each survey question please review the findings in the following section.*

#### Students from racialized communities face greater challenges in expressing their ethnic and cultural identity at school.

- Twenty-seven percent (27%) (n = 182 out of 675) of student respondents who identified with a racialized group indicated staff only *sometimes or rarely* pronounce their name correctly.
- Fifty percent (50%) (n = 322 out of 644) of student respondents who identified with a racialized group indicated they can safely and comfortably practice their religion at school *all or most of the time*.
- Sixty-three percent (63%) (n = 547 out of 868) of student respondents indicated they feel safe and comfortable *all or most of the time* to wear clothing and symbols of importance to their religion
  - Fifty-nine percent (59%) (n = 391 out of 663) of student respondents who identified with a racialized group indicated they feel safe and comfortable to do this.
- Fifty-seven percent (57%) (n = 378 out of 663) of student respondents who identified with a racialized group indicated they feel safe and comfortable *all or most of the time* to celebrate their religious and cultural occasions at school.
  - Seventy-two percent (72%) (n = 138 out of 195) of student respondents who identified as White/Caucasian indicated they held this perception.
- Eighty-one percent (81%) (n = 727 out of 898) of all student respondents indicated they feel safe and comfortable *all or most of the time* to bring their traditional foods to school.
  - Seventy-three percent (73%) (n = 487 out of 667) of students who identified with a racialized group shared this perception.

#### Students who identify as gender-diverse face barriers in their ability to express their gender identity at school.

- Fifty-eight percent (58%) (n = 78 out of 135) of student respondents who identified as gender-diverse indicated staff *all or most of the time* use the appropriate pronouns to address them.
- Fifty-six percent (56%) (n = 74 out of 133) of student respondents who identified as gender-diverse indicated they feel safe and comfortable *all or most of the time* to wear clothing and/or symbols that are important to their gender identity at school.

#### Inconsistent opportunities are available to students to learn about Indigenous heritage and cultural traditions.

- Sixty-eight percent (68%) (n = 600 out of 883) of student respondents indicated they had the opportunity to learn about Indigenous heritage and cultural traditions *all or most of the time*.

## Section 2 – Survey Results

### SS.2.1 Do staff of the Vancouver School Board correctly pronounce your name?

A total of 897 students out of 27,893 students responded to this question.

Fifteen percent (15%) (n = 135 out of 897) of all student respondents indicated staff only *sometimes or rarely* pronounced their name correctly. Twenty-seven percent (27%) (n = 182 out of 675) of students who identified with a racialized group indicated having this experience.

| Table SS.2.1 Do staff of the Vancouver School Board correctly pronounce your name? |                     |                       |              |               |            |              |       |              |                |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|----------------|
|  | Answer Choices %    |                       |              |               |            |              |       |              |                |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses  |
| <b>Response Groups</b>   |                     |                       |              |               |            |              |       |              |                |
| <b>All Students</b>  | 49.83               | 31.77                 | <b>81.6</b>  | 9.36          | 5.46       | <b>14.82</b> | 1.9   | 1.67         | 897            |
| <b>Indigenous</b>  | 36.36               | 27.27                 | 63.63        | 0             | 9.09       | 9.09         | 0     | 27.27        | 11             |
| <b>Black / African</b>   | 31.58               | 15.79                 | 47.37        | 31.58         | 15.79      | 47.37        | 5.26  | 0            | 19             |
| <b>East &amp; Southeast Asian</b>  | 57.08               | 29.95                 | 87.03        | 6.84          | 4.25       | 11.09        | 0.71  | 1.18         | 424            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>                               | 21.74               | 34.78                 | 56.52        | 26.09         | 17.39      | 43.48        | 0     | 0            | 23             |
| <b>South Asian &amp; Indo-Caribbean</b>  | 17.86               | 39.29                 | 57.15        | 19.64         | 7.14       | 26.78        | 16.07 | 0            | 56             |
| <b>Hispanic/Latinx</b>   | 30.77               | 26.92                 | 57.69        | 19.23         | 15.38      | 34.61        | 3.85  | 3.85         | 26             |
| <b>Mixed</b>   | 39.66               | 39.66                 | 79.32        | 7.76          | 7.76       | 15.52        | 1.72  | 3.45         | 116            |
| <b>Average</b><br>(of 675 responses)   |                     |                       | <b>64.10</b> |               |            | <b>26.85</b> |       |              | 675<br>(Total) |
| <b>White/Caucasian</b>   | 56.04               | <b>32.37</b>          | 88.41        | 8.21          | 2.42       | <b>10.63</b> | 0.48  | 0.48         | 207            |

### SS.2.2 Do staff of the Vancouver School Board use the appropriate pronouns to address you?

A total of 892 students out of 27,893 responded to this question.

Eighty-eight percent (88%) (n = 785 out of 892) of all student respondents indicated staff *all or most of the time* addressed them with the appropriate pronouns. Fifty-eight percent (58%) (n = 78 out of 135) of student respondents who identified as gender-diverse indicated staff consistently addressed them with the appropriate pronouns.

| Table SS2.2 Do staff of the Vancouver School Board use the appropriate pronouns to address you? |                     |                       |              |               |            |              |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>   | 79.37               | 8.18                  | <b>87.55</b> | 2.69          | 1.68       | <b>4.37</b>  | 1.91  | 6.17         | 892           |
| <b>Gender Diverse</b>   | 38.52               | 20                    | <b>58.52</b> | 11.11         | 9.63       | <b>20.74</b> | 6.67  | 14.07        | 135           |

### SS2.3 Do you feel you can safely and comfortably practice your religion in school?

A total of 850 students out of 27,893 students responded to this question.

Fifty percent (50%) (n = 322 out of 644) of students who identified with a racialized group indicated they feel safe and comfortable to practice their religion at school. Thirty percent (30%) (n = 255 out of 850) of all student responses indicated students *did not know* if they can safely and comfortably practice their religion at school.

| Table SS2.3 Do you feel you can safely and comfortably practice your religion in school? |                     |                       |              |               |            |              |       |              |                |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|----------------|
|  | Answer Choices %    |                       |              |               |            |              |       |              |                |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses  |
| <b>Response Groups</b>   |                     |                       |              |               |            |              |       |              |                |
| <b>All Students</b>  | 46                  | 12.35                 | <b>58.35</b> | 5.88          | 2.59       | <b>8.47</b>  | 4     | 29.18        | 850            |
| <b>Indigenous</b>  | 9.09                | 9.09                  | 18.18        | 0             | 0          | 0            | 9.09  | 72.73        | 11             |
| <b>Black / African</b>   | 17.65               | 17.65                 | 35.3         | 17.65         | 0          | 17.65        | 23.53 | 23.53        | 17             |
| <b>East &amp; Southeast Asian</b>  | 47.19               | 15.16                 | 62.35        | 6.85          | 3.18       | 10.03        | 2.93  | 24.69        | 409            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>                                     | 50                  | 18.18                 | 68.18        | 4.55          | 4.55       | 9.1          | 4.55  | 18.18        | 22             |
| <b>South Asian &amp; Indo-Caribbean</b>  | 44.64               | 14.29                 | 58.93        | 12.5          | 5.36       | 17.86        | 0     | 23.21        | 56             |
| <b>Hispanic</b>  | 60                  | 4                     | 64           | 0             | 12         | 12           | 0     | 20           | 25             |
| <b>Mixed</b>   | 39.42               | 8.65                  | 48.07        | 3.85          | 1.92       | 5.77         | 9.62  | 36.54        | 104            |
| <b>Average</b><br>(of 644 responses)   |                     |                       | <b>50.72</b> |               |            | <b>10.34</b> |       |              | 644<br>(Total) |
| <b>White/Caucasian</b>   | 49.22               | 8.29                  | <b>57.51</b> | 3.11          | 0          | <b>3.11</b>  | 2.59  | 36.79        | 193            |



**SS2.4 Do you feel you can safely and comfortably wear clothing or symbols that are important to your religion or culture?**

A total of 868 students out of 27,893 students responded to this question.

Sixty-three percent (63%) (n = 547 out of 868) of all student respondents indicated they felt safe and comfortable *all or most of the time* to wear clothing and symbols of importance to their religion. Fifty-nine percent (59%) (n = 391 out of 663) of student respondents who identified with a racial group indicated they felt safe and comfortable to do this.

| Table SS2.4 Do you feel you can safely and comfortably wear clothing or symbols that are important to your religion or culture? |                     |                       |              |               |            |              |       |              |                       |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|-----------------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses         |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |                       |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |                       |
| <b>All Students</b>   | 48.85               | 14.4                  | <b>63.25</b> | 7.26          | 3.57       | <b>10.83</b> | 3.23  | 22.7         | 868                   |
| <b>Indigenous</b>   | 54.55               | 18.18                 | 72.73        | 0             | 0          | 0            | 0     | 27.27        | 11                    |
| <b>Black / African</b>  | 41.18               | 5.88                  | 47.06        | 5.88          | 5.88       | 11.76        | 11.76 | 29.41        | 17                    |
| <b>East &amp; Southeast Asian</b>   | 49.29               | 19.29                 | 68.58        | 8.1           | 3.57       | 11.67        | 1.67  | 18.1         | 420                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 40.91               | 18.18                 | 59.09        | 9.09          | 4.55       | 13.64        | 13.64 | 13.64        | 22                    |
| <b>South Asian &amp; Indo-Caribbean</b>   | 44.64               | 12.5                  | 57.14        | 17.86         | 10.71      | 28.57        | 3.57  | 10.71        | 56                    |
| <b>Hispanic</b>   | 64                  | 0                     | 64           | 12            | 4          | 16           | 4     | 16           | 25                    |
| <b>Mixed</b>  | 38.39               | 8.93                  | 47.32        | 8.04          | 3.57       | 11.61        | 7.14  | 33.93        | 112                   |
| <b>Average</b><br><i>(of 663 responses)</i>   |                     |                       | <b>59.42</b> |               |            | <b>13.32</b> |       |              | 663<br><i>(Total)</i> |
| <b>White/Caucasian</b>  | 54.12               | 8.25                  | <b>62.37</b> | 2.06          | 1.55       | <b>3.61</b>  | 2.06  | 31.96        | 194                   |

**SS2.5 Do you feel you can safely and comfortably wear clothing or symbols that are important to your gender identity?**

A total of 883 students out of 27,893 students responded to this question.

Seventy-nine percent (79%) (n = 698 out of 883) of all student respondents indicated they feel safe and comfortable *all or most of the time* to wear clothing and symbols of importance to their gender identity. Fifty-six percent (56%) (n = 75 out of 133) of students who identified as gender-diverse indicated they feel safe and comfortable *all or most of the time* to wear such items.

| Table SS2.5 Do you feel you can safely and comfortably wear clothing or symbols that are important to your gender identity? |                     |                       |              |               |            |              |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>   | 62.06               | 17.01                 | <b>79.07</b> | 6.57          | 2.49       | <b>9.06</b>  | 1.36  | 10.42        | 883           |
| <b>Gender-diverse</b>   | 36.84               | 19.55                 | <b>56.39</b> | 17.29         | 7.52       | <b>24.81</b> | 6.02  | 12.78        | 133           |

**SS2.6 Do you feel you can safely and comfortably bring your traditional foods to school?**

A total of 898 students out of 27,893 students responded to this question.

Eighty-one percent (81%) (n = 727 out of 898) of all student respondents indicated they feel safe and comfortable *all or most of the time* to bring their traditional foods to school. Seventy-three percent (73%) (n = 487 out of 667) of students who identified with a racialized group shared this perception.

| Table SS2.6 Do you feel you can safely and comfortably bring your traditional foods to school? |                     |                       |              |               |            |              |       |              |                       |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|-----------------------|
|  | Answer Choices %    |                       |              |               |            |              |       |              |                       |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses         |
| <b>Response Groups</b>   |                     |                       |              |               |            |              |       |              |                       |
| <b>All Students</b>  | 64.55               | 16.53                 | <b>81.08</b> | 6.96          | 2.62       | <b>9.58</b>  | 1.25  | 7.98         | 898                   |
| <b>Indigenous</b>  | 54.55               | 9.09                  | 63.64        | 18.18         | 0          | 18.18        | 0     | 18.18        | 11                    |
| <b>Black / African</b>   | 50                  | 5.56                  | 55.56        | 11.11         | 11.11      | 22.22        | 11.11 | 11.11        | 18                    |
| <b>East &amp; Southeast Asian</b>  | 63.33               | 21.43                 | 84.76        | 8.33          | 1.9        | 10.23        | 0.48  | 4.52         | 420                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 52.17               | 34.78                 | 86.95        | 4.35          | 8.7        | 13.05        | 0     | 0            | 23                    |
| <b>South Asian &amp; Indo-Caribbean</b>  | 48.31               | 23.21                 | 71.52        | 8.93          | 10.71      | 19.64        | 1.79  | 7.14         | 56                    |
| <b>Hispanic</b>  | 76.92               | 3.85                  | 80.77        | 15.38         | 0          | 15.38        | 0     | 3.85         | 26                    |
| <b>Mixed</b>   | 61.92               | 12.39                 | 74.31        | 7.08          | 3.54       | 10.62        | 4.42  | 10.62        | 113                   |
| <b>Average</b><br><i>(of 667 responses)</i>  |                     |                       | <b>73.93</b> |               |            | <b>15.62</b> |       |              | 667<br><i>(Total)</i> |
| <b>White/Caucasian</b>   | 74.84               | 7.54                  | <b>82.38</b> | 1.51          | 0.5        | <b>2.01</b>  | 0.5   | 15.08        | 199                   |

**SS2.7 Do you feel you can safely and comfortably celebrate your religious or cultural festivals and/or occasions at school?**

A total of 869 students out of 27,893 students responded to this question.

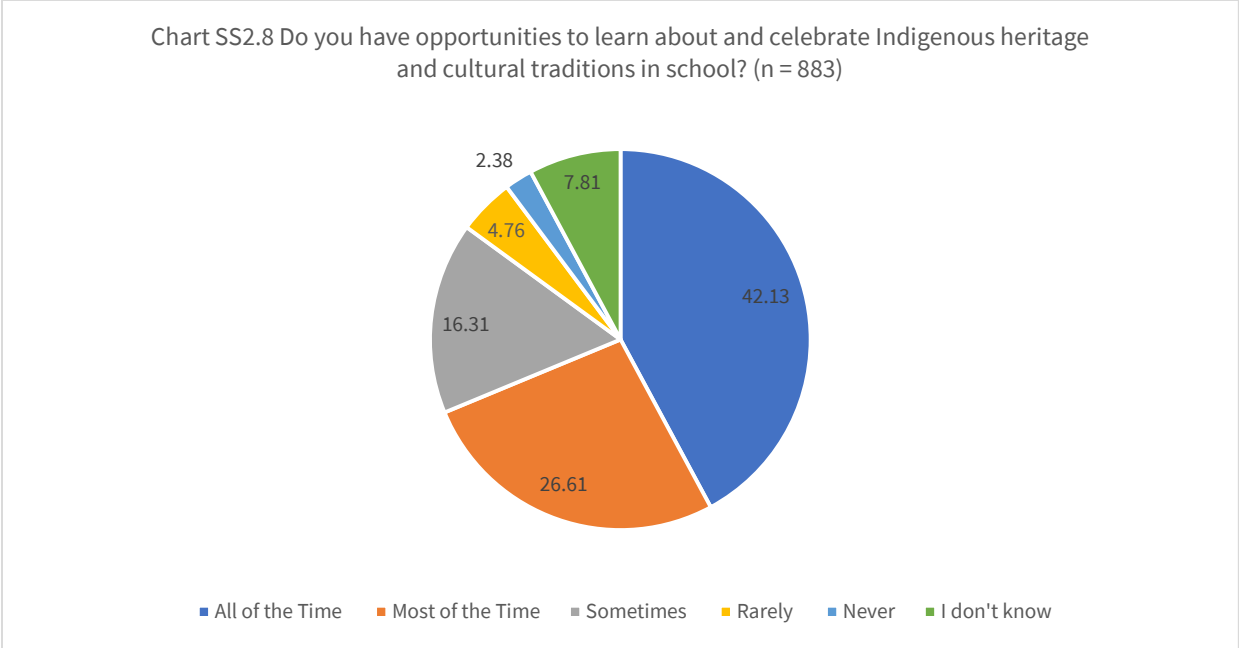
Fifty-seven percent (57%) (n = 378 out of 663) of students who identified with a racialized group indicated they feel safe and comfortable *all or most of the time* to celebrate their religious and cultural occasions at school. Seventy-two percent (72%) (n = 140 out of 195) of students who identified as White/Caucasian indicated they held this perception.

| Table SS2.7 Do you feel you can safely and comfortably celebrate your religious or cultural festivals and/or occasions at school? |                     |                       |              |               |            |              |       |              |                |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|----------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              |                |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses  |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |                |
| <b>All Students</b>   | 48.85               | 17.72                 | <b>66.57</b> | 7.59          | 3.45       | <b>11.04</b> | 3.34  | 19.45        | 869            |
| <b>Indigenous</b>   | 36.36               | 18.18                 | 54.54        | 0             | 9.09       | 9.09         | 9.09  | 27.27        | 11             |
| <b>Black / African</b>  | 27.78               | 11.11                 | 38.89        | 11.11         | 5.56       | 16.67        | 11.11 | 33.33        | 18             |
| <b>East &amp; Southeast Asian</b>   | 47.13               | 21.53                 | 68.66        | 10.05         | 3.59       | 13.64        | 1.69  | 16.03        | 418            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 45.45               | 13.64                 | 59.09        | 13.64         | 0          | 13.64        | 13.64 | 13.64        | 22             |
| <b>South Asian &amp; Indo-Caribbean</b>   | 48.21               | 19.64                 | 67.85        | 7.14          | 8.93       | 16.07        | 5.36  | 10.71        | 56             |
| <b>Hispanic</b>   | 42.31               | 11.54                 | 53.85        | 11.54         | 7.69       | 19.23        | 3.85  | 23.08        | 26             |
| <b>Mixed</b>  | 39.29               | 16.07                 | 55.36        | 8.04          | 3.57       | 11.61        | 7.14  | 25.89        | 112            |
| <b>Average</b>  |                     |                       | <b>56.89</b> |               |            | <b>14.28</b> |       |              | 663<br>(Total) |
| <b>White/Caucasian</b>  | 60.51               | 11.28                 | <b>71.79</b> | 1.54          | 1.03       | <b>2.57</b>  | 1.54  | 24.1         | 195            |

**SS2.8 Do you have opportunities to learn about and celebrate Indigenous heritage and cultural traditions in school?**

A total of 883 students out of 27,893 students responded to this question.

Sixty-eight percent (68%) (n = 600 out of 883) of all student respondents indicated they had opportunities *all or most of the time* to learn about Indigenous heritage and cultural traditions in school. Eight percent (8%) (n = 71 out of 883) of all student respondents indicated they *did not know* if they had such opportunities.



**SS2.9 Is there anything you would like to share about your ability to safely and comfortably express any or all parts of your ethnic, cultural, and/or gender identity at school?**

A total of 38 student responses to this question were reviewed to develop the following themes.

Students shared the following around their ability to safely and comfortably express themselves at school:

- Gender-diverse and 2SLGBTQIA+ students have struggled with being mis-gendered (e.g., incorrect pronouns), not receiving supports from teachers and staff, and a fear of expressing their gender and sexual identity due to incidents of homophobia, transphobia, and discrimination.
- Racialized students noted challenges with bringing their culture to school, for example, being afraid of bringing their lunch due to negative comments and physical reactions (e.g., nose pinching).
- Gendered language in schools makes students feel uncomfortable (e.g., “boys and girls”).
- Some students who practice religion have felt discriminated against where they are unable to share their religion or practice in a safe environment (e.g., prayer room)
- Asian students noted challenges with being identified as a monolith or being misidentified as Chinese.
- Students with various cultural and ethnic identities have shared feeling left out as they are afraid to share, or have experienced incidents of discrimination, anti-Semitism, and racism, leaving them to withdraw from interacting with others.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Section 3: Sense of Belonging and Participation

This section asked students to respond to questions about their sense of belonging and ability to participate at school. This section provides important insights into the experiences of students of all backgrounds and identifies any challenges or barriers they may be facing to feel included and participate in their school community.

### Section 3 – Key Findings

*Note: These findings reflect the responses collected from the survey respondents and are not representative of the entire VSB student body. For further information on the number of responses collected for each survey question please review the findings in the following section.*

#### Students of all racial and ethnic backgrounds are mostly able to comfortably form friendships with their peers who belong to diverse backgrounds.

- Ninety-one percent (91%) (n = 767 out of 843) of all student respondents and 91% (n = 581 out of 638) of students who identified with a racialized group indicated they feel comfortable *all or most of the time* to form friendships with their peers who belong to diverse backgrounds.

#### Students who identify as gender-diverse face greater challenges in forming friendships at school.

- Eighty-five percent (85%) (n = 717 out of 843) of all student respondents indicated they feel comfortable *all or most of the time* to form friendships with their peers who have different gender identities.
  - Eight percent (8%) (n = 67 out of 843) of all student respondents indicated they *never* feel comfortable to form such friendships.
- Five percent (5%) (n= 6 out of 130) of student respondents who identified as gender-diverse indicated they *never* feel comfortable to form friendships with their peers who have different gender identities.

#### Students who identify with marginalized groups may experience a lack of acknowledgement of their diverse life experiences.

- Sixteen percent (16%) (n = 102 out of 635) of student respondents who identified with a racialized community indicated they are asked questions *all or most of the time* about their ethnic or culture background that makes them feel uncomfortable.
- Sixteen percent (16%) (n = 20 out of 128) of student respondents who identified as gender-diverse also indicated they are asked questions about their gender identity *all or most of the time* that makes them feel uncomfortable.
- Fifty-two percent (52%) (n = 435 out of 837) of all student respondents indicated they find positive representations *all or most of the time* of people who look like them to be included in school communication material.

#### School facilities are not always inclusive and accessibly designed to support students with varied needs and abilities.

- Twenty-nine percent (29%) (n = 241 out of 832) of all student respondents indicated they *never* have access to gender neutral bathrooms or changerooms at school. Thirty-four percent (34%) (n = 43 out of 127) of students who identified as gender-diverse indicated they *never* have access to such facilities at school.

- Forty-seven percent (47%) (n = 30 out of 64) of students respondents who identified as People with Disability indicated they find their schools to be accessible *all or most of the time* for students with varied needs to be able to safely and comfortably move around. Sixty-four percent (64%) (n = 532 out of 832) of all student respondents indicated they shared this perception of school accessibility.

### Students who identify with marginalized groups face barriers in participating in their school community.

- Fifty seven percent (57%) (n = 36 out of 63) of student respondents who identified as People with Disability indicated they are provided with the necessary supports *all or most of the time* to participate in school activities. Ten percent (10%) (n = 6 out of 63) of student respondents indicated these supports are *never* provided.
- Almost 16% (n = 134 out of 840) of all student respondents indicated they *sometimes or rarely* feel safe or welcomed to participate in sports, social events, and other extracurricular activities at school.
  - Thirty-one percent (31%) (n = 20 out of 64) of students respondents who identified as People with Disability and 23% (n = 29 out of 128) of students respondents who identified as gender-diverse and almost 19% (n = 14 out of 75) of students respondents who identified as People with Neurodivergence indicated they *sometimes or rarely* feel safe and welcomed to participate in such activities.
- The student respondents (n = 634) indicated a variety of reasons that contribute to them not feeling safe or welcomed when participating in school activities. Some of the reasons indicated by these student respondents include gender (19%), race and ethnicity (6%), religion (2%), and disability (2%).
- Ten percent (10%) (n = 6 out of 64) of student respondents who identified as People with Disability and People with Neurodivergence (9%) (n = 7 out of 75) indicated they *never* feel safe and welcome to participate in school events and activities.
- Nine percent (9%) (n = 75 out of 838) of all student respondents indicated they *sometimes or rarely* feel safe and comfortable to spend their lunch hour at school. Fifteen percent (15%) (n = 95 out of 634) of student respondents who identified with a racialized community shared this experience.
- Twenty percent (20%) (n = 15 out of 74) of students respondents who identified as People with Neurodivergence indicated they only *sometimes or rarely* feel safe to spend their lunch at school.

### Section 3 – Survey Results

#### SS3.1 Do you feel you can comfortably form friendships with your peers who belong to different racial or ethnic backgrounds than your own?

A total of 843 students out of 27,893 students responded to this question.

Ninety-one percent (91%) (n = 767 out of 843) of student responses indicated that they feel comfortable *all or most of the time* to form friendships with their peers from diverse backgrounds. Ninety-one percent (91%) (n = 581 out of 638) of all student respondents who identified with a racialized group indicated they feel comfortable *all or most of the time* to form friendships their peers from diverse backgrounds.

| Table SS3.1 Do you feel you can comfortably form friendships with your peers who belong to different racial or ethnic backgrounds than your own? |                     |                       |              |               |            |             |       |              |                       |
|--|---------------------|-----------------------|--------------|---------------|------------|-------------|-------|--------------|-----------------------|
|  | Answer Choices %    |                       |              |               |            |             |       |              | N = Responses         |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)   | Never | I don't know |                       |
| <b>Response Groups</b>   |                     |                       |              |               |            |             |       |              |                       |
| <b>All Students</b>  | 74.85               | 16.49                 | <b>91.34</b> | 4.51          | 1.07       | <b>5.58</b> | 1.07  | 2.02         | 843                   |
| <b>Indigenous</b>  | 70                  | 10                    | 80           | 10            | 0          | 10          | 0     | 10           | 10                    |
| <b>Black / African</b>   | 88.24               | 5.88                  | 94.12        | 0             | 0          | 0           | 5.88  | 0            | 17                    |
| <b>East &amp; Southeast Asian</b>  | 66.91               | 20.34                 | 87.25        | 7.11          | 1.72       | 8.83        | 0.74  | 3.19         | 408                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 60                  | 30                    | 90           | 5             | 0          | 5           | 0     | 5            | 20                    |
| <b>South Asian &amp; Indo-Caribbean</b>  | 83.33               | 10.42                 | 93.75        | 2.08          | 2.08       | 4.16        | 0     | 2.08         | 48                    |
| <b>Hispanic</b>  | 79.17               | 20.83                 | 100          | 0             | 0          | 0           | 0     | 0            | 24                    |
| <b>Mixed</b>   | 77.48               | 16.22                 | 93.7         | 2.7           | 0.9        | 3.6         | 2.7   | 0            | 111                   |
| <b>Average</b><br><i>(of 638 responses)</i>  |                     |                       | <b>91.26</b> |               |            | <b>4.51</b> |       |              | 638<br><i>(Total)</i> |
| <b>White/Caucasian</b>   | 88.48               | 8.38                  | <b>96.86</b> | 1.57          | 0          | <b>1.57</b> | 1.05  | 0.52         | 191                   |

#### SS3.2 Do you feel you can comfortably form friendships with your peers who have a different gender identity than yours?

A total of 843 students out of 27,893 students responded to this question.

Eighty-five (85%) (n = 717 out of 843) of all student respondents indicated they felt comfortable *all or most of the time* to form friendships with their peers who have different gender identities than their own. Eight percent (8%) (n = 677 out of 843) of all student respondents indicated they *never* feel comfortable in forming friendships with peers with different gender identities. Five percent (5%) (n = 7 out of 130) of student respondents who identified as gender-diverse also indicated they *never* feel comfortable to form friendships with peers who have a different gender identity.

| Table SS3.2 Do you feel you can comfortably form friendships with your peers who have a different gender identity than yours? |                     |                       |              |               |            |             |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|-------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |             |       |              |               |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)   | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                       |              |               |            |             |       |              |               |
| <b>All Students</b>   | 66.5                | 18.62                 | <b>85.12</b> | 7.71          | 2.02       | <b>9.73</b> | 7.78  | 3.32         | 843           |
| <b>Gender-diverse</b>   | 71.54               | 10.00                 | <b>81.54</b> | 7.69          | 1.54       | <b>9.23</b> | 4.62  | 4.62         | 130           |

**SS3.3 Are you asked questions about your racial or ethnic background (culture, language, religion, etc.) at school in a way that makes you uncomfortable?**

A total of 837 students out of 27,893 students responded to this question.

Thirty-eight percent (38%) (n = 318 out of 837) of all student respondents indicated they are *sometimes or rarely* asked questions at some point about their racial or ethnic background at school in a way that made them uncomfortable. Nine percent (9%) (n = 75 out of 837) of all student respondents indicated they have this experienced *all or most of the time*.

Sixteen percent (16%) (n = 102 out of 635) of student respondents who identified with a racialized group indicated they have been made to feel uncomfortable from such questioning *all or most of the time*.

| Table SS3.3 Are you asked questions about your racial or ethnic background (culture, language, religion, etc.) at school in a way that makes you uncomfortable? |                     |                       |              |               |            |              |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>   | 4.66                | 4.18                  | <b>8.84</b>  | 11.11         | 27.60      | <b>38.71</b> | 44.92 | 7.53         | 837           |
|   |                     |                       |              |               |            | 0            |       |              |               |
| <b>Indigenous</b>   | 20.00               | 10.00                 | 30           | 10.00         | 20.00      | 30           | 20.00 | 20.00        | 10            |
| <b>Black / African</b>  | 0.00                | 11.76                 | 11.76        | 17.65         | 35.29      | 52.94        | 35.29 | 0.00         | 17            |
| <b>East &amp; Southeast Asian</b>   | 3.69                | 3.19                  | 6.88         | 14.00         | 31.20      | 45.2         | 41.28 | 6.63         | 407           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 0.00                | 5.00                  | 5            | 15.00         | 25.00      | 40           | 50.00 | 5.00         | 20            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 8.51                | 10.64                 | 19.15        | 2.13          | 38.30      | 40.43        | 36.17 | 4.26         | 47            |
| <b>Hispanic</b>   | 12.50               | 16.67                 | 29.17        | 8.33          | 29.17      | 37.5         | 33.33 | 0.00         | 24            |
| <b>Mixed</b>  | 4.55                | 4.55                  | 9.1          | 16.36         | 23.64      | 40           | 40.91 | 10.00        | 110           |
| <b>Average (of 635 responses)</b>   |                     |                       | <b>15.87</b> |               |            | <b>40.87</b> |       |              | 635 (Total)   |
| <b>White/Caucasian</b>  | 4.79                | 1.60                  | <b>6.39</b>  | 3.72          | 19.15      | <b>22.87</b> | 60.64 | 10.11        | 188           |



**SS3.4 Are you asked questions about your gender identity at school in a way that makes you uncomfortable?**

A total of 842 students out of 27,893 students responded to this question.

Sixteen percent (16%) (n = 20 out of 128) of student respondents who identified as gender-diverse indicated they are asked questions about their gender identity *all or most of the time* that make them feel uncomfortable. Six percent (6%) (n = 51 out of 842) of all student respondents indicated they had such experiences. Sixty-five percent (65%) (n = 547 out of 842) of all student respondents indicated they have *never* been made to feel uncomfortable from such questioning, and 34% (n = 44 out of 128) of student respondents who identified as gender-diverse indicated they *never* had such an experience.

| Table SS3.4 Are you asked questions about your gender identity at school in a way that makes you uncomfortable? |                     |                       |              |               |            |              |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>   | 3.56                | 2.49                  | <b>6.05</b>  | 8.79          | 12.95      | <b>21.74</b> | 65.20 | 7.01         | 842           |
| <b>Gender-diverse</b>   | 7.03                | 8.59                  | <b>15.62</b> | 21.09         | 14.84      | <b>35.93</b> | 34.38 | 14.06        | 128           |

**SS3.5 Do you have access to gender neutral bathrooms or changerooms at school?**

A total of 832 students out of 27,893 students responded to this question.

Twenty-eight percent (28%) (n = 241 out of 832) of all student respondents indicated they *never* have access to gender neutral bathrooms or changerooms at school. Thirty-four percent (34%) (n = 43 out of 127) of students who identified as gender-diverse indicated they *never* have access to such facilities at school.

| Table SS3.5 Do you have access to gender neutral bathrooms or changerooms at school? |                     |                       |              |               |            |              |       |              |               |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                       |              |               |            |              |       |              |               |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>  | 27.40               | 8.77                  | <b>36.17</b> | 5.05          | 2.88       | <b>7.93</b>  | 28.37 | 27.52        | 832           |
| <b>Gender-diverse</b>  | 20.47               | 14.96                 | <b>35.43</b> | 6.30          | 6.30       | <b>12.60</b> | 33.86 | 18.11        | 127           |

**SS3.6 Is your school accessible for people with disability so that they can safely and comfortably move around the school?**

A total of 840 students out of 27,893 students responded to this question.

Sixty-four percent (64%) (n = 538 out of 840) of all student respondents considered their schools to be accessible *all or most of the time*. Forty-seven percent (47%) (n = 30 out of 64) of student respondents who identify as People with Disability considered their school to be accessible. Thirteen percent (13%) (n = 8 out of 64) of student respondents who identified as People with Disability indicated they *never* find their school to be accessible. Eight percent (8%) (n = 6 out of 74) of student respondents who identified as People with Neurodivergence indicated they *never* find their school to be accessible.

| Table SS3.6 Is your school accessible for people with disability so that they can safely and comfortably move around the school? |                     |                       |              |               |            |              |       |              |               |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                       |              |               |            |              |       |              |               |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>  | 40.95               | 22.74                 | <b>63.69</b> | 8.21          | 3.81       | <b>7.93</b>  | 5.24  | 19.05        | 840           |
| <b>People with Disability</b>  | 26.56               | 20.31                 | <b>46.87</b> | 12.50         | 1.56       | <b>14.06</b> | 12.50 | 26.56        | 64            |
| <b>People with Neurodivergence</b>   | 35.14               | 18.92                 | <b>54.06</b> | 16.22         | 5.41       | <b>21.63</b> | 8.11  | 16.22        | 74            |

**SS3.7 Do your school displays, posters, communications material etc. include positive representations of people who look like you?**

A total of 837 students out of 27,893 students responded to this question.

Fifty-two percent (52%) (n = 435 out of 837) of all student respondents indicated they found positive representations of people who look like them to be included in school communication material *all or most of the time*. This perception was also shared by students across diverse identity groups, as indicated by 50% (n = 318 out of 635) of student respondents who identified with a racialized community and other marginalized identity groups related to gender and ability (n = 134 out of 267).

Five percent (5%) (n = 42 out of 837) of all student respondents further indicated they are *never* positively portrayed in school communication material.

| Table SS3.7 Do your school displays, posters, communications material etc. include positive representations of people who look like you? |                     |                       |              |               |            |              |       |              |                       |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|-----------------------|
|  | Answer Choices %    |                       |              |               |            |              |       |              |                       |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses         |
| <b>Response Groups</b>   |                     |                       |              |               |            |              |       |              |                       |
| <b>All Students</b>  | 31.05               | 21.60                 | <b>52.65</b> | 13.96         | 6.56       | <b>20.52</b> | 4.77  | 21.60        | 837                   |
| <b>Indigenous</b>  | 40.00               | 40.00                 | 80           | 0.00          | 0.00       | 0            | 10.00 | 10.00        | 10                    |
| <b>Black / African</b>   | 35.29               | 23.53                 | 58.82        | 23.53         | 5.88       | 29.41        | 5.88  | 5.88         | 17                    |
| <b>East &amp; Southeast Asian</b>  | 26.29               | 22.85                 | 49.14        | 16.71         | 5.16       | 21.87        | 4.18  | 24.82        | 407                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 5.00                | 20.00                 | 25           | 10.00         | 15.00      | 25           | 20.00 | 30.00        | 20                    |
| <b>South Asian &amp; Indo-Caribbean</b>  | 36.96               | 15.22                 | 52.18        | 21.74         | 8.70       | 30.44        | 6.52  | 10.87        | 47                    |
| <b>Hispanic</b>  | 50.00               | 4.17                  | 54.17        | 12.50         | 8.33       | 20.83        | 12.50 | 12.50        | 24                    |
| <b>Mixed</b>   | 27.03               | 23.42                 | 50.45        | 9.91          | 12.61      | 22.52        | 4.50  | 22.52        | 110                   |
| <b>Average</b><br><i>(of 635 responses)</i>  |                     |                       | <b>52.82</b> |               |            | <b>21.44</b> |       |              | 635<br><i>(Total)</i> |
| <b>White/Caucasian</b>   | 44.44               | 19.05                 | <b>63.49</b> | 8.99          | 4.76       | <b>13.75</b> | 2.65  | 20.11        | 189                   |
| <b>Gender-diverse</b>  | 29.46               | 20.16                 | 49.62        | 14.73         | 9.30       | 24.03        | 8.53  | 17.83        | 129                   |
| <b>People with Disability</b>  | 26.98               | 22.22                 | 49.2         | 14.29         | 9.52       | 23.81        | 7.94  | 19.05        | 63                    |
| <b>People with Neurodivergence</b>   | 34.67               | 28.00                 | 62.67        | 6.67          | 6.67       | 13.34        | 8.00  | 16.00        | 75                    |
| <b>Average</b><br><i>(of 267 responses)</i>  |                     |                       | <b>53.83</b> |               |            | <b>20.39</b> |       |              | 267<br><i>(Total)</i> |

**SS3.8 Are students with special needs provided with the necessary supports to participate in school activities?**

A total of 837 students out of 27,893 students responded to this question.

Sixty-two percent (62%) (n = 519 out of 837) of all student respondents indicated students with special needs are provided with the necessary supports to participate in school activities. Twenty-seven percent (27%) (n = 226 out of 837) of all student respondents also indicated *not knowing* if these supports were provided. Student respondents who identified as People with Disability had slightly lower perception of these supports. Fifty-seven percent (57%) (n = 36 out of 63) of students who identified as People with Disability indicated these supports

were provided *all or most of the time*. Ten percent (10%) (n = 6 out of 63) of these student respondents also indicated these supports are *never available*.

| Table SS3.8 Are students with special needs provided with the necessary supports to participate in school activities? |                     |                       |              |               |            |              |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>   | 40.86               | 20.67                 | <b>61.53</b> | 7.77          | 1.76       | <b>9.53</b>  | 2.03  | 26.88        | 837           |
| <b>People with Disability</b>   | 33.33               | 23.81                 | <b>57.14</b> | 12.70         | 3.17       | <b>15.87</b> | 9.52  | 17.46        | 63            |
| <b>People with Neurodivergence</b>  | 43.24               | 21.62                 | <b>64.86</b> | 8.11          | 2.70       | <b>10.81</b> | 8.11  | 16.22        | 74            |

**SS3.9 Do you avoid any of these following shared common spaces because of feeling unsafe or uncomfortable in your school?**

A total of 318 students out of 27,893 students responded to this question.

The student responses indicate some students may be feeling unsafe or uncomfortable in accessing the shared common spaces in schools. Among all the student respondents, 47% (n = 149 out of 318) indicated they avoid bathrooms, 44% (n = 140 out of 318) avoid changerooms, 24% (n = 76 out of 318) avoid physical education class, and 14% (n = 45 out of 318) avoid the cafeteria.

| Table SS3.9 Do you avoid any of these following shared common spaces because of feeling unsafe or uncomfortable in your school? (Select all that apply) |                         |
|---|-------------------------|
| Answer Choices  | All Student Responses % |
| <b>Bathrooms</b>  | 46.86                   |
| <b>Changerooms</b>  | 44.34                   |
| <b>Physical Education or Gym Class</b>  | 24.21                   |
| <b>School Athletic Field or Sports Facilities</b>   | 13.21                   |
| <b>Hallways or Stairwells</b>   | 9.12                    |
| <b>School grounds (parking lots, playgrounds, etc.)</b>   | 7.55                    |
| <b>Cafeteria</b>  | 13.84                   |
| <b>Computer Labs</b>  | 3.46                    |
| <b>Library</b>  | 5.03                    |
| <b>School buses</b>   | 11.64                   |
| <b>Other Spaces: please specify (e.g., classrooms, offices)</b>   | 11.32                   |
| <b>Answered</b>   | <b>318</b>              |

**SS3.9a If there are any spaces in school where you do not feel safe, welcomed, or comfortable, then please tell us more:**

*A total of 78 student responses to this question were reviewed to develop the following themes.*

Students shared the following on spaces in school where they do not feel safe, welcomed, or comfortable:

- Bathrooms – they are unsanitary, unsafe (e.g., stall doors do not lock), unwelcoming (e.g., students are vaping in them), and uncomfortable (e.g., sex-specific bathrooms/lack of inclusive bathrooms).
  - Some students shared an experience with teachers who have not allowed students who identify as female to go to the washroom.
  - Some students shared that the gender-neutral bathroom was unsafe due to cis-gender boys making sexual commentary to other users, and students using the space to have physically intimate meetings.
- Changerooms – unsanitary, unsafe (e.g., lack of privacy), and unwelcoming to those who may have non-cis-gender identities.
- Physical Education or Gym Class – unwelcoming for students who are self-conscious about their body and/or feel they do not have the athletic ability.
- Hallways – unsafe with the lack of supervision and student behaviour.
- Playgrounds / Outside – unsafe due to student bullying.
- Cafeterias – unwelcoming due to the crowded space and loud environment.
- Classrooms – unsafe due to student and teacher behaviours (e.g., incorrect pronouns and bullying).
- Offices – uncomfortable as the environment makes students feel as though they are in trouble.
- Parking Lots – unsafe due to a lack of awareness and attention to students as they move through the space.
- COVID-19 – unsafe due to the crowded classrooms and lack of respect for COVID guidelines.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

**SS3.10 Do you feel safe and comfortable to spend your lunch hour at school?**

*A total of 838 students out of 27,893 students responded to this question.*

Fifteen percent (15%) (n = 95 out of 634) of student respondents who identified with a racialized group indicated they only *sometimes or rarely* feel safe and comfortable spending their lunch hour at school. Nine percent (9%) (n = 75 out of 838) of all student respondents shared this response. Twenty percent (20%) (n = 15 out of 74) of students who identified as People with Neurodivergence indicated they only *sometimes or rarely* feel safe spending their lunch hour at school.

| Table SS3.10 Do you feel safe and comfortable to spend your lunch hour at school? |                     |                       |              |               |            |              |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>   | 59.07               | 24.58                 | <b>83.65</b> | 7.52          | 1.91       | <b>9.43</b>  | 2.15  | 4.77         | 838           |
| <b>Indigenous</b>   | 50                  | 20                    | <b>70</b>    | 30            | 0          | <b>30</b>    | 0     | 0            | 10            |
| <b>Black / African</b>  | 62.5                | 12.5                  | <b>75</b>    | 0             | 12.5       | <b>12.5</b>  | 6.25  | 6.25         | 16            |
| <b>East &amp; Southeast Asian</b>   | 56.02               | 27.52                 | <b>83.54</b> | 8.6           | 1.47       | <b>10.07</b> | 1.72  | 4.67         | 407           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>                              | 50                  | 15                    | <b>65</b>    | 20            | 0          | <b>20</b>    | 10    | 5            | 20            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 64.58               | 22.92                 | <b>87.5</b>  | 4.17          | 4.17       | <b>8.34</b>  | 0     | 4.17         | 48            |
| <b>Hispanic</b>   | 75                  | 8.33                  | <b>83.33</b> | 4.17          | 8.33       | <b>12.5</b>  | 0     | 4.17         | 24            |
| <b>Mixed</b>  | 63.6                | 20.18                 | <b>83.78</b> | 6.42          | 2.75       | <b>9.17</b>  | 3.67  | 3.67         | 109           |
| <i>Average (of 634 responses)</i>   |                     |                       | <b>78.31</b> |               |            | <b>14.65</b> |       | <i>Total</i> | 634 (Total)   |
| <b>White/Caucasian</b>  | 61.58               | 25.79                 | <b>87.37</b> | 5.26          | 0.53       | <b>5.79</b>  | 2.11  | 4.74         | 190           |
| <b>Gender-diverse</b>   | 51.94               | 26.36                 | <b>78.3</b>  | 12.4          | 2.33       | <b>14.73</b> | 3.1   | 3.88         | 129           |
| <b>People with Disability</b>   | 42.19               | 31.25                 | <b>73.44</b> | 9.38          | 6.25       | <b>15.63</b> | 4.69  | 6.25         | 64            |
| <b>People with Neurodivergence</b>  | 47.3                | 22.97                 | <b>70.27</b> | 14.86         | 5.41       | <b>20.27</b> | 5.41  | 4.05         | 74            |
| <i>Average (of 267 responses)</i>   |                     |                       | <b>75.87</b> |               |            | <b>16.88</b> |       |              | 267 (Total)   |

**SS3.11 Where do you spend the majority of your lunch hour?**

A total of 827 students out of 27,893 students responded to this question.

The 2020/2021 school year looked quite different from a regular school year as students experienced a blended learning environment to meet public health guidelines during the COVID-19 pandemic. This may be a reason for 23% (n = 190 out of 827) of all student respondents indicating they spend their lunch hour at home. The student respondents indicated a variety of spaces where they spend most of their lunch hour including the playground (29%) (n = 240 out of 827), the cafeteria (18%) (n = 149 out of 827), hallways or stairwells (18%) (n = 149 out of 827), and the school athletic field (14%) (n = 116 out of 827).

Nine percent (9%) of all student respondents (n = 74 out of 827) indicated they spend their lunch hour in an empty classroom and 2% (n = 17 out of 827) of all student respondents indicated they spent their lunch hour in the bathroom.

| Table SS3.11 Where do you spend the majority of your lunch hour? (Select all that apply) |            |
|--|------------|
| Answer Choices   | Responses  |
| Cafeteria  | 17.78      |
| Volunteering in a school club  | 5.80       |
| Sports Practice  | 3.75       |
| Library  | 5.20       |
| Hallways or Stairwells   | 18.26      |
| Playground   | 29.38      |
| School Athletic Field  | 14.15      |
| Home – out of choice   | 6.77       |
| Home – due to COVID-19 safety protocols  | 23.46      |
| Bathroom – longer duration than to use for bio needs                                     | 1.69       |
| Empty classroom  | 9.43       |
| Other  | 24.67      |
| <b>Answered</b>  | <b>827</b> |

**SS3.11a If you feel unsafe, unwelcomed, or are not comfortable in spending your lunch hour at school then please share your experience with us:**

*A total of 45 student responses to this question were reviewed to develop the following themes.*

Students shared the following on feeling unsafe, unwelcomed, or not comfortable during their lunch hour at school:

- Some students who have brought their cultural foods to school have experienced racism and negative comments – this has left them feeling uncomfortable and unwelcome.
- Some students have shared discomfort with eating food in front of others and would prefer to eat alone.
- Some students have shared they feel unsafe and uncomfortable in the cafeterias due to the loud and crowded environment.
- Students who are in Life Skills feel unwelcome as they are restricted to their group and not invited to participate in any lunchtime activities (e.g., clubs).
- COVID-19 – uncomfortable and unsafe as students had (at the time of this survey) to eat lunch in their classrooms or outside. Some students would eat at home as it felt like a safer environment than being in a crowded classroom.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

**SS3.12 Do you feel safe or welcomed when participating in sports, social events, and extracurricular activities at school?**

*A total of 840 students out of 27,893 students responded to this question.*

Sixteen percent (16%) (n = 134 out of 840) of all student respondents indicated they only *sometimes or rarely* felt safe or welcomed to participate in sports and other extracurricular activities at school. Three percent (3%) (n = 25 out of 840) of all student respondents indicated they *never* feel safe or welcomed to participate.

Thirty-one percent (31%) (n = 20 out of 64) of students who identified as People with Disability and 23% (n = 29 out of 128) of student respondents who identified as gender-diverse and 19% (n = 14 out of 75) of student respondents who identified as People with Neurodivergence indicated they only *sometimes* or *rarely* feel safe and welcomed to participate in such activities. Ten percent (10%) (n = 6 out of 64) of student respondents who identified as People with Disability and with Neurodivergence (n = 7 out of 75) indicated they *never* feel safe and welcome to participate.

| Table SS3.12 Do you feel safe or welcomed when participating in sports, social events, and extracurricular activities at school? |                     |                       |              |               |            |              |       |              |               |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>   |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>  | 40.71               | 36.31                 | <b>77.02</b> | 12.38         | 3.57       | <b>15.95</b> | 2.86  | 4.17         | 840           |
| <b>Gender-diverse</b>  | 28.13               | 37.50                 | <b>65.63</b> | 17.19         | 6.25       | <b>23.44</b> | 5.47  | 5.47         | 128           |
| <b>People with Disability</b>  | 20.31               | 34.38                 | <b>54.69</b> | 25.00         | 6.25       | <b>31.25</b> | 10.94 | 3.13         | 64            |
| <b>People with Neurodivergence</b>   | 22.67               | 34.67                 | <b>57.34</b> | 13.33         | 5.33       | <b>18.66</b> | 10.67 | 13.33        | 75            |

**SS3.13 If you feel unsafe or unwelcomed when participating in sports, social events, and extracurricular activities at school, do you think it could be due to any of the following reasons attached to you:**

A total of 634 students out of 27,893 students responded to this question.

The student respondents indicated a variety of reasons that contribute to them not feeling safe or welcome in participating in school activities. Gender was indicated as a reason among 19% (n = 120 out of 634) of all student respondents. Race and ethnicity were indicated by six percent (6%) (n = 38 out of 634) of all student respondents. Religion and disability were identified by two percent (2%) (n = 12 out of 634) of all the student respondents as reasons that make them feel not safe or welcome to participate in these activities.

| Table SS3.13 If you feel unsafe or unwelcomed when participating in sports, social events, and extracurricular activities at school, do you think it could be due to any of the following reasons attached to you: (Select all that apply) |            |
|--|------------|
| Answer Choices   | Responses  |
| Race or ethnicity  | 6.31%      |
| Religion or faith  | 2.37%      |
| Sex (male/female)  | 11.99%     |
| 2SLGBTQIA+   | 7.41%      |
| Disability   | 2.52%      |
| Language   | 3.94%      |
| Family level of income   | 3.31%      |
| I feel safe and welcomed when participating in school activities   | 64.35%     |
| Other  | 17.19%     |
| <b>Answered</b>  | <b>634</b> |



**SS3.14 Is there anything you would like to share about the challenges or barriers you may face in developing a sense of belonging or participating at school?**

*A total of 53 student responses to this question were reviewed to develop the following themes.*

Students shared the following on challenges and barriers they face in developing a sense of belonging or participating at school:

- Disabilities (visible and invisible) – lack of the following: accessibility in schools (e.g., wheelchair access), adaptability in school curriculum, and support from teachers and staff.
- Gender identity – incorrect pronoun usage and being told to use preferred pronouns puts people in a situation where they may have to come out when they are not ready to.
- Gender divide – in class, students are divided into “boys vs. girls” which puts students in an uncomfortable situation where they are misgendered or unable to participate.
- 2SLGBTQIA+ students feel they have to hide their identity due to bullying and discrimination.
- Homophobia in sports – students feel they cannot participate due to behaviour on sport teams.
- English Language Learners/newcomers/immigrants – feel they are not able to participate in class activities due to the language barrier.
- COVID-19 – students shared they felt isolated and were not able to get to know their classmates well.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Section 4: Learning and Development

This section asked students to respond to questions about their perception of the learning and development opportunities available to them at school. This section provides important insights into the experiences of students of all backgrounds and identifies any gaps, barriers, or challenges that may be presented to certain students.

### Section 4 – Key Findings

*Note: These findings reflect the responses collected from the survey respondents and are not representative of the entire VSB student body. For further information on the number of responses collected for each survey question please review the findings in the following section.*

Some students perceive equal opportunities to participate in class are not always consistently provided to students of diverse backgrounds and abilities.

- Eighty-two percent (82%) (n = 682 out of 832) of all student respondents and an average of 82% (n = 495 out of 604) of students who identified with a racialized group indicated they consider equal opportunities to participate in class are provided *all or most of the time* to students of all racial and ethnic backgrounds.
  - Eleven percent 11% (n = 66 out of 604) of student respondents who identified with a racialized community also indicated they feel these opportunities are only *sometimes or rarely* provided to students all racial or ethnic backgrounds.
- Seventy-three percent (73%) (n = 88 out of 120) of student respondents who identified as gender-diverse indicated they feel equal opportunities to participate in class are provided to students of all gender identities *all or most of the time*.
  - Fourteen percent (14%) (n = 17 out of 120) of the student respondents who identified as gender-diverse also indicated equal opportunities were only *sometimes or rarely* provided and three percent (3%) (n = 4 out of 120) indicated such opportunities were *never* provided to students of all gender identities.
- Fifty-nine percent (59%) (n = 35 out of 59) of student respondents who identified as People with Disability and 65% (n = 42 out of 67) of student respondents who identified as People with Neurodivergence indicated they feel equal opportunities to participate in class are provided to students of all levels of abilities *all or most of the time*.
  - Twenty-two percent (22%) (n = 13 out of 59) of student respondents who identified as People with Disability and 19% (n = 13 out of 67) of student respondents who identified as People with Neurodivergence indicated equal opportunities are only *sometimes or rarely* provided to students of varying levels of abilities.
  - Nine percent (9%) (n = 5 out of 59) of student respondents who identified as People with Disability and nine percent (9%) People with Neurodivergence (n = 6 out of 67) indicated equal opportunities for such students to participate in class were *never* provided.
- Seventy percent (70%) (n = 47 out of 67) of student respondents who identified as People with Neurodivergence and 62% (n = 37 out of 59) of student respondents who identified as People with Disability indicated they perceive students with special needs or learning challenges to have access to necessary supports to participate in class *all or most of the time*.

### Students face limitations and challenges in participating class and learning activities.

- Fourteen percent (14%) (n = 111 out of 798) of all student respondents indicated they were only *sometimes or rarely* able to easily purchase or source the materials needed to complete projects and assignments.
  - Ninety percent (90%) (n= 166 out of 184) of student respondents who identified as White/Caucasian indicated they all or most of the time were able to easily source the material to complete a project or assignment.
  - Seventy-five percent (75%) (n = 449 out of 599) of student respondents who identified with a racialized group indicated they were able to do so easily.
- Seventy-four percent (74%) (n = 135 out of 183) of student respondents who identified as White/Caucasian and 72% (n = 433 out of 601) of student respondents who identified with a racialized community indicated they feel supported or encouraged by staff *all or most of the time* to pursue learning and growth opportunities that are important to them.
- Fifty-nine percent (59%) (n = 145 out of 245) of student respondents who identified as either gender-diverse, People with Disability, or People with Neurodivergence indicated they feel supported or encouraged by staff *all or most of the time* to pursue learning and growth opportunities that are important to them.

### Further opportunities exist to enhance student knowledge and awareness of Indigenous history and Reconciliation, and the diversity of experiences held by people from racialized and marginalized communities.

- Seventy-two percent (72%) (n = 575 out of 799) of all student respondents indicated they have opportunities to learn about Indigenous history and Reconciliation *all or most of the time*.
- Sixty-six percent (66%) (n = 525 out of 796) of all student respondents indicated they have opportunities *all or most of the time* to learn about the experiences and challenges of people who are impacted by bias, stereotypes, prejudice, racism, and discrimination.
- Forty-one percent (41%) (n = 326 out of 796) of all student respondents indicated they *did not know* if they are able to find a good variety of books written by IBPOC (Indigenous, Black, People of Colour) authors in their school library.
- Twenty-four percent (24%) (n = 191 out of 796) of all student respondents indicated they *did not know* if they could find books about diverse cultures and life experiences in their school library.
- Thirty-seven percent (37%) (n = 294 out of 795) of all student respondents indicated they *did not know* if they could find books about People with Disability and People Who are Neurodivergent in their school library.

### Student exploration and learning of certain marginalized life experiences are not always consistent.

- Seventy-seven percent (77%) (n = 611 out of 793) of all student respondents indicated that have opportunities to learn about the positive experiences of women and girls *all or most of the time*. Fifty-three percent (53%) (n = 414 out of 781) of the respondents indicated they have opportunities to learn about similar experiences of people who identify as 2SLGBTQIA+.

- Most student respondents indicated they have opportunities to learn about the positive experiences of racialized communities *all or most of the time*, including learning about who identify as:
  - Indigenous as indicated by 77% (n = 598 out of 776) of student respondents
  - Black/African descent as indicated by 73% (n = 577 out of 791) of student respondents
  - People of Colour as indicated by 73% (n = 570 out of 781) of student respondents.
- Fifty-seven percent (57%) (n = 450 out of 789) of all student respondents indicated they have similar opportunities to learn about migrants and refugees.
- Half (50%) (n = 395 out of 789) of the student respondents indicated they have opportunities to learn *all or most of the time* about the positive experiences of People with Disabilities.

## Section 4 – Survey Results

### SS4.1 Do you feel students of all racial and ethnic backgrounds are given equal and fair opportunities to participate in class?

A total of 802 students out of 27,893 students responded to this question.

Eighty-two percent (82%) (n = 682 out of 832) of student respondents indicated they mostly consider equal opportunities to participate in class are provided to students of all racial and ethnic backgrounds *all or most of the time*. This perception was also shared by students who identified with diverse racial groups. Eleven percent (11%) (n = 66 out of 604) of student respondents who identified with a racialized group indicated these equal opportunities to participate in class are only *sometimes or rarely* provided.

| Table SS4.1 Do you feel students of all racial and ethnic backgrounds are given equal and fair opportunities to participate in class? |                     |                       |              |               |            |              |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>   | 62.09               | 20.20                 | <b>82.29</b> | 6.23          | 1.62       | <b>7.85</b>  | 0.75  | 6.11         | <b>802</b>    |
| <b>Indigenous</b>   | 62.50               | 25.00                 | 87.5         | 12.50         | 0.00       | 12.5         | 0.00  | 0.00         | <b>8</b>      |
| <b>Black / African</b>  | 52.94               | 23.53                 | 76.47        | 11.76         | 5.88       | 17.64        | 5.88  | 0.00         | <b>17</b>     |
| <b>East &amp; Southeast Asian</b>   | 63.50               | 21.34                 | 84.84        | 6.94          | 1.80       | 8.74         | 0.26  | 6.17         | <b>389</b>    |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 57.89               | 10.53                 | 68.42        | 15.79         | 0.00       | 15.79        | 0.00  | 15.79        | <b>19</b>     |
| <b>South Asian &amp; Indo-Caribbean</b>   | 60.87               | 21.74                 | 82.61        | 8.70          | 4.35       | 13.05        | 2.17  | 2.17         | <b>46</b>     |
| <b>Hispanic/Latinx</b>  | 76.19               | 9.52                  | 85.71        | 4.76          | 0.00       | 4.76         | 4.76  | 4.76         | <b>21</b>     |
| <b>Mixed</b>  | 57.69               | 26.92                 | 84.61        | 4.81          | 0.96       | 5.77         | 1.92  | 7.69         | <b>104</b>    |
| <b>Average (of 604 responses)</b>   |                     |                       | <b>81.45</b> |               |            | <b>11.18</b> |       | Total        | 604 (Total)   |
| <b>White/Caucasian</b>  | 74.46               | 15.76                 | <b>90.22</b> | 3.80          | 1.09       | <b>4.89</b>  | 0.00  | 4.89         | <b>184</b>    |

**SS 4.2 Do you feel students of all gender identities are given equal and fair opportunities to participate in class?**

A total of 798 students out of 27,893 students responded to this question.

Eighty-three percent (83%) (n = 662 out of 798) of all student respondents indicated they consider equal opportunities to participate in class are provided to students of all gender identities. Seventy-three percent (73%) (n = 88 out of 120) of student respondents who identified as gender-diverse indicated they shared this perception. Fourteen percent (14%) (n = 19 out of 120) of students who identified as gender-diverse indicated these opportunities were *only sometimes or rarely* provided and three percent (3%) (n = 4 out of 120) of these students indicated equal opportunities were *never* provided to students of all gender identities.

| Table SS4.2 Do you feel students of all gender identities are given equal and fair opportunities to participate in class? |                     |                       |              |               |            |              |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>   | 63.41               | 19.80                 | <b>83.21</b> | 7.52          | 2.01       | <b>9.53</b>  | 0.88  | 6.39         | 798           |
| <b>Gender-diverse</b>   | 43.33               | 30.00                 | <b>73.33</b> | 11.67         | 2.50       | <b>14.17</b> | 3.33  | 9.17         | 120           |

**SS 4.3 Do you feel students of varying levels of abilities are given equal and fair opportunities to participate in class?**

A total of 798 students out of 27,893 students responded to this question.

Seventy-four (74%) (n = 591 out of 798) of all student respondents indicated they consider equal opportunities to participate in class are provided to students of all levels of abilities. Fifty-nine 59% (n = 35 out of 59) of student respondents who identified as People with Disability and 65% (n = 44 out of 67) of student respondents who identified as People with Neurodivergence indicated they shared this perception.

Twenty-two percent (22%) (n = 13 out of 59) of students who identified as People with Disability and 19% (n = 13 out of 67) of students who identified as People with Neurodivergence indicated equal opportunities are only *sometimes or rarely* provided to students of varying levels of abilities. Nine percent (9%) (n = 5 out of 59) of students who identified as People with Disability and with Neurodivergence (n = 6 out of 67), respectively, indicated equal opportunities for such students to participate in class were *never* provided.

| Table SS4.3 Do you feel students of varying levels of abilities are given equal and fair opportunities to participate in class? |                     |                       |              |               |            |              |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>   | 47.99               | 26.32                 | <b>74.31</b> | 11.03         | 3.38       | <b>14.41</b> | 2.26  | 9.02         | 798           |
| <b>People With Disability</b>   | 42.37               | 16.95                 | <b>59.35</b> | 16.95         | 5.08       | <b>22.03</b> | 8.47  | 10.17        | 59            |
| <b>People with Neurodivergence</b>  | 50.75               | 14.93                 | <b>65.68</b> | 13.43         | 5.97       | <b>19.4</b>  | 8.96  | 5.97         | 67            |

**SS4.4 Do you feel students with special needs and/or learning challenges have access to necessary supports to participate in class?**

A total of 800 students out of 27,893 students responded to this question.

Seventy percent (70%) (n = 47 out of 67) of student respondents who identified as People with Neurodivergence indicated they felt students with special needs or learning challenges have access to necessary supports to participate in class. Sixty-two percent (62%) (n = 37 out of 59) of student respondents who identified as People with Disability indicated they believed such students had access to supports. Twenty-five percent (25%) (n = 15 out of 59) of students who identified as People with Disability and 19% (n = 13 out of 67) of student respondents who identified as People with Neurodivergence indicated these students only *sometimes or rarely* had access to necessary supports to participate in class.

| Table SS4.4 Do you feel students with special needs and/or learning challenges have access to necessary supports to participate in class? |                     |                       |              |               |            |              |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>   | 44.63               | 22.13                 | <b>66.76</b> | 8.50          | 4.50       | <b>13.00</b> | 1.75  | 18.50        | 800           |
| <b>People With Disability</b>   | 37.29               | 25.42                 | <b>62.71</b> | 15.25         | 10.17      | <b>25.42</b> | 6.78  | 5.08         | 59            |
| <b>People with Neurodivergence</b>  | 44.78               | 25.37                 | <b>70.15</b> | 8.96          | 10.45      | <b>19.41</b> | 5.97  | 4.48         | 67            |

**SS4.5 When assigned a project or assignment, are you able to easily purchase/source the material needed to complete the project?**

A total of 798 students out of 27,893 students responded to this question.

Fourteen percent (14%) (n = 112 out of 798) of all student respondents indicated they were only *sometimes or rarely* able to easily purchase or source the materials needed to complete projects and assignments.

Ninety percent (90%) (n = 167 out of 184) of student respondents who identified as White/Caucasian indicated they *all or most of the time* were able to easily source the material to complete a project or assignment. Seventy-five percent (75%) (n = 449 out of 599) of student respondents who identified with a racialized group indicated they were able to do so easily.

| Table SS4.5 When assigned a project or assignment, are you able to easily purchase/source the material needed to complete the project? |                     |                       |              |               |            |              |       |              |                       |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|-----------------------|
|  | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses         |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |                       |
| <b>Response Groups</b>   |                     |                       |              |               |            |              |       |              |                       |
| <b>All Students</b>  | 42.73               | 37.47                 | <b>80.2</b>  | 12.03         | 2.13       | <b>14.16</b> | 1.25  | 4.39         | 798                   |
| <b>Indigenous</b>  | 25.00               | 37.50                 | 62.5         | 25.00         | 0.00       | 25           | 12.50 | 0.00         | 8                     |
| <b>Black / African</b>   | 47.06               | 29.41                 | 76.47        | 17.65         | 0.00       | 17.65        | 5.88  | 0.00         | 17                    |
| <b>East &amp; Southeast Asian</b>  | 40.93               | 40.67                 | 81.6         | 10.88         | 2.07       | 12.95        | 0.52  | 4.92         | 386                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 42.11               | 42.11                 | 84.22        | 10.53         | 0.00       | 10.53        | 5.26  | 0.00         | 19                    |
| <b>South Asian &amp; Indo-Caribbean</b>  | 54.35               | 28.26                 | 82.61        | 15.22         | 0.00       | 15.22        | 0.00  | 2.17         | 46                    |
| <b>Hispanic/Latinx</b>   | 40.00               | 30.00                 | 70           | 25.00         | 0.00       | 25           | 0.00  | 5.00         | 20                    |
| <b>Mixed</b>   | 34.95               | 33.98                 | 68.93        | 14.56         | 6.80       | 21.36        | 3.88  | 5.83         | 103                   |
| <b>Average</b><br><i>(of 599 responses)</i>  |                     |                       | <b>75.19</b> |               |            | <b>18.24</b> |       |              | 599<br><i>(Total)</i> |
| <b>White/Caucasian</b>   | 74.46               | 15.76                 | <b>90.22</b> | 3.80          | 1.09       | <b>4.89</b>  | 0.00  | 4.89         | 184                   |

**SS4.6 Do you feel supported and encouraged by staff in the school to pursue learning and growth opportunities that are important to you?**

A total of 799 students out of 27,893 students responded to this question.

Seventy-four percent (74%) (n = 591 out of 799) of all student respondents and 74% (n = 135 out of 183) of student respondents who identified as White/Caucasian respectively indicated they feel supported or encouraged by staff *all or most of the time* to pursue learning and growth opportunities that are important to them. Seventy-two percent (72%) (n = 433 out of 601) of student respondents who identified with a racialized group indicated feeling supported in the same way.

Fifty-nine percent (59%) (n = 145 out of 245) of student respondents who identified as gender-diverse, People with Disability, and People with Neurodivergence indicated they feel supported or encouraged to pursue opportunities that are of importance to them.

**Table SS4.6 Do you feel supported and encouraged by staff in the school to pursue learning and growth opportunities that are important to you?**

|  | Responses %   |               |              |                  |               |              |              |                 |                       |
|--|---------------|---------------|--------------|------------------|---------------|--------------|--------------|-----------------|-----------------------|
|  | Always<br>(A) | Mostly<br>(B) | SUM<br>(A+B) | Sometimes<br>(C) | Rarely<br>(D) | Never<br>(E) | SUM<br>(D+E) | I don't<br>know | N =<br>Responses      |
| <b>Response Groups</b>                                   |               |               |              |                  |               |              |              |                 |                       |
| <b>All Students</b>                                      | 40.93         | 32.67         | <b>73.6</b>  | 12.39            | 4.63          | 2            | <b>6.63</b>  | 7.38            | 799                   |
| <b>Indigenous</b>  | 25            | 37.5          | 62.5         | 25               | 12.5          | 0            | 12.5         | 0               | 8                     |
| <b>Black / African</b>                                   | 52.94         | 23.53         | 76.47        | 17.65            | 0             | 5.88         | 5.88         | 0               | 17                    |
| <b>East &amp; Southeast Asian</b>                        | 42.89         | 33.59         | 76.48        | 11.37            | 3.62          | 0.78         | 4.4          | 7.75            | 387                   |
| <b>Arab/Middle Eastern/<br/>West &amp; Central Asian</b> | 47.37         | 21.05         | 68.42        | 21.05            | 10.53         | 0            | 10.53        | 0               | 19                    |
| <b>South Asian &amp; Indo-<br/>Caribbean</b>             | 34.78         | 36.96         | 71.74        | 13.04            | 4.35          | 4.35         | 8.7          | 6.52            | 46                    |
| <b>Hispanic/Latinx</b>                                   | 52.38         | 28.57         | 80.95        | 4.76             | 9.52          | 0            | 9.52         | 4.76            | 21                    |
| <b>Mixed</b>   | 32.04         | 33.01         | 65.05        | 15.53            | 3.88          | 6.8          | 10.68        | 8.74            | 103                   |
| <b>Average</b><br><i>(of 601 responses)</i>              |               |               | <b>71.66</b> |                  |               |              | <b>8.89</b>  |                 | 601<br><i>(Total)</i> |
| <b>White/Caucasian</b>                                   | 42.08         | 32.24         | <b>74.32</b> | 10.93            | 6.01          | 1.64         | <b>7.65</b>  | 7.1             | 183                   |
| <b>Gender-diverse</b>                                    | 32.77         | 26.89         | 59.66        | 15.97            | 9.24          | 3.36         | 12.6         | 11.76           | 119                   |
| <b>People With Disability</b>                            | 25.42         | 35.59         | 61.01        | 22.03            | 6.78          | 5.08         | 11.86        | 5.08            | 59                    |
| <b>Neurodivergence</b>                                   | 28.36         | 29.35         | 57.71        | 22.39            | 8.96          | 5.97         | 14.93        | 4.48            | 67                    |
| <b>Average</b><br><i>(of 245 responses)</i>              |               |               | <b>59.46</b> |                  |               |              | <b>13.13</b> |                 | 245<br><i>(Total)</i> |

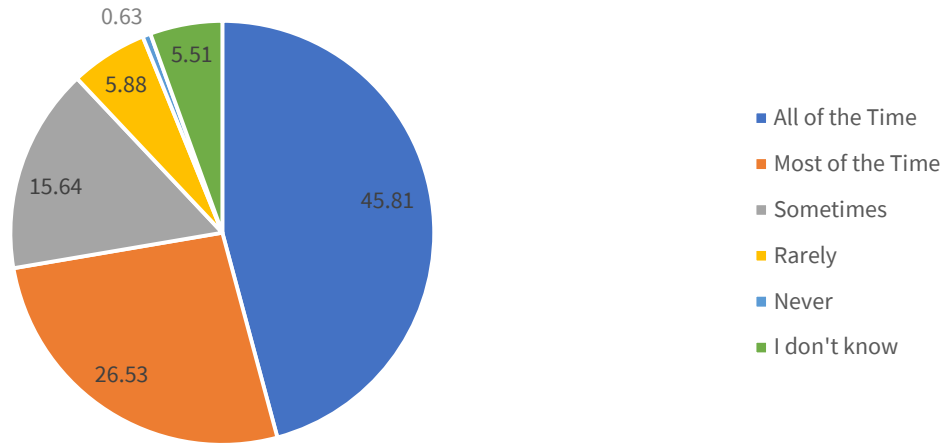
**SS 4.7 Do you have opportunities to learn about Indigenous history and Reconciliation?**

A total of 799 students out of 27,893 students responded to this question.

Seventy-two percent (72%) (n = 575 out of 799) of all student respondents indicated they have opportunities to learn about Indigenous history and Reconciliation *all or most of the time*. Five percent (5%) (n = 40 out of 799) of all student respondents also indicated they *did not know* if they had these opportunities.



Chart SS4.7 Do you have opportunities to learn about Indigenous history and Reconciliation? (n = 799)

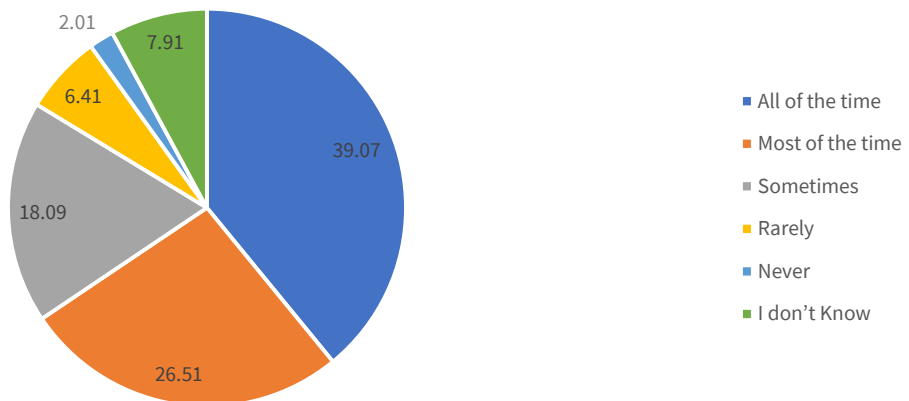


**SS4.8 Do you have opportunities to learn about the experiences and challenges of people who are impacted by bias, stereotypes, prejudice, racism, and discrimination?**

A total of 796 students out of 27,893 students responded to this question.

Sixty-six percent (66%) (n = 525 out of 796) of all student respondents indicated they have opportunities *all or most of the time* to learn about the experiences and challenges of people who are impacted by bias, stereotypes, prejudice, racism, and discrimination. Eight percent (8%) (n = 64 out of 796) all student respondents indicated they *rarely or never* have these opportunities and eight percent (8%) (n = 64 out of 796) of all student respondents also indicated not knowing if they have these opportunities.

Chart SS4.8 Do you have opportunities to learn about the experiences and challenges of people who are impacted by bias, stereotypes, prejudice, racism, and discrimination? (n = 796)



**SS4.9 Are you able to find a good variety of diverse books in your school library?**

A total of 796 students out of 27,893 students responded to this question.

Forty-five percent (45%) (n = 358 out of 796) of all student respondents indicated they are able to find a good variety of books written by IBPOC authors in their school library *all or most of the time*. Forty-one percent (41%) (n = 326 out of 796) of these student respondents also indicated they *did not know* if they could find such books.

Twenty-four percent (24%) (n = 191 out of 796) of all student respondents also indicated they *did not know* if they could find books about diverse cultures and life experiences. Thirty seven percent (37%) (n = 294 out of 795) of the student respondents further indicated they *did not know* if they could find books about People with Disability and People Who are Neurodivergent.

**Table SS4.10 Are you able to find a good variety of books in your school library that are:**

| Response Groups  | Answer Choices % |                  |           |        |       |              | N = Responses |
|--|------------------|------------------|-----------|--------|-------|--------------|---------------|
|  | All of the time  | Most of the time | Sometimes | Rarely | Never | I don't Know |               |
| Written By IBPOC Authors                                       | 25.63            | 18.97            | 8.42      | 3.52   | 2.14  | 41.33        | 796           |
| About Diverse Cultures and Life Experiences                    | 36.86            | 24.53            | 10.69     | 3.52   | 0.88  | 23.52        | 796           |
| About People with Disability and People Who Are Neurodivergent | 21.83            | 18.82            | 11.54     | 7.65   | 2.76  | 37.39        | 795           |

**SS4.11 Do you have opportunities to learn about the positive experiences, accomplishments, and contribution to the global society by diverse people?**

A total of 793 students out of 27,893 students responded to this question.

The student respondents indicated they mostly have opportunities to learn about the positive experiences, accomplishments, and contribution to the global society of diverse people. However, the responses indicate there are more learning opportunities to learn about certain groups than others. Seventy-seven percent (77%) (n = 611 out of 793) of all student respondents indicated they have opportunities to learn about the positive experiences of women and girls. Fifty-three percent (53%) (n = 414 out of 781) of student respondents indicated they have opportunities to learn about similar experiences of people who identify as 2SLGBTQIA+.

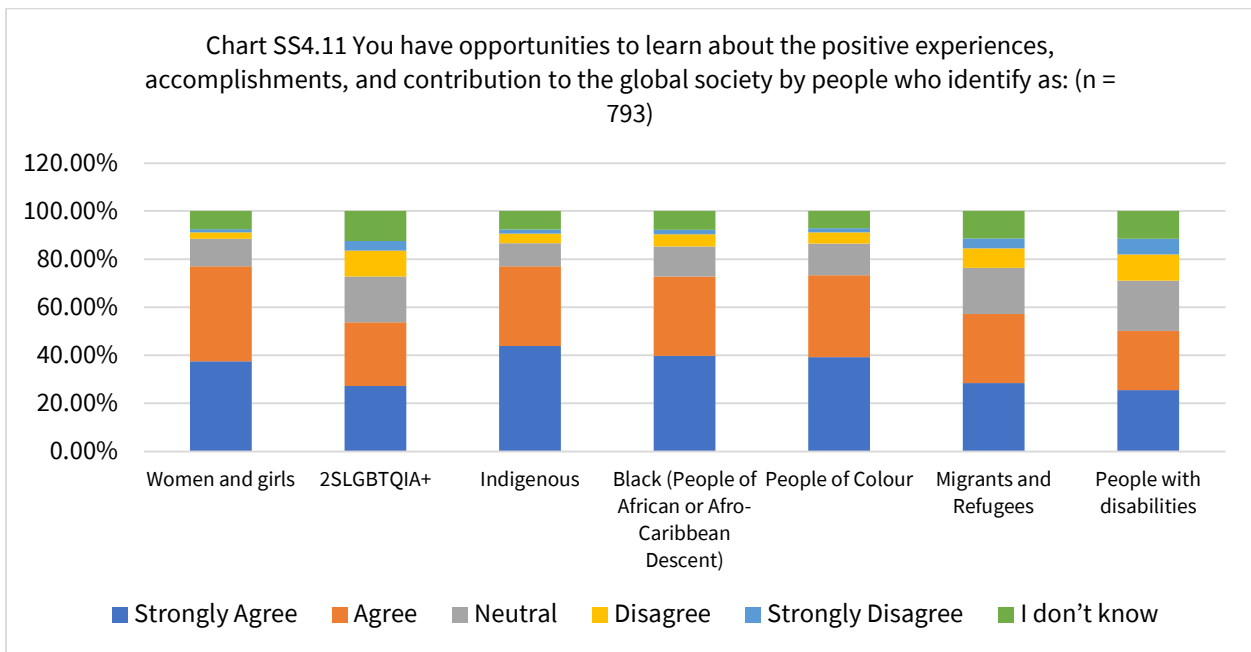
The student respondents shared similar perceptions about having opportunities to learn about the positive experiences of racialized communities. This includes opportunities to learn about the positive experiences of people who identify as:

- Indigenous - 77% (n = 598 out of 776) of student respondents
- Black/African descent - 73% (n = 577 out of 791) of student respondents
- People of Colour - 73% (n = 570 out of 781) of student respondents.

Fifty-seven percent (57%) (n = 450 out of 789) of all student respondents indicated they have similar opportunities to learn about migrants and refugees. Half (50%) (n = 395 out of 789) of student respondents indicated they have opportunities to learn about the positive experiences of People with Disabilities.

**Table SS4.11 You have opportunities to learn about the positive experiences, accomplishments, and contribution to the global society by people who identify as:**

| Answer Choices                                      | Responses %    |       |         |          |                   |              | N = Responses |
|---|----------------|-------|---------|----------|-------------------|--------------|---------------|
|   | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | I don't know |               |
| Women and girls                                     | 37.45          | 39.60 | 11.48   | 2.65     | 1.26              | 7.57         | 793           |
| 2SLGBTQIA+  | 27.27          | 26.50 | 18.95   | 10.88    | 3.97              | 12.42        | 781           |
| Indigenous  | 43.94          | 33.12 | 9.54    | 3.99     | 1.68              | 7.73         | 776           |
| Black (People of African or Afro-Caribbean Descent) | 39.70          | 33.12 | 12.39   | 5.06     | 1.90              | 7.84         | 791           |
| People of Colour                                    | 39.26          | 34.05 | 13.21   | 4.57     | 1.78              | 7.12         | 787           |
| Migrants and Refugees                               | 28.39          | 28.77 | 19.26   | 8.11     | 4.06              | 11.41        | 789           |
| People with disabilities                            | 25.48          | 24.71 | 20.79   | 11.03    | 6.4               | 11.53        | 789           |



**SS4.12 Is there anything you would like to share about your experiences in accessing learning opportunities that may have been impacted by racism or discrimination?**

A total of 23 student responses to this question were reviewed to develop the following themes.

Students shared the following on their experiences in accessing learning opportunities that may have been impacted by racism or discrimination:

- Curriculum – students note the curriculum is often focused on European-centric views with little consideration for updating to reflect the current world events (e.g., Asian history, MMIWG).
- Textbooks – students shared the materials used in classrooms are outdated and are not diverse (e.g., IBPOC authors, refugees, individuals with disabilities, 2SLGBTQIA+).
- IBPOC student voices are not heard or deemed as upsetting for other students to learn from.
- Students with learning disabilities have felt discriminated against by the principal – the education received is one that assumes they cannot learn or excel.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Section 5: Experiences of Racism and Discrimination

This section asked students to respond to questions about their experiences of facing or witnessing racism and discrimination at school. This section provides important insights into the struggles, challenges, and impacts of racism and discrimination facing students from marginalized communities. The student responses highlight opportunities for further assessment and action to create safe and inclusive school communities for students of all backgrounds and abilities.

### Section 5 – Key Findings

*Note: These findings reflect the responses collected from the survey respondents and are not representative of the entire VSB student body. For further information on the number of responses collected for each survey question please review the findings in the following section.*

#### Students experience challenges related to witnessing and experiencing racism and discrimination in their school community.

- Sixty-five percent (65%) (n = 488 out of 751) of all student respondents reported hearing the use of racial slurs or abusive language towards their own or any other racial community at some point.
  - Seventy percent (70%) (n = 399 out of 570) of students who identified with a racialized group indicated having this experience.
- Sixty-four percent (64%) (n = 364 out of 568) of student respondents who identified with a racialized group indicated they have experienced someone touch their hair at some point during their time at school.
- Sixty percent (60%) (n = 446 out of 744) of all student respondents indicated they have experienced or observed someone be mocked because of their clothing.
- Sixty-five percent (65%) (n = 484 out of 744) of all student respondents indicated they have experienced or observed someone be mocked because of their physical appearance.
- Sixty-five percent (65%) (n = 370 out of 569) of student respondents who identified with racialized groups indicated they have experienced or observed someone be mocked because of their accent.
- Forty-eight percent (48%) (n = 271 out of 565) of student respondents who identified with a racialized group indicated they have received praise or recognition that is attached to their racial identity.
- Sixty percent (60%) (n = 341 out of 568) of student respondents who identified with a racialized group indicated they have experienced instances of having their name mocked at some point.
- Thirty-one percent (31%) (n = 175 out of 566) of student respondents who identified with a racialized group indicated they have observed instances when someone has appropriated or disrespectfully worn their cultural clothing.
- Sixty-two percent (62%) (n = 466 out of 751) of all student respondents indicated they have heard the use of discriminatory language towards people with disabilities or mental health challenges at some point.
  - Eighty-nine percent (89%) (n = 48 out of 54) of all student respondents who identified as People with Disability indicated they have heard such language and 79% (n = 50 out of 63) of student respondents who identify as People with Neurodivergence indicated having heard such language.

- The student respondents noted that gender and sexual orientation (24%) (n = 168 out of 699), race or ethnicity (15%) (n = 105 out of 699), and language were some of the most prevalent identities attached reasons for experiencing bullying or harassment.

### Students who identify as gender-diverse face challenges related to witnessing and experiencing gender-based discrimination in their school community.

- Sixty-five percent (65%) (n = 486 out of 747) of all student respondents indicated they experienced an instance of hearing gender-related discriminatory language at school. Seventy-six percent (76%) (n = 83 out of 109) of student respondents who identified as gender-diverse indicated they had heard such language.
- Seventy-six percent (76%) (n = 82 out of 108) of student respondents who identified as gender-diverse indicated having experienced instances of hearing homophobic or transphobic language at school.
- Sixty-five percent (65%) (n = 70 out of 108) of student respondents who identified as gender-diverse and 62% (n = 464 out of 748) of all student respondents respectively indicated they have received praise that is attached to their gender.
- Thirty-one percent (31%) (n = 33 out of 106) of student respondents who identified as gender-diverse indicated they have been addressed with a dead name at some point.

### Students who identify with marginalized groups face greater vulnerabilities during interactions with their school community.

- Sixty-one percent (61%) (n = 348 out of 570) of student respondents who identified with a racialized group and 61% (n = 103 out of 169) of student respondents who identify as White/Caucasian respectively indicated experiencing being frequently ignored or mocked in when participating in a group discussion.
  - Eighty percent (80%) (n = 50 out of 63) of student respondents who identified as People with Neurodivergence also indicated having experiences of being frequently ignored or mocked during a group discussion.
- Fifty-two percent (52%) (n = 294 out of 566) of student respondents who identified with a racialized group indicated they have experienced instances of being ridiculed for their goals and ambitions.
  - Fifty percent (50%) (n = 55 out of 109) of student respondents who identified as gender-diverse and 52% (n = 28 out of 54) of student respondents who identified as People with Disabilities noted experiencing instances of being ridiculed or mocked for their ambition and goals.
- Fifty-eight percent (58%) (n = 328 out of 566) of student respondents who identified with a racialized group and 59% (n = 63 out of 107) of students who identified as gender-diverse indicated they had been referred as being too aggressive or disruptive at some point.
  - Sixty-seven percent (67%) (n = 36 out of 54) of student respondents who identified as People with Disability and 68% (n = 43 out of 63) of student respondents who identified as People with Neurodivergence indicated they had been told they are too aggressive or disruptive.

### Students with heightened vulnerabilities and marginalized identities may feel restricted in their ability to discuss topics of racism and discrimination.

- Seventy-four percent (74%) (n = 550 out of 743) of all student respondents indicated they feel safe and supported *all or most of the time* to write about topics related to racism and discrimination.

- Seventy-three percent (73%) (n = 411 out of 563) of student respondents who identified with a racialized group also shared this perception.
- Sixty-eight percent (68%) (n = 152 out of 224) of student respondents who identified as either gender-diverse, People with Disability, or People with Neurodivergence indicated they feel supported in this way.
- Twenty-seven percent (27%) (n = 152 out of 564) of student respondents who identified with a racialized group indicated they *sometimes or rarely* feel safe and supported to share their thoughts regarding racism and discrimination in front of their class.
  - Thirty-two percent (32%) (n = 34 out of 107) of student respondents who identified as gender-diverse and 29% (n = 18 out of 63) of students who identified as People with Neurodivergence indicated they only *sometimes or rarely* feel safe and supported to share their thoughts in front of their class.

### Further resources and consistency in policies and practices are required to address racism and discrimination in school.

- Half (50%) (n = 297 out of 595) of all student respondents indicated acts of racism and discrimination take place during interactions with other students.
  - Thirty-five percent (35%) (n = 208 out of 595) of student respondents also indicated such acts of racism and discrimination take place online and 20% (n = 119 out of 595) indicated these acts take place on the athletic field or playground.
- Sixty-four percent (64%) (n = 475 out of 742) of all student respondents indicated they perceive school rules and discipline to be applied fairly to them *all or most of the time*. Fifty-seven percent (57%) (n = 320 out of 562) of student respondents who identified with a racialized group indicated they shared this perception.
  - Sixty percent (60%) (n = 134 out of 224) of student respondents who identified as either gender-diverse, People with Disability, or People with Neurodivergence also indicated they perceive school rules and discipline are applied fairly *all or most of the time*.
- Fifty-four percent (54%) (n = 401 out of 743) of all student respondents indicated they feel safe and comfortable in reporting incidents of racism and discrimination to staff in school.
- The student respondents indicated the most prevalent reasons that may prevent students from reporting racism and discrimination include fear of consequences (46%) (n = 322 out of 699), not knowing how to report (36%) (n = 252 out of 699), and not fully recognizing racism and discrimination took place (33%) (n = 231 out of 699).
  - Forty-five percent (45%) (n = 242 out of 537) of all student respondents indicated they did not know what resources were available to them in their school to deal with racism and discrimination.

### Students hold varied perceptions of Vancouver School Board actions and responses to addressing racism and discrimination.

- Sixty-one percent (61%) (n = 452 out of 741) of all student respondents indicated they feel staff *all or most of the time* actively work to condemn racism and discrimination in schools. Fifty-seven percent (57%) (n = 321 out of 563) of student respondents who identified with a racialized group shared this perception.

- Eighteen percent (18%) (n = 133 out of 741) of all student respondents indicated they *did not know* if staff actively work to condemn racism and discrimination.
- Fifty-six percent (56%) (n = 414 out of 739) of all student respondents and 56% (n = 314 out of 561) of student respondents who identified with a racialized group indicated they feel staff all or most of the time take immediate action to address issues when informed of incidents of racism and discrimination.
- Fifty-two percent (52%) (n = 385 out of 740) of all student respondents indicated they *agree* staff actions to address incidents of racism and discrimination are fair and effective.
  - Forty-six percent (46%) (n = 259 out of 562) of student respondents who identified with a racialized group indicated they *agree* with this perception.
  - Forty percent (40%) (n = 89 out of 223) of student respondents who identified as either gender-diverse, People with Disability, or People with Neurodivergence indicated they *agree* that staff actions taken when informed of racism and discrimination are fair and effective.

Experiences of racism and discrimination can significantly impact the well-being and development of students who identify with marginalized groups.

- Twenty-five percent (25%) (n = 150 out of 599) of all student respondents who identified with a racialized group indicated they had missed school or were unable to confirm if they missed school because of racism and discrimination.
  - Thirty percent (30%) (n = 67 out of 223) of student respondents who identified as either gender-diverse, People with Disability, or People with Neurodivergence indicated they had either missed school or were unable to confirm if they had missed school due to racism and discrimination.
- Two percent (2%) (n = 15 out of 741) of all the student respondents indicated they *have had to change schools* because of racism and discrimination. Three percent (3%) (n = 17 out of 562) of student respondents who identified with a racialized group indicated they had to change schools due to such reasons.
  - Six percent (6%) (n = 3 out of 53) of student respondents who identified as People with Disability and People with Neurodivergence (n = 4 out of 62) respectively indicated they have had to change schools because of these reasons.
- Five percent (5%) (n = 37 out of 740) of all student respondents and five percent (5%) (n = 28 out of 561) of students who identified with a racialized group indicated they *have had to change their name* due to the way others misused their name or to make it easier for others to pronounce their name.
  - Eleven percent (11%) (n = 24 out of 222) of student respondents who identified as either gender-diverse, People with Disability, or People with Neurodivergence indicated they *have had to change their name* due to such circumstances.

## Section 5 – Survey Results

Students were asked to indicate if they have experienced or observed any of the following incidents of racism or discrimination directed at them or any other person during their time in the Vancouver School District.

### SS5.1 Heard the use of racial slurs or abusive language towards your own or any other racial or ethnic community.

A total of 751 students out of 27,893 students responded to this question.

Student survey respondents who identified as belonging to a racialized community indicate a higher prevalence of hearing racial slurs. Sixty-five percent (65%) (n = 488 out of 751) of all student respondents reported hearing the use of racial slurs or abusive language towards their own or any other racial community at some point. Seventy percent (70%) (n = 399 out of 570) of students who identified with a racialized group indicated having this experience.

| Table SS5.1 Heard the use of racial slurs or abusive language towards your own or any other racial or ethnic community. |  |                           |                                 |                                 |                  |       |                  |
|---|--|---------------------------|---------------------------------|---------------------------------|------------------|-------|------------------|
|   | Answer Choices %                       |                           |                                 |                                 |                  |       |                  |
| Response Groups   | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) | SUM<br>(A+B+C+D) | Never | N =<br>Responses |
| <b>All Students</b>   | 8.12                                   | 8.26                      | 17.31                           | 31.16                           | <b>64.85</b>     | 35.15 | 751              |
| <b>Indigenous</b>   | 0                                      | 0                         | 71.43                           | 14.29                           | 85.72            | 14.29 | 7                |
| <b>Black / African</b>  | 15.38                                  | 15.38                     | 30.77                           | 7.69                            | 69.22            | 30.77 | 13               |
| <b>East &amp; Southeast Asian</b>   | 8.15                                   | 8.42                      | 16.03                           | 33.97                           | 66.57            | 33.42 | 368              |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 0                                      | 22.22                     | 27.78                           | 27.78                           | 77.78            | 22.22 | 18               |
| <b>South Asian &amp; Indo-Caribbean</b>   | 25                                     | 6.82                      | 15.91                           | 29.55                           | 77.28            | 22.73 | 44               |
| <b>Hispanic/Latinx</b>  | 10                                     | 10                        | 10                              | 25                              | 55.00            | 45    | 20               |
| <b>Mixed</b>  | 6                                      | 12                        | 15                              | 30                              | 63.00            | 37    | 100              |
| <b>Average</b><br>(of 570 responses)  | 9.22                                   | 10.69                     | 26.70                           | 24.04                           | <b>70.65</b>     |       | 570<br>(Total)   |
| <b>White/Caucasian</b>  | 5.92                                   | 4.14                      | 18.34                           | 28.99                           | <b>57.39</b>     | 42.6  | 169              |

### SS5.2 Heard the use of discriminatory language related to gender.

A total of 747 students out of 27,893 students responded to this question.

The use of gender-related discriminatory language has also been noted to be observed at school by several student respondents. Sixty-five percent (65%) (n = 486 out of 747) of all student respondents indicated they have heard discriminatory language at a certain time in school and 76% (n = 83 out of 109) of students who identified as gender-diverse indicated they had heard such language.



**Table SS5.2 Heard the use of discriminatory language related to gender.**

|                        | Answer Choices %                 |                     |                           |                        |               |       | N = Responses |
|------------------------|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|---------------|
|                        | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never |               |
| <b>Response Groups</b> |                                  |                     |                           |                        |               |       |               |
| <b>All Students</b>    | 8.97                             | 11.38               | 19.68                     | 25.57                  | <b>65.6</b>   | 34.4  | 747           |
| <b>Gender-diverse</b>  | 11.93                            | 15.6                | 27.52                     | 21.1                   | <b>76.15</b>  | 23.85 | 109           |

**SS5.3 Heard the use of homophobic, or transphobic language.**

A total of 744 students out of 27,893 students responded to this question.

Sixty-eight percent (68%) (n = 506 out of 744) of all student respondents reported having heard homophobic or transphobic language at school and 77% (n= 83 out of 108) of students who identified as gender-diverse indicated having heard such language.

**Table SS5.3 Heard the use of homophobic, or transphobic language.**

|                        | Answer Choices %                 |                     |                           |                        |               |       | N = Responses |
|------------------------|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|---------------|
|                        | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never |               |
| <b>Response Groups</b> |                                  |                     |                           |                        |               |       |               |
| <b>All Students</b>    | 13.31                            | 13.31               | 16.67                     | 24.6                   | <b>67.89</b>  | 32.12 | 744           |
| <b>Gender-diverse</b>  | 24.07                            | 15.74               | 16.67                     | 20.37                  | <b>76.85</b>  | 23.15 | 108           |

**SS5.4 Heard the use of discriminatory language towards people with disabilities or mental health challenges.**

A total of 751 students out of 27,893 students responded to this question.

Sixty-two percent (62%) (n = 466 out of 751) of all student respondents indicated they have heard the use of discriminatory language towards people with disabilities or mental challenges at some point. Eighty-nine percent (89%) (n = 48 out of 54) of all student respondents who identified as People with Disability and 79% (n = 50 out of 63) of student respondents who identified as People with Neurodivergence indicated having heard this language.

**Table SS5.4 Heard the use of discriminatory language towards people with disabilities or mental health challenges.**

|                                    | Answer Choices %                       |                           |                                 |                                 | SUM<br>(A+B+C+D) | Never | N = Responses |
|------------------------------------|--|---------------------------|---------------------------------|---------------------------------|------------------|-------|---------------|
|                                    | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) |                  |       |               |
| <b>Response Groups</b>             |  |                           |                                 |                                 |                  |       |               |
| <b>All Students</b>                | 10.12                                  | 9.72                      | 17.44                           | 24.37                           | <b>61.65</b>     | 38.35 | 751           |
| <b>People with Disability</b>      | 20.37                                  | 25.93                     | 20.37                           | 22.22                           | <b>88.89</b>     | 11.11 | 54            |
| <b>People with Neurodivergence</b> | 22.22                                  | 19.05                     | 11.11                           | 26.98                           | <b>79.36</b>     | 20.63 | 63            |

**SS5.5 Received praise or recognition for an accomplishment that is attached to your racial or ethnic background (for example, you are the smartest Black person I know)**

A total of 745 students out of 27,893 students responded to this question.

Forty-eight percent (48%) (n = 271 out of 565) of student respondents who identified as belonging to a racialized group indicated they have received praise or recognition that is attached to their racial identity. Nineteen percent (19%) (n = 32 out of 168) of students who identified as White/Caucasian indicated they experienced this.

**Table SS5.5 Received praise or recognition for an accomplishment that is attached to your racial or ethnic background (for example, you are the smartest Black person I know)**

|  | Answer Choices %                       |                           |                                 |                                 | SUM (A+B+C+D) | Never | N = Responses  |
|--|--|---------------------------|---------------------------------|---------------------------------|---------------|-------|----------------|
|  | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) |               |       |                |
| <b>Response Groups</b>                                   |  |                           |                                 |                                 |               |       |                |
| <b>All Students</b>                                      | 4.30                                   | 5.10                      | 10.87                           | 17.18                           | <b>37.45</b>  | 62.55 | 745            |
| <b>Indigenous</b>  | 14.29                                  | 42.86                     | 14.29                           | 14.29                           | 85.73         | 14.29 | 7              |
| <b>Black / African</b>                                   | 8.33                                   | 16.67                     | 25                              | 8.33                            | 58.33         | 41.67 | 12             |
| <b>East &amp; Southeast Asian</b>                        | 4.95                                   | 4.67                      | 15.93                           | 18.68                           | 44.23         | 55.77 | 364            |
| <b>Arab/Middle Eastern/<br/>West &amp; Central Asian</b> | 5.56                                   | 0                         | 5.56                            | 22.22                           | 33.34         | 66.67 | 18             |
| <b>South Asian &amp; Indo-<br/>Caribbean</b>             | 15.91                                  | 2.27                      | 9.09                            | 15.91                           | 43.18         | 56.82 | 44             |
| <b>Hispanic/Latinx</b>                                   | 5                                      | 15                        | 0                               | 15                              | 35.00         | 65    | 20             |
| <b>Mixed</b>   | 2                                      | 7                         | 9                               | 17                              | 35.00         | 65    | 100            |
| <b>Average<br/>(of 565 responses)</b>                    |  |                           |                                 |                                 | <b>47.83</b>  |       | 565<br>(Total) |
| <b>White/Caucasian</b>                                   | 0.6                                    | 1.79                      | 2.38                            | 14.29                           | <b>19.06</b>  | 80.95 | 168            |

**SS5.6 Received praise or recognition for an accomplishment that is attached to your gender (for example, you are really strong for a girl)**

A total of 748 students out of 27,893 students responded to this question.

Fifty-eight percent (58%) (n = 434 out of 748) of all student respondents indicated they have received praise that is attached to their gender and 65% (n = 70 out of 108) of students who identify as gender-diverse indicated having this experience.

**Table SS5.6 Received praise or recognition for an accomplishment that is attached to your gender (for example, you are really strong for a girl)**

|                        | Answer Choices %                 |                     |                           |                        |               |       |               |
|------------------------|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|---------------|
|                        | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never | N = Responses |
| <b>Response Groups</b> |                                  |                     |                           |                        |               |       |               |
| <b>All Students</b>    | 6.55                             | 12.43               | 17.25                     | 21.39                  | <b>57.62</b>  | 42.38 | 748           |
| <b>Gender-diverse</b>  | 12.04                            | 13.89               | 19.44                     | 19.44                  | <b>64.81</b>  | 35.19 | 108           |

**SS5.7/SS5.8 Experienced or observed someone be mocked because of their clothing and/or physical appearance.**

A total of 744 students out of 27,893 students responded to these questions.

Sixty percent (60%) (n = 446 out of 744) of all student respondents indicated they have experienced or observed someone be mocked because of their clothing. Sixty-five percent (65%) (n = 484 out of 744) of all student respondents indicated they have experienced or observed someone be mocked because of their physical appearance.

**Table SS5.87 Experienced or observed someone be mocked because of their clothing.**

|                        | Answer Choices %                 |                     |                           |                        |               |       |               |
|------------------------|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|---------------|
|                        | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never | N = Responses |
| <b>Response Groups</b> |                                  |                     |                           |                        |               |       |               |
| <b>All Students</b>    | 6.45                             | 11.29               | 15.73                     | 26.34                  | <b>59.81</b>  | 40.19 | 744           |

**Table SS5.8 Experienced or observed someone be mocked because of their physical appearance.**

|                        | Answer Choices %                 |                     |                           |                        |               |       |               |
|------------------------|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|---------------|
|                        | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never | N = Responses |
| <b>Response Groups</b> |                                  |                     |                           |                        |               |       |               |
| <b>All Students</b>    | 9.54                             | 13.44               | 18.82                     | 23.79                  | <b>65.59</b>  | 34.41 | 744           |

**SS5.9 Experienced having someone touch your hair.**

A total of 748 students out of 27,893 students responded to this question.

Fifty-nine percent (59%) (n = 441 out of 748) of all student respondents indicated having experienced someone touch their hair at some point. Sixty-four percent (64%) (n = 364 out of 568) of students who identified with a racialized group also indicated they experienced someone touch their hair.

| Table SS5.9 Experienced having someone touch your hair.  |  |                           |                                 |                           |               |       |                       |
|--|--|---------------------------|---------------------------------|---------------------------|---------------|-------|-----------------------|
|  | Answer Choices %                       |                           |                                 |                           |               |       |                       |
|  | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely (1-2<br>times) (D) | SUM (A+B+C+D) | Never | N =<br>Responses      |
| <b>Response Groups</b>                                   |  |                           |                                 |                           |               |       |                       |
| <b>All Students</b>                                      | 11.76                                  | 10.16                     | 15.11                           | 21.93                     | <b>58.96</b>  | 41.04 | 748                   |
| <b>Indigenous</b>  | 0                                      | 14.29                     | 42.86                           | 14.29                     | 71.44         | 28.57 | 7.00                  |
| <b>Black / African</b>                                   | 46.15                                  | 23.08                     | 0                               | 15.38                     | 84.61         | 15.38 | 13                    |
| <b>East &amp; Southeast Asian</b>                        | 10.66                                  | 8.47                      | 17.49                           | 23.5                      | 60.12         | 39.89 | 366                   |
| <b>Arab/Middle Eastern/ West<br/>&amp; Central Asian</b> | 5.56                                   | 22.22                     | 16.67                           | 16.67                     | 61.12         | 38.89 | 18                    |
| <b>South Asian &amp; Indo-<br/>Caribbean</b>             | 15.91                                  | 13.64                     | 6.82                            | 9.09                      | 45.46         | 54.55 | 44                    |
| <b>Hispanic/Latinx</b>                                   | 10                                     | 5                         | 15                              | 35                        | 65.00         | 35    | 20                    |
| <b>Mixed</b>   | 10                                     | 10                        | 16                              | 21                        | 57.00         | 43    | 100                   |
| <b>Average</b><br><i>(of 568 responses)</i>              |  |                           |                                 |                           | <b>63.54</b>  |       | 568<br><i>(Total)</i> |
| <b>White/Caucasian</b>                                   | 13.1                                   | 11.31                     | 10.71                           | 21.43                     | <b>56.55</b>  | 43.45 | 168                   |

**SS5.10 Experienced or observed someone be mocked because of their accent or ability to speak English.**

A total of 750 students out of 27,893 students responded to this question.

Sixty-five percent (65%) (n = 370 out of 569) of student respondents who identified with a racialized group indicated they have experienced or observed someone be mocked because of their accent. Fifty-eight percent (58%) (n = 435 out of 750) of all student respondents also indicated they have had such an experience.

| Table SS5.10 Experienced or observed someone be mocked because of their accent or ability to speak English. |  |                           |                                 |                                 |                  |       |                       |
|---|--|---------------------------|---------------------------------|---------------------------------|------------------|-------|-----------------------|
|   | Answer Choices %                       |                           |                                 |                                 |                  |       |                       |
|   | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) | SUM<br>(A+B+C+D) | Never | N = Responses         |
| <b>Response Groups</b>  |  |                           |                                 |                                 |                  |       |                       |
| <b>All Students</b>   | 6.13                                   | 7.20                      | 17.47                           | 27.60                           | <b>58.40</b>     | 41.60 | 750                   |
| <b>Indigenous</b>   | 0                                      | 42.86                     | 14.29                           | 0.00                            | 57.15            | 42.86 | 7                     |
| <b>Black / African</b>  | 15.38                                  | 15.38                     | 30.77                           | 15.38                           | 76.91            | 23.08 | 13                    |
| <b>East &amp; Southeast Asian</b>   | 6.56                                   | 7.1                       | 18.58                           | 26.23                           | 58.47            | 41.53 | 366                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 5.56                                   | 5.56                      | 11.11                           | 55.56                           | 77.79            | 22.22 | 18                    |
| <b>South Asian &amp; Indo-Caribbean</b>   | 13.64                                  | 15.91                     | 9.09                            | 25                              | 63.64            | 36.36 | 44                    |
| <b>Hispanic/Latinx</b>  | 20                                     | 5                         | 15                              | 25                              | 65.00            | 35    | 20                    |
| <b>Mixed</b>  | 3.96                                   | 3.96                      | 18.81                           | 32.67                           | 59.40            | 40.59 | 101                   |
| <b>Average</b><br><i>(of 569 responses)</i>   |  |                           |                                 |                                 | <b>65.48</b>     |       | 569<br><i>(Total)</i> |
| <b>White/Caucasian</b>  | 2.96                                   | 5.33                      | 16.57                           | 27.22                           | <b>52.08</b>     | 47.93 | 169                   |

**SS5.11 Experienced having your name mocked.**

A total of 749 students out of 27,893 students responded to this question.

Sixty percent (60%) (n = 341 out of 568) of student respondents who identified with a racialized group indicated they have had their name mocked at some point. Forty-six percent (46%) (n = 345 out of 749) of all student respondents also indicated having this experience.

| Table SS5.11 Experienced having your name mocked.    |  |                           |                                 |                                 |                  |       |                       |
|--|--|---------------------------|---------------------------------|---------------------------------|------------------|-------|-----------------------|
|  | Answer Choices %                       |                           |                                 |                                 |                  |       |                       |
|  | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) | SUM<br>(A+B+C+D) | Never | N = Responses         |
| <b>Response Groups</b>                               |  |                           |                                 |                                 |                  |       |                       |
| <b>All Students</b>                                  | 5.34                                   | 7.08                      | 12.42                           | 21.23                           | <b>46.07</b>     | 53.94 | 749                   |
| <b>Indigenous</b>                                    | 0                                      | 0                         | 50.00                           | 33.33                           | 83.33            | 16.67 | 6                     |
| <b>Black / African</b>                               | 16.67                                  | 8.33                      | 16.67                           | 33.33                           | 75.00            | 25    | 12                    |
| <b>East &amp; Southeast Asian</b>                    | 4.09                                   | 7.63                      | 11.99                           | 20.16                           | 43.87            | 56.13 | 367                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 16.67                                  | 5.56                      | 11.11                           | 33.33                           | 66.67            | 33.33 | 18                    |
| <b>South Asian &amp; Indo-Caribbean</b>              | 13.64                                  | 15.91                     | 9.09                            | 25                              | 63.64            | 36.36 | 44                    |
| <b>Hispanic/Latinx</b>                               | 15                                     | 5                         | 10                              | 20                              | 50.00            | 50    | 20                    |
| <b>Mixed</b>   | 3.96                                   | 7.92                      | 8.91                            | 19.8                            | 40.59            | 59.41 | 101                   |
| <b>Average</b><br><i>(of 568 responses)</i>          |  |                           |                                 |                                 | <b>60.44</b>     |       | 568<br><i>(Total)</i> |
| <b>White/Caucasian</b>                               | 3.55                                   | 6.51                      | 12.43                           | 19.53                           | <b>42.02</b>     | 57.99 | 169                   |

**SS5.12 Addressed with a dead name (a name you no longer use).**

A total of 741 students out of 27,893 students responded to this question.

The act of being dead named describes the experience of people who identify as trans or gender non-conforming who have changed their name to a name that most closely aligns with their identity. Thirty-one percent (31%) (n = 33 out of 106) of student respondents who identified as gender-diverse indicated they have been addressed with a dead name at some point.

| Table SS5.12 Addressed with a dead name (a name you no longer use). |  |                           |                                 |                                 |                  |       |               |
|---|--|---------------------------|---------------------------------|---------------------------------|------------------|-------|---------------|
|   | Answer Choices %                       |                           |                                 |                                 |                  |       |               |
|   | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) | SUM<br>(A+B+C+D) | Never | N = Responses |
| <b>Response Groups</b>  |  |                           |                                 |                                 |                  |       |               |
| <b>All Students</b>   | 2.02                                   | 1.62                      | 3.37                            | 6.07                            | <b>13.08</b>     | 86.91 | 741           |
| <b>Gender-diverse</b>   | 8.49                                   | 5.66                      | 6.6                             | 10.38                           | <b>31.13</b>     | 68.87 | 106           |

**SS5.13 Experienced being ignored or mocked when participating in group discussions.**

A total of 751 students out of 27,893 students responded to this question.

Fifty-six percent (56%) (n = 421 out of 751) of all student respondents indicated being ignored or mocked in a group discussion. Sixty-one percent (61%) (n = 348 out of 570) of student respondents who identified with a racialized group and 61% (n = 103 out of 169) of student respondents who identify as White/Caucasian indicated experiencing being ignored or mocked in this way.

Eighty percent (80%) (n = 50 out of 63) of student respondents who identified as People with Neurodivergence indicated they have been ignored or mocked during a group discussion at some point.

| Table SS5.13 Experienced being ignored or mocked when participating in group discussions. |  |                           |                                 |                                 |                  |       |                       |
|---|--|---------------------------|---------------------------------|---------------------------------|------------------|-------|-----------------------|
|   | Answer Choices %                       |                           |                                 |                                 |                  |       |                       |
|   | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) | SUM<br>(A+B+C+D) | Never | N =<br>Response<br>s  |
| <b>Response Groups</b>  |  |                           |                                 |                                 |                  |       |                       |
| <b>All Students</b>   | 5.99                                   | 8.26                      | 15.05                           | 26.76                           | <b>56.06</b>     | 43.94 | 751                   |
| <b>Indigenous</b>   | 14.29                                  | 28.57                     | 42.86                           | 0                               | 85.72            | 14.29 | 7                     |
| <b>Black / African</b>  | 7.69                                   | 23.08                     | 15.38                           | 23.08                           | 69.23            | 30.77 | 13                    |
| <b>East &amp; Southeast Asian</b>   | 5.16                                   | 8.97                      | 14.13                           | 24.18                           | 52.44            | 47.55 | 368                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>                                      | 5.56                                   | 5.56                      | 16.67                           | 22.22                           | 50.01            | 50    | 18                    |
| <b>South Asian &amp; Indo-Caribbean</b>   | 11.63                                  | 4.65                      | 9.3                             | 23.26                           | 48.84            | 51.16 | 43                    |
| <b>Hispanic/Latinx</b>  | 15                                     | 10                        | 15                              | 30                              | 70               | 30    | 20                    |
| <b>Mixed</b>  | 5.94                                   | 4.95                      | 15.84                           | 30.69                           | 57.42            | 42.57 | 101                   |
| <b>Average</b><br><i>(of 570 responses)</i>   |  |                           |                                 |                                 | <b>61.95</b>     |       | 570<br><i>(Total)</i> |
| <b>White/Caucasian</b>  | 5.33                                   | 7.69                      | 15.98                           | 31.95                           | <b>60.95</b>     | 39.05 | 169                   |
| <b>Gender-diverse</b>   | 12.84                                  | 11.93                     | 19.27                           | 15.6                            | 59.64            | 40.37 | 109                   |
| <b>People With Disability</b>   | 11.11                                  | 5.56                      | 5.56                            | 18.52                           | 40.75            | 59.26 | 54                    |
| <b>People with Neurodivergence</b>  | 22.22                                  | 19.05                     | 11.11                           | 26.98                           | 79.36            | 20.63 | 63                    |
| <b>Average</b><br><i>(of 226 responses)</i>   |  |                           |                                 |                                 | <b>59.92</b>     | Total | 226                   |

**SS5.14 Observed someone appropriate or wear your cultural clothing in a way that is disrespectful.**

A total of 746 students out of 27,893 students responded to this question.

Eighteen percent (18%) (n = 135 out of 746) of all student respondents indicate they have observed someone appropriate or wear their cultural clothing in a disrespectful way. Thirty-one percent (31%) (n = 175 out of 566) of student respondents who identified with a racialized group indicated they had experienced such acts at some point.

**Table SS5.14 Observed someone appropriate or wear your cultural clothing in a way that is disrespectful.**

|  | Answer Choices %                 |                     |                           |                        |               |       | N = Responses         |
|--|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|-----------------------|
|  | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never |                       |
| <b>Response Groups</b>                               |                                  |                     |                           |                        |               |       |                       |
| <b>All Students</b>                                  | 1.61                             | 2.01                | 4.69                      | 10.32                  | <b>18.63</b>  | 81.37 | 746                   |
| <b>Indigenous</b>                                    | 0                                | 0                   | 28.57                     | 42.86                  | 71.43         | 28.57 | 7                     |
| <b>Black / African</b>                               | 7.69                             | 7.69                | 7.69                      | 23.08                  | 46.15         | 53.85 | 13                    |
| <b>East &amp; Southeast Asian</b>                    | 2.2                              | 2.2                 | 4.95                      | 10.16                  | 19.51         | 80.49 | 364                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 0                                | 0                   | 0                         | 23.53                  | 23.53         | 76.47 | 17                    |
| <b>South Asian &amp; Indo-Caribbean</b>              | 2.27                             | 0                   | 6.82                      | 6.82                   | 15.91         | 84.09 | 44                    |
| <b>Hispanic/Latinx</b>                               | 5                                | 5                   | 0                         | 10                     | 20            | 80    | 20                    |
| <b>Mixed</b>   | 0.99                             | 2.97                | 7.92                      | 8.91                   | 20.79         | 79.21 | 101                   |
| <b>Average</b><br><i>(of 566 responses)</i>          |                                  |                     |                           |                        | <b>31.05</b>  |       | 566<br><i>(Total)</i> |
| <b>White/Caucasian</b>                               | 0                                | 1.19                | 0.6                       | 8.93                   | <b>10.72</b>  | 89.29 | 168                   |

**SS5.15 Experienced being ridiculed or mocked for your ambition and goals.**

A total of 746 students out of 27,893 students responded to this question.

Forty percent (40%) (n = 298 out of 746) of all student respondents indicated they had been ridiculed or mocked for their ambitions at some point. Forty-three percent (43%) (n = 72 out of 168) of student respondents who identified as White/Caucasian indicated they had experienced being ridiculed or mocked. Fifty-two percent (52%) (n = 294 out of 566) of student respondents who identified with a racialized group indicated they have experienced being ridiculed for their goals and ambitions.

Half (50%) (n = 55 out of 109) of student respondents who identified as gender-diverse and 52% (n = 28 out of 54) of student respondents who identified as People with Disability have experienced being ridiculed or mocked for their ambition and goals at some point.



| SS5.15 Experienced being ridiculed or mocked for your ambition and goals. |  |                           |                                 |                                 |                  |       |                       |
|---|--|---------------------------|---------------------------------|---------------------------------|------------------|-------|-----------------------|
|   | Answer Choices %                       |                           |                                 |                                 |                  |       |                       |
|   | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) | SUM<br>(A+B+C+D) | Never | N = Responses         |
| <b>Response Groups</b>  |  |                           |                                 |                                 |                  |       |                       |
| <b>All Students</b>   | 3.22                                   | 4.69                      | 11.26                           | 20.78                           | <b>39.95</b>     | 60.05 | 746                   |
| <b>Indigenous</b>   | 14.29                                  | 14.29                     | 28.57                           | 42.86                           | 100.0            | 0     | 7                     |
| <b>Black / African</b>  | 7.69                                   | 7.69                      | 23.08                           | 23.08                           | 61.54            | 38.46 | 13                    |
| <b>East &amp; Southeast Asian</b>   | 2.75                                   | 3.86                      | 10.74                           | 18.46                           | 35.81            | 64.17 | 363                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>                      | 5.56                                   | 5.56                      | 11.11                           | 33.33                           | 55.56            | 44.44 | 18                    |
| <b>South Asian &amp; Indo-Caribbean</b>                                   | 4.55                                   | 6.82                      | 9.09                            | 13.64                           | 34.1             | 65.91 | 44                    |
| <b>Hispanic/Latinx</b>  | 5                                      | 0                         | 10                              | 25                              | 40               | 60    | 20                    |
| <b>Mixed</b>  | 1.98                                   | 4.95                      | 12.87                           | 20.79                           | 40.59            | 59.41 | 101                   |
| <b>Average</b><br><i>(of 566 responses)</i>                               |  |                           |                                 |                                 | <b>52.5</b>      |       | 566<br><i>(Total)</i> |
| <b>White/Caucasian</b>  | 3.57                                   | 5.36                      | 10.12                           | 24.4                            | <b>43.45</b>     | 56.55 | 168                   |
| <b>Gender-diverse</b>   | 8.26                                   | 8.26                      | 14.68                           | 19.27                           | 50.47            | 49.54 | 109                   |
| <b>People With Disability</b>   | 11.11                                  | 14.81                     | 11.11                           | 14.81                           | 51.84            | 48.15 | 54                    |
| <b>Neurodivergence</b>  | 7.94                                   | 9.52                      | 9.52                            | 14.29                           | 41.27            | 58.73 | 63                    |
| <b>Average</b><br><i>(of 266 responses)</i>                               |  |                           |                                 |                                 | <b>47.86</b>     | Total | 266                   |

**SS5.16 Been told you are too aggressive or disruptive.**

A total of 747 students out of 27,893 students responded to this question.

Half (50%) (n = 374 out of 747) of all student respondents indicated they had been referred to as aggressive or disruptive at some point. Fifty-eight percent (58%) (n = 328 out of 566) of student respondents who identified with a racialized group and 59% (n = 63 out of 107) of students who identified as gender-diverse indicated they had been referred as too aggressive or disruptive at some point.

Sixty-seven percent (67%) (n = 36 out of 54) of student respondents who identified as People with Disability and 68% (n = 43 out of 63) of student respondents who identified as People with Neurodivergence indicated they had been told they are too aggressive or disruptive.

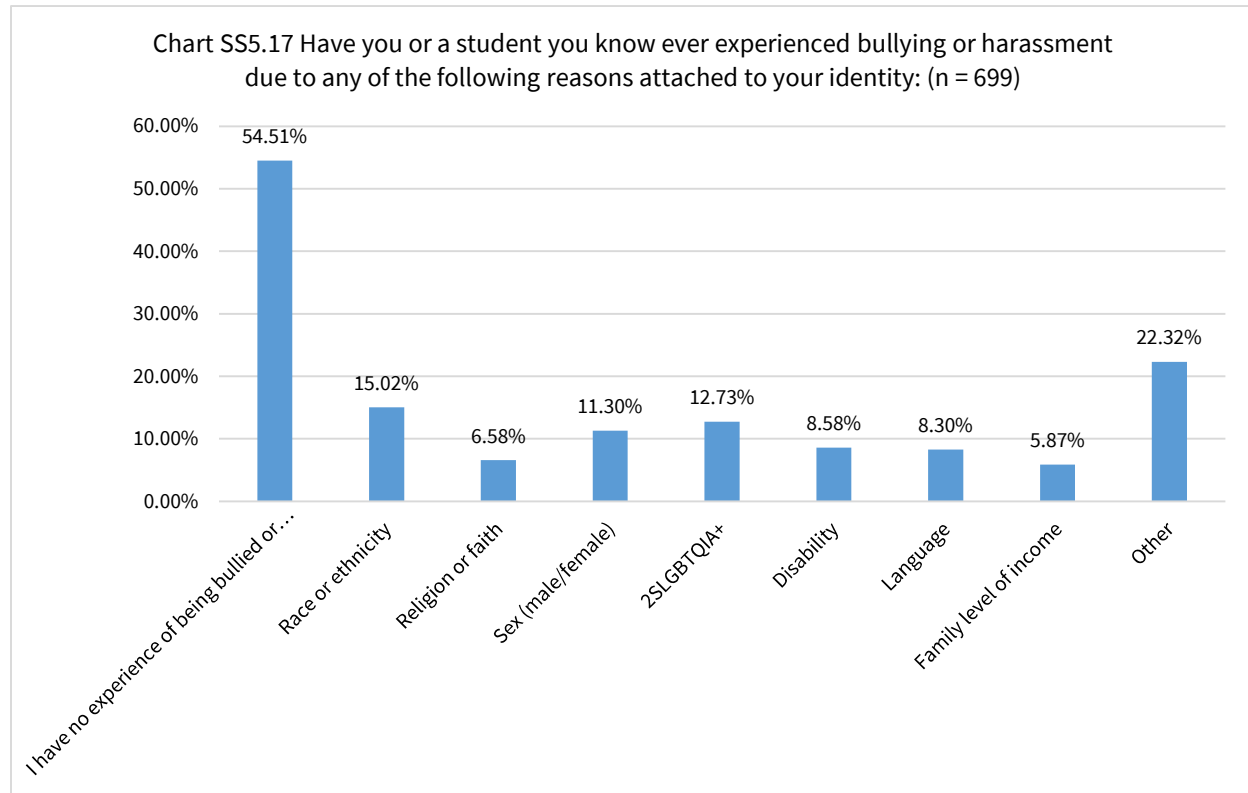
| Table SS5.16 Been told you are too aggressive or disruptive. |                                  |                     |                           |                        |               |       |                       |
|--|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|-----------------------|
|  | Answer Choices %                 |                     |                           |                        |               |       | N = Responses         |
|  | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never |                       |
| <b>Response Groups</b>                                       |                                  |                     |                           |                        |               |       |                       |
| <b>All Students</b>  | 5.76                             | 6.69                | 12.05                     | 25.03                  | <b>49.53</b>  | 50.2  | 747                   |
| <b>Indigenous</b>  | 0                                | 57.14               | 28.57                     | 14.29                  | 100           | 0     | 7                     |
| <b>Black / African</b>                                       | 15.38                            | 0                   | 46.15                     | 23.08                  | 84.61         | 15.38 | 13                    |
| <b>East &amp; Southeast Asian</b>                            | 4.68                             | 6.06                | 9.92                      | 25.9                   | 46.56         | 53.44 | 363                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>         | 5.56                             | 0                   | 11.11                     | 11.11                  | 27.78         | 72.22 | 18                    |
| <b>South Asian &amp; Indo-Caribbean</b>                      | 4.55                             | 6.82                | 13.64                     | 13.64                  | 38.65         | 61.36 | 44                    |
| <b>Hispanic/Latinx</b>                                       | 10                               | 5                   | 10                        | 30                     | 55            | 45    | 20                    |
| <b>Mixed</b>   | 2.97                             | 10.89               | 13.86                     | 27.72                  | 55.44         | 44.55 | 101                   |
| <b>Average</b><br><i>(of 566 responses)</i>                  |                                  |                     |                           |                        | <b>58.29</b>  |       | 566<br><i>(Total)</i> |
| <b>White/Caucasian</b>                                       | 9.47                             | 4.14                | 11.83                     | 26.63                  | <b>52.07</b>  | 47.93 | 169                   |
| <b>Gender-diverse</b>  | 9.35                             | 11.21               | 16.82                     | 21.5                   | 58.88         | 41.12 | 107                   |
| <b>People with Disability</b>                                | 14.81                            | 12.96               | 12.96                     | 25.93                  | 66.66         | 33.33 | 54                    |
| <b>People with Neurodivergence</b>                           | 15.87                            | 6.35                | 19.05                     | 26.98                  | 68.25         | 31.75 | 63                    |
| <b>Average</b><br><i>(of 224 responses)</i>                  |                                  |                     |                           |                        | <b>64.60</b>  |       | 224<br><i>(Total)</i> |

**SS5.17 Have you or a student you know ever experienced bullying or harassment due to any of the following reasons attached to your identity**

A total of 699 students out of 27,893 students responded to this question.

The student respondents noted that gender and sexual orientation (24%) (n = 168 out of 699), race or ethnicity (15%) (n = 105 out of 699), disability (9%) (n = 60 out of 699), and language (n = 58 out of 699) were some of the most common identity attached reasons for experiencing bullying or harassment.

| Table SS5.17 Have you or a student you know ever experienced bullying or harassment due to any of the following reasons attached to your identity: (Select all that apply) |             |
|--|-------------|
| Answer Choices   | Responses % |
| I have no experience of being bullied or harassed  | 54.51       |
| Race or ethnicity  | 15.02       |
| Religion or faith  | 6.58        |
| Sex (male/female)  | 11.30       |
| 2SLGBTQIA+   | 12.73       |
| Disability   | 8.58        |
| Language   | 8.30        |
| Family level of income   | 5.87        |
| Other  | 22.32       |
| <b>Answered</b>  | <b>699</b>  |



### SS5.18 Where do you observe most acts of racism and discrimination take place in the school community?

A total of 595 students out of 27,893 students responded to this question.

Half (50%) (n = 298 out of 595) of all student respondents indicated acts of racism and discrimination take place during interactions with other students. Thirty-five percent (35%) (n = 208 out of 595) of the student respondents also indicated such acts of racism and discrimination take place online and 20% (n = 119) indicated these acts take place on the athletic field or playground.

Eighteen percent (18%) (n = 107 out of 595) of all student respondents identified other prominent locations for such acts to take place include hallways, stairwells, and shared spaces such as cafeterias, auditoriums, gyms, and libraries. Sixteen percent (16%) (n = 95 out of 595) of student respondents indicated these acts take place in classrooms.

| Table SS5.18 Where do you observe most acts of racism and discrimination take place in the school community? (Select all that apply) |             |
|--|-------------|
| Answer Choices   | Responses % |
| During interactions with other students  | 49.75       |
| During interactions with staff in the school   | 5.88        |
| Online   | 34.96       |
| In the classroom   | 15.97       |
| In the changerooms   | 5.04        |
| On the athletic field or playground  | 19.16       |
| Parking lot  | 4.37        |
| In the neighbourhood (outside of the school)   | 16.13       |
| In school sports teams   | 4.87        |
| In school clubs  | 1.68        |
| In shared spaces (e.g., cafeteria, auditorium, gyms, library, etc.).   | 17.82       |
| Hallways and stairwells  | 18.15       |
| Other (please specify)   | 13.61       |
| <b>Answered</b>  | <b>595</b>  |

#### SS5.18a Other Spaces (Please Specify)

A total of 23 student responses to this question were reviewed to develop the following themes.

Students shared the following on where they have observed most acts of racism and discrimination take place in the school community not listed above:

- Online through gaming platforms and social media interactions
- Text messaging
- School administration – teachers and staff members
- During recess and lunch – often when teachers or a trusted adult is not around

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

**SS5.19 Do you feel school rules and discipline are fairly applied to you as compared to other students?**

A total of 742 students out of 27,893 students responded to this question.

Sixty-four (64%) (n = 475 out of 742) percent of all student respondents indicated they perceive school rules and discipline to be applied fairly to them *all or most of the time*. Sixty percent (60%) (n = 134 out of 224) of student respondents who identified as gender-diverse, People with Disability, and People with Neurodivergence also indicated school rules and discipline are applied consistently. Fifty-seven percent (57%) (n = 320 out of 562) of student respondents who identified with a racialized group indicated they shared this perception as well.

| Table SS5.19 Do you feel school rules and discipline are fairly applied to you as compared to other students? |                     |                       |              |               |            |              |       |              |                       |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|-----------------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              |                       |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses         |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |                       |
| <b>All Students</b>   | 33.83               | 30.32                 | <b>64.15</b> | 10.24         | 4.18       | <b>14.42</b> | 5.12  | 16.31        | 742                   |
| <b>Indigenous</b>   | 0                   | 42.86                 | 42.86        | 28.57         | 0          | 28.57        | 0     | 28.57        | 7                     |
| <b>Black / African</b>  | 23.08               | 23.08                 | 46.16        | 15.38         | 7.69       | 23.07        | 23.08 | 7.69         | 13                    |
| <b>East &amp; Southeast Asian</b>   | 34.89               | 32.97                 | 67.86        | 9.89          | 2.75       | 12.64        | 3.02  | 16.48        | 364                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 50                  | 25                    | 75           | 0             | 12.5       | 12.5         | 0     | 12.5         | 16                    |
| <b>South Asian &amp; Indo-Caribbean</b>   | 40.91               | 13.64                 | 54.55        | 9.09          | 6.82       | 15.91        | 11.36 | 18.18        | 44                    |
| <b>Hispanic/Latinx</b>  | 10.53               | 47.37                 | 57.9         | 5.26          | 5.26       | 10.52        | 10.53 | 21.05        | 19                    |
| <b>Mixed</b>  | 28.28               | 28.28                 | 56.56        | 18.18         | 6.06       | 24.24        | 1.01  | 18.18        | 99                    |
| <b>Average</b><br><i>(of 562 responses)</i>   |                     |                       | <b>57.27</b> |               |            | <b>18.21</b> |       |              | 562<br><i>(Total)</i> |
| <b>White/Caucasian</b>  | 37.5                | 29.17                 | <b>66.67</b> | 5.95          | 4.76       | <b>10.71</b> | 8.93  | 13.69        | 168                   |
| <b>Gender-diverse</b>   | 22.22               | 32.41                 | 54.63        | 12.96         | 6.48       | 19.44        | 7.41  | 18.52        | 108                   |
| <b>People with Disability</b>   | 28.3                | 30.19                 | 58.49        | 18.87         | 0          | 18.87        | 9.43  | 13.21        | 53                    |
| <b>People with Neurodivergence</b>  | 38.1                | 28.57                 | 66.67        | 11.11         | 3.17       | 14.28        | 7.94  | 11.11        | 63                    |
| <b>Average</b><br><i>(of 224 responses)</i>   |                     |                       | <b>59.90</b> |               |            | <b>17.5</b>  |       |              | 224<br><i>(Total)</i> |

**SS5.20 Do you feel safe and supported at school to write about topics related to racism and discrimination?**

A total of 743 students out of 27,893 students responded to this question.

Seventy-four percent (74%) (n = 550 out of 743) of all student respondents indicated they feel safe and supported to write about topics related to racism and discrimination *all or most of the time*. Seventy-three percent (73%) (n = 411 out of 563) of student respondents who identified with a racialized group also shared this perception. Sixty-eight percent (68%) (n = 152 out of 224) of student respondents who identified as gender-diverse, People with Disability, and People with Neurodivergence also indicated they feel supported in this way.

| Table SS5.20 Do you feel safe and supported at school to write about topics related to racism and discrimination? |                     |                       |              |               |            |              |       |              |                       |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|-----------------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              |                       |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses         |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |                       |
| <b>All Students</b>   | 44.95               | 29.07                 | <b>74.02</b> | 9.56          | 3.1        | <b>12.66</b> | 2.69  | 10.63        | 743                   |
| <b>Indigenous</b>   | 28.57               | 42.86                 | 71.43        | 14.29         | 0          | 14.29        | 0     | 14.29        | 7                     |
| <b>Black / African</b>  | 46.15               | 15.38                 | 61.53        | 30.77         | 7.69       | 38.46        | 0     | 0            | 13                    |
| <b>East &amp; Southeast Asian</b>   | 43.72               | 29.23                 | 72.95        | 9.84          | 2.46       | 12.3         | 2.19  | 12.57        | 366                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 50                  | 25                    | 75           | 0             | 12.5       | 12.5         | 0     | 12.5         | 16                    |
| <b>South Asian &amp; Indo-Caribbean</b>   | 46.51               | 27.91                 | 74.42        | 11.63         | 4.65       | 16.28        | 2.33  | 6.98         | 43                    |
| <b>Hispanic/Latinx</b>  | 47.37               | 31.58                 | 78.95        | 15.79         | 0          | 15.79        | 0     | 5.26         | 19                    |
| <b>Mixed</b>  | 41.41               | 35.35                 | 76.76        | 9.09          | 4.04       | 13.13        | 2.02  | 8.08         | 99                    |
| <b>Average</b><br><i>(of 563 responses)</i>   |                     |                       | <b>73.01</b> |               |            | <b>17.54</b> |       |              | 563<br><i>(Total)</i> |
| <b>White/Caucasian</b>  | 51.19               | 25                    | <b>76.19</b> | 6.55          | 2.98       | <b>9.53</b>  | 4.76  | 9.52         | 168                   |
| <b>Gender-diverse</b>   | 29.63               | 36.11                 | 65.74        | 10.19         | 7.41       | 17.6         | 3.7   | 12.96        | 108                   |
| <b>People with Disability</b>   | 33.96               | 33.96                 | 67.92        | 7.55          | 5.66       | 13.21        | 3.77  | 15.09        | 53                    |
| <b>People with Neurodivergence</b>  | 39.68               | 30.16                 | 69.84        | 7.94          | 3.17       | 11.11        | 6.35  | 12.7         | 63                    |
| <b>Average</b><br><i>(of 224 responses)</i>   |                     |                       | <b>67.83</b> |               |            | <b>13.97</b> |       |              | 224<br><i>(Total)</i> |

**SS5.21 Do you feel safe and supported at school to share your thoughts, ideas, and/or concerns related to racism or discrimination of any form in front of the class?**

A total of 744 students out of 27,893 students responded to this question.

Twenty-three percent (23%) (n = 171 out of 744) of all student respondents indicated they *sometimes or rarely* feel safe and supported to share their ideas and 27% (n = 152 out of 564) of student respondents who identified with a racialized group also held this perception.

Thirty-two percent (32%) (n = 34 out of 107) of student respondents who identified as gender-diverse and 29% (n = 18 out of 63) of student respondents who identified as People with Neurodivergence indicated they only *sometimes or rarely* feel safe and supported to share their thoughts before the class.

| SS5.21 Do you feel safe and supported at school to share your thoughts, ideas, and/or concerns related to racism or discrimination of any form in front of the class? |                     |                       |              |               |            |              |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>   | 34.95               | 27.96                 | <b>62.91</b> | 15.86         | 6.85       | <b>22.71</b> | 3.36  | 11.02        | 744           |
| <b>Indigenous</b>   | 42.86               | 28.57                 | 71.43        | 28.57         | 0          | 28.57        | 0     | 0            | 7             |
| <b>Black / African</b>  | 15.38               | 23.08                 | 38.46        | 15.38         | 30.77      | 46.15        | 7.69  | 7.69         | 13            |
| <b>East &amp; Southeast Asian</b>   | 32.51               | 28.14                 | 60.65        | 11.75         | 17.76      | 29.51        | 7.1   | 2.73         | 366           |
| <b>Arab/Middle Eastern/<br/>West &amp; Central Asian</b>  | 43.75               | 25                    | 68.75        | 12.5          | 6.25       | 18.75        | 0     | 12.5         | 16            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 43.18               | 25                    | 68.18        | 4.55          | 15.91      | 20.46        | 6.82  | 4.55         | 44            |
| <b>Hispanic/Latinx</b>  | 47.37               | 26.32                 | 73.69        | 21.05         | 0          | 21.05        | 0     | 5.26         | 19            |
| <b>Mixed</b>  | 29.29               | 37.37                 | 66.66        | 10.1          | 13.13      | 23.23        | 5.05  | 5.05         | 99            |
| <b>Average<br/>(of 564 responses)</b>   |                     |                       | <b>63.97</b> |               |            | <b>26.82</b> |       | Total        | 564           |
| <b>White/Caucasian</b>  | 40.48               | 25                    | <b>65.48</b> | 11.31         | 11.9       | <b>23.21</b> | 8.33  | 2.98         | 168           |
| <b>Gender-diverse</b>   | 22.43               | 29.91                 | 52.34        | 15.89         | 15.89      | 31.78        | 11.21 | 4.67         | 107           |
| <b>People with Disability</b>   | 35.85               | 24.53                 | 60.38        | 3.77          | 22.64      | 26.41        | 3.77  | 9.43         | 53            |
| <b>People with Neurodivergence</b>  | 33.33               | 26.98                 | 60.31        | 7.94          | 20.63      | 28.57        | 4.76  | 6.35         | 63            |
| <b>Average<br/>(of 223 responses)</b>   |                     |                       | <b>57.68</b> |               |            | <b>28.92</b> |       | Total        | 223           |

**SS5.22 Do you feel safe and comfortable to report an incident of racism or discrimination of any form that you may have experienced or witnessed to the staff in the school?**

A total of 744 students out of 27,893 students responded to this question.

Fifty-four percent (54%) (n = 401 out of 743) of all student respondents indicated they feel safe and comfortable in reporting such incidents.

| Table SS5.22 Do you feel safe and comfortable to report an incident of racism or discrimination of any form that you may have experienced or witnessed to the staff in the school? |                  |              |              |                |
|--|------------------|--------------|--------------|----------------|
|  | Answer Choices % |              |              |                |
|  | Yes              | No           | I don't know | N = Responses  |
| <b>Response Groups</b>   |                  |              |              |                |
| <b>All Students</b>  | <b>53.97</b>     | <b>13.19</b> | <b>32.84</b> | 743            |
| <b>Indigenous</b>  | 85.71            | 14.29        | 0            | 7              |
| <b>Black / African</b>   | 61.54            | 23.08        | 15.38        | 13             |
| <b>East &amp; Southeast Asian</b>  | 51.64            | 14.48        | 33.88        | 366            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 64.71            | 23.53        | 11.76        | 17             |
| <b>South Asian &amp; Indo-Caribbean</b>  | 51.16            | 23.26        | 25.58        | 43             |
| <b>Hispanic/Latinx</b>   | 61.11            | 16.67        | 22.22        | 18             |
| <b>Mixed</b>   | 52.53            | 15.15        | 32.32        | 99             |
| <b>Average</b><br>(of 563 responses)   | <b>61.2</b>      | <b>18.64</b> | <b>20</b>    | 563<br>(Total) |
| <b>White/Caucasian</b>   | <b>58.33</b>     | <b>5.36</b>  | <b>36.31</b> | 168            |
| <b>Gender-diverse</b>  | 50.93            | 21.3         | 27.78        | 108            |
| <b>People with Disability</b>  | 48.08            | 23.08        | 28.85        | 52             |
| <b>People with Neurodivergence</b>   | 46.77            | 20.97        | 32.26        | 62             |
| <b>Average</b><br>(of 222 responses)   | <b>48.59</b>     | <b>21.78</b> | <b>29.63</b> | 222<br>(Total) |

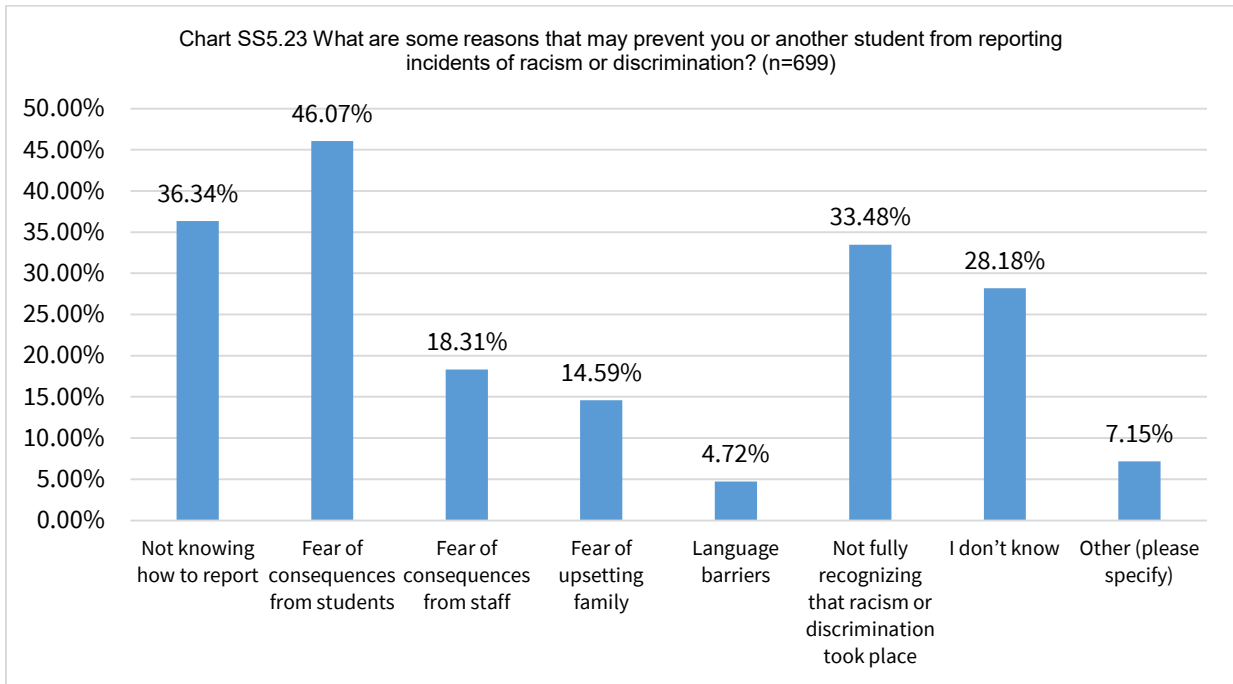
**SS5.23 What are some reasons that may prevent you or another student from reporting incidents of racism or discrimination? Please select all that apply.**

A total of 699 students out of 27,893 students responded to this question.

The student respondents indicated the most prevalent reasons that may prevent students from reporting racism and discrimination include fear of consequences (46%) (n = 322 out of 699), not knowing how to report (36%) (n = 252 out of 699), and not fully recognizing racism and discrimination took place (33%) (n = 230 out of 699).



| Table SS5.23 What are some reasons that may prevent you or another student from reporting incidents of racism or discrimination? Please select all that apply. |             |
|--|-------------|
| Answer Choices   | Responses % |
| Not knowing how to report  | 36.34       |
| Fear of consequences from students   | 46.07       |
| Fear of consequences from staff  | 18.31       |
| Fear of upsetting family   | 14.59       |
| Language barriers  | 4.72        |
| Not fully recognizing that racism or discrimination took place   | 33.48       |
| I don't know   | 28.18       |
| Other (please specify)   | 7.15        |
| <b>Answered</b>  | <b>699</b>  |



**SS5.23a Other Please Specify:**

A total of 31 student responses to this question were reviewed to develop the following themes.

Students shared the following reasons that have prevented them or others from reporting incidents of racism and discrimination not listed above:

- Fear of dismissal and diminishing the experience of the individual(s) who experienced the incident(s) of racism and discrimination by school administrators, teachers, and staff.
- Fear of physical bullying and violence by the perpetrator of the incident of racism and discrimination against the individual(s) who report.
- Lack of trust in school administrators, teachers, and staff to take appropriate actions to address the incident.

- Too much time and energy are required to report the incidents.
- Unsure if the experience is valid and can be reported.

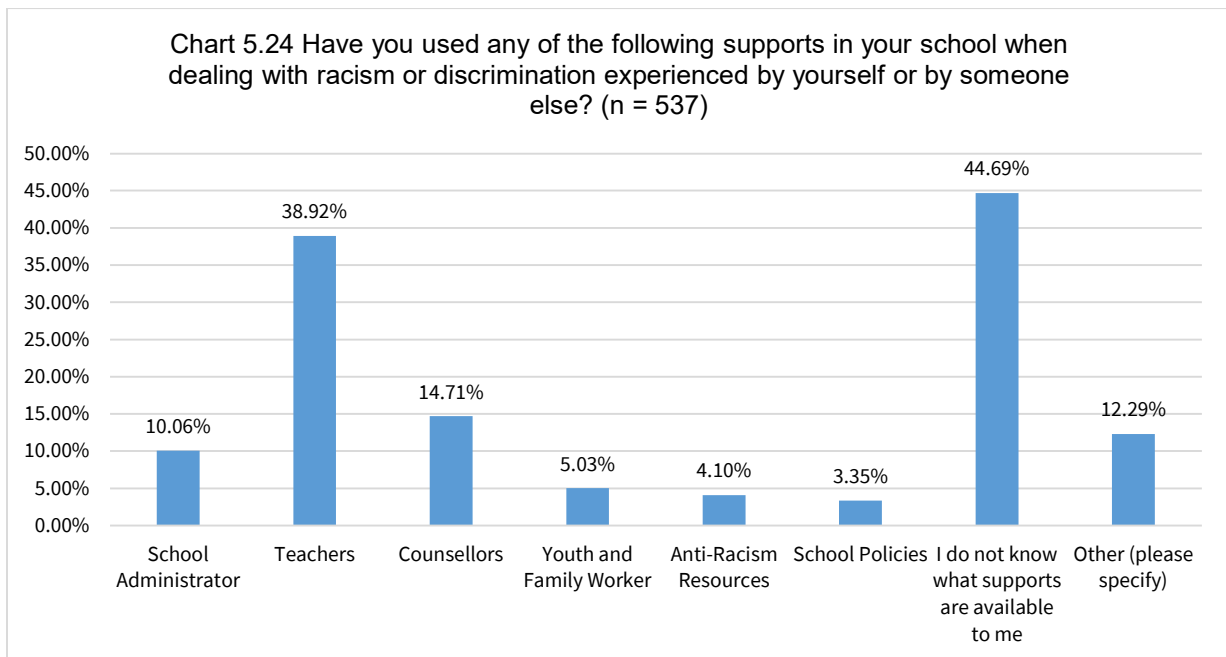
Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

**SS5.24 Have you used any of the following supports in your school when dealing with racism or discrimination experienced by yourself or by someone else?**

A total of 537 students out of 27,893 students responded to this question.

Forty-five percent (45%) (n = 242 out of 537) of all student respondents indicated they did not know what resources were available to them in their school to deal with racism and discrimination. The student respondents also indicated the most prevalent supports they had leveraged in school included teachers (39%) (n = 209 out of 537) and counsellors (15%) (n = 81 out of 537).

| Table SS5.24 Have you used any of the following supports in your school when dealing with racism or discrimination experienced by yourself or by someone else? |             |
|--|-------------|
| Answer Choices   | Responses % |
| School Administrator   | 10.06       |
| Teachers   | 38.92       |
| Counsellors  | 14.71       |
| Youth and Family Worker  | 5.03        |
| Anti-Racism Resources  | 4.10        |
| School Policies  | 3.35        |
| I do not know what supports are available to me  | 44.69       |
| Other (please specify)   | 12.29       |
| <b>Answered</b>  | <b>537</b>  |



**SS5.24a Other, please specify:**

A total of 13 student responses to this question were reviewed to develop the following themes.

Students shared the following supports in their schools used when dealing with incidents of racism and discrimination not listed above:

- Aboriginal Education
- Friends / other students in their school
- Parents

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

**SS5.25 Do you feel the staff in the school actively works to condemn racism and discrimination of any form in your school?**

A total of 741 students out of 27,893 students responded to this question.

Sixty-one percent (61%) (n = 452 out of 741) of all student respondents indicated they feel staff *all or most of the time* actively work to condemn racism and discrimination in schools. Fifty-seven percent (57%) (n = 321 out of 563) of students who identified with a racialized group also shared this perception.

Four percent (4%) (n = 30 out of 741) of all student respondents indicated they feel staff *never* condemn such acts. Eighteen percent (18%) (n = 133 out of 741) of all student respondents indicated they *did not know* if staff actively work to condemn racism and discrimination.

| Table SS5.25 Do you feel the staff in the school actively works to condemn racism and discrimination of any form in your school? |                     |                       |              |                |            |              |       |              |               |
|--|---------------------|-----------------------|--------------|----------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                       |              |                |            |              |       |              |               |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Somet imes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                       |              |                |            |              |       |              |               |
| <b>All Students</b>  | 32.66               | 28.61                 | <b>61.27</b> | 10.12          | 5.94       | <b>16.06</b> | 4.32  | 18.32        | 741           |
| <b>Indigenous</b>  | 0                   | 42.86                 | 42.86        | 14.29          | 0          | 14.29        | 14.29 | 28.57        | 7             |
| <b>Black / African</b>   | 30.77               | 23.08                 | 53.85        | 23.08          | 23.08      | 46.16        | 0     | 0            | 13            |
| <b>East &amp; Southeast Asian</b>  | 32.88               | 26.03                 | 58.91        | 9.32           | 5.21       | 14.53        | 5.21  | 21.37        | 365           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 47.06               | 11.76                 | 58.82        | 11.76          | 11.76      | 23.52        | 0     | 17.65        | 17            |
| <b>South Asian &amp; Indo-Caribbean</b>  | 25.58               | 37.21                 | 62.79        | 18.6           | 4.65       | 23.25        | 2.33  | 11.63        | 43            |
| <b>Hispanic/Latinx</b>   | 47.37               | 15.79                 | 63.16        | 10.53          | 5.26       | 15.79        | 0     | 21.05        | 19            |
| <b>Mixed</b>   | 33.33               | 28.28                 | 61.61        | 11.11          | 7.07       | 18.18        | 4.04  | 16.16        | 99            |
| <b>Average (of 563 responses)</b>  |                     |                       | <b>57.43</b> |                |            | <b>22.25</b> |       |              | 563 (Total)   |
| <b>White/Caucasian</b>   | 32.93               | 34.73                 | <b>67.66</b> | 7.78           | 5.99       | <b>13.77</b> | 2.99  | 15.57        | 167           |
| <b>Gender-diverse</b>  | 20.56               | 29.91                 | 50.47        | 17.76          | 9.35       | 27.11        | 3.74  | 18.69        | 107           |
| <b>People with Disability</b>  | 12.96               | 42.59                 | 55.55        | 12.96          | 12.96      | 25.92        | 3.7   | 14.81        | 54            |
| <b>People with Neurodivergence</b>   | 23.81               | 38.1                  | 61.91        | 9.52           | 14.29      | 23.81        | 6.35  | 7.94         | 63            |
| <b>Average (of 224 responses)</b>  |                     |                       | <b>55.98</b> |                |            | <b>25.61</b> |       |              | 224 (Total)   |

**SS5.26 Do you feel that when staff in the school are informed of incidents of racism or discrimination, they take immediate action to address the issue?**

A total of 739 students out of 27,893 students responded to this question.

Fifty-six percent (56%) (n = 414 out of 739) of all student respondents and 56% (n = 314 out of 561) of students who identified with a racialized group indicated they feel staff *all or most of the time* take immediate action to address issues when informed of incidents of racism and discrimination.

| Table SS5.26 Do you feel that when staff in the school are informed of incidents of racism or discrimination, they take immediate action to address the issue? |                     |                       |              |               |            |              |       |              |               |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>   |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>  | 30.85               | 25.44                 | <b>56.29</b> | 10.96         | 5.82       | <b>16.78</b> | 3.25  | 23.68        | 739           |
| <b>Indigenous</b>  | 28.57               | 42.86                 | 71.43        | 28.57         | 0          | 28.57        | 0     | 0            | 7             |
| <b>Black / African</b>   | 30.77               | 15.38                 | 46.15        | 15.38         | 23.08      | 38.46        | 7.69  | 7.69         | 13            |
| <b>East &amp; Southeast Asian</b>  | 30.85               | 24.52                 | 55.37        | 9.92          | 5.23       | 9.92         | 2.2   | 27.27        | 363           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 33.33               | 11.11                 | 44.44        | 22.22         | 5.56       | 27.78        | 11.11 | 16.67        | 18            |
| <b>South Asian &amp; Indo-Caribbean</b>  | 27.91               | 18.6                  | 46.51        | 16.28         | 11.63      | 27.91        | 4.65  | 20.93        | 43            |
| <b>Hispanic/Latinx</b>   | 55.56               | 27.78                 | 83.34        | 5.56          | 0          | 5.56         | 0     | 11.11        | 18            |
| <b>Mixed</b>   | 28.28               | 21.21                 | 49.49        | 14.14         | 9.09       | 23.23        | 4.04  | 23.23        | 99            |
| <b>Average (of 561 responses)</b>  |                     |                       | <b>56.68</b> |               |            | <b>23.06</b> |       |              | 561 (Total)   |
| <b>White/Caucasian</b>   | 32.53               | 31.33                 | <b>63.86</b> | 8.43          | 3.61       | <b>12.04</b> | 3.61  | 20.48        | 166           |
| <b>Gender-diverse</b>  | 18.87               | 20.75                 | 39.62        | 18.87         | 6.6        | 25.47        | 6.6   | 28.3         | 106           |
| <b>People with Disability</b>  | 16.98               | 30.19                 | 47.17        | 9.43          | 11.32      | 20.75        | 3.77  | 28.3         | 53            |
| <b>People with Neurodivergence</b>   | 20.97               | 24.19                 | 45.16        | 6.45          | 11.29      | 17.74        | 4.84  | 32.26        | 62            |
| <b>Average (of 221 responses)</b>  |                     |                       | <b>43.98</b> |               |            | <b>21.32</b> |       |              | 221 (Total)   |

**SS5.27 Do you feel that the actions taken by staff in the school when they are informed of incidents of racism and discrimination are fair and effective?**

A total of 740 students out of 27,893 students responded to this question.

Fifty-two percent (52%) (n = 385 out of 740) of all student respondents indicated they agree staff actions to address incidents of racism and discrimination are fair and effective. Forty-six percent (46%) (n = 259 out of 562) of student respondents who identified with a racialized group indicated they agreed with this perception. Forty percent (40%) (n = 89 out of 223) of student respondents who identified as gender-diverse, People with Disability, or People with Neurodivergence indicated they agreed that staff actions taken when informed of racism and discrimination are fair and effective.

| Table SS5.27 Do you feel that the actions taken by staff in the school when they are informed of incidents of racism and discrimination are fair and effective? |                    |           |              |             |              |                       |              |              |                       |
|---|--------------------|-----------|--------------|-------------|--------------|-----------------------|--------------|--------------|-----------------------|
|   | Answer Choices %   |           |              |             |              |                       |              |              |                       |
|   | Strongly Agree (A) | Agree (B) | SUM (A+B)    | Neutral (C) | Disagree (D) | Strongly Disagree (E) | SUM (D+E)    | I don't Know | N = Responses         |
| <b>Response Groups</b>  |                    |           |              |             |              |                       |              |              |                       |
| <b>All Students</b>   | 17.97              | 34.19     | <b>52.16</b> | 9.59        | 5            | 2.84                  | <b>7.84</b>  | 30.41        | 740                   |
| <b>Indigenous</b>   | 14.29              | 14.29     | 28.58        | 14.29       | 0            | 14.29                 | 14.29        | 42.86        | 7                     |
| <b>Black / African</b>  | 15.38              | 15.38     | 30.76        | 15.38       | 15.38        | 7.69                  | 23.07        | 30.77        | 13                    |
| <b>East &amp; Southeast Asian</b>   | 16.71              | 34.25     | 50.96        | 9.32        | 3.84         | 2.19                  | 6.03         | 33.7         | 365                   |
| <b>Arab/Middle Eastern/<br/>West &amp; Central Asian</b>  | 35.29              | 17.65     | 52.94        | 11.76       | 11.76        | 0                     | 11.76        | 23.53        | 17                    |
| <b>South Asian &amp; Indo-Caribbean</b>   | 20.93              | 25.58     | 46.51        | 13.95       | 9.3          | 2.33                  | 11.63        | 27.91        | 43                    |
| <b>Hispanic/Latinx</b>  | 16.67              | 50        | 66.67        | 5.56        | 5.56         | 0                     | 5.56         | 22.22        | 18                    |
| <b>Mixed</b>  | 16.16              | 35.35     | 51.51        | 9.09        | 5.05         | 9.09                  | 14.14        | 25.25        | 99                    |
| <b>Average</b><br><i>(of 562 responses)</i>   |                    |           | <b>46.85</b> |             |              |                       | <b>12.35</b> |              | 562<br><i>(Total)</i> |
| <b>White/Caucasian</b>  | 20.48              | 37.35     | <b>57.83</b> | 9.04        | 4.82         | 0.6                   | <b>5.42</b>  | 27.71        | 166                   |
| <b>Gender-diverse</b>   | 9.26               | 24.07     | 33.33        | 17.59       | 9.26         | 4.63                  | 13.89        | 35.19        | 108                   |
| <b>People with Disability</b>   | 9.43               | 33.96     | 43.39        | 13.21       | 7.55         | 9.43                  | 16.98        | 26.42        | 53                    |
| <b>People with Neurodivergence</b>  | 11.29              | 32.26     | 43.55        | 8.06        | 9.68         | 4.84                  | 14.52        | 33.87        | 62                    |
| <b>Average</b><br><i>(of 223 responses)</i>   |                    |           | <b>40.09</b> |             |              |                       | <b>15.13</b> |              | 223<br><i>(Total)</i> |

**SS5.27a Tell us More:**

*A total of 88 student responses to this question were reviewed to develop the following themes.*

Students who responded with “neutral”, “disagree”, or “strongly disagree” to the previous question on the fairness and effectiveness of actions taken by staff in schools to address incidents of racism and discrimination shared the following:

- When incidents are reported – school administration, staff, and teachers seem to react slowly, minimize the incident, seem to not care, no follow-through, and/or the actions taken do not include appropriate education to prevent this from reoccurring.
  - Some students noted that when they have reported, they do not know if any action results, which deters them from wanting to report in the future.
- Students noted school administration, staff, and teachers are reacting to incidents instead of being proactive about preventing these incidents from continuing to occur.
- When actions are taken – school administration, staff, and teachers seem to do the minimum, if anything at all.
  - Some students shared that when an action was taken, it was not always reflective of what was reported

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

**SS5.28 Have you had to change schools because of racism or discrimination being experienced in school in the Vancouver School District?**

*A total of 740 students out of 27,893 students responded to this question.*

Two percent (2%) (n = 15 out of 741) of all the student respondents indicated they have had to change schools because of racism and discrimination. Three percent (3%) (n = 17 out of 562) of student respondents who identified with a racialized group indicated they had to change schools due to such reasons. Six percent (6%) (n = 3 out of 53) of student respondents who identified as People with Disability and People with Neurodivergence (n = 4 out of 62) indicated they have had to change schools because of these reasons.

| Table SS5.28 Have you had to change schools because of racism or discrimination being experienced in school in the Vancouver School District? |                  |              |              |                      |                       |
|---|------------------|--------------|--------------|----------------------|-----------------------|
|   | Answer Choices % |              |              |                      |                       |
|   | Yes              | No           | I don't know | Prefer Not to Answer | N = Responses         |
| <b>Response Groups</b>  |                  |              |              |                      |                       |
| <b>All Students</b>   | <b>2.16</b>      | <b>87.97</b> | <b>5.81</b>  | 4.05                 | 740                   |
| <b>Indigenous</b>   | 0                | 57.14        | 14.29        | 28.57                | 7                     |
| <b>Black / African</b>  | 7.69             | 76.98        | 15.38        | 0                    | 13                    |
| <b>East &amp; Southeast Asian</b>   | 1.91             | 88.25        | 5.74         | 4.1                  | 366                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 0                | 88.24        | 11.76        | 0                    | 17                    |
| <b>South Asian &amp; Indo-Caribbean</b>   | 2.33             | 90.7         | 4.65         | 2.33                 | 43                    |
| <b>Hispanic/Latinx</b>  | 5.56             | 88.89        | 5.56         | 0                    | 18                    |
| <b>Mixed</b>  | 4.08             | 86.73        | 3.06         | 6.12                 | 98                    |
| <b>Average</b><br><i>(of 562 responses)</i>   | <b>3.08</b>      | <b>82.42</b> | <b>9</b>     |                      | 562<br><i>(Total)</i> |
| <b>White/Caucasian</b>  | 1.2              | 91.02        | 5.39         | 2.4                  | 167                   |
| <b>Gender-diverse</b>   | 1.87             | 81.31        | 11.21        | 5.61                 | 107                   |
| <b>People with Disability</b>   | 5.66             | 84.91        | 5.66         | 3.77                 | 53                    |
| <b>People with Neurodivergence</b>  | 6.45             | 85.48        | 4.84         | 3.23                 | 62                    |
| <b>Average</b><br><i>(of 222 responses)</i>   | <b>4.66</b>      | <b>83.90</b> | <b>7.24</b>  |                      | 222<br><i>(Total)</i> |

**SS5.29 Have you had to change your name due to negative experiences related to the way others have misused your name or to make it easier for others to pronounce your name?**

A total of 740 students out of 27,893 students responded to this question.

Five percent (5%) (n = 37 out of 740) of all student respondents and 5% (n = 28 out of 561) of students who identified with a racialized group indicated they have had to change their names due to the way others misused their name or to make it easier for others to pronounce their name. Eleven percent (11%) (n = 24 out of 222) of students who identified as gender-diverse, People with Disability, and People with Neurodivergence indicated they had to change their name due to negative experiences.

**Table SS5.29 Have you had to change your name due to negative experiences related to the way others have misused your name or to make it easier for others to pronounce your name?**

|  | Answer Choices % |              |              |                      | N = Responses         |
|--|------------------|--------------|--------------|----------------------|-----------------------|
|  | Yes              | No           | I don't know | Prefer Not to Answer |                       |
| <b>Response Groups</b>                               |                  |              |              |                      |                       |
| <b>All Students</b>                                  | <b>4.86</b>      | <b>87.57</b> | <b>5</b>     | 2.57                 | 740                   |
| <b>Indigenous</b>                                    | 0                | 57.14        | 0            | 42.86                | 7                     |
| <b>Black / African</b>                               | 0                | 100          | 0            | 0                    | 13                    |
| <b>East &amp; Southeast Asian</b>                    | 5.48             | 85.75        | 6.03         | 2.74                 | 365                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 5.56             | 94.44        | 0            | 0                    | 18                    |
| <b>South Asian &amp; Indo-Caribbean</b>              | 11.9             | 83.33        | 4.76         | 0                    | 42                    |
| <b>Hispanic/Latinx</b>                               | 11.11            | 83.33        | 5.56         | 0                    | 18                    |
| <b>Mixed</b>   | 4.08             | 88.78        | 4.08         | 3.06                 | 98                    |
| <b>Average</b><br><i>(of 561 responses)</i>          | <b>5.45</b>      | <b>84.68</b> | <b>3</b>     |                      | 561<br><i>(Total)</i> |
| <b>White/Caucasian</b>                               | <b>2.4</b>       | <b>93.41</b> | <b>2.99</b>  | 1.2                  | 167                   |
| <b>Gender-diverse</b>                                | 11.21            | 72.9         | 8.41         | 7.48                 | 107                   |
| <b>People with Disability</b>                        | 11.32            | 81.13        | 1.89         | 5.66                 | 53                    |
| <b>People with Neurodivergence</b>                   | 11.29            | 82.26        | 1.61         | 4.84                 | 62                    |
| <b>Average</b><br><i>(of 222 responses)</i>          | <b>11.27</b>     | <b>78.76</b> | <b>3.97</b>  |                      | 222<br><i>(Total)</i> |

**SS5.30 In this school year, have you had to miss school because of feeling unsafe or uncomfortable due to racism or discrimination?**

A total of 744 students out of 27,893 students responded to this question.

The survey was conducted in June 2021 and student responses to this question reference the 2020-2021 school year. Fifteen percent (15%) (n = 111 out of 744) of all student respondents indicated they had either had to miss school or were unable to confirm if they had to miss school because of feeling unsafe or uncomfortable due to racism or discrimination.

Twenty-five percent (25%) (n = 150 out of 599) of all students who identified with a racialized group indicated they had missed school or were unable to confirm if they missed school because of racism and discrimination.

Thirty percent (30%) (n = 67 out of 223) of students who identified as gender-diverse, People with Disability, and People with Neurodivergence indicated they had either missed school or were unable to confirm if they had missed school due to racism and discrimination.



| Table SS5.30 In this school year, have you had to miss school because of feeling unsafe or uncomfortable due to racism or discrimination? |                  |             |             |             |                |              |                      |                       |
|---|------------------|-------------|-------------|-------------|----------------|--------------|----------------------|-----------------------|
|   | Answer Choices % |             |             |             |                |              |                      | N = Responses         |
|   | No               | 1 to 2 Days | 2 to 3 Days | 4 to 5 Days | 6 or more Days | I don't Know | Prefer Not to Answer |                       |
| <b>Response Groups</b>  |                  |             |             |             |                |              |                      |                       |
| <b>All Students</b>   | <b>84.81</b>     | <b>2.69</b> | <b>2.42</b> | <b>0.13</b> | <b>1.75</b>    | <b>4.57</b>  | <b>3.63</b>          | 744                   |
| <b>Indigenous</b>   | 42.86            | 0           | 0           | 0           | 28.57          | 14.29        | 14.29                | 7                     |
| <b>Black / African</b>  | 76.92            | 7.69        | 7.69        | 0           | 7.69           | 0            | 0                    | 13                    |
| <b>East &amp; Southeast Asian</b>   | 87.47            | 1.63        | 1.09        | 0           | 1.09           | 4.09         | 4.63                 | 367                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 88.24            | 0           | 0           | 0           | 5.88           | 0            | 5.88                 | 17                    |
| <b>South Asian &amp; Indo-Caribbean</b>   | 79.07            | 4.65        | 2.33        | 0           | 4.65           | 9.3          | 0                    | 43                    |
| <b>Hispanic/Latinx</b>  | 77.78            | 5.56        | 5.56        | 0           | 0              | 11.11        | 0                    | 18                    |
| <b>Mixed</b>  | 78.79            | 5.05        | 4.04        | 0           | 2.02           | 6.06         | 4.04                 | 99                    |
| <b>Average</b><br><i>(of 599 responses)</i>   | <b>75.88</b>     | <b>3.51</b> | <b>2.96</b> | <b>0.00</b> | <b>7.13</b>    | <b>6.41</b>  | <b>4.12</b>          | 599<br><i>(Total)</i> |
| <b>White/Caucasian</b>  | <b>88.69</b>     | <b>2.98</b> | <b>3.57</b> | <b>0.6</b>  | <b>0.6</b>     | <b>2.38</b>  | <b>1.19</b>          | 168                   |
| <b>Gender-diverse</b>   | 65.74            | 5.56        | 6.48        | 0.93        | 3.7            | 9.26         | 8.33                 | 108                   |
| <b>People with Disability</b>   | 69.81            | 7.55        | 7.55        | 0           | 7.55           | 5.66         | 1.89                 | 53                    |
| <b>People with Neurodivergence</b>  | 72.58            | 4.84        | 8.06        | 0           | 4.84           | 6.45         | 3.23                 | 62                    |
| <b>Average</b><br><i>(of 223 responses)</i>   | <b>69.38</b>     | <b>5.98</b> | <b>7.36</b> | <b>0.31</b> | <b>5.36</b>    | <b>7.12</b>  | <b>4.48</b>          | 223<br><i>(Total)</i> |

**SS5.31 Is there any incident or experience of racism and discrimination you would like to share that you have experienced or observed?**

A total of 69 student responses to this question were reviewed to develop the following themes.

Students shared the following incidents or experiences of racism and discrimination that they have experienced or observed:

- Names – having had their name mocked, which resulted in the student changing their name.
- Language – being told to speak English, and had their accents mocked by both teachers and students.
- Food – had their food mocked, stolen, and told that they smell because of their food.
- Racial Slurs – open use of derogatory terms online, in classrooms – by teachers and students.
- Derogatory slurs openly used by teachers and students against the following individuals:
  - Individuals who have neurodivergence
  - Identify as 2SLGBTQIA+
  - Identify as IBPOC

- Islamophobia – student openly bullied and called a terrorist.
- Anti-Semitism – witnessed swastikas being drawn and mocking of persons who were Jewish.
- Anti-Asian Racism
  - Assumption of Chinese identity with little regard for learning the actual ethnic and cultural identities of students.
  - Diminishing student identities to their assumed ethnicity (e.g., Chinese Girl).
  - Using derogatory terms (e.g., ching chong).
  - Was told to die because of COVID-19.
  - Stereotyped against due to identifying as Asian.
- Anti-Black Racism
  - Hair was made fun of and told that it is not real.
  - Was told that Black people should die and not be allowed to live.
  - Stereotyped against due to identifying as Black.
- Visual Identity
  - Mocking the skin colour of other students.
  - Bullied for clothing.
- Transphobia
  - Intentional repetitive use of a student’s deadname by teachers.
  - Intentional misgendering of students by teachers.
  - Openly supporting and defending transphobic authors.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Section 6: COVID-19 Impacts

This section asked students to respond to questions about the impacts of the COVID-19 pandemic on their school experience. This section provides further insights into understanding some of the elevated challenges and vulnerabilities experienced by students who identified with marginalized groups during the pandemic.

### Section 6 – Key Findings

*Note: These findings reflect the responses collected from the survey respondents and are not representative of the entire VSB student body. For further information on the number of responses collected for each survey question please review the findings in the following section.*

#### Students with heightened vulnerabilities and marginalized identities experienced greater disruptions to their family employment structures and lifestyles during the pandemic.

- Forty-six percent (46%) (n = 331 out of 719) of all student respondents indicated their parents/guardians were able to work from home when the pandemic began.
  - Fifty-five percent (55%) (n = 91 out of 165) of students who identified as White/Caucasian indicated their parents/guardians were able to work from home.
- Fourteen percent (14%) (n = 100 out of 719) of all student respondents indicated their parents/guardians work in essential frontline work that requires them to work in person.
- Less than one percent (1%) (n = 7 out of 719) of all student respondents indicated their parents/guardians had lost their job during the pandemic.
  - Ten percent (10%) (n = 5 out of 49) of students who identified as People with Disability and five percent (5%) (n = 3 out of 60) of students who identified as People with Neurodivergence indicated their parents/guardians had experienced job losses.
- Eleven percent (11%) (n = 80 out of 723) of all student respondents indicated they or a family member had fallen sick from contracting COVID-19.
  - Seventeen percent (17%) (n = 93 out of 546) of student respondents who identified with a racialized group indicated they or a family member had fallen sick from COVID-19.
- Nine percent (9%) (n = 65 out of 724) of all student respondents indicated they had lost a family member or close friend due to COVID-19.
  - Twenty percent (20%) (n = 109 out of 546) of student respondents who identified with a racialized group indicated losing someone close.

#### Students with heightened vulnerabilities and marginalized identities experienced greater challenges in participating in altered learning environments during the pandemic.

- Eighty-five percent (85%) (n = 140 of 165) of student respondents who identified as White/Caucasian indicated they had the necessary equipment to participate in virtual learning at the start of the pandemic.
  - Seventy-nine percent (79%) (n = 434 out of 546) of student respondents who identified with a racialized group indicated they had all the equipment to attend virtual learning.
- Thirteen percent (13%) (n = 93 out of 716) of all student respondents indicated they needed financial support or accommodation to purchase the equipment needed to attend virtual online learning.

- Sixteen percent (16%) (n = 86 out of 540) of student respondents who identified with a racialized group indicated needing this support.

### Students have observed an increase in racism and discrimination during the pandemic.

- Thirty-nine percent (39%) (n = 282 out of 722) of all student respondents indicated they had experienced or observed an increase in racism and discrimination since the pandemic began. Forty-seven percent (47%) (n = 256 out of 545) of students who identified with a racialized group indicated they had experienced and observed this increase.
  - Fifty-one percent (51%) (n = 54 out of 106) of student respondents who identified as gender-diverse also indicated they experienced or observed an increase in racism and discrimination.
- Thirty-two percent (32%) (n = 166 out of 518) of all student respondents indicated acts of racism and discrimination take place between students and 46% (n = 238 out of 518) of these student respondents indicated these acts occur online.
  - Fifteen percent (15%) (n = 78 out of 518) of all student respondents indicated acts of racism and discrimination take place outside of the school in the neighbourhood.
  - Ten percent (10%) (n = 52 out of 518) of the student respondents indicated these acts take place in the classrooms.
- Fifty-four percent (54%) (n = 389 out of 721) of all student respondents indicated they feel the school administration has actively worked to address racism and discrimination *all or most of the time* since the pandemic began.
  - Forty-eight percent (48%) (n = 262 out of 545) of student respondents who identified with a racialized group shared this perception of the actions taken by the school administration.

**Section 6 – Survey Results**

**SS6.1 Were your parents/guardians or the adults you live with able to work from home when the pandemic began?**

A total of 719 students out of 27,893 students responded to this question.

Forty-six percent (46%) (n = 331 out of 719) of all student respondents indicated their parents /guardians were able to work from home when the pandemic began. Fourteen percent (14%) (n = 100 out of 719) of all student respondents indicated their parents/guardians work in essential frontline work that requires them to work in person. Fifty-five percent (55%) (n = 91 out of 65) of students who identified as White/Caucasian indicated their parents/guardians were able to work from home.

While less than one percent of all student respondents indicated their parents/guardians had lost their job during the pandemic, 10% (n = 5 out of 49) of students who identified as People with Disability) and 5% (n = 3 out of 60) of students who identified as People with Neurodivergence indicated their parents/guardians had experienced job losses.

| Table SS6.1 Were your parents/guardians or the adults you live with able to work from home when the pandemic began? |                  |  |                          |   |                                      |              |               |
|---|------------------|--|--------------------------|---|--------------------------------------|--------------|---------------|
|   | Answer Choices % |  |                          |   |                                      |              | N = Responses |
|   | Yes              | Partially – they go into work on some days | No – they lost their job | No – they are an essential frontline worker | No – they are a non-essential worker | I don't know |               |
| <b>Response Groups</b>  |                  |  |                          |   |                                      |              |               |
| <b>All Students</b>   | <b>45.76</b>     | <b>18.64</b>                               | <b>0.97</b>              | <b>14.46</b>                                | <b>9.04</b>                          | <b>11.1</b>  | 719           |
| <b>Indigenous</b>   | 28.57            | 42.86                                      | 0                        | 0   | 0                                    | 28.6         | 7             |
| <b>Black / African</b>  | 72.73            | 0  | 0                        | 0   | 0                                    | 27.3         | 11            |
| <b>East &amp; Southeast Asian</b>   | 42.25            | 18.87                                      | 1.13                     | 15.49                                       | 11.83                                | 10.4         | 355           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 50               | 6.25                                       | 0                        | 6.25  | 31.25                                | 6.25         | 16            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 37.5             | 10   | 0                        | 25  | 12.5                                 | 15           | 40            |
| <b>Hispanic/Latinx</b>  | 55.56            | 27.78                                      | 0                        | 11.11                                       | 0                                    | 5.56         | 18            |
| <b>Mixed</b>  | 45.74            | 21.28                                      | 1.06                     | 12.77                                       | 6.38                                 | 12.8         | 94            |
| <b>Average (of 541 responses)</b>   | <b>47.48</b>     | <b>18.15</b>                               | <b>0.31</b>              | <b>10.09</b>                                | <b>8.85</b>                          | <b>15.12</b> | 541 (Total)   |
| <b>White/Caucasian</b>  | <b>55.76</b>     | <b>18.79</b>                               | <b>1.21</b>              | <b>12.12</b>                                | <b>3.64</b>                          | <b>8.48</b>  | 165           |
| <b>Gender-diverse</b>   | 43.81            | 20.95                                      | 0                        | 11.43                                       | 7.62                                 | 16.2         | 105           |
| <b>People with Disability</b>   | 51.02            | 14.29                                      | 10.2                     | 14.29                                       | 2.04                                 | 8.16         | 49            |
| <b>People with Neurodivergence</b>  | 48.33            | 18.33                                      | 5                        | 10  | 5                                    | 13.3         | 60            |
| <b>Average (of 214 responses)</b>   | <b>47.72</b>     | <b>17.86</b>                               | <b>5.07</b>              | <b>11.91</b>                                | <b>4.89</b>                          | <b>12.56</b> | 214 (Total)   |

**SS6.2 Have you or anyone in your family fallen sick from contracting COVID-19?**

A total of 723 students out of 27,893 students responded to this question.

Eleven percent (11%) (n = 80 out of 723) of all student respondents indicated they or a family member had fallen sick from contracting COVID-19. Seventeen percent (17%) (n = 93 out of 546) of students who identified with a racialized group indicated they or a family member had fallen sick from COVID-19.

| Table SS6.2 Have you or anyone in your family fallen sick from contracting COVID-19? |                  |              |              |                      |                       |
|--|------------------|--------------|--------------|----------------------|-----------------------|
| Response Groups  | Answer Choices % |              |              |                      | N = Responses         |
|  | Yes              | No           | I don't Know | Prefer Not to Answer |                       |
| <b>All Students</b>  | <b>11.48</b>     | <b>79.67</b> | <b>6.64</b>  | <b>2.21</b>          | 723                   |
| <b>Indigenous</b>  | 42.86            | 28.57        | 28.57        | 0                    | 7                     |
| <b>Black / African</b>   | 8.33             | 83.33        | 0            | 8.33                 | 12                    |
| <b>East &amp; Southeast Asian</b>  | 9.27             | 82.3         | 7.02         | 1.4                  | 356                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>                                 | 11.76            | 82.35        | 0            | 5.88                 | 17                    |
| <b>South Asian &amp; Indo-Caribbean</b>  | 9.76             | 87.8         | 2.44         | 0                    | 41                    |
| <b>Hispanic/Latinx</b>   | 26.32            | 68.42        | 0            | 5.26                 | 19                    |
| <b>Mixed</b>   | 10.64            | 81.91        | 5.32         | 2.13                 | 94                    |
| <b>Average</b><br><i>(of 546 responses)</i>  | <b>16.99</b>     | <b>73.53</b> | <b>6.19</b>  | <b>3.29</b>          | 546<br><i>(Total)</i> |
| <b>White/Caucasian</b>   | <b>14.63</b>     | <b>75</b>    | <b>7.93</b>  | <b>2.44</b>          | <b>164</b>            |
| <b>Gender-diverse</b>  | 14.02            | 77.57        | 6.54         | 1.87                 | 107                   |
| <b>People with Disability</b>  | 6.12             | 85.71        | 6.12         | 2.04                 | 49                    |
| <b>People with Neurodivergence</b>   | 8.33             | 81.67        | 6.67         | 3.33                 | 60                    |
| <b>Average</b><br><i>(of 216 responses)</i>  | <b>9.49</b>      | <b>81.65</b> | <b>6.44</b>  | <b>2.41</b>          | 216<br><i>(Total)</i> |

**SS6.3 Have you experienced the loss of anyone in your family or close circle of friends due to COVID-19?**

A total of 724 students out of 27,893 students responded to this question.

Nine percent (9%) (n = 65 out of 724) of all student respondents indicated they had lost a family member or close friend due to COVID-19. Twenty percent (20%) (n = 109 out of 546) of students who identified with a racialized group indicated losing someone close.

| Table SS6.3 Have you experienced the loss of anyone in your family or close circle of friends due to COVID-19? |                  |              |              |                      |                       |
|--|------------------|--------------|--------------|----------------------|-----------------------|
|  | Answer Choices % |              |              |                      | N = Responses         |
|  | Yes              | No           | I don't Know | Prefer Not to Answer |                       |
| <b>Response Groups</b>   |                  |              |              |                      |                       |
| <b>All Students</b>  | <b>9.39</b>      | <b>81.77</b> | <b>5.94</b>  | <b>2.9</b>           | <b>724</b>            |
| <b>Indigenous</b>  | 42.86            | 28.57        | 28.57        | 0                    | 7                     |
| <b>Black / African</b>   | 8.33             | 75           | 16.67        | 0                    | 12                    |
| <b>East &amp; Southeast Asian</b>  | 7.02             | 84.55        | 5.62         | 2.81                 | 356                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 11.76            | 88.24        | 0            | 0                    | 17                    |
| <b>South Asian &amp; Indo-Caribbean</b>  | 17.07            | 68.29        | 12.2         | 2.44                 | 41                    |
| <b>Hispanic/Latinx</b>   | 36.84            | 52.63        | 10.53        | 0                    | 19                    |
| <b>Mixed</b>   | 12.77            | 80.85        | 5.32         | 1.06                 | 94                    |
| <b>Average</b><br><i>(of 546 responses)</i>  | <b>19.52</b>     | <b>68.30</b> | <b>11.27</b> | <b>0.90</b>          | 546<br><i>(Total)</i> |
| <b>White/Caucasian</b>   | <b>5.45</b>      | <b>86.67</b> | <b>4.24</b>  | <b>3.64</b>          | <b>165</b>            |
| <b>Gender-diverse</b>  | 10.28            | 78.5         | 9.35         | 1.87                 | 107                   |
| <b>People with Disability</b>  | 12.24            | 81.63        | 2.04         | 4.08                 | 49                    |
| <b>People with Neurodivergence</b>   | 5                | 88.33        | 5            | 1.67                 | 60                    |
| <b>Average</b><br><i>(of 216 responses)</i>  | <b>9.17</b>      | <b>82.82</b> | <b>5.46</b>  | <b>2.54</b>          | 216<br><i>(Total)</i> |

**SS6.4 Did you have the digital equipment (desktop or laptop computers, iPads, cameras, headphones, high-speed internet) to attend virtual online learning from home when schools closed due to the pandemic?**

A total of 724 students out of 27,893 students responded to this question.

Two percent (2%) (n = 14 out of 724) of all student respondents indicated they did not have the digital equipment required to attend virtual online learning. Seventy-nine percent (79%) (n = 431 out of 546) of student respondents who identified with a racialized group indicated they had all the equipment to attend virtual learning. Eighty-five percent (85%) (n = 140 out of 165) of student respondents who identified as White/Caucasian indicated they had the necessary equipment.

| SS6.4 Did you have the digital equipment (desktop or laptop computers, iPads, cameras, headphones, high-speed internet) to attend virtual online learning from home when schools closed due to the pandemic? |                  |                           |             |              |                       |
|--|------------------|---------------------------|-------------|--------------|-----------------------|
|  | Answer Choices % |                           |             |              |                       |
|  | Yes              | Some Equipment was Needed | No          | I don't Know | N = Responses         |
| <b>Response Groups</b>   |                  |                           |             |              |                       |
| <b>All Students</b>  | <b>85.91</b>     | <b>8.7</b>                | <b>1.52</b> | <b>3.87</b>  | 724                   |
| <b>Indigenous</b>  | 42.86            | 28.57                     | 0           | 28.57        | 7                     |
| <b>Black / African</b>   | 91.67            | 0                         | 0           | 8.33         | 12                    |
| <b>East &amp; Southeast Asian</b>  | 88.24            | 7.84                      | 0.84        | 3.08         | 357                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 70.59            | 23.53                     | 0           | 5.88         | 17                    |
| <b>South Asian &amp; Indo-Caribbean</b>  | 90.24            | 7.32                      | 0           | 2.44         | 41                    |
| <b>Hispanic/Latinx</b>   | 83.33            | 5.56                      | 11.11       | 0            | 18                    |
| <b>Mixed</b>   | 85.11            | 9.57                      | 2.13        | 3.19         | 94                    |
| <b>Average</b><br><i>(of 546 responses)</i>  | <b>78.86</b>     | <b>11.77</b>              | <b>2.01</b> | <b>7.36</b>  | 546<br><i>(Total)</i> |
| <b>White/Caucasian</b>   | <b>84.85</b>     | <b>9.7</b>                | <b>2.42</b> | <b>3.03</b>  | 165                   |
| <b>Gender-diverse</b>  | 78.5             | 15.89                     | 1.87        | 3.74         | 107                   |
| <b>People with Disability</b>  | 77.55            | 16.33                     | 2.04        | 4.08         | 49                    |
| <b>People with Neurodivergence</b>   | 83.33            | 13.33                     | 1.67        | 1.67         | 60                    |
| <b>Average</b><br><i>(of 216 responses)</i>  | <b>79.79</b>     | <b>15.18</b>              | <b>1.86</b> | <b>3.16</b>  | 216<br><i>(Total)</i> |

**SS6.5 Did you need financial support or accommodation to purchase the equipment needed to attend virtual online learning?**

*A total of 716 students out of 27,893 students responded to this question.*

Thirteen percent (13%) (n = 93 out of 716) of all student respondents indicated they needed financial support or accommodation to purchase the equipment needed to attend virtual online learning. Sixteen percent (16%) (n = 86 out of 540) of student respondents who identified with a racialized group indicated needing this support.



| SS6.5 Did you need financial support or accommodation to purchase the equipment needed to attend virtual online learning? |                  |              |              |                       |
|---|------------------|--------------|--------------|-----------------------|
| Response Groups   | Answer Choices % |              |              | N = Responses         |
|   | Yes              | No           | I don't Know |                       |
| <b>All Students</b>   | <b>12.71</b>     | <b>73.6</b>  | <b>13.69</b> | 716                   |
| <b>Indigenous</b>   | 28.57            | 28.57        | 42.86        | 7                     |
| <b>Black / African</b>  | 16.67            | 75           | 8.33         | 12                    |
| <b>East &amp; Southeast Asian</b>   | 13.88            | 71.67        | 14.45        | 353                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 13.33            | 80           | 6.67         | 15                    |
| <b>South Asian &amp; Indo-Caribbean</b>   | 12.2             | 80.49        | 7.32         | 41                    |
| <b>Hispanic/Latinx</b>  | 21.05            | 73.68        | 5.26         | 19                    |
| <b>Mixed</b>  | 9.68             | 76.34        | 13.98        | 93                    |
| <b>Average</b><br><i>(of 540 responses)</i>   | <b>16.48</b>     | <b>69.39</b> | <b>14.12</b> | 540<br><i>(Total)</i> |
| <b>White/Caucasian</b>  | <b>9.2</b>       | <b>78.53</b> | <b>12.27</b> | <b>163</b>            |
| <b>Gender-diverse</b>   | 12.5             | 71.15        | 16.35        | 104                   |
| <b>People with Disability</b>   | 8.51             | 76.6         | 14.89        | 47                    |
| <b>People with Neurodivergence</b>  | 11.86            | 76.27        | 11.86        | 59                    |
| <b>Average</b><br><i>(of 210 responses)</i>   | <b>10.96</b>     | <b>74.67</b> | <b>14.37</b> | 210<br><i>(Total)</i> |

**SS6.6 Since the pandemic began, have you experienced or witnessed an increase in racism or discrimination of any form?**

*A total of 722 students out of 27,893 students responded to this question.*

Thirty-nine percent (39%) (n = 282 out of 722) of all student respondents indicated they had experienced or observed an increase in racism and discrimination since the pandemic began. Forty-seven percent (47%) (n = 256 out of 545) of students who identified with a racialized group indicated they had experienced and observed an increase. Fifty-one percent (51%) (n = 54 out of 106) of student respondents who identified as gender-diverse also indicated they experienced or observed an increase in racism and discrimination.

| Table SS6.6 Since the pandemic began, have you experienced or witnessed an increase in racism or discrimination of any form? |                  |              |              |                       |
|--|------------------|--------------|--------------|-----------------------|
|  | Answer Choices % |              |              | N = Responses         |
|  | Yes              | No           | I don't Know |                       |
| <b>Response Groups</b>   |                  |              |              |                       |
| <b>All Students</b>  | <b>39.2</b>      | <b>41.83</b> | <b>18.98</b> | 722                   |
|  |                  |              |              |                       |
| <b>Indigenous</b>  | 71.43            | 0            | 28.57        | 7                     |
| <b>Black / African</b>   | 50               | 33.33        | 16.67        | 12                    |
| <b>East &amp; Southeast Asian</b>  | 44.38            | 37.08        | 18.54        | 356                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 62.5             | 25           | 12.5         | 16                    |
| <b>South Asian &amp; Indo-Caribbean</b>  | 43.9             | 43.9         | 12.2         | 41                    |
| <b>Hispanic/Latinx</b>   | 21.05            | 52.63        | 26.32        | 19                    |
| <b>Mixed</b>   | 37.23            | 45.74        | 17.02        | 94                    |
| <b>Average</b><br><i>(of 545 responses)</i>  | <b>47.21</b>     | <b>33.95</b> | <b>18.83</b> | 545<br><i>(Total)</i> |
|  |                  |              |              |                       |
| <b>White/Caucasian</b>   | <b>26.22</b>     | <b>51.22</b> | <b>22.56</b> | <b>164</b>            |
|  |                  |              |              |                       |
| <b>Gender-diverse</b>  | 50.94            | 23.58        | 25.47        | 106                   |
| <b>People with Disability</b>  | 44.9             | 34.69        | 20.41        | 49                    |
| <b>People with Neurodivergence</b>   | 37.5             | 37.5         | 25           | 32                    |
| <b>Average</b><br><i>(of 187 responses)</i>  | <b>44.45</b>     | <b>31.92</b> | <b>23.63</b> | 187<br><i>(Total)</i> |

**SS6.7 Since the pandemic began, where do you find most acts of racism and discrimination take place in the school community? (Select all that apply)**

*A total of 518 students out of 27,893 students responded to this question.*

Thirty-two percent (32%) (n = 166 out of 518) of all student respondents indicated acts of racism and discrimination take place between students and 46% (n = 238 out of 518) of these student respondents indicated these acts occur online. Acts of racism and discrimination are noted by 15% (n = 77 out of 518) of all student respondents to take place outside of the school in the neighbourhood. Lastly, ten percent (10%) (n = 52 out of 518) of the student respondents indicate these acts take place in the classrooms.

| SS6.7 Since the pandemic began, where do you find most acts of racism and discrimination take place in the school community? (Select all that apply) |            |
|--|------------|
| Answer Choices   | Responses  |
| During interactions with other students  | 32.24      |
| During interactions with staff in the school   | 3.86       |
| Online   | 46.14      |
| In the classroom   | 9.65       |
| In the changerooms   | 1.74       |
| On the athletic field or playground  | 9.85       |
| Parking lot  | 2.70       |
| In the neighbourhood (outside of the school)   | 15.25      |
| In school sports teams   | 2.12       |
| In school clubs  | 1.16       |
| In shared spaces (e.g., cafeteria, auditorium, gyms, library, etc.).   | 7.14       |
| Hallways and stairwells  | 8.69       |
| Other (please specify)   | 17.95      |
| <b>Answered</b>  | <b>518</b> |

#### SS6.7a Other, please specify:

A total of 9 student responses to this question were reviewed to develop the following themes.

Students shared the following locations where they have found most acts of racism and discrimination since the pandemic began, other than those locations listed above:

- Online – specifically through Instagram, Social Networking, and private messages.
- When walking to and from school
- Interacting with parents and school administration

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

#### SS6.8 Do you feel the school administration has actively worked to condemn racism and discrimination of any form since the pandemic began?

A total of 721 students out of 27,893 students responded to this question.

Fifty-four percent (54%) (n = 389 out of 721) of all the student respondents indicated they feel the school administration has actively worked to address racism and discrimination *all or most of the time* since the pandemic began. Forty-eight percent (48%) (n = 262 out of 545) of student respondents who identified with racialized groups shared this perception that the school administration is actively condemning these acts.

| Table SS6.8 Do you feel the school administration has actively worked to condemn racism and discrimination of any form since the pandemic began? |                     |                       |              |               |            |              |       |              |               |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>   |                     |                       |              |               |            |              |       |              |               |
| <b>All Students</b>  | 25.38               | 28.16                 | <b>53.54</b> | 11.79         | 6.38       | <b>18.17</b> | 4.16  | 24.13        | 721           |
| <b>Indigenous</b>  | 0                   | 42.86                 | 42.86        | 14.29         | 0          | 14.29        | 0     | 42.86        | 7             |
| <b>Black / African</b>   | 16.67               | 8.33                  | 25           | 25            | 16.67      | 41.67        | 16.7  | 16.67        | 12            |
| <b>East &amp; Southeast Asian</b>  | 23.88               | 27.25                 | 51.13        | 14.33         | 5.06       | 19.39        | 4.21  | 25.28        | 356           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 29.41               | 5.88                  | 35.29        | 23.53         | 35.29      | 58.82        | 0     | 35.29        | 17            |
| <b>South Asian &amp; Indo-Caribbean</b>  | 29.27               | 26.83                 | 56.1         | 7.32          | 17.07      | 24.39        | 2.44  | 17.07        | 41            |
| <b>Hispanic/Latinx</b>   | 27.78               | 44.44                 | 72.22        | 5.56          | 5.56       | 11.12        | 5.56  | 11.11        | 18            |
| <b>Mixed</b>   | 27.66               | 27.66                 | 55.32        | 8.51          | 5.32       | 13.83        | 5.32  | 25.53        | 94            |
| <i>Average (of 545 responses)</i>  |                     |                       | <b>48.27</b> |               |            | <b>26.22</b> |       |              | 545 (Total)   |
| <b>White/Caucasian</b>   | 29.01               | 29.63                 | <b>58.64</b> | 10.49         | 5.56       | <b>16.05</b> | 3.7   | 21.6         | 162           |
| <b>Gender-diverse</b>  | 18.69               | 29.91                 | 48.6         | 13.08         | 8.41       | 21.49        | 4.67  | 25.23        | 59            |
| <b>People with Disability</b>  | 8.33                | 37.5                  | 45.83        | 12.5          | 14.58      | 27.08        | 6.25  | 20.83        | 48            |
| <b>People with Neurodivergence</b>   | 27.12               | 28.81                 | 55.93        | 13.56         | 10.17      | 23.73        | 6.78  | 13.56        | 59            |
| <i>Average (of 187 responses)</i>  |                     |                       | <b>50.12</b> |               |            | <b>24.10</b> |       |              | 166 (Total)   |

**SS6.9 Is there anything you would like to share related to any challenges experienced by students that has impacted their lives due to the pandemic?**

A total of 42 student responses to this question were reviewed to develop the following themes.

Students shared the following related to challenges experienced due to the pandemic:

- Struggling with school through navigating the online experience, having appropriate access to technology, and having support to adapt the curriculum to the student.
  - Students noted that being at home all the time with their families made it challenging to learn.
- Missing interacting with friends (e.g., different cohorts, unable to see each other in-person).
- Mental health challenges feeling isolated, anxious, less motivated, stressed, and depressed.
  - Students noted they wished there were more mental health supports available.
- Experiencing and observing Anti-Asian racism in their friends and families.
- Experiencing the loss of loved ones during COVID-19.
- Experiencing the stress of a parent losing their job.
- Unable to use cash as a form of payment due to COVID-19 restrictions.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Staff Survey

This survey provided an opportunity for staff to reflect and share their experiences and understanding of racism and discrimination while working. The survey was circulated through VSB internal communications. A total of 435 surveys were received. There were approximately 9,000 staff members of the VSB in the 2020-2021 academic year. The questions were not mandatory, therefore, the number of responses received per question varied.

### Section 1: Demographics and Characteristics of Staff Survey Participants

| Table SFS.1 – Demographics of Staff Survey Respondents |        |   |        |
|--|--------|---|--------|
| <b>Usually Work With Students Who Are:</b> (n=375)     |        | <b>Have a Disability</b> (n=373)                        |        |
| Elementary Students                                    | 50.40% | Yes, Physical Disability                                | 4.29%  |
| Secondary Students                                     | 34.13% | Yes, Mental Disability                                  | 5.09%  |
| Elementary and Secondary                               | 11.73% | Yes, Both Physical and Mental Disability                | 0.80%  |
| Not Applicable   | 3.73%  | No  | 87.94% |
|  |        | Other   | 1.88%  |
| <b>Gender</b> (n=374)                                  |        |   |        |
| Cisgender Woman  | 71.93% | <b>Have a Diagnosed or Un Diagnosed Illness</b> (n=370) |        |
| Cisgender Man  | 18.45% | Yes, physical illness                                   | 6.49%  |
| Transgender Man  | 0.00%  | Yes, mental illness                                     | 10.81% |
| Transgender Woman                                      | 0.00%  | Yes, both physical and mental illnesses                 | 3.51%  |
| Non-Binary/Gender-Diverse                              | 2.41%  | No  | 72.43% |
| Two-Spirit   | 0.00%  | Prefer Not to answer                                    | 6.76%  |
| I don't know   | 0.80%  |   |        |
| Prefer Not to Answer                                   | 5.61%  | <b>Have Neurodivergence</b> (n=372)                     |        |
| Other  | 1.60%  | Yes   | 8.60%  |
|  |        | No  | 82.80% |
| <b>Sexual Orientation</b> (n=372)                      |        | I don't know  | 6.99%  |
| Asexual  | 4.30%  | Prefer not to answer                                    | 1.61%  |
| Bisexual   | 4.84%  |   |        |
| Gay  | 4.03%  |   |        |
| Lesbian  | 2.42%  |   |        |
| Pansexual  | 0.54%  |   |        |
| Queer  | 4.03%  |   |        |
| Straight   | 74.19% |   |        |
| Two-Spirit   | 0.00%  |   |        |
| I don't know   | 0.81%  |   |        |
| Prefer not to answer                                   | 6.18%  |   |        |
| Other  | 0.81%  |   |        |

| Table SFS 1.2 – Demographics of Staff Survey Respondents |        |   |        |
|--|--------|---|--------|
| <b>Indigenous</b> (n=367)                                |        | <b>Religion</b> (n=373)                 |        |
| No   | 94.82% | Agnostic                                | 10.72% |
| Yes  | 5.18%  | Bahai                                   | 0.27%  |
|  |        | Buddhism                                | 2.41%  |
| <b>Ethnic Identity</b> (n=369)                           |        | Catholicism                             | 6.17%  |
| Indigenous   | 1.63%  | Christianity                            | 17.69% |
| Black  | 1.36%  | Hinduism                                | 1.61%  |
| East Asian   | 17.07% | Indigenous spirituality                 | 1.34%  |
| Southeast Asian  | 3.79%  | Jainism                                 | 0.00%  |
| South Asian and Indo-Caribbean                           | 5.42%  | Judaism                                 | 3.75%  |
| West Asian   | 0.54%  |   | 1.34%  |
| Arab/Middle Eastern                                      | 0.27%  | Sikhism                                 | 1.88%  |
| Central Asian  | 0.00%  | No religion                             | 39.95% |
| Asian Pacific Islander                                   | 0.00%  | Zoroastrianism                          | 0.00%  |
| Hispanic/Latinx  | 2.17%  | Prefer not to answer                    | 6.70%  |
| White/Caucasian  | 58.54% | Other                                   | 6.17%  |
| Two or More Races/Ethnicities                            | 7.32%  |   |        |
| Other  | 1.90%  | <b>Lived in Canada</b> (n=372)          |        |
|  |        | All of my life                          | 70.70% |
| <b>Languages Spoken at Home</b> (n=366)                  |        | Part of my life                         | 29.30% |
| Only speak English at home                               | 65.85% |   |        |
| Arabic   | 0.00%  | <b>Length of Stay in Canada</b> (n=279) |        |
| French   | 5.46%  | Less than one year                      | 8.60%  |
| Cantonese  | 9.02%  | 2-3 years                               | 6.45%  |
| Korean   | 0.55%  | 4-5 years                               | 2.15%  |
| Japanese   | 0.55%  | More than 5 years                       | 36.92% |
| Mandarin   | 1.64%  |   |        |
| Persian  | 0.55%  | I have lived in Canada my entire life   | 45.88% |
| Punjabi  | 2.19%  |   |        |
| Spanish  | 3.01%  |   |        |
| Tagalog  | 1.91%  |   |        |
| Other (please specify)                                   | 9.29%  |   |        |

## Indigenous Identity

A total of 9 staff respondents identified as Indigenous. All 9 staff respondents shared the following Nation(s) they identify as belonging to:

|                         |         |           |
|-------------------------|---------|-----------|
| Métis                   | Muisca  | Okanagan  |
| Nishnawbe Aski / Ojibwa | Gitxsan | Tsimshian |
| Mi'kmaq                 |         |           |

## Languages Spoken

A total of 34 staff respondents responded as speaking two or more languages at home, or not seeing their language included on the list provided.<sup>6</sup> A total of 32 staff out of 34 staff respondents shared the following:

Staff who identified as speaking a language(s) not listed:

|          |            |           |
|----------|------------|-----------|
| Cebuano  | Danish     | Dutch     |
| German   | Greek      | Gujarati  |
| Hindi    | Hebrew     | Italian   |
| Kurdish  | Portuguese | Romanian  |
| Swahili  | Swedish    | Teochew   |
| Tla'amin | Toishan    | Ukrainian |
| Urdu     | Vietnamese |           |

Staff who identified as speaking two or more languages in addition to, or not including, English:

|                       |                    |                    |
|-----------------------|--------------------|--------------------|
| Cantonese and English | French and Spanish | Gujarati and Hindi |
|-----------------------|--------------------|--------------------|

## Lived Outside of Canada

A total of 159 staff respondents reported having lived outside of Canada. These places include:

|             |             |             |
|-------------|-------------|-------------|
| Argentina   | Australia   | Brazil      |
| Caribbean   | Chile       | China       |
| Croatia     | Denmark     | Egypt       |
| England     | Fiji        | France      |
| Germany     | Greece      | Guatemala   |
| Hong Kong   | India       | Iran        |
| Ireland     | Israel      | Italy       |
| Indonesia   | Japan       | Kenya       |
| Korea       | Laos        | Mexico      |
| Netherlands | New Zealand | Pakistan    |
| Palestine   | Costa Rica  | Scotland    |
| Philippines | Poland      | Romania     |
| Qatar       | Azerbaijan  | Switzerland |

<sup>6</sup> Languages included on the survey list included: I/We only speak English at home; Arabic; French; Cantonese; Korean; Japanese; Mandarin; Persian; Punjabi; Spanish; and Tagalog.

|                     |           |           |
|---------------------|-----------|-----------|
| South Africa        | Spain     | Sri Lanka |
| Singapore           | Syria     | Sweden    |
| Georgia             | Taiwan    | Thailand  |
| Trinidad and Tobago | Venezuela | Malaysia  |
| Guinea              | Vietnam   | Tanzania  |
| Uganda              |           |           |

**SFS1.3 Is there anything you would like to share about your background that can help us understand any barriers or challenges you may be experiencing that impact your success and relationships at work?**

*A total of 50 staff responses to this question were reviewed to develop the following themes.*

Staff shared the following around barriers and challenges that impact their success and relationships at work:

- Disabilities – visible and invisible directly impacting themselves or their families with caregiving responsibilities or needing to take time off to attend to appointments and rest.
- Physical and mental health challenges – impacting themselves or their families with caregiving responsibilities or needing to take time off to attend to appointments and rest.
- Indigenous identity – with some respondents noting they have suffered from trauma and addiction and having family members who are residential school survivors.
- Sexism – there is a power imbalance between male and female staff; female staff have noted they have tried to hide their relationship status out of fear.
- Racism – feeling undermined, disrespected, and mocked for their race by supervisors, colleagues, and parents.
- Anti-Asian Racism – staff shared they have been treated as a monolith (e.g., assumed ethnicity); experienced derogatory language in the workplace; and experienced microaggressions (e.g., called by the name of another Asian staff).
- Anti-Semitism – staff have been physically assaulted and subjected to derogatory language and harassed. Staff feel that the Jewish voice is not treated as a minority and are frustrated by the lack of space.
- Islamophobia – receiving hurtful comments (e.g., blaming them for 9/11).
- Ageism – staff shared there are systemic barriers in hiring and retention of teachers.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.



## Section 2: Expression of Ethnic, Cultural, and Gender Identity

This section asked staff to respond to questions about their ability to safely and comfortably express their ethnic, cultural, and gender identity at school. This section provides important insights into staff experiences of expressing their identity at school that is central to their health and well-being at work. The responses from staff reflect on the level of inclusion and visibility experienced by staff from diverse backgrounds at school.

### Section 2 – Key Findings

*Note: These findings reflect the responses collected from the survey respondents and are not representative of all the staff in the VSB. For further information on the number of responses collected for each survey question please review the findings in the following section.*

#### Staff from racialized communities face greater challenges in expressing their ethnic and cultural identity at school.

- Twenty-five percent (25%) (n = 36 out of 144) of staff respondents who identified with a racialized group indicated other staff only sometimes or rarely pronounce their name correctly.
- Forty-four percent (44%) (n = 145 out of 330) of all staff respondents indicated they feel safe and comfortable *all or most of the time* to practice their religion at school.
  - Twenty-nine percent (29%) group (n = 40 out of 138) of staff respondents who identified with a racialized indicated they shared this perception.
  - Thirty-six percent (36%) (n = 119 out of 330) of all staff respondents indicated they *did not know* if they could safely and comfortably practice their religion at school.
- Seventy-five percent (75%) (n = 111 out of 148) of staff respondents who identified with a racialized group indicated they feel safe and comfortable *all or most of the time* to bring their traditional foods to school.
  - Ninety-two percent (92%) (n = 188 out of 204) of staff who identified as White/Caucasian shared this perception.
- Fifty-three percent (53%) (n = 78 out of 148) of staff respondents who identified with a racialized group indicated they feel safe and comfortable *all or most of the time* to celebrate their religious and cultural festivals and/or occasions at school.
  - Sixty-six percent (66%) (n = 131 out of 198) of staff respondents who identified as White/Caucasian respectively shared this perception.

#### Staff who identify as gender-diverse face barriers in their ability to express their gender identity at school.

- Ninety-six percent (96%) (n = 348 out of 362) of all staff respondents indicated that other staff *all or most of the time* addressed them with the appropriate pronouns. Eighty-six percent (86%) (n = 30 out of 35) of staff respondents who identified as gender-diverse shared this experience.
- Eighty-three percent (83%) (n = 296 out of 357) of all staff respondents indicated they felt safe and comfortable *all or most of the time* to wear clothing that is important to their gender identity. Sixty-three percent (63%) (n = 22 out of 33) of staff who identified as gender-diverse indicated they could wear such items with ease.

Inconsistent opportunities are available to staff to teach Indigenous heritage and cultural traditions.

- Sixty-four percent (64%) (n = 230 out of 360) of all staff respondents indicated they have opportunities *all or most of the time* to teach and celebrate Indigenous heritage and cultural traditions at school. Twenty-seven percent (27%) (n = 97 out of 360) of all staff respondents indicated they *sometimes* have such opportunities.

## Section 2 – Survey Results

### SFS2.1 Do staff of the Vancouver School Board correctly pronounce your name?

A total of 363 staff out of approximately 8,500 responded to this question.

Sixteen percent (16%) (n = 58 out of 363) of all staff respondents indicated staff only *sometimes or rarely* pronounced their name correctly. Twenty-five percent (25%) (n = 36 out of 144) of staff who identified with a racialized group indicated having this experience.

| Table SFS2.1 Do staff of the Vancouver School Board correctly pronounce your name? |                     |                       |              |               |            |              |       |              |                |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|----------------|
|  | Answer Choices %    |                       |              |               |            |              |       |              |                |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses  |
| <b>Response Groups</b>   |                     |                       |              |               |            |              |       |              |                |
| <b>All Staff</b>   | 42.15               | 39.67                 | <b>81.82</b> | 11.57         | 4.68       | <b>16.25</b> | 1.38  | 0.55         | 363            |
| <b>Indigenous</b>  | 50                  | 50                    | 100          | 0             | 0          | 0            | 0     | 0            | 6              |
| <b>Black / African</b>   | 40                  | 20                    | 60           | 20            | 20         | 40           | 0     | 0            | 0              |
| <b>East &amp; Southeast Asian</b>  | 49.32               | 41.1                  | 90.42        | 6.85          | 2.74       | 9.59         | 0     | 0            | 73             |
| <b>Arab/Middle Eastern/<br/>West &amp; Central Asian</b>                           | 0                   | 33.33                 | 33.33        | 33.33         | 0          | 33.33        | 33.33 | 0            | 3              |
| <b>South Asian &amp; Indo-Caribbean</b>  | 20                  | 40                    | 60           | 15            | 20         | 35           | 5     | 0            | 20             |
| <b>Hispanic/Latinx</b>   | 12.5                | 50                    | 62.5         | 37.5          | 0          | 37.5         | 0     | 0            | 8              |
| <b>Mixed</b>   | 38.24               | 35.29                 | 73.53        | 11.76         | 5.88       | 17.64        | 2.94  | 5.88         | 34             |
| <b>Average<br/>(of 144 responses)</b>  |                     |                       | <b>68.54</b> |               |            | <b>24.72</b> |       |              | 144<br>(Total) |
| <b>White/Caucasian</b>   | 44.76               | 40                    | <b>84.76</b> | 10.95         | 3.81       | <b>14.76</b> | 0.48  | 0            | 210            |

### SFS2.2 Do staff of the Vancouver School Board use the appropriate pronouns to address you?

A total of 362 staff out of approximately 8,500 responded to this question.

Ninety-six percent (96%) (n = 348 out of 362) of all staff respondents indicated that other staff *all or most of the time* addressed them with the appropriate pronouns. Eighty-six percent (86%) (n = 30 out of 35) of staff who identified as gender-diverse shared this experience.

| Table SFS2.2 Do staff of the Vancouver School Board use the appropriate pronouns to address you? |                     |                       |              |               |            |             |       |              |               |
|--|---------------------|-----------------------|--------------|---------------|------------|-------------|-------|--------------|---------------|
|  | Answer Choices %    |                       |              |               |            |             |       |              |               |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)   | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                       |              |               |            |             |       |              |               |
| <b>All Staff</b>   | 88.12               | 7.73                  | <b>95.85</b> | 1.66          | 0          | <b>1.66</b> | 0.28  | 2.21         | 362           |
| <b>Gender-diverse</b>  | 31.43               | 54.29                 | <b>85.72</b> | 2.86          | 5.71       | <b>8.57</b> | 2.86  | 2.86         | 35            |

### SFS2.3 Do you feel you can safely and comfortably practice your religion in school?

A total of 330 staff out of approximately 8,500 responded to this question.

Forty-four percent (44%) (n = 145 out of 330) of all staff respondents indicated they feel safe and comfortable *all or most of the time* to practice their religion at school. Twenty-nine percent (29%) (n = 40 out of 138) of student respondents who identified with a racialized group indicated they shared this perception. Thirty-six percent (36%) (n = 119 out of 330) of all staff respondents indicated they *did not know* if they could safely and comfortably practice their religion at school.

| Table SFS2.3 Do you feel you can safely and comfortably practice your religion in school? |                     |                       |              |               |            |              |       |              |                |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|----------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              |                |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses  |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |                |
| <b>All Staff</b>  | 35.15               | 9.09                  | <b>44.24</b> | 8.79          | 5.76       | <b>14.55</b> | 4.85  | 36.36        | 330            |
| <b>Indigenous</b>   | 0                   | 0                     | 0            | 33.33         | 0          | 33.33        | 0     | 66.67        | 6              |
| <b>Black / African</b>  | 20                  | 0                     | 20           | 20            | 20         | 40           | 0     | 40           | 5              |
| <b>East &amp; Southeast Asian</b>   | 35.82               | 19.4                  | 55.22        | 7.46          | 2.99       | 10.45        | 2.99  | 31.34        | 67             |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>                                      | 0                   | 0                     | 0            | 0             | 0          | 0            | 0     | 100          | 2              |
| <b>South Asian &amp; Indo-Caribbean</b>   | 26.32               | 21.05                 | 47.37        | 21.05         | 10.53      | 31.58        | 5.26  | 15.79        | 19             |
| <b>Hispanic/Latinx</b>  | 28.57               | 14.29                 | 42.86        | 0             | 0          | 0            | 0     | 57.14        | 7              |
| <b>Mixed</b>  | 34.38               | 9.38                  | 43.76        | 3.13          | 3.13       | 6.26         | 9.38  | 40.63        | 32             |
| <b>Average</b><br>(of 138 responses)  |                     |                       | <b>29.89</b> |               |            | <b>17.37</b> |       |              | 138<br>(Total) |
| <b>White/Caucasian</b>  | 38.62               | 4.23                  | <b>42.85</b> | 8.47          | 6.88       | <b>15.35</b> | 5.29  | 36.51        | 189            |

**SFS2.4 Do you feel you can safely and comfortably wear clothing or symbols that are important to your religion or culture?**

A total of 344 staff out of approximately 8,500 responded to this question.

Fifty-seven percent (57%) (n = 196 out of 344) of all staff respondents indicated they feel safe and comfortable *all or most of the time* to wear clothing or symbols that are important to their religion or culture. Fifty-one percent (51%) of staff respondents who identified with a racialized group (n = 147) indicated they feel safe and comfortable wearing such items.

| Table SFS2.4 Do you feel you can safely and comfortably wear clothing or symbols that are important to your religion or culture? |                     |                       |              |               |            |              |       |              |               |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                       |              |               |            |              |       |              |               |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                       |              |               |            |              |       |              |               |
| <b>All Staff</b>   | 44.19               | 12.5                  | <b>56.69</b> | 9.01          | 6.98       | <b>15.99</b> | 4.36  | 22.97        | 344           |
| <b>Indigenous</b>  | 16.67               | 33.33                 | 50           | 33.33         | 0          | 33.33        | 0     | 16.97        | 6             |
| <b>Black / African</b>   | 0                   | 40                    | 40           | 0             | 60         | 60           | 0     | 0            | 5             |
| <b>East &amp; Southeast Asian</b>  | 42.47               | 19.18                 | 61.65        | 9.59          | 1.37       | 10.96        | 4.11  | 23.29        | 73            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 50                  | 0                     | 50           | 0             | 0          | 0            | 0     | 50           | 2             |
| <b>South Asian &amp; Indo-Caribbean</b>  | 35                  | 10                    | 45           | 35            | 10         | 45           | 5     | 5            | 20            |
| <b>Hispanic/Latinx</b>   | 37.5                | 25                    | 62.5         | 0             | 0          | 0            | 0     | 37.5         | 8             |
| <b>Mixed</b>   | 39.39               | 9.09                  | 48.48        | 3.03          | 9.09       | 12.12        | 12.12 | 27.27        | 33            |
| <b>Average (of 147 responses)</b>  |                     |                       | <b>51.09</b> |               |            | <b>23.06</b> |       |              | 147 (Total)   |
| <b>White/Caucasian</b>   | 49.48               | 8.25                  | <b>57.73</b> | 7.22          | 7.22       | <b>14.44</b> | 3.61  | 24.23        | 194           |

**SFS2.5 Do you feel you can safely and comfortably wear clothing or symbols that are important to your gender identity?**

A total of 357 staff out of approximately 8,500 responded to this question.

Eighty-three percent (83%) (n = 296 out of 357) of all staff respondents indicated they felt safe and comfortable *all or most of the time* to wear clothing that is important to their gender identity. Sixty-three percent (63%) (n = 21 out of 33) of staff respondents who identified as gender-diverse indicated they could wear such items with ease.

| Table SFS2.5 Do you feel you can safely and comfortably wear clothing or symbols that are important to your gender identity? |                     |                       |              |               |            |             |       |              |               |
|--|---------------------|-----------------------|--------------|---------------|------------|-------------|-------|--------------|---------------|
|  | Answer Choices %    |                       |              |               |            |             |       |              |               |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)   | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                       |              |               |            |             |       |              |               |
| <b>All Staff</b>   | 67.79               | 15.41                 | <b>83.2</b>  | 5.04          | 0.84       | <b>5.88</b> | 1.12  | 9.8          | 357           |
| <b>Gender-diverse</b>  | 48.48               | 15.15                 | <b>63.63</b> | 9.09          | 0          | <b>9.09</b> | 0     | 27.27        | 33            |

**SFS2.6 Do you feel you can safely and comfortably bring your traditional foods to school?**

A total of 354 staff out of approximately 8,500 responded to this question.

Eighty-four percent (84%) (n = 297 out of 354) of all staff respondents indicated they felt safe and comfortable *all or most of the time* to bring their traditional foods to school. Seventy-five percent (75%) (n = 111 out of 148) of staff who identified with a racialized group reported sharing this sentiment. Ninety-two percent (92%) (n = 188 out of 204) of staff who identified as White/Caucasian indicated they felt safe and comfortable *all or most of the time* to bring their traditional foods to school.

| Table SFS2.6 Do you feel you can safely and comfortably bring your traditional foods to school? |                     |                       |              |               |            |              |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |               |
| <b>All Staff</b>  | 70.62               | 13.28                 | <b>83.9</b>  | 8.19          | 2.82       | <b>11.01</b> | 0.85  | 4.24         | 354           |
| <b>Indigenous</b>   | 33.33               | 33.33                 | 66.66        | 16.67         | 0          | 16.67        | 0     | 16.67        | 6             |
| <b>Black / African</b>  | 40                  | 20                    | 60           | 20            | 0          | 20           | 20    | 0            | 5             |
| <b>East &amp; Southeast Asian</b>   | 42.47               | 19.18                 | 61.65        | 9.59          | 1.37       | 10.96        | 4.11  | 23.29        | 73            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 66.67               | 33.33                 | 100          | 0             | 0          | 0            | 0     | 0            | 3             |
| <b>South Asian &amp; Indo-Caribbean</b>   | 70                  | 0                     | 70           | 10            | 20         | 30           | 0     | 0            | 20            |
| <b>Hispanic/Latinx</b>  | 62.5                | 25                    | 87.5         | 0             | 0          | 0            | 0     | 12.5         | 8             |
| <b>Mixed</b>  | 57.58               | 27.27                 | 84.85        | 6.06          | 3.03       | 9.09         | 3.03  | 3.03         | 33            |
| <b>Average (of 148 responses)</b>   |                     |                       | <b>75.81</b> |               |            | <b>12.39</b> |       |              | 148 (Total)   |
| <b>White/Caucasian</b>  | 82.35               | 9.31                  | <b>91.66</b> | 2.94          | 0          | <b>2.94</b>  | 0.49  | 4.9          | 204           |

**SFS2.7 Do you feel you can safely and comfortably celebrate your religious or cultural festivals and/or occasions at school?**

A total of 349 staff out of approximately 8,500 responded to this question.

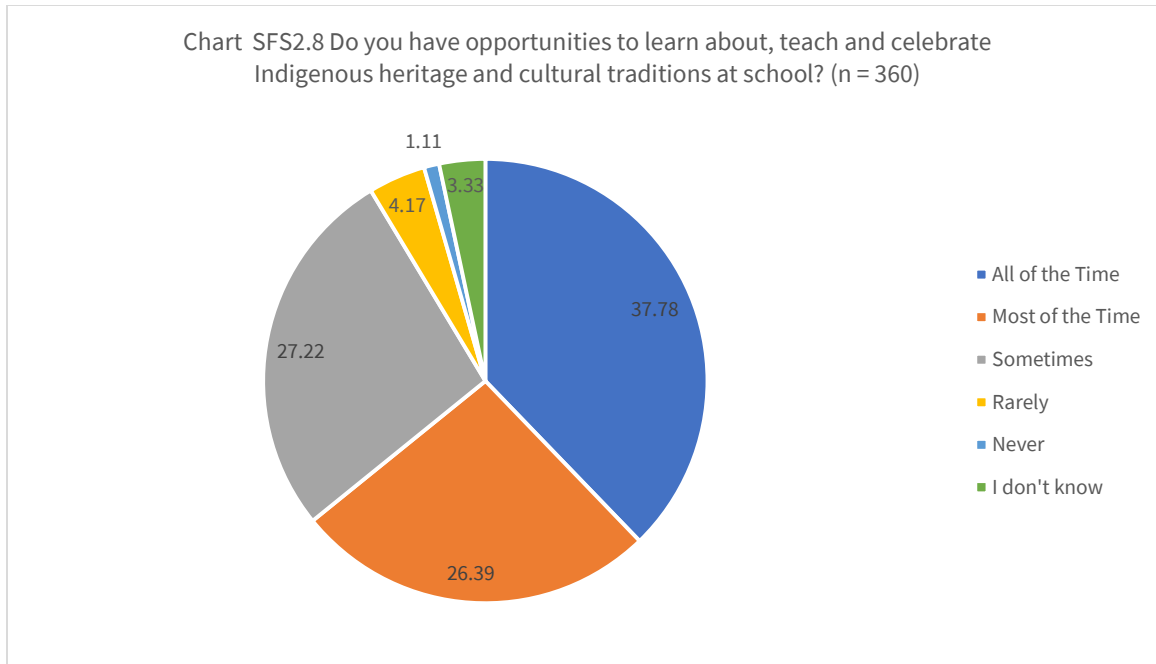
Sixty-six percent (66%) (n = 230 out of 349) of all staff respondents and staff respondents who identified as White/Caucasian (n = 131 out of 198) respectively indicated they feel safe and comfortable *all or most of the time* to celebrate their religious and cultural festivals and/or occasions at school. Fifty-three percent (53%) (n = 78 out of 148) of staff respondents who identified with a racialized group indicated they could safely and comfortably celebrate such occasions at school.

| Table SFS2.7 Do you feel you can safely and comfortably celebrate your religious or cultural festivals and/or occasions at school? |                     |                       |              |               |            |              |       |              |                       |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|-----------------------|
|  | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses         |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |                       |
| <b>Response Groups</b>   |                     |                       |              |               |            |              |       |              |                       |
| <b>All Staff</b>   | 47.56               | 18.05                 | <b>65.61</b> | 14.9          | 7.45       | <b>22.35</b> | 3.15  | 8.88         | 349                   |
| <b>Indigenous</b>  | 16.67               | 33.33                 | 50           | 16.67         | 33.33      | 50           | 0     | 0            | 6                     |
| <b>Black / African</b>   | 20                  | 0                     | 20           | 60            | 20         | 80           | 0     | 0            | 5                     |
| <b>East &amp; Southeast Asian</b>  | 47.65               | 30.14                 | 77.79        | 13.7          | 4.11       | 17.81        | 2.74  | 1.37         | 73                    |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 66.67               | 0                     | 66.67        | 33.33         | 0          | 33.33        | 0     | 0            | 3                     |
| <b>South Asian &amp; Indo-Caribbean</b>  | 20                  | 35                    | 55           | 15            | 20         | 35           | 0     | 10           | 20                    |
| <b>Hispanic/Latinx</b>   | 37.5                | 12.5                  | 50           | 0             | 0          | 0            | 0     | 50           | 8                     |
| <b>Mixed</b>   | 39.39               | 18.18                 | 57.57        | 21.21         | 0          | 21.21        | 9.09  | 12.12        | 33                    |
| <b>Average</b><br><i>(of 148 responses)</i>  |                     |                       | <b>53.86</b> |               |            | <b>33.91</b> |       |              | 148<br><i>(Total)</i> |
| <b>White/Caucasian</b>   | 54.04               | 12.63                 | <b>66.67</b> | 13.13         | 7.58       | <b>20.71</b> | 3.03  | 9.6          | 198                   |

**SFS2.8 Do you have opportunities to learn about, teach and celebrate Indigenous heritage and cultural traditions at school?**

A total of 360 staff out of approximately 8,500 responded to this question.

Sixty-four percent (64%) (n = 230 out of 360) of all staff respondents indicated they have opportunities *all or most of the time* to teach and celebrate Indigenous heritage and cultural traditions at school. Twenty-seven percent (27%) (n = 97 out of) of all staff respondents indicated they *sometimes* have such opportunities.



**SFS2.9 Is there anything you would like to share about your ability to safely and comfortably express any or all parts of your identity at school?**

A total of 70 staff responses to this question were reviewed to develop the following themes.

Staff respondents shared the following around their ability to safely and comfortably express any or all parts of their identity at school:

- Staff respondents who identify as 2SLGBTQIA+ feel uncomfortable and/or are hesitant to share their identity with others.
- Staff respondents who identify as IBPOC have felt unsafe due to commentary from others and are concerned over their ability to express themselves. For example, unable to bring their food to school and eat with other staff due to judgment.
- Cultural identity is something that many staff respondents are uncomfortable with expressing – many believe they should suppress their culture as they fear repercussions from community members.
- Gender identity – suppression of expression due to schools operating on a gender binary.
- Indigenous identity – staff respondents are reticent to expose their Indigeneity and express at school due to the feeling and pressure to quantify their Indigenous worth. Staff respondents expressed a desire to have more opportunities to teach from an Indigenous framework and have more staff respondents who identify as Indigenous.
- Mental health challenges – staff respondents have felt fear of judgement from other teachers due to mental health issues.
- Religious identity is something that many staff respondents are uncomfortable with expressing – many believe they should suppress this as teachers should not bring their religion to work. However, celebrating significant events in a way that acknowledges the cultural significance of holidays associated with religious underpinnings (e.g., Yom Kippur, Christmas, Easter) should be integrated in a way that respects these identities.
- Safe Spaces and Professional Development opportunities have been identified for those to have the opportunity to share and express their identity, in addition to learning about other identities.



- Sexism – female staff respondents have expressed discomfort around the power differential between their male colleagues and administrators, to the point where they no longer express their opinions and fear their ability to express their gender identity.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Section 3: Sense of Belonging and Participation

This section asked staff to respond to questions about their sense of belonging and ability to participate at school. This section provides important insights into the experiences of staff of all backgrounds and identifies any challenges or barriers they may be facing to feel included and participate in the school community.

### Section 3 – Key Findings

*Note: These findings reflect the responses collected from the survey respondents and are not representative of all the staff in the VSB. For further information on the number of responses collected for each survey question please review the findings in the following section.*

**Staff who identify with marginalized communities may experience barriers and discrimination in their interactions with other members of the school community.**

- Seventy-one percent (71%) (n = 92 out of 130) of staff respondents who identified with a racialized group indicated they feel comfortable *all or most of the time* to form friendships with colleagues who belong to other racial or ethnic backgrounds. Ninety percent (90%) (n = 300 out of 334) of all staff respondents indicated they held this perception.
- Ten percent (10%) (n = 33 out of 333) of all staff respondents indicated they only *sometimes or rarely* feel comfortable forming relationships with their colleagues with different gender identities. Sixteen percent (16%) (n = 5 out of 31) of staff who identified as gender-diverse indicated they shared this perception.
- Fifteen percent (15%) (n = 19 out of 129) of staff respondents who identified with a racialized group indicated they are frequently asked questions at work about their racial or ethnic background in a way that makes them feel uncomfortable. Six percent (6%) (n = 12 out of 199) of staff respondents who identified as White/Caucasian shared this experience.
- Thirty percent (30%) (n = 9 out of 30) of staff respondents who identified as gender-diverse indicated they are *sometimes or rarely* asked questions about their gender identity that makes them uncomfortable. Seventeen percent (17%) (n = 56 out of 329) of all staff respondents indicated they had these experiences.

**School activities and facilities are not always inclusively designed to support the participation of staff and students from marginalized communities and with heightened vulnerabilities.**

- Eighty-six percent (86%) (n = 28 out of 33) of staff respondents who identified as gender-diverse indicated they have access to gender-neutral bathrooms and change rooms *all or most of the time*. Seventy-seven percent (77%) (n = 256 out of 332) of all staff respondents shared this perception.
- Sixty-four percent (64%) (n = 212 out of 332) of all staff respondents indicated they perceived their school to be accessible *all or most of the time*.
  - Fifty-two percent (52%) (n = 18 out of 34) of staff respondents who identified as People with Disability and 43% (n = 13 out of 30) of staff respondents who identified as People with Neurodivergence indicated they shared this perception of school accessibility.
- Sixty percent (60%) (n = 198 out of 330) of all staff respondents indicated they find students with special needs are provided with the necessary supports *all or most of the time* to participate in school activities.

- Fifty-one percent (51%) (n = 18 out of 35) of staff respondents who identified as People with Disability and 54% (n = 17 out of 31) of staff respondents who identified as People with Neurodivergence indicated these supports are consistently available.
- Eighty-one percent (81%) (n = 266 out of 329) of all staff respondents indicated they feel safe and welcomed *all or most of the time* when participating in social events and extracurricular activities at school.
  - Sixty-seven percent (67%) (n = 86 out of 129) of staff respondents who identified with a racialized group shared this experience.
  - Sixty-one percent (61%) (n = 57 out of 94) of staff respondent group who identified as gender-diverse, People with Disability, or People with Neurodivergence indicated they feel safe and welcomed *at all or most of the time* to participate in such activities.

**Staff perceive the school community to display inconsistent levels of awareness and recognition of the diverse experiences held by people with diverse identities and varied abilities.**

- Sixty-four percent (64%) (n = 212 out of 331) of all staff respondents indicated they feel students and staff *all or most of the time* display respect and understanding of the diversity of the experiences people have concerning race, ethnicity, religion, abilities, and class.
  - Fifty-five percent (55%) (n = 72 out of 130) of staff respondents who identified with a racialized group indicated they felt students and staff displayed respect and understanding for such experiences.
- Fifty-two percent (52%) (n = 173 out of 332) of all staff respondents indicated they feel students and staff have opportunities *all or most of the time* to learn about racial and ethnic diversity in a way that promotes relationship building and appreciation for diverse experiences.
  - Thirty-seven percent (37%) (n = 48 out of 130) of staff who identified with a racialized group indicated they perceive these opportunities to be available.
- Forty-eight percent (48%) (n = 158 out of 330) of all staff respondents indicated they feel students and staff have opportunities *all or most of the time* to learn about gender diversity in a way that promotes relationship building and acceptance. Half (50%) (n = 15 out of 30) of staff respondents who identified as gender-diverse shared this perception.
- Forty-three (43%) (n = 143 out of 332) of all staff respondents indicated they feel students and staff have learning opportunities *all or most of the time* to learn about the experiences of people with different abilities in a way that promotes relationship building and acceptance.
  - Thirty-one percent (31%) (n = 11 out of 35) of staff respondents who identify as People with Disability and 25% (n = 8 out of 31) of staff who identify as People with Neurodivergence indicated these learning opportunities were available.
- Forty-eight percent (48%) (n = 62 out of 130) of staff respondents who identified with a racialized group indicated they see positive representations of people who look like them *all or most of the time* in school communication material.
  - Seventy-three percent (73%) (n = 143 out of 196) of staff respondents who identified as White/Caucasian shared this perception.
  - Twenty-three percent (23%) (n = 7 out of 30) of staff respondents who identified as People with Neurodivergence indicated they see positive representations of people who looked like them *all or most of the time* in school communication material.

## Section 3 – Survey Results

### SFS3.1 Do you feel you can comfortably form friendships with your colleagues who belong to other racial or ethnic backgrounds than your own?

A total of 334 staff out of approximately 8,500 responded to this question.

Ninety percent (90%) (n = 300 out of 334) of all staff respondents indicated they feel comfortable *all or most of the time* to form friendships with colleagues who belong to other racial or ethnic backgrounds. Seventy-one percent (71%) (n = 92 out of 130) of staff respondents who identified with a racialized group shared this experience.

| Table SFS3.1 Do you feel you can comfortably form friendships with your colleagues who belong to other racial or ethnic backgrounds than your own? |                     |                       |              |               |            |              |       |              |                |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|----------------|
|  | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses  |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |                |
| <b>Response Groups</b>   |                     |                       |              |               |            |              |       |              |                |
| <b>All Staff</b>   | 64.07               | 26.35                 | <b>90.42</b> | 8.08          | 0.9        | <b>8.98</b>  | 0.3   | 0.3          | 334            |
| <b>Indigenous</b>  | 16.67               | 66.67                 | 83.34        | 16.67         | 0          | 16.67        | 0     | 0            | 6              |
| <b>Black / African</b>   | 40                  | 20                    | 60           | 40            | 0          | 40           | 0     | 0            | 5              |
| <b>East &amp; Southeast Asian</b>  | 60.94               | 29.69                 | 90.63        | 9.38          | 0          | 9.38         | 0     | 0            | 64             |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 33.33               | 0                     | 33.33        | 33.33         | 33.33      | 66.66        | 0     | 0            | 3              |
| <b>South Asian &amp; Indo-Caribbean</b>  | 50                  | 18.75                 | 68.75        | 31.25         | 0          | 31.25        | 0     | 0            | 16             |
| <b>Hispanic/Latinx</b>   | 42.86               | 28.57                 | 71.43        | 14.29         | 14.29      | 28.58        | 0     | 0            | 7              |
| <b>Mixed</b>   | 55.17               | 34.48                 | 89.65        | 10.34         | 0          | 10.34        | 0     | 0            | 29             |
| <b>Average</b><br>(of 130 responses)   |                     |                       | <b>71.02</b> |               |            | <b>28.98</b> |       |              | 130<br>(Total) |
| <b>White/Caucasian</b>   | 71                  | 24.5                  | <b>95.5</b>  | 3             | 0.5        | <b>3.5</b>   | 0.5   | 0.5          | 200            |

### SFS 3.2 Do you feel you can comfortably form friendships with your colleagues who have a different gender identity than yours?

A total of 333 staff out of approximately 8,500 responded to this question.

Ten percent (10%) (n = 33 out of 333) of all staff respondents indicated they only *sometimes or rarely* feel comfortable forming relationships with their colleagues with different gender identity. Sixteen percent (16%) (n = 5 out of 31) of staff who identified as gender-diverse indicated they shared this perception.

**Table SFS3.2 Do you feel you can comfortably form friendships with your colleagues who have a different gender identity than yours?**

|                        | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses |
|------------------------|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|                        | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b> |                     |                       |              |               |            |              |       |              |               |
| <b>All Staff</b>       | 69.37               | 20.12                 | <b>89.49</b> | 9.01          | 1.2        | <b>10.21</b> | 0     | 0.3          | 333           |
| <b>Gender-diverse</b>  | 58.06               | 25.81                 | <b>83.87</b> | 12.9          | 3.23       | <b>16.13</b> | 0     | 0            | 31            |

**SFS 3.3 Are you asked questions about your racial or ethnic background (culture, language, religion, etc.) at work in a way that makes you uncomfortable?**

A total of 330 staff out of approximately 8,500 responded to this question.

Fifteen percent (15%) (n = 19 out of 129) of staff respondents who identified with a racialized group indicated they are frequently asked questions at work about their racial or ethnic background in a way that makes them feel uncomfortable. Six percent (6%) (n = 12 out of 199) of staff who identified as White/Caucasian shared this experience.

**Table SFS3.3 Are you asked questions about your racial or ethnic background (culture, language, religion, etc.) at work in a way that makes you uncomfortable?**

|  | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>                               |                     |                       |              |               |            |              |       |              |               |
| <b>All Staff</b>                                     | 5.45                | 3.94                  | <b>9.39</b>  | 14.85         | 21.52      | <b>36.37</b> | 53.33 | 0.91         | 330           |
| <b>Indigenous</b>                                    | 0                   | 0                     | 0            | 50            | 33.33      | 83.33        | 16.67 | 0            | 6             |
| <b>Black / African</b>                               | 0                   | 20                    | 20           | 80            | 0          | 80           | 0     | 0            | 5             |
| <b>East &amp; Southeast Asian</b>                    | 6.35                | 9.52                  | 15.87        | 22.22         | 23.81      | 46.03        | 38.1  | 0            | 63            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 33.33               | 0                     | 33.33        | 0             | 66.67      | 66.67        | 0     | 0            | 3             |
| <b>South Asian &amp; Indo-Caribbean</b>              | 6.25                | 6.25                  | 12.5         | 25            | 31.25      | 56.25        | 31.25 | 0            | 16            |
| <b>Hispanic/Latinx</b>                               | 0                   | 14.29                 | 14.29        | 14.29         | 28.57      | 42.86        | 42.86 | 0            | 7             |
| <b>Mixed</b>   | 6.9                 | 3.45                  | 10.35        | 37.93         | 24.14      | 62.07        | 27.59 | 0            | 29            |
| <b>Average (of 129 responses)</b>                    |                     |                       | <b>15.19</b> |               |            | <b>62.46</b> |       |              | 129 (Total)   |
| <b>White/Caucasian</b>                               | 4.52                | 1.51                  | <b>6.03</b>  | 6.03          | 18.59      | <b>24.62</b> | 67.84 | 1.51         | 199           |

**SFS 3.4 Are you asked questions about your gender identity at work in a way that makes you uncomfortable?**

A total of 329 staff out of approximately 8,500 responded to this question.

Thirty percent (30%) (n = 9 out of 30) of staff respondents who identified as gender-diverse indicated they are *sometimes or rarely* asked questions about their gender identity that makes them uncomfortable. Seventeen percent (17%) (n = 56 out of 329) of all staff respondents indicated they had these experiences.

| Table SFS3.4 Are you asked questions about your gender identity at work in a way that makes you uncomfortable? |                     |                       |             |               |            |              |       |              |               |
|--|---------------------|-----------------------|-------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                       |             |               |            |              |       |              |               |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)   | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                       |             |               |            |              |       |              |               |
| <b>All Staff</b>   | 3.04                | 1.22                  | <b>4.26</b> | 5.47          | 11.55      | <b>17.02</b> | 76.6  | 2.13         | 329           |
| <b>Gender-diverse</b>  | 6.67                | 0                     | <b>6.67</b> | 16.67         | 13.33      | <b>30</b>    | 60    | 3.33         | 30            |

**SFS 3.5 Do you have access to gender-neutral bathrooms or change rooms at school?**

A total of 330 staff out of approximately 8,500 responded to this question.

Eighty-six percent (86%) (n = 25 out of 29) of staff respondents who identified as gender-diverse indicated they have access to gender-neutral bathrooms and change rooms *all or most of the time*. Seventy-seven percent (77%) (n = 254 out of 330) of all staff respondents shared this perception.

| Table SFS 3.5 Do you have access to gender-neutral bathrooms or change rooms at school? |                     |                       |              |               |            |             |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|-------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |             |       |              |               |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)   | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                       |              |               |            |             |       |              |               |
| <b>All Staff</b>  | 63.94               | 13.03                 | <b>76.97</b> | 4.85          | 1.82       | <b>6.67</b> | 6.97  | 9.39         | 330           |
| <b>Gender-diverse</b>   | 65.52               | 20.69                 | <b>86.21</b> | 6.9           | 0          | <b>6.9</b>  | 3.45  | 3.45         | 29            |

**SFS 3.6 Is your school accessible for people with disabilities so that they can safely and comfortably move around the school?**

A total of 332 staff out of approximately 8,500 responded to this question.

Sixty-four (64%) (n = 213 out of 332) of all staff respondents indicated they perceived their school to be accessible *all or most of the time*. Fifty-two percent (52%) (n = 18 out of 34) of staff respondents who identified as People with Disability and 43% (n = 13 out of 30) of staff respondents who identified as People with Neurodivergence indicated they share this perception of school accessibility.

| Table SFS 3.6 Is your school accessible for people with disabilities so that they can safely and comfortably move around the school? |                     |                       |              |               |            |              |       |              |               |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses |
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>   |                     |                       |              |               |            |              |       |              |               |
| <b>All Staff</b>   | 40.96               | 23.49                 | <b>64.45</b> | 18.37         | 3.92       | <b>22.29</b> | 8.73  | 4.52         | 332           |
| <b>People with Disability</b>  | 23.53               | 29.41                 | <b>52.94</b> | 17.65         | 8.82       | <b>26.47</b> | 11.76 | 8.82         | 34            |
| <b>People with Neurodivergence</b>   | 10                  | 33.33                 | <b>43.33</b> | 23.33         | 10         | <b>33.33</b> | 13.33 | 10           | 30            |

**SFS 3.7 Do your school displays, posters, communications material, etc. include positive representations of people who look like you?**

A total of 329 staff out of approximately 8,500 responded to this question.

Forty-eight percent (48%) (n = 62 out of 130) of staff respondents who identified with a racialized group indicated they see positive representations of people who look like them *all or most of the time* in school communication material. Seventy-three percent (73%) (n = 143 out of 196) of staff respondents who identified as White/Caucasian shared this perception. Twenty-three percent (23%) (n = 7 out of 30) of staff respondents who identified as People with Neurodivergence indicated they see positive representations of people who looked like them *all or most of the time* in school communication material.

| SFS 3.7 Do your school displays, posters, communications material, etc. include positive representations of people who look like you? |                     |                       |              |               |            |              |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |               |
| <b>All Staff</b>  | 35.26               | 24.62                 | <b>59.88</b> | 21.88         | 8.21       | <b>30.09</b> | 6.99  | 3.04         | 329           |
| <b>Indigenous</b>   | 50                  | 16.67                 | 66.67        | 0             | 0          | 0            | 33.33 | 0            | 6             |
| <b>Black / African</b>  | 20                  | 0                     | 20           | 40            | 20         | 60           | 20    | 0            | 5             |
| <b>East &amp; Southeast Asian</b>   | 15.63               | 17.19                 | 32.82        | 40.63         | 17.19      | 57.82        | 6.25  | 3.13         | 64            |
| <b>Arab/Middle Eastern/<br/>West &amp; Central Asian</b>  | 33.33               | 66.67                 | 100          | 0             | 0          | 0            | 0     | 0            | 3             |
| <b>South Asian &amp; Indo-Caribbean</b>   | 25                  | 12.5                  | 37.5         | 6.25          | 31.25      | 37.5         | 18.75 | 6.25         | 16            |
| <b>Hispanic/Latinx</b>  | 14.29               | 14.29                 | 28.58        | 42.86         | 14.29      | 57.15        | 14.29 | 0            | 7             |
| <b>Mixed</b>  | 20.69               | 31.03                 | 51.72        | 27.59         | 3.45       | 31.04        | 17.24 | 0            | 29            |
| <b>Average (of 130 responses)</b>   |                     |                       | <b>48.18</b> |               |            | <b>34.79</b> |       |              | 130 (Total)   |
| <b>White/Caucasian</b>  | 45.41               | 28.06                 | <b>73.47</b> | 15.82         | 3.57       | <b>19.39</b> | 3.57  | 3.57         | 196           |
| <b>Gender-diverse</b>   | 36.67               | 23.33                 | 60           | 23.33         | 6.67       | 30           | 6.67  | 3.33         | 30            |
| <b>People with Disability</b>   | 27.27               | 21.21                 | 48.48        | 36.36         | 9.09       | 45.45        | 6.06  | 0            | 33            |
| <b>People with Neurodivergence</b>  | 20                  | 3                     | 23           | 30            | 6.67       | 36.67        | 13.33 | 0            | 30            |
| <b>Average (of 93 responses)</b>  |                     |                       | <b>43.83</b> |               |            | <b>37.37</b> |       |              | 93 (Total)    |

**SFS 3.8 Are students with special needs provided with the necessary supports to participate in school activities?**

A total of 330 staff out of approximately 8,500 responded to this question.

Sixty percent (60%) (n = 198 out of 330) of all staff respondents indicated they find students with special needs are provided with the necessary supports *all or most of the time* to participate in school activities. Fifty-one percent (51%) (n = 18 out of 35) of staff respondents who identified as People with Disability and 54% (n = 17 out of 31) of staff respondents who identified as People with Neurodivergence indicated these supports are consistently available.

| Table SFS 3.8 Are students with special needs provided with the necessary supports to participate in school activities? |                     |                       |              |               |            |              |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |               |
| <b>All Staff</b>  | 26.06               | 33.64                 | <b>59.7</b>  | 20.91         | 6.97       | <b>27.88</b> | 1.52  | 10.91        | 330           |
| <b>People with Disability</b>   | 25.71               | 25.71                 | <b>51.42</b> | 14.29         | 17.14      | <b>31.43</b> | 5.71  | 11.43        | 35            |
| <b>People with Neurodivergence</b>  | 19.35               | 35.48                 | <b>54.83</b> | 16.13         | 19.35      | <b>35.48</b> | 6.45  | 3.23         | 31            |

**SFS 3.9 Do you feel safe and welcomed when participating in social events and extracurricular activities at school?**

A total of 329 staff out of approximately 8,500 responded to this question.

Eighty-one percent (81%) (n = 267 out of 329) of all staff respondents indicated they feel safe and welcomed *all or most of the time* when participating in social events and extracurricular activities at school. Sixty-seven percent (67%) (n = 86 out of 129) of staff respondents who identified with a racialized group shared this experience. Seventeen percent (17%) (22 out of 129) of staff who identified with a racialized group indicated they *sometimes or rarely* feel safe and welcomed when participating in social events and extracurricular activities at school. Sixty-one percent (61%) (n = 57 out of 94) of staff respondents who identified as gender-diverse, People with Disability, and People with Neurodivergence indicated they felt safe and welcomed at *all or most of the time* to participate in such activities.



| Table SFS 3.9 Do you feel safe and welcomed when participating in social events and extracurricular activities at school? |                     |                       |              |               |            |           |       |              |                       |
|---|---------------------|-----------------------|--------------|---------------|------------|-----------|-------|--------------|-----------------------|
|   | Answer Choices %    |                       |              |               |            |           |       |              | N = Responses         |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D) | Never | I don't know |                       |
| <b>Response Groups</b>  |                     |                       |              |               |            |           |       |              |                       |
| <b>All Staff</b>  | 52.28               | 28.88                 | <b>81.16</b> | 11.25         | 2.43       | 13.68     | 1.52  | 3.65         | 329                   |
| <b>Indigenous</b>   | 16.67               | 50                    | 66.67        | 0             | 0          | 0         | 16.67 | 16.67        | 6                     |
| <b>Black / African</b>  | 20                  | 40                    | 60           | 20            | 0          | 20        | 20    | 0            | 5                     |
| <b>East &amp; Southeast Asian</b>   | 47.62               | 33.33                 | 80.95        | 12.7          | 0          | 12.7      | 0     | 6.35         | 63                    |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 33.33               | 33.33                 | 66.66        | 0             | 0          | 0         | 0     | 0            | 3                     |
| <b>South Asian &amp; Indo-Caribbean</b>   | 37.5                | 25                    | 62.5         | 18.75         | 18.75      | 37.5      | 0     | 0            | 16                    |
| <b>Hispanic/Latinx</b>  | 42.86               | 14.29                 | 57.15        | 28.57         | 14.29      | 42.86     | 0     | 0            | 7                     |
| <b>Mixed</b>  | 44.83               | 34.83                 | 79.66        | 3.45          | 3.45       | 6.9       | 3.45  | 10.34        | 29                    |
| <b>Average</b><br><i>(of 129 responses)</i>   |                     |                       | <b>67.66</b> |               |            | 17.14     |       |              | 129<br><i>(Total)</i> |
| <b>White/Caucasian</b>  | 59.39               | 26.9                  | 86.29        | 9.64          | 1.02       | 10.66     | 1.02  | 2.03         | 197                   |
| <b>Gender-diverse</b>   | 33.33               | 26.67                 | 60           | 20            | 3.33       | 23.33     | 0     | 16.67        | 30                    |
| <b>People with Disability</b>   | 30.3                | 27.27                 | 57.57        | 27.27         | 6.06       | 33.33     | 6.06  | 3.03         | 33                    |
| <b>People with Neurodivergence</b>  | 25.81               | 41.94                 | 67.75        | 16.13         | 6.45       | 22.58     | 0     | 9.68         | 31                    |
| <b>Average</b><br><i>(of 94 responses)</i>  |                     |                       | <b>61.77</b> |               |            | 26.41     |       | Total        | 94                    |

**SFS 3.10 Do you feel staff and students display respect and understanding of diversity of experiences people have in relation to race, ethnicity, religion, abilities, and class?**

A total of 331 staff out of approximately 8,500 responded to this question.

Sixty-four percent (64%) (n = 212 out of 331) of all staff respondents indicated they feel students and staff *all or most of the time* display respect and understanding of the diversity of the experiences people have in relation to race, ethnicity, religion, abilities, and class. Fifty-five percent (55%) (n = 72 out of 130) of staff respondents who identified with a racialized group indicated they felt students and staff displayed respect for such experiences.

**Table SFS 3.10 Do you feel staff and students display respect and understanding of diversity of experiences people have in relation to race, ethnicity, religion, abilities, and class?**

|  | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses         |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|-----------------------|
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |                       |
| <b>Response Groups</b>                               |                     |                       |              |               |            |              |       |              |                       |
| <b>All Staff</b>                                     | 23.87               | 41.09                 | <b>64.96</b> | 29.31         | 3.02       | <b>32.33</b> | 1.81  | 0.91         | 331                   |
| <b>Indigenous</b>                                    | 16.67               | 50                    | 66.67        | 33.33         | 0          | 33.33        | 0     | 0            | 6                     |
| <b>Black / African</b>                               | 0                   | 40                    | 40           | 40            | 20         | 60           | 0     | 0            | 5                     |
| <b>East &amp; Southeast Asian</b>                    | 34.38               | 32.81                 | 67.19        | 26.56         | 3.13       | 29.69        | 1.56  | 1.56         | 64                    |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 33.33               | 0                     | 33.33        | 66.67         | 0          | 66.67        | 0     | 0            | 3                     |
| <b>South Asian &amp; Indo-Caribbean</b>              | 18.75               | 43.75                 | 62.5         | 18.75         | 12.5       | 31.25        | 6.25  | 0            | 16                    |
| <b>Hispanic/Latinx</b>                               | 0                   | 57.14                 | 57.14        | 28.57         | 14.29      | 42.86        | 0     | 0            | 7                     |
| <b>Mixed</b>   | 20.69               | 37.93                 | 58.62        | 37.93         | 3.45       | 41.38        | 0     | 0            | 29                    |
| <b>Average</b><br><i>(of 130 responses)</i>          |                     |                       | <b>55.06</b> |               |            | <b>43.60</b> |       |              | 130<br><i>(Total)</i> |
| <b>White/Caucasian</b>                               | 23.12               | 43.72                 | <b>66.84</b> | 29.15         | 1.51       | <b>30.66</b> | 1.51  | 1.01         | 199                   |
| <b>Gender-diverse</b>                                | 20                  | 36.67                 | 56.67        | 30            | 10         | 40           | 0     | 3.33         | 30                    |
| <b>People with Disability</b>                        | 14.29               | 37.14                 | 51.43        | 34.29         | 5.71       | 40           | 5.71  | 2.86         | 35                    |
| <b>People with Neurodivergence</b>                   | 9.68                | 38.71                 | 48.39        | 38.71         | 6.45       | 45.16        | 6.45  | 0            | 31                    |
| <b>Average</b><br><i>(of 96 responses)</i>           |                     |                       | <b>52.16</b> |               |            | <b>41.72</b> |       |              | 96<br><i>(Total)</i>  |

**SFS 3.11 Do you feel students and staff have opportunities to learn about racial and ethnic diversity in a way that promotes relationship building and appreciation for diverse experiences?**

A total of 332 staff out of approximately 8,500 responded to this question.

Fifty-two percent (52%) (n = 173 out of 332) of all staff respondents indicated they feel students and staff have opportunities *all or most of the time* to learn about racial and ethnic diversity in a way that promotes relationship building and appreciation for diverse experiences. Thirty-seven percent (37%) (n = 48 out of 130) of staff who identified with a racialized group indicated they felt these opportunities are available.

**Table SFS3.11 Do you feel students and staff have opportunities to learn about racial and ethnic diversity in a way that promotes relationship building and appreciation for diverse experiences?**

| Answer Choices %                                     |                     |                       |              |               |            |              |       |              |               |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>                               |                     |                       |              |               |            |              |       |              |               |
| <b>All Staff</b>                                     | 21.39               | 31.02                 | <b>52.41</b> | 31.63         | 10.84      | <b>42.47</b> | 2.41  | 2.71         | 332           |
| <b>Indigenous</b>                                    | 16.67               | 16.67                 | 33.34        | 33.33         | 16.67      | 50           | 0     | 16.67        | 6             |
| <b>Black / African</b>                               | 0                   | 20                    | 20           | 60            | 20         | 80           | 0     | 0            | 5             |
| <b>East &amp; Southeast Asian</b>                    | 23.44               | 25                    | 48.44        | 32.81         | 12.5       | 45.31        | 12.5  | 6.25         | 64            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 33.33               | 0                     | 33.33        | 66.67         | 0          | 66.67        | 0     | 0            | 3             |
| <b>South Asian &amp; Indo-Caribbean</b>              | 25                  | 18.75                 | 43.75        | 31.25         | 12.5       | 43.75        | 12.5  | 0            | 16            |
| <b>Hispanic/Latinx</b>                               | 14.29               | 14.29                 | 28.58        | 42.86         | 28.57      | 71.43        | 0     | 0            | 7             |
| <b>Mixed</b>   | 24.14               | 27.59                 | 51.73        | 31.03         | 17.24      | 48.27        | 0     | 0            | 29            |
| <b>Average (of all respondents)</b>                  |                     |                       | <b>37.02</b> |               |            | <b>57.92</b> |       |              | 130 (Total)   |
| <b>White/Caucasian</b>                               | 21                  | 36                    | <b>57</b>    | 30            | 8.5        | <b>38.5</b>  | 2.5   | 2            | 200           |

**SFS 3.12 Do you feel students and staff have opportunities to learn about gender diversity in a way that promotes relationship building and acceptance?**

A total of 330 staff out of approximately 8,500 responded to this question.

Forty-eight percent (48%) (n = 158 out of 330) of all staff respondents indicated they feel students and staff have opportunities *all or most of the time* to learn about gender diversity in a way that promotes relationship building and acceptance. Half (50%) (n = 15 out of 30) of staff who identified as gender-diverse shared this perception.

**Table SFS 3.12 Do you feel students and staff have opportunities to learn about gender diversity in a way that promotes relationship building and acceptance?**

| Answer Choices %       |                     |                       |              |               |            |              |          |              |               |
|------------------------|---------------------|-----------------------|--------------|---------------|------------|--------------|----------|--------------|---------------|
|                        | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never    | I don't know | N = Responses |
| <b>Response Groups</b> |                     |                       |              |               |            |              |          |              |               |
| <b>All Staff</b>       | 16.97               | 31.52                 | <b>48.49</b> | 30.91         | 15.45      | <b>46.36</b> | 2.12     | 3.03         | 330           |
| <b>Gender-diverse</b>  | 13.33               | 36.67                 | <b>50</b>    | 23.33         | 20         | 43.33        | <b>0</b> | 6.67         | 30            |

**SFS 3.13 Do you feel students and staff have opportunities to learn about the experiences of people who have different abilities in a way that promotes relationship building and acceptance?**

A total of 332 staff out of approximately 8,500 responded to this question.

Forty-three percent (43%) (n = 143 out of 332) of all staff respondents indicated they feel students and staff have learning opportunities *all or most of the time* to learn about the experiences of people with different abilities in a way that promotes relationship building and acceptance. Thirty-one percent (31%) (n = 11 out of 35) of staff respondents who identify as People with Disability and 25% (n = 8 out of 31) of staff who identify as People with Neurodivergence indicated these learning opportunities were available.

| Table SFS 3.13 Do you feel students and staff have opportunities to learn about the experiences of people who have different abilities in a way that promotes relationship building and acceptance? |                     |                       |              |               |            |              |       |              |               |
|---|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                       |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                       |              |               |            |              |       |              |               |
| <b>All Staff</b>  | 17.17               | 26.51                 | <b>43.68</b> | 33.13         | 15.66      | <b>48.79</b> | 3.61  | 3.92         | 332           |
| <b>People with Disability</b>   | 8.57                | 22.86                 | <b>31.43</b> | 28.57         | 28.57      | <b>57.14</b> | 5.71  | 5.71         | 35            |
| <b>People with Neurodivergence</b>  | 3.23                | 22.58                 | <b>25.81</b> | 45.16         | 25.81      | <b>70.97</b> | 0     | 3.23         | 31            |

**SFS 3.14 Is there anything you would like to share about any challenges or barriers experienced by teachers or students in developing a sense of belonging and participating in school?**

A total of 106 staff responses to this question were reviewed to develop the following themes.

Staff respondents shared the following around challenges and barriers experienced by teachers or students in developing a sense of belonging and participating in school:

- Staff respondents shared that for themselves or students who identify as 2SLGBTQIA+ they have felt there are no appropriate supports and opportunities. Diversity in staff and administrators who are 2SLGBTQIA+ impacts abilities to feel a sense of belonging.
- Accessibility in schools is a challenge for those who may have disabilities, which impacts the abilities of staff and students to participate in activities, or even access certain spaces.
- Gender Diversity and Inclusion is lacking for staff and students – staff respondents shared there is no gender-neutral bathroom for teachers to use, and gender-neutral washrooms for students are in areas that are secluded making it difficult for students to access these spaces.
- IBPOC staff and students have to self-advocate for themselves and often have to address anti-racism in their own ways. There are minimal professional development opportunities available with little supports in place for IBPOC staff and students.
- Indigenous staff and students have little support and have been subjected to jokes – this impacts their ability to connect with others and feel as though they belong.
- English Language Learner students are segregated and have challenges connecting with their classmates. Students are left feeling isolated when in the ELL program.
- Inclusion across all intersecting identities is lacking in the staff, administration, and policies. This impacts classroom interaction and the ability of staff to carry out the work in their classrooms or schools.

- Current policies are restricting and do not support teachers in the classroom. Staff respondents shared their workloads are full and have minimal time in the day to implement changes – there needs to be more resources made available and supports from the school district and administration.
- Staff respondents shared that Safe Space Training is not widespread and not treated as important enough. Staff and students feel they are often left in precarious situations where they feel they are unable to show up to meetings and speak up, instead, they choose to be silent and not participate in discussions. Staff respondents would like to see more mandatory training to ensure everyone is able to feel they belong and participate.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Section 4: Learning and Development

This section asked staff to respond to questions about their perception of the learning and development opportunities that are available to students and staff at school. This section provides important insights into the experiences of staff of all diverse backgrounds and identifies opportunities to support them at work. The section also identifies staff perception and capacity to advance anti-racism and non-discrimination initiatives in their work.

### Section 4 – Key Findings

*Note: These findings reflect the responses collected from the survey respondents and are not representative of all the staff in the VSB. For further information on the number of responses collected for each survey question please review the findings in the following section.*

#### Staff note inconsistencies in the overall system-level approach to advance anti-racism and non-discrimination across the Vancouver School District.

- Ninety percent (90%) (n = 272 out of 302) of all staff respondents indicated they either *agree or strongly agree* that staff of the VSB have a role in advancing anti-racism and non-discrimination in school. Eight percent (8%) (n = 25 out of 302) of all staff respondents indicated a neutral position on staff's role in advancing such work.
- Thirty-six percent (36%) (n = 108 out of 299) of all staff respondents indicated they consider the staff of the VSB to reflect the diversity of the school community. Twenty-five percent (25%) (n = 75 out of 299) of all staff respondents indicated a neutral position on this question.
- Twenty percent (20%) (n = 60 out of 303) of all staff respondents indicated they have a *deep understanding* of how to advance anti-racism and non-discrimination in schools and learning environments.
  - Forty-six percent (46%) of all staff respondents (n = 303) indicated they are *approaching understanding* and 22% (n = 67 out of 303) of staff respondents indicated they are *developing understanding*.
- Sixty-seven percent (67%) (n = 202 out of 302) of all staff respondents indicated they either *agree or strongly agree* that the VSB is actively advancing anti-racism and non-discrimination. Twenty-two percent (22%) (n = 66 out of 302) of staff respondents indicated a neutral position on their perception of the Board's actions to advance this work.
- Fifty-six percent (56%) (n = 169 out of 302) of all staff respondents indicated in the past year they *had received* training and education in advancing anti-racism and non-discrimination in schools and learning environments. Thirty-nine percent (39%) (n = 118 out of 302) of the staff respondents indicated they *had not received* such training in the past year.
- Forty-eight percent (48%) (n = 144 out of 300) of all the staff respondents indicated they feel supported by the VSB all or most of the time in advancing anti-racism and non-discrimination initiatives in the classroom and school.
  - Thirty-two percent (32%) (n = 38 out of 119) of staff who identified with a racialized group indicated that they felt supported all or most of the time in advancing this work in school.
  - Thirty-seven percent (37%) (n = 29 out of 79) of staff who identified as gender-diverse, People with Disability, and People with Neurodivergence indicated they had similar support from the VSB.

- Fifty-five percent (55%) (n= 164 out of 299) of the staff respondents indicated they *agree* that they feel supported by the VSB in pursuing learning and professional development opportunities related to anti-racism and non-discrimination.
  - Fifty-one percent (51%) (n = 60 out of 118) of staff respondents who identified with a racialized group indicated they shared this perception.
  - Forty-six percent (46%) (n = 36 out of 78) of staff respondents who identified as either gender-diverse, People with Disability, or People with Neurodivergence indicated they feel supported to pursue such opportunities.

### Staff hold varied perceptions of the level of support available to staff and students to pursue anti-racism and non-discrimination initiatives through their work and at school.

- Fifty-seven percent (57%) (n = 172 out of 301) of all staff respondents indicated they could safely and comfortably have discussions with their colleagues *all or most of the time* related to oppression, racism, and discrimination.
  - Thirty-six percent (36%) (n = 42 out of 118) of staff respondents who identified with a racialized group indicated they shared this perception.
- Fifty-one percent (51%) (n = 153 out of 300) of all staff respondents indicated they feel students are supported and encouraged *all or most of the time* to discuss topics, issues, or concerns related to oppression, racism, and discrimination.
  - Forty percent (40%) (n = 47 out of 117) of staff who identified with a racialized group indicated they felt students had such level of support.
  - Fifty-three percent (53%) (n = 42 out of 80) of staff respondents who identified as either gender-diverse, People with Disability, or People with Neurodivergence indicated they feel students have such support *all or most of the time*.
- Thirty-three percent (36%) (n = 108 out of 299) of all staff respondents indicated they feel supported and equipped *all or most of the time* to teach Indigenous history, knowledge, and Reconciliation. Thirty percent (30%) (n = 90 out of 299) of staff respondents indicated they *sometimes* feel supported and equipped to teach these topics.
- Thirty-two percent (32%) (n = 95 out of 297) of all staff respondents indicated they felt supported and equipped *all or most of the time* to teach decolonized perspectives.
- Forty-seven percent (47%) (n = 140 out of 299) of all staff respondents indicated they feel supported and equipped *all or most of the time* to teach about experiences and challenges of people who are impacted by bias, stereotypes, prejudice, racism, and discrimination.

### Staff and students with diverse and unique needs experience inconsistency in the level of supports and resources available to them to succeed at work and school.

- Thirty-seven percent (36%) (n = 108 out of 299) of all the staff respondents indicated they *agree* that staff of all backgrounds have adequate supports and resources available to them to succeed at work. This perception was held by a similar proportion by staff who belong to diverse identity groups.
  - Twenty-five percent (25%) (n = 20 out of 79) of staff respondents who identified as either gender-diverse, People with Disability, or People with Neurodivergence indicated they *agree* that staff of all backgrounds are provided adequate supports.

- Thirty-four percent (34%) (n = 102 out of 300) of all staff respondents indicated they *agree* students of all backgrounds have adequate supports and resources available to them to succeed in school.
  - Thirty-one percent (31%) (n = 37 out of 119) of staff respondents who identified with a racialized group and 31% (n = 25 out of 79) of staff respondents who identified as gender-diverse, People with Disability, and People with Neurodivergence indicated they shared this perception.

Learning opportunities delivered to students to enhance awareness and recognition of the diversity of experiences held by people of diverse backgrounds and abilities are varied.

- Twenty-seven percent (27%) (n = 80 out of 296) of the staff respondents indicated they did not know if they could find a good variety of books written by IBPOC (Indigenous, Black, People of Colour) authors in their school library.
  - Twenty percent (20%) (n = 60 out of 298) of all staff respondents also indicated they did not know if they could find books about diverse cultures and life experiences in their school library.
  - Thirty percent (30%) (n = 89 out of 296) of the staff respondents indicated they did not know if they could find books about People with Disability and People Who are Neurodivergent in their school library.
- Staff respondents\* indicated in the past year they have assigned authors or assignments related to the experiences of people who identify as:
  - Indigenous - assigned at least once or more by 53% (n = 153 out of 289) of staff respondents
  - Black and People of Colour - assigned at least once or more by 53% (n = 153 out of 288) of staff respondents
  - 2SLGBTQIA+ - assigned at least once or more by 40% (n = 114 out of 285) of staff respondents
  - People with Disability - assigned at least once or more by 35% (n = 100 out of 285) of staff respondents
  - People with Neurodivergence - assigned at least once or more by 31% (n = 88 out of 285) of staff respondents

\*Twenty-seven percent (27%) (n = 78 out of 289) of staff respondents indicated they are not a teacher.

- The staff responses highlight variations among staff efforts to assign learning material that explore the positive experiences, accomplishments, and contributions to the global society by people of diverse backgrounds and abilities. Staff respondents\*\* indicated in the past year they have assigned authors or assignments related to the positive representation of people who identify as:
  - Women and Girls - assigned at least once or more by 54% (n = 155 out of 287) of staff respondents
  - 2SLGBTQIA+ - assigned at least once or more by 36% (n = 102 out of 283) of staff respondents
  - Indigenous - assigned at least once or more by 53% (n = 150 out of 284) of staff respondents
  - Black and (People of African or Afro-Caribbean Descent) - assigned at least once or more by 50% (n = 144 out of 287) of staff respondents



- People of Colour - assigned at least once or more by 49% (n = 141 out of 288) of staff respondents
- Migrants and Refugees - assigned at least once or more by 42% (n = 121 out of 289) of staff respondents
- People with Disabilities - assigned at least once or more by 33% (n = 95 out of 288) of staff respondents

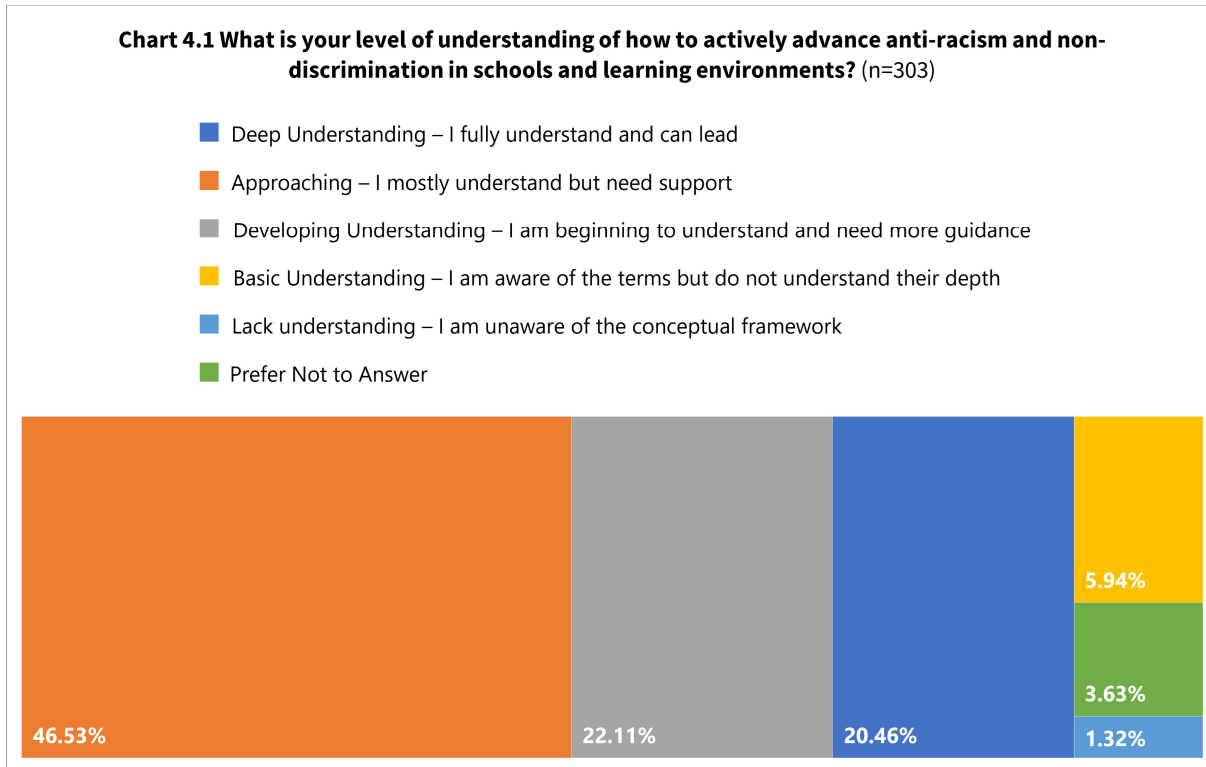
\*\*Twenty-seven percent (27%) of staff respondents (n = 78 out of 289) indicated they are not a teacher.

## Section 4 – Survey Results

### SFS4.1 What is your level of understanding of how to actively advance anti-racism and non-discrimination in schools and learning environments?

A total of 303 staff out of approximately 8,500 responded to this question.

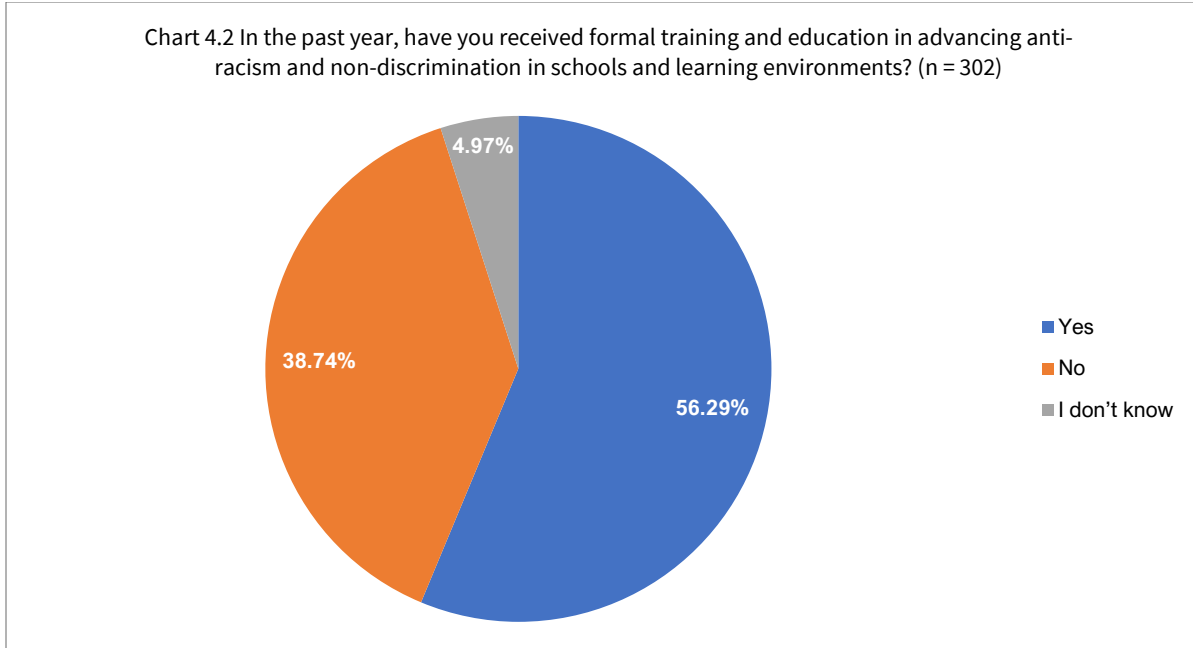
Staff indicated varying degrees of understanding related to anti-racism and non-discrimination. Twenty percent (20%) (n = 60 out of 303) of all staff respondents indicated they have a *deep understanding* of how to advance anti-racism and non-discrimination in schools and learning environments. Forty-six percent (46%) (n = 140 out of 303) of staff respondents indicated they are *approaching understanding* and 22% (n = 67 out of 303) of staff respondents indicated they are *developing understanding*.



### SFS 4.2 In the past year, have you received formal training and education in advancing anti-racism and non-discrimination in schools and learning environments?

A total of 303 staff out of approximately 8,500 responded to this question.

Fifty-six percent (56%) (n = 169 out of 302) of all staff respondents indicated in the past year they had received training and education in advancing anti-racism and non-discrimination in schools and learning environments. Thirty-nine percent (39%) (n = 118 out of 302) of the staff respondents indicated they *had not received* such training in the past year.



**SFS 4.3 Are you able to safely and comfortably have discussions with colleagues related to oppression, racism, and discrimination?**

*A total of 301 staff out of approximately 8,500 responded to this question.*

Fifty-seven percent (57%) (n = 172 out of 301) of all staff respondents indicated they could safely and comfortably have discussions with their colleagues *all or most of the time* related to oppression, racism, and discrimination. This experience varied across the diversity of staff respondents. Thirty-six percent (36%) (n = 42 out of 118) of staff who identified with a racialized group indicated they were able to *all or most of the time* have these discussions with their colleagues.

**Table SFS4.3 Are you able to safely and comfortably have discussions with colleagues related to oppression, racism, and discrimination?**

|  | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses         |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|-----------------------|
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |                       |
| <b>Response Groups</b>                               |                     |                       |              |               |            |              |       |              |                       |
| <b>All Staff</b>                                     | 19.6                | 37.21                 | <b>56.81</b> | 35.22         | 5.32       | <b>40.54</b> | 2.66  | 0            | 301                   |
| <b>Indigenous</b>                                    | 16.67               | 16.67                 | 33.34        | 50            | 16.67      | 66.67        | 0     | 0            | 6                     |
| <b>Black / African</b>                               | 20                  | 0                     | 20           | 20            | 20         | 40           | 40    | 0            | 5                     |
| <b>East &amp; Southeast Asian</b>                    | 14.04               | 38.06                 | 52.1         | 36.84         | 7.02       | 43.86        | 3.51  | 0            | 57                    |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 33.33               | 0                     | 33.33        | 33.33         | 33.33      | 66.66        | 0     | 0            | 3                     |
| <b>South Asian &amp; Indo-Caribbean</b>              | 13.33               | 33.33                 | 46.66        | 40            | 13.33      | 53.33        | 0     | 0            | 15                    |
| <b>Hispanic/Latinx</b>                               | 0                   | 14.29                 | 14.29        | 71.43         | 14.29      | 85.72        | 0     | 0            | 7                     |
| <b>Mixed</b>   | 4                   | 48                    | 52           | 44            | 0          | 44           | 4     | 0            | 25                    |
| <b>Average</b><br><i>(of 118 responses)</i>          |                     |                       | <b>35.96</b> |               |            | <b>57.18</b> |       |              | 118<br><i>(Total)</i> |
| <b>White/Caucasian</b>                               | 24.73               | 39.01                 | <b>63.74</b> | 31.32         | 3.3        | <b>34.62</b> | 1.6   | 0            | 182                   |
| <b>Gender-diverse</b>                                | 37.5                | 25                    | <b>62.5</b>  | 29.17         | 8.33       | <b>37.5</b>  | 0     | 0            | 24                    |
| <b>People with Disability</b>                        | 20                  | 40                    | <b>60</b>    | 23.33         | 10         | <b>33.33</b> | 6.67  | 0            | 30                    |
| <b>People with Neurodivergence</b>                   | 23.08               | 34.62                 | <b>57.7</b>  | 23.08         | 15.37      | <b>38.45</b> | 3.85  | 0            | 26                    |
| <b>Average</b><br><i>(of 80 responses)</i>           |                     |                       | <b>60.07</b> |               |            | <b>36.43</b> |       |              | 80<br><i>(Total)</i>  |

**SFS 4.4 Do you feel students are supported and encouraged to discuss topics, issues, or concerns related to oppression, racism, and discrimination?**

A total of 300 staff out of approximately 8,500 responded to this question.

Fifty-one percent (51%) (n = 153 out of 300) of all staff respondents indicated they feel students are supported and encouraged *all or most of the time* to discuss topics, issues, or concerns related to oppression, racism, and discrimination. Forty percent (40%) (n = 47 out of 117) of staff who identified with a racialized group indicated they felt students had such level of support. Fifty-three percent (53%) (n = 42 out of 80) of staff who identified as gender-diverse, People with Disability, and People with Neurodivergence indicated they feel students have such support *all or most of the time*.

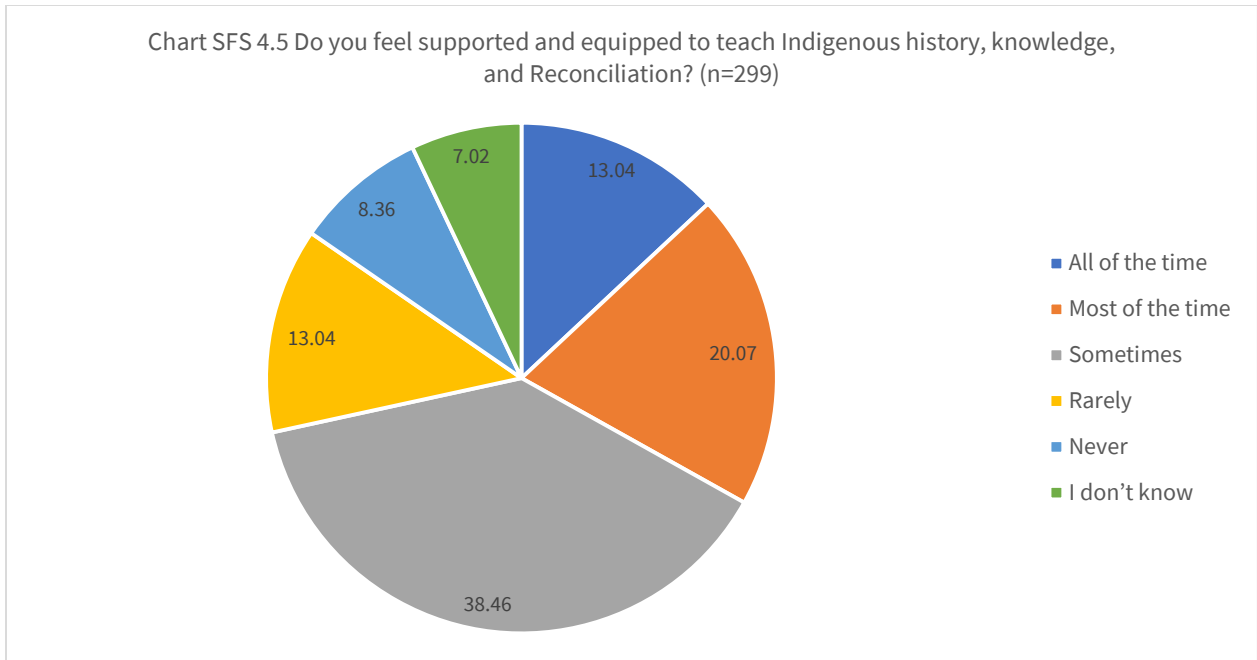
**Table SFS4.4 Do you feel students are supported and encouraged to discuss topics, issues, or concerns related to oppression, racism, and discrimination?**

|  | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>                               |                     |                       |              |               |            |              |       |              |               |
| <b>All Staff</b>                                     | 18                  | 33                    | <b>51</b>    | 37            | 7          | <b>44</b>    | 0.67  | 4.33         | 300           |
| <b>Indigenous</b>                                    | 16.67               | 33.33                 | 50           | 33.33         | 0          | 33.33        | 0     | 16.67        | 6             |
| <b>Black / African</b>                               | 40                  | 0                     | 40           | 40            | 20         | 60           | 0     | 0            | 5             |
| <b>East &amp; Southeast Asian</b>                    | 17.54               | 31.58                 | 49.12        | 36.84         | 8.77       | 45.61        | 0     | 5.26         | 57            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 33.33               | 0                     | 33.33        | 33.33         | 33.33      | 66.66        | 0     | 0            | 3             |
| <b>South Asian &amp; Indo-Caribbean</b>              | 21.43               | 28.57                 | 50           | 21.43         | 0          | 21.43        | 0     | 0            | 14            |
| <b>Hispanic/Latinx</b>                               | 0                   | 0                     | 0            | 85.71         | 0          | 85.71        | 0     | 14.29        | 7             |
| <b>Mixed</b>   | 16                  | 44                    | 60           | 32            | 8          | 40           | 0     | 0            | 25            |
| <b>Average</b><br><i>(of 117 responses)</i>          |                     |                       | <b>40.35</b> |               |            | <b>50.39</b> |       | <i>Total</i> | <i>117</i>    |
| <b>White/Caucasian</b>                               | 18.13               | 34.62                 | <b>52.75</b> | 36.81         | 4.95       | <b>41.76</b> | 1.1   | 4.4          | 182           |
| <b>Gender-diverse</b>                                | 25                  | 33.33                 | 58.33        | 33.33         | 4.17       | 37.5         | 0     | 4.17         | 24            |
| <b>People with Disability</b>                        | 13.33               | 53.33                 | 66.66        | 16.67         | 10         | 26.67        | 3.33  | 3.33         | 30            |
| <b>People with Neurodivergence</b>                   | 15.38               | 19.23                 | 34.61        | 42.31         | 23.08      | 65.39        | 0     | 0            | 26            |
| <b>Average</b><br><i>(of 80 responses)</i>           |                     |                       | <b>53.2</b>  |               |            | <b>43.19</b> |       | <i>Total</i> | <i>80</i>     |

**SFS 4.5 Do you feel supported and equipped to teach Indigenous history, knowledge, and Reconciliation?**

A total of 299 staff out of approximately 8,500 responded to this question.

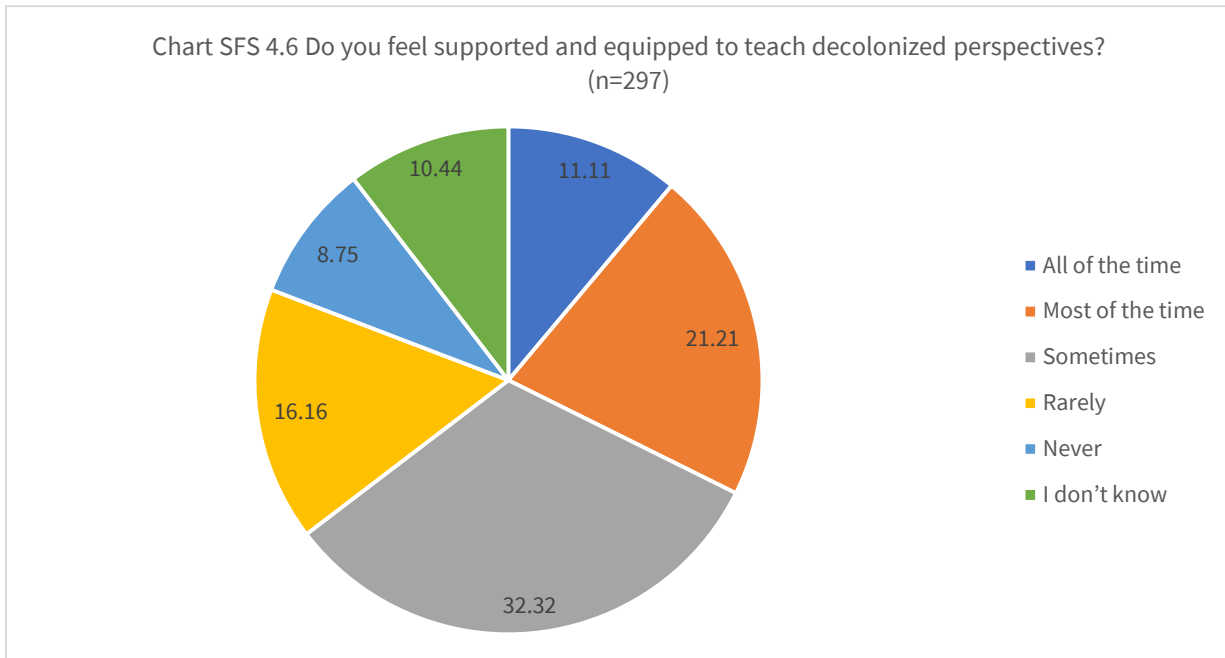
Thirty-three percent (33%) (n = 99 out of 299) of all staff respondents indicated they feel supported and equipped *all or most of the time* to teach Indigenous history, knowledge, and Reconciliation. Thirty percent (30%) (n = 90 out of 299) of staff respondents indicated they *sometimes* felt supported and equipped to teach these topics.



**SFS 4.6 Do you feel supported and equipped to teach decolonized perspectives?**

A total of 297 staff out of approximately 8,500 responded to this question.

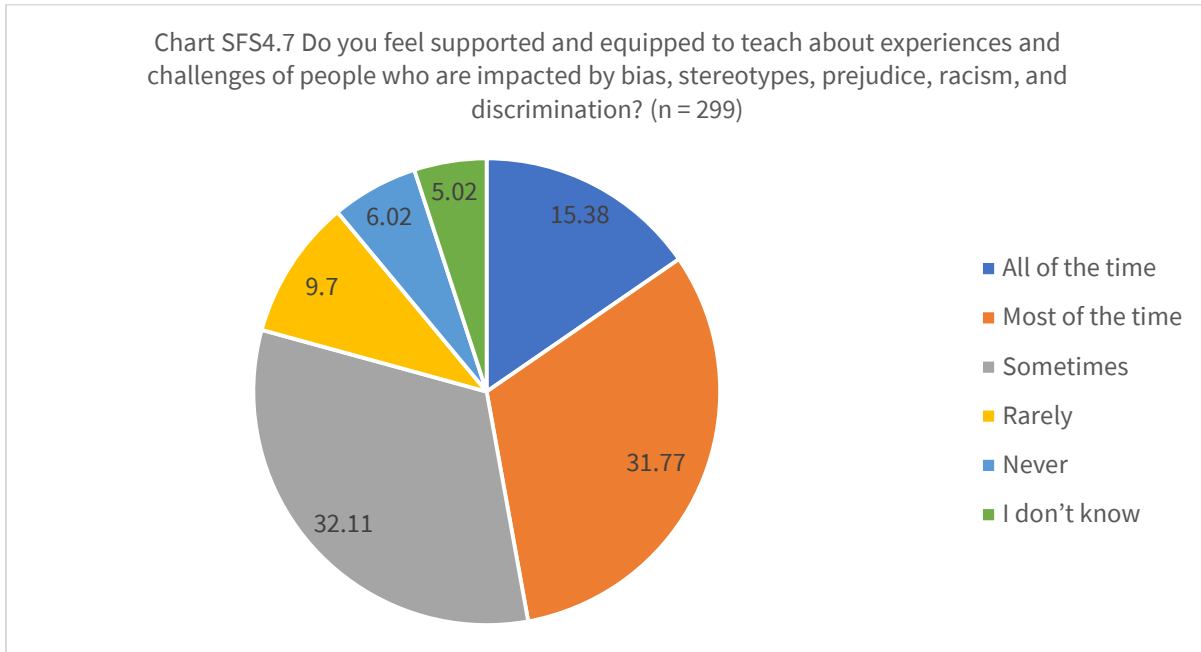
Thirty-two percent (32%) (n = 95 out of 297) of all staff respondents indicated they felt supported and equipped *all or most of the time* to teach decolonialized perspectives. Thirty-two percent (32%) (n = 95 out of 297) of staff respondents indicated they *sometimes* feel supported and equipped to teach such perspectives. Eight percent (8%) (n = 24 out of 297) of staff respondents indicated they are *never* supported and equipped to teach such perspectives and ten percent (10%) (n = 30 out of 297) of staff responded as *I don't know* to this question.



**SFS4.7 Do you feel supported and equipped to teach about experiences and challenges of people who are impacted by bias, stereotypes, prejudice, racism, and discrimination?**

A total of 299 staff out of approximately 8,500 responded to this question.

Forty-seven percent (47%) (n = 141 out of 299) of all staff respondents indicated they feel supported and equipped *all or most of the time* to teach about experiences and challenges of people who are impacted by bias, stereotypes, prejudice, racism, and discrimination. Thirty-two percent (32%) (n = 96 out of 299) of staff respondents indicated they *sometimes* feel supported and equipped to teach such perspectives.



**SFS4.8 Are you able to find a good variety of diverse books in your school library?**

A total of 299 staff out of approximately 8,500 responded to this question.

Forty-four percent (44%) (n = 130 out of 296) of all staff respondents indicated they were able to find a good variety of books written by IBPOC authors *all or most of the time* in their school library. Twenty-seven percent (27%) (n = 80 out of 296) of the staff respondents indicated they *did not know* if they could find such books.

Twenty percent (20%) (n = 60 out of 298) of all staff respondents also indicated they *did not know* if they could find books about diverse cultures and life experiences. Thirty percent (30%) (n = 89 out of 296) of the staff respondents indicated they *did not know* if they could find books about People with Disability and People Who are Neurodivergent.

**Table SFS4.8 Are you able to find a good variety of books in your school library that are:**

| Response Groups  | Answer Choices % |                  |           |        |       |              | N = Responses |
|--|------------------|------------------|-----------|--------|-------|--------------|---------------|
|  | All of the time  | Most of the time | Sometimes | Rarely | Never | I don't Know |               |
| Written By IBPOC Authors                                       | 19.59            | 24.66            | 20.61     | 5.41   | 3.04  | 26.69        | 296           |
| About Diverse Cultures and Life Experiences                    | 22.15            | 32.21            | 18.12     | 5.03   | 2.35  | 20.13        | 298           |
| About People with Disability and People Who Are Neurodivergent | 9.12             | 16.89            | 25.34     | 15.54  | 3.72  | 29.39        | 296           |

**SFS4.9 In this school year, have you assigned readings and/or assignments about people of diverse backgrounds written by diverse authors that identify as belonging to any of the following groups:**

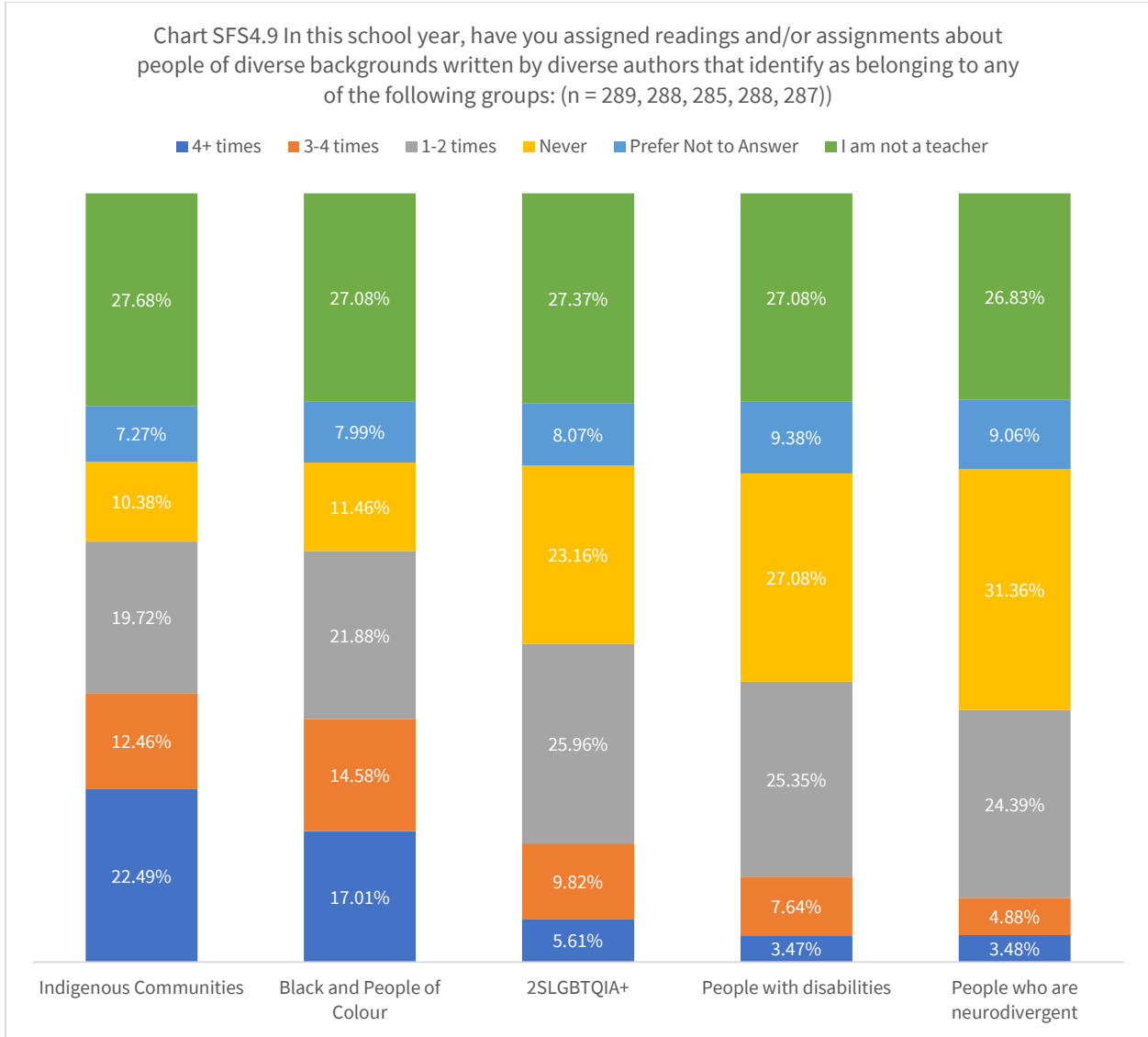
*A total of 289-285 staff out of approximately 8,500 responded to this question matrix.*

The staff responses highlight variations among staff efforts to assign learning material that explore the experiences of people of diverse backgrounds that are written by authors who hold those experiences. Staff respondents\* indicated in the past year they have assigned such authors or assignments related to the experiences of people who identify as:

- Indigenous, such material was assigned:
  - Four or more times by 22% of staff respondents (n = 64 out of 289)
  - Three or more times by 12% of staff respondents (n = 35 out of 289)
  - One to two times by 19% of staff respondents (n = 55 out of 289)
  - However, 10% of staff respondents indicated (n = 29 out of 289) they *never* assigned such material.
- Black and People of Colour, such material was assigned:
  - Four or more times by 17% of staff respondents (n = 49 out of 288)
  - Three or more times by 15% of staff respondents (n = 43 out of 288)
  - One to two times by 21% of staff respondents (n = 60 out of 288)
  - However, 11% of staff respondents (n = 32 out of 288) indicated they *never* assigned such material.
- 2SLGBTQIA+, such material was assigned:
  - Four or more times by five percent (5%) of staff respondents (n = 14 out of 285)
  - Three or more times by 10% of staff respondents (n = 28 out of 285)
  - One to two times by 25% of staff respondents (n = 71 out of 285)
  - However, 23% of staff respondents (n = 65 out of 285) indicated they *never* assigned such material.
- People with Disability, such material was assigned:
  - Four or more times by three percent (3%) of staff respondents (n = 9 out of 288)
  - Three or more times by seven percent (7%) of staff respondents (n = 20 out of 288)
  - One to two times by 25% of staff respondents (n = 72 out of 288)
  - However, 27% of staff respondents (n = 78 out of 288) indicated they *never* assigned such material.
- People with Neurodivergence, such material was assigned:
  - Four or more times by three percent (3%) of staff respondents (n = 9 out of 287)
  - Three or more times by four percent (4%) of staff respondents (n = 11 out of 287)
  - One to two times by 24% of staff respondents (n = 69 out of 287)
  - However, 31% of staff respondents (n = 89 out of 287) indicated they *never* assigned such material.

\*Approximately 27% of staff respondents (n = 78 out of 289) indicated they were not a teacher.





**SFS4.10 In this school year, have you assigned readings and/or assignments about the positive experiences, accomplishments, and contribution to the global society by people who identify as:**

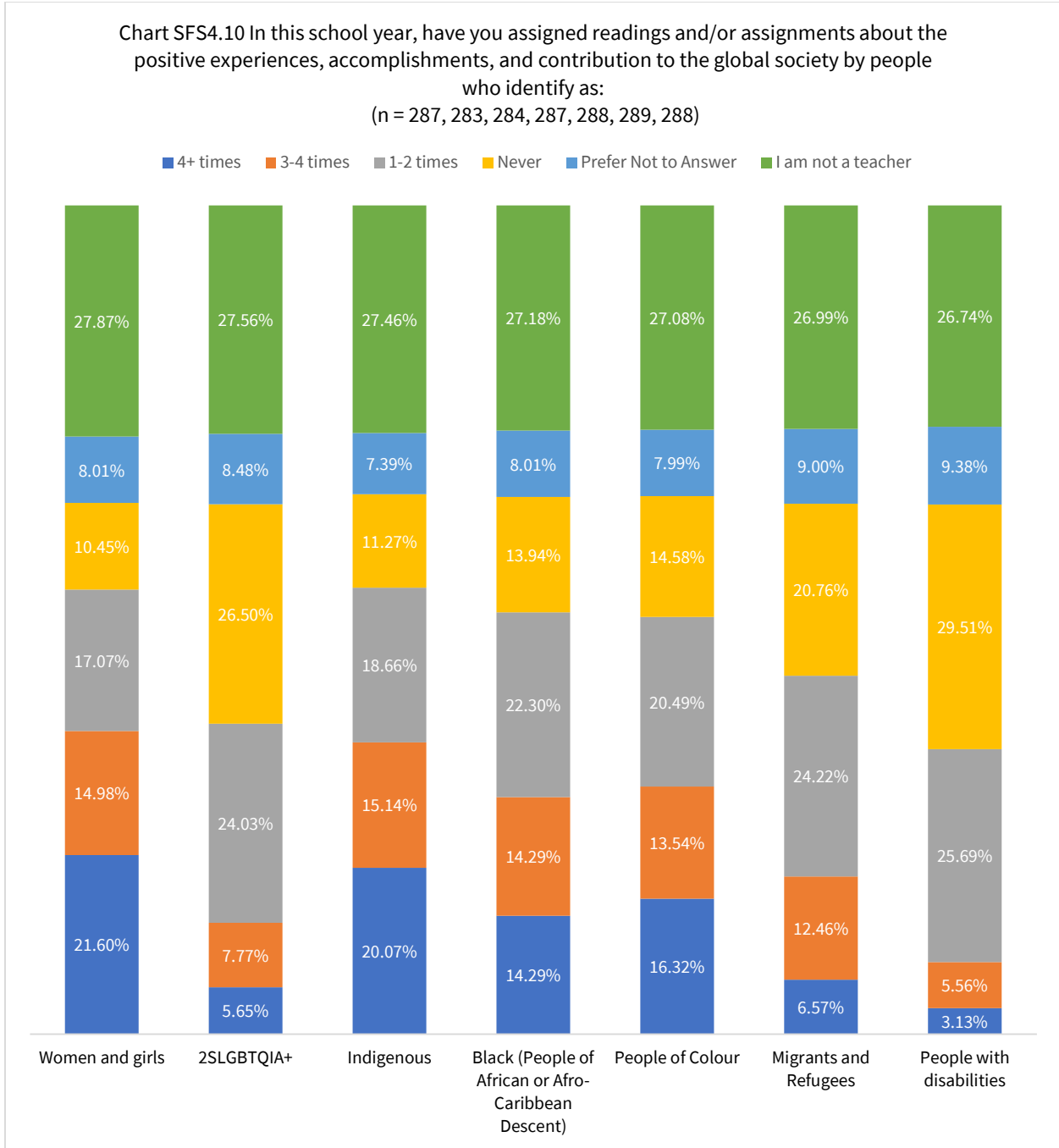
A total of 289-283 staff out of approximately 8,500 responded to this question matrix.

The staff responses highlight variations among staff efforts to assign learning material that explore the positive experiences, accomplishments, and contributions to the global society by people of diverse backgrounds and abilities. Staff respondents\*\* indicated in the past year they have assigned such authors or assignments related to the positive representation of people who identify as:

- Women and girls, such material was assigned:
  - Four or more times by 22% of staff respondents (n = 63 out of 287)
  - Three or more times by 15% of staff respondents (n = 43 out of 287)
  - One to two times by 17% of staff respondents (n = 49 out of 287)
  - However, 10% of the staff respondents indicated (n = 29 out of 287) they *never* assigned such material.

- 2SLGBTQIA+, such material was assigned:
  - Four or more times by five percent (5%) of staff respondents (n = 14 out of 283)
  - Three or more times by seven percent (7%) of staff respondents (n = 20 out of 283)
  - One to two times by 24% of staff respondents (n = 68 out of 283)
  - However, 26% of staff respondents (n = 74 out of 283) indicated they *never* assigned such material.
- Indigenous, such material was assigned:
  - Four or more times by 20% of staff respondents (n = 57 out of 284)
  - Three or more times by 15% of staff respondents (n = 43 out of 284)
  - One to two times by 18% of staff respondents (n = 51 out of 284)
  - However, 11% of staff respondents (n = 31 out of 284) indicated they *never* assigned such material.
- Black (People of African or Afro-Caribbean Descent), such material was assigned:
  - Four or more times by 14% of staff respondents (n = 40 out of 287)
  - Three or more times by 14% of staff respondents (n = 40 out of 287)
  - One to two times by 22% of staff respondents (n = 63 out of 287)
  - However, 13% of staff respondents (n = 37 out of 288) indicated they *never* assigned such material.
- People of Colour, such material was assigned:
  - Four or more times by 16% of staff respondents (n = 46 out of 288)
  - Three or more times by 13% of staff respondents (n = 37 out of 288)
  - One to two times by 20% of staff respondents (n = 57 out of 287)
  - However, 14% of staff respondents (n = 40 out of 288) indicated they *never* assigned such material.
- Migrants and Refugees, such material was assigned:
  - Four or more times by six percent (6%) of staff respondents (n = 173 out of 289)
  - Three or more times by 12% percent of staff respondents (n = 35 out of 289)
  - One to two times by 24% of staff respondents (n = 69 out of 289)
  - However, 20% of staff respondents (n = 58 out of 289) indicated they *never* assigned such material.
- People with Disabilities, such material was assigned:
  - Four or more times by three percent (3%) of staff respondents (n = 9 out of 288)
  - Three or more times by five percent (5%) of staff respondents (n = 14 out of 288)
  - One to two times by 25% of staff respondents (n = 72 out of 288)
  - However, 29% of staff respondents (n = 84 out of 288) indicated they *never* assigned such material.

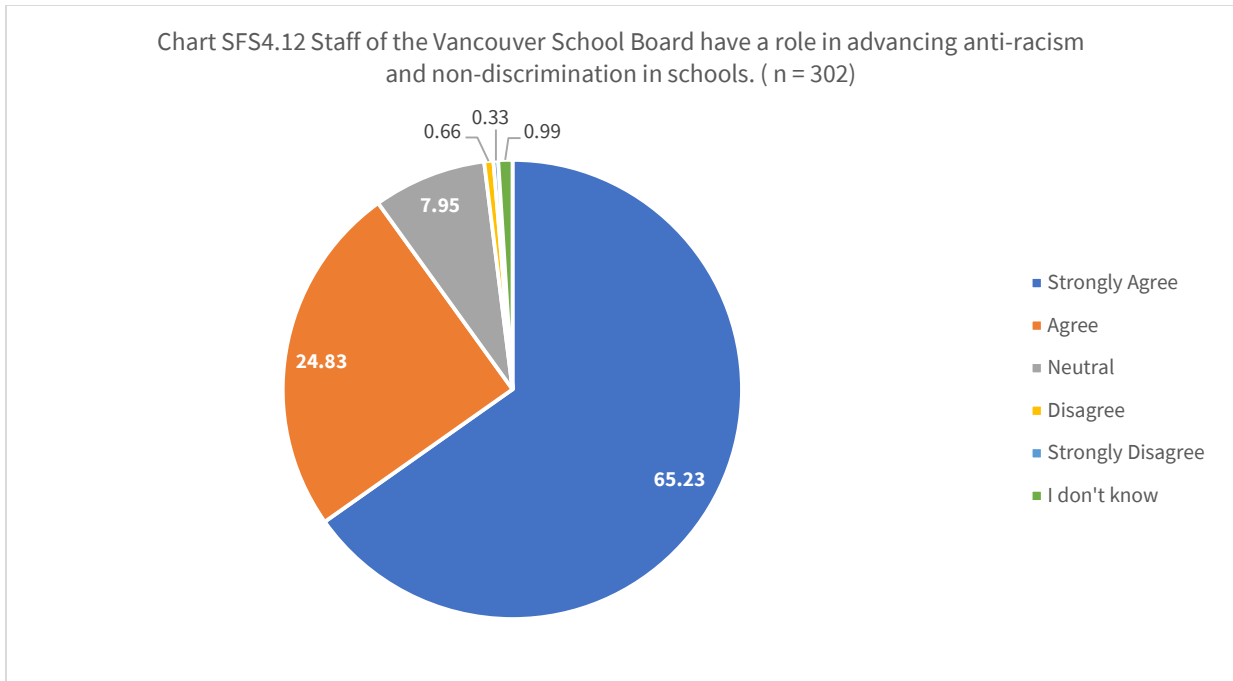
\*\*Approximately 27% of staff respondents (n = 78 out of 289-283) indicated they were not a teacher.



**SFS 4.12 Staff of the Vancouver School Board have a role in advancing anti-racism and non-discrimination in schools.**

A total of 302 staff out of approximately 8,500 responded to this question.

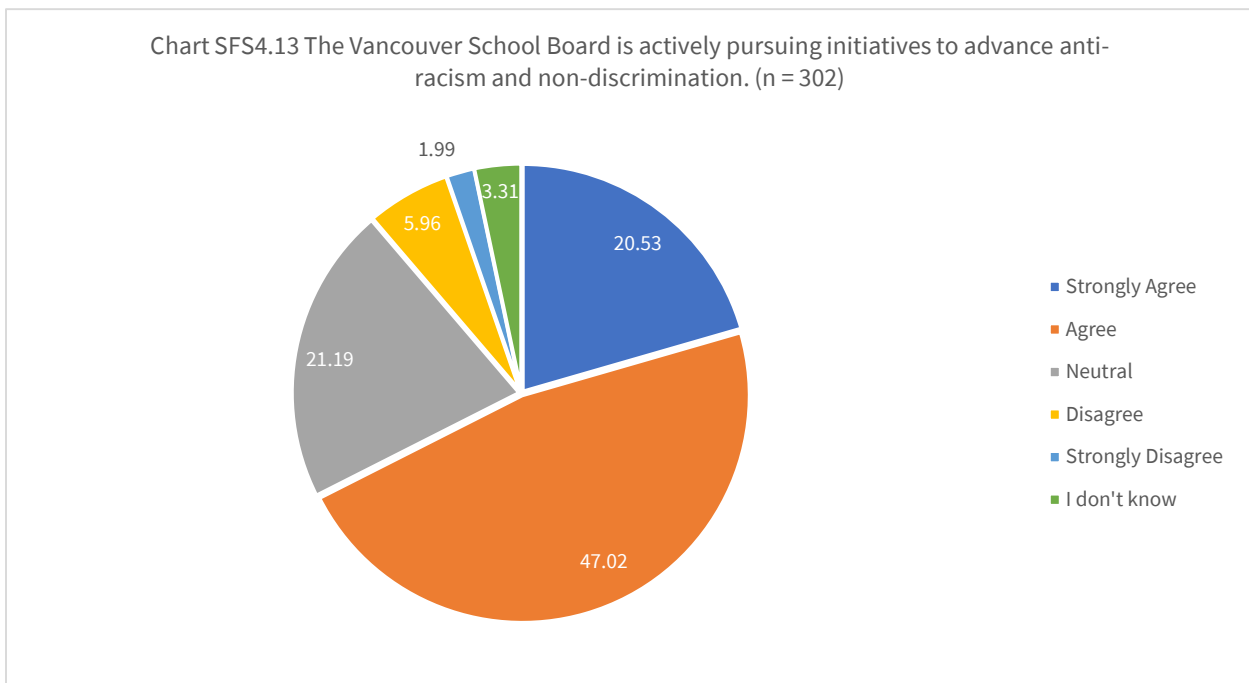
Ninety percent (90%) (n = 272 out of 302) of all staff respondents indicated they either *agreed or strongly agreed* that staff of the VSB have a role in advancing anti-racism and non-discrimination in school. Eight percent (8%) (n = 24 out of 302) of staff respondents indicated a *neutral* position on staff’s role in advancing such work.



**SFS 4.13 The Vancouver School Board is actively pursuing initiatives to advance anti-racism and non-discrimination.**

A total of 302 staff out of approximately 8,500 responded to this question.

Sixty-seven percent (67%) (n = 202 out of 302) of all staff respondents indicated they either *agreed or strongly agreed* that the VSB is actively advancing anti-racism and non-discrimination. Twenty-two percent (22%) (n = 66 out of 302) of staff respondents indicated a neutral position on their perception of the Board’s actions to advance this work.



**SFS4.14 I feel supported by the Vancouver School Board in advancing anti-racism and non-discrimination initiatives in the classroom and school.**

A total of 300 staff out of approximately 8,500 responded to this question.

Forty-eight percent (48%) (n = 144 out of 300) of all the staff respondents indicated they feel supported by the VSB *all or most of the time* in advancing anti-racism and non-discrimination initiatives in the classroom and school. Thirty-two percent (32%) (n = 38 out of 119) of staff respondents who identified with a racialized group indicated that they shared this perception. Thirty-seven percent (37%) (n = 29 out of 79) of staff who identified as gender-diverse, People with Disability, and People with Neurodivergence indicated they had similar support from the VSB.

| Table SFS4.14 I feel supported by the Vancouver School Board in advancing anti-racism and non-discrimination initiatives in the classroom and school. |                    |           |              |         |              |                       |              |              |                       |
|---|--------------------|-----------|--------------|---------|--------------|-----------------------|--------------|--------------|-----------------------|
|   | Answer Choices %   |           |              |         |              |                       |              |              |                       |
|   | Strongly Agree (A) | Agree (B) | SUM (A+B)    | Neutral | Disagree (C) | Strongly Disagree (D) | SUM (C+D)    | I don't know | N = Responses         |
| <b>Response Groups</b>  |                    |           |              |         |              |                       |              |              |                       |
| All Staff   | 15                 | 33.33     | <b>48.33</b> | 26.67   | 17.33        | 3.67                  | <b>21</b>    | 4            | 300                   |
| Indigenous  | 33.33              | 16.67     | 50           | 16.67   | 33.33        | 0                     | 33.33        | 0            | 6                     |
| Black / African   | 0                  | 40        | 40           | 40      | 0            | 0                     | 0            | 20           | 5                     |
| East & Southeast Asian  | 6.9                | 44.83     | 51.73        | 27.59   | 15.52        | 1.72                  | 17.24        | 3.45         | 58                    |
| Arab/Middle Eastern/ West & Central Asian   | 0                  | 0         | 0            | 33.33   | 33.33        | 0                     | 33.33        | 33.33        | 3                     |
| South Asian & Indo-Caribbean  | 13.33              | 13.33     | 26.66        | 40      | 26.67        | 0                     | 26.67        | 6.67         | 15                    |
| Hispanic/Latinx   | 0                  | 14.29     | 14.29        | 28.57   | 42.86        | 0                     | 42.86        | 14.29        | 7                     |
| Mixed   | 16                 | 28        | 44           | 36      | 16           | 4                     | 20           | 0            | 25                    |
| <i>Average</i><br><i>(of 119 responses)</i>   |                    |           | <b>32.38</b> |         |              |                       | <b>24.78</b> |              | 119<br><i>(Total)</i> |
| White/Caucasian   | 18.33              | 33.33     | <b>51.66</b> | 23.89   | 16.11        | 5                     | <b>21.11</b> | 3.33         | 180                   |
| Gender-diverse  | 17.39              | 30.43     | 47.82        | 39.13   | 8.7          | 0                     | 8.7          | 4.35         | 23                    |
| People with Disability  | 16.67              | 20        | 36.67        | 26.67   | 16.67        | 16.67                 | 33.34        | 3.33         | 30                    |
| People with Neurodivergence   | 19.23              | 7.69      | 26.92        | 26.92   | 34.62        | 7.69                  | 42.31        | 3.85         | 26                    |
| <i>Average</i><br><i>(of 79 responses)</i>  |                    |           | <b>37.14</b> |         |              |                       | <b>28.12</b> |              | 79<br><i>(Total)</i>  |

SFS4.15 I feel supported by the Vancouver School Board in pursuing learning and professional development opportunities related to anti-racism and non-discrimination.

A total of 299 staff out of approximately 8,500 responded to this question.

Fifty-five percent (55%) (n = 164 out of 299) of the staff respondents indicated they agree that they feel supported by the VSB in pursuing learning and professional development opportunities related to anti-racism and non-discrimination. Fifty-one percent (51%) (n = 60 out of 118) of staff who identified with a racialized group indicated they shared this perception. Forty-six percent (46%) (n = 36 out of 78) of staff who identified as gender-diverse, People with Disability, and People with Neurodivergence) indicated they feel supported to pursue such opportunities.

**Table SFS4.15 I feel supported by the Vancouver School Board in pursuing learning and professional development opportunities related to anti-racism and non-discrimination.**

|   | Answer Choices %   |           |              |         |              |                       |              |              | N = Responses         |
|---|--------------------|-----------|--------------|---------|--------------|-----------------------|--------------|--------------|-----------------------|
|   | Strongly Agree (A) | Agree (B) | SUM (A+B)    | Neutral | Disagree (C) | Strongly Disagree (D) | SUM (C+D)    | I don't know |                       |
| <b>Response Groups</b>                      |                    |           |              |         |              |                       |              |              |                       |
| All Staff                                   | 19.06              | 36.79     | <b>55.85</b> | 26.09   | 13.38        | 3.01                  | <b>16.39</b> | 1.67         | 299                   |
| Indigenous                                  | 33.33              | 16.67     | 50           | 33.33   | 0            | 16.67                 | 16.67        | 0            | 6                     |
| Black / African                             | 0                  | 40        | 40           | 60      | 0            | 0                     | 0            | 0            | 5                     |
| East & Southeast Asian                      | 19.3               | 43.86     | 63.16        | 26.32   | 8.77         | 1.75                  | 10.52        | 0            | 57                    |
| Arab/Middle Eastern/ West & Central Asian   | 0                  | 66.67     | 66.67        | 0       | 33.33        | 0                     | 33.33        | 0            | 3                     |
| South Asian & Indo-Caribbean                | 13.33              | 33.33     | 46.66        | 6.67    | 46.67        | 0                     | 46.67        | 0            | 15                    |
| Hispanic/Latinx                             | 14.29              | 14.29     | 28.58        | 57.14   | 14.29        | 0                     | 14.29        | 0            | 7                     |
| Mixed                                       | 20                 | 44        | 64           | 24      | 12           | 0                     | 12           | 0            | 25                    |
| <i>Average</i><br><i>(of 118 responses)</i> |                    |           | <b>51.30</b> |         |              |                       | <b>19.07</b> |              | 118<br><i>(Total)</i> |
| White/Caucasian                             | 20                 | 34.44     | <b>54.44</b> | 24.44   | 14.44        | 3.89                  | <b>18.33</b> | 2.78         | 180                   |
| Gender-diverse                              | 17.39              | 30.43     | 47.82        | 39.13   | 8.7          | 0                     | 8.7          | 4.35         | 23                    |
| People with Disability                      | 17.24              | 27.59     | 44.83        | 31.03   | 10.34        | 10.34                 | 20.68        | 3.45         | 29                    |
| People with Neurodivergence                 | 15.38              | 30.77     | 46.15        | 26.92   | 19.23        | 3.85                  | 23.08        | 3.85         | 26                    |
| <i>Average</i><br><i>(of 78 responses)</i>  |                    |           | <b>46.27</b> |         |              |                       | <b>17.49</b> |              | 78<br><i>(Total)</i>  |

**SFS4.16 Students of all backgrounds and abilities are provided adequate and relevant supports and resources they need to succeed in school.**

A total of 300 staff out of approximately 8,500 responded to this question.

Thirty-four percent (34%) (n = 102 out of 300) of all staff respondents indicated they consider students of all backgrounds to have adequate supports and resources *all or most of the time* to succeed in school. Thirty-one percent (31%) (n = 37 out of 119) of staff who identified with a racialized group and 31% (n = 25 out of 79) of staff respondents who identified as gender-diverse, People with Disability, and People with Neurodivergence indicated they shared this perception.

| Table SFS4.16 Students of all backgrounds and abilities are provided adequate and relevant supports and resources they need to succeed in school. |                    |           |              |         |              |                       |              |              |                       |
|---|--------------------|-----------|--------------|---------|--------------|-----------------------|--------------|--------------|-----------------------|
|   | Answer Choices %   |           |              |         |              |                       |              |              |                       |
|   | Strongly Agree (A) | Agree (B) | SUM (A+B)    | Neutral | Disagree (C) | Strongly Disagree (D) | SUM (C+D)    | I don't know | N = Responses         |
| <b>Response Groups</b>  |                    |           |              |         |              |                       |              |              |                       |
| All Staff   | 9                  | 25.33     | <b>34.33</b> | 22      | 26.33        | 12.67                 | <b>39</b>    | 4.67         | 300                   |
| Indigenous  | 16.67              | 16.67     | 33.34        | 16.67   | 16.67        | 16.67                 | 33.34        | 16.67        | 6                     |
| Black / African   | 0                  | 20        | 20           | 60      | 0            | 0                     | 0            | 20           | 5                     |
| East & Southeast Asian  | 8.62               | 31.03     | 39.65        | 27.59   | 20.69        | 12.07                 | 32.76        | 0            | 58                    |
| Arab/Middle Eastern/ West & Central Asian   | 0                  | 33.33     | 33.33        | 33.33   | 33.33        | 0                     | 33.33        | 0            | 3                     |
| South Asian & Indo-Caribbean  | 13.33              | 33.33     | 46.66        | 6.67    | 46.67        | 0                     | 46.67        | 0            | 15                    |
| Hispanic/Latinx   | 0                  | 14.29     | 14.29        | 0       | 57.14        | 0                     | 57.14        | 28.57        | 7                     |
| Mixed   | 8                  | 24        | 32           | 0       | 40           | 20                    | 60           | 8            | 25                    |
| <i>Average</i><br><i>(of 119 responses)</i>   |                    |           | <b>31.32</b> |         |              |                       | <b>37.61</b> |              | 119<br><i>(Total)</i> |
| White/Caucasian   | 9.44               | 23.33     | <b>32.77</b> | 24.44   | 24.44        | 13.89                 | <b>38.33</b> | 4.44         | 180                   |
| Gender-diverse  | 13.04              | 30.43     | 43.47        | 13.04   | 17.39        | 17.39                 | 34.78        | 8.7          | 23                    |
| People with Disability  | 13.33              | 13.33     | 26.66        | 16.67   | 26.67        | 23.33                 | 50           | 6.67         | 30                    |
| People with Neurodivergence   | 7.69               | 15.38     | 23.07        | 19.23   | 23.08        | 30.77                 | 53.85        | 3.85         | 26                    |
| <i>Average</i><br><i>(of 79 responses)</i>  |                    |           | <b>31.07</b> |         |              |                       | <b>46.21</b> |              | 79<br><i>(Total)</i>  |

**SFS4.17 Staff of all backgrounds and abilities are provided adequate and relevant supports and resources they need to succeed at work.**

A total of 299 staff out of approximately 8,500 responded to this question.

Thirty-seven percent (37%) (n = 110 out of 299) of all the staff respondents indicated they agree that staff of all backgrounds have adequate supports and resources to succeed at work. This perception was held by a similar proportion by staff who belong to diverse identity groups. Twenty-five percent (25%) (n = 20 out of 79) of staff respondents who identified as gender-diverse, People with Disability, and People with Neurodivergence indicated they agree that staff of all backgrounds are provided adequate supports.

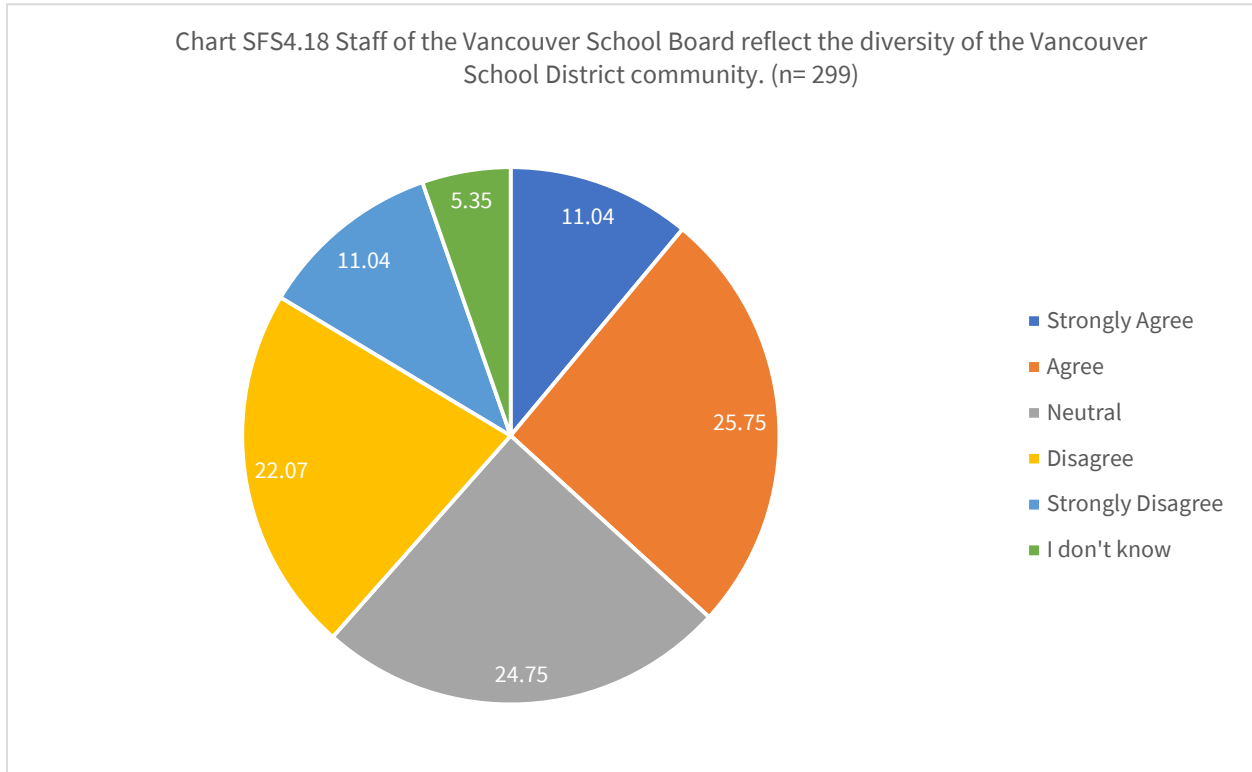
| Table SFS4.17 Staff of all backgrounds and abilities are provided adequate and relevant supports and resources they need to succeed at work. |                    |           |              |         |              |                       |              |              |                              |
|--|--------------------|-----------|--------------|---------|--------------|-----------------------|--------------|--------------|------------------------------|
|  | Answer Choices %   |           |              |         |              |                       |              |              |                              |
|  | Strongly Agree (A) | Agree (B) | SUM (A+B)    | Neutral | Disagree (C) | Strongly Disagree (D) | SUM (C+D)    | I don't know | N = Responses                |
| <b>Response Groups</b>   |                    |           |              |         |              |                       |              |              |                              |
| All Staff  | 11.71              | 25.75     | <b>37.46</b> | 28.76   | 17.73        | 8.36                  | <b>26.09</b> | 7.69         | 299                          |
| Indigenous   | 16.67              | 16.67     | 33.34        | 33.33   | 0            | 16.67                 | 16.67        | 16.67        | 6                            |
| Black / African  | 0                  | 20        | 20           | 60      | 0            | 0                     | 0            | 20           | 5                            |
| East & Southeast Asian   | 6.9                | 41.38     | 48.28        | 22.41   | 17.24        | 6.9                   | 24.14        | 5.17         | 58                           |
| Arab/Middle Eastern/ West & Central Asian  | 0                  | 33.33     | 33.33        | 33.33   | 33.33        | 0                     | 33.33        | 0            | 3                            |
| South Asian & Indo-Caribbean   | 14.29              | 28.57     | 42.86        | 35.71   | 21.43        | 0                     | 21.43        | 0            | 14                           |
| Hispanic/Latinx  | 14.29              | 28.57     | 42.86        | 28.57   | 14.29        | 14.29                 | 28.58        | 0            | 7                            |
| Mixed  | 12                 | 24        | 36           | 12      | 32           | 16                    | 48           | 4            | 25                           |
| <i>Average</i><br><i>(of 118 responses)</i>  |                    |           | <b>36.67</b> |         |              |                       | <b>24.59</b> |              | <i>118</i><br><i>(Total)</i> |
| White/Caucasian  | 13.33              | 21.11     | <b>34.44</b> | 31.67   | 16.11        | 8.33                  | <b>24.44</b> | 9.44         | 180                          |
| Gender-diverse   | 17.39              | 13.04     | 30.43        | 30.43   | 21.74        | 13.04                 | 34.78        | 4.35         | 23                           |
| People with Disability   | 13.33              | 10        | 23.33        | 33.33   | 23.33        | 13.33                 | 36.66        | 6.67         | 30                           |
| People with Neurodivergence  | 11.54              | 11.54     | 23.08        | 26.92   | 30.77        | 15.38                 | 46.15        | 3.85         | 26                           |
| <i>Average</i><br><i>(of 79 responses)</i>   |                    |           | <b>25.61</b> |         |              |                       | <b>39.20</b> |              | <i>79</i><br><i>(Total)</i>  |



**SFS4.18 Staff of the Vancouver School Board reflect the diversity of the Vancouver School District community.**

A total of 299 staff out of approximately 8,500 responded to this question.

Thirty-six percent (36%) (n = 108 out of 299) of all staff respondents indicated they consider the staff of the VSB to reflect the diversity of the school community. Twenty-five percent (25%) (n = 75 out of 299) of staff respondents indicated a *neutral* position on this question.



**SFS4.19 Please share any insights into the challenges and experiences of staff in advancing anti-racism and non-discrimination in schools?**

A total of 101 staff responses to this question were reviewed to develop the following themes.

Staff respondents shared the following insights into the challenges and experiences they face in advancing anti-racism and non-discrimination in schools:

- Staff respondents have felt frustrated by the VSB’s mandate in pushing forward – while there are policies and perspectives shared, they are not actively supported in schools. Teachers and staff are often left to figure out how to advance anti-racism and non-discrimination themselves, on their own time.
- Staff respondents indicated they find diversity to be lacking in the VSB administration – this makes it challenging for IBPOC, gender-diverse, and 2SLGBTQIA+ staff to advance change in schools. Instead, they are left fighting against a system that is built against them.
- Resources and training are sparse with a lens focused on how to deal with issues as an afterthought, rather than thinking about how to address challenges in schooling in advance. Some of the work by schools feels performative and lacks the depth needed for staff to understand the significance of their role in schools.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Section 5: Experiences of Racism and Discrimination

This section asked staff to respond to questions about their experiences of facing or witnessing racism and discrimination at work. This section provides important insights into the struggles, challenges, and impacts of racism and discrimination facing staff and students from marginalized communities. The staff responses highlight opportunities for further assessment and action to create safe and inclusive school communities for students and staff of all backgrounds and abilities.

### Section 5 – Key Findings

*Note: These findings reflect the responses collected from the survey respondents and are not representative of all the staff in the VSB. For further information on the number of responses collected for each survey question please review the findings in the following section.*

#### Staff experience challenges related to witnessing and experiencing racism and discrimination in their school community.

- Seventy-two percent (72%) (n = 199 out of 277) of all staff respondents indicated they had heard the use of a racial slur at some point.
  - Seventy-two percent (72%) (n = 76 out of 105) of staff respondents who identified with a racialized group on average indicated a similar frequency of witnessing such acts during their time in the Vancouver School District.
- Forty percent (40%) (n = 42 out of 105) of staff respondents who identified with a racialized group indicated they had received praise or recognition that was attached to their racial or ethnic background.
  - Twenty-one percent (21%) (n = 35 out of 169) of staff respondents who identified as White/Caucasian indicated they had this experience.
- Seventy percent (70%) (n = 193 out of 276) of all staff respondents indicated they had heard the use of discriminatory language towards people with disabilities or mental health challenges.
  - Eighty-four percent (84%) (n = 21 out of 25) of staff respondents who identified as People with Disability and 76% (n = 58 out of 76) of staff who identified as gender-diverse indicated they had heard such language at some point during their time with the Vancouver School District.
- Sixty percent (60%) (n = 164 out of 273) of all staff respondents indicated they had experienced or observe instances of someone being mocked because of their clothing.
- Sixty-seven percent (67%) (n = 185 out of 276) of all staff respondents indicated they had experienced or observe someone be mocked because of their physical appearance at some point.
  - Twelve percent (12%) (n = 33 out of 276) of staff all respondents indicated they observed these incidents to occur *frequently or often*.
- Twenty-three percent (23%) (n = 24 out of 103) of staff respondents who identified with a racialized group indicated they had experienced instances of someone touching their hair.
- Fifty-three percent (53%) (n = 58 out of 109) of staff respondents who identified with a racialized group indicated they had experienced or observed instances of someone being mocked because of their ability to speak English.
  - Sixty-two percent (62%) (n = 170 out of 274) of all staff respondents indicated they had witnessed such incidents.

- Thirty percent (30%) (n = 83 out of 277) of all staff respondents and staff who identified as White/Caucasian respectively indicated they had experienced having their name mocked at some point.
  - This experience was shared by twenty-three percent (23%) (n = 24 out of 106) of staff respondents who identified with a racialized group.
- Twenty percent (20%) (n = 21 out of 105) of all staff respondents who identified with a racialized group indicated they had observed someone appropriate or wear their cultural clothing in a disrespectful way.
  - Fourteen percent (14%) (n = 24 out of 168) of staff respondents who identified as White/Caucasian indicated they had experienced such an incident.
- Staff respondents noted that gender and sexual orientation (12%) (n = 29 out of 244), race or ethnicity (12%) (n = 29 out of 244), and religion or faith (5%) (n = 12 out of 244) were some of the most prevalent identities attached reasons for experiencing bullying or harassment.

#### Staff who identify as gender-diverse face challenges related to witnessing and experiencing gender-based discrimination in their school community.

- Seventy-six percent (76%) (n = 210 out of 277) of all staff respondents indicated they had heard the use of discriminatory language related to gender.
  - Seventy-six percent (76%) (n = 16 out of 21) of staff respondents who identified as gender-diverse also indicated a similar frequency of witnessing the use of such language during their time in the Vancouver School District.
- Eight percent (8%) (n = 22 out of 269) of all staff respondents indicated they had been deadnamed at some point.
  - Ten percent (10%) (n = 2 out of 21) of staff respondents who identified as gender-diverse indicated they had been addressed in such a way.
  - Five percent (5%) (n = 1 out of 21) of staff respondents who identified as gender-diverse also reported instances of being addressed with a dead name occurring *often (monthly)*.
- Forty-nine percent (49%) (n = 133 out of 272) of all staff respondents indicated they received praise or recognition attached to their gender.
  - Thirty-eight percent (38%) (n = 8 out of 21) of staff respondents who identified as gender-diverse indicated they had this experience.
  - Twenty-four percent (24%) (n = 5 out of 21) of the staff respondents who identified as gender-diverse indicated they had this experience often or on a monthly basis.

#### Staff who identify with marginalized groups face greater vulnerabilities during interactions with their school community.

- Forty-eight percent (48%) (n = 50 out of 104) of staff respondents who identified with a racialized group and 54% (n = 38 out of 71) of staff respondents who either identified as gender-diverse, People with Disability, or People with Neurodivergence indicated they have experienced being ignored or mocked when participating in a group discussion at some point.
- Twenty-six percent (26%) (n = 27 out of 105) of staff respondents who identified with a racialized group and 26% (n = 44 out of 170) of staff respondents who identified as White/Caucasian indicated they had been ridiculed for their ambitions and goals.

- Forty-three percent (43%) (n = 31 out of 72) of staff respondents who identified as either gender-diverse, People with Disability, or People with Neurodivergence indicated they had this experience.
- Fifty-seven percent (57%) (n = 15 out of 26) of staff respondents who identified as People with Disability indicated they had been ridiculed for their ambition and goals and they experience these incidents at a higher frequency than any of the other respondent identity groups.
- Thirty-five percent (35%) (n = 96 out of 275) of all staff respondents indicated they had been told they are too aggressive or disruptive at some point.
  - Forty percent (40%) (n = 29 out of 72) of staff respondents who identified as gender-diverse, People with Disability, or People with Neurodivergence indicated they been told they are too aggressive and disruptive.
  - Fifty-four percent (54%) (n = 14 out of 26) of staff respondents who identified as People with Disability and 52% (n = 13 out of 25) of staff respondents who identified as People with Neurodivergence indicated they had this experience.
  - These respondent groups also indicated these experiences occur with more regularity for them, 23% (n = 6 out of 26) of staff respondents who identified as People with Disability indicated this occurs on a frequent (weekly or daily) or often (monthly) basis.

**Further resources and consistency in policies and practices are required to address racism and discrimination in school.**

- Eight percent (8%) (n = 22 out of 276) of staff respondents indicated they feel *highly confident* in resolving a conflict related to racism and discrimination.
  - Thirty percent (30%) (n = 83 out of 276) of staff respondents indicated they feel *quite confident* in resolving such conflicts.
  - Eleven percent (11%) (n = 30 out of 276) of all staff respondents indicated they were *not at all confident* in resolving such an issue.
- Staff respondents highlighted the top challenges and barriers they face in advancing anti-racism and non-discrimination include limited training and knowledge (75%) (n = 206 out of 274), limited policies and resources (50%) (n = 137 out of 274), and fear of public perception (27%) (n = 74 out of 274).
- Thirty-six percent (36%) (n = 88 out of 244) of staff respondents indicated that acts of racism and discrimination occur during interactions with students.
  - Thirty-four percent (34%) (n = 83 out of 244) of staff respondents indicated such acts occur during interactions with staff in the school, and 12% (n = 29 out of 244) of staff respondents indicated such acts occur during interactions with families.
- Fifty-four percent (54%) (n = 149 out of 276) of all staff respondents indicated they feel safe and comfortable to report any incident of racism or discrimination that they may have experienced or witnessed to the VSB.
  - Forty-two percent (42%) (n = 44 out of 105) of staff respondents who identified with a racialized group and 42% (n = 30 out of 72) of staff respondents who identified as gender-diverse, People with Disability, and People with Neurodivergence indicated they shared this perception.

- Twenty percent (20%) (n = 55 out of 276) of all staff respondents indicated they *did not feel safe* and comfortable reporting any such incident.
- Twenty percent (20%) (n = 55 out of 276) of all staff respondents indicated they *did not know* if they could safely and comfortably report such incidents.
- The most prominent reasons why someone may not report an incident as indicated by all staff respondents include not knowing how to report (66%) (n = 176 out of 267), not full recognizing that racism or discrimination took place (59%) (n = 157 out of 267), and fear of consequences from staff (55%) (n = 147 out of 267).
  - Staff respondents noted language barriers (39%) (n = 104 out of 267), fear of consequences from students (39%) (n = 104 out of 267), and fear of upsetting families (33%) (n = 88 out of 267) as additional important reasons why someone may not report an incident.
- The top supports used by staff respondents when dealing with racism and discrimination include the school administration (56%) (n = 117 out of 209), teachers (47%) (n = 98 out of 209), and counsellors (36%) (n = 75 out of 209).
  - Twenty-two percent (22%) (n = 46 out of 209) of staff respondents indicated they have used anti-racism resources.
  - Seventeen percent (17%) (n = 36 out of 209) of all staff respondents indicated they *did not know* what supports are available to them.

#### Staff hold varied perceptions of VSB actions and responses to addressing racism and discrimination.

- Forty-one percent (41%) (n = 112 out of 274) of all staff respondents indicated they feel staff of the VSB take immediate action *all or most of the time* to address an incident of racism or discrimination.
  - Thirteen percent (13%) (n = 36 out of 274) of staff respondents indicated that the staff of the Board *rarely or never* take immediate action.
  - Twenty-one percent (21%) (n = 58 out of 274) of all staff respondents indicated they *did not know* if staff of the Board took immediate action when informed of an incident of racism and discrimination.
- Thirty-three percent (33%) (n = 91 out of 276) of all staff respondents indicated they *did not know* if the actions taken by the VSB are fair and effective in response to incidents of racism and discrimination.
  - Twenty-nine percent (29%) (n = 80 out of 276) of all staff respondents indicated they *agreed or strongly agreed* that the actions taken by the Board are fair and effective.
- Fifty-three percent (53%) (n = 146 out of 275) of all staff respondents indicated they feel the Code of Conduct and discipline are fairly applied *all or most of the time* to all students regardless of their background.
  - Twenty-three percent (23%) (n = 63 out of 275) of all staff respondents indicated they *did not know* if the Code of Conduct and discipline was applied fairly.
- Fifty-two percent (52%) (n = 143 out of 275) of all staff respondents indicated they feel the VSB actively works *all or most of the time* to condemn racism and discrimination of any form in the schools.
- Sixty-one percent (61%) (n = 167 out of 274) of all staff respondents indicated they felt staff in the schools actively work *all or most of the time* to condemn racism and discrimination of any form in the schools.

## Section 5 – Survey Results

Staff were asked to indicate if they have experienced or observed any of the following incidents of racism or discrimination directed at them or any other person during the time they have worked in the Vancouver School District:

### SFS5.1 Heard the use of racial slurs or abusive language towards your own or any other racial or ethnic community.

A total of 277 staff out of approximately 8,500 responded to this question.

Seventy-two percent (72%) (n = 199 out of 277) of all staff respondents indicated they had heard the use of a racial slur at some point. Staff respondents who identified with a racialized group (n = 75 out of 105) indicated a similar frequency of witnessing such acts during their time in the Vancouver School District.

**Table SFS5.1 Heard the use of racial slurs or abusive language towards your own or any other racial or ethnic community.**

|  | Answer Choices %                 |                     |                           |                        |               |       | I don't Know | N = Responses |
|--|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|---------------|
|  | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never |              |               |
| <b>Response Groups</b>                               |                                  |                     |                           |                        |               |       |              |               |
| <b>All Staff</b>                                     | 2.89                             | 6.86                | 28.52                     | 33.94                  | <b>72.21</b>  | 25.99 | 1.81         | 277           |
| <b>Indigenous</b>                                    | 16.67                            | 0                   | 16.67                     | 50                     | 83.34         | 16.67 | 0            | 6             |
| <b>Black / African</b>                               | 0                                | 0                   | 50                        | 50                     | 100           | 0     | 0            | 4             |
| <b>East &amp; Southeast Asian</b>                    | 4                                | 8                   | 24                        | 36                     | 72            | 28    | 0            | 50            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 0                                | 0                   | 33.33                     | 33.33                  | 66.66         | 0     | 33.33        | 3             |
| <b>South Asian &amp; Indo-Caribbean</b>              | 0                                | 15.38               | 30.77                     | 15.38                  | 61.53         | 38.46 | 0            | 13            |
| <b>Hispanic/Latinx</b>                               | 0                                | 20                  | 0                         | 20                     | 40            | 40    | 20           | 5             |
| <b>Mixed</b>   | 0                                | 4.17                | 50                        | 29.17                  | 83.34         | 16.67 | 0            | 24            |
| <b>Average (of 105 responses)</b>                    |                                  |                     |                           |                        | <b>72.41</b>  |       |              | 105 (Total)   |
| <b>White/Caucasian</b>                               | 2.92                             | 6.43                | 27.49                     | 34.5                   | <b>71.34</b>  | 26.9  | 1.75         | 171           |

### SFS5.2 Heard the use of discriminatory language related to gender.

A total of 277 staff out of approximately 8,500 responded to this question.

Seventy-six percent (76%) (n = 211 out of 277) of all staff respondents indicated they had heard the use of discriminatory language related to gender. Staff respondents who identified as gender-diverse (n = 21) indicated a similar frequency of witnessing the use of such language during their time in the Vancouver School District.

| Table SFS5.2 Heard the use of discriminatory language related to gender. |  |                           |                                 |                                 |                  |       |                 |                  |
|--|--|---------------------------|---------------------------------|---------------------------------|------------------|-------|-----------------|------------------|
|  | Answer Choices %                       |                           |                                 |                                 |                  |       |                 |                  |
|  | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) | SUM<br>(A+B+C+D) | Never | I don't<br>Know | N =<br>Responses |
| <b>Response Groups</b>   |  |                           |                                 |                                 |                  |       |                 |                  |
| <b>All Staff</b>   | 3.97                                   | 11.19                     | 28.52                           | 32.13                           | <b>75.81</b>     | 22.02 | 2.17            | 277              |
| <b>Gender-diverse</b>  | 9.52                                   | 4.76                      | 19.05                           | 42.86                           | <b>76.19</b>     | 19.05 | 4.76            | 21               |

### SFS5.3 Heard the use of homophobic, or transphobic language.

A total of 276 staff out of approximately 8,500 responded to this question.

Seventy-two percent (72%) (n = 199 out of 276) of all staff respondents indicated they had heard the use of homophobic or transphobic language. Seventy-six percent (76%) (n = 16 out of 21) of staff respondents who identified as gender-diverse indicated they had heard such language at some point during their time with the Vancouver School District. Staff respondents who identified as gender-diverse indicated a higher frequency of witnessing the use of such language.

| Table SFS5.3 Heard the use of homophobic, or transphobic language. |  |                           |                                 |                                 |                  |       |                 |                  |
|--|--|---------------------------|---------------------------------|---------------------------------|------------------|-------|-----------------|------------------|
|  | Answer Choices %                       |                           |                                 |                                 |                  |       |                 |                  |
|  | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) | SUM<br>(A+B+C+D) | Never | I don't<br>Know | N =<br>Responses |
| <b>Response Groups</b>   |  |                           |                                 |                                 |                  |       |                 |                  |
| <b>All Staff</b>   | 3.62                                   | 11.23                     | 27.9                            | 29.71                           | <b>72.46</b>     | 25.36 | 2.17            | 276              |
| <b>Gender-diverse</b>  | 9.52                                   | 4.76                      | 19.05                           | 42.86                           | <b>76.19</b>     | 19.05 | 4.76            | 21               |

### SFS5.4 Heard the use of discriminatory language towards people with disabilities or mental health challenges.

A total of 276 staff out of approximately 8,500 responded to this question.

Seventy percent (70%) (n = 193 out of 276) of all staff respondents indicated they had heard the use of discriminatory language towards people with disabilities or mental health challenges. Eighty-four percent (84%) (n = 21 out of 25) of staff respondents who identified as People with Disability and 76% (n = 20 out of 26) of staff respondents who identified as gender-diverse indicated they had heard such language at some point during their time with the Vancouver School District.

**Table SFS5.4 Heard the use of discriminatory language towards people with disabilities or mental health challenges.**

|                                    | Answer Choices %                 |                     |                           |                        |               |       | I don't Know | N = Responses |
|------------------------------------|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|---------------|
|                                    | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never |              |               |
| <b>Response Groups</b>             |                                  |                     |                           |                        |               |       |              |               |
| <b>All Staff</b>                   | 5.43                             | 10.14               | 22.83                     | 31.52                  | <b>69.92</b>  | 26.81 | 3.26         | 276           |
| <b>Gender-diverse</b>              | 15.38                            | 26.92               | 19.23                     | 15.38                  | <b>76.91</b>  | 23.08 | 0            | 26            |
| <b>People with Disability</b>      | 12                               | 28                  | 12                        | 32                     | <b>84</b>     | 12    | 4            | 25            |
| <b>People with Neurodivergence</b> | 5.43                             | 10.14               | 22.83                     | 31.52                  | <b>69.92</b>  | 26.81 | 3.26         | 276           |

**SFS5.5 Received praise or recognition for an accomplishment that is attached to racial or ethnic background.**

A total of 275 staff out of approximately 8,500 responded to this question.

Twenty-eight percent (28%) (n = 77 out of 275) of all staff respondents indicated they had received praise attached to their racial identity at some point. Forty percent (40%) (n = 42 out of 105) of staff respondents who identified with a racialized group indicated they had this experience. Twenty-one percent (21%) (n = 35 out of 169) of staff respondents who identified as White/Caucasian indicated they had received praise or recognition that was attached to their racial or ethnic background.

**Table SFS5.5 Received praise or recognition for an accomplishment that is attached to racial or ethnic background.**

|  | Answer Choices %                 |                     |                           |                        |               |       | I don't Know | N = Responses |
|--|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|---------------|
|  | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never |              |               |
| <b>Response Groups</b>                               |                                  |                     |                           |                        |               |       |              |               |
| <b>All Staff</b>                                     | 1.09                             | 2.91                | 8.36                      | 16.36                  | <b>28.72</b>  | 61.09 | 10.18        | 275           |
| <b>Indigenous</b>                                    | 16.67                            | 0                   | 33.33                     | 16.67                  | 66.67         | 33.33 | 0            | 6             |
| <b>Black / African</b>                               | 0                                | 0                   | 0                         | 50                     | 50            | 25    | 25           | 4             |
| <b>East &amp; Southeast Asian</b>                    | 4                                | 4                   | 16                        | 22                     | 46            | 50    | 4            | 50            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 0                                | 0                   | 33.33                     | 0                      | 33.33         | 33.33 | 33.33        | 3             |
| <b>South Asian &amp; Indo-Caribbean</b>              | 0                                | 7.69                | 23.08                     | 7.69                   | 38.46         | 53.85 | 7.69         | 13            |
| <b>Hispanic/Latinx</b>                               | 0                                | 0                   | 0                         | 20                     | 20            | 40    | 40           | 5             |
| <b>Mixed</b>   | 0                                | 4.17                | 8.33                      | 16.67                  | 29.17         | 70.83 | 0            | 24            |
| <b>Average (of 105 responses)</b>                    |                                  |                     |                           |                        | <b>40.52</b>  |       |              | 105 (Total)   |
| <b>White/Caucasian</b>                               | 0                                | 2.37                | 4.14                      | 14.79                  | <b>21.3</b>   | 66.27 | 12.43        | 169           |



**SFS5.6 Received praise or recognition for an accomplishment that is attached to gender.**

A total of 272 staff out of approximately 8,500 responded to this question.

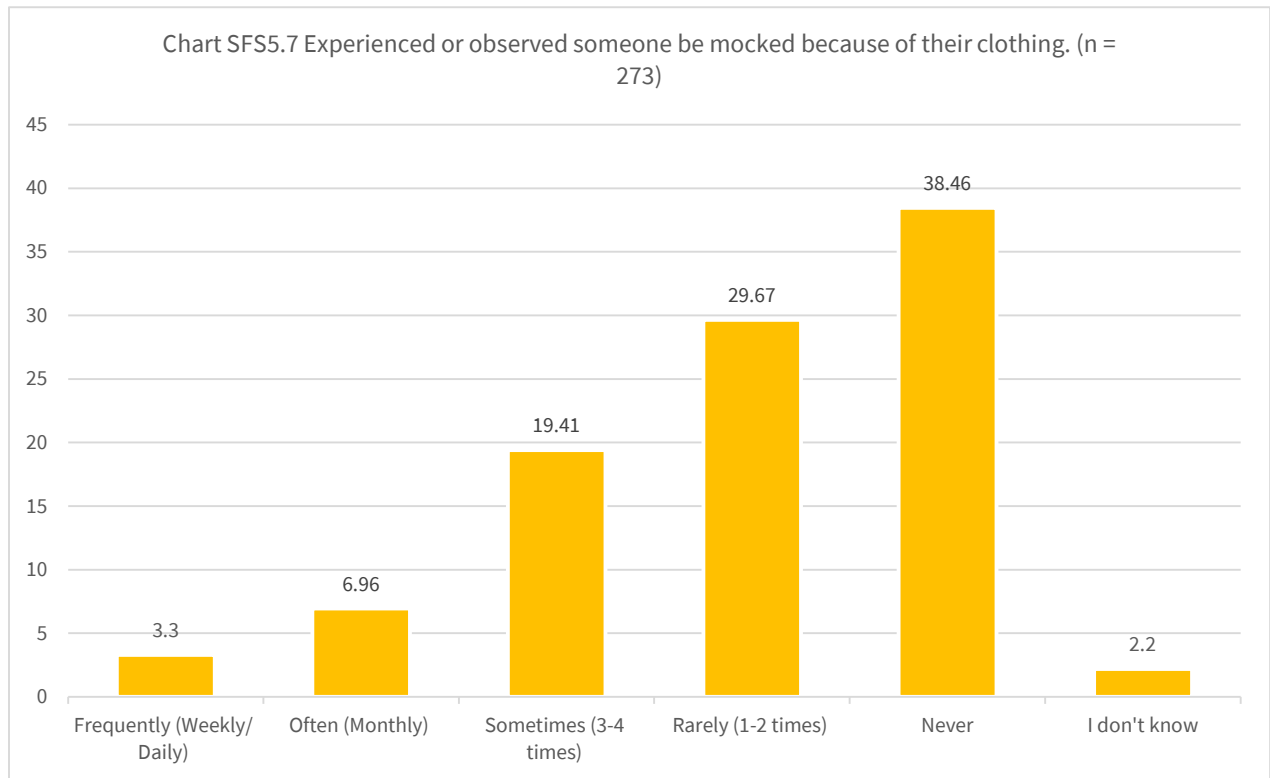
Forty-nine percent (49%) (n = 133 out of 272) of all staff respondents indicated they received praise or recognition attached to their gender. Thirty-eight percent (38%) (n = 8 out of 21) of staff respondents who identified as gender-diverse indicated they had this experience. Twenty-four percent (24%) (n = 5 out of 21) of the staff respondents who identified as gender-diverse indicated they had this experience *often or on a monthly* basis.

| Table SFS5.6 Received praise or recognition for an accomplishment that is attached to gender. |                                  |                     |                           |                        |               |       |              |               |
|---|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|---------------|
|   | Answer Choices %                 |                     |                           |                        |               |       | I don't Know | N = Responses |
|   | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never |              |               |
| <b>Response Groups</b>  |                                  |                     |                           |                        |               |       |              |               |
| <b>All Staff</b>  | 1.84                             | 8.09                | 16.91                     | 22.06                  | <b>48.9</b>   | 45.59 | 5.51         | 272           |
| <b>Gender-diverse</b>   | 4.76                             | 23.81               | 9.52                      | 0                      | <b>38.09</b>  | 52.38 | 9.52         | 21            |

**SFS5.7 Experienced or observed someone be mocked because of their clothing.**

A total of 273 staff out of approximately 8,500 responded to this question.

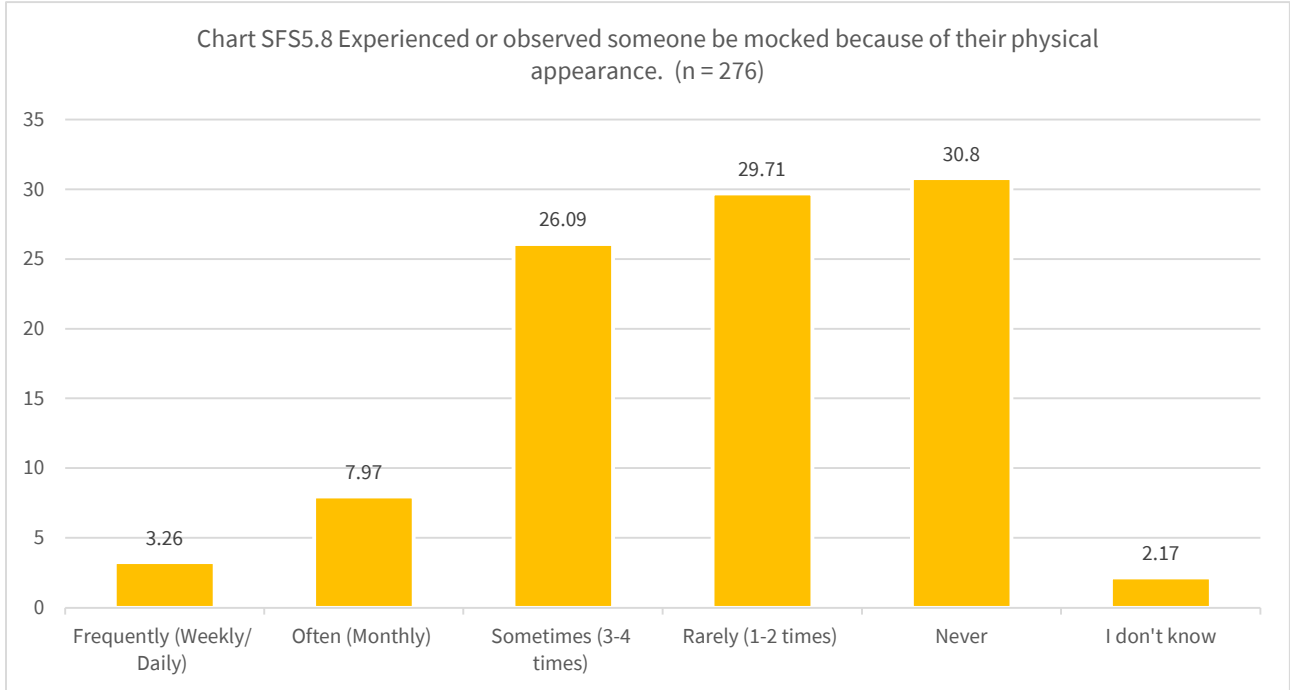
Sixty percent (60%) (n = 164 out of 273) of all staff respondents indicated they had experienced or observe instances of someone being mocked because of their clothing.



**SFS5.8 Experienced or observed someone be mocked because of their physical appearance.**

A total of 276 staff out of approximately 8,500 responded to this question.

Sixty-seven percent (67%) (n = 185 out of 276) of all staff respondents indicated they had experienced or observe someone be mocked because of their physical appearance at some point. Twelve percent (12%) (n = 33 out of 276) of staff respondents indicated they observed these incidents to occur *frequently or often*.



**SFS5.9 Experienced having someone touch your hair.**

A total of 273 staff out of approximately 8,500 responded to this question.

Twenty-one percent (21%) (n = 58 out of 273) of all staff respondents indicated they had experienced having someone touch their hair at some point. Twenty-three percent (23%) (n = 24 out of 103) of staff respondents who identified with a racialized group indicated they had experienced such incidents.

| Table SFS5.9 Experienced having someone touch your hair. |                                  |                     |                           |                        |               |       |              |               |
|--|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|---------------|
|  | Answer Choices %                 |                     |                           |                        |               |       |              | N = Responses |
|  | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never | I don't Know |               |
| <b>Response Groups</b>                                   |                                  |                     |                           |                        |               |       |              |               |
| <b>All Staff</b>   | 0.37                             | 2.2                 | 6.23                      | 12.09                  | <b>20.89</b>  | 76.92 | 2.2          | 273           |
| <b>Indigenous</b>  | 0                                | 16.67               | 0                         | 0                      | 16.67         | 83.33 | 0            | 6             |
| <b>Black / African</b>                                   | 0                                | 0                   | 0                         | 50                     | 50            | 50    | 0            | 4             |
| <b>East &amp; Southeast Asian</b>                        | 2.08                             | 2.08                | 4.17                      | 8.33                   | 16.66         | 83.33 | 0            | 48            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>     | 0                                | 0                   | 0                         | 0                      | 0             | 100   | 0            | 3             |
| <b>South Asian &amp; Indo-Caribbean</b>                  | 0                                | 0                   | 23.08                     | 23.08                  | 46.16         | 53.85 | 0            | 13            |
| <b>Hispanic/Latinx</b>                                   | 0                                | 0                   | 0                         | 0                      | 0             | 80    | 20           | 5             |
| <b>Mixed</b>   | 0                                | 4.17                | 12.5                      | 12.5                   | 29.17         | 62.5  | 8.33         | 24            |
| <b>Average (of 103 responses)</b>                        |                                  |                     |                           |                        | <b>22.67</b>  |       |              | 103 (Total)   |
| <b>White/Caucasian</b>                                   | 0                                | 1.78                | 5.33                      | 11.83                  | <b>18.94</b>  | 79.29 | 1.78         | 169           |

**SFS5.10 Experienced or observed someone be mocked because of their accent or ability to speak English.**

A total of 274 staff out of approximately 8,500 responded to this question.

Fifty-three percent (53%) (n = 58 out of 109) of staff respondents who identified with a racialized group indicated they had experienced or observed instances of someone being mocked because of their ability to speak English. Sixty-two percent (62%) (n = 170 out of 274) of all staff respondents indicated they had witnessed such incidents.

| Table SFS5.10 Experienced or observed someone be mocked because of their accent or ability to speak English. |  |                           |                                 |                                 |                  |       |                 |                       |
|--|--|---------------------------|---------------------------------|---------------------------------|------------------|-------|-----------------|-----------------------|
|  | Answer Choices %                       |                           |                                 |                                 |                  |       |                 |                       |
|  | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) | SUM<br>(A+B+C+D) | Never | I don't<br>Know | N =<br>Responses      |
| <b>Response Groups</b>   |  |                           |                                 |                                 |                  |       |                 |                       |
| <b>All Staff</b>   | 3.28                                   | 6.2                       | 23.72                           | 28.47                           | <b>61.67</b>     | 35.77 | 2.55            | 274                   |
| <b>Indigenous</b>  | 0                                      | 16.67                     | 16.67                           | 33.33                           | 66.67            | 33.33 | 0               | 6                     |
| <b>Black / African</b>   | 0                                      | 0                         | 25                              | 0                               | 25               | 75    | 0               | 4                     |
| <b>East &amp; Southeast Asian</b>  | 6.12                                   | 4.08                      | 28.57                           | 32.62                           | 71.39            | 28.57 | 0               | 49                    |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 0                                      | 0                         | 0                               | 66.67                           | 66.67            | 33.33 | 0               | 3                     |
| <b>South Asian &amp; Indo-Caribbean</b>  | 8.33                                   | 0                         | 16.67                           | 8.33                            | 33.33            | 58.33 | 8.33            | 12                    |
| <b>Hispanic/Latinx</b>   | 0                                      | 0                         | 0                               | 40                              | 40               | 40    | 20              | 5                     |
| <b>Mixed</b>   | 0                                      | 8.33                      | 33.33                           | 29.17                           | 70.83            | 25    | 4.17            | 24                    |
| <b>Average</b><br><i>(of 109 responses)</i>  |  |                           |                                 |                                 | <b>53.41</b>     |       |                 | 109<br><i>(Total)</i> |
| <b>White/Caucasian</b>   | 2.94                                   | 7.06                      | <b>22.94</b>                    | 27.65                           | 60.59            | 37.06 | <b>2.35</b>     | 170                   |

**SFS5.11 Experienced having your name mocked.**

A total of 277 staff out of approximately 8,500 responded to this question.

Thirty percent (30%) (n = 83 out of 277) of all staff respondents and staff who identified as White/Caucasian respectively indicated they had experienced having their name mocked at some point. This experience was shared by 23% (n = 24 out of 106) of staff respondents who identified with a racialized group.

| Table SFS5.10 Experienced having your name mocked.   |  |                           |                                 |                                 |                  |       |                 |                       |  |
|--|--|---------------------------|---------------------------------|---------------------------------|------------------|-------|-----------------|-----------------------|--|
|  | Answer Choices %                       |                           |                                 |                                 |                  |       |                 |                       |  |
|  | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) | SUM<br>(A+B+C+D) | Never | I don't<br>Know | N =<br>Responses      |  |
| <b>Response Groups</b>                               |  |                           |                                 |                                 |                  |       |                 |                       |  |
| <b>All Staff</b>                                     | 1.44                                   | 3.25                      | 8.3                             | 16.97                           | <b>29.96</b>     | 66.79 | 3.25            | 277                   |  |
| <b>Indigenous</b>                                    | 16.67                                  | 0                         | 0                               | 16.67                           | 33.34            | 66.67 | 0               | 6                     |  |
| <b>Black / African</b>                               | 0                                      | 0                         | 0                               | 0                               | 0                | 75    | 25              | 4                     |  |
| <b>East &amp; Southeast Asian</b>                    | 3.92                                   | 1.96                      | 5.88                            | 17.65                           | 29.41            | 68.63 | 1.96            | 51                    |  |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 0                                      | 0                         | 0                               | 0                               | 0                | 100   | 0               | 3                     |  |
| <b>South Asian &amp; Indo-Caribbean</b>              | 0                                      | 7.69                      | 7.69                            | 30.77                           | 46.15            | 53.85 | 0               | 13                    |  |
| <b>Hispanic/Latinx</b>                               | 0                                      | 0                         | 0                               | 20                              | 20               | 60    | 20              | 5                     |  |
| <b>Mixed</b>   | 0                                      | 0                         | 25                              | 12.5                            | 37.5             | 58.33 | 4.17            | 24                    |  |
| <b>Average</b><br><i>(of 106 responses)</i>          |  |                           |                                 |                                 | <b>23.77</b>     |       |                 | 106<br><i>(Total)</i> |  |
| <b>White/Caucasian</b>                               | 0.59                                   | 4.12                      | 7.65                            | 16.47                           | <b>28.83</b>     | 68.24 | 2.94            | 170                   |  |

**SFS5.11 Addressed with a dead name (a name you no longer use).**

A total of 269 staff out of approximately 8,500 responded to this question.

Eight percent (8%) (n = 22 out of 269) of all staff respondents indicated they had been deadnamed at some point. Ten percent (10%) (n = 2 out of 21) of staff respondents who identified as gender-diverse indicated they have had been addressed in such a way. Five percent (5%) (n = 1 out of 21) of staff respondents who identified as gender-diverse also indicated that incidents when they are addressed with a dead name occurred *often* or *monthly*.

| Table SFS5.11 Addressed with a dead name (a name you no longer use). |  |                           |                                 |                                 |                  |       |                 |                  |  |
|--|--|---------------------------|---------------------------------|---------------------------------|------------------|-------|-----------------|------------------|--|
|  | Answer Choices %                       |                           |                                 |                                 |                  |       |                 |                  |  |
|  | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) | SUM<br>(A+B+C+D) | Never | I don't<br>Know | N =<br>Responses |  |
| <b>Response Groups</b>   |  |                           |                                 |                                 |                  |       |                 |                  |  |
| <b>All Staff</b>   | 0                                      | 1.49                      | 2.23                            | 4.09                            | <b>7.81</b>      | 84.01 | 8.18            | 269              |  |
| <b>Gender-diverse</b>  | 0                                      | 4.8                       | 0                               | 4.76                            | <b>9.56</b>      | 66.67 | 23.81           | 21               |  |

**SFS5.12 Experienced being ignored or mocked when participating in group discussions.**

A total of 274 staff out of approximately 8,500 responded to this question.

Forty-two percent (42%) (n = 115 out of 274) of all staff respondents indicated they have experienced being ignored or mocked when participating in a group discussion at some point. Forty-eight percent (48%) (n = 50 out of 104) of staff respondents who identified with a racialized group and 54% (n = 38 out of 71) of staff respondents who identified as either gender-diverse, People with Disability, or People with Neurodivergence indicated they had been mocked in such a way. Staff respondents who identified with marginalized groups indicated experiencing such negative encounters more frequently than the overall staff respondent population.

| Table SFS5.12 Experienced being ignored or mocked when participating in group discussions. |                                  |                     |                           |                        |               |       |              |                       |
|--|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|-----------------------|
|  | Answer Choices %                 |                     |                           |                        |               |       | I don't Know | N = Responses         |
|  | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never |              |                       |
| <b>Response Groups</b>   |                                  |                     |                           |                        |               |       |              |                       |
| <b>All Staff</b>   | 3.28                             | 5.47                | 14.23                     | 18.98                  | <b>41.96</b>  | 55.47 | 2.55         | 274                   |
| <b>Indigenous</b>  | 16.67                            | 0                   | 33.33                     | 16.67                  | 66.67         | 33.33 | 0            | 6                     |
| <b>Black / African</b>   | 0                                | 0                   | 50                        | 0                      | 50            | 25    | 25           | 4                     |
| <b>East &amp; Southeast Asian</b>  | 4.08                             | 8.16                | 10.2                      | 14.29                  | 36.73         | 61.22 | 2.04         | 49                    |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>                                       | 0                                | 33.33               | 0                         | 33.33                  | 66.66         | 0     | 33.33        | 3                     |
| <b>South Asian &amp; Indo-Caribbean</b>  | 0                                | 0                   | 15.38                     | 38.46                  | 53.84         | 46.15 | 0            | 13                    |
| <b>Hispanic/Latinx</b>   | 0                                | 0                   | 0                         | 20                     | 20            | 40    | 40           | 5                     |
| <b>Mixed</b>   | 4.17                             | 4.17                | 16.67                     | 20.83                  | 45.84         | 50    | 4.17         | 24                    |
| <b>Average</b><br><i>(of 104 responses)</i>  |                                  |                     |                           |                        | <b>48.53</b>  |       |              | 104<br><i>(Total)</i> |
| <b>White/Caucasian</b>   | 2.96                             | 5.33                | 13.61                     | 18.93                  | <b>40.83</b>  | 58.58 | 0.59         | 169                   |
| <b>Gender-diverse</b>  | 9.52                             | 9.52                | 14.29                     | 14.29                  | 47.62         | 52.38 | 0            | 21                    |
| <b>People with Disability</b>  | 8                                | 8                   | 24                        | 20                     | 60            | 36    | 4            | 25                    |
| <b>People with Neurodivergence</b>   | 0                                | 8                   | 28                        | 20                     | 56            | 44    | 0            | 25                    |
| <b>Average</b><br><i>(of 71 responses)</i>   |                                  |                     |                           |                        | <b>54.54</b>  |       |              | 71<br><i>(Total)</i>  |

**SFS5.13 Observed someone appropriate or wear your cultural clothing in a way that is disrespectful.**

A total of 274 staff out of approximately 8,500 responded to this question.

Twenty percent (20%) (n = 21 out of 105) of all staff respondents who identified with a racialized group indicated they had observed someone appropriate or wear their cultural clothing in a disrespectful way. Fourteen percent (14%) (n = 24 out of 168) of staff respondents who identified as White/Caucasian indicated they had experienced such an incident.

**Table SFS5.13 Observed someone appropriate or wear your cultural clothing in a way that is disrespectful.**

| Response Groups                                      | Answer Choices %                 |                     |                           |                        |               |       | I don't Know | N = Responses         |
|--|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|-----------------------|
|  | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never |              |                       |
| <b>All Staff</b>                                     | 0.36                             | 3.28                | 5.47                      | 9.12                   | <b>18.23</b>  | 76.28 | 5.47         | 274                   |
| <b>Indigenous</b>                                    | 0                                | 16.67               | 0                         | 16.67                  | 33.34         | 0     | 66.67        | 6                     |
| <b>Black / African</b>                               | 0                                | 25                  | 0                         | 0                      | 25            | 50    | 25           | 4                     |
| <b>East &amp; Southeast Asian</b>                    | 0                                | 6                   | 8                         | 12                     | 26            | 70    | 4            | 50                    |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 0                                | 0                   | 0                         | 0                      | 0             | 66.67 | 33.33        | 3                     |
| <b>South Asian &amp; Indo-Caribbean</b>              | 0                                | 7.69                | 7.69                      | 15.38                  | 30.76         | 69.23 | 0            | 13                    |
| <b>Hispanic/Latinx</b>                               | 0                                | 0                   | 0                         | 0                      | 0             | 60    | 40           | 5                     |
| <b>Mixed</b>   | 0                                | 0                   | 16.67                     | 8.33                   | 25            | 70.83 | 4.17         | 24                    |
| <b>Average</b><br><i>(of 105 responses)</i>          |                                  |                     |                           |                        | <b>20.0</b>   |       |              | 105<br><i>(Total)</i> |
| <b>White/Caucasian</b>                               | 0.6                              | 1.79                | 3.57                      | 8.33                   | <b>14.29</b>  | 81.55 | 4.17         | 168                   |

**SFS5.14 Experienced being ridiculed or mocked for your ambition and goals.**

A total of 277 staff out of approximately 8,500 responded to this question.

Twenty-six percent (26%) (n = 72 out of 277) of all staff respondents indicated they had been ridiculed or mocked for their ambition and goals. Twenty-six percent (26%) (n = 27 out of 105) of staff respondents who identified with a racialized group and 26% (n = 44 out of 170) of staff respondents who identified as White/Caucasian indicated they shared this experience.

Forty-three percent (43%) (n = 31 out of 72) of staff respondents who identified as gender-diverse, People with Disability, and People with Neurodivergence indicated they had this experience. Fifty-seven (57%) (n = 15 out of 26) of staff respondents who identified as People with Disability indicated they had been ridiculed for their ambition and goals and they experience these incidents at a higher frequency than any of the other respondent identity groups.

| Table SFS5.14 Experienced being ridiculed or mocked for your ambition and goals. |  |                           |                                 |                                 |                  |       |                 |                       |
|--|--|---------------------------|---------------------------------|---------------------------------|------------------|-------|-----------------|-----------------------|
|  | Answer Choices %                       |                           |                                 |                                 |                  |       |                 |                       |
|  | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) | SUM<br>(A+B+C+D) | Never | I don't<br>Know | N =<br>Responses      |
| <b>Response Groups</b>   |  |                           |                                 |                                 |                  |       |                 |                       |
| <b>All Staff</b>   | 1.09                                   | 1.45                      | 7.61                            | 15.58                           | <b>25.73</b>     | 70.65 | 1.81            | 277                   |
| <b>Indigenous</b>  | 16.67                                  | 0                         | 0                               | 50                              | 66.67            | 33.33 | 0               | 6                     |
| <b>Black / African</b>   | 0                                      | 0                         | 25                              | 0                               | 25               | 50    | 25              | 4                     |
| <b>East &amp; Southeast Asian</b>  | 2                                      | 0                         | 4                               | 16                              | 22               | 72    | 6               | 50                    |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>                             | 0                                      | 0                         | 0                               | 0                               | 0                | 33.33 | 66.67           | 3                     |
| <b>South Asian &amp; Indo-Caribbean</b>  | 0                                      | 0                         | 7.69                            | 23.08                           | 30.77            | 69.23 | 0               | 13                    |
| <b>Hispanic/Latinx</b>   | 0                                      | 0                         | 20                              | 0                               | 20               | 60    | 20              | 5                     |
| <b>Mixed</b>   | 0                                      | 4.17                      | 4.17                            | 12.5                            | 20.84            | 75    | 4.17            | 24                    |
| <b>Average</b><br><i>(of 105 responses)</i>                                      |  |                           |                                 |                                 | <b>26.47</b>     |       |                 | 105<br><i>(Total)</i> |
| <b>White/Caucasian</b>   | 0.59                                   | 1.76                      | <b>8.82</b>                     | 14.71                           | <b>25.88</b>     | 72.94 | 1.18            | 170                   |
| <b>Gender-diverse</b>  | 4.76                                   | 4.76                      | <b>0</b>                        | 14.29                           | 23.81            | 71.43 | 4.76            | 21                    |
| <b>People with Disability</b>  | 3.85                                   | 11.54                     | 7.69                            | 34.62                           | 57.7             | 38.46 | 3.85            | 26                    |
| <b>People with Neurodivergence</b>   | 0                                      | 8                         | <b>20</b>                       | 20                              | 48               | 52    | 0               | 25                    |
| <b>Average</b><br><i>(of 72 responses)</i>                                       |  |                           |                                 |                                 | <b>43.17</b>     |       |                 | 72<br><i>(Total)</i>  |

**SFS5.15 Been told you are too aggressive or disruptive.**

A total of 275 staff out of approximately 8,500 responded to this question.

Thirty-five percent (35%) (n = 96 out of 275) of all staff respondents indicated they had been told they are too aggressive or disruptive at some point. Forty percent (40%) (n = 29 out of 72) of staff respondents who identified as gender-diverse, People with Disability, and People with Neurodivergence indicated they had been told they are too aggressive and disruptive.

Fifty-four percent (54%) (n = 14 out of 26) of staff respondents who identified as People with Disability and 52% (n = 13 out of 25) of staff respondents who identified as People with Neurodivergence indicated they had this experience. These respondent groups indicated these experiences occur with more regularity for them. Twenty-three percent (23%) (n = 6 out of 26) of staff respondents who identified as People with Disability indicated this occurs on a frequent (weekly or daily) or often (monthly) basis.



| Table SFS5.15 Been told you are too aggressive or disruptive. |  |                           |                                 |                                 |                  |       |                 |                       |  |
|---|--|---------------------------|---------------------------------|---------------------------------|------------------|-------|-----------------|-----------------------|--|
|   | Answer Choices %                       |                           |                                 |                                 |                  |       |                 |                       |  |
|   | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Sometimes<br>(3-4 times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) | SUM<br>(A+B+C+D) | Never | I don't<br>Know | N =<br>Responses      |  |
| <b>Response Groups</b>  |  |                           |                                 |                                 |                  |       |                 |                       |  |
| <b>All Staff</b>  | 1.45                                   | 5.09                      | 11.27                           | 16.73                           | <b>34.54</b>     | 62.91 | 2.55            | 275                   |  |
| <b>Indigenous</b>   | 0                                      | 0                         | 20                              | 0                               | 20               | 80    | 0               | 5                     |  |
| <b>Black / African</b>  | 0                                      | 0                         | 25                              | 25                              | 50               | 25    | 25              | 4                     |  |
| <b>East &amp; Southeast Asian</b>                             | 4                                      | 4                         | 12                              | 10                              | 30               | 66    | 4               | 50                    |  |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>          | 0                                      | 0                         | 0                               | 0                               | 0                | 66.67 | 33.33           | 3                     |  |
| <b>South Asian &amp; Indo-Caribbean</b>                       | 0                                      | 0                         | 23.08                           | 30.77                           | 53.85            | 46.15 | 0               | 13                    |  |
| <b>Hispanic/Latinx</b>  | 0                                      | 0                         | 0                               | 0                               | 0                | 80    | 20              | 5                     |  |
| <b>Mixed</b>  | 0                                      | 8.33                      | 16.67                           | 16.67                           | 41.67            | 58.33 | 0               | 24                    |  |
| <b>Average</b><br><i>(of 104 responses)</i>                   |  |                           |                                 |                                 | <b>27.93</b>     |       |                 | 104<br><i>(Total)</i> |  |
| <b>White/Caucasian</b>  | 1.18                                   | 5.29                      | 9.41                            | 18.82                           | <b>34.7</b>      | 64.12 | 1.18            | 170                   |  |
| <b>Gender-diverse</b>   | 0                                      | 9.52                      | 4.76                            | 19.05                           | 33.33            | 61.9  | 4.76            | 21                    |  |
| <b>People with Disability</b>                                 | 7.69                                   | 15.38                     | 15.38                           | 15.38                           | 53.83            | 42.31 | 3.85            | 26                    |  |
| <b>People with Neurodivergence</b>                            | 4                                      | 8                         | 16                              | 24                              | 52               | 48    | 0               | 25                    |  |
| <b>Average</b><br><i>(of 72 responses)</i>                    |  |                           |                                 |                                 | <b>40.36</b>     |       |                 | 72<br><i>(Total)</i>  |  |

**SFS5.16 In this school year, have you or a student you know experienced bullying or harassment due to any of the following reasons attached your identity: (Select all that apply)**

A total of 244 staff out of approximately 8,500 responded to this question.

Staff respondents noted that gender and sexual orientation (12%) (n = 29 out of 244), race or ethnicity (12%) (n = 29 out of 244), and religion or faith (5%) (n = 12 out of 244), were some of the most prevalent identities attached reasons for experiencing bullying or harassment.

**Table SFS5.16 Have you or a student you know ever experienced bullying or harassment due to any of the following reasons attached to your identity: (Select all that apply)**

| Answer Choices                             | Responses % |
|--|-------------|
| Race or ethnicity                          | 11.89       |
| Religion or faith                          | 4.51        |
| Sex (male/female)                          | 8.61        |
| 2SLGBTQIA+                                 | 3.28        |
| Disability                                 | 2.87        |
| Language                                   | 2.05        |
| Family level of income                     | 0.41        |
| No experience of being bullied or harassed | 67.21       |
| Other                                      | 10.66       |
| <b>Answered</b>                            | <b>244</b>  |

**SFS5.17 Where do you observe most acts of racism and discrimination taking place in the school community? (Select all that apply)**

A total of 244 staff out of approximately 8,500 responded to this question.

Thirty-six percent (36%) (n = 88 out of 244) of staff respondents indicated that acts of racism and discrimination occur during interactions with students. Thirty-four percent (34%) (n = 83 out of 244) of staff respondents indicated such acts occur during interactions with staff in the school, and 12% (n = 29 out of 244) of staff respondents indicated such acts occur during interactions with families.

Staff responses indicated that many of these acts take place in various locations throughout the school. The prominent spaces as noted by the staff respondents for such acts to occur include hallways and stairwells (36%) (n = 88 out of 244), shared spaces (28%) (n = 68 out of 244), athletic field, and playground (26%) (n = 63 out of 244).

**Table SFS5.17 Where do you observe most acts of racism and discrimination taking place in the school community? (Select all that apply)**

| Answer Choices   | Responses % |
|--|-------------|
| During interactions with students                                    | 36.07       |
| During interactions with staff in the school                         | 34.02       |
| During interactions with families                                    | 12.70       |
| Online   | 21.31       |
| In the classroom   | 20.08       |
| In the changerooms   | 0.82        |
| On the athletic field or playground                                  | 26.23       |
| Parking lot  | 2.46        |
| In the neighbourhood (outside of the school)                         | 22.13       |
| In school sports teams   | 2.87        |
| In school clubs  | 1.64        |
| In shared spaces (e.g., cafeteria, auditorium, gyms, library, etc.). | 28.28       |
| Hallways and stairwells  | 35.66       |
| Other (please specify)   | 15.98       |
| <b>Answered</b>  | <b>244</b>  |

**SFS5.17a Other Spaces, please Specify:**

A total of 34 staff responses to this question were reviewed to develop the following themes.

Staff respondents shared the following on where they have observed most acts of racism and discrimination take place in the school community not listed above:

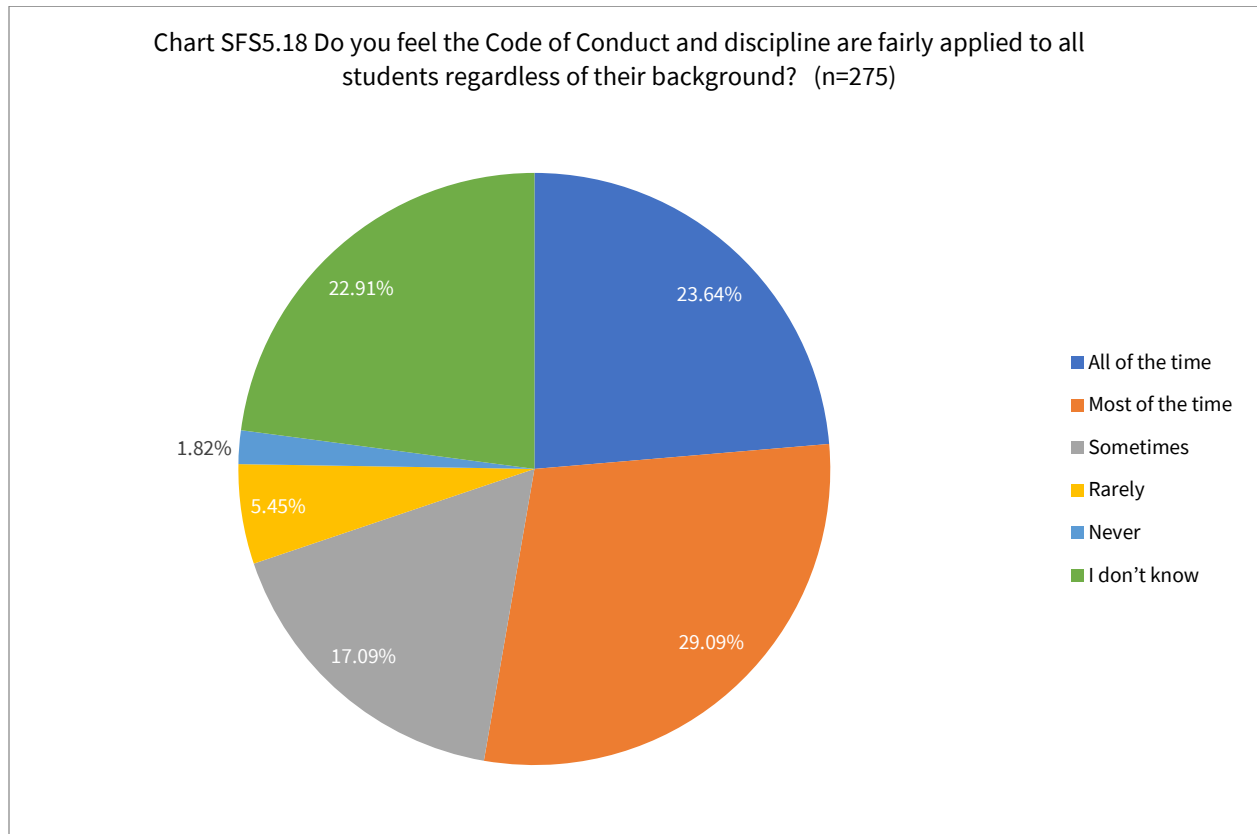
- Announcements to students and families.
- Professional Development opportunities.
- Staff room / other staff gatherings.
- Subtle interactions (e.g., microaggressions).
- VSB Board
- BCTF Communications

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

**SFS5.18 Do you feel the Code of Conduct and discipline are fairly applied to all students regardless of their background?**

A total of 275 staff out of approximately 8,500 responded to this question.

Fifty-three percent (53%) (n = 146 out of 275) of all staff respondents indicated they feel the Code of Conduct and discipline are fairly applied *all or most of the time* to all students regardless of their background. Seventeen percent (17%) (n = 47 out of 275) of staff respondents indicated this happened only *sometimes* and five percent (5%) (n = 14 out of 275) of staff respondents indicated this *rarely* occurred. Twenty-three percent (23%) (n = 63 out of 275) of all staff respondents indicated they *did not know* if the Conduct of Code and discipline was applied fairly.



**SS5.19 Do you feel safe and comfortable to report any incident of racism or discrimination of any form that you may have experienced or witnessed to the Vancouver School Board?**

A total of 276 staff out of approximately 8,500 responded to this question.

Fifty-four percent (54%) (n = 149 out of 276) of all staff respondents indicated they feel safe and comfortable to report any incident of racism or discrimination that they may have experienced or witnessed to the VSB. Twenty percent (20%) (n = 55 out of 276) of all staff respondents indicated they *did* not feel safe and comfortable reporting any such incident. Twenty percent (20%) (n = 55 out of 276) of all staff respondents also indicated they *did not know* if they could safely and comfortably report such incidents.

Forty-two percent (42%) (n = 44 out of 105) of staff respondents who identified with a racialized group and staff respondent group who identified as gender-diverse, People with Disability, and People with Neurodivergence (n = 32 out of 72) indicated they feel safe and comfortable *all or most of the time* to report such incidents.

| Table SS5.19 Do you feel safe and comfortable to report any incident of racism or discrimination of any form that you may have experienced or witnessed to the Vancouver School Board? |                  |              |              |                      |                       |
|--|------------------|--------------|--------------|----------------------|-----------------------|
|  | Answer Choices % |              |              |                      |                       |
|  | Yes              | No           | I don't know | Prefer Not To Answer | N = Responses         |
| <b>Response Groups</b>   |                  |              |              |                      |                       |
| <b>All Staff</b>   | <b>54.35</b>     | <b>20.29</b> | 20.65        | 4.71                 | 276                   |
| <b>Indigenous</b>  | 50               | 33.33        | 0            | 16.67                | 6                     |
| <b>Black / African</b>   | 25               | 50           | 25           | 0                    | 4                     |
| <b>East &amp; Southeast Asian</b>  | 39.22            | 25.49        | 25.49        | 9.8                  | 51                    |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 66.67            | 33.33        | 0            | 0                    | 3                     |
| <b>South Asian &amp; Indo-Caribbean</b>  | 41.67            | 41.67        | 16.67        | 0                    | 12                    |
| <b>Hispanic/Latinx</b>   | 20               | 20           | 60           | 0                    | 5                     |
| <b>Mixed</b>   | 54.17            | 25           | 20.83        | 0                    | 24                    |
| <b>Average</b><br><i>(of 105 responses)</i>  | <b>42.39</b>     | <b>32.69</b> | 21.14        | 3.78                 | 105<br><i>(Total)</i> |
| <b>White/Caucasian</b>   | <b>61.76</b>     | <b>15.29</b> | 18.82        | 4.12                 | 170                   |
| <b>Gender-diverse</b>  | 47.62            | 19.05        | 23.81        | 9.52                 | 21                    |
| <b>People with Disability</b>  | 37.04            | 29.63        | 22.22        | 11.11                | 27                    |
| <b>People with Neurodivergence</b>   | 41.67            | 37.5         | 16.67        | 4.17                 | 24                    |
| <b>Average</b><br><i>(of 72 responses)</i>   | <b>42.11</b>     | <b>28.73</b> | 20.90        | 8.27                 | 72<br><i>(Total)</i>  |

**SFS5.20 What are some reasons that may prevent staff, students, or families from reporting incidents of racism or discrimination?**

A total of 267 staff out of approximately 8,500 responded to this question.

Staff respondents (n = 267) provided insights into the reasons that may prevent someone from reporting an incident of racism and discrimination. The most prominent reasons why someone may not report an incident as indicated by all staff respondents include not knowing how to report (66%) (n = 176 out of 267), not fully recognizing that racism or discrimination took place (59%) (n = 157 out of 267), and fear of consequences from staff (55%) (n = 147 out of 267).

Staff respondents noted language barriers (39%) (n = 104 out of 267), fear of consequences from students (39%) (n = 104 out of 267), and fear of upsetting families (33%) (n = 88 out of 267) as additional important reasons why someone may not report an incident.

| Table SFS5.20 What are some reasons that may prevent staff, students, or families from reporting incidents of racism or discrimination? (Select all that apply): |             |
|--|-------------|
| Answer Choices   | Responses % |
| Not knowing how to report  | 65.92       |
| Fear of consequences from students   | 38.58       |
| Fear of consequences from staff  | 55.43       |
| Fear of upsetting family   | 33.71       |
| Language barriers  | 39.33       |
| Not fully recognizing that racism or discrimination took place   | 59.18       |
| Other (please specify)   | 18.35       |
| <b>Answered</b>  | <b>267</b>  |

**SFS5.20a Other Please Specify:**

A total of 45 staff responses to this question were reviewed to develop the following themes.

Staff respondents shared the following reasons that have prevented them or others from reporting incidents of racism and discrimination not listed above:

- Fear of retribution and diminishing the experience of the individual(s) who experienced the incident(s) of racism and discrimination by VSB, school administrators, and other staff.
- Lack of trust in the VSB, school administrators, and staff to take appropriate actions to address the incident.
- Unsure if the experience will be considered valid.
- Lack of clear processes and systems in place to support staff.
- Staff respondents feel they do not want to raise attention to themselves – instead they elect to stay silent.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

**SFS5.21 Have you used any of the following supports in your school when dealing with racism or discrimination experienced by yourself or by someone else?**

A total of 209 staff out of approximately 8,500 responded to this question.

Staff respondents (n = 209) indicated they have leveraged a variety of supports in the school when dealing with racism or discrimination. The top supports used by staff respondents when dealing with such incidents include the school administration (56%) (n = 117 out of 209), teachers (47%) (n = 98 out of 209), and counsellors (36%) (n = 75 out of 209).

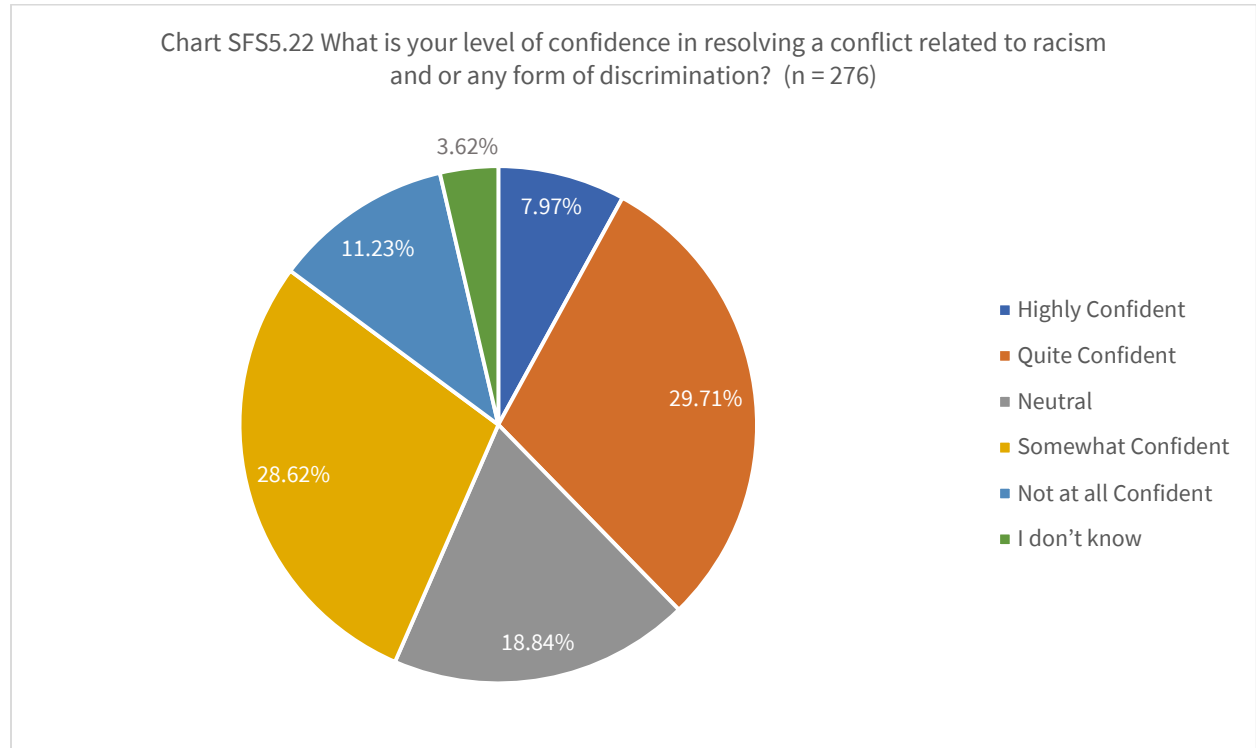
= 75 out of 209). Twenty-two percent (22%) of staff respondents indicated they have used anti-racism resources. Seventeen percent (17%) (n = 35 out of 209) of all staff respondents indicated they *did not know* what supports are available to them.

| Table SFS5.21 Have you used any of the following supports in your school when dealing with racism or discrimination experienced by yourself or by someone else? (select all that apply) |             |
|---|-------------|
| Answer Choices  | Responses % |
| School Administration   | 55.98       |
| Teachers  | 47.37       |
| Counsellors   | 36.36       |
| Youth and Family Workers  | 15.79       |
| Anti-Racism Resources   | 21.53       |
| Vancouver School Board Administrative Procedures  | 9.57        |
| I do not know what supports are available to me   | 16.75       |
| Other   | 9.57        |
| <b>Answered</b>   | <b>209</b>  |

**SFS5.22 What is your level of confidence in resolving a conflict related to racism and or any form of discrimination?**

A total of 276 staff out of approximately 8,500 responded to this question.

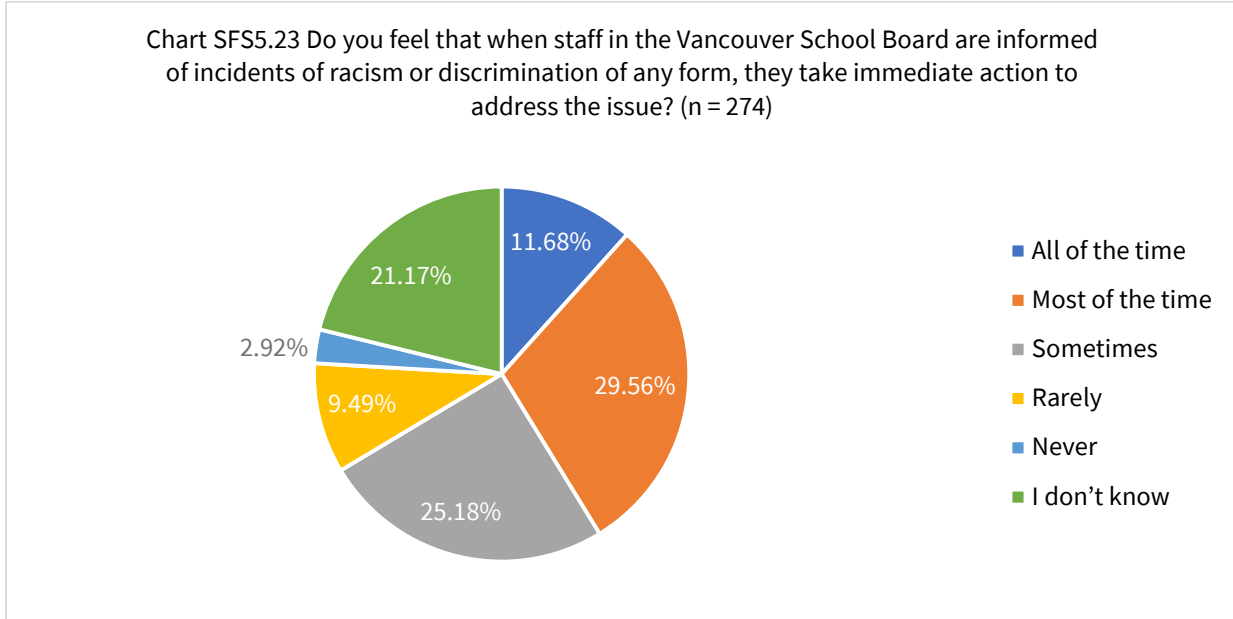
Eight percent (8%) (n = 22 out of 276) of staff respondents indicated they are *highly confident* in resolving a conflict related to racism and discrimination. Thirty percent (30%) (n = 83 out of 276) of staff respondents indicated they were *quite confident* in resolving such conflicts. Eleven percent (11%) (n = 30 out of 276) of all staff respondents indicated they were *not at all confident* in resolving such an issue. Twenty-nine percent (29%) of staff indicated they were only *somewhat confident* to resolve such an issue.



**SFS5.23 Do you feel that when staff in the Vancouver School Board are informed of incidents of racism or discrimination of any form, they take immediate action to address the issue?**

A total of 274 staff out of approximately 8,500 responded to this question.

Forty-one percent (41%) (n = 112 out of 274) of all staff respondents indicated they felt the VSB takes immediate action *all or most of the time* to address an incident of racism or discrimination. Thirteen percent (13%) (n = 36 out of 274) of the staff respondents indicated that the staff of the Board only *rarely or never* take immediate action. Twenty-one percent (21%) (n = 57 out of 274) of all staff respondents indicated they *did not know* if the Board took immediate action when informed of an incident of racism and discrimination.

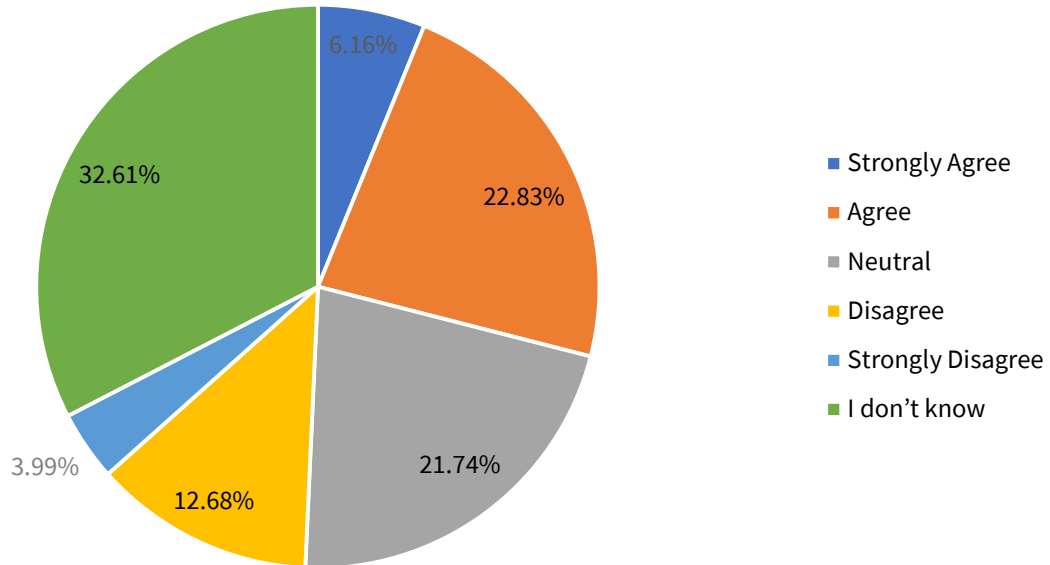


**SFS5.24 Do you feel that the actions taken by staff of the Vancouver School Board when they are informed of incidents of racism and discrimination are fair and effective?**

A total of 276 staff out of approximately 8,500 responded to this question.

Thirty-three percent (33%) (n = 91 out of 276) of all staff respondents indicated they *did not know* if the actions taken by the VSB are fair and effective in response to incidents of racism and discrimination. Twenty-nine percent (29%) (n = 80 out of 276) of all staff respondents indicated they *agreed or strongly agreed* that such actions of the Board are fair and effective.

Chart SFS5.24 Do you feel that the actions taken by staff of the Vancouver School Board when they are informed of incidents of racism and discrimination are fair and effective? (n = 276)



**SFS5.24a If you responded “neutral”, “disagree”, “strongly disagree” to the previous question, please tell us more:**

*A total of 76 staff responses to this question were reviewed to develop the following themes.*

Staff respondents who responded with “neutral”, “disagree”, or “strongly disagree” to the previous question on the fairness and effectiveness of actions taken by staff of the VSB to address incidents of racism and discrimination shared the following:

- When incidents are reported – the VSB react in a manner that is patronizing and dismisses the report, there is no follow-through,
  - Staff respondents shared that when they have reported, they do not know if any action results, which deters them from wanting to report in the future.
- Staff respondents noted that the VSB behaves in a highly reactive manner instead of being proactive about preventing these incidents from continuing to occur.
  - Incidents that take place online are considered a grey area – but there needs to be more measures around understanding the impact of these actions.
- Staff respondents shared they feel administrators behave in a highly inequitable manner – often dismissing reporting, neglecting to report back to staff, and enabling these racist and discriminatory behaviours.
  - Staff respondents reported incidents where the administrators actively discourage staff to seek out support internally.

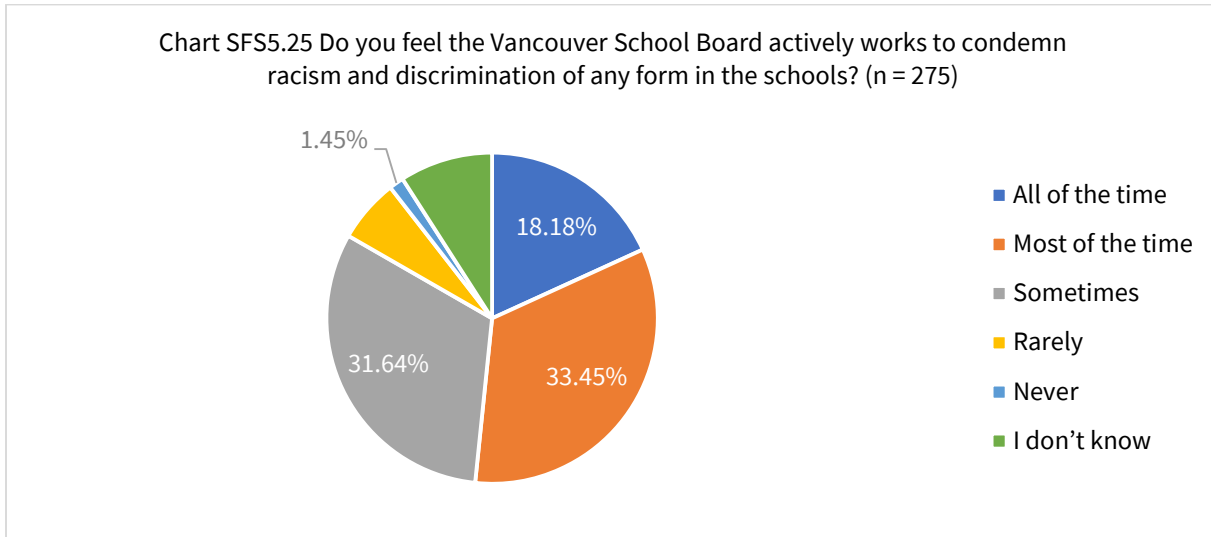
Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.



**SFS5.25 Do you feel the Vancouver School Board actively works to condemn racism and discrimination of any form in the schools?**

A total of 275 staff out of approximately 8,500 responded to this question.

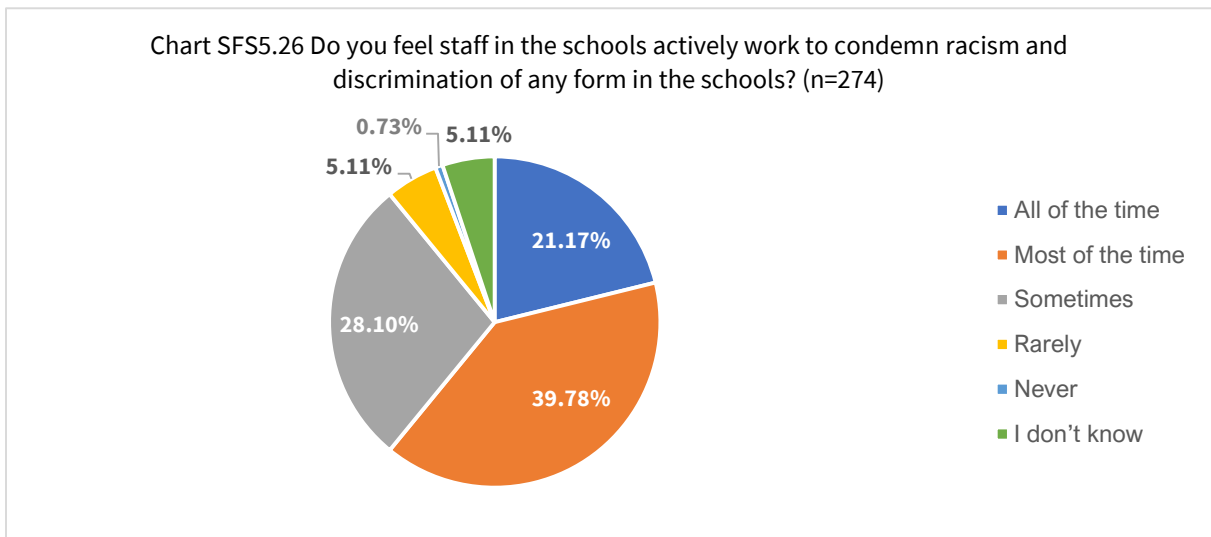
Fifty-two percent (52%) (n = 39 out of 275) of all staff respondents indicated they feel the VSB actively works *all or most of the time* to condemn racism and discrimination of any form in the schools. Thirty-two percent (32%) (n = 88 out of 275) of all staff respondents indicated they feel the Board only *sometimes* actively worked to condemn such acts.



**SFS5.26 Do you feel staff in the schools actively work to condemn racism and discrimination of any form in the schools?**

A total of 274 staff out of approximately 8,500 responded to this question.

Sixty-one percent (61%) (n = 167 out of 274) of all staff respondents indicated they felt staff in the school actively work *all or most of the time* to condemn racism and discrimination of any form in the schools. Twenty-eight percent (28%) (n = 76 out of 274) of the staff respondents indicated they felt staff only *sometimes* actively work to condemn such acts.



**SFS5.27 Do you find any of the following challenges or barriers in advancing anti-racism and non-discrimination?**

A total of 274 staff out of approximately 8,500 responded to this question.

Staff respondents highlighted the top challenges and barriers they face in advancing anti-racism and non-discrimination that include limited training and knowledge (75%) (n = 205 out of 274), limited policies and resources (50%) (n = 137 out of 274), and fear of public perception (27%) (n = 74 out of 274).

| Table SFS5.27 Do you find any of the following challenges or barriers in advancing anti-racism and non-discrimination? (select all that apply) |             |
|--|-------------|
| Answer Choices   | Responses % |
| Limited support from school administration   | 22.54       |
| Limited training and knowledge   | 75.41       |
| Limited support from parents   | 20.49       |
| Limited policies and resources   | 49.59       |
| Fear of public perception  | 27.46       |
| Other, please specify  | 17.21       |
| <b>Answered</b>  | <b>244</b>  |

**SFS5.27a Other, please specify:**

A total of 39 staff responses to this question were reviewed to develop the following themes.

Staff respondents shared the following challenges or barriers in advancing anti-racism and non-discrimination not listed above:

- Limited time to do the learning and planning.
- Feeling overwhelmed and fear of saying the wrong thing.
- Fear of school administrators.
- Lack of depth and breadth of knowledge (e.g., only sharing perspectives of certainly IBPOC, excluding other perspectives such as Jewish perspectives).
- Need more resources and non-partisan groups to ensure perspectives being shared are not biased.
- Disconnect between the policy, administration, and staff.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

**SFS5.28 Is there anything you would like to share about the racism or discrimination in the school that you have experienced or observed?**

A total of 66 staff responses to this question were reviewed to develop the following themes.

Staff respondents shared the following on racism or discrimination in school that they have experienced or observed:

- Microaggressions constantly occur at all levels of staff, administration, and in the VSB. There is little training available, and this is not viewed as racism.
- Sexism and bullying occur at all levels of staff, administration, and in the VSB (e.g., fetishization of Asian staff). Staff respondents feel there is little recourse for when incidents of this nature are reported.
- Discrimination against immigrant students and staff – they are treated as if they are second-rate citizens.
- Administration and staff will openly discuss students and other staff in a racist manner.

- Language is used in an extremely casual manner and is often quite harmful. For example, comparing certain programming at school to residential schools.
- Textbooks are outdated and racist – they perpetuate negative stereotypes and ideas towards IBPOC, 2SLGBTQIA+, gender-diverse, and neurodivergent staff and students.
- The academic calendar is inherently discriminatory – certain cultures are prioritized over others (e.g., Christmas vs. Yom Kippur).

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Section 6: COVID-19 Impacts

This section asked staff to respond to questions about the impacts of the COVID-19 pandemic on their work and personal life. This section provides further insights into understanding some of the elevated challenges and vulnerabilities experienced by staff who identified with marginalized groups during the pandemic.

### Section 6 – Key Findings

*Note: These findings reflect the responses collected from the survey respondents and are not representative of all the staff in the VSB. For further information on the number of responses collected for each survey question please review the findings in the following section.*

**Staff with heightened vulnerabilities and marginalized identities experienced greater disruptions to their family employment structures and lifestyles during the pandemic.**

- Forty-five percent (45%) (n = 143 out of 274) of all staff respondents indicated the employed members of their household were able to work from home.
  - Thirty-eight percent (38%) (n = 27 out of 71) of staff respondents who identified as either gender-diverse People with Disability, or People with Neurodivergence indicated the employed members in their household were able to work from home.
  - Twenty-six percent (26%) (n = 18 out of 71) of staff respondents in this grouping also reported being the only employed member of their household.
- Less than one percent (<1%) (n = 3 out of 271) of the staff respondents indicated job losses among the members of their household. Job losses were concentrated among one percent (1%) (n = 2 out of 166) of staff respondents who identified as White/Caucasian.
- Eleven percent (11%) (n = 30 out of 270) of all staff respondents indicated they or a family member had fallen sick from contracting COVID-19.
  - Twenty-two percent (22%) (n = 21 out of 103) of staff respondents who identified with a racialized group indicated they or a family member had fallen sick from COVID-19.
- Thirteen percent (13%) (n = 35 out of 271) of all staff respondents indicated they had lost a family member or close friend due to COVID-19.
  - Twenty-seven percent (27%) (n = 28 out of 104) of staff respondents who identified with a racialized group indicated losing someone close due to COVID-19.
  - Thirty-four percent (34%) (n = 9 out of 26) of staff respondents who identified as People with Disability indicated they had lost someone during the pandemic.

**Staff with heightened vulnerabilities and marginalized identities experienced greater challenges in working from home during the pandemic.**

- Seventy-two percent (72%) (n = 195 out of 271) of all staff respondents indicated they had the equipment needed to begin working from home. Twenty-one percent (21%) (n = 57 out of 271) of staff respondents noted additional equipment was needed for them to work from home.
  - Sixty-one percent (61%) (n = 16 out of 26) of staff respondents who identified as People with Disability and 50% (n = 12 out of 24) of staff who identified as People with Neurodivergence indicated they had the full necessary equipment to work from home.
- Eleven percent (11%) (n = 29 out of 266) of all staff respondents indicated they needed financial support or accommodation to purchase the equipment needed to work from home.

- Twenty-five percent (25%) (n = 17 out of 70) of staff respondents who identified as either gender-diverse, People with Disability, or People with Neurodivergence indicated they needed this form of support.

Staff have observed an increase in racism and discrimination during the pandemic.

- Fifty-seven percent (57%) (n = 152 out of 267) of all staff respondents indicated they had experienced or observed an increase in racism and discrimination since the pandemic began.
  - Seventy-two percent (72%) (n = 73 out of 102) of staff respondents who identified with a racialized group indicated they had experienced and observed such an increase.
  - Sixty-one percent (61%) (n = 14 out of 23) of staff respondents who identified as People with Neurodivergence indicated they experienced or observed an increase in racism and discrimination.
- Thirty-five percent (35%) (n = 75 out of 214) of staff respondents indicate acts of racism and discrimination take place outside in the neighbourhood and 33% (n = 71 out of 214) of all staff respondents indicated such acts take place online.
  - Twenty-four percent (24%) (n = 51 out of 214) of all staff respondents indicated these acts take place during interactions with students.
- Half (50%) (n = 135 out of 270) of all staff respondents indicated they feel the school administration has actively worked *all or most of the time* to address racism and discrimination since the pandemic began.

## Section 6 – Survey Results

### SFS6.1 During the pandemic have the employed family members in your household been able to work from home?

A total of 271 staff out of approximately 8,500 responded to this question.

Forty-five percent (45%) (n = 123 out of 274) of all staff respondents indicated the employed members of their household were able to work from home. Thirty-eight percent (38%) (n = 27 out of 71) of staff respondents who identified as gender-diverse People with Disability, and People with Neurodivergence indicated the employed members in their household were able to work from home. Twenty-six percent (26%) (n = 18 out of 71) of staff respondents in this grouping reported being the only employed member of their household.

Less than one percent (<1%) (n = 3 out of 271) of staff respondents indicated job losses among the members of their household. Job losses were concentrated among one percent (1%) (n = 2 out of 166) of staff who identified as White/Caucasian.

| Table SFS6.1 During the pandemic have the employed family members in your household been able to work from home? |                  |                          |   |  |  |                    |
|--|------------------|--------------------------|---|--|--|--------------------|
| Response Groups  | Answer Choices % |                          |   |  |  | N = Responses      |
|  | Yes              | No – they lost their job | No – they are in an essential frontline job | No – their job is not a frontline job but required to work in person | I am the only employed member of the household |                    |
| <b>All Staff</b>   | <b>45.02</b>     | <b>0.74</b>              | <b>24.35</b>                                | <b>10.7</b>  | <b>19.19</b>                                   | <b>271</b>         |
| <b>Indigenous</b>  | 50               | 0                        | 16.67                                       | 0  | 33.33  | 6                  |
| <b>Black / African</b>   | 25               | 0                        | 25  | 0  | 50   | 4                  |
| <b>East &amp; Southeast Asian</b>  | 46.94            | 0                        | 16.33                                       | 16.33  | 20.41  | 49                 |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 33.33            | 0                        | 33.33                                       | 33.33  | 0  | 3                  |
| <b>South Asian &amp; Indo-Caribbean</b>  | 46.15            | 0                        | 23.08                                       | 15.38  | 15.38  | 13                 |
| <b>Hispanic/Latinx</b>   | 60               | 0                        | 0   | 0  | 40   | 5                  |
| <b>Mixed</b>   | 50               | 0                        | 25  | 16.67  | 8.33   | 24                 |
| <b>Average (of 104 responses)</b>  | <b>44.49</b>     | <b>0.00</b>              | <b>19.92</b>                                | <b>11.67</b>   | <b>23.92</b>                                   | <b>104 (Total)</b> |
| <b>White/Caucasian</b>   | <b>43.37</b>     | <b>1.2</b>               | <b>27.71</b>                                | <b>8.43</b>  | <b>19.28</b>                                   | 166                |
| <b>Gender-diverse</b>  | 42.86            | 0                        | 28.57                                       | 14.29  | 14.29  | 21                 |
| <b>People with Disability</b>  | 34.62            | 0                        | 15.38                                       | 15.38  | 34.62  | 26                 |
| <b>People with Neurodivergence</b>   | 37.5             | 0                        | 20.83                                       | 12.5   | 29.17  | 24                 |
| <b>Average (of 71 responses)</b>   | <b>38.33</b>     | <b>0.00</b>              | <b>21.59</b>                                | <b>14.06</b>   | <b>26.03</b>                                   | <b>71 (Total)</b>  |

**SFS6.2 Have you or anyone in your family fallen sick from contracting COVID-19?**

A total of 270 staff out of approximately 8,500 responded to this question.

COVID-19 amplified the challenges and risks faced by people from marginalized communities. Eleven percent (11%) (n = 30 out of 270) of all staff respondents indicated they or a family member had fallen sick from contracting COVID-19. Twenty-two percent (22%) (n = 23 out of 103) of staff respondents who identified with a racialized group indicated falling sick from COVID-19.

| Table SFS6.2 Have you or anyone in your family fallen sick from contracting COVID-19? |                  |              |              |                      |                              |
|---|------------------|--------------|--------------|----------------------|------------------------------|
| Response Groups   | Answer Choices % |              |              |                      | N = Responses                |
|   | Yes              | No           | I don't Know | Prefer Not to Answer |                              |
| <b>All Staff</b>  | <b>11.11</b>     | <b>85.93</b> | <b>1.11</b>  | <b>1.85</b>          | <b>270</b>                   |
| <b>Indigenous</b>   | 0                | 100          | 0            | 0                    | 6                            |
| <b>Black / African</b>  | 50               | 50           | 0            | 0                    | 4                            |
| <b>East &amp; Southeast Asian</b>   | 2.04             | 95.92        | 0            | 2.04                 | 49                           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>                                  | 66.67            | 1            | 0            | 0                    | 3                            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 25               | 75           | 0            | 0                    | 12                           |
| <b>Hispanic/Latinx</b>  | 0                | 80           | 20           | 0                    | 5                            |
| <b>Mixed</b>  | 12.5             | 87.5         | 0            | 0                    | 24                           |
| <b>Average</b><br><i>(of 103 responses)</i>   | <b>22.32</b>     | <b>69.92</b> | <b>2.86</b>  | <b>0.29</b>          | <b>103</b><br><i>(Total)</i> |
| <b>White/Caucasian</b>  | <b>11.45</b>     | <b>84.94</b> | <b>1.2</b>   | <b>2.41</b>          | <b>166</b>                   |
| <b>Gender-diverse</b>   | 4.76             | 90.48        | 0            | 4.76                 | 21                           |
| <b>People with Disability</b>   | 11.54            | 80.77        | 0            | 7.69                 | 26                           |
| <b>People with Neurodivergence</b>  | 20.83            | 75           | 0            | 4.17                 | 24                           |
| <b>Average</b><br><i>(of 71 responses)</i>  | <b>12.38</b>     | <b>82.08</b> | <b>0.00</b>  | <b>5.54</b>          | <b>71</b><br><i>(Total)</i>  |

**SS6.3 Have you experienced the loss of anyone in your family or close circle of friends due to COVID-19?**

A total of 271 staff out of approximately 8,500 responded to this question.

Thirteen percent (13%) (n = 35 out of 271) of all staff respondents indicated they had lost a family member or close friend due to COVID-19. Twenty-seven percent (27%) (n = 28 out of 104) of staff respondents who identified with a racialized group indicated losing someone close. Thirty-four percent (34%) (n = 8 out of 26) of staff respondents who identified as People with Disability indicated they had lost someone during the pandemic.

| Table SFS6.3 Have you experienced the loss of anyone in your family or close circle of friends due to COVID-19? |                  |              |              |                      |                       |
|---|------------------|--------------|--------------|----------------------|-----------------------|
| Response Groups   | Answer Choices % |              |              |                      | N = Responses         |
|   | Yes              | No           | I don't Know | Prefer Not to Answer |                       |
| <b>All Staff</b>  | <b>13.28</b>     | <b>84.87</b> | <b>0</b>     | <b>1.85</b>          | <b>271</b>            |
| <b>Indigenous</b>   | 0                | 83.33        | 0            | 16.67                | 6                     |
| <b>Black / African</b>  | 75               | 25           | 0            | 0                    | 4                     |
| <b>East &amp; Southeast Asian</b>   | 12.24            | 85.71        | 0            | 2.04                 | 49                    |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 33.33            | 66.67        | 0            | 0                    | 3                     |
| <b>South Asian &amp; Indo-Caribbean</b>   | 38.6             | 61.54        | 0            | 0                    | 13                    |
| <b>Hispanic/Latinx</b>  | 20               | 80           | 0            | 0                    | 5                     |
| <b>Mixed</b>  | 8.33             | 87.5         | 0            | 4.17                 | 24                    |
| <b>Average</b><br><i>(of 104 responses)</i>   | <b>26.79</b>     | <b>69.96</b> | <b>0.00</b>  | <b>3.27</b>          | 104<br><i>(Total)</i> |
| <b>White/Caucasian</b>  | <b>10.84</b>     | <b>87.95</b> | <b>0</b>     | <b>1.2</b>           | <b>166</b>            |
| <b>Gender-diverse</b>   | 0                | 95.24        | 0            | 4.76                 | 21                    |
| <b>People with Disability</b>   | 34.62            | 57.69        | 0            | 7.69                 | 26                    |
| <b>People with Neurodivergence</b>  | 8.33             | 79.17        | 0            | 12.5                 | 24                    |
| <b>Average</b><br><i>(of 71 responses)</i>  | <b>14.32</b>     | <b>77.37</b> | <b>0.00</b>  | <b>8.32</b>          | 71<br><i>(Total)</i>  |

**SFS6.4 Did you have the digital equipment (desktop or laptop computers, iPads, cameras, headphones, high-speed internet) to deliver virtual online learning or work from home when schools closed due to the pandemic?**

A total of 271 staff out of approximately 8,500 responded to this question.

Seventy-two percent (72%) (n = 195 out of 271) of all staff respondents indicated they had the equipment needed to begin working from home. Twenty-one percent (21%) (n = 57 out of 271) of staff respondents noted additional equipment was needed for them to work from home. Sixty-one percent (61%) (n = 16 out of 26) of staff respondents who identified as People with Disability and 50% (n = 12 out of 24) of staff respondents who identified as People with Neurodivergence indicated they had the full necessary equipment to work from home.



| SFS6.4 Did you have the digital equipment (desktop or laptop computers, iPads, cameras, headphones, high-speed internet) to deliver virtual online learning or work from home when schools closed due to the pandemic? |                  |                           |             |              |                              |
|--|------------------|---------------------------|-------------|--------------|------------------------------|
|  | Answer Choices % |                           |             |              |                              |
|  | Yes              | Some Equipment was Needed | No          | I don't Know | N = Responses                |
| <b>Response Groups</b>   |                  |                           |             |              |                              |
| <b>All Staff</b>   | <b>72.32</b>     | <b>21.03</b>              | <b>3.32</b> | <b>3.32</b>  | <b>271</b>                   |
| <b>Indigenous</b>  | 100              | 0                         | 0           | 0            | 6                            |
| <b>Black / African</b>   | 50               | 50                        | 0           | 0            | 4                            |
| <b>East &amp; Southeast Asian</b>  | 79.59            | 16.33                     | 0           | 4.08         | 49                           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 100              | 0                         | 0           | 0            | 3                            |
| <b>South Asian &amp; Indo-Caribbean</b>  | 53.85            | 30.77                     | 7.69        | 7.69         | 13                           |
| <b>Hispanic/Latinx</b>   | 80               | 20                        | 0           | 0            | 5                            |
| <b>Mixed</b>   | 66.67            | 20.83                     | 12.5        | 0            | 24                           |
| <b>Average</b><br><i>(of 104 responses)</i>  | <b>75.73</b>     | <b>19.70</b>              | <b>2.88</b> | <b>1.68</b>  | <b>104</b><br><i>(Total)</i> |
| <b>White/Caucasian</b>   | <b>71.08</b>     | <b>22.29</b>              | <b>3.01</b> | <b>3.61</b>  | <b>166</b>                   |
| <b>Gender-diverse</b>  | 71.43            | 19.05                     | 4.76        | 4.76         | 21                           |
| <b>People with Disability</b>  | 61.54            | 23.08                     | 15.38       | 0            | 26                           |
| <b>People with Neurodivergence</b>   | 50               | 41.67                     | 8.33        | 0            | 24                           |
| <b>Average</b><br><i>(of 71 responses)</i>   | <b>60.99</b>     | <b>27.93</b>              | <b>9.49</b> | <b>1.59</b>  | <b>71</b><br><i>(Total)</i>  |

**SFS6.5 Did you need financial support or accommodation to purchase the equipment needed to work from home?**

A total of 266 staff out of approximately 8,500 responded to this question.

Eleven percent (11%) (n = 29 out of 266) of all staff respondents indicated they needed financial support or accommodation to purchase the equipment needed to work from home. Twenty-five percent (25%) (n = 17 out of 70) of staff respondents who identified as gender-diverse, People with Disability, and People with Neurodivergence indicated they needed this form of support.

| SFS6.5 Did you need financial support or accommodation to purchase the equipment needed to work from home? |                  |              |              |                        |
|--|------------------|--------------|--------------|------------------------|
| Response Groups  | Answer Choices % |              |              | N = Responses          |
|  | Yes              | No           | I don't Know |                        |
| <b>All Staff</b>   | <b>10.9</b>      | <b>83.08</b> | <b>6.02</b>  | <b>266</b>             |
| <b>Indigenous</b>  | 0                | 100          | 0            | 5                      |
| <b>Black / African</b>   | 50               | 50           | 0            | 4                      |
| <b>East &amp; Southeast Asian</b>  | 10.2             | 79.59        | 10.2         | 49                     |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 0                | 100          | 0            | 3                      |
| <b>South Asian &amp; Indo-Caribbean</b>  | 8.33             | 83.33        | 8.33         | 12                     |
| <b>Hispanic/Latinx</b>   | 0                | 100          | 0            | 5                      |
| <b>Mixed</b>   | 13.04            | 82.61        | 4.35         | 23                     |
| <i>Average<br/>(of 101 responses)</i>  | <b>11.65</b>     | <b>85.08</b> | <b>3.27</b>  | <i>101<br/>(Total)</i> |
| <b>White/Caucasian</b>   | <b>10.98</b>     | <b>83.54</b> | <b>5.49</b>  | <b>164</b>             |
| <b>Gender-diverse</b>  | 19.05            | 76.19        | 4.76         | 21                     |
| <b>People with Disability</b>  | 28               | 60           | 12           | 25                     |
| <b>People with Neurodivergence</b>   | 29.17            | 62.5         | 8.33         | 24                     |
| <i>Average<br/>(of 70 responses)</i>   | <b>25.41</b>     | <b>66.23</b> | <b>8.36</b>  | <i>70<br/>(Total)</i>  |

**SFS6.6 Since the pandemic began, have you experienced or witnessed an increase in racism or discrimination of any form?**

*A total of 267 staff out of approximately 8,500 responded to this question.*

Fifty-seven percent (57%) (n = 152 out of 267) of all staff respondents indicated they had experienced or observed an increase in racism and discrimination since the pandemic began. Seventy-two percent (72%) (n = 73 out of 102) of staff respondents who identified with a racialized group indicated they had experienced and observed such an increase. Sixty-one percent (61%) (n = 14 out of 23) of staff respondents who identified as People with Neurodivergence indicated they experienced or observed an increase in racism and discrimination.

| Table SFS6.6 Since the pandemic began, have you experienced or witnessed an increase in racism or discrimination of any form? |                  |              |              |                       |
|---|------------------|--------------|--------------|-----------------------|
| Response Groups   | Answer Choices % |              |              | N = Responses         |
|   | Yes              | No           | I don't Know |                       |
| <b>All Staff</b>  | <b>56.55</b>     | <b>34.08</b> | <b>9.36</b>  | <b>267</b>            |
| <b>Indigenous</b>   | 66.67            | 16.67        | 16.67        | 6                     |
| <b>Black / African</b>  | 75               | 25           | 0            | 4                     |
| <b>East &amp; Southeast Asian</b>   | 79.59            | 20.41        | 0            | 49                    |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 66.67            | 33.33        | 0            | 3                     |
| <b>South Asian &amp; Indo-Caribbean</b>   | 76.92            | 23.08        | 0            | 13                    |
| <b>Hispanic/Latinx</b>  | 80               | 0            | 20           | 5                     |
| <b>Mixed</b>  | 54.55            | 31.82        | 13.64        | 22                    |
| <b>Average</b><br><i>(of 102 responses)</i>   | <b>71.34</b>     | <b>21.47</b> | <b>7.19</b>  | 102<br><i>(Total)</i> |
| <b>White/Caucasian</b>  | <b>46.34</b>     | <b>41.46</b> | <b>12.2</b>  | <b>164</b>            |
| <b>Gender-Diverse</b>   | 50               | 33.33        | 16.67        | 18                    |
| <b>People with Disability</b>   | 58.33            | 29.17        | 12.5         | 24                    |
| <b>People with Neurodivergence</b>  | 60.87            | 26.09        | 13.04        | 23                    |
| <b>Average</b><br><i>(of 65 responses)</i>  | <b>56.40</b>     | <b>29.53</b> | <b>14.07</b> | 65<br><i>(Total)</i>  |

### SFS6.7 Since the pandemic began, where do you find most acts of racism and discrimination take place in the school community?

A total of 214 staff out of approximately 8,500 responded to this question.

In addition to several staff reporting an observed increase in racism and discrimination since the onset of the pandemic, the venue for most of these incidents to take place shifted. Thirty-five percent (35%) (n = 75 out of 214) of staff respondents indicate acts of racism and discrimination take place outside in the neighbourhood and 33% (n = 71 out of 214) of all staff respondents indicated such acts take place online. Twenty-four percent (24%) (n = 51 out of 214) of all staff respondents indicated these acts take place during interactions with students.

| <b>SS6.7 Since the pandemic began, where do you find most acts of racism and discrimination take place in the school community? (Select all that apply)</b> |                  |
|---|------------------|
| <b>Answer Choices</b>   | <b>Responses</b> |
| During interactions with students   | 23.83            |
| During interactions with staff in the school  | 20.09            |
| During interactions with families   | 7.01             |
| Online  | 33.18            |
| In the classroom  | 10.28            |
| In the changerooms  | 0.00             |
| On the athletic field or playground   | 15.42            |
| Parking lot   | 0.47             |
| In the neighbourhood (outside of the school)  | 35.51            |
| In school sports teams  | 0.93             |
| In school clubs   | 0.00             |
| In shared spaces (e.g., cafeteria, auditorium, gyms, library, etc.).  | 14.02            |
| Hallways and stairwells   | 15.42            |
| Other, please specify   | 18.22            |
| <b>Answered</b>   | <b>214</b>       |

**SFS6.7a Other, please specify:**

A total of 27 staff responses to this question were reviewed to develop the following themes.

Staff respondents shared the following locations where they have found most acts of racism and discrimination since the pandemic began, other than those locations listed above:

- Student interactions in class when not under direct supervision (reported after the fact).
- Interactions with the VSB Staff.
- Working with Social Workers and staff at the Ministry of Children and Family Development.
- Students have shared experiences of having COVID-19 attributed to them on school grounds.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

**SFS6.8 Do you feel the school administration has actively worked to condemn racism and discrimination of any form since the pandemic began?**

A total of 270 staff out of approximately 8,500 responded to this question.

Fifty percent (50%) (n = 135 out of 270) of all the staff respondents indicated they feel the school administration has actively worked *all or most of the time* to address racism and discrimination since the pandemic began. Forty-eight percent (48%) (n = 130 out of 270) of staff respondents who identified either as gender-diverse, People with Disability, or People with Neurodivergence indicated they viewed school administration to be actively condemning these acts.

**Table SFS6.8 Do you feel the school administration has actively worked to condemn racism and discrimination of any form since the pandemic began?**

|  | Answer Choices %    |                       |              |               |            |              |       |              | N = Responses |
|--|---------------------|-----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | All of the Time (A) | Most of the Times (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>                               |                     |                       |              |               |            |              |       |              |               |
| <b>All Staff</b>                                     | 18.52               | 31.48                 | <b>50</b>    | 32.96         | 6.3        | <b>39.26</b> | 1.11  | 9.63         | 270           |
| <b>Indigenous</b>                                    | 16.67               | 50                    | 66.67        | 16.67         | 0          | 16.67        | 0     | 16.67        | 6             |
| <b>Black / African</b>                               | 0                   | 100                   | 100          | 0             | 0          | 0            | 0     | 0            | 4             |
| <b>East &amp; Southeast Asian</b>                    | 16.33               | 18.37                 | 34.7         | 42.86         | 8.16       | 51.02        | 2.04  | 12.24        | 49            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 33.33               | 33.33                 | 66.66        | 0             | 33.33      | 33.33        | 0     | 0            | 3             |
| <b>South Asian &amp; Indo-Caribbean</b>              | 15.38               | 23.08                 | 38.46        | 30.77         | 7.69       | 38.46        | 7.69  | 15.38        | 13            |
| <b>Hispanic/Latinx</b>                               | 20                  | 0                     | 20           | 40            | 0          | 40           | 0     | 40           | 5             |
| <b>Mixed</b>   | 27.27               | 22.73                 | 50           | 36.36         | 44.55      | 80.91        | 0     | 9.09         | 22            |
| <b>Average (of 102 responses)</b>                    |                     |                       | <b>53.78</b> |               |            | <b>37.20</b> |       |              | 102 (Total)   |
| <b>White/Caucasian</b>                               | 18.56               | 35.33                 | <b>53.89</b> | 31.74         | 5.99       | <b>37.73</b> | 0.6   | 7.78         | 167           |
| <b>Gender-diverse</b>                                | 23.81               | 23.81                 | 47.62        | 33.33         | 9.52       | 42.85        | 0     | 9.52         | 21            |
| <b>People with Disability</b>                        | 24                  | 28                    | 52           | 24            | 12         | 36           | 4     | 8            | 25            |
| <b>People with Neurodivergence</b>                   | 12.5                | 33.33                 | 45.83        | 29.17         | 25         | 54.17        | 0     | 0            | 24            |
| <b>Average (of 70 responses)</b>                     |                     |                       | <b>48.48</b> |               |            | <b>44.34</b> |       |              | 70 (Total)    |

**SFS6.9 Is there anything you would like to share related to any challenges experienced by staff that has impacted their ability to work due to the pandemic?**

A total of 46 staff responses to this question were reviewed to develop the following themes.

Staff respondents shared the following related to challenges experienced due to the pandemic:

- Struggling with adapting school to the online experience, staff respondents shared they had to put in a lot of voluntary hours to set up the online classroom environment that would help maintain student engagement.
- Staff respondents felt they had minimal support from the VSB with working from home (e.g., the additional financial burden for the cost of Internet, having proper equipment access).
  - The expectation that staff could easily adapt online coursework with in-person teaching was extremely stressful and significantly increased teaching workload.
- Missing interacting with other staff and students (e.g., having to work in their own classrooms).
- Mental health challenges feeling isolated, anxious around actual COVID counts, public health orders, and the ability of school administrators to take restrictions seriously.

- Staff shared that the VSB has a disconnect with the actual workload and burden that teachers have taken on – additional seminars on mental health are not sufficient.
- Staff respondents have felt schools are under-resourced – not enough staff to cover if someone wants to take time off, to adapt online learnings appropriately (e.g., for ELL classes).
- Marginalized groups have had additional burdens to handle during the pandemic (e.g., family members overseas who have had died from COVID-19).
- Caregiving for family and loved ones (e.g., family member who has contracted COVID).
- Anti-Asian sentiment has increased significantly and is not being directly addressed by the VSB.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Family Respondents with Students in Kindergarten to Grade 12 Survey

The family survey was disseminated to families with children in kindergarten to grade twelve within the VSB. The purpose of the survey was twofold – gather demographic information about families; and gather perspectives related to their family experiences of racism and discrimination within the school system. A total of 1,109 survey responses were received. The questions were not mandatory, therefore, the number of responses received varies per question.

### Section 1: Demographics and Characteristics of Student Survey Participants

| Table FS1.1 – Demographics of Family respondents Survey Respondents |     |                                     |     |
|---|-----|-------------------------------------|-----|
| Relationship to school (n=848)                                      |     | Number of Children Enrolled (n=850) |     |
| Student (s) in elementary school                                    | 66% | 1                                   | 55% |
| Student(s) in secondary school                                      | 19% | 2                                   | 33% |
| Student(s) in elementary and secondary schools                      | 15% | 3+                                  | 8%  |
|   |     |                                     |     |
| The child identifies as belonging to a marginalized group (n=847)   |     | Gender (n=838)                      |     |
| Yes   | 48% | Cisgender Woman                     | 68% |
| No  | 42% | Cisgender Man                       | 22% |
| I don't know  | 8%  | Transgender Man                     | 0%  |
| Prefer not to answer  | 2%  | Transgender Woman                   | 0%  |
|   |     | Non-Binary/Gender Diverse           | 2%  |
|   |     | Two Spirit                          | 0%  |
| Child's Identity (n=746)  |     |                                     |     |
| Visible Racial/Ethnic Minority IBPOC                                | 37% | I don't know                        | 2%  |
| Cisgender Woman   | 8%  | Prefer Not to Answer:               | 6%  |
| Gender-Diverse or 2SLGBTQIA+  | 7%  | Other                               | 2%  |
| Person with disability  | 7%  |                                     |     |
| Neurodivergent  | 9%  | Sexual Orientation (n=838)          |     |
| Religious Minority  | 12% | Asexual                             | 5%  |
| Other   | 6%  | Bisexual                            | 4%  |
| Prefer not to answer  | 4%  | Gay                                 | 1%  |
| Not applicable  | 33% | Lesbian                             | 1%  |
|   |     | Pansexual                           | 2%  |
|   |     | Queer                               | 2%  |
|   |     | Straight                            | 75% |
|   |     | Two-Spirit                          | 0%  |
|   |     | I don't know                        | 2%  |
|   |     | Prefer not to answer                | 9%  |
|   |     | Other                               | 2%  |

| Table FS1.2 – Demographics of Family respondents Survey Respondents                                |     |   |     |
|--|-----|---|-----|
| <b>Have a disability (n=837)</b>   |     | <b>Indigenous (n=840)</b>               |     |
| Yes, Physical Disability   | 3%  | Yes                                     | 1%  |
| Yes, Mental Disability   | 5%  | No                                      | 99% |
| Yes, Both Physical and Mental Disability   | 2%  |   |     |
| No   | 88% | <b>Ethnic identity (n=842)</b>          |     |
| Other  | 2%  | Indigenous                              | 2%  |
|  |     | Black                                   | 2%  |
| <b>Suffer from any diagnosed or undiagnosed illness that impacts your day-to-day life: (n=840)</b> |     | East Asian                              | 18% |
| Yes, physical illness  | 5%  | Southeast Asian                         | 4%  |
| Yes, mental illness  | 9%  | South Asian and Indo-Caribbean          | 7%  |
| Yes, both physical and mental illnesses  | 4%  | West Asian                              | 1%  |
| No   | 78% | Arab/Middle Eastern                     | 1%  |
| Prefer not to answer   | 5%  | Central Asian                           | 0%  |
|  |     | Asian Pacific Islander                  | 0%  |
| <b>Have Neurodivergence (n=843)</b>  |     | Hispanic/Latinx                         | 8%  |
| Yes  | 8%  | White/Caucasian                         | 48% |
| No   | 85% | Two or More Ethnicities                 | 6%  |
| I don't know   | 5%  |   |     |
| Prefer not to answer   | 2%  | <b>Languages spoken at home (n=834)</b> |     |
|  |     | I/We speak only English at home         | 54% |
| <b>Religion (n=841)</b>  |     | Arabic                                  | 1%  |
| Agnostic   | 12% | French                                  | 5%  |
| Bahai  | 0%  | Cantonese                               | 7%  |
| Buddhism   | 4%  | Korean                                  | 1%  |
| Catholicism  | 8%  | Japanese                                | 2%  |
| Christianity   | 17% | Mandarin                                | 5%  |
| Hinduism   | 2%  | Persian                                 | 0%  |
| Indigenous spirituality  | 0%  | Punjabi                                 | 3%  |
| Jainism  | 0%  | Spanish                                 | 9%  |
| Judaism  | 6%  | Tagalog                                 | 1%  |
| Islam  | 3%  | Other                                   | 13% |
| Sikhism  | 2%  |   |     |
| No religion  | 34% |   |     |
| Zoroastrianism   | 0%  |   |     |
| Prefer not to answer   | 7%  |   |     |
| Other  | 4%  |   |     |



| Table FS1.3 – Household Characteristics of Family respondents Survey Respondents   |     |   |     |
|--|-----|---|-----|
| Household Characteristics (n=837)  |     | How long have you lived in Canada (n=842)   |     |
| Two parents, both cisgender  | 82% | All my life   | 50% |
| Two parents, gender-diverse  | 2%  | Part of my life   | 50% |
| Single parent, gender-diverse  | 1%  |   |     |
| Single-parent, cisgender woman   | 10% | Length of Stay in Canada (n=749)  |     |
| Single-parent, cisgender man   | 2%  | Less than one year  | 6%  |
| Legal Guardian   | 1%  | 2-3 years   | 8%  |
| Other  | 3%  | 4-5 years   | 4%  |
|  |     | More than 5 years   | 44% |
| Highest Level of Education (n=840)   |     | I have lived in Canada my entire life   | 38% |
| Less than Highschool   | 1%  |   |     |
| Highschool   | 5%  | Live with extended family members, such as grandparents, uncles, aunts, and cousins (n=842)                                 |     |
| Diploma  | 14% | Yes   | 9%  |
| Bachelor   | 39% | No  | 89% |
| Masters  | 30% | I don't know  | 0%  |
| Doctorate  | 8%  | Prefer not to Answer  | 2%  |
| Prefer not to Answer   | 1%  |   |     |
| Other  | 3%  | Have access to a private car to get your child to school or any extracurricular activity, if and when it is needed? (n=840) |     |
|  |     | Yes   | 87% |
| Have someone at home to help your child with their learning or schoolwork? (n=843) |     | No  | 11% |
| Yes  | 73% | I don't know  | 0%  |
| No   | 24% | Prefer not to Answer  | 1%  |
| I don't know   | 1%  |   |     |
| Prefer not to Answer   | 2%  |   |     |

## Indigenous Identity

A total of 20 families out of approximately 27 shared the following Nation(s) they identify as belonging to:

|                           |              |                         |
|---------------------------|--------------|-------------------------|
| Métis                     | Cree         | Wood Buffalo Cree       |
| Haida Nation              | Sioux Indian | Saddle Lake Cree Nation |
| Sucker Creek First Nation | Nigsa'a      | Nuu-Chah-Nulth          |
| Otomi Tlaxcaletca         | Secwepemc    | Haida                   |
| Musqueam                  | Nehiyaw      |                         |

## Languages Spoken

A total of 110 families responded speaking another language other than English at home or not seeing their language included on the list provided.<sup>7</sup> The following languages were shared:

|        |        |         |
|--------|--------|---------|
| Arabic | Bangla | Bosnian |
|--------|--------|---------|

<sup>7</sup> Languages included on the survey list included: I/We only speak English at home; Arabic; French; Cantonese; Korean; Japanese; Mandarin; Persian; Punjabi; Spanish; and Tagalog.

|              |               |              |
|--------------|---------------|--------------|
| Croatian     | Czech         | Dutch        |
| Hindi        | Persian       | Portuguese   |
| Yoruba       | Finnish       | Swedish      |
| Hawaiian     | German        | Greek        |
| Gujarati     | Hebrew        | hən'qəminəm' |
| Italian      | Khmer         | Konkani      |
| Kurdish      | Malayalam     | Mongolian    |
| Nepali       | Oromo         | Kiswahili    |
| Pashtu       | Russian       | Serbian      |
| Shanghainese | Sinhala       | Slovak       |
| Cree         | Swahili       | Ukrainian    |
| Tamil        | Thai          | Turkish      |
| Ukrainian    | Urdu          | Vietnamese   |
| Carrier      | Sign Language | Eye Gaze     |

### Lived Outside of Canada

A total of 446 families reported having lived outside of Canada. These places include:

|                          |                        |                      |
|--------------------------|------------------------|----------------------|
| Algeria                  | Argentina              | Australia            |
| Austria                  | Bangladesh             | Belarus              |
| Belgium                  | Bosnia and Herzegovina | Botswana             |
| Brazil                   | Brunei                 | Cambodia             |
| Caribbean                | Chile                  | China                |
| Colombia                 | Costa Rica             | Croatia              |
| Czech Republic           | Denmark                | Dominican Republic   |
| Dubai                    | El Salvador            | England              |
| Ethiopia                 | Fiji                   | France               |
| Germany                  | Ghana                  | Greece               |
| Guatemala                | Haiti                  | Hong Kong            |
| Hungary                  | India                  | Indonesia            |
| Iran                     | Ireland                | Israel               |
| Italy                    | Japan                  | Kenya                |
| Korea                    | Laos                   | Liberia              |
| Malawi                   | Malaysia               | Mali                 |
| Malta                    | Mexico                 | Mongolia             |
| Morocco                  | Namibia                | Nepal                |
| Netherlands              | New Zealand            | Nicaragua            |
| Nigeria                  | Norway                 | Pakistan             |
| Peru                     | Philippines            | Poland               |
| Portugal                 | Russia                 | Scotland             |
| Singapore                | South Africa           | Spain                |
| Sri Lanka                | Sudan                  | Sweden               |
| Switzerland              | Taiwan                 | Tanzania             |
| Thailand                 | Tunisia                | Turkey               |
| Uganda                   | Ukraine                | United Arab Emirates |
| United States of America | Uruguay                | Venezuela            |
| Vietnam                  | Yugoslavia             | Zambia               |
| Zimbabwe                 |                        |                      |

**FS1.4 Is there anything you would like to share about your background that can help us understand any barriers or challenges your child or you may be experiencing that impact their success and relationships at school?**

*A total of 188 family responses to this question were reviewed to develop the following themes.*

Families shared the following around barriers and challenges that impact their success and relationships at school:

- Families who identified as newcomers, immigrants, and English Language Learners noted significant challenges with navigating the Canadian school system, language barriers, and the burden of cultural adaptation.
- Family challenges such as divorce, separation, foster family environments, adopted households, and single parents, causing additional personal life challenges (e.g., living in multiple households, sharing custody).
- Family types and structures are treated in schools as typical heteronormative nuclear families – there is little consideration for the variety in family types (e.g., lone-parents, 2SLGBTQIA+ parents, separated parents, stepfamily).
- Families with accessibility issues noted challenges with participating in school functions.
- Islamophobia is a serious concern for families with a particular note around the safety of their children in schools.
- Families who identify as Asian shared challenges with the impacts of the Anti-Asian sentiment, feeling they do not belong, and a fear of hate.
- Families who identify as Jewish or practicing Judaism shared significant concerns over the Anti-Semitism environment that has grown. As an invisible minority, they feel discrimination with how the school calendar is structured preventing them from celebrating significant holidays.
- Affordability for after-school childcare and access to appropriate educational supports is a concern for families who may have lower-income levels (e.g., newcomers, lone-parents).
- Families of diverse cultural identities have concerns over their children’s abilities to feel a sense of belonging in school.
- Families who identify as persons with disabilities shared challenges with ableism and the ability for them as parents, or their children, to receive appropriate supports.
- Gender identity for families who may not identify as binary are concerned over their safety.
- Families who have parents and children who struggle with mental health are worried about the stigma and ability of schools to provide adequate support.
- Neurodivergent families are worried about the language teachers and schools use with stigmatizing their children, as well as themselves. There are concerns over the ability of schools to provide an inclusive space that supports their children in adapting and socializing with others.
- Staff at schools and the VSB have been dismissive of incidents of racism and do not provide adequate resources to those who choose to report.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Section 2: Expression of Ethnic, Cultural, and Gender Identity

This section asked families to respond to questions about their child's ability to safely and comfortably express their ethnic, cultural, and gender identity at school. This section provides important insights into student experiences of expressing their identity at school that are central to their personality development and identity formation.

### Section 2 – Key Findings

*Note: These findings reflect the responses collected from the survey respondents and are not representative of the entire VSB family community. For further information on the number of responses collected for each survey question please review the findings in the following section.*

**Families from racialized communities noted their children face greater challenges in expressing their ethnic and cultural identity at school.**

- Seventy-seven percent (77%) (n = 316 out of 411) of family respondents who identified with a racialized group indicated that the staff of the VSB correctly pronounce their child's name.
- Eighty-nine percent (89%) (n = 707 out of 795) of all family respondents agreed that the staff use the correct pronouns to address their children, 72% (n = 61 out of 86) of family respondents who identified as being gender-diverse shared this perception.
- Forty-eight percent (48%) (n = 367 out of 766) of all family respondents indicated that their children can safely and comfortably practice their religion in school all or most of the time.
  - Forty-four (44%) (n = 176 out of 402) of family respondents who identified with a racialized group shared this perception.
- Fifty-two percent (52%) (n = 211 out of 407) of family respondents who identified with a racialized group indicated that their children can safely and comfortably wear their clothing and/or symbols of importance to their religion and/or culture to school all or most of the time.
- Fifty-five percent (55%) (n = 222 out of 404) of family respondents who identified with a racialized group indicated that their children can safely and comfortably celebrate their religious and cultural occasions at school all or most of the time.
- Sixty-eight percent (68%) (n = 276 out of 406) of family respondents who identified with a racialized group indicated that their children safely and comfortably can bring their traditional foods to school all or most of the time.
- Fifteen percent (15%) (n = 119 out of 794) of all family respondents indicated their child faced challenges in developing a sense of belonging at school due to reasons attached to their identity.
  - Twenty-four percent (24%) (n = 97 out of 408) of family respondents who identified with a racialized group indicated their child experienced such challenges all or most of the time.

**Families who identify as gender-diverse are often unsure of their child's ability to express their gender at school.**

- Eighteen percent (18%) (n = 15 out of 84) of families who identify as gender-diverse did not know if their children could wear clothing or symbols that are important to their gender identity.
- Twenty-four percent (24%) (n = 21 out of 86) of family respondents who identified as gender-diverse did not know if the VSB uses the correct pronouns to address their child.

Inconsistent opportunities are available to students to learn about Indigenous heritage and cultural traditions.

- Sixty-two percent (62%) (n = 491 out of 793) of all family respondents indicated that their children had the opportunity to learn about Indigenous heritage and cultural traditions *all or most of the time*.

## Section 2 – Survey Results

### FS2.1 Do staff of the Vancouver School Board correctly pronounce your child’s name?

A total of 797 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Eighty-six percent (86%) (n=329 out of 383) of family respondents who identified as White/Caucasian indicated staff correctly pronounce their name *all or most of the time*. Seventy-seven percent (77%) (n=316 out of 411) of family respondents who identified with a racialized group indicated they shared this experience.

| Table FS2.1 Do staff of the Vancouver School Board correctly pronounce your name? |                     |                      |              |               |            |              |       |              |                       |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|-----------------------|
|   | Answer Choices %    |                      |              |               |            |              |       |              |                       |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses         |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |              |                       |
| <b>All Families</b>   | 55.46               | 26.85                | <b>82.31</b> | 8.91          | 2.63       | <b>11.54</b> | 2.13  | 4.02         | 797                   |
| <b>Indigenous</b>   | 85.71               | 14.29                | 100.00       | 0.00          | 0.00       | 0.00         | 0.00  | 0.00         | 14                    |
| <b>Black / African</b>  | 28.57               | 50.00                | 78.57        | 14.29         | 0.00       | 14.29        | 7.14  | 0.00         | 14                    |
| <b>East &amp; Southeast Asian</b>   | 66.67               | 22.42                | 89.09        | 4.85          | 1.82       | 6.67         | 0.61  | 3.64         | 165                   |
| <b>Arab/Middle Eastern/<br/>West &amp; Central Asian</b>                          | 20.00               | 46.67                | 66.67        | 20.00         | 6.67       | 26.67        | 6.67  | 0.00         | 15                    |
| <b>South Asian &amp; Indo-Caribbean</b>   | 45.10               | 25.49                | 70.59        | 17.65         | 5.88       | 23.53        | 3.92  | 1.96         | 51                    |
| <b>Hispanic/Latinx</b>  | 45.45               | 22.73                | 68.18        | 15.15         | 4.55       | 19.7         | 7.58  | 4.55         | 66                    |
| <b>Mixed</b>  | 40.70               | 30.23                | 70.93        | 13.95         | 5.81       | 19.76        | 2.33  | 6.98         | 86                    |
| <b>Average</b><br><i>(of 411 responses)</i>                                       |                     |                      | <b>77.71</b> |               |            | <b>15.80</b> |       |              | 411<br><i>(Total)</i> |
| <b>White/Caucasian</b>  | 58.22               | 27.94                | <b>86.16</b> | 6.79          | 1.57       | <b>8.36</b>  | 1.31  | 4.18         | 383                   |

### FS2.2 Do staff of the Vancouver School Board use the appropriate pronouns to address your child?

A total of 795 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Eighty-nine percent (89%) (n = 707 out of 795) of all family respondents agreed that the staff use the correct pronouns to address their children, 72% (n = 70 out of 86) of families who identified as being gender-diverse shared this perception. Twenty-four percent (24%) (n = 20 out of 86) of family respondents who identified as gender-diverse indicated they *did not know* if the staff used the appropriate pronouns to address their child.

| Table FS2.2 Do staff of the Vancouver School Board use the appropriate pronouns to address your child? |                     |                      |              |               |            |             |       |              |               |
|--|---------------------|----------------------|--------------|---------------|------------|-------------|-------|--------------|---------------|
|  | Answer Choices %    |                      |              |               |            |             |       |              |               |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)   | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                      |              |               |            |             |       |              |               |
| <b>All Families</b>  | 82.26               | 6.79                 | <b>89.05</b> | 2.14          | 0.13       | <b>2.27</b> | 0.25  | 8.43         | 795           |
| <b>Gender-diverse</b>  | 56.98               | 15.12                | <b>72.1</b>  | 2.33          | 0.00       | <b>2.33</b> | 1.16  | 24.42        | 86            |

**FS2.3 Do you feel your child can safely and comfortably practice their religion in school?**

A total of 766 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020–2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Forty-eight percent (48%) (n = 367 out of 766) of all family respondents indicated that their children can safely and comfortably practice their religion in school all or most of the time. Forty-four percent (44%) (n = 177 out of 402) of family respondents who identified with a racialized group indicated their child could practice their religion safely and comfortably in school *all or most of the time*. Fifty-two percent (52%) (n = 200 out of 384) of family respondents who identified as White/Caucasian indicated their child could practice their religion *all or most of the time*.

| Table FS2.3 Do you feel your child can safely and comfortably practise their religion in school? |                     |                      |              |               |            |              |       |              |               |
|--|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                      |              |               |            |              |       |              |               |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>  | 40.08               | 8.36                 | <b>48.44</b> | 5.22          | 4.96       | <b>10.18</b> | 4.83  | 36.55        | 766           |
| <b>Indigenous</b>  | 28.57               | 21.43                | 50.00        | 14.29         | 0.00       | 14.29        | 7.14  | 28.57        | 14            |
| <b>Black / African</b>   | 41.67               | 8.33                 | 50.00        | 8.33          | 8.33       | 16.66        | 16.67 | 16.67        | 12            |
| <b>East &amp; Southeast Asian</b>  | 37.04               | 11.11                | 48.15        | 3.70          | 3.09       | 6.79         | 3.09  | 41.98        | 162           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 26.67               | 6.67                 | 33.34        | 26.67         | 0.00       | 26.67        | 6.67  | 33.33        | 15            |
| <b>South Asian &amp; Indo-Caribbean</b>  | 31.37               | 13.73                | 45.1         | 7.84          | 9.80       | 17.64        | 5.88  | 31.37        | 51            |
| <b>Hispanic/Latinx</b>   | 45.45               | 10.61                | 56.06        | 3.03          | 3.03       | 6.06         | 0.00  | 37.88        | 66            |
| <b>Mixed</b>   | 24.39               | 6.10                 | 30.49        | 12.20         | 8.54       | 20.74        | 17.07 | 31.71        | 82            |
| <b>Average (of 402 responses)</b>  |                     |                      | <b>44.73</b> |               |            | <b>15.55</b> |       |              | 402 (Total)   |
| <b>White/Caucasian</b>   | 46.01               | 6.06                 | <b>52.07</b> | 3.03          | 4.96       | <b>7.99</b>  | 3.03  | 36.91        | 384           |

**FS2.4 Do you feel your child can safely and comfortably wear clothing or symbols that are important to their religion or culture?**

A total of 766 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Of the family respondents who identified as White/Caucasian, 68% (n = 249 out of 366), indicated their child could safely and comfortably wear such clothing to school *all or most of the time*. Fifty-two percent (52%) (n = 211 out of 407) of family respondents who identified with a racialized group indicated their child could wear such clothing with this ease.

| Table FS2.4 Do you feel your child can safely and comfortably wear clothing or symbols that are important to their religion or culture? |                     |                      |              |               |            |              |       |              |               |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                      |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>   | 45.62               | 13.79                | <b>59.41</b> | 6.44          | 4.12       | <b>10.56</b> | 4.12  | 25.90        | 776           |
| <b>Indigenous</b>   | 42.86               | 21.43                | 64.29        | 28.57         | 0.00       | 28.57        | 0.00  | 7.14         | 14            |
| <b>Black / African</b>  | 35.71               | 7.14                 | 42.85        | 7.14          | 14.29      | 21.43        | 7.14  | 28.57        | 14            |
| <b>East &amp; Southeast Asian</b>   | 42.68               | 20.73                | 63.41        | 6.71          | 3.05       | 9.76         | 1.22  | 25.61        | 164           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 20.00               | 13.33                | 33.33        | 0.00          | 0.00       | 0.00         | 33.33 | 33.33        | 15            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 37.25               | 11.76                | 49.01        | 11.76         | 7.84       | 19.6         | 9.80  | 21.57        | 51            |
| <b>Hispanic/Latinx</b>  | 50.77               | 21.54                | 72.31        | 0.00          | 3.08       | 3.08         | 4.62  | 20.00        | 65            |
| <b>Mixed</b>  | 23.81               | 14.29                | 38.1         | 13.10         | 10.71      | 23.81        | 9.52  | 28.57        | 84            |
| <b>Average (of 407 responses)</b>   |                     |                      | <b>51.90</b> |               |            | <b>15.18</b> |       |              | 407 (Total)   |
| <b>White/Caucasian</b>  | 58.83               | 9.29                 | <b>68.12</b> | 4.64          | 2.73       | <b>7.37</b>  | 2.19  | 27.32        | 366           |

**FS.2.5 Do you feel your child can safely and comfortably wear clothing or symbols that are important to their gender identity?**

A total of 781 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Seventy-three percent (73%) (n = 61 out of 84) of family respondents who identified as gender-diverse indicated their child could wear clothing that is of importance to their gender identity *all or most of the time*. Eighteen



percent (18%) (n = 15 out of 84) of family respondents in this group indicated they *did not know* if their child could wear such items at school.

| FS.2.5 Do you feel your child can safely and comfortably wear clothing or symbols that are important to their gender identity? |                     |                      |              |               |            |             |       |              |               |
|--|---------------------|----------------------|--------------|---------------|------------|-------------|-------|--------------|---------------|
|  | Answer Choices %    |                      |              |               |            |             |       |              |               |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)   | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                      |              |               |            |             |       |              |               |
| <b>All Families</b>  | 65.81               | 13.06                | <b>78.87</b> | 4.48          | 0.77       | <b>5.25</b> | 0.77  | 15.11        | 781           |
| <b>Gender-diverse</b>  | 54.76               | 17.86                | <b>72.62</b> | 5.95          | 0.00       | <b>5.95</b> | 3.57  | 17.86        | 84            |

**FS2.6 Do you feel your child can safely and comfortably bring their traditional foods to school?**

A total of 782 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Sixty-eight percent (68%) (n = 276 out of 406) indicated of family respondents who identified with a racialized group their child could safely and comfortably bring their traditional foods to school *all or most of the time*. Eight-five percent (85%) (n = 317 out of 373) of family respondents who identified as White/Caucasian indicated their child could bring their traditional foods with this ease.

| FS2.6 Do you feel your child can safely and comfortably bring their traditional foods to school? |                     |                      |              |               |            |              |       |              |               |
|--|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                      |              |               |            |              |       |              |               |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>  | 60.10               | 17.14                | <b>77.24</b> | 6.01          | 4.48       | <b>10.49</b> | 1.28  | 11.00        | 782           |
| <b>Indigenous</b>  | 64.29               | 7.14                 | 71.43        | 7.14          | 0.00       | 7.14         | 0     | 21.43        | 14            |
| <b>Black / African</b>   | 57.14               | 14.29                | 71.43        | 0             | 14.29      | 14.29        | 0     | 14.29        | 14            |
| <b>East &amp; Southeast Asian</b>  | 51.22               | 24.39                | 75.61        | 10.98         | 3.66       | 14.64        | 1.83  | 7.93         | 164           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 33.33               | 33.33                | 66.66        | 13.33         | 0.00       | 13.33        | 13.33 | 6.67         | 15            |
| <b>South Asian &amp; Indo-Caribbean</b>  | 42.00               | 14.00                | 56           | 8.00          | 24.00      | 32           | 4.00  | 8.00         | 50            |
| <b>Hispanic/Latinx</b>   | 53.03               | 21.21                | 74.24        | 6.06          | 4.55       | 10.61        | 0     | 15.15        | 66            |
| <b>Mixed</b>   | 45.78               | 18.07                | 63.85        | 14.46         | 6.02       | 20.48        | 2.41  | 13.25        | 83            |
| <b>Average (of 406 responses)</b>  |                     |                      | <b>68.46</b> |               |            | <b>16.07</b> |       |              | 406 (Total)   |
| <b>White/Caucasian</b>   | 72.12               | 13.14                | <b>85.26</b> | 1.61          | 1.88       | <b>3.49</b>  | 0.27  | 10.99        | 373           |

### FS2.7 Do you feel your child can safely and comfortably celebrate their religious or cultural festivals and/or occasions at school?

A total of 780 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Fifty-five percent (55%) (n = 222 out of 404) indicated of family respondents who identified with a racialized group their child could celebrate their important occasions *all or most of the time* at school. Twenty-one percent (21%) (n = 3 out of 14) of family respondents who identified as Indigenous indicated their child could *sometimes* or *rarely* celebrate such occasions at school with ease.

| FS2.7 Do you feel your child can safely and comfortably celebrate their religious or cultural festivals and/or occasions at school? |                     |                      |              |               |            |              |       |              |               |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                      |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>   | 44.62               | 17.82                | <b>62.44</b> | 8.72          | 6.41       | <b>15.13</b> | 4.74  | 17.69        | 780           |
| <b>Indigenous</b>   | 57.14               | 21.43                | 78.57        | 14.29         | 7.14       | 21.43        | 0.00  | 0.00         | 14            |
| <b>Black / African</b>  | 23.08               | 30.77                | 53.85        | 15.38         | 0.00       | 15.38        | 15.38 | 15.38        | 13            |
| <b>East &amp; Southeast Asian</b>   | 41.98               | 24.07                | 66.05        | 9.88          | 4.94       | 14.82        | 3.09  | 16.05        | 162           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 13.33               | 20.00                | 33.33        | 13.33         | 26.67      | 40.00        | 20.00 | 6.67         | 15            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 31.37               | 19.61                | 50.98        | 17.65         | 13.73      | 31.38        | 5.88  | 11.76        | 51            |
| <b>Hispanic/Latinx</b>  | 40.91               | 18.18                | 59.09        | 6.06          | 4.55       | 10.61        | 1.52  | 28.79        | 66            |
| <b>Mixed</b>  | 25.30               | 18.07                | 43.37        | 8.43          | 15.66      | 24.09        | 13.25 | 19.28        | 83            |
| <b>Average (of 404 responses)</b>   |                     |                      | <b>55.03</b> |               |            | <b>22.53</b> |       |              | 404 (Total)   |
| <b>White/Caucasian</b>  | 54.01               | 13.90                | <b>67.91</b> | 6.95          | 3.74       | <b>10.69</b> | 3.21  | 18.18        | 374           |

### FS2.8 Does your child have opportunities to learn about and celebrate Indigenous heritage and cultural traditions at school?

A total of 793 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Ten percent (10%) (n = 79 out of 793) of family respondents indicated they *did not know* if their child had opportunities to learn about Indigenous heritage and cultural traditions at school. Half (50%) (n = 7 out of 14) of family respondents who identified as Indigenous indicated their child had such learning opportunities *all or most of the time*.

| FS2.8 Does your child have opportunities to learn about and celebrate Indigenous heritage and cultural traditions at school? |                     |                      |              |               |            |              |       |              |               |
|--|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                      |              |               |            |              |       |              |               |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>  | 37.83               | 24.34                | <b>62.17</b> | 20.18         | 6.05       | <b>26.23</b> | 1.13  | 10.47        | 793           |
| <b>Indigenous</b>  | 35.71               | 14.29                | <b>50.00</b> | 21.43         | 14.29      | <b>35.72</b> | 7.14  | 7.14         | 14            |

**FS2.9 Do you feel your child faces challenges in developing a sense of belonging at school due to reasons attached to their identity that include their race, ethnicity, language, gender, ability, religion, or class?**

A total of 794 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Fifteen percent (15%) (n = 119 out of 794) of all family respondents indicated their child faced challenges in developing a sense of belonging at school due to reasons attached to their identity. Twenty-four percent (24%) (n = 98 out of 408) of family respondents who identified with a racialized group indicated their child experienced such challenges *all or most of the time*.

| FS2.9 Do you feel your child faces challenges in developing a sense of belonging at school due to reasons attached to their identity that include their race, ethnicity, language, gender, ability, religion, or class? |                     |                      |              |               |            |              |       |              |               |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                      |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>   | 6.55                | 9.07                 | <b>15.62</b> | 26.57         | 19.14      | <b>45.71</b> | 29.47 | 9.19         | 794           |
| <b>Indigenous</b>   | 7.14                | 14.29                | 21.43        | 35.71         | 0.00       | 35.71        | 28.57 | 14.29        | 14            |
| <b>Black / African</b>  | 7.14                | 14.29                | 21.43        | 42.86         | 21.43      | 64.29        | 7.14  | 7.14         | 14            |
| <b>East &amp; Southeast Asian</b>   | 4.91                | 6.13                 | 11.04        | 28.83         | 26.99      | 55.82        | 20.86 | 12.27        | 163           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 13.33               | 26.67                | 40.00        | 40.00         | 13.33      | 53.33        | 6.67  | 0            | 15            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 13.73               | 19.61                | 33.34        | 39.22         | 1.96       | 41.18        | 19.61 | 5.88         | 51            |
| <b>Hispanic/Latinx</b>  | 10.61               | 7.58                 | 18.19        | 24.24         | 16.67      | 40.91        | 34.85 | 6.06         | 66            |
| <b>Mixed</b>  | 11.76               | 12.94                | 24.70        | 36.47         | 11.76      | 48.23        | 17.65 | 9.41         | 85            |
| <b>Average (of 408 responses)</b>   |                     |                      | <b>24.30</b> |               |            | <b>48.50</b> |       |              | 408 (Total)   |
| <b>White/Caucasian</b>  | 4.18                | 7.31                 | <b>11.49</b> | 20.63         | 21.15      | <b>41.78</b> | 37.60 | 9.14         | 383           |

**FS2.10 If you feel your child faces challenges in developing a sense of belonging due to reasons attached to their identity, please indicate what challenges they may be facing:**

A total of 472 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Family respondents highlighted a range of challenges their child may be facing in developing a sense of belonging at school. The most common challenges experienced by children in developing a sense of belonging include bullying and harassment from other students (22%) (n=104 out of 472), lack of advanced learning opportunities (15%) (n = 71 out of 472), and lack of recognition (14%) (66 out of 472).

| Table FS2.10 If you feel your child faces challenges in developing a sense of belonging due to reasons attached to their identity, please indicate what challenges they may be facing: (Select all that apply) |            |
|--|------------|
| Answer Choices   | Response % |
| Bullying and harassment from other students  | 22.17      |
| Lack of advanced learning opportunities  | 14.74      |
| Lack of recognition  | 14.50      |
| Lack of appropriate opportunities to participate in extracurricular activities   | 11.56      |
| Lack of learning supports for special needs  | 9.55       |
| Racism or Discrimination from staff and teachers   | 8.84       |
| Inability to follow cultural practices   | 4.48       |
| Lack of language supports  | 4.25       |
| Insufficient guidance for college planning   | 4.01       |
| Excessive disciplining   | 3.77       |
| Inability to express gender identity   | 2.24       |
| Physical accessibility barriers for people with disabilities   | 1.30       |
| Other  | 12.62      |
| <b>Answered</b>  | 472        |

**FS2.10a Other**

A total of 82 family responses to this question were reviewed to develop the following themes.

Families shared the following around challenges their child(ren) face in developing a sense of belonging due to reasons attached to identity:

- Diverse family structures are not reflected in the curriculum.
- Cultural identity is limited and is not reflective of the diversity of the children (e.g., Jewish holidays).
- Gender identity is treated as binary in the school system which makes it difficult for children to safely show up to school. Children can be excluded from activities on the basis of gender.
- Anti-Semitism impacts the ability of children to belong.
- Indigenous identity is not integrated into the educational system and practices.
- Disabilities (visible and invisible) are not respected, acknowledged, protected, and supported.
- Neurodivergent students are not receiving adequate supports and have fewer opportunities than neurotypical students.
- Racism from staff, teachers, students, and parents is not adequately addressed.
- Lack of educational opportunities for students at all levels (e.g., enriched learning).

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

**FS2.11 Is there anything you would like to share about your child's ability to express safely and comfortably any or all parts of their ethnic, cultural, and/or gender identity at school?**

*A total of 142 family responses to this question were reviewed to develop the following themes.*

Families shared the following around their child(ren)'s ability to safely and comfortably express any or all parts of their ethnic, cultural, and/or gender identity at school:

- Children or their family members who identify as 2SLGBTQIA+ have expressed challenges within the school system with minimal supports available – the curriculum does not reflect age-appropriate learning of 2SLGBTQIA+ identity formation.
- Children who identify as Jewish or practice Judaism have experienced Anti-Semitism from teachers, staff, students, and other parents, which makes students and families feel unsafe in expressing their Jewish identity.
- COVID has made it challenging for families to communicate – children end up falling behind and struggling with the curriculum.
  - Anti-Asian Racism has increased significantly with children experiencing racism in classrooms (e.g., being blamed for the virus).
- Racialized children have experienced racism in classrooms (e.g., told their skin colour is the colour of poop, not able to wear cultural clothes due to mocking, unable to bring traditional foods for fear of smell).
  - Teachers have contributed to racism that racialized children experience in the classrooms (e.g., being called the wrong name, mispronouncing names).
- Cultural Identities are not always celebrated, which makes children feel they do not belong (e.g., mixed ethnicities of Japanese and European heritage, Greek history).
- Children with disabilities (visible and invisible) are neglected by the school system – this makes it challenging when incidents do occur, for students to receive appropriate supports.
- Children are not able to receive the appropriate educational supports for where they are at (e.g., those who require additional supports to pursue enrichment activities).
- English Language Learners struggle with socializing with other students and are not supported.
- Indigenous students need more supports in schools (e.g., Indigenous Educational Worker, teachers, and staff). There should be more cultural adaptations for Indigenous learners.
- Black students need significantly more representation in the curriculum throughout the year, not just during Black History Month. Children feel isolated when they are the only ones.
- IBPOC education needs to be taught in-depth with more integration in the curriculum.
- Neurodivergent students are given fewer opportunities to socialize with other students and are unable to advocate for themselves when they are bullied.
- Gender diversity is minimally acknowledged in schools – students are often left to self-identify on a binary scale. This has been furthered by teachers in conducting activities in a binary fashion (e.g., boys vs. girls).
- Sexism and Gender Roles limit the ability of children to fully experience opportunities. Teachers and school administrators perpetuate negative views towards children's bodies (e.g., enforcing gender codes).
- Staff, Administrators, and Teachers have done very little to contribute to a safe environment – for example, when incidents have been reported, they are dismissed.
  - More supports are needed for children outside of the classroom, so they have trusted environments to navigate in (e.g., recess and lunchtime).

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Section 3: Sense of Belonging and Participation

This section asked families to respond to questions about their perception of their child's sense of belonging and ability to participate at school. This section provides important insights into the experiences of students and families of all backgrounds and identifies any challenges or barriers they may be facing to feel included and participate in their school community.

### Section 3 – Key Findings

*Note: These findings reflect the responses collected from the survey respondents and are not representative of the entire VSB family community. For further information on the number of responses collected for each survey question please review the findings in the following section.*

Family respondents indicated that students of all racial and ethnic backgrounds are mostly able to comfortably form friendships with their peers who belong to diverse backgrounds.

- Eighty-eight percent (88%) (n = 640 out of 728) of all family respondents and 84% (n = 312 out of 372) of family respondents who identified with a racialized group indicated their child feels comfortable *all or most of the time* to form friendships with their peers who belong to diverse backgrounds.

Students who identify as gender-diverse may face greater challenges in forming friendships at school.

- Eighty-six percent (86%) (n = 614 out of 714) of all family respondents indicated their child feels comfortable *all or most of the time* to form friendships with their peers who have different gender identities.
  - Seventy-seven percent (77%) (n = 57 out of 74) of family respondents who identified as gender-diverse indicated students are comfortable all or most of the time.
- Eight percent (8%) (n=7 out of 84) of family respondents who identified as gender-diverse indicated that their child is asked questions about their child's gender identity at school in a way that makes them feel uncomfortable all or most of the time.

Students who identify with marginalized groups may experience a lack of acknowledgment of their diverse life experiences.

- Fifty-four percent (54%) (n = 350 out of 648) of all family respondents indicated they find positive representations of people who look like their children to be included in school communication material *all or most of the time*.

School facilities are not always inclusive and accessibly designed to support students or families with varied needs and abilities.

- Thirty-six percent (36%) (n = 254 out of 705) of all family respondents indicated their child has *never* had access to gender-neutral bathrooms or change rooms at school.
- Twenty-three percent (23%) (n = 15 out of 67) of families who identified as People with Disability indicated they find their schools to *sometimes or rarely* be accessible. Fifteen percent (15%) (n = 15 out of 67) of family respondents who identified as People with Disability indicated their school is *never* accessible for people with disabilities. Nine percent (9%) (n=58 out of 642) of all family respondents indicated that their school is *never* accessible for people with disabilities.

Students who identify with marginalized groups face barriers in participating in their school community.

- Fifty-eight percent 58% (n = 366 out of 631) of all family respondents indicated that students with special needs or learning challenges are provided with the necessary supports to participate in school activities all or most of the time.
  - Forty-three percent (43%) (n = 29 out of 67) of family respondents who identified as People with Disability and 37% (n = 22 out of 59) of family respondents who identified as People with Neurodivergence indicated students with special needs sometimes or rarely had supports to participate in school activities.
- Ten percent (10%) (n = 71 out of 711) of all family respondents indicated they sometimes or rarely feel safe and comfortable to spend their lunch hour at school. Thirteen percent (13%) (n=47 out of 364) of family respondents who identified with a racialized community shared this experience.
- Sixteen percent (16%) (n = 114 out of 716) of all family respondents indicated that their child sometimes or rarely feels safe or welcomed when participating in school activities.
  - Twenty-two percent (22%) (n = 81 out of 369) of families who identified with a racialized community indicated that their child sometimes or rarely feels welcome in school events.

## Section 3 – Survey Results

### FS3.1 Do you feel your child can comfortably form friendships with peers who belong to other racial or ethnic backgrounds?

A total of 728 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

The survey responses indicate that students can often comfortably form friendships with their peers who belong to other racial and ethnic backgrounds. Fifteen percent (15%) (n=56 out of 372) of family respondents who identified with a racialized group indicated their child could sometimes or rarely form such friendships with their peers.

| Table FS3.1 Do you feel your child can comfortably form friendships with their peers who belong to other racial or ethnic backgrounds? |                     |                      |              |               |            |              |       |              |               |
|--|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                      |              |               |            |              |       |              | N = Responses |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>   |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>  | 58.10               | 29.81                | <b>87.91</b> | 8.24          | 3.30       | <b>11.54</b> | 0.55  | 0.00         | 728           |
| <b>Indigenous</b>  | 54.55               | 27.27                | 81.82        | 18.18         | 0.00       | 18.18        | 0.00  | 0.00         | 11            |
| <b>Black / African</b>   | 38.46               | 46.15                | 84.62        | 7.69          | 7.69       | 15.38        | 0.00  | 0.00         | 12            |
| <b>East &amp; Southeast Asian</b>  | 47.65               | 37.58                | 85.23        | 9.40          | 4.70       | 14.09        | 0.67  | 0.00         | 149           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 50.00               | 42.86                | 92.86        | 7.14          | 0.00       | 7.14         | 0.00  | 0.00         | 14            |
| <b>South Asian &amp; Indo-Caribbean</b>  | 48.94               | 34.04                | 82.98        | 4.26          | 10.64      | 14.89        | 2.13  | 0.00         | 47            |
| <b>Hispanic/Latinx</b>   | 44.07               | 32.20                | 76.27        | 16.95         | 6.78       | 23.73        | 0.00  | 0.00         | 59            |
| <b>Mixed</b>   | 55.00               | 28.75                | 83.75        | 10.00         | 3.75       | 13.75        | 2.50  | 0.00         | 80            |
| <b>Average (of 372 responses)</b>  |                     |                      | <b>83.93</b> |               |            | <b>15.31</b> |       |              | 372 (Total)   |
| <b>White/Caucasian</b>   | 67.71               | 24.93                | <b>92.64</b> | 6.23          | 1.13       | <b>7.36</b>  | 0.00  | 0.00         | 353           |

### FS3.2 Do you feel your child can comfortably form friendships with their peers who have different gender identities?

A total of 714 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.



Fourteen percent (14%) (n=100 out of 714) of family respondents indicated their child could *sometimes or rarely* form friendships with their peers who have different gender identities. Nineteen percent (19%) (n=14 out of 74) of family respondents who identified as gender-diverse could *sometimes or rarely* form these friendships.

**Table FS3.2 Do you feel your child can comfortably form friendships with their peers who have different gender identities?**

|                        | Answer Choices %    |                      |              |               |            |              |       | N = Responses |
|------------------------|---------------------|----------------------|--------------|---------------|------------|--------------|-------|---------------|
|                        | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never |               |
| <b>Response Groups</b> |                     |                      |              |               |            |              |       |               |
| <b>All Families</b>    | 56.44               | 29.13                | <b>85.57</b> | 10.22         | 3.64       | <b>13.87</b> | 0.56  | 714           |
| <b>Gender-diverse</b>  | 58.11               | 18.92                | <b>77.03</b> | 14.86         | 4.05       | <b>18.92</b> | 4.05  | 74            |

**FS3.3 Is your child asked questions about their gender identity at school in a way that makes them uncomfortable?**

A total of 705 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Three percent (3%) (n=21 out of 705) of all family respondents indicated their child is frequently questioned on their gender identity in a way that made them uncomfortable. Eight percent (8%) (n=7 out of 84) of respondents who identified as gender-diverse indicated their child experiences this frequently.

**Table FS 2.13 Is your child asked questions about their gender identity at school in a way that makes them uncomfortable?**

|                        | Answer Choices %    |                      |             |               |            |              |       | N = Responses |
|------------------------|---------------------|----------------------|-------------|---------------|------------|--------------|-------|---------------|
|                        | All of the Time (A) | Most of the Time (B) | SUM (A+B)   | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never |               |
| <b>Response Groups</b> |                     |                      |             |               |            |              |       |               |
| <b>All Families</b>    | 1.42                | 1.99                 | <b>3.40</b> | 7.80          | 19.43      | <b>27.23</b> | 69.36 | 705           |
| <b>Gender-diverse</b>  | 4.23                | 4.23                 | <b>8.45</b> | 14.08         | 19.72      | <b>33.80</b> | 57.75 | 84            |

**FS3.4 Does your child have access to gender-neutral bathrooms or change rooms at school?**

A total of 705 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Forty-three percent (43%) (n=303 out of 705) of family respondents indicated that *all or most of the time* their child has access to gender-neutral bathrooms and change rooms at school. Thirty-six percent (36%) (n=254 out of 705) of family respondents indicated they did not know if their child had access to such facilities.

| Table FS2.14 Does your child have access to gender-neutral bathrooms or change rooms at school? |                     |                      |              |               |            |              |       |               |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|---------------|
|   | Answer Choices %    |                      |              |               |            |              |       |               |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | N = Responses |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |               |
| <b>All Families</b>   | 31.23               | 12.46                | <b>43.69</b> | 11.46         | 9.30       | <b>20.76</b> | 35.55 | 705           |
| <b>Gender-diverse</b>   | 38.24               | 14.71                | <b>52.94</b> | 11.76         | 11.76      | <b>23.53</b> | 23.53 | 84            |

**FS3.5 Is your child’s school accessible for people with disabilities so that they can safely and comfortably move around the school?**

A total of 642 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Fifteen percent (15%) (n=10 out of 67) of family respondents who identified as People with Disability indicated the school is never accessible.

| Table FS 2.15 Is your child’s school accessible for people with disabilities so that they can safely and comfortably move around the school? |                     |                      |              |               |            |              |       |               |
|--|---------------------|----------------------|--------------|---------------|------------|--------------|-------|---------------|
|  | Answer Choices %    |                      |              |               |            |              |       |               |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | N = Responses |
| <b>Response Groups</b>   |                     |                      |              |               |            |              |       |               |
| <b>All Families</b>  | 41.74               | 26.79                | <b>68.54</b> | 16.51         | 6.07       | <b>22.59</b> | 8.88  | 642           |
| <b>People with Disability</b>  | 34.33               | 26.87                | 61.19        | 16.42         | 7.46       | 23.88        | 14.93 | 67            |
| <b>People with Neurodivergence</b>   | 35.00               | 26.67                | 61.67        | 23.33         | 6.67       | 30.00        | 8.33  | 60            |
| <b>Average (of 127 responses)</b>  |                     |                      | <b>61.43</b> |               |            | <b>26.94</b> |       | 127 (Total)   |

**FS3.6 Do school displays, posters, communications material, etc. include positive representation of people who reflect your child’s identities?**

A total of 648 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Fifty-four percent (54%) (n=350 out of 648) of all family respondents indicated they find positive representations of people who look like their children to be included in school communication material all or most of the time. Thirty-six percent (36%) (n=233 out of 648) of family respondents indicated the communication material sometimes or rarely included positive representations of people who reflected their child’s identities.

**Table FS2.16 Do school displays, posters, communications material, etc. include positive representation of people who reflect your child's identities?**

|  | Answer Choices %    |                      |              |               |            |              |       |              | N = Responses  |
|--|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|----------------|
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |                |
| <b>Response Groups</b>                                   |                     |                      |              |               |            |              |       |              |                |
| <b>All Families</b>                                      | 27.78               | 27.16                | <b>54.94</b> | 23.46         | 12.19      | <b>35.65</b> | 9.41  | 0.00         | 648            |
| <b>Indigenous</b>  | 27.27               | 18.18                | 45.45        | 18.18         | 18.18      | 36.36        | 18.18 | 0.00         | 11             |
| <b>Black / African</b>                                   | 15.38               | 23.08                | 38.46        | 15.38         | 23.08      | 38.46        | 23.08 | 0.00         | 13             |
| <b>East &amp; Southeast Asian</b>                        | 21.97               | 34.85                | 56.82        | 25.76         | 8.33       | 34.09        | 9.09  | 0.00         | 132            |
| <b>Arab/Middle Eastern/<br/>West &amp; Central Asian</b> | 7.69                | 0.00                 | 7.69         | 38.46         | 23.08      | 61.54        | 30.77 | 0.00         | 13             |
| <b>South Asian &amp; Indo-Caribbean</b>                  | 20.93               | 13.95                | 34.88        | 30.23         | 23.26      | 53.49        | 11.63 | 0.00         | 43             |
| <b>Hispanic</b>  | 25.93               | 38.89                | 64.81        | 14.81         | 9.26       | 24.07        | 11.11 | 0.00         | 54             |
| <b>Mixed</b>   | 30.00               | 14.29                | 44.29        | 21.43         | 21.43      | 42.86        | 12.86 | 0.00         | 70             |
| <b>Average<br/>(of 336 responses)</b>                    |                     |                      | <b>41.77</b> |               |            | <b>41.55</b> |       |              | 336<br>(Total) |
| <b>White/Caucasian</b>                                   | 32.15               | 28.30                | <b>60.45</b> | 23.47         | 9.65       | <b>33.12</b> | 6.43  | 0.00         | 311            |
| <b>Gender-diverse</b>                                    | 23.53               | 29.41                | 52.94        | 26.47         | 7.35       | 33.82        | 13.24 | 0.00         | 68             |
| <b>People with Disability</b>                            | 26.09               | 26.09                | 52.17        | 14.49         | 15.94      | 30.43        | 17.39 | 0.00         | 69             |
| <b>People with Neurodivergence</b>                       | 21.05               | 22.81                | 43.86        | 22.81         | 15.79      | 38.60        | 17.54 | 0.00         | 57             |
| <b>Average<br/>(of 194 responses)</b>                    |                     |                      | <b>49.66</b> |               |            | <b>34.28</b> |       |              | 194<br>(Total) |

**FS3.7 Are students with special needs or learning challenges provided with the necessary supports to participate in school activities?**

A total of 631 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Fifty-eight percent (58%) (n=366 out of 631) of all family respondents indicated that students with special needs or learning challenges are provided with the necessary supports to participate in school activities *all or most of the time*. Forty-three percent (43%) (n=29 out of 67) of family respondents who identified as People with Disability and 37% (n=22 out of 59) of family respondents who identified as People with Neurodivergence indicated students with special needs *sometimes or rarely* had supports to participate in school activities.

Thirteen percent (13%) (n = 8 out of 59) of family respondents in both groups indicated students *never* have such opportunities.

| Table FS2.17 Are students with special needs or learning challenges provided with the necessary supports to participate in school activities? |                     |                      |              |               |            |              |       |                       |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|-----------------------|
|   | Answer Choices %    |                      |              |               |            |              | Never | N = Responses         |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    |       |                       |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |                       |
| <b>All Families</b>   | 23.61               | 34.55                | <b>58.16</b> | 26.78         | 9.51       | <b>36.29</b> | 5.55  | 631                   |
| <b>People with Disability</b>   | 17.91               | 25.37                | 43.28        | 20.90         | 22.39      | 43.28        | 13.43 | 67                    |
| <b>People with Neurodivergence</b>  | 18.64               | 30.51                | 49.15        | 28.81         | 8.47       | 37.29        | 13.56 | 59                    |
| <b>Average</b><br><i>(of 126 responses)</i>   |                     |                      | <b>46.22</b> |               |            | <b>40.29</b> |       | 126<br><i>(Total)</i> |

**FS3.8 Does your child avoid any of the following shared common spaces because of feeling unsafe or uncomfortable in school?**

A total of 221 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Family respondents highlighted several spaces their child avoids at school due to feeling unsafe and uncomfortable. These include:

- Bathrooms (10%) (n=22 out of 221)
- School grounds (6%) (n=13 out of 221)
- Physical education and sports facilities (4%) (n=9 out of 221)

| FS3.8 Does your child avoid any of the following shared common spaces because of feeling unsafe or uncomfortable in school? Select all that apply. |            |
|--|------------|
| Answer Choices   | Response % |
| <b>Bathrooms</b>   | 9.55       |
| <b>Changerooms</b>   | 4.60       |
| <b>Physical Education or Gym Class</b>   | 4.25       |
| <b>School Athletic Field or Sports facilities</b>  | 2.83       |
| <b>Hallways or Stairwells</b>  | 2.48       |
| <b>School Grounds (parking lots, playgrounds, etc.)</b>  | 5.66       |
| <b>Cafeteria</b>   | 2.83       |
| <b>Computer Labs</b>   | 0.59       |
| <b>Library</b>   | 1.06       |
| <b>School Buses</b>  | 1.42       |
| <b>Other (please specify)</b>  | 8.61       |
| <b>Total answers</b>   | <b>221</b> |

### **FS3.8a Other (Please Specify)**

*A total of 26 family responses to this question were reviewed to develop the following themes.*

Families shared the following on where their child(ren) avoid shared common spaces because of feeling unsafe or uncomfortable in school not listed above:

- Indoors due to COVID.
- Classrooms.
- Homework Club.
- Outside (unattended – during lunch and recess).

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

### **FS3.8b If there are any spaces in school where your child does not feel safe, welcomed, or comfortable, please tell us more:**

*A total of 79 family responses to this question were reviewed to develop the following themes.*

Families shared the following on why and where their child(ren) avoid shared common spaces because of feeling unsafe or uncomfortable in school:

- Schools in general during COVID due to exposures.
- Bathrooms lack privacy (e.g., stall doors do not lock, bottom of the door is too high), are unhygienic (e.g., students vaping inside, urine on the floor), and have graffiti that is racist, sexist, and discriminatory.
  - Some families shared that bullying happens inside the bathrooms, which makes students feel uncomfortable (e.g., peeking in the stalls, turning off lights).
- Outside on the school grounds (e.g., playgrounds, fields) are not safe (e.g., broken glass, needles), and lack supervision.
  - Some families shared that bullying happens on the playground due to minimal supervision during recess and lunch breaks.
- Hallways during recess and lunch breaks (i.e., unsupervised times) are times when bullying increases.
  - Neurodivergent children or children with disabilities who take longer to make their way outside are often left to themselves and subject to bullying as there is minimal supervision in the hallways.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

### **FS3.9 Does your child feel safe and comfortable to spend their lunch hour at school?**

*A total of 711 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.*

Ten percent (10%) (n=71 out of 711) of all family respondents indicated their child *sometimes or rarely* feels safe at school during the lunch hour. Sixteen percent (16%) (n=12 out of 74) of respondents who identified as gender-diverse 15% (n=10 out of 71) of respondents who identified as People with Disability and 17% (n=11 out of 63) of family respondents who identified as People with Neurodivergence indicated their child *sometimes or rarely* feels safe at school during the lunch hour.

| Table FS3.9 Does your child feel safe and comfortable to spend their lunch hour at school? |                     |                      |              |               |            |              |       |              |                       |
|--|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|-----------------------|
|  | Answer Choices %    |                      |              |               |            |              |       |              |                       |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses         |
| <b>Response Groups</b>   |                     |                      |              |               |            |              |       |              |                       |
| <b>All Families</b>  | 56.96               | 26.02                | <b>82.98</b> | 8.30          | 2.11       | <b>10.41</b> | 1.27  | 5.34         | 711                   |
| <b>Indigenous</b>  | 45.45               | 27.27                | 72.73        | 18.18         | 9.09       | 27.27        | 0.00  | 0.00         | 11                    |
| <b>Black / African</b>   | 41.67               | 50.00                | 91.67        | 8.33          | 0.00       | 8.33         | 0.00  | 0.00         | 12                    |
| <b>East &amp; Southeast Asian</b>  | 56.55               | 28.28                | 84.83        | 8.97          | 1.38       | 10.34        | 0.69  | 4.14         | 145                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>                                       | 57.14               | 21.43                | 78.57        | 7.14          | 7.14       | 14.29        | 0.00  | 7.14         | 14                    |
| <b>South Asian &amp; Indo-Caribbean</b>  | 57.45               | 29.79                | 87.23        | 10.64         | 2.13       | 12.77        | 0.00  | 0.00         | 47                    |
| <b>Hispanic</b>  | 56.90               | 22.41                | 79.31        | 8.62          | 0.00       | 8.62         | 0.00  | 12.07        | 58                    |
| <b>Mixed</b>   | 54.55               | 23.38                | 77.92        | 9.09          | 2.60       | 11.69        | 1.30  | 9.09         | 77                    |
| <b>Average</b><br><i>(of 364 responses)</i>  |                     |                      | <b>81.75</b> |               |            | <b>13.33</b> |       |              | 364<br><i>(Total)</i> |
| <b>White/Caucasian</b>   | 58.26               | 25.22                | <b>83.48</b> | 7.25          | 2.32       | <b>9.57</b>  | 2.03  | 4.93         | 345                   |
| <b>Gender-diverse</b>  | 51.35               | 24.32                | 75.68        | 10.81         | 5.41       | 16.22        | 2.70  | 5.41         | 74                    |
| <b>People with Disability</b>  | 29.58               | 46.48                | 76.06        | 8.45          | 5.63       | 14.08        | 4.23  | 5.63         | 71                    |
| <b>People with Neurodivergence</b>   | 26.98               | 41.27                | 68.25        | 9.52          | 7.94       | 17.46        | 3.17  | 11.11        | 63                    |
| <b>Average</b><br><i>(of 134 responses)</i>  |                     |                      | <b>73.33</b> |               |            | <b>15.92</b> |       |              | 134<br><i>(Total)</i> |

### FS3.10 Where does your child spend the majority of their lunch hour?

A total of 425 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

The top spaces where family respondents perceive their child spend their lunch hour include:

- The playground (47%) (n=200 out of 425)
- Cafeteria (12%) (n=51 out of 425)
- The school athletic field (12%) (n=51 out of 425)

| Table FS3.10 Where does your child spend the majority of their lunch hour? (Select all that apply) |            |
|--|------------|
| Answer Choices   | Response % |
| Playground   | 46.70%     |
| Cafeteria  | 12.15%     |
| School Athletic Field  | 11.56%     |
| Home – due to COVID-19 safety protocols  | 10.14%     |
| Hallways or Stairwells   | 7.67%      |
| Empty classroom  | 5.54%      |
| Home – out of choice   | 2.95%      |
| Library  | 2.71%      |
| Volunteering in a school club  | 2.48%      |
| Sports Practice  | 2.48%      |
| Bathroom – longer duration than to use for bio needs   | 0.71%      |
| Other  | 12.15%     |
| <b>Total Answers</b>   | <b>425</b> |

**FS3.10a If your child feels unsafe, unwelcomed, or is not comfortable in spending their lunch hour at school then please tell us more:**

*A total of 91 family responses to this question were reviewed to develop the following themes.*

Families shared the following on why their child(ren) feel unsafe, unwelcome, or not comfortable in spending their lunch hour at school:

- Due to COVID restrictions, children were expected to go home to eat their lunch; eat lunch at their desks; feel unsafe being unmasked in close proximity or have medical conditions that put them at risk (due to needing physical support to eat).
- Bullying – numerous families shared incidents of physical harassment and verbal abuse making children feel uncomfortable and unsafe.
- Some students feel uncomfortable eating food in front of others, feel rushed, and end up not eating lunch. Some parents shared this exacerbates certain neurodivergent behaviours, which makes it challenging for them to manage.
- Lunchtime supervision is inadequate and does not address any conflicts that take place.
- Socialization can be challenging during lunchtime as children may speak in other languages which can be difficult for some. Some families shared that children end up eating alone as they cannot find someone to sit with.
- IBPOC children have struggled with wanting to stay in school settings and would prefer to be at home where they feel safe and represented. Children experience racism over their meals and identities and feel unsafe and unwelcome during their lunch hour.
  - Some parents shared their children will eat lunch in the washroom, or other removed settings so they can eat their foods without being mocked.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

**FS3.11 Does your child feel safe or welcomed when participating in sports, social events, and extracurricular activities at school?**

A total of 716 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Seventy-five percent (75%) (n=537 out of 716) of family respondents indicated their child feels safe and welcome when participating in sports, social events, and extracurricular activities at school *all or most of the time*. Seventy percent (70%) (n=258 out of 369) of family respondents who identified with a racialized group indicated their child could participate with such ease.

| Table FS3.11 Does your child feel safe or welcomed when participating in sports, social events, and extracurricular activities at school? |                     |                      |              |               |            |              |       |              |               |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                      |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>   | 41.20               | 33.38                | <b>74.58</b> | 12.01         | 4.19       | <b>16.20</b> | 2.65  | 6.56         | 716           |
| <b>Indigenous</b>   | 45.45               | 18.18                | 63.64        | 9.09          | 18.18      | 27.27        | 0.00  | 9.09         | 11            |
| <b>Black / African</b>  | 46.15               | 23.08                | 69.23        | 23.08         | 7.69       | 30.77        | 0.00  | 0.00         | 13            |
| <b>East &amp; Southeast Asian</b>   | 39.60               | 37.58                | 77.18        | 11.41         | 3.36       | 14.77        | 2.01  | 6.04         | 149           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 50.00               | 21.43                | 71.43        | 7.14          | 14.29      | 21.43        | 7.14  | 0.00         | 14            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 40.43               | 34.04                | 74.47        | 10.64         | 8.51       | 19.15        | 2.13  | 4.26         | 47            |
| <b>Hispanic</b>   | 35.09               | 36.84                | 71.93        | 15.79         | 3.51       | 19.30        | 5.26  | 3.51         | 57            |
| <b>Mixed</b>  | 28.21               | 34.62                | 62.82        | 15.38         | 6.41       | 21.79        | 2.56  | 12.82        | 78            |
| <b>Average (of 369 responses)</b>   |                     |                      | <b>70.10</b> |               |            | <b>22.07</b> |       |              | 369 (Total)   |
| <b>White/Caucasian</b>  | 44.93               | 32.17                | <b>77.10</b> | 11.01         | 2.61       | <b>13.62</b> | 2.61  | 6.67         | 345           |
| <b>Gender Diverse</b>   | 32.89               | 31.58                | 64.47        | 17.11         | 6.58       | 23.68        | 5.26  | 6.58         | 76            |
| <b>People with Disability</b>   | 22.86               | 37.14                | 60.00        | 21.43         | 7.14       | 28.57        | 4.29  | 7.14         | 70            |
| <b>People with Neurodivergence</b>  | 29.51               | 32.79                | 62.30        | 21.31         | 8.20       | 29.51        | 3.28  | 4.92         | 61            |
| <b>Average (of 207 responses)</b>   |                     |                      | <b>62.26</b> |               |            | <b>27.25</b> |       |              | 207 (Total)   |



**FS3.12 Is there anything you would like to share about the challenges or barriers your child may face in developing a sense of belonging or participating at school?**

*A total of 131 family responses to this question were reviewed to develop the following themes.*

Families shared the following on challenges or barriers their child(ren) may face in developing a sense of belonging or participating at school:

- Disabilities (visible and invisible) are a challenge that is not fully understood by school administrators, staff, teachers, and students. There is a lack of inclusionary support for these students.
- Neurodivergent students are not adequately supported by schools – they are often isolated from participating in group activities and are unable to socialize appropriately.
- Cultural identities (visible and invisible) are not always celebrated – this makes children feel like they do not belong in a space.
- Supervision Aids are not supportive when children report incidents to them, which deters them from reporting in the future.
- English Language Learners (ELL) struggle with interacting with other students as they are unable to communicate as effectively as they would like – families shared their children struggling with integrating into the school system due to the language barrier.
- Mental health is not recognized and supported for students who are struggling.
- Extracurricular activities (e.g., learning different languages, cultural activities, sports) are limited and can be restrictive for children to participate in (e.g., gendered sports).
- COVID precautions have made it challenging for children to actively engage in school programming and socialize with others.
- Sexism in school programming prevents children from participating – there needs to be more inclusionary measures in place so everyone can participate.
- Lower-income households have shared challenges around being able to adapt to the COVID restrictions, requiring parents to be available at different times for school pick-up.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Section 4: Learning and Development

This section asked families to respond to questions about their perception of the learning and development opportunities available to their children at school. This section provides important insights into the experiences of families and students of all backgrounds and identifies any gaps, barriers, or challenges that they may face.

### Section 4 – Key Findings

*Note: These findings reflect the responses collected from the survey respondents and are not representative of the entire VSB community. For further information on the number of responses collected for each survey question please review the findings in the following section.*

**Some families perceive a lack of equal opportunities are available to participate in class for students of diverse backgrounds and abilities.**

- Sixty-four percent (64%) (n=424 out of 663) of family respondents indicated that students of all racial and ethnic backgrounds are given equal and fair opportunities to participate in class all or most of the time, and 24% (n=159 out of 663) were unsure.
- Sixty percent (60%) (n=397 out of 662) of all family respondents felt that students of all gender identities were given equal and fair opportunities to participate in class all or most of the time. Thirty-one percent (31%) (n=205 out of 662) of all family respondents were unsure.
- Fifty-five percent (55%) (n=362 out of 658) of all family respondents felt that students of varying levels of abilities are given access to equal and fair opportunities to participate in class all or most of the time. Thirty-nine percent (39%) (n=24 out of 62) of family respondents who identified as People with Disability shared this perception.
- Forty-seven percent (47%) (n=306 out of 652) of all family respondents indicated that students with special needs or learning challenges had access to supports to participate in class.
  - Thirty-one percent (31%) (n=19 out of 62) of family respondents who identified as People with Disability and 37% (n=22 out of 60) of family respondents who identified as People with Neurodivergence agreed that these supports were available all or most of the time.
- Fifty-four percent (54%) (n=361 out of 668) of all family respondents felt that their children were supported to pursue their talents and extracurricular interests all or most of the time.
  - Forty-nine percent (49%) (n=170 out of 347) of family respondents who identified with a racialized group shared this perception.

**Some families perceive materials for projects and assignments are largely accessible.**

- Eight-five percent (85%) (n=559 out of 658) of all family respondents indicated that their child was able to purchase the necessary materials for their assignments.

**Students face certain limitations and challenges in participating class and learning activities.**

- Seventy percent (70%) (n=466 out of 666) of family respondents indicated their child was supported to pursue learning and growth opportunities all or most of the time.
- Fifty-one percent (51%) (n=32 out of 62) of family respondents who identified as People with Disability and 55% (n=33 out of 60) of family respondents who identified as People with Neuro Divergence felt their children were supported in this way either all or most of the time.

- Seventy percent (70%) (n=468 out of 669) of all family respondents felt that their child had the necessary supports and resources they needed to succeed at school all or most of the time.
  - This number is lower (61%) (n=212 out of 348) for family respondents who identified with a racialized group and further lower (57%) (n=108 out of 190) for family respondent group who identified as either gender diverse, People with Disability, or People with Neurodivergence.
- Fifty-nine percent (59%) (n=389 out of 660) of all family respondents indicated their child is given fair and equal opportunities to participate in differentiated learning programs.

### Further opportunities exist to enhance student knowledge and awareness of Indigenous history and the diversity of experiences held by people from racialized and marginalized communities.

- Fifty-two percent (52%) (n=345 out of 664) of all family respondents indicated their child had opportunities to learn about the experiences and challenges of people who are impacted by bias, stereotypes, prejudice, racism, and discrimination all or most of the time. Forty-five percent (45%) (n=156 out of 347) of family respondents who identified with racialized groups shared this perception.
- Forty-seven percent (47%) (n=306 out of 652) of all family respondents indicated they did not know if books written by IBPOC authors were available in school libraries.
- Thirty-nine percent (39%) (n=311 out of 797) of all family respondents indicated they did not know if books on diverse cultures and life experiences were available in school libraries.
- Forty-nine percent (49%) (n=319 out of 652) of all family respondents indicated they did not know if books about People with Disability and People with Neurodivergence were available in school libraries.

### Student learning of certain marginalized life experiences is not always consistent.

- Sixty percent of 60% (n=394 out of 656) of all family respondents either *strongly agreed or agreed* that their child has had the opportunities to learn about the accomplishments or contributions to society of Indigenous Peoples and Women and Girls.
  - Thirty-one 31% (n=208 out of 654) of the family respondents indicated that their children had such opportunities to learn about similar experiences of people who identify as 2SLGBTQIA+.
- Less than half of family respondents strongly agreed or agreed that their child had opportunities to learn about the positive experiences of marginalized communities including learning about who identify as:
  - Black/African descent (45% strongly agreed or agreed) (n=267 out of 659)
  - People of Colour (43% strongly agreed or agreed) (n=283 out of 659)
  - Migrants and Refugees (38% strongly agreed or agreed) (n=250 out of 659)
  - People with Disabilities (35% strongly agreed or agreed) (n=230 out of 658)

### Families do not always feel supported and empowered to participate in their child's school experience.

- Seventy-seven percent (77%) (n=516 out of 670) of all family respondents felt comfortable in approaching staff in the school to gain feedback on their child's learning and well-being all or most of the time. Sixty-nine percent (69%) (n=209 out of 348) of family respondents who identified with a racialized group shared this perception
- Seventy-five percent (75%) (n=502 out of 669) of all family respondents can easily communicate with staff.

- Sixty-seven percent (67%) (n=232 out of 347) of family respondents who identified with a racialized group shared this perception.
- Fifty-eight percent (58%) (n=37 out of 63) of family respondents who identified as People with Disability shared this perception.
- Twenty-six percent (26%) (n=18 out of 69) of family respondents who identified as gender diverse, 33% (n=21 out of 63) of family respondents who identified as People with Disability and 28% (n=16 out of 58) of family respondents who identified as People with Neurodivergence indicated staff treated them with respect only sometimes or rarely. Nineteen percent (19%) (n=66 out of 346) of family respondents who identified with a racialized group had this experience.
- Seventy-five percent (75%) (n=499 out of 665) of all family respondents felt supported by staff to participate in their child's learning all or most of the time.
  - Sixty-six percent (66%) (n=227 of 344) of family respondents who identified with a racialized community felt supported in the same way. Fifty-five percent (55%) (n=34 out of 62) of family respondents who identified as People with Disability felt this same level of support.

Families feel that the communication materials are largely understandable and accessible.

- Ninety-one percent (91%) (n=610 out of 670) of all family respondents indicated that the communication materials sent by the school are easily understandable all or most of the time.

The perception of educational and social opportunities at schools across the VSB is not always perceived as equal.

- Sixty-nine percent (69%) (n=462 out of 670) of all family respondents perceive certain schools to have better or worse educational or growth outcomes for students.
- Seventeen percent (17%) (n=113 out of 667) of all family respondents indicated they have had to relocate to or within Vancouver in hopes of enrolling their children into a certain school.

## Section 4 – Survey Results

### FS4.1 Students of all racial and ethnic backgrounds are given equal and fair opportunities to participate in class.

A total of 663 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Family respondents indicated a similar perception of the fairness of opportunities available to their children. Sixty-four percent (64%) (n=424 out of 663) of family respondents indicated that students of all racial and ethnic backgrounds are given equal and fair opportunities to participate in class.

| Table FS4.1 Students of all racial and ethnic backgrounds are given equal and fair opportunities to participate in class. |                     |                      |              |               |            |              |       |              |                |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|----------------|
|   | Answer Choices %    |                      |              |               |            |              |       |              | N = Responses  |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |                |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |              |                |
| <b>All Families</b>   | 45.55               | 18.85                | <b>64.40</b> | 8.60          | 2.71       | <b>11.31</b> | 0.75  | 23.53        | 663            |
| <b>Indigenous</b>   | 36.36               | 9.09                 | 45.45        | 27.27         | 9.09       | 36.36        | 0.00  | 18.18        | 11             |
| <b>Black / African</b>  | 16.67               | 50.00                | 66.67        | 8.33          | 0.00       | 8.33         | 8.33  | 16.67        | 12             |
| <b>East &amp; Southeast Asian</b>   | 50.00               | 28.26                | 78.26        | 5.80          | 2.90       | 8.70         | 0.72  | 12.32        | 138            |
| <b>Arab/Middle Eastern/<br/>West &amp; Central Asian</b>  | 28.57               | 42.86                | 71.43        | 0.00          | 7.14       | 7.14         | 0.00  | 21.43        | 14             |
| <b>South Asian &amp; Indo-Caribbean</b>   | 38.64               | 22.73                | 61.36        | 13.64         | 6.82       | 20.45        | 4.55  | 13.64        | 44             |
| <b>Hispanic/Latinx</b>  | 48.15               | 12.96                | 61.11        | 12.96         | 1.85       | 14.81        | 0.00  | 24.07        | 54             |
| <b>Mixed</b>  | 44.59               | 10.81                | 55.41        | 18.92         | 5.41       | 24.32        | 1.35  | 18.92        | 74             |
| <b>Average<br/>(of 347 responses)</b>   |                     |                      | <b>62.81</b> |               |            | <b>17.16</b> |       |              | 347<br>(Total) |
| <b>White/Caucasian</b>  | 46.50               | 14.97                | <b>61.46</b> | 5.73          | 1.27       | <b>7.01</b>  | 0.00  | 31.53        | 314            |

### FS4.2 Students of all gender identities are given equal and fair opportunities to participate in class.

A total of 662 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Sixty-one percent (61%) (n=403 out of 662) of all family respondents indicated that students of all gender identities are given equal and fair opportunities to participate in class *all or most of the time*. There was limited clarity among some family respondents on their perception of equal and fair opportunities to participate in class being extended to these students. Thirty-one percent (31%) (n=205 out of 662) of all family respondents indicated they *did not know* if such opportunities were provided.

| Table FS4.2 Students of all gender identities are given equal and fair opportunities to participate in class. |                     |                      |              |               |            |              |              |               |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|--------------|---------------|
|   | Answer Choices %    |                      |              |               |            |              |              |               |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |              |               |
| <b>All Families</b>   | 45.02               | 15.41                | <b>60.42</b> | 7.10          | 1.21       | <b>8.31</b>  | 31.27        | 662           |
| <b>Gender Diverse</b>   | 50.72               | 18.84                | <b>69.57</b> | 11.59         | 1.45       | <b>13.04</b> | 17.39        | 69            |

**FS4.3 Students of varying levels of abilities are given equal and fair opportunities to participate in class.**

A total of 658 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Thirty-nine percent (39%) (n=24 out of 62) of family respondents who identified as People with Disability indicated they perceived students with varying abilities to be given equal opportunities to participate in class *all or most of the time*.

| FS4.3 Students of varying levels of abilities are given equal and fair opportunities to participate in class. |                     |                      |              |               |            |              |       |              |               |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                      |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>   | 32.52               | 22.49                | <b>55.02</b> | 14.44         | 5.02       | <b>19.45</b> | 0.76  | 24.77        | 658           |
| <b>People with Disability</b>   | 22.58               | 16.13                | 38.71        | 17.74         | 16.13      | 33.87        | 4.84  | 22.58        | 62            |
| <b>People with Neurodivergence</b>  | 26.32               | 22.81                | 49.12        | 19.30         | 15.79      | 35.09        | 3.51  | 12.28        | 57            |
| <b>Average (of 119 responses)</b>   |                     |                      | <b>43.92</b> |               |            | <b>34.48</b> |       |              | 119 (Total)   |

**FS4.4 Students with special needs and/or learning challenges have access to necessary supports to participate in class.**

A total of 652 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Thirty-one percent (31%) (n=19 out of 62) of family respondents who identified as People with Disability and 37% (n=22 out of 60) of family respondents who identified as People with Neurodivergence indicated they believed students with special needs have the supports they need to participate in class *all or most of the time*.

| Table FS4.4 Students with special needs and/or learning challenges have access to necessary supports to participate in class. |                     |                      |              |               |            |              |       |              |                |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|----------------|
|   | Answer Choices %    |                      |              |               |            |              |       |              |                |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses  |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |              |                |
| <b>All Families</b>   | 25.00               | 22.55                | <b>47.55</b> | 15.64         | 7.82       | <b>23.47</b> | 2.76  | 26.23        | 652            |
| <b>People with Disability</b>   | 17.74               | 12.90                | 30.65        | 19.35         | 20.97      | 40.32        | 11.29 | 17.74        | 62             |
| <b>People with Neurodivergence</b>  | 21.67               | 15.00                | 36.67        | 21.67         | 21.67      | 43.33        | 10.00 | 10.00        | 60             |
| <b>Average</b><br>(of 122 responses)  |                     |                      | <b>33.66</b> |               |            | <b>41.83</b> |       |              | 122<br>(Total) |

**FS4.5 When assigned a project or assignment, my child is able to easily purchase/source the material needed to complete the project.**

A total of 658 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Eleven percent (11%) (n=72 out of 658) of family respondents indicated they *sometimes or rarely* were able to easily source the material needed to complete the project. Thirteen percent (13%) (n=45 out of 346) of family respondents who identified with a racialized group and 15% (n= 28 out of 190) of family respondents who identified with other marginalized groups indicated they are *sometimes or rarely* able to easily source materials.

| FS4.5 When assigned a project or assignment, my child is able to easily purchase/source the material needed to complete the project. |                     |                      |              |               |            |              |       |              |               |
|--|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                      |              |               |            |              |       |              |               |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>  | 56.99               | 27.96                | <b>84.95</b> | 9.57          | 1.22       | <b>10.79</b> | 0.61  | 3.65         | 658           |
| <b>Indigenous</b>  | 45.45               | 27.27                | 72.73        | 18.18         | 9.09       | 27.27        | 0.00  | 0.00         | 11            |
| <b>Black / African</b>   | 33.33               | 58.33                | 91.67        | 8.33          | 0.00       | 8.33         | 0.00  | 0.00         | 12            |
| <b>East &amp; Southeast Asian</b>  | 53.24               | 29.50                | 82.73        | 8.63          | 2.16       | 10.79        | 0.72  | 5.76         | 139           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 42.86               | 42.86                | 85.71        | 14.29         | 0.00       | 14.29        | 0.00  | 0.00         | 14            |
| <b>South Asian &amp; Indo-Caribbean</b>  | 67.44               | 20.93                | 88.37        | 11.63         | 0.00       | 11.63        | 0.00  | 0.00         | 43            |
| <b>Hispanic</b>  | 66.67               | 20.37                | 87.04        | 7.41          | 3.70       | 11.11        | 0.00  | 1.85         | 54            |
| <b>Mixed</b>   | 47.95               | 30.14                | 78.08        | 10.96         | 0.00       | 10.96        | 2.74  | 8.22         | 73            |
| <b>Average (of 346 responses)</b>  |                     |                      | <b>83.76</b> |               |            | <b>13.48</b> |       | <b>Total</b> | 346 (Total)   |
| <b>White/Caucasian</b>   | 59.35               | 27.42                | <b>86.77</b> | 9.35          | 0.65       | <b>10.00</b> | 0.32  | 2.90         | 310           |
| <b>Gender Diverse</b>  | 39.13               | 36.23                | 75.36        | 11.59         | 1.45       | 13.04        | 2.90  | 8.70         | 69            |
| <b>People with Disability</b>  | 29.03               | 43.55                | 72.58        | 16.13         | 1.61       | 17.74        | 3.23  | 6.45         | 62            |
| <b>People with Neurodivergence</b>   | 33.90               | 42.37                | 76.27        | 11.86         | 1.69       | 13.56        | 1.69  | 8.47         | 59            |
| <b>Average (of 190 responses)</b>  |                     |                      | <b>74.74</b> |               |            | <b>14.78</b> |       |              | 190 (Total)   |

**FS4.6 My child is supported and encouraged by staff in the school to pursue learning and growth opportunities that are important to them.**

A total of 666 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Seventy percent (70%) (n=466 out of 666) of family respondents indicated their child was supported to pursue learning and growth opportunities *all or most of the time*. Fifty-one percent (51%) (n=32 out of 62) of families who identified as People with Disability and 55% (n=34 out of 60) of families who identified as People with Neuro Divergence felt their children were supported in this way either *or most of the time*.



| FS4.6 My child is supported and encouraged by staff in the school to pursue learning and growth opportunities that are important to them. |                     |                      |              |               |            |              |       |              |               |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                      |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>   | 39.04               | 30.78                | <b>69.82</b> | 17.87         | 3.75       | <b>21.62</b> | 3.00  | 5.56         | 666           |
| <b>Indigenous</b>   | 27.27               | 36.36                | 63.64        | 27.27         | 0.00       | 27.27        | 0.00  | 9.09         | 11            |
| <b>Black / African</b>  | 33.33               | 50.00                | 83.33        | 8.33          | 8.33       | 16.67        | 0.00  | 0.00         | 12            |
| <b>East &amp; Southeast Asian</b>   | 44.60               | 34.53                | 79.14        | 11.51         | 2.88       | 14.39        | 2.88  | 3.60         | 139           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 35.71               | 21.43                | 57.14        | 28.57         | 7.14       | 35.71        | 0.00  | 7.14         | 14            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 34.09               | 29.55                | 63.64        | 25.00         | 2.27       | 27.27        | 4.55  | 4.55         | 44            |
| <b>Hispanic</b>   | 44.44               | 35.19                | 79.63        | 7.41          | 3.70       | 11.11        | 5.56  | 3.70         | 54            |
| <b>Mixed</b>  | 32.43               | 27.03                | 59.46        | 20.27         | 5.41       | 25.68        | 4.05  | 10.81        | 74            |
| <b>Average (of 348 responses)</b>   |                     |                      | <b>69.42</b> |               |            | <b>22.59</b> |       |              | 348 (Total)   |
| <b>White/Caucasian</b>  | 38.61               | 28.80                | <b>67.41</b> | 20.57         | 3.80       | <b>24.37</b> | 2.53  | 5.70         | 316           |
| <b>Gender Diverse</b>   | 47.83               | 18.84                | 66.67        | 17.39         | 5.80       | 23.19        | 4.35  | 5.80         | 69            |
| <b>People with Disability</b>   | 29.03               | 22.58                | 51.61        | 27.42         | 6.45       | 33.87        | 4.84  | 17.74        | 62            |
| <b>People with Neurodivergence</b>  | 28.33               | 26.67                | 55.00        | 25.00         | 5.00       | 30.00        | 8.33  | 6.67         | 60            |
| <b>Average (of 191 responses)</b>   |                     |                      | <b>57.76</b> |               |            | <b>29.02</b> |       |              | 191 (Total)   |

**FS4.7 My child is given opportunities to learn about the experiences and challenges of people who are impacted by bias, stereotypes, prejudice, racism, and discrimination.**

A total of 664 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Fifty-two percent (52%) (n=345 out of 664) of all family respondents indicated that these learning opportunities were available to students *all or most of the time*. This was slightly lower for family respondents who identified with a racialized group whereby 45% (n=156 out of 347), felt their child was given these opportunities.

| FS4.7 My child is given opportunities to learn about the experiences and challenges of people who are impacted by bias, stereotypes, prejudice, racism, and discrimination. |                     |                      |              |               |            |              |       |              |               |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                      |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>   | 27.26               | 25.00                | <b>52.26</b> | 23.49         | 7.53       | <b>31.02</b> | 3.16  | 13.55        | 664           |
| <b>Indigenous</b>   | 18.18               | 18.18                | 36.36        | 27.27         | 18.18      | 45.45        | 9.09  | 9.09         | 11            |
| <b>Black / African</b>  | 8.33                | 8.33                 | 16.67        | 41.67         | 8.33       | 50.00        | 16.67 | 16.67        | 12            |
| <b>East &amp; Southeast Asian</b>   | 28.06               | 25.18                | 53.24        | 20.86         | 6.47       | 27.34        | 1.44  | 17.99        | 139           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 14.29               | 28.57                | 42.86        | 50.00         | 0.00       | 50.00        | 7.14  | 0.00         | 14            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 18.18               | 27.27                | 45.45        | 22.73         | 11.36      | 34.09        | 11.36 | 9.09         | 44            |
| <b>Hispanic</b>   | 32.69               | 30.77                | 63.46        | 15.38         | 5.77       | 21.15        | 1.92  | 13.46        | 52            |
| <b>Mixed</b>  | 40.00               | 16.00                | 56.00        | 22.67         | 5.33       | 28.00        | 2.67  | 13.33        | 75            |
| <b>Average (of 347 responses)</b>   |                     |                      | <b>44.86</b> |               |            | <b>36.58</b> |       |              | 347 (Total)   |
| <b>White/Caucasian</b>  | 26.03               | 26.03                | <b>52.06</b> | 24.44         | 8.25       | <b>32.70</b> | 2.22  | 13.02        | 315           |
| <b>Gender Diverse</b>   | 47.83               | 18.84                | 66.67        | 17.39         | 5.80       | 23.19        | 4.35  | 5.80         | 69            |
| <b>People with Disability</b>   | 20.97               | 22.58                | 43.55        | 27.42         | 6.45       | 33.87        | 4.84  | 17.74        | 62            |
| <b>People with Neurodivergence</b>  | 23.33               | 23.33                | 46.67        | 20.00         | 6.67       | 26.67        | 8.33  | 18.33        | 60            |
| <b>Average (of 191 responses)</b>   |                     |                      | <b>52.29</b> |               |            | <b>27.91</b> |       |              | 191 (Total)   |

**FS4.8 My child can find a good variety of books in the school library that are:**

In total, between 652 and 654 families answered this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Forty-seven percent (47%) (n=306 out of 652) of all family respondents indicated they *did not know* if books written by IBPOC authors were available in school libraries. Thirty-nine percent (39%) (n=311 out of 797) of all family respondents indicated they *did not know* if books on diverse cultures and life experiences were available. Forty-nine percent (49%) (n=319 out of 652) of all family respondents indicated they *did not know* if books about People with Disability and People with Neurodivergence were available.

**Table FS4.8 My child can find a good variety of books in the school library that are:**

|   | Answer Choices %    |                      |               |            |       |              | N = Responses |
|---|---------------------|----------------------|---------------|------------|-------|--------------|---------------|
|   | All of the Time (A) | Most of the Time (B) | Sometimes (C) | Rarely (D) | Never | I don't know |               |
| <b>Response Groups</b>  |                     |                      |               |            |       |              |               |
| <b>Written by IBIPOC Authors</b>                                      | 18.56               | 17.64                | 10.58         | 5.21       | 0.92  | 47.09        | 652           |
| <b>About Diverse Cultures and Life Experiences</b>                    | 21.71               | 19.27                | 12.39         | 6.57       | 0.61  | 39.45        | 654           |
| <b>About People with Disability and People who are Neurodivergent</b> | 14.57               | 13.96                | 12.27         | 7.67       | 2.45  | 49.08        | 652           |

**FS4.9 At school, students given opportunities to learn about the positive experiences, accomplishments, and contribution to the global society by people who identify as:**

*In total, between 654 and 659 families answered this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.*

Family respondents indicated students have opportunities to learn about the positive experiences of diverse people from marginalized groups. Fifteen percent (16%) (n=105 out of 659) of family respondents indicated that they either *disagree or strongly disagree* that students had the opportunity to learn about the positive experiences of migrants and refugees, 15% (n=99 out of 658) either *disagree or strongly disagree* that students had the opportunity to learn about the positive experiences of people with disabilities.

**Table FS4.9 At school, students given opportunities to learn about the positive experiences, accomplishments, and contribution to the global society by people who identify as:**

|  | Answer Choices % |       |         |          |                   |              | N = Responses |
|--|------------------|-------|---------|----------|-------------------|--------------|---------------|
|  | Strongly Agree   | Agree | Neutral | Disagree | Strongly Disagree | I don't know |               |
| <b>Response Groups</b>                                     |                  |       |         |          |                   |              |               |
| <b>Women and girls</b>                                     | 27.96            | 31.46 | 10.03   | 5.02     | 1.82              | 23.71        | 658           |
| <b>2SLGBTQIA+</b>  | 14.22            | 17.58 | 15.60   | 8.26     | 3.52              | 40.83        | 654           |
| <b>Indigenous</b>  | 28.35            | 32.47 | 9.45    | 7.32     | 1.98              | 20.43        | 656           |
| <b>Black (People of African or Afro-Caribbean Descent)</b> | 19.12            | 25.95 | 12.59   | 8.80     | 3.19              | 30.35        | 659           |
| <b>People of Colour</b>                                    | 17.91            | 25.04 | 13.81   | 8.65     | 3.49              | 31.11        | 659           |
| <b>Migrants and Refugees</b>                               | 15.17            | 22.61 | 13.66   | 10.77    | 5.16              | 32.63        | 659           |
| <b>People with disabilities</b>                            | 14.44            | 20.82 | 15.81   | 10.64    | 4.26              | 34.04        | 658           |

**FS4.10 I feel comfortable in approaching staff in the school to gain feedback on my child’s learning and well-being.**

*A total of 670 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.*

Twenty-six percent (26%) (n=90 out of 348) of family respondents who identified with a racialized group indicated they only *sometimes or rarely* felt comfortable approaching staff in the school to gain feedback on their child’s learning. Family respondents with other marginalized identities shared similar perceptions, with 27% (n=52 out of 191) indicating they *sometimes or rarely* felt comfortable.

| Table FS4.10 I feel comfortable in approaching staff in the school to gain feedback on my child’s learning and well-being. |                     |                      |              |               |            |              |       |              |               |
|--|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                      |              |               |            |              |       |              |               |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don’t know | N = Responses |
| <b>Response Groups</b>   |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>  | 47.76               | 30.00                | <b>77.76</b> | 13.73         | 5.22       | <b>18.96</b> | 2.84  | 0.45         | 670           |
| <b>Indigenous</b>  | 45.45               | 9.09                 | 54.55        | 27.27         | 9.09       | 36.36        | 9.09  | 0.00         | 11            |
| <b>Black / African</b>   | 41.67               | 33.33                | 75.00        | 16.67         | 0.00       | 16.67        | 0.00  | 8.33         | 12            |
| <b>East &amp; Southeast Asian</b>  | 47.83               | 32.61                | 80.43        | 13.04         | 5.07       | 18.12        | 1.45  | 0.00         | 138           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 14.29               | 42.86                | 57.14        | 35.71         | 7.14       | 42.86        | 0.00  | 0.00         | 14            |
| <b>South Asian &amp; Indo-Caribbean</b>  | 50.00               | 22.73                | 72.73        | 13.64         | 11.36      | 25.00        | 2.27  | 0.00         | 44            |
| <b>Hispanic</b>  | 46.30               | 31.48                | 77.78        | 11.11         | 5.56       | 16.67        | 5.56  | 0.00         | 54            |
| <b>Mixed</b>   | 33.33               | 36.00                | 69.33        | 18.67         | 5.33       | 24.00        | 4.00  | 2.67         | 75            |
| <b>Average (of 348 responses)</b>  |                     |                      | <b>69.57</b> |               |            | <b>25.67</b> |       |              | 348 (Total)   |
| <b>White/Caucasian</b>   | 53.13               | 27.81                | <b>80.94</b> | 11.88         | 4.38       | <b>16.25</b> | 2.81  | 0.00         | 320           |
| <b>Gender Diverse</b>  | 36.23               | 31.88                | 68.12        | 14.49         | 10.14      | 24.64        | 5.80  | 1.45         | 69            |
| <b>People with Disability</b>  | 42.86               | 20.63                | 63.49        | 15.87         | 11.11      | 26.98        | 9.52  | 0.00         | 63            |
| <b>People with Neurodivergence</b>   | 38.98               | 20.34                | 59.32        | 20.34         | 8.47       | 28.81        | 10.17 | 1.69         | 59            |
| <b>Average (of 191 responses)</b>  |                     |                      | <b>63.64</b> |               |            | <b>26.81</b> |       |              | 191 (Total)   |

**FS4.11 I can easily communicate with staff in the school on any matter related to my child’s learning and well-being.**

A total of 669 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Thirty percent (30%) (n=104 out of 347) of family respondents who identified with a racialized group indicated they *sometimes or rarely* could easily communicate with staff regarding any matter related to their child’s learning and wellbeing. Thirty percent (30%) (n=57 out of 191) of family respondents who identified with marginalized groups shared this perception.

| Table FS4.11 I can easily communicate with staff in the school on any matter related to my child's learning and well-being. |                     |                      |              |               |            |              |       |              |               |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                      |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>   | 44.69               | 30.19                | <b>74.89</b> | 16.14         | 6.28       | <b>22.42</b> | 2.39  | 0.30         | 669           |
| <b>Indigenous</b>   | 36.36               | 18.18                | 54.55        | 27.27         | 9.09       | 36.36        | 9.09  | 0.00         | 11            |
| <b>Black / African</b>  | 41.67               | 33.33                | 75.00        | 16.67         | 8.33       | 25.00        | 0.00  | 0.00         | 12            |
| <b>East &amp; Southeast Asian</b>   | 47.10               | 33.33                | 80.43        | 13.04         | 5.80       | 18.84        | 0.72  | 0.00         | 138           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 21.43               | 35.71                | 57.14        | 28.57         | 14.29      | 42.86        | 0.00  | 0.00         | 14            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 45.45               | 25.00                | 70.45        | 15.91         | 9.09       | 25.00        | 4.55  | 0.00         | 44            |
| <b>Hispanic</b>   | 50.00               | 20.37                | 70.37        | 20.37         | 7.41       | 27.78        | 1.85  | 0.00         | 54            |
| <b>Mixed</b>  | 31.08               | 28.38                | 59.46        | 28.38         | 6.76       | 35.14        | 2.70  | 2.70         | 74            |
| <b>Average (of 347 responses)</b>   |                     |                      | <b>66.77</b> |               |            | <b>30.14</b> |       |              | 347 (Total)   |
| <b>White/Caucasian</b>  | 47.50               | 31.25                | <b>78.75</b> | 13.13         | 5.31       | <b>18.44</b> | 2.81  | 0.00         | 320           |
| <b>Gender Diverse</b>   | 40.58               | 21.74                | 62.32        | 20.29         | 10.14      | 30.43        | 5.80  | 1.45         | 69            |
| <b>People with Disability</b>   | 36.51               | 22.22                | 58.73        | 19.05         | 14.29      | 33.33        | 7.94  | 0.00         | 63            |
| <b>People with Neurodivergence</b>  | 37.29               | 28.81                | 66.10        | 15.25         | 10.17      | 25.42        | 8.47  | 0.00         | 59            |
| <b>Average (of 191 responses)</b>   |                     |                      | <b>62.38</b> |               |            | <b>29.73</b> |       |              | 191 (Total)   |

**FS4.12 Staff in the school treat me with respect when I communicate with them on any matter related to my child's learning and well-being.**

A total of 667 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Twenty-six percent (26%) (n=18 out of 69) of family respondents who identified as gender diverse, 33% (n=21 out of 63) of family respondents who identified as People with Disability, and 28% (n=16 out of 58) of family respondents who identified as People with Neurodivergence indicated staff treated them with respect *sometimes or rarely*. Nineteen percent (19%) (n=66 out of 346) of family respondents who identified with a racialized group also had this experience.

| Table FS4.12 Staff in the school treat me with respect when I communicate with them on any matter related to my child's learning and well-being. |                     |                      |              |               |            |              |       |              |               |
|--|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                      |              |               |            |              |       |              | N = Responses |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>   |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>  | 58.92               | 24.29                | <b>83.21</b> | 11.84         | 2.55       | <b>14.39</b> | 1.65  | 0.75         | 667           |
| <b>Indigenous</b>  | 36.36               | 36.36                | 72.73        | 18.18         | 9.09       | 27.27        | 0.00  | 0.00         | 11            |
| <b>Black / African</b>   | 50.00               | 25.00                | 75.00        | 16.67         | 0.00       | 16.67        | 8.33  | 0.00         | 12            |
| <b>East &amp; Southeast Asian</b>  | 61.59               | 26.09                | 87.68        | 8.70          | 2.17       | 10.87        | 1.45  | 0.00         | 138           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 50.00               | 28.57                | 78.57        | 21.43         | 0.00       | 21.43        | 0.00  | 0.00         | 14            |
| <b>South Asian &amp; Indo-Caribbean</b>  | 54.55               | 15.91                | 70.45        | 15.91         | 4.55       | 20.45        | 9.09  | 0.00         | 44            |
| <b>Hispanic</b>  | 66.04               | 22.64                | 88.68        | 5.66          | 5.66       | 11.32        | 0.00  | 0.00         | 53            |
| <b>Mixed</b>   | 39.19               | 28.38                | 67.57        | 22.97         | 2.70       | 25.68        | 2.70  | 4.05         | 74            |
| <b>Average (of 346 responses)</b>  |                     |                      | <b>77.24</b> |               |            | <b>19.10</b> |       |              | 346 (Total)   |
| <b>White/Caucasian</b>   | 63.32               | 23.20                | <b>86.52</b> | 10.34         | 1.88       | <b>12.23</b> | 0.63  | 0.63         | 319           |
| <b>Gender Diverse</b>  | 43.48               | 24.64                | 68.12        | 15.94         | 10.14      | 26.09        | 2.90  | 2.90         | 69            |
| <b>People with Disability</b>  | 46.03               | 19.05                | 65.08        | 26.98         | 6.35       | 33.33        | 1.59  | 0.00         | 63            |
| <b>People with Neurodivergence</b>   | 43.10               | 27.59                | 70.69        | 18.97         | 8.62       | 27.59        | 1.72  | 0.00         | 58            |
| <b>Average (of 190 responses)</b>  |                     |                      | <b>67.96</b> |               |            | <b>29.00</b> |       |              | 190 (Total)   |

**FS4.13 I feel supported by staff in the school to participate in my child's learning and well-being at school.**

A total of 665 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Twenty percent (20%) (n=113 out of 665) of all family respondents *sometimes or rarely* feel supported by staff to participate in their child's learning. Family respondents who identified with racialized groups reported a lower perception of the support available to them to participate in their child's learning at school, with 27% (n=93 out of 344) feeling *sometimes or rarely* supported by staff to participate in their child's learning. Twenty-six percent (26%) (n= 18 out of 69) of family respondents who identified as gender diverse, 32% (n=20 out of 62) of family respondents who identified as People with Disability, and 31% (n=18 out of 58) of family respondents who identified as People with Neurodivergence felt that staff *sometimes or rarely* supported them in this way.

| FS4.13 I feel supported by staff in the school to participate in my child's learning and well-being at school. |                     |                      |              |               |            |              |       |              |                       |
|--|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|-----------------------|
|  | Answer Choices %    |                      |              |               |            |              |       |              |                       |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses         |
| <b>Response Groups</b>   |                     |                      |              |               |            |              |       |              |                       |
| <b>All Families</b>  | 44.66               | 30.38                | <b>75.04</b> | 14.59         | 5.71       | <b>20.30</b> | 3.76  | 0.90         | 665                   |
| <b>Indigenous</b>  | 18.18               | 18.18                | 36.36        | 36.36         | 18.18      | 54.55        | 0.00  | 9.09         | 11                    |
| <b>Black / African</b>   | 33.33               | 50.00                | 83.33        | 8.33          | 0.00       | 8.33         | 8.33  | 0.00         | 12                    |
| <b>East &amp; Southeast Asian</b>  | 50.36               | 29.20                | 79.56        | 14.60         | 3.65       | 18.25        | 1.46  | 0.73         | 137                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 21.43               | 42.86                | 64.29        | 28.57         | 0.00       | 28.57        | 7.14  | 0.00         | 14                    |
| <b>South Asian &amp; Indo-Caribbean</b>  | 40.91               | 22.73                | 63.64        | 22.73         | 6.82       | 29.55        | 6.82  | 0.00         | 44                    |
| <b>Hispanic</b>  | 57.69               | 19.23                | 76.92        | 9.62          | 9.62       | 19.23        | 3.85  | 0.00         | 52                    |
| <b>Mixed</b>   | 31.08               | 27.03                | 58.11        | 27.03         | 6.76       | 33.78        | 4.05  | 4.05         | 74                    |
| <b>Average</b><br><i>(of 344 responses)</i>  |                     |                      | <b>66.03</b> |               |            | <b>27.47</b> |       |              | 344<br><i>(Total)</i> |
| <b>White/Caucasian</b>   | 46.39               | 33.23                | <b>79.62</b> | 10.34         | 5.64       | <b>15.99</b> | 4.08  | 0.31         | 319                   |
| <b>Gender Diverse</b>  | 36.23               | 30.43                | 66.67        | 14.49         | 11.59      | 26.09        | 5.80  | 1.45         | 69                    |
| <b>People with Disability</b>  | 37.10               | 17.74                | 54.84        | 22.58         | 9.68       | 32.26        | 11.29 | 1.61         | 62                    |
| <b>People with Neurodivergence</b>   | 32.76               | 27.59                | 60.34        | 17.24         | 13.79      | 31.03        | 6.90  | 1.72         | 58                    |
| <b>Average</b><br><i>(of 189 responses)</i>  |                     |                      | <b>60.62</b> |               |            | <b>29.79</b> |       |              | 189<br><i>(Total)</i> |

**FS4.14 The communication material (emails, newsletters, reports) sent by the school are easily understandable to me.**

A total of 670 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Ninety-one percent (91%) (n=610 out of 670) of all family respondents indicated that the communication materials sent by the school are easily understandable *all or most of the time*.

| Table FS4.14 The communication material (emails, newsletters, reports) sent by the school are easily understandable to me. |                     |                      |              |               |            |              |       |              |               |
|--|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                      |              |               |            |              |       |              |               |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>  | 63.28               | 27.76                | <b>91.04</b> | 6.12          | 1.49       | <b>7.61</b>  | 0.90  | 0.45         | 670           |
| <b>Indigenous</b>  | 54.55               | 18.18                | 72.73        | 27.27         | 0.00       | 27.27        | 0.00  | 0.00         | 11            |
| <b>Black / African</b>   | 66.67               | 25.00                | 91.67        | 8.33          | 0.00       | 8.33         | 0.00  | 0.00         | 12            |
| <b>East &amp; Southeast Asian</b>  | 58.70               | 34.06                | 92.75        | 6.52          | 0.00       | 6.52         | 0.72  | 0.00         | 138           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 50.00               | 21.43                | 71.43        | 28.57         | 0.00       | 28.57        | 0.00  | 0.00         | 14            |
| <b>South Asian &amp; Indo-Caribbean</b>  | 45.45               | 25.00                | 70.45        | 15.91         | 9.09       | 25.00        | 4.55  | 0.00         | 44            |
| <b>Hispanic</b>  | 66.67               | 25.93                | 92.59        | 1.85          | 3.70       | 5.56         | 1.85  | 0.00         | 54            |
| <b>Mixed</b>   | 68.00               | 22.67                | 90.67        | 4.00          | 1.33       | 5.33         | 2.67  | 1.33         | 75            |
| <b>Average (of 348 responses)</b>  |                     |                      | <b>83.18</b> |               |            | <b>15.23</b> |       |              | 348 (Total)   |
| <b>White/Caucasian</b>   | 65.31               | 26.25                | <b>91.56</b> | 5.31          | 1.88       | <b>7.19</b>  | 0.63  | 0.63         | 320           |
| <b>Gender Diverse</b>  | 52.17               | 36.23                | 88.41        | 4.35          | 1.45       | 5.80         | 4.35  | 1.45         | 69            |
| <b>People with Disability</b>  | 52.38               | 31.75                | 84.13        | 9.52          | 0.00       | 9.52         | 4.76  | 1.59         | 63            |
| <b>People with Neurodivergence</b>   | 49.15               | 38.98                | 88.14        | 8.47          | 1.69       | 10.17        | 1.69  | 0.00         | 59            |
| <b>Average (of 191 responses)</b>  |                     |                      | <b>86.89</b> |               |            | <b>8.50</b>  |       |              | 191 (Total)   |

**FS4.15 My child has the necessary supports and resources they need to succeed at school.**

A total of 669 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Seventy percent (70%) (n=468 out of 669) of all family respondents felt that their child had the necessary supports and resources they needed to succeed at school *all or most of the time*. This number is lower (61%) (n=212 out of 348) for family respondents who identified with a racialized group and even lower (57%) (n=108 out of 190) for family respondents who identified with other marginalized groups.



| Table FS4.15 My child has the necessary supports and resources they need to succeed at school. |                     |                      |              |               |            |              |       |              |               |
|--|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|  | Answer Choices %    |                      |              |               |            |              |       |              |               |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>  | 33.78               | 36.32                | <b>70.10</b> | 17.79         | 6.88       | <b>24.66</b> | 2.99  | 2.24         | 669           |
| <b>Indigenous</b>  | 45.45               | 0.00                 | 45.45        | 36.36         | 18.18      | 54.55        | 0.00  | 0.00         | 11            |
| <b>Black / African</b>   | 8.33                | 58.33                | 66.67        | 25.00         | 8.33       | 33.33        | 0.00  | 0.00         | 12            |
| <b>East &amp; Southeast Asian</b>  | 39.13               | 39.13                | 78.26        | 13.04         | 5.07       | 18.12        | 3.62  | 0.00         | 138           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 28.57               | 14.29                | 42.86        | 42.86         | 14.29      | 57.14        | 0.00  | 0.00         | 14            |
| <b>South Asian &amp; Indo-Caribbean</b>  | 34.09               | 29.55                | 63.64        | 22.73         | 9.09       | 31.82        | 2.27  | 2.27         | 44            |
| <b>Hispanic</b>  | 40.74               | 27.78                | 68.52        | 20.37         | 3.70       | 24.07        | 3.70  | 3.70         | 54            |
| <b>Mixed</b>   | 21.33               | 38.67                | 60.00        | 21.33         | 8.00       | 29.33        | 1.33  | 9.33         | 75            |
| <b>Average (of 348 responses)</b>  |                     |                      | <b>60.77</b> |               |            | <b>35.48</b> |       |              | 348 (Total)   |
| <b>White/Caucasian</b>   | 34.17               | 37.93                | <b>72.10</b> | 15.99         | 6.90       | <b>22.88</b> | 3.45  | 1.57         | 319           |
| <b>Gender Diverse</b>  | 26.09               | 33.33                | 59.42        | 17.39         | 7.25       | 24.64        | 8.70  | 7.25         | 69            |
| <b>People with Disability</b>  | 23.81               | 30.16                | 53.97        | 23.81         | 11.11      | 34.92        | 11.11 | 0.00         | 63            |
| <b>People with Neurodivergence</b>   | 24.14               | 32.76                | 56.90        | 18.97         | 13.79      | 32.76        | 8.62  | 1.72         | 58            |
| <b>Average (of 190 responses)</b>  |                     |                      | <b>56.76</b> |               |            | <b>30.77</b> |       |              | 190 (Total)   |

**FS4.16 My child is given fair and equal opportunities to participate in differentiated learning programs.**

A total of 660 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Twenty-seven percent (27%) (n=92 out of 342) of family respondents who identified with a racialized group indicated that their child was *sometimes or rarely* given fair and equal opportunities to participate in differentiated learning programs. Twenty-one percent (21%) (n= 139 out of 660) of all family respondents shared this perception.

| Table FS4.16 My child is given fair and equal opportunities to participate in differentiated learning programs. |                     |                      |              |               |            |              |       |              |               |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                      |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>   | 35.91               | 23.33                | <b>59.24</b> | 15.61         | 5.45       | <b>21.06</b> | 3.64  | 16.06        | 660           |
| <b>Indigenous</b>   | 36.36               | 0.00                 | 36.36        | 27.27         | 18.18      | 45.45        | 0.00  | 18.18        | 11            |
| <b>Black / African</b>  | 20.00               | 40.00                | 60.00        | 10.00         | 0.00       | 10.00        | 0.00  | 30.00        | 10            |
| <b>East &amp; Southeast Asian</b>   | 38.69               | 29.20                | 67.88        | 12.41         | 2.92       | 15.33        | 2.92  | 13.87        | 137           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 21.43               | 7.14                 | 28.57        | 28.57         | 14.29      | 42.86        | 0.00  | 28.57        | 14            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 31.82               | 18.18                | 50.00        | 13.64         | 15.91      | 29.55        | 4.55  | 15.91        | 44            |
| <b>Hispanic</b>   | 43.40               | 15.09                | 58.49        | 16.98         | 7.55       | 24.53        | 1.89  | 15.09        | 53            |
| <b>Mixed</b>  | 30.14               | 31.51                | 61.64        | 12.33         | 5.48       | 17.81        | 4.11  | 16.44        | 73            |
| <b>Average (of 342 responses)</b>   |                     |                      | <b>51.85</b> |               |            | <b>26.50</b> |       |              | 342 (Total)   |
| <b>White/Caucasian</b>  | 36.71               | 21.52                | <b>58.23</b> | 17.09         | 4.11       | <b>21.20</b> | 4.43  | 16.14        | 316           |
| <b>Gender Diverse</b>   | 31.88               | 27.54                | 59.42        | 11.59         | 7.25       | 18.84        | 7.25  | 14.49        | 69            |
| <b>People with Disability</b>   | 22.22               | 26.98                | 49.21        | 20.63         | 11.11      | 31.75        | 9.52  | 9.52         | 63            |
| <b>People with Neurodivergence</b>  | 28.07               | 21.05                | 49.12        | 19.30         | 7.02       | 26.32        | 8.77  | 15.79        | 57            |
| <b>Average (of 189 responses)</b>   |                     |                      | <b>52.58</b> |               |            | <b>25.63</b> |       |              | 189 (Total)   |

**FS4.17 My child is supported in school to pursue their talents and extracurricular interests.**

A total of 668 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Thirty-one percent (31%) (n=207 out of 668) of all family respondents indicated their child is *sometimes or rarely* supported to pursue their talents and interests. Thirty-five percent (35%) (n=121 out of 347) of family respondents who identified with a racialized group and 40% (n=76 out of 191) of family respondents who identified with other marginalized groups shared this perception.

| Table FS4.17 My child is supported in school to pursue their talents and extracurricular interests. |                     |                      |              |               |            |              |       |              |               |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                      |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |              |               |
| <b>All Families</b>   | 27.84               | 26.65                | <b>54.49</b> | 21.56         | 8.98       | <b>30.54</b> | 5.39  | 9.58         | 668           |
| <b>Indigenous</b>   | 27.27               | 9.09                 | 36.36        | 36.36         | 18.18      | 54.55        | 0.00  | 9.09         | 11            |
| <b>Black / African</b>  | 25.00               | 33.33                | 58.33        | 25.00         | 8.33       | 33.33        | 0.00  | 8.33         | 12            |
| <b>East &amp; Southeast Asian</b>   | 32.61               | 31.16                | 63.77        | 15.22         | 10.14      | 25.36        | 5.07  | 5.80         | 138           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 14.29               | 14.29                | 28.57        | 42.86         | 14.29      | 57.14        | 14.29 | 0.00         | 14            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 29.55               | 25.00                | 54.55        | 4.55          | 20.45      | 25.00        | 9.09  | 11.36        | 44            |
| <b>Hispanic</b>   | 33.33               | 22.22                | 55.56        | 11.11         | 7.41       | 18.52        | 9.26  | 16.67        | 54            |
| <b>Mixed</b>  | 17.57               | 29.73                | 47.30        | 18.92         | 9.46       | 28.38        | 5.41  | 18.92        | 74            |
| <i>Average (of 347 responses)</i>   |                     |                      | <b>49.20</b> |               |            | <b>34.61</b> |       |              | 347 (Total)   |
| <b>White/Caucasian</b>  | 27.59               | 25.71                | <b>53.29</b> | 27.59         | 6.58       | <b>34.17</b> | 4.39  | 8.15         | 319           |
| <b>Gender Diverse</b>   | 20.29               | 26.09                | 46.38        | 14.49         | 18.84      | 33.33        | 10.14 | 10.14        | 69            |
| <b>People with Disability</b>   | 19.05               | 20.63                | 39.68        | 28.57         | 17.46      | 46.03        | 6.35  | 7.94         | 63            |
| <b>People with Neurodivergence</b>  | 22.03               | 27.12                | 49.15        | 23.73         | 16.95      | 40.68        | 3.39  | 6.78         | 59            |
| <i>Average (of 191 responses)</i>   |                     |                      | <b>45.07</b> |               |            | <b>40.01</b> |       |              | 191 (Total)   |

**FS4.18 Do you perceive certain schools to have better or worse educational or growth outcomes for students?**

A total of 670 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Sixty-nine percent (69%) (n = 462 out of 670) of all family respondents perceive certain schools to have better or worse educational or growth outcomes for students.

| Table FS4.18 Do you perceive certain schools to have better or worse educational or growth outcomes for students? |                  |             |              |                              |
|---|------------------|-------------|--------------|------------------------------|
|   | Answer Choices % |             |              | N = Responses                |
|   | Yes              | No          | I don't know |                              |
| <b>Response Groups</b>  |                  |             |              |                              |
| <b>All Families</b>   | 68.66            | 7.91        | 23.43        | 670                          |
| <b>Indigenous</b>   | 72.73            | 9.09        | 18.18        | 11                           |
| <b>Black / African</b>  | 41.67            | 0.00        | 58.33        | 12                           |
| <b>East &amp; Southeast Asian</b>   | 64.75            | 6.47        | 28.78        | 139                          |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 71.43            | 0.00        | 28.57        | 14                           |
| <b>South Asian &amp; Indo-Caribbean</b>   | 79.55            | 4.55        | 15.91        | 44                           |
| <b>Hispanic</b>   | 62.26            | 7.55        | 30.19        | 53                           |
| <b>Mixed</b>  | 68.00            | 9.33        | 22.67        | 75                           |
| <b>Average</b><br><i>(of 348 responses)</i>   | <b>65.77</b>     | <b>5.28</b> | <b>28.95</b> | <b>348</b><br><i>(Total)</i> |
| <b>White/Caucasian</b>  | <b>70.94</b>     | <b>9.38</b> | <b>19.69</b> | 320                          |
| <b>Gender Diverse</b>   | 63.77            | 8.70        | 27.54        | 69                           |
| <b>People with Disability</b>   | 79.37            | 4.76        | 15.87        | 63                           |
| <b>People with Neurodivergence</b>  | 69.49            | 3.39        | 27.12        | 59                           |
| <b>Average</b><br><i>(of 191 responses)</i>   | <b>70.87</b>     | <b>5.62</b> | <b>23.51</b> | <b>191</b><br><i>(Total)</i> |

**FS4.19 In the past have you had to relocate to or within Vancouver in hopes of enrolling your child into a certain school?**

A total of 667 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Seventeen percent (17%) (n=113 out of 667) of all family respondents have had to relocate to or within Vancouver in hopes of enrolling their children into a certain school. This is prominent among family respondents who identified as Indigenous (27%) (n=3 out of 11), People with Disability (24%) (n=15 out of 62), and People with Neurodivergence (25%) (n=15 out of 59).

| Table FS4.19 In the past have you had to relocate to or within Vancouver in hopes of enrolling your child into a certain school? |                  |              |              |                |
|--|------------------|--------------|--------------|----------------|
|  | Answer Choices % |              |              | N = Responses  |
|  | Yes              | No           | I don't know |                |
| <b>Response Groups</b>   |                  |              |              |                |
| <b>All Families</b>  | 17.09            | 80.81        | 2.10         | 667            |
| <b>Indigenous</b>  | 27.27            | 72.73        | 0.00         | 11             |
| <b>Black / African</b>   | 8.33             | 83.33        | 8.33         | 12             |
| <b>East &amp; Southeast Asian</b>  | 21.58            | 74.82        | 3.60         | 139            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 0.00             | 92.86        | 7.14         | 14             |
| <b>South Asian &amp; Indo-Caribbean</b>  | 13.64            | 84.09        | 2.27         | 44             |
| <b>Hispanic</b>  | 20.75            | 79.25        | 0.00         | 53             |
| <b>Mixed</b>   | 16.44            | 78.08        | 5.48         | 73             |
| <b>Average<br/>(of 346 responses)</b>  | <b>15.43</b>     | <b>80.74</b> | <b>3.83</b>  | 346<br>(Total) |
| <b>White/Caucasian</b>   | <b>15.99</b>     | <b>83.39</b> | <b>0.63</b>  | 319            |
| <b>Gender Diverse</b>  | 14.49            | 78.26        | 7.25         | 69             |
| <b>People with Disability</b>  | 24.19            | 74.19        | 1.61         | 62             |
| <b>People with Neurodivergence</b>   | 25.42            | 72.88        | 1.69         | 59             |
| <b>Average<br/>(of 190 responses)</b>  | <b>21.37</b>     | <b>75.11</b> | <b>3.52</b>  | 190<br>(Total) |

**FS4.20 When selecting a school for your child what are your top considerations in your decision making?**

A total of 665 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Based on survey results, the top considerations for family respondents when selecting a school for their children are:

- Location proximity to school (62%) (n= 412 out of 665)
- Racial and language diversity in school (27%) (n= 180 out of 665)
- Extracurricular programs at school (25%) (n= 166 out of 665)

| Table FS4.20: When selecting a school for your child what are your top considerations in your decision making? Select all that Apply |            |
|--|------------|
| Answer Choices   | Response % |
| Location proximity to school   | 62.26%     |
| Availability of French Immersion   | 21.46%     |
| Availability of Advanced Placement or International Baccalaureate (IB)   | 15.45%     |
| Racial and language diversity in school  | 26.65%     |
| Having children of relatives or friends who attend the school  | 11.08%     |
| Teachers or staff who are known to the family who work at the school   | 3.89%      |
| Meal programs for students   | 4.36%      |
| Access to before and after school childcare  | 18.99%     |
| Extracurricular programs at school   | 25.47%     |
| Sports and athletics programs  | 17.57%     |
| Learning supports and resources for students with special needs  | 13.68%     |
| Word of mouth  | 18.28%     |
| Other  | 9.20%      |
| I don't know   | 0.59%      |
| <b>Answered</b>  | <b>665</b> |

**FS4.21 Is there anything you would like to share about any challenges or barriers experienced by your child in accessing learning or growth opportunities at school?**

A total of 180 family responses to this question were reviewed to develop the following themes.

Families shared the following on challenges or barriers their child(ren) experienced in accessing learning or growth opportunities at school:

- Lack of communication on what is happening in schools (e.g., unaware of programming options, extracurriculars).
  - Some families have noted that racialized families receive less communication relative to White parents.
- Limited programming available for various educational levels (e.g., gifted students).
  - Some families have shared concerns over the availability of programs causing long waitlists (e.g., Mandarin Immersion, French Immersion).
- IBPOC are erased in school curriculum and not adequately celebrated and supported in classrooms (e.g., Black History Month).
- COVID has made it challenging and isolating for students to receive adequate education and socialization.
- English Language Learners have significant challenges in receiving the necessary supports.
- Neurodivergent Learners are not receiving consistent sustained support that is needed to ensure their success in classrooms. Children are segregated and isolated from others.
- Supports and resources are lacking in schools – for example, counselling services are available sporadically and not consistently for students to access.
  - Some families voiced concerns over the lack of Educational Assistants in classrooms, causing teachers to have to focus on students who need support instead of teaching the class as a whole.
- Lack of diversity in extracurriculars – for example, lots of activities are sports-focused.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

**FS4.22 Is there anything you would like to share about how students from diverse backgrounds and identities can be supported to succeed at school?**

*A total of 172 family responses to this question were reviewed to develop the following themes. Families shared the following on how students from diverse backgrounds and identities could be supported to succeed at school:*

- Ensuring there is adequate support for families who may be low-income.
- Provide dedicated staff and teachers for English Language Learners.
- Translate more materials for families using MOSAIC so families are aware of what is available and happening in schools.
- More education, awareness, and support for neurodiverse students in classrooms – including them in the same space as other students where possible.
- Increasing the programming to reflect the diversity of the students (e.g., Indigenous learners, Jewish cultural practices, IBPOC history in Canada).
  - Students should be given the opportunity to learn about holidays of significance and celebrate their months (e.g., Black History Month).
- Training for staff and teachers on cultural sensitivity and awareness, unconscious bias, gender diversity, 2SLGBTQIA+, family types, and IBPOC.
- The curriculum needs to be updated to reflect the diversity of the students – children should see themselves in the textbooks they read.
- More diversity in staff at all levels in the VSB and schools.
- Providing more Indigenous supports in schools (e.g., Indigenous teachers, Indigenous Educational Workers).

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Section 5: Experiences of Racism and Discrimination

This section asked families to respond to questions about their experiences of facing or witnessing racism and discrimination at school. This section provides important insights into the struggles, challenges, and impacts of racism and discrimination facing students from marginalized communities. The student responses highlight opportunities for further assessment and action to create safe and inclusive school communities for students of all backgrounds and abilities.

### Section 5 – Key Findings

*Note: These findings reflect the responses collected from the survey respondents and are not representative of the entire VSB community. For further information on the number of responses collected for each survey question please review the findings in the following section.*

#### Students and their families experience challenges related to witnessing and experiencing racism and discrimination in their school community.

- Fifty percent (50%) (n = 315 out of 631) of all family respondents had at one point heard the use of racial slurs or abusive language towards themselves or any other racial or ethnic community.
  - Fifty-nine percent (59%) (n=194 out of 329) of family respondents who identified with a racialized group heard the use of such language.
- Seventy-five percent (75%) (n = 43 out of 57) of family respondents who identified as People with Disability and 53% (n = 29 out of 55) of family respondents who identified as People with Neurodivergence indicated that they or their children were exposed to hearing discriminatory language towards people with disabilities or mental health issues.
- Nineteen percent (19%) (n = 118 out of 621) of all respondents indicated that they or their children had received praise or recognition for an accomplishment that is attached to racial or ethnic background.
  - This experience was more common with family respondents who identified with a racialized group (28%) (n = 91 out of 326).
- Forty-four percent (44%) (n = 274 out of 624) of family respondents indicated that they or their children had experienced or observed someone being mocked because of their clothing.
- Forty-eight percent 48% (n = 298 out of 620) of family respondents indicated that they or their children had at some point experienced or observed someone be mocked because of their physical appearance.
- Twenty-four percent (25%) (n = 155 out of 622) of all family respondents indicated that they or their children had experienced someone touching their hair.
- Forty-one percent (41%) (n = 255 out of 621) of all family respondents indicated that they or their children had experienced someone being mocked because of their accent or ability to speak English.
- Twenty-eight percent (28%) (n = 174 out of 620) of all family respondents indicated that they or their children had experienced having their name mocked.

#### Students and families may face challenges related to witnessing and experiencing gender-based discrimination in their school community.

- Forty-three percent (43%) (n = 270 out of 628) of all family respondents indicated that they or their child has heard the use of discriminatory language related to gender.



- Forty-five percent (45%) (n = 29 out of 65) of family respondents who identified as gender diverse indicated they shared this experience.
- Forty-one percent (41%) (n = 257 out of 626) of all family respondents indicated that they or their child has heard the use of homophobic or transphobic language.
  - Forty-five percent (45%) (n = 29 out of 64) of family respondents who identified as gender diverse indicated they shared this experience.
- Thirty-one percent (31%) (n = 190 out of 612) of all family respondents indicated that they or their children had received praise or recognition for an accomplishment that is attached to their gender.
- Nine percent (9%) (n=6 out of 64) of family respondents who identified as gender diverse indicated that they or their children at some point had been addressed with a name they no longer use.

### Students and families who identify with marginalized groups face greater vulnerabilities during interactions with their school community.

- Thirty-two percent (32%) of all family respondents (n = 198 out of 620) indicated that they or their children have experienced being ignored or mocked in group discussions.
  - Fifty-one percent (51%) (n = 29 out of 57), of family respondents who identified as People with Disability and as People with Neurodivergence (n = 28 out of 55) indicated they shared this experience.
- Sixteen percent (16%) (n = 99 out of 617) of all family respondents indicated that they or their children have observed someone appropriate or wear their cultural clothing or symbols in a way that is disrespectful.
  - For family respondents who identified with a racialized group 25% (n=81 out of 326) have witnessed this in their school community.
- Twenty-three percent (23%) (n = 142 out of 619) of all family respondents indicated that they or their children had experienced being ridiculed for their ambition or goals.
  - Forty-nine percent (49%) (n = 17 out of 55) of family respondents who identified as People with Neurodivergence and 47% (n = 27 out of 57) of family respondents who identified as People with Disability indicated that they or their children had been mocked for such reasons.
- Twenty-nine percent (29%) (n = 181 out of 623) of all family respondents indicated that they or their children had been told that they are too aggressive or disruptive.
  - Fifty-five percent (53%) (n=29 out of 55) of family respondents who identified as being People with Neurodivergence and 58% (n = 33 out of 57) of family respondents who identified as People with Disability indicated that they or their children were labelled aggressive and disruptive.

### Students with heightened vulnerabilities and marginalized identities may feel restricted in their ability to discuss topics of racism and discrimination.

- Forty-five percent (45%) (n = 280 out of 624) of all family respondents felt that rules and discipline were fairly applied *all or most of the time*.
- Fifty-five percent (55%) (n = 345 out of 627) of all family respondents feel safe and supported at school to share their thoughts, ideas, and concerns related to racism.

- Fifty-three percent (53%) (n = 174 out of 328) of family respondents who identified with a racialized group shared this perception.
- Sixty-seven percent (67%) (n = 419 out of 626) of all family respondents indicated they feel safe and comfortable reporting racism or discrimination that they or their child had experienced.
  - This was lower for family respondents who identified as People with Disability (53%) (n = 30 out of 57) and People with Neurodivergence (54%) (n = 31 out of 57).

### Families hold varied perceptions of VSB actions and responses to addressing racism and discrimination.

- Fifty-four percent (54%) (n = 337 out of 625) of all family respondents indicated that the VSB staff actively work to discourage racism and discrimination of any form in schools *all or most of the time*.
  - Twenty-five percent (25%) (n = 156 out of 625) of all family respondents indicated that this occurs *sometimes or rarely*, whereas 4% (n = 25 out of 625) indicated that this *never* occurs.
  - Seventeen percent (17%) (n = 106 out of 625) of family respondents indicated they did not know.
- Thirty-two percent (32%) (n = 199 out of 622) of family respondents feel that the VSB takes immediate action to address issues of racism and discrimination all or most of the time.

### Experiences of racism and discrimination can significantly impact the well-being and development of students who identify with marginalized groups.

- Twelve percent (12%) (n = 39 out of 326) of family respondents who identified with a racialized group their child had to miss one or more school days due to feeling unsafe or uncomfortable due to a reason attached to their identity.
  - Twenty-two percent (22%) (n = 39 out of 178) of family respondents who identified as either gender-diverse, People with Disability, or People with Neurodivergence indicated their child had missed one or more days due to reasons attached to their identity.

### Some families are forced to switch schools due to racism and discrimination.

- Six percent (6%) (n = 40 out of 664) of all family respondents have had to change schools for their children because of racism and discrimination.

## Section 5 – Survey Results

The family respondents were asked to indicate they have experienced or observed any of the following incidents of racism or discrimination directed at their child or any other person during the time your child has been enrolled in the Vancouver School District:

### FS5.1 Heard the use of racial slurs or abusive language towards your own or any other racial or ethnic community

A total of 631 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020–2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Fifty-nine percent (59%) (n = 194 out of 329) of family respondents who identified with a racialized group had at one point heard the use of racial slurs or abusive language towards themselves or any other racial or ethnic community. Fifty percent (50%) (n = 315 out of 631) of all family respondents had heard the use of such language.

| Table FS5.1 Heard the use of racial slurs or abusive language towards your own or any other racial or ethnic community. |  |                        |                                  |                              |                   |       |                 |                      |
|---|--|------------------------|----------------------------------|------------------------------|-------------------|-------|-----------------|----------------------|
|   | Answer Choices %                       |                        |                                  |                              |                   |       |                 |                      |
|   | Frequently<br>(Weekly or<br>Daily) (A) | Often<br>(Monthly) (B) | Sometime<br>s (3-4<br>times) (C) | Rarely<br>(1-2<br>times) (D) | SUM (A+B<br>+C+D) | Never | I don't<br>know | N =<br>Response<br>s |
| <b>Response Groups</b>  |  |                        |                                  |                              |                   |       |                 |                      |
| <b>All Families</b>   | 3.96                                   | 6.34                   | 15.69                            | 23.77                        | <b>49.76</b>      | 39.30 | 10.94           | 631                  |
| <b>Indigenous</b>   | 0.00                                   | 22.22                  | 11.11                            | 33.33                        | 66.66             | 33.33 | 0.00            | 9                    |
| <b>Black / African</b>  | 9.09                                   | 0.00                   | 9.09                             | 45.45                        | 63.63             | 36.36 | 0.00            | 11                   |
| <b>East &amp; Southeast<br/>Asian</b>   | 1.53                                   | 4.58                   | 18.32                            | 29.01                        | 53.44             | 31.30 | 15.27           | 131                  |
| <b>Arab/Middle Eastern/<br/>West &amp; Central Asian</b>  | 7.69                                   | 0.00                   | 30.77                            | 23.08                        | 61.54             | 38.46 | 0.00            | 13                   |
| <b>South Asian &amp; Indo-<br/>Caribbean</b>  | 2.44                                   | 14.63                  | 19.51                            | 24.39                        | 60.97             | 36.59 | 2.44            | 41                   |
| <b>Hispanic/Latinx</b>  | 3.92                                   | 3.92                   | 17.65                            | 21.57                        | 47.06             | 39.22 | 13.73           | 51                   |
| <b>Mixed</b>  | 10.81                                  | 13.51                  | 20.27                            | 13.51                        | 58.1              | 32.43 | 9.46            | 73                   |
| <b>Average<br/>(of 329 responses)</b>   | 5.07                                   | 8.41                   | 18.10                            | 27.19                        | <b>58.77</b>      | 35.38 | 5.84            | 329<br>(Total)       |
| <b>White/Caucasian</b>  | 3.34                                   | 4.68                   | 12.37                            | 23.41                        | <b>43.80</b>      | 44.82 | 11.37           | 299                  |

**FS5.2 Heard the use of discriminatory language related to gender.**

A total of 628 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Forty-three percent (43%) (n = 270 out of 628) of all family respondents stated that they or their child has heard the use of discriminatory language related to gender. Forty-five percent (45%) (n = 29 out of 65) for family respondents who identified as gender diverse.

| Table FS5.2 Heard the use of discriminatory language related to gender. |                                  |                     |                           |                        |               |       |              |               |
|---|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|---------------|
|   | Answer Choices %                 |                     |                           |                        |               |       |              |               |
|   | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                                  |                     |                           |                        |               |       |              |               |
| <b>All Families</b>   | 3.50                             | 7.17                | 14.17                     | 17.99                  | <b>42.83</b>  | 42.52 | 14.65        | 628           |
| <b>Gender Diverse</b>   | 6.15                             | 9.23                | 12.31                     | 16.92                  | <b>44.61</b>  | 40.00 | 15.38        | 65            |

**FS5.3 Heard the use of homophobic, or transphobic language.**

A total of 626 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Forty-one percent (41%) (n = 27 out of 626) of all family respondents indicated that they or their child has heard the use of homophobic or transphobic language. Forty-five percent (45%) (n = 29 out of 64) for family respondents who identified as gender diverse.

| Table FS5.3 Heard the use of homophobic, or transphobic language. |                                  |                     |                           |                        |               |       |              |               |
|---|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|---------------|
|   | Answer Choices %                 |                     |                           |                        |               |       |              |               |
|   | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                                  |                     |                           |                        |               |       |              |               |
| <b>All Families</b>   | 3.67                             | 5.75                | 12.94                     | 18.37                  | <b>40.73</b>  | 44.57 | 14.70        | 626           |
| <b>Gender Diverse</b>   | 6.25                             | 6.25                | 15.63                     | 17.19                  | <b>45.32</b>  | 42.19 | 12.50        | 64            |

**FS5.4 Heard the use of discriminatory language towards people with disabilities or mental health challenges.**

A total of 625 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Seventy-five percent (75%) (n = 43 out of 57) of family respondents who identified as People with Disability and 53% (n = 29 out of 55) of family respondents who identified as People with Neurodivergence indicated that they or their children were exposed to hearing discriminatory language towards people with disabilities or mental health issues. Forty-one percent (41%) (n = 256 out of 625) of all family respondents indicated they were exposed.

**Table FS5.4 Heard the use of discriminatory language towards people with disabilities or mental health challenges.**

|                                    | Answer Choices %                 |                     |                           |                        |               |       |              | N = Responses |
|------------------------------------|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|---------------|
|                                    | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never | I don't know |               |
| <b>Response Groups</b>             |                                  |                     |                           |                        |               |       |              |               |
| <b>All Families</b>                | 3.04                             | 5.28                | 15.68                     | 16.80                  | <b>40.80</b>  | 45.28 | 13.92        | 625           |
|                                    |                                  |                     |                           |                        |               |       |              |               |
| <b>People with Disability</b>      | 8.77                             | 15.79               | 38.60                     | 12.28                  | <b>75.44</b>  | 17.54 | 7.02         | 57            |
| <b>People with Neurodivergence</b> | 10.53                            | 8.77                | 17.54                     | 15.79                  | <b>52.63</b>  | 33.33 | 14.04        | 55            |

**FS5.5 Received praise or recognition for an accomplishment that is attached to racial or ethnic background (for example, you are the smartest Black person I know).**

A total of 621 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Nineteen percent (19%) (n = 118 out of 621) of all respondents indicated that they or their children had received praise or recognition for an accomplishment that is attached to racial or ethnic background. This experience was more common with family respondents who identified with a racialized group (28%) (n = 91 out of 326).

**Table FS5.5 Received praise or recognition for an accomplishment that is attached to racial or ethnic background (for example, you are the smartest Black person I know).**

|  | Answer Choices %                  |                     |                            |                        |               |       |              | N = Responses |
|--|-----------------------------------|---------------------|----------------------------|------------------------|---------------|-------|--------------|---------------|
|  | Frequentl y (Weekly or Daily) (A) | Often (Monthly) (B) | Sometime s (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never | I don't know |               |
| <b>Response Groups</b>                               |                                   |                     |                            |                        |               |       |              |               |
| <b>All Families</b>                                  | 1.29                              | 2.25                | 7.09                       | 8.86                   | <b>19.49</b>  | 51.85 | 28.66        | 621           |
| <b>Indigenous</b>                                    | 0.00                              | 0.00                | 11.11                      | 22.22                  | 33.33         | 55.56 | 11.11        | 9             |
| <b>Black / African</b>                               | 0.00                              | 0.00                | 0.00                       | 9.09                   | 9.09          | 36.36 | 54.55        | 11            |
| <b>East &amp; Southeast Asian</b>                    | 0.76                              | 5.34                | 12.98                      | 12.21                  | 31.29         | 42.75 | 25.95        | 131           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 0.00                              | 0.00                | 15.38                      | 15.38                  | 30.76         | 46.15 | 23.08        | 13            |
| <b>South Asian &amp; Indo-Caribbean</b>              | 0.00                              | 7.32                | 21.95                      | 19.51                  | 48.78         | 41.46 | 9.76         | 41            |
| <b>Hispanic/Latinx</b>                               | 2.00                              | 0.00                | 8.00                       | 10.00                  | 20.00         | 52.00 | 28.00        | 50            |
| <b>Mixed</b>   | 8.45                              | 1.41                | 8.45                       | 7.04                   | 25.35         | 49.30 | 25.35        | 71            |
| <b>Average (of 326 responses)</b>                    | 1.60                              | 2.01                | 11.12                      | 13.64                  | <b>28.37</b>  | 46.23 | 25.40        | 326 (Total)   |
| <b>White/Caucasian</b>                               | 0.00                              | 1.36                | 3.06                       | 7.48                   | <b>11.90</b>  | 57.14 | 30.95        | 294           |

**FS5.6 Received praise or recognition for an accomplishment that is attached to gender.**

A total of 612 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Thirty-one percent (31%) (n = 190 out of 612) of all family respondents indicated that they or their children had received praise or recognition for an accomplishment that is attached to their gender.

**Table FS5.6 Received praise or recognition for an accomplishment that is attached to gender.**

|                        | Answer Choices %                  |                     |                            |                        |               |       |              | N = Responses |
|------------------------|-----------------------------------|---------------------|----------------------------|------------------------|---------------|-------|--------------|---------------|
|                        | Frequentl y (Weekly or Daily) (A) | Often (Monthly) (B) | Sometime s (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never | I don't know |               |
| <b>Response Groups</b> |                                   |                     |                            |                        |               |       |              |               |
| <b>All Families</b>    | 0.82                              | 5.23                | 12.58                      | 12.91                  | <b>31.53</b>  | 41.99 | 26.47        | 612           |
| <b>Gender Diverse</b>  | 4.69                              | 7.81                | 6.25                       | 9.38                   | <b>28.12</b>  | 46.88 | 25.00        | 64            |

**FS5.7 Experienced or observed someone be mocked because of their clothing.**

A total of 624 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Forty-four percent (44%) (n = 274 out of 624) of family respondents indicated that they or their children had experienced or observed someone being mocked because of their clothing.

**Table FS5.7 Experienced or observed someone be mocked because of their clothing.**

|                        | Answer Choices %                 |                     |                           |                        | SUM<br>(A+B+C+D) | Never | I don't know | N = Responses |
|------------------------|----------------------------------|---------------------|---------------------------|------------------------|------------------|-------|--------------|---------------|
|                        | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) |                  |       |              |               |
| <b>Response Groups</b> |                                  |                     |                           |                        |                  |       |              |               |
| <b>All Families</b>    | 2.72                             | 6.73                | 16.35                     | 17.79                  | <b>43.58</b>     | 37.50 | 18.91        | 624           |

**FS5.8 Experienced or observed someone be mocked because of their physical appearance.**

A total of 620 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Forty-eight percent (48%) (n = 298 out of 620) of family respondents indicated that they or their children had at some point experienced or observed someone be mocked because of their physical appearance.

**Table FS5.8 Experienced or observed someone be mocked because of their physical appearance.**

|                        | Answer Choices %                 |                     |                           |                        | SUM<br>(A+B+C+D) | Never | I don't know | N = Responses |
|------------------------|----------------------------------|---------------------|---------------------------|------------------------|------------------|-------|--------------|---------------|
|                        | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) |                  |       |              |               |
| <b>Response Groups</b> |                                  |                     |                           |                        |                  |       |              |               |
| <b>All Families</b>    | 3.87                             | 8.55                | 16.77                     | 18.39                  | <b>47.58</b>     | 35.16 | 17.26        | 620           |

**FS5.9 Experienced having someone touch your hair.**

A total of 622 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Twenty-four percent (24%) (n = 149 out of 622) of all family respondents indicated that they or their children had experienced someone touching their hair.

| Table FS5.9 Experienced having someone touch your hair. |                                  |                     |                           |                        |               |       |              |               |
|---|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|---------------|
|   | Answer Choices %                 |                     |                           |                        |               |       |              |               |
|   | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never | I don't know | N = Responses |
| <b>Response Groups</b>                                  |                                  |                     |                           |                        |               |       |              |               |
| <b>All Families</b>                                     | 2.73                             | 3.86                | 7.40                      | 10.45                  | <b>24.44</b>  | 52.41 | 23.15        | 622           |
| <b>Indigenous</b>                                       | 0.00                             | 11.11               | 0.00                      | 11.11                  | 22.22         | 66.67 | 11.11        | 9             |
| <b>Black / African</b>                                  | 8.33                             | 25.00               | 16.67                     | 8.33                   | 58.33         | 16.67 | 25.00        | 12            |
| <b>East &amp; Southeast Asian</b>                       | 0.00                             | 1.54                | 4.62                      | 13.08                  | 19.24         | 54.62 | 26.15        | 130           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>    | 0.00                             | 7.69                | 0.00                      | 15.38                  | 23.07         | 53.85 | 23.08        | 13            |
| <b>South Asian &amp; Indo-Caribbean</b>                 | 5.00                             | 2.50                | 5.00                      | 12.50                  | 25            | 45.00 | 30.00        | 41            |
| <b>Hispanic/Latinx</b>                                  | 0.00                             | 0.00                | 2.00                      | 14.00                  | 16            | 60.00 | 24.00        | 50            |
| <b>Mixed</b>  | 9.72                             | 5.56                | 15.28                     | 9.72                   | 40.28         | 44.44 | 15.28        | 72            |
| <b>Average (of 327 responses)</b>                       | 3.29                             | 7.63                | 6.22                      | 12.02                  | <b>29.16</b>  | 48.75 | 22.09        | 327 (Total)   |
| <b>White/Caucasian</b>                                  | 2.38                             | 4.08                | 7.82                      | 8.50                   | <b>22.78</b>  | 54.08 | 23.13        | 294           |

#### FS5.10 Experienced or observed someone be mocked because of their accent or ability to speak English.

A total of 621 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Forty-one percent (41%) (n = 255 out of 621) of all family respondents indicated that they or their children had experienced someone being mocked because of their accent or ability to speak English. Forty-six percent (46%) (n = 151 out of 328) of family respondents who identified with a racialized group experiences someone being mocked because of their accent or ability to speak English.



**Table FS5.10 Experienced or observed someone be mocked because of their accent or ability to speak English.**

| Response Groups                                      | Answer Choices %                 |                     |                           |                        | SUM (A+B+C+D) | Never | I don't know | N = Responses |
|--|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|---------------|
|  | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) |               |       |              |               |
| <b>All Families</b>                                  | 3.54                             | 6.60                | 13.85                     | 17.07                  | <b>41.06</b>  | 38.81 | 20.13        | 621           |
| <b>Indigenous</b>                                    | 11.11                            | 0.00                | 11.11                     | 22.22                  | 44.44         | 44.44 | 11.11        | 9             |
| <b>Black / African</b>                               | 0.00                             | 0.00                | 9.09                      | 18.18                  | 27.27         | 54.55 | 18.18        | 11            |
| <b>East &amp; Southeast Asian</b>                    | 3.05                             | 6.87                | 16.03                     | 21.37                  | 47.32         | 28.24 | 24.43        | 131           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 0.00                             | 23.08               | 15.38                     | 15.38                  | 53.84         | 23.08 | 23.08        | 13            |
| <b>South Asian &amp; Indo-Caribbean</b>              | 9.76                             | 12.20               | 19.51                     | 14.63                  | 56.10         | 31.71 | 12.20        | 41            |
| <b>Hispanic/Latinx</b>                               | 5.88                             | 11.76               | 17.65                     | 15.69                  | 50.98         | 29.41 | 19.61        | 51            |
| <b>Mixed</b>   | 6.94                             | 12.50               | 8.33                      | 13.89                  | 41.66         | 43.06 | 15.28        | 72            |
| <b>Average (of 328 responses)</b>                    | 5.25                             | 9.49                | 13.87                     | 17.34                  | <b>45.94</b>  | 36.36 | 17.70        | 328 (Total)   |
| <b>White/Caucasian</b>                               | 1.72                             | 3.09                | 12.71                     | 16.49                  | <b>34.01</b>  | 45.02 | 20.96        | 291           |

**FS5.11 Experienced having your name mocked.**

A total of 620 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Twenty-eight percent (28%) (n = 174 out of 620) of all family respondents indicated that they or their children had experienced having their name mocked.

**Able FS5.11 Experienced having your name mocked.**

| Response Groups                                      | Answer Choices %                 |                     |                           |                        | SUM (A+B+C+D) | Never | I don't know | N = Responses |
|--|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|---------------|
|  | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) |               |       |              |               |
| <b>All Families</b>                                  | 1.45                             | 4.35                | 9.52                      | 12.26                  | <b>27.58</b>  | 54.68 | 17.74        | 620           |
| <b>Indigenous</b>                                    | 0.00                             | 0.00                | 11.11                     | 22.22                  | 33.33         | 66.67 | 0.00         | 9             |
| <b>Black / African</b>                               | 0.00                             | 0.00                | 0.00                      | 0.00                   | 0.00          | 63.64 | 36.36        | 11            |
| <b>East &amp; Southeast Asian</b>                    | 0.76                             | 4.58                | 3.05                      | 16.79                  | 25.18         | 55.73 | 19.08        | 131           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b> | 7.69                             | 0.00                | 15.38                     | 23.08                  | 46.15         | 30.77 | 23.08        | 13            |
| <b>South Asian &amp; Indo-Caribbean</b>              | 2.50                             | 12.50               | 12.50                     | 12.50                  | 40            | 45.00 | 15.00        | 40            |
| <b>Hispanic/Latinx</b>                               | 2.00                             | 2.00                | 6.00                      | 14.00                  | 24            | 58.00 | 18.00        | 50            |
| <b>Mixed</b>   | 5.41                             | 12.16               | 12.16                     | 6.76                   | 36.49         | 47.30 | 16.22        | 74            |
| <b>Average (of 328 responses)</b>                    | 2.62                             | 4.46                | 8.60                      | 13.62                  | <b>29.31</b>  | 52.44 | 18.25        | 328 (Total)   |
| <b>White/Caucasian</b>                               | 0.34                             | 2.07                | 12.07                     | 11.03                  | <b>25.51</b>  | 56.90 | 17.59        | 290           |

**FS5.12 Addressed with a dead name (a name you no longer use).**

A total of 614 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Nine percent (9%) (n = 6 out of 64) of family respondents who identified as gender diverse indicated that they or their children at some point had been addressed with a name they no longer use.

| Table FS5.12 Addressed with a dead name (a name you no longer use). |                                  |                     |                           |                        |               |       |              |               |
|---|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|---------------|
|   | Answer Choices %                 |                     |                           |                        |               |       |              |               |
|   | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                                  |                     |                           |                        |               |       |              |               |
| <b>All Families</b>   | 0.65                             | 1.30                | 0.65                      | 4.72                   | <b>7.33</b>   | 70.52 | 22.15        | 614           |
| <b>Gender Diverse</b>   | 1.56                             | 1.56                | 0.00                      | 6.25                   | <b>9.38</b>   | 71.88 | 18.75        | 64            |

**FS5.13 Experienced being ignored or mocked when participating in group discussions.**

A total of 620 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Thirty-two percent (32%) (n = 198 out of 620) of all family respondents indicated that they or their children have experienced being ignored or mocked in group discussions. Fifty-one percent (51%) (n = 29 out of 57) of family respondents who identified as People with Disability and 51% (n = 28 out of 55) of family respondents who identified as People with Neurodivergence have had this experience.

| Table FS5.13 Experienced being ignored or mocked when participating in group discussions. |  |                           |  |                                 |                  |       |                 |                      |
|---|--|---------------------------|--|---------------------------------|------------------|-------|-----------------|----------------------|
|   | Answer Choices %                           |                           |  |                                 |                  |       |                 |                      |
|   | Frequentl<br>y (Weekly<br>or<br>Daily) (A) | Often<br>(Monthly)<br>(B) | Somet<br>imes<br>(3-4<br>times)<br>(C) | Rarely<br>(1-2<br>times)<br>(D) | SUM<br>(A+B+C+D) | Never | I don't<br>know | N =<br>Respon<br>ses |
| <b>Response Groups</b>  |  |                           |  |                                 |                  |       |                 |                      |
| <b>All Families</b>   | 1.77                                       | 5.16                      | 11.45                                  | 13.87                           | <b>32.25</b>     | 46.77 | 20.97           | 620                  |
| <b>Indigenous</b>   | 0.00                                       | 11.11                     | 33.33                                  | 0.00                            | 44.44            | 44.44 | 11.11           | 9                    |
| <b>Black / African</b>  | 0.00                                       | 18.18                     | 0.00                                   | 9.09                            | 27.27            | 45.45 | 27.27           | 11                   |
| <b>East &amp; Southeast Asian</b>   | 0.00                                       | 5.34                      | 11.45                                  | 22.14                           | 38.93            | 38.93 | 22.14           | 131                  |
| <b>Arab/Middle Eastern/ West<br/>&amp; Central Asian</b>                                  | 0.00                                       | 7.69                      | 15.38                                  | 15.38                           | 38.45            | 38.46 | 23.08           | 13                   |
| <b>South Asian &amp; Indo-<br/>Caribbean</b>  | 2.50                                       | 7.50                      | 12.50                                  | 10.00                           | 32.5             | 42.50 | 25.00           | 40                   |
| <b>Hispanic/Latinx</b>  | 2.00                                       | 6.00                      | 12.00                                  | 12.00                           | 32.00            | 50.00 | 18.00           | 50                   |
| <b>Mixed</b>  | 4.23                                       | 12.68                     | 18.31                                  | 4.23                            | 39.45            | 42.25 | 18.31           | 71                   |
| <b>Average<br/>(of 325 responses)</b>   | 1.25                                       | 9.79                      | 14.71                                  | 10.41                           | <b>36.15</b>     | 43.15 | 20.70           | 325<br>(Total)       |
| <b>White/Caucasian</b>  | 2.05                                       | 2.05                      | 9.22                                   | 13.99                           | <b>27.31</b>     | 51.54 | 21.16           | 293                  |
| <b>Gender Diverse</b>   | 4.62                                       | 6.15                      | 13.85                                  | 10.77                           | 35.39            | 53.85 | 10.77           | 65                   |
| <b>People with Disability</b>   | 7.02                                       | 10.53                     | 17.54                                  | 15.79                           | 50.88            | 28.07 | 21.05           | 57                   |
| <b>People with<br/>Neurodivergence</b>  | 3.64                                       | 7.27                      | 29.09                                  | 10.91                           | 50.91            | 30.91 | 18.18           | 55                   |
| <b>Average<br/>(of 177 responses)</b>   | 5.09                                       | 7.98                      | 20.16                                  | 12.49                           | <b>45.73</b>     | 37.61 | 16.67           | 177<br>(Total)       |

**FS5.14 Observed someone appropriate or wear your cultural clothing or symbols in a way that is disrespectful.**

A total of 617 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Sixteen percent (16%) (n = 99 out of 617) of all family respondents indicated that they or their children have observed someone appropriate or wear their cultural clothing or symbols in a way that is disrespectful. Family respondents who identified with a racialized group (25%) (n = 81 out of 326) have witnessed this in their school community.

| FS5.14 Observed someone appropriate or wear your cultural clothing or symbols in a way that is disrespectful. |                                  |                     |                           |                        |               |       |              |               |
|---|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|---------------|
|   | Answer Choices %                 |                     |                           |                        |               |       |              | N = Responses |
|   | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never | I don't know |               |
| <b>Response Groups</b>  |                                  |                     |                           |                        |               |       |              |               |
| <b>All Families</b>   | 0.97                             | 1.94                | 3.89                      | 9.24                   | <b>16.04</b>  | 59.97 | 23.99        | 617           |
| <b>Indigenous</b>   | 0.00                             | 11.11               | 11.11                     | 22.22                  | 44.44         | 44.44 | 11.11        | 9             |
| <b>Black / African</b>  | 0.00                             | 0.00                | 0.00                      | 0.00                   |               | 54.55 | 45.45        | 11            |
| <b>East &amp; Southeast Asian</b>   | 0.00                             | 1.53                | 3.05                      | 15.27                  | 19.85         | 54.20 | 25.95        | 131           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 0.00                             | 0.00                | 7.69                      | 15.38                  | 23.07         | 61.54 | 15.38        | 13            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 2.56                             | 2.56                | 5.13                      | 12.82                  | 23.07         | 48.72 | 28.21        | 39            |
| <b>Hispanic/Latinx</b>  | 0.00                             | 4.00                | 6.00                      | 8.00                   | 18.00         | 66.00 | 16.00        | 50            |
| <b>Mixed</b>  | 5.48                             | 2.74                | 8.22                      | 9.59                   | 26.03         | 50.68 | 23.29        | 73            |
| <b>Average (of 326 responses)</b>   | 1.15                             | 3.13                | 5.89                      | 11.90                  | <b>25.74</b>  | 54.30 | 23.63        | 326 (Total)   |
| <b>White/Caucasian</b>  | 0.35                             | 1.38                | 2.42                      | 5.54                   | <b>9.69</b>   | 66.09 | 24.22        | 289           |

**FS5.15 Experienced being ridiculed or mocked for your ambition and goals.**

A total of 619 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Twenty-three percent (23%) (n = 142 out of 619) of all family respondents indicated that they or their children had experienced being ridiculed for their ambition or goals. Family respondents who identified as People with Neurodivergence (49%) (n = 27 out of 55) or People with Disability (47%) (n = 27 out of 57) indicated that they or their children are more likely to be mocked for such reasons.

| Table FS5.15 Experienced being ridiculed or mocked for your ambition and goals. |                                  |                     |                           |                        |               |       |              |               |
|---|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|---------------|
|   | Answer Choices %                 |                     |                           |                        |               |       |              | N = Responses |
|   | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never | I don't know |               |
| <b>Response Groups</b>  |                                  |                     |                           |                        |               |       |              |               |
| <b>All Families</b>   | 1.62                             | 3.39                | 8.56                      | 9.37                   | <b>22.94</b>  | 56.38 | 20.68        | 619           |
| <b>Indigenous</b>   | 0.00                             | 22.22               | 0.00                      | 0.00                   | 22.22         | 55.56 | 22.22        | 9             |
| <b>Black / African</b>  | 0.00                             | 0.00                | 0.00                      | 0.00                   | 0.00          | 54.55 | 45.45        | 11            |
| <b>East &amp; Southeast Asian</b>   | 0.00                             | 4.58                | 6.11                      | 15.27                  | 25.96         | 51.91 | 22.14        | 131           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>                            | 0.00                             | 7.69                | 0.00                      | 15.38                  | 23.07         | 61.54 | 15.38        | 13            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 2.56                             | 5.13                | 5.13                      | 7.69                   | 20.51         | 53.85 | 25.64        | 39            |
| <b>Hispanic/Latinx</b>  | 1.96                             | 3.92                | 1.96                      | 7.84                   | 15.68         | 68.63 | 15.69        | 51            |
| <b>Mixed</b>  | 5.63                             | 4.23                | 15.49                     | 5.63                   | 30.98         | 47.89 | 21.13        | 71            |
| <b>Average (of 325 responses)</b>   | 1.45                             | 6.82                | 4.10                      | 7.40                   | <b>19.77</b>  | 56.28 | 23.95        | 325 (Total)   |
| <b>White/Caucasian</b>  | 1.37                             | 1.71                | 10.62                     | 8.56                   | 22.26         | 58.22 | 19.52        | 292           |
| <b>Gender Diverse</b>   | 3.08                             | 1.54                | 15.38                     | 10.77                  | 30.77         | 55.38 | 13.85        | 65            |
| <b>People with Disability</b>   | 3.51                             | 10.53               | 21.05                     | 12.28                  | 47.37         | 33.33 | 19.30        | 57            |
| <b>People with Neurodivergence</b>  | 3.64                             | 7.27                | 23.64                     | 14.55                  | 49.1          | 32.73 | 18.18        | 55            |
| <b>Average (of 177 responses)</b>   | 3.41                             | 6.45                | 20.02                     | 12.53                  | <b>42.41</b>  | 40.48 | 17.11        | 177 (Total)   |

**FS5.16 Been told you are too aggressive or disruptive.**

A total of 623 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Twenty-nine percent (29%) (n = 181 out of 623) of all family respondents indicated that they or their children had been told that they are too aggressive or disruptive. Fifty-three percent (53%) (n = 29 out of 55) of family respondents who identified as being People with Neurodivergence and 58% (n = 33 out of 57) of family respondents who identified as People with Disability indicated that they or their children were labelled aggressive and disruptive.

| Table FS5.16 Been told you are too aggressive or disruptive. |                                  |                     |                           |                        |               |       |              |               |
|--|----------------------------------|---------------------|---------------------------|------------------------|---------------|-------|--------------|---------------|
|  | Answer Choices %                 |                     |                           |                        |               |       |              | N = Responses |
|  | Frequently (Weekly or Daily) (A) | Often (Monthly) (B) | Sometimes (3-4 times) (C) | Rarely (1-2 times) (D) | SUM (A+B+C+D) | Never | I don't know |               |
| <b>Response Groups</b>                                       |                                  |                     |                           |                        |               |       |              |               |
| <b>All Families</b>  | 3.05                             | 5.14                | 10.59                     | 9.95                   | <b>28.73</b>  | 53.13 | 18.14        | 623           |
| <b>Indigenous</b>  | 0.00                             | 0.00                | 33.33                     | 11.11                  | 44.44         | 44.44 | 11.11        | 9             |
| <b>Black / African</b>                                       | 0.00                             | 0.00                | 0.00                      | 9.09                   | 9.09          | 54.55 | 36.36        | 11            |
| <b>East &amp; Southeast Asian</b>                            | 2.29                             | 2.29                | 7.63                      | 12.98                  | 25.19         | 57.25 | 17.56        | 131           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>         | 0.00                             | 7.69                | 7.69                      | 15.38                  | 30.76         | 53.85 | 15.38        | 13            |
| <b>South Asian &amp; Indo-Caribbean</b>                      | 4.88                             | 4.88                | 9.76                      | 7.32                   | 26.84         | 46.34 | 26.83        | 41            |
| <b>Hispanic/Latinx</b>                                       | 1.96                             | 5.88                | 5.88                      | 7.84                   | 21.56         | 62.75 | 15.69        | 51            |
| <b>Mixed</b>   | 5.56                             | 11.11               | 16.67                     | 8.33                   | 41.67         | 41.67 | 16.67        | 72            |
| <b>Average (of 328 responses)</b>                            | 2.10                             | 4.55                | 11.57                     | 10.29                  | <b>28.51</b>  | 51.55 | 19.94        | 328 (Total)   |
| <b>White/Caucasian</b>                                       | 3.07                             | 5.12                | 11.26                     | 9.56                   | 29.01         | 53.24 | 17.75        | 293           |
| <b>Gender Diverse</b>  | 6.15                             | 10.77               | 7.69                      | 9.23                   | 33.84         | 56.92 | 9.23         | 65            |
| <b>People with Disability</b>                                | 10.53                            | 15.79               | 19.30                     | 12.28                  | 57.9          | 26.32 | 15.79        | 57            |
| <b>People with Neurodivergence</b>                           | 12.73                            | 9.09                | 23.64                     | 7.27                   | 52.73         | 32.73 | 14.55        | 55            |
| <b>Average (of 177 responses)</b>                            | 9.80                             | 11.88               | 16.88                     | 9.59                   | <b>48.16</b>  | 38.66 | 13.19        | 177 (Total)   |

**FS5.17 In this school year, has your child experienced bullying or harassment due to any of the following reasons attached to their identity:**

A total of 594 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Based on the 594 family respondents who completed this survey, the most common reasons for bullying and harassment are:

- Race or Ethnicity (9%) (n = 53 out of 594)

- Sex (m/f) (5%) (n = 28 out of 594)
- Disability (4%) (n = 24 out of 594)

**Table FS.17 In this school year, has your child experienced bullying or harassment due to any of the following reasons: Select all that Apply**

| Answer Choices                             | Response % |
|--|------------|
| Race or ethnicity                          | 9.32       |
| Religion or faith                          | 3.18       |
| Sex (male/female)                          | 4.72       |
| 2SLGBTQIA+                                 | 2.00       |
| Disability                                 | 4.48       |
| Language                                   | 2.83       |
| Family level of income                     | 3.07       |
| Other                                      | 11.91      |
| No experience of being bullied or harassed | 41.27      |
| <b>Total Answered</b>                      | <b>594</b> |

**FS5.18 Where do you observe most acts of racism and discrimination take place in the school community?**

A total of 428 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Based on the 428 family respondents who completed this survey, the most acts of racism and discrimination take place:

- During interactions with other students (32%) (n = 137 out of 428)
- The athletic fields and playgrounds (19%) (n = 81 out of 428)

**Table FS5.18 Where do you observe most acts of racism and discrimination take place in the school community? (Select all that apply)**

| Answer Choices  | Response % |
|---|------------|
| During interactions with other students                             | 32.08      |
| During interactions with staff in the school                        | 6.37       |
| Online  | 8.73       |
| In the classroom  | 7.31       |
| In the changerooms  | 0.83       |
| On the athletic field or playground                                 | 19.22      |
| Parking lot   | 1.30       |
| In the neighbourhood (outside of the school)                        | 12.50      |
| In school sports teams  | 1.30       |
| In school clubs   | 0.94       |
| In shared spaces (e.g., cafeteria, auditorium, gyms, library etc.). | 8.49       |
| Hallways and stairwells   | 6.37       |
| Other (please specify)  | 4.83       |
| <b>Answered</b>   | <b>428</b> |

**FS5.19 Do you feel school rules and discipline are fairly applied to all students?**

A total of 624 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Forty-five percent (45%) (n = 281 out of 624) of all family respondents felt that rules and discipline were applied fairly *all or most of the time*. Twenty-three percent (23%) (n = 143 out of 624) of all family respondents indicated that school rules and discipline are fairly applied to all students *sometimes or rarely*. Thirty-one percent (31%) (n = 101 out of 325) of family respondents who identified with a racialized group indicated that the school rules and discipline are fairly applied to all students *sometimes or rarely*.

| Table FS5.19 Do you feel school rules and discipline are fairly applied to all students? |                     |                      |              |               |            |              |       |              |               |
|--|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
| Response Groups  | Answer Choices %    |                      |              |               |            |              |       |              | N = Responses |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| All Families   | 15.87               | 28.69                | <b>44.55</b> | 15.71         | 7.37       | <b>23.08</b> | 2.24  | 30.13        | 624           |
| <b>Indigenous</b>  | 20.00               | 10.00                | 30.00        | 10.00         | 20.00      | 30.00        | 0.00  | 40.00        | 10            |
| <b>Black / African</b>   | 0.00                | 9.09                 | 9.09         | 9.09          | 27.27      | 36.36        | 9.09  | 45.45        | 11            |
| <b>East &amp; Southeast Asian</b>  | 23.44               | 38.28                | 61.72        | 11.72         | 4.69       | 16.41        | 1.56  | 20.31        | 128           |
| <b>Arab/Middle Eastern/<br/>West &amp; Central Asian</b>                                 | 23.08               | 23.08                | 46.15        | 23.08         | 23.08      | 46.15        | 0.00  | 7.69         | 13            |
| <b>South Asian &amp; Indo-Caribbean</b>  | 7.50                | 27.50                | 35.00        | 27.50         | 7.50       | 35.00        | 7.50  | 22.50        | 40            |
| <b>Hispanic</b>  | 17.65               | 33.33                | 50.98        | 17.65         | 7.84       | 25.49        | 0.00  | 23.53        | 51            |
| <b>Mixed</b>   | 18.06               | 25.00                | 43.06        | 15.28         | 15.28      | 30.56        | 4.17  | 22.22        | 72            |
| <b>Average (of 325 responses)</b>  |                     |                      | <b>39.43</b> |               |            | <b>31.42</b> |       |              | 325 (Total)   |
| <b>White/Caucasian</b>   | 13.13               | 26.26                | <b>39.39</b> | 15.82         | 4.71       | <b>20.54</b> | 1.68  | 38.38        | 297           |
| <b>Gender Diverse</b>  | 15.38               | 20.00                | 35.38        | 20.00         | 4.62       | 24.62        | 4.62  | 21.54        | 65            |
| <b>People with Disability</b>  | 18.97               | 17.24                | 36.21        | 22.41         | 15.52      | 37.93        | 10.34 | 15.52        | 58            |
| <b>People with Neurodivergence</b>   | 15.79               | 19.30                | 35.09        | 24.56         | 12.28      | 36.84        | 5.26  | 22.81        | 57            |
| <b>Average (of 180 responses)</b>  |                     |                      | <b>35.56</b> |               |            | <b>33.13</b> |       |              | 180 (Total)   |

**FS5.20 Does your child and/or you feel safe and supported at school to share your thoughts, ideas, and/or concerns related to racism or discrimination?**

A total of 627 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.



Fifty-five percent (55%) (n = 345 out of 627) of all family respondents feel safe and supported at school to share their thoughts, ideas, and concerns related to racism *all or most of the time*, this percentage is lower for family respondents who identified with a racialized group (53%) (n = 174 out of 328).

| Table FS5.20 Does your child and/or you feel safe and supported at school to share your thoughts, ideas, and/or concerns related to racism or discrimination? |                     |                      |              |                |            |              |       |              |               |
|---|---------------------|----------------------|--------------|----------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                      |              |                |            |              |       |              | N = Responses |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Some times (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>  |                     |                      |              |                |            |              |       |              |               |
| <b>All Families</b>   | 28.23               | 27.27                | <b>55.50</b> | 15.79          | 8.61       | <b>24.40</b> | 4.47  | 15.63        | 627           |
| <b>Indigenous</b>   | 20.00               | 20.00                | 40.00        | 10.00          | 0.00       | 10.00        | 0.00  | 10.00        | 10            |
| <b>Black / African</b>  | 27.27               | 36.36                | 63.64        | 18.18          | 9.09       | 27.27        | 9.09  | 0.00         | 11            |
| <b>East &amp; Southeast Asian</b>   | 23.08               | 33.85                | 56.92        | 14.62          | 3.08       | 17.70        | 6.15  | 19.23        | 130           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 15.38               | 23.08                | 38.46        | 0.00           | 30.77      | 30.77        | 15.38 | 15.38        | 13            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 32.50               | 32.50                | 65.00        | 12.50          | 12.50      | 25.00        | 2.50  | 7.50         | 40            |
| <b>Hispanic</b>   | 31.37               | 35.29                | 66.67        | 17.65          | 3.92       | 21.57        | 3.92  | 7.84         | 51            |
| <b>Mixed</b>  | 20.55               | 20.55                | 41.10        | 13.70          | 21.92      | 35.62        | 9.59  | 13.70        | 73            |
| <b>Average (of 328 responses)</b>   |                     |                      | <b>53.11</b> |                |            | <b>23.99</b> |       |              | 328 (Total)   |
| <b>White/Caucasian</b>  | 32.32               | 23.57                | <b>55.89</b> | 16.84          | 7.07       | <b>23.91</b> | 2.36  | 17.85        | 297           |
| <b>Gender Diverse</b>   | 23.08               | 36.92                | 60.00        | 10.77          | 9.23       | 20.00        | 10.77 | 9.23         | 65            |
| <b>People with Disability</b>   | 22.81               | 24.56                | 47.37        | 14.04          | 15.79      | 29.82        | 10.53 | 12.28        | 57            |
| <b>People with Neurodivergence</b>  | 21.43               | 19.64                | 41.07        | 17.86          | 14.29      | 32.14        | 10.71 | 16.07        | 56            |
| <b>Average (of 178 responses)</b>   |                     |                      | <b>49.48</b> |                |            | <b>27.32</b> |       |              | 178 (Total)   |

**FS5.21 Do you feel safe and comfortable to report an incident of racism or discrimination of any form that your child or you may have experienced or witnessed to the staff of the Vancouver School Board?**

A total of 626 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Sixty-seven percent (67%) (n = 419 out of 626) of all family respondents felt safe and comfortable reporting racism or discrimination that they or their child had experienced. This was lower for family respondents who identified as People with Disability (53%) (n = 30 out of 57) and People with Neurodivergence (54%) (n = 31 out of 57).

| Table FS5.21 Do you feel safe and comfortable to report an incident of racism or discrimination of any form that your child or you may have experienced or witnessed to the staff of the Vancouver School Board? |                  |              |              |                       |
|--|------------------|--------------|--------------|-----------------------|
|  | Answer Choices % |              |              | N = Responses         |
|  | Yes              | No           | I don't know |                       |
| <b>Response Groups</b>   |                  |              |              |                       |
| <b>All Families</b>  | 67.25            | 16.45        | 16.29        | 626                   |
| <b>Indigenous</b>  | 40.00            | 50.00        | 10.00        | 10                    |
| <b>Black / African</b>   | 72.73            | 18.18        | 9.09         | 11                    |
| <b>East &amp; Southeast Asian</b>  | 57.25            | 14.50        | 28.24        | 131                   |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 61.54            | 30.77        | 7.69         | 13                    |
| <b>South Asian &amp; Indo-Caribbean</b>  | 70.00            | 22.50        | 7.50         | 40                    |
| <b>Hispanic</b>  | 70.59            | 15.69        | 13.73        | 51                    |
| <b>Mixed</b>   | 56.16            | 30.14        | 13.70        | 573                   |
| <b>Average</b><br>(of 329 responses)   | <b>61.18</b>     | <b>25.97</b> | <b>12.85</b> | <b>329</b><br>(Total) |
| <b>White/Caucasian</b>   | 74.24            | 11.53        | 14.24        | 295                   |
| <b>Gender Diverse</b>  | 63.08            | 23.08        | 13.85        | 65                    |
| <b>People with Disability</b>  | 52.63            | 29.82        | 17.54        | 57                    |
| <b>People with Neurodivergence</b>   | 54.39            | 28.07        | 17.54        | 57                    |
| <b>Average</b><br>(of 179 responses)   | <b>56.70</b>     | <b>26.99</b> | <b>16.31</b> | <b>179</b><br>(Total) |

### FS5.22 What are some reasons that may prevent you or another family from reporting incidents of racism or discrimination?

A total of 527 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

The family respondents indicated some of the reasons that may prevent them or another family from reporting incidents of racism and discrimination that include:

- Not knowing how to report (26%) (n = 137 out of 527)
- Not fully recognizing that racism or discrimination took place (24%) (n = 126 out of 527)
- Fear of consequences from students (19%) (n = 100 out of 527)
- Fear of consequences from staff (19%) (n = 100 out of 527)

| Table FS5.22 What are some reasons that may prevent you or another family from reporting incidents of racism or discrimination?<br>Select all that Apply |            |
|--|------------|
| Answer Choices   | Response % |
| Not knowing how to report  | 25.70      |
| Fear of consequences from students   | 19.00      |
| Fear of consequences from staff  | 18.80      |
| Fear of upsetting parents  | 14.70      |
| Language barriers  | 7.10       |
| Not fully recognizing that racism or discrimination took place   | 23.50      |
| I don't know   | 7.20       |
| Other  | 12.00      |
| <b>Answered</b>  | <b>527</b> |

### FS5.22a Other, please specify:

A total of 86 family responses to this question were reviewed to develop the following themes.

Families shared the following reasons that have prevented them or others from reporting incidents of racism and discrimination not listed above:

- Lack of trust in the VSB, school administrators, staff, and teachers to take appropriate actions to address the incident.
  - Families shared when they have reported in the past, they have not heard back and are unsure if the issue has been addressed.
- Not wishing to draw attention to their children and becoming labelled as a problem parent.
- Fear of being dismissed and minimized.
- Lack of interest from the VSB, school administrators, staff, and teachers to support students who report incidents.
- Feeling that there is no reason to report as the VSB will not react and address the issue.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

### FS5.23 Have you used any of the following supports available through school when dealing with racism or discrimination experienced by your child, you or by someone else? (Select all that apply):

A total of 376 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

The family respondents listed some of the supports available through the school they have used when dealing with racism and discrimination that include teachers (19%) (n = 71 out of 376), school administrator (16%) (n = 60 out of 376), and counsellors (10%) (n = 38 out of 376).

| Table FS5.23 Have you used any of the following supports available through school when dealing with racism or discrimination experienced by your child, you or by someone else? (Select all that apply): |            |
|--|------------|
| Answer Choices   | Response % |
| School Administrator   | 15.80      |
| Teachers   | 18.30      |
| Counsellors  | 10.10      |
| Youth and Family Workers   | 1.40       |
| Anti-Racism Resources  | 1.40       |
| School Policies  | 2.70       |
| I don't know   | 16.40      |
| Other  | 7.30       |
| Answered   | 376        |

### FS5.24a Other

A total of 38 family responses to this question were reviewed to develop the following themes.

Families shared the following supports in their schools used when dealing with incidents of racism and discrimination not listed above:

- Behaviour Consultant
- Psychiatrist
- Psychologist
- Mental Health Case Manager
- Family Doctor
- District Staff
- Inclusion BC
- Family Members
- Indigenous Worker
- Multicultural Worker
- Teacher Regulation Branch
- BCHRT
- Vancouver Police
- Private Counsellor
- PAC
- Playground Supervisor
- School Constable

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

### FS5.24 Do you feel the staff of the Vancouver School Board actively work to discourage racism and discrimination of any form in schools?

A total of 625 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Fifty-four percent (54%) (n = 37 out of 625) of all family respondents indicated that the VSB staff actively work to discourage racism and discrimination of any form in schools *all or most of the time*. Twenty-five percent (25%) (n = 156 out of 625) of all family respondents indicated that this occurs sometimes or rarely, while 4% (n = 25 out of 625) indicated that this never occurs. Seventeen percent (17%) (n = 106 out of 625) of family respondents did not know.

| Table FS5.24 Do you feel the staff of the Vancouver School Board actively work to discourage racism and discrimination of any form in schools |                     |                      |              |                |            |              |       |              |               |
|---|---------------------|----------------------|--------------|----------------|------------|--------------|-------|--------------|---------------|
| Answer Choices %  |                     |                      |              |                |            |              |       |              |               |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Some times (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                      |              |                |            |              |       |              |               |
| <b>All Families</b>   | 19.52               | 34.56                | <b>54.08</b> | 18.72          | 6.24       | <b>24.96</b> | 3.52  | 17.44        | 625           |

**FS5.25 Do you feel that when staff in the Vancouver School Board are informed of incidents of racism or discrimination of any form, they take immediate action to address the issue?**

A total of 622 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Thirty-two percent (32%) (n = 199 out of 622) of family respondents feel that the VSB takes immediate action to address issues of racism and discrimination *all or most of the time*.

| Table FS5.25 Do you feel that when staff in the Vancouver School Board are informed of incidents of racism or discrimination of any form, they take immediate action to address the issue? |                     |                      |              |                |            |              |       |              |               |
|--|---------------------|----------------------|--------------|----------------|------------|--------------|-------|--------------|---------------|
| Answer Choices %   |                     |                      |              |                |            |              |       |              |               |
|  | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Some times (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>   |                     |                      |              |                |            |              |       |              |               |
| <b>All Families</b>  | 11.90               | 20.58                | <b>32.48</b> | 17.04          | 7.40       | <b>24.44</b> | 3.86  | 39.23        | 622           |
| <b>Indigenous</b>  | 10.00               | 30.00                | 40.00        | 20.00          | 20.00      | 40.00        | 10.00 | 10.00        | 10            |
| <b>Black / African</b>   | 0.00                | 25.00                | 25.00        | 5.00           | 25.00      | 25.00        | 8.33  | 41.67        | 12            |
| <b>East &amp; Southeast Asian</b>  | 14.06               | 21.09                | 35.16        | 17.19          | 3.13       | 20.31        | 3.91  | 40.63        | 128           |
| <b>Arab/Middle Eastern/<br/>West &amp; Central Asian</b>   | 0.00                | 23.08                | 23.08        | 0.00           | 7.69       | 7.69         | 15.38 | 53.85        | 13            |
| <b>South Asian &amp; Indo-Caribbean</b>  | 10.00               | 20.00                | 30.00        | 10.00          | 12.50      | 22.50        | 7.50  | 40.00        | 40            |
| <b>Hispanic</b>  | 13.73               | 13.73                | 27.46        | 17.65          | 5.88       | 23.53        | 3.92  | 45.10        | 51            |
| <b>Mixed</b>   | 14.08               | 14.08                | 28.16        | 16.90          | 15.49      | 32.39        | 5.63  | 33.80        | 71            |
| <b>Average (of 325 responses)</b>  |                     |                      | <b>29.83</b> |                |            | <b>24.20</b> |       |              | 325 (Total)   |
| <b>White/Caucasian</b>   | 11.53               | 22.71                | <b>34.24</b> | 18.98          | 5.76       | <b>24.95</b> | 2.03  | 38.98        | 295           |
| <b>Gender Diverse</b>  | 19.92               | 21.54                | 38.46        | 21.54          | 6.15       | 27.69        | 4.62  | 29.23        | 65            |
| <b>People with Disability</b>  | 12.07               | 10.34                | 22.41        | 22.41          | 15.52      | 37.93        | 12.07 | 27.59        | 58            |
| <b>People with Neurodivergence</b>   | 14.29               | 12.50                | 26.79        | 23.21          | 8.93       | 32.14        | 8.93  | 32.14        | 56            |
| <b>Average (of 179 responses)</b>  |                     |                      | <b>29.22</b> |                |            | <b>32.58</b> |       |              | 179 (Total)   |

**FS5.26 Do you feel that the actions taken by staff of the Vancouver School Board when they are informed of incidents of racism and discrimination are fair and effective?**

A total of 664 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Twenty-three percent (23%) (n = 153 out of 664) of all family respondents indicated that the VSB takes swift and effective action *all or most of the time*.

| Table FS5.26 Do you feel that the actions taken by staff of the Vancouver School Board when they are informed of incidents of racism and discrimination are fair and effective? |                     |                      |              |                |            |              |       |              |               |
|---|---------------------|----------------------|--------------|----------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                      |              |                |            |              |       |              | N = Responses |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Some times (C) | Rarely (D) | SUM (C+D)    | Never | I don't know |               |
| <b>Response Groups</b>  |                     |                      |              |                |            |              |       |              |               |
| <b>All Families</b>   | 7.23                | 16.24                | <b>23.47</b> | 11.25          | 9.65       | <b>20.90</b> | 6.59  | 49.04        | 664           |
| <b>Indigenous</b>   | 10.00               | 20.00                | 30.00        | 10.00          | 20.00      | 30.00        | 10.00 | 30.00        | 10            |
| <b>Black / African</b>  | 8.33                | 8.33                 | 16.67        | 8.33           | 25.00      | 33.33        | 16.67 | 33.33        | 12            |
| <b>East &amp; Southeast Asian</b>   | 8.53                | 19.38                | 27.91        | 10.85          | 6.98       | 17.83        | 5.43  | 48.84        | 129           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 0.00                | 23.08                | 23.08        | 15.38          | 15.38      | 30.77        | 0.00  | 46.15        | 13            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 7.50                | 10.00                | 17.50        | 10.00          | 7.50       | 17.50        | 12.50 | 52.50        | 40            |
| <b>Hispanic</b>   | 5.88                | 15.69                | 21.57        | 13.73          | 7.84       | 21.57        | 1.96  | 54.90        | 51            |
| <b>Mixed</b>  | 7.04                | 15.49                | 22.54        | 9.86           | 14.08      | 23.94        | 15.49 | 38.03        | 71            |
| <b>Average (of 326 responses)</b>   |                     |                      | <b>22.75</b> |                |            | <b>24.99</b> |       |              | 326 (Total)   |
| <b>White/Caucasian</b>  | 7.14                | 15.99                | <b>23.13</b> | 11.22          | 9.18       | <b>20.41</b> | 4.76  | 51.70        | 294           |
| <b>Gender Diverse</b>   | 10.94               | 25.00                | 35.94        | 10.94          | 6.25       | 17.19        | 6.25  | 40.63        | 64            |
| <b>People with Disability</b>   | 12.07               | 5.17                 | 17.24        | 13.79          | 15.52      | 29.31        | 17.24 | 36.21        | 58            |
| <b>People with Neurodivergence</b>  | 10.91               | 7.27                 | 18.18        | 20.00          | 14.55      | 34.55        | 14.55 | 32.73        | 55            |
| <b>Average (of 177 responses)</b>   |                     |                      | <b>23.79</b> |                |            | <b>27.01</b> |       |              | 177 (Total)   |

**FS5.26a If you responded “neutral”, “disagree”, or “strongly disagree” to the previous question, please tell us more:**

A total of 141 family responses to this question were reviewed to develop the following themes.

Families who responded with “neutral”, “disagree”, or “strongly disagree” to the previous question on the fairness and effectiveness of actions taken by staff of the VSB to address incidents of racism and discrimination shared the following:

- When incidents are reported – the VSB uses a checklist, but there is little transparency and communication throughout, there is no conclusion and report back over what was completed.
  - Families shared a deflection or dismissal of the issue. Oftentimes these incidents were minimized and ignored.
- Staff often make the issue worse as they do not have the right training to address the issue.
  - Some staff seem disinterested in the issue and cause more challenges for students in the classroom as a result of inadequate training.
- There is an inconsistency between administrators, teachers and other staff on how they react to, and address reports. Families shared those actions are often inadequate and minimize the report.
- Families shared that the VSB and BCTF do not treat Anti-Semitism as discrimination, which prevents them from even reporting the issue and the incident being actioned against.
- Black families have felt that their incidents are minimized (e.g., it was just someone touching their hair) – which enables racist behaviours to continue.

*Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.*

### **FS5.27 Have you had to change schools for your child because of racism or discrimination being experienced in the Vancouver School District schools?**

A total of 664 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Six percent (6%) (n = 40 out of 664) of all family respondents indicated have had to change schools for their children because of racism and discrimination.

| Table FS5.27 Have you had to change schools for your child because of racism or discrimination being experienced in the Vancouver School District schools? |                  |              |              |                      |                |
|--|------------------|--------------|--------------|----------------------|----------------|
| Response Groups  | Answer Choices % |              |              |                      | N= Responses   |
|  | Yes              | No           | I don't Know | Prefer not to answer |                |
| <b>All Families</b>  | <b>6.17</b>      | <b>89.45</b> | <b>0.81</b>  | <b>3.57</b>          | 664            |
| <b>Indigenous</b>  | 22.22            | 77.78        | 0.00         | 0.00                 | 10             |
| <b>Black / African</b>   | 0.00             | 100.00       | 0.00         | 0.00                 | 12             |
| <b>East &amp; Southeast Asian</b>  | 5.47             | 89.06        | 1.56         | 3.91                 | 129            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 7.69             | 76.92        | 0.00         | 15.38                | 13             |
| <b>South Asian &amp; Indo-Caribbean</b>  | 15.38            | 84.62        | 0.00         | 0.00                 | 40             |
| <b>Hispanic</b>  | 3.92             | 94.12        | 0.00         | 1.96                 | 51             |
| <b>Mixed</b>   | 8.57             | 78.57        | 0.00         | 12.86                | 71             |
| <i>Average<br/>(of 326 responses)</i>  | <b>9.04</b>      | <b>85.87</b> | <b>0.22</b>  | <b>4.87</b>          | 326<br>(Total) |
| <b>White/Caucasian</b>   | <b>4.79</b>      | <b>92.47</b> | <b>1.03</b>  | <b>1.71</b>          | 294            |
| <b>Gender Diverse</b>  | 10.77            | 76.92        | 3.08         | 9.2                  | 64             |
| <b>People with Disability</b>  | 15.52            | 77.59        | 0.00         | 6.90                 | 58             |
| <b>People with Neurodivergence</b>   | 14.55            | 80.00        | 0.00         | 5.45                 | 55             |
| <i>Average<br/>(of 177 responses)</i>  | <b>13.61</b>     | <b>78.17</b> | <b>1.03</b>  | <b>7.18</b>          | 177<br>(Total) |

**FS5.28 Have you had to change your child’s name due to negative experiences related to the way others have misused their name or to make it easier for others to pronounce their name?**

A total of 664 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Two percent (2%) (n = 13 out of 664) of all family respondents have had to change their child’s name due to negative experiences.

| Table FS5.28 Have you had to change your child’s name due to negative experiences related to the way others have misused their name or to make it easier for others to pronounce their name? |                  |              |              |                      |             |
|--|------------------|--------------|--------------|----------------------|-------------|
| Response Groups  | Answer Choices % |              |              |                      | N=Responses |
|  | Yes              | No           | I don’t Know | Prefer not to answer |             |
| <b>All Families</b>  | 1.78             | 97.25        | 0.48         | 0.48                 | 664         |
| <b>Indigenous</b>  | 0.00             | 100.00       | 0.00         | 0.00                 | 10          |
| <b>Black / African</b>   | 0.00             | 100.00       | 0.00         | 0.00                 | 12          |
| <b>East &amp; Southeast Asian</b>  | 3.91             | 93.75        | 2.34         | 0.00                 | 129         |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 0.00             | 100.00       | 0.00         | 0.00                 | 13          |
| <b>South Asian &amp; Indo-Caribbean</b>  | 7.69             | 92.31        | 0.00         | 0.00                 | 40          |
| <b>Hispanic</b>  | 1.96             | 98.04        | 0.00         | 0.00                 | 51          |
| <b>Mixed</b>   | 0.00             | 97.22        | 0.00         | 2.78                 | 71          |
| <b>Average (of 326 responses)</b>  | <b>1.94</b>      | <b>97.33</b> | <b>0.33</b>  | <b>0.40</b>          | 326 (Total) |
| <b>White/Caucasian</b>   | <b>0.68</b>      | <b>98.98</b> | <b>0.00</b>  | <b>0.34</b>          | 294         |
| <b>Gender Diverse</b>  | 1.54             | 92.31        | 1.54         | 4.62                 | 64          |
| <b>People with Disability</b>  | 5.26             | 94.74        | 0.00         | 0.00                 | 58          |
| <b>People with Neurodivergence</b>   | 1.85             | 98.15        | 0.00         | 0.00                 | 55          |
| <b>Average (of 177 responses)</b>  | <b>2.88</b>      | <b>95.07</b> | <b>0.51</b>  | <b>1.54</b>          | 177 (Total) |

**FS5.29 In this school year, has your child had to miss school because of feeling unsafe or uncomfortable due to your race, culture, class, religion, gender, and/or ability?**

A total of 623 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Eighty-seven percent (87%) (n = 542 out of 623) of all family respondents indicated that their child has *not* had to miss school due to feeling unsafe or uncomfortable due to a reason attached to their identity. Twelve percent (12%) (n = 39 out of 326) of family respondents who identified with a racialized group their child had missed one or more days due to such reason. Twenty-two percent (22%) (n = 39 out of 178) of family respondents who



identified as either gender-diverse, People with Disability, or People with Neurodivergence indicated their child had missed one or more days due to reasons attached to their identity.

| Table FS5.29 In this school year, has your child had to miss school because of feeling unsafe or uncomfortable due to your race, culture, class, religion, gender, and/or ability? |       |             |             |         |                        |        |              |                |
|--|-------|-------------|-------------|---------|------------------------|--------|--------------|----------------|
| Answer Choices %   |       |             |             |         |                        |        |              |                |
|  | 1 day | 2 to 3 days | 4 to 5 days | 6+ days | SUM<br>(A + B + C + D) | No     | I don't know | N=Responses    |
| Response Groups  |       |             |             |         |                        |        |              |                |
| All Families   | 1.93  | 3.69        | 1.77        | 3.37    | 10.76                  | 86.68  | 2.57         | 623            |
| Indigenous   | 0.00  | 10          | 0.00        | 0.00    | 10                     | 90.00  | 10.00        | 10             |
| Black / African  | 0.00  | 0.00        | 0.00        | 0.00    | 0                      | 100.00 | 0.00         | 12             |
| East & Southeast Asian   | 0.78  | 3.10        | 1.55        | 1.55    | 6.98                   | 92.25  | 0.78         | 129            |
| Arab/Middle Eastern/<br>West & Central Asian   | 15.38 | 0.00        | 0.00        | 15.38   | 30.76                  | 69.23  | 0.00         | 13             |
| South Asian & Indo-<br>Caribbean   | 2.56  | 2.56        | 2.56        | 2.56    | 10.24                  | 89.74  | 0.00         | 40             |
| Hispanic   | 0.00  | 3.92        | 3.92        | 1.96    | 9.8                    | 88.24  | 1.96         | 51             |
| Mixed  | 2.78  | 6.94        | 2.78        | 5.56    | 18.06                  | 76.39  | 5.56         | 71             |
| <i>Average<br/>(of 326 responses)</i>  | 3.07  | 3.79        | 1.54        | 3.86    | 12.26                  | 86.55  | 2.61         | 326<br>(Total) |
| White/Caucasian  | 2.03  | 3.73        | 1.36        | 3.73    | 10.85                  | 86.10  | 3.05         | 294            |
| Gender Diverse   | 6.15  | 4.62        | 0.00        | 10.77   | 21.54                  | 75.38  | 3.08         | 64             |
| People with Disability   | 6.90  | 5.17        | 5.17        | 8.62    | 25.86                  | 70.69  | 3.45         | 58             |
| People with Neurodivergence  | 3.57  | 1.79        | 1.79        | 12.50   | 19.65                  | 75.00  | 5.36         | 56             |
| <i>Average<br/>(of 178 responses)</i>  | 5.54  | 3.86        | 2.32        | 10.63   | 22.35                  | 73.69  | 3.96         | 178<br>(Total) |

**FS.530 Is there any incident or experience of racism and discrimination you would like to share that your child or you have experienced or observed?**

A total of 138 family responses to this question were reviewed to develop the following themes.

Families shared the following on racism or discrimination in school that they have experienced or observed:

- Disabilities – being mocked and blatant ableism.
- Indigenous identity – experienced bullying and mocking of spirituality. Children laughed at the experiences being shared about residential schools.
- IBPOC – having their names mocked, mispronounced, and misidentified by teachers and students. Students are treated as a monolith (e.g., assumption that they are all Chinese, calling it Chinese New Year instead of Lunar New Year).
  - Parents shared having to prove their child’s Canadian citizenship because they are racialized.
- Anti-Semitism – swastikas are carved into the walls and chairs and given the Hitler salute.
- Food – had their food mocked, told it smelled yucky.

- 2SLGBTQIA+ – intentional derogatory statements.
- Derogatory slurs used by teachers and students against the following individuals:
  - Individuals who have neurodivergence
  - Identify as IBPOC
  - Diverse cultural identities
  - Identify as 2SLGBTQIA+
- Visual Identity
  - Mocked for their skin colour.
  - Had their hair made fun of for not being straight.
  - Shamed for body composition (e.g., height and weight).
- Anti-Black Racism
  - Was called the N-word.
  - Received a note with the N-word on it.
  - Culturally insensitive statements and actions by teachers around black hair.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

## Section 6: COVID-19 Impacts

This section asked students to respond to questions about the impacts of the COVID-19 pandemic on their school experience. This section provides further insights into understanding some of the elevated challenges and vulnerabilities experienced by students who identified with marginalized groups during the pandemic.

### Section 6 – Key Findings

*Note: These findings reflect the responses collected from the survey respondents and are not representative of the entire VSB student body. For further information on the number of responses collected for each survey question please review the findings in the following section.*

**Families with heightened vulnerabilities and marginalized identities experienced greater disruptions to their family employment structures and lifestyles during the pandemic.**

- Seventy-two percent (72%) (n = 450 out of 625) of family respondents indicated that they had been able to work from home during the pandemic.
  - Fifty-eight percent (58%) (n = 38 out of 66) of family respondents who identified as gender diverse, 58% (n = 34 out of 59) of family respondents who identified as People with Disability, and 57% (n = 33 out of 58) of family respondents who identified as People with Neurodivergence were able to continue working from home.

**Families with heightened vulnerabilities and marginalized identities had children who experienced greater challenges in participating in altered learning environments during the pandemic.**

- Eighty-two percent (82%) (n = 512 out of 625) of all family respondents indicated that they had the necessary digital equipment to support their child's online learning.
  - Seventy-two percent (72%) (n = 236 out of 328) family respondents who identified with racialized groups and 71% (n = 129 out of 182) of family respondents who identified with other marginalized groups indicated they have the necessary digital equipment to support their child's online learning.
- Ten percent (10%) (n = 62 out of 622) of all family respondents needed financial support to purchase the necessary equipment to support their child's online learning.
  - Twenty-one percent (21%) (n = 66 out of 316) family respondents who identified with a racialized group needed financial assistance.

**Students and families have observed an increase in racism and discrimination during the pandemic.**

- Forty percent (40%) (n = 247 out of 624) of all family respondents reported an increase in racism and discrimination since the pandemic began.
- Family respondents indicated that the most acts of racism and discrimination take place during interactions with other students (17%) (n = 59 out of 348), in the neighbourhood outside of school (17%) (n = 59 out of 348) and online (11%) (n = 38 out of 348) since the pandemic began.

**Families hold varied perceptions of VSB actions and responses to addressing racism and discrimination during the pandemic.**

- Forty-two percent (42%) (n = 260 out of 620) of all family respondents felt that the VSB was working to actively condemn racism and discrimination all or most of the time.
  - Thirty-five percent (35%) (n = 114 out of 326) of family respondents who identified with a racialized group felt that the VSB was working on this all or most of the time.

**Section 6 – Survey Results**

**FS6.1 During the pandemic have you or your partner/spouse been able to work from home?**

A total of 625 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Seventy-two percent (72%) (n = 450 out of 625) of family respondents indicated that they had been able to work from home during the pandemic. Fifty-eight percent (58%) (n = 38 out of 66) of family respondents who identified as gender diverse, 58% (n = 34 out of 59) of family respondents who identified as People with Disability, and 57% (n = 33 out of 58) of family respondents who identified as People with Neurodivergence were able to continue working from home.

| Table FS6.1 During the pandemic have you or your partner/spouse been able to work from home? |                  |                                     |   |   |  |               |
|--|------------------|-------------------------------------|---|---|--|---------------|
|  | Answer Choices % |                                     |   |   |  | N = Responses |
|  | Yes              | No – I/We am/are in a frontline job | No – I/We am/are not a frontline job, but my role requires me to be on site | No – I/We lost my/our job due to the pandemic | No – I am a stay-at-home parent/guardian |               |
| <b>Response Groups</b>   |                  |                                     |   |   |  |               |
| <b>All Families</b>  | <b>70.88</b>     | <b>13.12</b>                        | <b>7.04</b>   | <b>3.84</b>                                   | <b>5.12</b>                              | 625           |
| <b>Indigenous</b>  | 60.00            | 10.00                               | 10.00   | 10.00   | 10.00                                    | 10            |
| <b>Black / African</b>   | 72.73            | 0.00                                | 9.09  | 0.00  | 18.18                                    | 11            |
| <b>East &amp; Southeast Asian</b>  | 66.41            | 16.79                               | 6.87  | 3.05  | 6.87                                     | 131           |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 84.62            | 7.69                                | 7.69  | 0.00  | 0.00                                     | 13            |
| <b>South Asian &amp; Indo-Caribbean</b>  | 70.73            | 19.51                               | 0.00  | 4.88  | 4.88                                     | 41            |
| <b>Hispanic</b>  | 62.00            | 8.00                                | 14.00   | 6.00  | 10.00                                    | 50            |
| <b>Mixed</b>   | 67.14            | 14.29                               | 10.00   | 4.29  | 4.29                                     | 70            |
| <b>Average (of 326 responses)</b>  | <b>69.09</b>     | <b>10.90</b>                        | <b>8.24</b>   | <b>4.03</b>                                   | <b>7.75</b>                              | 326 (Total)   |
| <b>White/Caucasian</b>   | <b>75.42</b>     | <b>11.78</b>                        | <b>5.72</b>   | <b>3.70</b>                                   | <b>3.37</b>                              | 297           |
| <b>Gender Diverse</b>  | 57.58            | 19.70                               | 7.58  | 4.55  | 10.61                                    | 66            |
| <b>People with Disability</b>  | 57.63            | 16.95                               | 6.78  | 8.47  | 10.17                                    | 59            |
| <b>People with Neurodivergence</b>   | 56.90            | 13.79                               | 6.90  | 8.62  | 13.79                                    | 58            |
| <b>Average (of 183 responses)</b>  | <b>57.37</b>     | <b>16.81</b>                        | <b>7.09</b>   | <b>7.21</b>                                   | <b>11.52</b>                             | 183 (Total)   |

**FS6.2 Have you or anyone in your family fallen sick from contracting COVID-19?**

A total of 627 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Six percent (6%) (n = 38 out of 627) of all family respondents indicated that they had fallen sick from contracting COVID-19. Eleven percent (11%) (n = 36 out of 328) of family respondents who identified with a racialized group and 11% (n = 20 out of 183) of family respondents who identified with other marginalized groups had fallen ill with COVID-19.

| Table FS6.2 Have you or anyone in your family fallen sick from contracting COVID-19? |                  |              |              |                      |                |
|--|------------------|--------------|--------------|----------------------|----------------|
|  | Answer Choices % |              |              |                      | N=Responses    |
|  | Yes              | No           | I don't Know | Prefer not to answer |                |
| <b>Response Groups</b>   |                  |              |              |                      |                |
| <b>All Families</b>  | 5.74             | 91.71        | 1.28         | 1.28                 | 627            |
| <b>Indigenous</b>  | 40.00            | 60.00        | 0.00         | 0.00                 | 10             |
| <b>Black / African</b>   | 0.00             | 100.00       | 0.00         | 0.00                 | 11             |
| <b>East &amp; Southeast Asian</b>  | 3.79             | 95.45        | 0.00         | 0.76                 | 132            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>                                 | 7.69             | 92.31        | 0.00         | 0.00                 | 13             |
| <b>South Asian &amp; Indo-Caribbean</b>  | 2.44             | 97.56        | 0.00         | 0.00                 | 41             |
| <b>Hispanic</b>  | 15.69            | 80.39        | 1.96         | 1.96                 | 51             |
| <b>Mixed</b>   | 7.14             | 85.71        | 1.43         | 5.71                 | 70             |
| <b>Average</b>   | <b>10.96</b>     | <b>87.35</b> | <b>0.48</b>  | <b>1.20</b>          | 328<br>(Total) |
| <b>White/Caucasian</b>   | <b>4.04</b>      | <b>93.60</b> | <b>2.02</b>  | <b>0.34</b>          | 297            |
| <b>Gender Diverse</b>  | 6.06             | 86.36        | 1.52         | 6.06                 | 66             |
| <b>People with Disability</b>  | 10.17            | 83.05        | 3.39         | 3.39                 | 59             |
| <b>People with Neurodivergence</b>   | 15.52            | 79.31        | 3.45         | 1.72                 | 58             |
| <b>Average (of 183 responses)</b>  | <b>10.58</b>     | <b>82.91</b> | <b>2.79</b>  | <b>3.72</b>          | 183<br>(Total) |

**FS6.3 Did you have the digital equipment (desktop or laptop computers, iPads, cameras, headphones, high-speed internet) for your child to attend virtual online learning from home when schools closed due to the pandemic?**

A total of 625 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Eighty-two percent (82%) (n = 512 out of 625) of all family respondents indicated that they had the necessary digital equipment to support their child’s online learning. On average, 72% (n = 236 out of 328) family respondents who identified with racialized groups and 71% (n = 129 out of 182) of family respondents who identified with other marginalized groups indicated they have the necessary digital equipment to support their child’s online learning.

| Table FS6.3 Did you have the digital equipment (desktop or laptop computers, iPads, cameras, headphones, high-speed internet) for your child to attend virtual online learning from home when schools closed due to the pandemic? |                  |                           |             |              |                |
|---|------------------|---------------------------|-------------|--------------|----------------|
|   | Answer Choices % |                           |             |              | N=Responses    |
|   | Yes              | Some equipment was needed | No          | I don't Know |                |
| <b>Response Groups</b>  |                  |                           |             |              |                |
| <b>All Families</b>   | <b>81.92</b>     | <b>13.76</b>              | <b>3.20</b> | <b>1.12</b>  | 625            |
| <b>Indigenous</b>   | 20.00            | 80.00                     | 0.00        | 0.00         | 10             |
| <b>Black / African</b>  | 75.00            | 25.00                     | 0.00        | 0.00         | 12             |
| <b>East &amp; Southeast Asian</b>   | 85.61            | 11.36                     | 2.27        | 0.76         | 132            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 92.31            | 7.69                      | 0.00        | 0.00         | 13             |
| <b>South Asian &amp; Indo-Caribbean</b>   | 90.00            | 7.50                      | 2.50        | 0.00         | 40             |
| <b>Hispanic</b>   | 68.63            | 17.65                     | 11.76       | 1.96         | 51             |
| <b>Mixed</b>  | 71.43            | 20.00                     | 4.29        | 4.29         | 70             |
| <b>Average (of 328 responses)</b>   | <b>71.85</b>     | <b>24.17</b>              | <b>2.97</b> | <b>1.00</b>  | 328<br>(Total) |
| <b>White/Caucasian</b>  | <b>84.07</b>     | <b>13.22</b>              | <b>2.03</b> | <b>0.68</b>  | 295            |
| <b>Gender Diverse</b>   | 78.79            | 13.64                     | 4.55        | 3.03         | 66             |
| <b>People with Disability</b>   | 68.97            | 24.14                     | 6.90        | 0.00         | 58             |
| <b>People with Neurodivergence</b>  | 65.52            | 24.14                     | 8.62        | 1.72         | 58             |
| <b>Average (of 182 responses)</b>   | <b>71.09</b>     | <b>20.64</b>              | <b>6.69</b> | <b>1.58</b>  | 182<br>(Total) |

**FS6.4 Did you need financial support or accommodation to purchase the equipment needed for your child to attend virtual online learning?**

A total of 622 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Ten percent (10%) (n = 62 out of 622) of all family respondents needed financial support to purchase the necessary equipment to support their child’s online learning. For the family respondents who identified with a racialized group, 21% (n = 66 out of 316) needed financial assistance.

| Table FS6.4 Did you need financial support or accommodation to purchase the equipment needed for your child to attend virtual online learning? |                  |              |              |                |
|--|------------------|--------------|--------------|----------------|
|  | Answer Choices % |              |              | N=Responses    |
|  | Yes              | No           | I don't know |                |
| <b>Response Groups</b>   |                  |              |              |                |
| <b>All Families</b>  | <b>10.43</b>     | <b>86.36</b> | <b>3.21</b>  | 622            |
| <b>Indigenous</b>  | 70.00            | 20.00        | 10.00        | 10             |
| <b>Black / African</b>   | 16.67            | 83.33        | 0.00         | 12             |
| <b>East &amp; Southeast Asian</b>  | 11.45            | 83.97        | 4.58         | 131            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>   | 7.69             | 92.31        | 0.00         | 13             |
| <b>South Asian &amp; Indo-Caribbean</b>  | 17.50            | 80.00        | 2.50         | 40             |
| <b>Hispanic</b>  | 13.73            | 80.39        | 5.88         | 51             |
| <b>Mixed</b>   | 10.14            | 85.51        | 4.35         | 69             |
| <b>Average (of 326 responses)</b>  | <b>21.03</b>     | <b>75.07</b> | <b>3.90</b>  | 326<br>(Total) |
| <b>White/Caucasian</b>   | <b>7.80</b>      | <b>89.83</b> | <b>2.37</b>  | 295            |
| <b>Gender Diverse</b>  | 10.61            | 81.82        | 7.58         | 66             |
| <b>People with Disability</b>  | 17.24            | 79.31        | 3.45         | 58             |
| <b>People with Neurodivergence</b>   | 21.05            | 68.42        | 10.53        | 57             |
| <b>Average (of 181 responses)</b>  | <b>16.30</b>     | <b>76.52</b> | <b>7.19</b>  | 181<br>(Total) |

**FS6.5 Since the pandemic began, have you experienced or witnessed increased racism or discrimination of any form?**

A total of 624 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Forty percent (40%) (n = 249 out of 624) of all family respondents reported an increase in racism and discrimination since the pandemic began.

| Table FS6.5 Since the pandemic began, have you experienced or witnessed increased racism or discrimination of any form? |                  |              |              |                |
|---|------------------|--------------|--------------|----------------|
| Response Groups   | Answer Choices % |              |              | N=Responses    |
|   | Yes              | No           | I don't know |                |
| <b>All Families</b>   | <b>39.58</b>     | <b>48.40</b> | <b>12.02</b> | 624            |
| <b>Indigenous</b>   | 30.00            | 70.00        | 0.00         | 10             |
| <b>Black / African</b>  | 50.00            | 25.00        | 25.00        | 12             |
| <b>East &amp; Southeast Asian</b>   | 56.82            | 32.58        | 10.61        | 132            |
| <b>Arab/Middle Eastern/ West &amp; Central Asian</b>  | 38.46            | 46.15        | 15.38        | 13             |
| <b>South Asian &amp; Indo-Caribbean</b>   | 31.71            | 56.10        | 12.20        | 41             |
| <b>Hispanic</b>   | 31.37            | 54.90        | 13.73        | 51             |
| <b>Mixed</b>  | 54.29            | 34.29        | 11.43        | 70             |
| <b>Average<br/>(of 329 responses)</b>   | <b>41.81</b>     | <b>45.57</b> | <b>12.62</b> | 329<br>(Total) |
| <b>White/Caucasian</b>  | 30.38            | 58.70        | 10.92        | 293            |
| <b>Gender Diverse</b>   | 34.85            | 51.52        | 13.64        | 66             |
| <b>People with Disability</b>   | 45.76            | 33.90        | 20.34        | 59             |
| <b>People with Neurodivergence</b>  | 56.14            | 24.56        | 19.30        | 57             |
| <b>Average<br/>(of 182 responses)</b>   | <b>45.58</b>     | <b>36.66</b> | <b>17.76</b> | 182<br>(Total) |

### FS6.6 Since the pandemic began, where do you find most acts of racism and discrimination take place in the school community?

A total of 348 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Since the pandemic began, family respondents (n = 348) have indicated that most acts of racism and discrimination take place in the following ways:

- Interactions with other students (17%) (n = 59 out of 348)
- In the neighbourhood outside of school (17%) (n = 59 out of 348)
- Online (11%) (n = 38 out of 348)



| Table FS6.6 Since the pandemic began, where do you find most acts of racism and discrimination take place in the school community? Select all that Apply |            |
|--|------------|
| Answer Choices   | Response % |
| During interactions with other students  | 16.75      |
| In the neighbourhood (outside of the school)   | 16.63      |
| Online   | 10.73      |
| On the athletic field or playground  | 9.43       |
| Other  | 8.02       |
| In shared spaces (e.g., cafeteria, auditorium, gyms, library etc.).  | 4.48       |
| During interactions with staff in the school   | 4.13       |
| In the classroom   | 3.89       |
| Hallways and stairwells  | 2.71       |
| Parking lot  | 1.89       |
| In school clubs  | 0.71       |
| In school sports teams   | 0.71       |
| In the changerooms   | 0.35       |
| <b>Total answers</b>   | <b>348</b> |

#### FS6.6a Other, please specify:

A total of 25 family responses to this question were reviewed to develop the following themes.

Families shared the following locations where they have found most acts of racism and discrimination since the pandemic began, other than those locations listed above:

- Online – email communications between staff, administrators, teachers and parents.
- On school buses.
- In textbooks.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

#### FS6.7 Do you feel the Vancouver School Board has actively worked to condemn racism and discrimination of any form since the pandemic began?

A total of 620 families responded to this question. The total number of households attached to students in the Vancouver School District is not available. In the 2020-2021 academic year, there were 54,399 students enrolled in kindergarten to grade twelve.

Forty-two percent (42%) (n = 260 out of 620) of all family respondents felt that the VSB was working to actively condemn racism and discrimination *all or most of the time*. Thirty-five percent (35%) (n = 114 out of 326) of family respondents who identified with a racialized group felt that the VSB was working on this *all or most of the time*.

| Table FS6.7 Do you feel the Vancouver School Board has actively worked to condemn racism and discrimination of any form since the pandemic began? |                     |                      |              |               |            |              |       |              |               |
|---|---------------------|----------------------|--------------|---------------|------------|--------------|-------|--------------|---------------|
|   | Answer Choices %    |                      |              |               |            |              |       |              |               |
|   | All of the Time (A) | Most of the Time (B) | SUM (A+B)    | Sometimes (C) | Rarely (D) | SUM (C+D)    | Never | I don't know | N = Responses |
| <b>Response Groups</b>  |                     |                      |              |               |            |              |       |              |               |
| All Families  | 16.94               | 25.32                | <b>42.26</b> | 15.81         | 9.52       | <b>25.32</b> | 4.68  | 27.74        | 620           |
| <b>Indigenous</b>   | 30.00               | 10.00                | 40.00        | 10.00         | 30.00      | 40.00        | 0.00  | 20.00        | 10            |
| <b>Black / African</b>  | 8.33                | 8.33                 | 16.67        | 8.33          | 8.33       | 16.67        | 16.67 | 50.00        | 12            |
| <b>East &amp; Southeast Asian</b>   | 16.03               | 25.19                | 41.22        | 12.98         | 12.98      | 25.95        | 6.11  | 26.72        | 131           |
| <b>Arab/Middle Eastern/<br/>West &amp; Central Asian</b>  | 15.38               | 15.38                | 30.77        | 15.38         | 23.08      | 38.46        | 0.00  | 30.77        | 13            |
| <b>South Asian &amp; Indo-Caribbean</b>   | 10.00               | 20.00                | 30.00        | 20.00         | 7.50       | 27.50        | 12.50 | 30.00        | 40            |
| <b>Hispanic</b>   | 18.00               | 28.00                | 46.00        | 20.00         | 4.00       | 24.00        | 0.00  | 30.00        | 50            |
| <b>Mixed</b>  | 21.43               | 15.71                | 37.14        | 17.14         | 10.00      | 27.14        | 7.14  | 28.57        | 70            |
| <i>Average (of 326 responses)</i>   |                     |                      | <b>34.54</b> |               |            | <b>28.53</b> |       |              | 326 (Total)   |
| <b>White/Caucasian</b>  | 17.12               | 29.79                | <b>46.92</b> | 15.75         | 7.88       | <b>23.63</b> | 3.08  | 26.37        | 292           |
| <b>Gender Diverse</b>   | 23.08               | 21.54                | 44.62        | 9.23          | 9.23       | 18.46        | 9.23  | 27.69        | 65            |
| <b>People with Disability</b>   | 20.69               | 17.24                | 37.93        | 12.07         | 18.97      | 31.03        | 8.62  | 22.41        | 58            |
| <b>People with Neurodivergence</b>  | 22.81               | 15.79                | 38.60        | 15.79         | 19.30      | 35.09        | 10.53 | 15.79        | 57            |
| <i>Average (of 180 responses)</i>   |                     |                      | <b>40.38</b> |               |            | <b>28.19</b> |       | Total        | 180 (Total)   |

**FS6.8 Is there anything you would like to share related to any challenges or needs you may have experienced by your family due to the pandemic?**

*A total of 97 family responses to this question were reviewed to develop the following themes.*

Families shared the following related to challenges experienced due to the pandemic:

- Experiencing and observing Anti-Asian racism in their own friends and families – feeling isolated in the lack of acknowledgement from the VSB.
- Financial challenges for families who were already lower-income, or who run their own businesses.
  - No financial supports for families to purchase electronics needed for their children to access education.
- Social isolation for their children and families.
  - Little to no mental health supports available for students.
  - Families are outside of the country and unable to get social supports.
  - Too much screen time.
- Minimal support from the VSB to support children at home with learning and having to adapt the curriculum to support various children's needs (e.g., neurodivergent learners).
  - The lack of framework for teachers to adapt classrooms to online settings meant that there was inconsistency in children's learnings depending on their teacher's comfort with technology.
- Additional burden for IBPOC families with the Black Lives Matter movement and Anti-Asian Racism that was not adequately supported in schools.
- The VSB made little accommodations for families who may have clinically vulnerable family members and were unwilling to adapt – this put families at additional risk.
- Technological burdens for children with neurodivergence impacted their ability to receive an adequate education.
- Increase in Anti-Semitism has impacted families with no acknowledgement of this from the VSB.
- Frontline workers have increased workloads and have been unable to spend time with their families.
  - Frontline workers have had no choice but to work in person, resulting in additional COVID burdens and exposure concerns.
- Families have felt disconnected from their schools, staff, and teachers.

Note: The above is a thematic summary of the responses shared. All responses were reviewed and themed through an iterative process to identify overarching respondent perspectives.

*"I've heard people say some anti-Semitic things at school (it was only twice) which didn't make me feel all that comfortable since I am half Jewish."*

*"There was a teacher who made every trans student in my grade feel uncomfortable to the point of not wanting to come to school. When brought [this up with them, the] administration told me not to bring the subject up with her again, and multiple other teachers told me that I shouldn't speak badly of her and that I had misinterpreted what she said."*

*"My friend who is Muslim dealt with a lot of Islamophobia. He's been bullied by a lot of people, has been asked if he carried a gun wherever he went, being bullied of bringing his ethnic food to lunch, has been asked if he was poor and was told he was poor, discriminated against by a teacher due to his cultural and religious eating restrictions. I have been made fun of when I brought up some of my cultural foods. Been told that my food was weird without seeing it or eating it just assuming. Discriminated on for being Chinese by another student when I'm not Chinese."*

*--- Student Responses in Survey*

*"We do not acknowledge or understand the ways in which our systems create inequity. While there is work being done (revised curriculum and assessment models notions of Indigenous ed.) There are ways we work and assumptions we make that perpetuate power imbalances that particularly disenfranchise marginalized people."*

*"Access to gender neutral washrooms is not consistent across the district. Often, they are found in the basement or in a far corner somewhere. Nursing mothers are not always provided a safe space to nurse their child on their breaks. Our IBPOC colleagues have to do so much heavy lifting in terms of not only dealing with racism but teaching White colleagues about racism - it is harmful and not their responsibility. In anti-racism & Indigenous in-service training, these groups are forced to watch the same videos as everyone else - which are triggering and traumatic for them, especially in the breakout group sessions. They should be provided with different in service, or just a day to do their own thing in their classroom. This work is not theirs to do, dismantling White supremacy is our job as White folks to take on. "*


*--- Staff Responses in Survey*

*"A teacher wouldn't allow my daughter 10 extra minutes to complete an exam because she didn't have an "official diagnosis" with the right documentation. In the moment, she explained neurodivergent people had different needs for expressing their knowledge. However, the teacher said that she needed to have documentation to get that accommodation. We are in the process of getting it, but it takes a year or more. That teacher could have trusted her and given her the extra 10 minutes, which would have helped prevent a subsequent mental breakdown. Teachers should not assume that students are dishonest or lazy and trying to get away with things when they are simply asking for what they need to learn successfully. That is the insidious nature of learning disabilities and mental illness. Just because you can't see it, doesn't mean it's not there. Teachers and administrators need to trust that students want to learn and [succeed].*

*There is little to nothing in their curriculum about Black Canadians and African Americans (outside of Black History Month). They are able to find some representation in books, but their ancestry is blatantly ignored by the VSB curriculum and staff. They understand that this is because of Canada's colonial and White supremacist framework that extends into their education, and they look to their parents to educate them. It would be highly empowering for them to see their ancestors and themselves reflected in the curriculum and school texts.*

*--- Family Responses in Survey*

**CHAPTER 4**  
**QUALITATIVE**  
**ENGAGEMENT**

A decorative graphic at the bottom of the page consists of three overlapping, curved bands. The top band is yellow, the middle band is orange, and the bottom band is blue. The bands curve upwards from left to right, creating a sense of movement and depth.

## Chapter 4 Qualitative Engagement

The **Stronger Together** engagement process included qualitative engagement activities. The methods applied included sharing circles, key informant interviews and a self-guided toolkit. These activities provided an opportunity to gather nuanced insights from the VSB community to further substantiate the findings of the surveys.

The engagement structure was well defined, however, there were limitations that prevented higher numbers of engagement for these methods.

1. Development of the engagement process and necessary approval processes contributed to a compressed engagement timeline. This meant that student, families, and staff engagement was primarily limited to June 7-29, 2021, except for one key informant interview held on October 7, 2021. The significance of this timeframe relates to the end of the school year for students and staff; thus, their availability was more limited than if the engagement window has been spread over a longer period.
2. The COVID-19 pandemic influenced the ability to have in-person engagement. All engagements we conducted in a virtual environment. This limited access to students who may not have access to the internet outside of the school environment.
3. Reliance on the communication networks within schools to promote the engagement process limited the outreach to students and families and the timeliness of the information. With a compressed engagement period some students and families received information from their school after many of the sharing circle opportunities had passed.
4. Defining specific engagement groups that students and families had to identify with limited participation from students and families who did not identify with those engagement groups. While this was intentional to ensure that diverse voices were captured, some students wanted to share experiences through this method and were not able to.

The table below summarizes the types of engagement completed, who participated, and when.

| What Type of Engagement?        | Who Participated?   | When?             |
|---------------------------------|---|-------------------|
| <b>Sharing Circles</b>          | <p>Six (6) sharing circles with 19 participants – 12 students and 7 parents, representing the following:</p> <ul style="list-style-type: none"> <li>• Indigenous Students</li> <li>• Refugee and Immigrant Families</li> <li>• Newcomer and Refugee Students</li> <li>• People with Disabilities Families</li> <li>• South-East Asian or East Asian Students</li> <li>• People of Colour Students</li> </ul>  | June-July 2021    |
| <b>Key Informant Interviews</b> | <p>Sixteen (16) representatives from four (4) interest groups, including:</p> <ul style="list-style-type: none"> <li>• Watari Counselling and Support Services Society</li> <li>• Hua Foundation</li> <li>• Congress for Black Women Foundation</li> <li>• Parents of students who have experienced racism and discrimination within the VSB system (to protect the anonymity of the students and privacy of the family, the shared feedback has been incorporated into the observations and considerations).</li> <li>• Health Practitioners Working with VSB Students (Neurodivergent, Complex Needs and Refugees)</li> </ul> | June-October 2021 |
| <b>Self-Guided Toolkit</b>      | <p>Three (3) groups, including:</p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• English Language Learner Students</li> </ul>  | June-July 2021    |

## Personas

*The following personas have been developed through weaving together the diverse and multifaceted stories of shared lived experience. This work intends to enable readers to look beyond the data and numbers and see the human stories for whom this anti-racism and non-discrimination work is intended. The stories build on what has been told and shared in the past to collectively deepen the understanding of racism and discrimination within the Vancouver School District.*

These personas represent a range of people experiencing challenges, from equity-seeking groups, drawing from identity intersections of age, ability, racial and ethnocultural identity, immigration status, family size and make-up, and language background.

*Personal information such as names and personal details have been removed to protect anonymity.*

### Experience Spotlight: Elijah

Elijah is a two-spirited (they/them) Indigenous student. They have been in and out of the school system due to financial and personal challenges. They are grateful to have the opportunity to attend school but struggle with the location of their school. They wish there was more to do in their community with others in their age group.

Their understanding of racism and discrimination is new. Before moving to Vancouver, they came from a small close-knit community where racism and discrimination were not common. Due to the pandemic, Elijah has been attending school online, which has enabled a better learning environment. Previous in-person experience when they attend school in-person presented more opportunities for students to make derogatory remarks.

They appreciate teachers for their support, but they wish they would do more about racism and discrimination when they witness it, instead of being bystanders.

Elijah is proud of their identity and do not struggle with self-expression as they receive supports from the community. They try to keep to themselves and not let racism and discrimination get to them.

### Experience Spotlight: Christel and Jack

Christel is a parent of three children, all of her children attend schools in the Vancouver School District. Christel's son, Jack, has developmental disabilities which is a challenging layer to add to his educational experience.

Jack is in grade seven and can communicate through visual cues (e.g., gestures and eye gaze), supplemented with an augmented communication system, which he has really enjoyed learning. His journey has been complex and overwhelming at times – it has not been easy for him to make friends.

Christel has expressed frustration over teachers practicing semi-inclusion, where Jack has been tolerated in the classroom on the side, while his basic needs are being neglected. As teachers are not properly trained, Jack's developmental disability is treated as though he has a cognitive disability. Jack's siblings have walked by classrooms where students with disabilities are grouped together and have seen him with others watching cartoons on iPads instead of receiving instructional learning.

While schools try to accommodate, Christel still considers the children with diverse needs are left as an afterthought where programs are treated as rigid. Christel would like to see programs adapted to the child, not the child having to adapt to the program. While she has been able to advocate for Jack, she knows other parents are simply not able to and worries about others who are left behind.



## Experience Spotlight: Fatimah

Fatimah is in grade four and recently moved to Canada with her family after being forcefully displaced from their home country. She does not fully understand her every day yet but has enjoyed school as that is something that she knows.

Fatimah enjoys math as it just makes sense to her – she likes having the answers and knowing how she got to them. Although English is not her first language, she has been watching cartoons with her parents to improve their conversational skills.

Fatimah does not enjoy group activities as she is nervous about her accent and worries that other classmates will make fun of her hijab. On her first day, she heard other parents make comments about how her family were “terrorists”. Her parents told her not to worry, that people will learn to like her.

Recently, one of Fatimah’s classmates asked her if she was forced to wear the hijab. When Fatimah tried to explain that it was her choice, she was made fun of and excluded from the group. She has withdrawn and does not know who she can trust, as her teacher did not say anything about this comment.

Fatimah is proud of her Muslim identity and wants to share her culture with others. Most importantly, she just wants to fit in.

## Experience Spotlight: Nicole and Anika

Nicole is a lone parent with a mixed-race child. Recently, Nicole’s daughter, Anika, reported incidents of racism. Nicole’s family has been a part of the Vancouver school system her whole life.

Anika has recently made the transition to high school. She was excited about the prospect of course selection and experiencing new teachers. Although she was a little nervous about the number of students, she was looking forward to making new friends and hopefully meeting more people who looked like her.

Unfortunately, in the first few weeks of high school, Anika was called racial slurs in the school hallways. Anika is no stranger to racism and has dealt with it her whole life – she reported the incident to her counsellor with support from Nicole. Anika’s counsellor reassured her that this incident would be handled, however, weeks later, nothing came of the report and Anika was left with a feeling of distrust and anxiety when walking from class to class.

Anika made a few attempts at following up with her counsellor but was only met with answers that they were looking into things and was told that there was only so much they could do. It has been frustrating and upsetting for Anika who has felt her experience has been minimized – at the time of reporting, she was told: “boys will be boys”.

To date – there has been no update for Anika and Nicole.

## Sharing Circles

Sharing Circles were held with students between June 16 and July 8, 2021. All sharing circles were conducted virtually through Microsoft Teams due to COVID-19 social distancing measures. Students were invited to participate from the following identity groups: Indigenous, refugees, immigrants, newcomers, persons with disabilities, South-East Asian, East Asian, person of colour, 2SLGBTQIA+, and Black/African descent.

A total of twenty (20) students and parents participated in the sharing circles. Two (2) Sharing Circles were cancelled due to no turnout – Students who identify as 2SLGBTQIA+ and Students who identify as Black / African descent. The following table outlines the attendance at the Sharing Circles:

| Sharing Circle                          | Students  | Parents  |
|---|-----------|----------|
| Indigenous Students                     | 1         | N/A      |
| Refugee and Immigrant Families          | 2         | 3        |
| Newcomer and Refugee Students           | 2         | N/A      |
| People with Disabilities Families       | -         | 3        |
| South-East Asian or East Asian Students | 5         | 1        |
| People of Colour Students               | 3         | N/A      |
| <b>Total</b>                            | <b>13</b> | <b>7</b> |

The purpose of the sharing circles was to gather insight into the lived experiences of racism and discrimination for individuals as they experience the education system within their own understanding of the world. Sharing circles are opportunities to facilitate intimate, trauma-informed, low barrier, focus group style conversations with individuals who have lived experiences of racism and discrimination.

It is important to note that individuals self-identified and chose specific sharing circles to participate in – intersectionality was captured where possible. Despite there being no attendance for the 2SLGBTQIA+ sharing circle, participants self-identified in other sharing circles as both 2SLGBTQIA+ and IBPOC (Indigenous, Black, People of Colour).

To protect the anonymity of participants, key identifying characteristics (i.e., names) have been removed or changed.

### Indigenous Students

A sharing circle with students who identify as Indigenous was held on June 16, 2021. One student attended this sharing circle. The following sections summarize the insights shared by the student participant.

In addition to this engagement, the consultant team connected with Musqueam, Squamish, and Tsleil-Waututh First Nations with the hope of hosting a few sharing circles within their communities. Due to the tragic circumstances surrounding the unmarked burials of Indigenous children who attended Indian Residential Schools and limited staff availability over the summer months for the Musqueam, Squamish, and Tsleil-Waututh Nations, the consultant team was unable to support sharing circles in their communities during the project period.

#### Summary of Participants

The Indigenous student (they/them) identifies as 2S and has been in and out of the school system for the last three years due to financial challenges and personal hardships. Currently, they attend school online, previously, they would attend school in-person in the Downtown Eastside of Vancouver (DTES).

They have experienced significant trauma in their childhood and have minimal connection with family due to their family not accepting their 2S identity. They have an understanding and direct relationship with the impacts of residential school. When they first arrived in Vancouver, they were homeless and required supports from shelters.

### **Racism and Discrimination in School**

The Indigenous 2S student noted that attending school in the DTES has proven to be challenging due to their identity. Teachers are bystanders and will hear negative commentary, but no action is taken against those individuals who make racist or discriminatory remarks in the classroom.

The student considers teachers to mostly take a passive role when it comes to negative interactions with other students. However, they have had positive experiences with teachers providing welcoming environments and taking the time to support them.

### **Impacts of Racism and Discrimination**

Before moving to Vancouver, the Indigenous 2S student noted that racism and discrimination were experiences that were rare – as their home community was small and closely connected. They try their best to dress in ways that minimize attention to reduce the experience of derogatory remarks.

### **Next Steps for the VSB**

Due to the nature of the student's transient relationship with the school system, they have not partaken in many activities within the school system. They would prefer to not report incidents to the school as to not raise attention due to their challenges with past teacher inaction. They seek supports outside of school as they perceive VSB staff are unable to provide them with the requisite supports.

## **Refugee and Immigrant Families**

### **Overview**

A sharing circle with refugee and immigrant families was held on June 16, 2021. A total of five participants attended this sharing circle, which comprised of two students and three parents.

The following sections provide a summary of the sharing circle for families who identify as refugees or immigrants.

### **Summary of Participants**

Two families (one child, one parent) and one parent attended this sharing circle. All attendees spoke other languages in addition to English. One participant identified as a lone-parent, and spoke minimal English, requiring their child to help translate.

Individuals self-identified as Filipino and Mexican. One participant noted they have a child with disabilities and has had the unique challenge of navigating the school system as a newcomer with the intersectionality of a child with disabilities.

### **Racism and Discrimination in School**

When asked about experiences with racism and discrimination in school (whether it be as a student or parent), participants said the following:

- School staff have a big impact on how students choose to behave. Participants noted that it appeared that learned their behaviours from adults around them.

- Experiences with racism and discrimination at a staff level varied from school to school, if the principal and administrators set anti-racism and non-discrimination as a priority, there was a significant difference in your experience.
- One student shared her teacher perpetuates negative behaviours towards her in the classroom. Although she knew what she was experiencing was wrong, she did not have the language to speak up. As a result, students in her class treated her in a condescending manner.
- Participants noted that staff are unequipped to handle incidents of racism and discrimination.

### Impacts of Racism and Discrimination

When asked about the impacts of racism and discrimination in school (whether as a student or a parent), participants shared the following:

- One student shared shame around her ability to express herself in English. She stayed quiet, fell behind in her studies, and became isolated from her classmates.
- One parent shared her child with disabilities has been explicitly isolated from experiences (i.e., participation in Christmas concerts, held back from recess). Her child was considered a risk to other students without any proper assessments.
- Participants expressed significant pain and frustration with navigating the school system when they first arrived. There was little support – which was amplified by the challenge of the lack of translation services available.
- One student noted that the impacts of racism and discrimination in the classroom were made worse by teachers who ignored them. As a result, they felt isolated and had no friends or support. They have been left to learn English on their own as their requests to be enrolled as an ELL have been ignored.
- Parents shared a mutual frustration around communicating with schools and have felt isolation and guilt around not being able to support their children and their learning.
- One parent expressed the amplifying impact of being an immigrant where your every day is consumed with survival and meeting the basic needs of your family. They have been dealing with mental health challenges as a consequence of trying to juggle basic access to education for their children in addition to their immigration.
- Participants highlighted the importance of having school – when access becomes limited (e.g., English language supports, multicultural supports), it is the student who suffers the consequence.

### Considerations for the VSB

The sharing circle participants shared the following on what they would like to see from the VSB in the future:

- Further supports and resources are needed for families when navigating the school system. For example, guidance is expected in areas related to enrolling children into school, accessing appropriate supports, and participating in ELL classes.
- Service offerings for parents and students are limited and vary from school to school. An example given was the limitations of translation services. Participants noted there seems to be translation services available for Mandarin speakers, but if you speak other languages (e.g., Spanish), there appears to be a gap.
- Parents noted that when it comes to transitions (i.e., elementary to high school), you have to dig and ask questions, as this information is not readily available.

## Newcomer and Refugee Students

A sharing circle with newcomer and refugee students was held on June 16, 2021. Two students and attended this sharing circle.

### Summary of Participants

Both students identified as Muslim girls from Islamic countries. They identified an intersectional identity of being newcomers, as well as individuals with religious backgrounds which they have kept hidden, due to fear of Islamophobia.

### Racism and Discrimination in School

When asked about experiences with racism and discrimination in school, participants said the following:

- One participant shared how a friend brought their traditional food to school and was made fun of – this was a hidden experience that impacted their friend where they told their parents to no longer pack that food.
- Participants shared how they have been called terrorists because of their Muslim identity.
  - A student participant shared her experience when she was called a terrorist and she reported this to her counsellor but her report was dismissed and was told that this was how things would be.
- One participant shared how a friend who recently immigrated was made fun of for his skin colour and was attacked with racial slurs – when the participant stood up, she was called a terrorist and was also bullied.

### Impacts of Racism and Discrimination

When asked about the impacts of racism and discrimination in school, participants shared the following:

- Both students have started a student organization to take a stand against racism and discrimination. They have come together to make posters and raise awareness – they are working on embracing cultures and diversities.
- One participant shared that her class was forced to apologize to her – but they (her class) were not educated on their behaviour and why it was wrong. This caused frustration as students would repeat their behaviours and learn that there was nothing wrong with what they did.
- Participants shared that they and their families have felt frustrated with how school administrators have passed the burden of educating around Islamophobia and racism with students.
- International students feel the need to hide and assimilate to appear White for fear of experiencing racism and discrimination.

### Considerations for the VSB

The sharing circle participants shared the following on what they would like to see from the VSB in the future:

- Participants shared that they would like to see more leadership from school staff (i.e., counsellors, teachers, principals). They (students) have felt that there is little guidance from staff when it comes to educating on the impacts of racism and discrimination.
- Students would like to see opportunities where everyone is allowed a platform to share their experiences as a way of understanding.
- There is a lot of protection of students and teachers from understanding their impacts – participants would like to see students disciplined and follow-up when incidents are reported. Everything happens in silo without consideration of how inaction impacts students.

## Families of People with Disability

A sharing circle with students who identify as people with disability and their parents was held on June 17, 2021. Three parents attended this sharing circle.

### Summary of Participants

The three parents identified as Mexican and Canadian. The three families have seven children who attend schools in the VSB – with four of them having disabilities.

One family identifies an intersectional identity of being an immigrant household. The following disabilities were self-reported:

- Down syndrome
- Autism
- Attention Deficit Disorder
- Cerebral palsy – visual communication with augmenting communication system in place

### Racism and Discrimination in School

When asked about experiences with racism and discrimination in school (whether it be as a student or parent), participants said the following:

- Visual appearance has a significant impact on individual experiences.
- Supports for their children were challenging to secure – the attitudes within the school system were problematic and challenging to deal with.
- Some school administrators use extremely negative language and treat your child like they are incapable of doing anything – this makes it easier for teachers as the children are simply left alone without any attempt to educate them.
- The school system itself is set up in a discriminatory way – an example shared was that their child was told to attend a school in another catchment – but it wasn't accessible, and the school itself made no attempt to understand their child's disabilities.
- One parent shared that elementary school was a challenging time where their child was set back for 5 years because nobody was looking after their child – basic human rights of children weren't being looked after (i.e., diaper changes). If parents didn't advocate, children were ignored.
- Knowledge on inclusion (i.e., ableism) is lacking in schools – teachers do not have enough background education on how to make activities inclusive in the classroom.
- Specialized resources are lacking in classrooms.
- Socialization with students with disabilities is an ongoing challenge that is perpetuated by a lack of education on support workers (e.g., EAs).

### Impacts of Racism and Discrimination

When asked about the impacts of racism and discrimination in school (whether as a student or a parent), participants shared the following:

- Children with disabilities are often isolated and excluded from activities – this is compounded by the lack of friendships as children are not taught how to play with children with developmental delays.
- Students are left behind for not knowing what to do – this causes regression in progress that is made and widens the education gap.

- Children with disabilities are often pulled out and separated from the classroom with little acknowledgement or recognition of their abilities and where to help them push to grow.
- The power differential between teachers and students is something that is a constant battle – as a result, issues that are important, but may not be the priority issue, are left behind and not addressed.
- Children are profiled in schools and are treated like they are incapable without any understanding of their disabilities.

### Considerations for the VSB

The sharing circle participants shared the following on what they would like to see from the VSB in the future:

- Participants shared that they would like to see more education on what ableism is and understanding what their biases and assumptions are. It is important to acknowledge, do the work, and get support.
- There needs to be more commitment to understanding non-discrimination in classrooms and how to implement this as an everyday.
- Adaptability is important – the VSB has an opportunity to ensure programs can accommodate to the children, not have children adapt to the program.
- Review curriculum on the segregation that is being caused by pulling children out from socializing.
- Ensure education is happening for students – school is not a daycare.
- Help children and people with disabilities to be seen and listened to – retrofit and forgetting about their existence is unhelpful.
- Create roles for internal advocacy for children who do not have a voice – children need to ensure they are getting heard and cared for.

### South-East Asian or East Asian Students

A sharing circle with students who identify South-East Asian or East Asian was held on June 22, 2021. Five students and one parent attended this sharing circle.

#### Summary of Participants

All participants identified as South-East Asian or East Asian. One participant was adopted by a Canadian family. One family identified an intersectional identity of being newcomers – one parent attended as her child was six years old and spoke minimal English. One participant identified as a newcomer / recent immigrant.

#### Racism and Discrimination in School

When asked about experiences with racism and discrimination in school (whether it be as a student or parent), participants said the following:

- One participant shared that her child is scared of attending school after learning about residential schools and having minimal understanding of English – which has compounded her inability to explain and understand the situation.
- Younger generations form their opinions of racism and discrimination through adults in their life (e.g., parents and elders).
- Sometimes people are not aware they are being racist – and teachers are bystanders.
- Participants shared that others (i.e., teachers and students) have assumed they cannot speak English based on how they look – they are spoken to like they do not understand them.
- One participant shared that a classmate asked “if she ate dog” because of her Chinese identity.

- One participant shared that another student blamed COVID-19 on Chinese people and have directed hate towards her.
- One participant shared that students practiced indifference towards her as she was trying to learn about Indigenous peoples and was told that “she wouldn’t understand”.
- Participants highlighted that their schools have helped raise awareness of issues through different initiatives such as Pink Shirt Day and Orange Shirt Day. However, other cultural traditions are neglected with others prioritized (e.g., Halloween vs. Lunar New Year). While there has been some improvement in acknowledging and celebrating cultures, it is a slow process.
- Participants noted that some of the celebrations at school appear to be performative – as an example, for Pride Month, the library and school put up rainbows and decorations; but there is no special announcement made with intentional discussions in classrooms.
- Participants shared that some schools are homogeneous and have minimal ethnic diversity – if you live and attend school in a predominantly White neighbourhood, that can impact your ability to feel supported. Experiences are impacted by administrators and what initiatives they are willing to take on.

### Impacts of Racism and Discrimination

When asked about the impacts of racism and discrimination in school (whether as a student or a parent), participants shared the following:

- One participant shared extreme fear of attending school due to minimal understanding of English and the inability of the education system to teach in culturally sensitive and age-appropriate ways (e.g., residential schools).
- One participant shared that she struggles with speaking English and has felt discriminated against where teachers have a preference for talking with White people as it is easier for them.
- Participants shared that students often practice indifference towards participating in activities like Orange Shirt Day as teachers do not take the time to educate on the importance and significance of these events.
- Students feel they cannot change much in schools, they have minimal authority and feel dependent on other authority figures – as a result, they feel that their voice is not heard.
  - Participants highlighted the need for students to make time in their schedules for things to change.
- Students shared that being treated as minorities makes them feel as though their voice is not important and often feel disregarded for the efforts that they put in. As an example, when getting onto the honour roll for academic achievements, others attribute it to them being Asian rather than their hard work.
- Students shared that the Skills Rotation at schools is used as a catchall for those students who are English Language Learners – as a result, they have fewer opportunities than other students. This impacts their future opportunities. Unless students can advocate for themselves or have someone else advocate, they are trapped.
- Participants felt that teachers and counsellors often behave like bystanders and do not have the appropriate training and responses when incidents are reported. This perpetuates a cycle of silence and confusion.

### Considerations for the VSB

The sharing circle participants shared the following on what they would like to see from the VSB in the future:

- Teachers should stop conversations, step up and make a lesson out of them. Students must be given an opportunity to learn and gain awareness.



- Schools need to practice building each other up so they can help students become the best version of themselves. Making mistakes is a part of life but making room to learn from those mistakes is even more important.
- Ensure curriculum taught in classrooms integrates truth and reconciliation, anti-racism, and non-discrimination practices. If White people are always presented as good and villains/side characters are minorities., that teaches negative associations. This is something that can be easily addressed in classrooms.
- Schools need to acknowledge their roles as educators through showing stories from multiple perspectives – celebrating different opinions is important.

## People of Colour Students

A sharing circle with students who identify as people of colour was held on June 24, 2021. Two students attended this sharing circle. A second sharing circle was held on July 8, 2021, for one parent who missed this prior sharing circle.

### Summary of Participants

The two student participants all identified as people of colour with various backgrounds – both identified as immigrants. One student identified as Muslim.

The parent participant has two children – one is bi-racial, and another is adopted. She attended to share their experience.

### Racism and Discrimination in School

When asked about experiences with racism and discrimination in school (whether it be as a student or parent), participants said the following:

- Teachers do not understand racism and how to deal with it – schools and classrooms are not treated as accommodating and nurturing environments. There is no punishment or repercussion for students that are racist (e.g., disciplinary board, accountability).
- Some counsellors have been able to provide support to students.
- When a student has been on the receiving end of racism and discrimination – they are not sure how to identify it, further, reporting is a challenge and there is no formal process to report incidents.
- One student shared that another Muslim classmate wore a hijab and was made fun of. She was not sure what to do and watched as the classmate received minimal support.
- When one participant started wearing a hijab in school, she was treated differently and excluded from participating in sports, as people did not understand what the hijab meant.
- One parent shared that her child has been ignored and yelled at by teachers and is treated as a liability. No effort was made to accommodate her child and singled out.

### Impacts of Racism and Discrimination

When asked about the impacts of racism and discrimination in school (whether as a student or a parent), participants shared the following:

- One participant shared that her child has felt isolated and shut out of events due to being asked to leave the school. As a result, her child has few friends her age and feels angry and disappointed.
- Participants shared that they have felt the schools have denied incidents and refuse to have an open dialogue. As a result, students are forced to suffer in silence and feel isolated.

- Racism can have a deep impact and makes people feel like they cannot come to school with a constant fear of being bullied and harassed. Students have complained about the ability to form relationships that they can trust.

### Considerations for the VSB

The sharing circle participants shared the following on what they would like to see from the VSB in the future:

- Schools should have more clubs available to reflect the diverse neighbourhoods and communities everyone lives in.
- For Indigenous people, awareness should be raised every year and taught in the classroom – instead of treating it like a one-time event.
- Anti-racism and non-discrimination should be raised as an open everyday topic – everyone (e.g., students and staff) should know what to do, how to make people feel safe, and know where to access resources.
- While support does exist, it is not sufficient, there is a disconnect on how to react to racism and how other students' actions can make people feel isolated and uncomfortable.
- There needs to be more consultation and supports in schools – some of the counsellors are not open and do not provide a safe space. Having more diversity in counsellors is critical so students feel safe and share.
- The process to report incidents of racism and discrimination are unclear and confusing for students. Some students stay silent and may go to parents who do not speak English and are simply trying to survive. It is important that incident reporting works for everyone.

## Key Informant Interviews

Key Informant Interviews were held between June 29 and October 7, 2021. All interviews were conducted virtually due to COVID-19 social distancing measures. Key informants were invited from community organizations to share their experiences and ways the VSB could actively combat instances of racism and discrimination for students, families, staff, and community members.

A total of 16 informants participated in the interviews. The following organizations/groups are represented in the results:

- Watari Counselling and Support Services Society
- Hua Foundation
- Congress for Black Women Foundation
- Health Practitioners working with VSB Students (Neurodivergent, Complex Needs and Refugees)
- Parents of students who have experienced racism and discrimination within the VSB system (to protect the anonymity of the students and privacy of the family, the shared feedback has been incorporated into the observations and considerations).

## Watari Counselling and Support Services Society

**The following section summarizes findings from the interview with Watari Counselling and Support Services Society (Watari):**

- Watari supports different populations including Indigenous youth, Vietnamese, Latino, Migrant farm workers, and marginalized groups.

- In the VSB, Watari runs the STAR (Stop, Think, Assess, and Respond) program to help support children and youth with bullying and peer pressure.
- Racism and discrimination in schools exist in classrooms and discussions – certain intersecting identities (e.g., Muslim girls) have a more challenging time as they can easily be identified by wearing hijabs. Similarly, Indo-Canadians struggle with being identified through their turbans.
- Language and racist words/insults are extremely triggering and are often not understood.
- Counsellors play a critical role; however, education varies greatly from person to person, some minimize the experience and say that “they are just kids”.
- Kids often learn their behaviours from parents and adults and bring it to school – it is up to the adults in these situations to help with education.
- Depression, anxiety, and withdrawal are common behaviours you see within people who have been bullied or harassed.
- Indigenous youth are more likely to withdraw and need a nurturing environment where adults notice them.
- It is important to celebrate diversity in different ways such as having the following:
  - Diversity day
  - Speakers on racism and discrimination
  - Celebration and appreciation of other cultures
  - Develop acceptance of different foods, cultures, and dress
  - Creating peer leadership roles where students can help welcome others.
- It is important to realize that immigrants may have PTSD and are dealing with other challenges – school should be a place where people can feel safe.

**On what the VSB can do in the immediate:**

- Develop an action plan and implement it.
- Have creative ways to celebrate diversity.
- Have a topic/presentation on what racism/discrimination may look like.
- Have anti-racism and non-discrimination implemented into school curriculum.
- Have interactive sessions (more than a lecture) on what racism and discrimination look like.
- Take time to listen and support students, parents, or staff when they have experienced racism.
- Increase diversity in the workforce.
- Provide a forum for voices that are often ignored so challenges can be understood, and knowledge can be shared.

## Hua Foundation

**The following section summarizes findings from the interview with Hua Foundation:**

- Hua Foundation supports Asian youth with identity exploration and understanding their baseline through, understanding where they are and where they’re from, how they hold privilege, how they are oppressed.

- Hua Foundation supports Asian youth with project incubation, grant writing, budget management, meeting management, and empowering Asian youth in independence. Their main mandate is building capacity in all ways that they can – to not reinstate the systems of oppression.
- Kimberley Wong, who has worked at Hua Foundation for the last 4 years is an alumnus of the Vancouver School District. She has attended schools in the VSB her whole life and went to school on the west side of Vancouver. She has felt frustration and disdain towards the VSB for its lack of acknowledgement for its role in perpetuating ideas and understandings in youth through the lack of breadth in the curriculum (e.g., teaching from a Euro-centric perspective).
- Schools continue to minimize the sterilized experience of education with a focus on the most fragile and Whitest in systems – minimizing the experiences of those with intergenerational trauma.
- Racism and discrimination are perpetuated at all levels of school – even from theatre to field hockey. Teachers play an integral role in diminishing the identity of students.
- Peer-to-peer interactions are where many microaggressions occur and villainization of those who are not model minorities (e.g., Black and Indigenous youth).
- Black and Indigenous youth were always put in detention and labelled as the “trouble” kids – this was no mistake and an act of institutional racism.
- Young children are powerless to understand the system – teachers play a significant role in the system and help to unlearn racism.
- Individuals are expected to learn about their own racialization as teachers are afraid to teach about it in their curriculum.
- The curriculum is sterilized and has minimal trauma-informed understandings – teachings are often ahistorical with incorrect histories summarized.
- Schools have a direct contribution to the racism and poor treatment experienced by people. When students see that they are not held accountable for their behaviours – they very quickly learn that it is a way to gain power. It continues to contribute to racism on an interpersonal, systemic, and governmental level.
- Teachers are a large part of the accountability process – the majority of teachers are White women, which is an interesting group. They function as the oppressed oppressor – they have the same equalities as White men but have had to reckon with their identity as women. They are unintentionally passing on their oppression to students.
- The multi-culturalism narratives are not working. It’s a scarcity narrative and there’s only one of each colour. The narrative keeps people in boxes and keeps people scrambling for scraps in every single way. The traumas people hold and carry are very specific, all under the same umbrella of White supremacy and its effects. My trauma is not your trauma.
- Internalized racism can form and materialize and become concrete in the school system. For instance, I was called a banana in high school that still leaves a lot of trauma. Acknowledging that it is still so hurtful is part of the process of undoing these things.

**On what the VSB can do in the immediate:**

- Review funding allocation – focus on humanities and arts.
- Specialized knowledge should be taught by specialized teachers.
- School staff, teachers, administrators, should all undergo decolonization, anti-racism, non-discrimination, and anti-oppression training.

- Principals, VPS, counsellors set the tone for how school is done. One of my principals was an ex-cop. They set the tone for how the school operates and should undergo anti-oppression training and anti-racism training.
- Review diversity in teaching staff.
- Understand that anti-racism is not a one and done, the work is never done.

## Congress for Black Women Foundation

### **The following section summarizes findings from the interview with the Congress for Black Women Foundation:**

- The CBWF has worked with Black people in Metro Vancouver supporting drop-ins, seniors' programs, seniors' documentation, and completing forms. They have worked with schools and meeting educators throughout Metro Vancouver.
- The CBWF has worked with the VSB to develop programs and complete them with educating schools on Black history and contributions. This path was challenging as the CBWF spent over 10 years trying to build a partnership with the VSB. There was no response until 2019 when a VSB Trustee finally met the CBWF.
- Recently, the CBWF has been working with Equity and Inclusion staff at the VSB, who have helped along with this relationship.
- Students have reached out to the CBWF after Black History Month as their experiences are not being validated.
- Black students are penalized and policed more than other students – White children are provided more opportunities and given more supports.
- When racial incidents occur, it is simply called bullying, not racism.
- The lack of diversity in VSB staff is a form of mild racism. It has been proven that students excel a lot better when there is diversity in their instructors. Having someone they can look up to.
- Teaching materials are not reflective of the diversity and are not representative of their communities – this helps perpetuate the idea that people of colour are non-existent.
- Black students and students of colour are more likely to be suspended or expelled, less likely to be placed in gifted programs and subject to lower expectations from their teachers.
- Black youth commit suicide due to racist incidents and are not reported on – there is also a significant health hazard where youth are forced to be isolated and ignored. This hinders their progress.
- Children and youth are often minimized in their experiences – racism is ignored, and teachers call it bullying. Children are told to stop complaining and to return to their seats.
  - A consequence of this is fear in children feeling they cannot speak up as they are not listened to or believed.
- Everyone should recognize that identities can be intersectional – oppression is connected, and you cannot fight against one form and ignore the others.
- More workshops and programming need to be in schools.

### **On what the VSB can do in the immediate:**

- It is important that teachers and counsellors are professionally trained in diversity and inclusion and are aware of cultural sensitivities and are prepared to address racism head-on in the classroom. Having

teachers that are knowledgeable, aware of their own self-biases and are skilled in handling situations that may emerge in the classroom will assist in having comfortable conversations and engaging in different activities.

- Incorporate race into your regular curriculum.
- Make your classroom a place that embraces challenging questions and diverse viewpoints in an environment of respect.
- Remember that your aim is not to convert or indoctrinate your students against racism, but to expand their minds with facts and new perspectives.
- Funding and grants should be awarded to Black students to encourage them.

## Health Practitioners Working with VSB Students (Neurodivergent, Complex Needs and Refugees)

**The following section summarizes findings from the interview with the Vancouver School District Staff working with Neurodivergent Students:**

- Understand what priorities are for the family of the child and their cultural values. We need to identify who in the community is trusting and important to them and can advocate for them.
- Ensure continuous programs for students with complex needs that are transitioning. Transitional periods are especially challenging for students, and often their supports are cut off or drastically altered as they move into Grade 8, or in transitioning between alternative schools. Keeping youth connected to their social and support networks will have an overall positive impact on their sense of belonging.
- It is challenging to get into Sunnyhill and as a result, many youths who need extra support are not able to get the required accommodation to be successful in schools. We should be looking to create more expansive specialized programming to support those in need.
- Families who are new to Canada as refugees, or who have neurodiversity often struggle with getting their kids getting in the front door. Those families need advocates and trust brokers in the community to help support them in advocating for their needs in the schools.
- Previous initiatives that were aimed at creating safe spaces for LGBTQAI+ and Indigenous students have led to segregation. These programs can reject the student's uniqueness and make them feel "othered".
- A learning curriculum that asks students to reflect on their families or family histories can be traumatic for students. Some students are adopted, some have family members in residential schools. This can further lead to youth feeling like they do not belong. There should be a trauma-informed lens on all curricula.
- The VSB should seek to understand the family systems first, instead of making assumptions about their learning needs and capacity. These children could be coming from traumatic experiences that are limiting their learning and being put into a specialized program may do more harm than good. We ask what's wrong with you, instead of what has happened to you?
- There should be more flexibility in programs and policies for students who need extra support. We should be asking what community members need to feel safe and feel that the child is cared for. Families have dealt with trauma in systems, and we make sure the community has a voice to advocate for their needs.
- There is such a limit on options for specialized learning. Sometimes the programs are not accessible for families to access, which results in the students being separated from their support network. This could do more harm than good for their overall well-being.

- There needs to be more programs for kids with mild learning disabilities, or who are right on the cusp. If they are brought into programming for youth with more complex needs, it can damage their sense of self for the rest of their lives.
- The VSB should be asking students what they want out of their own education and creating goal-oriented systems. We have created structures and should not be forcing pegs into holes with each child. We have a chance to rebuild these structures to meet community members where they are at.
- The VSB should think outside of the box and ask what brings students to school? Is it a hot meal? Is it a place to do laundry? We have an opportunity to rethink what a school can mean for kids who are in need.

**On what the VSB can do in the immediate:**

- Explore the potential to create parental clubs and parents support networks. When parents aren't well, students don't show up for school.
- Creating safer spaces that support both students and parents can be transformational. When schools have created welcoming foyers for early morning where students and families in need can access food for breakfast, it helps parents connect and create support networks for themselves.
- Explore Different ways of providing education with cultural or ethnic lenses rather than a "colonialized" curriculum.
- Allow flexibility for parents and caregivers to work with the school team and allow trusted members to advocate on their behalf.
- Put anti-oppressive learning into action to have more equitable options within the education system. Youth who do not fit into the traditional learning styles lose their sense of self-worth and sense of community if they feel like failures. Introduce land-based learning, intergenerational learning, opportunities for visual learners, hands-on skill-building. Let students be good at something.

## Self-Guided Toolkit

Self-guided toolkits were completed between June 9 and July 15, 2021. The self-guided toolkits were conducted virtually due to COVID-19 social distancing measures. A total of three (3) groups completed the self-guided toolkits.

The self-guided toolkit provided an opportunity for interested community members to come together and have a guided discussion on eliminating racism and discrimination from schools. The toolkit was used to facilitate conversations between groups comprising of community organizations, teachers, parents, students, or a mix of community members who wanted to contribute their voices to inform the development of actionable goals to create safe and inclusive school environments.

## Demographics of Students or Groups Impacted by Racism or Discrimination

When asked about who is most vulnerable and stand to be most impacted by racism and discrimination, participants shared the following:

- Visible minorities.
- Low-income students.
- Newcomers.
- English Language Learners.
- Students with neuro disabilities or rare speech disorders.

## Experiences with Racism and Discrimination

When asked about experiences with racism and discrimination, participants shared the following:

- Lack of representation of minority groups.
- School communication materials in school for students do not include or represent minority groups and people of colour.
- Teachers don't always have classroom guidelines to remind students and themselves that the classroom is a safe space for all.
- ELL students are often isolated from the rest of the students and as a result, they often feel discriminated against and alone.
- Children are profiled and placed into classes according to their culture. This is a problematic behaviour as children are isolated and it makes it more challenging for children to pick up English, make English-speaking friends, or even have friends from other cultures.
- Parents often choose to spend time with those of similar cultural backgrounds – this behaviour is mirrored in children.
- There is a lack of curiosity around other cultures, things that appear "strange" because they are not commonplace in Canada such as a type of food native to a child's country.
- One student shared that a classmate did not want to sit with another student because the student is Black.
- Another student shared that a classmate refused to hang out with another due to a difference in skin colour.
- Discrimination happens frequently in schools, even if students are not aware of the exact definition.



## Impacts of Racism and Discrimination

When asked about the impacts of racism and discrimination, participants shared the following:

- VSB teachers and other admin staff often hold biases and indirectly act and speak in racist or discriminatory ways towards students that further reinforce these ideas.
- Teachers and staff are sometimes a very clear representation of White privilege, and they might not be able to understand what underprivileged students live through.
- Students shared they feel nervous when they have to answer or speak in English.
- Students struggle with the difference in the school systems in their home country versus in Canada and feel they do not belong.
- Students have felt isolated as they feel anxiety when meeting new people and making new friends.
- Students have struggled with homework and feel that they have to focus all their efforts on completing homework due to their language barrier.

## Considerations for the VSB

Participants shared the following on what they would like to see from the VSB in the future:

- Talk more about White privilege and how we can start to break the cycle of racism and discrimination.
- Have a more open discussion about racism and discrimination.
- Learn about other cultures, learn more languages, learn about different traditions, and teach them to the class.
- Make an effort to learn basic phrases in other languages to help everyone feel welcome.
- Teachers should try to greet students and acknowledge their presence in the hallways.
- Ensure students are not alone when they first enter the school system – support them with a buddy system.
- Have clubs that are inclusive of everyone’s backgrounds.
- Have new equipment in schools – such as textbooks and electronics.
- Students would like more options to participate in group activities.
- Teachers are not diverse enough – it is important to have staff that is comprised of different ethnicities, so students feel safe.
- Have new activities and cultural activities which are facilitated by youth from their cultural backgrounds.
- Ensure youth are supported through the reporting process (e.g., having translators available).

*"I am a Tibetan. Us, Tibetans don't have a country to call our own. As a result, we have had to make our home in other countries and live amongst people who don't speak the same language as ours and view us as outsiders (at least in my experience). Of course, we have communities everywhere, but sadly I have always lived in a place where there are a couple other or no other Tibetans. There are no Tibetans in the place I live in right now, and I've never had the luxury of communicating with a Tibetan my age (luckily, I have a sister a year older). Even if there are many Asians in my school, I can't relate to them, and those who I relate to (Indians), I don't look like."*

*"The emphasis on Christmas and Santa Claus as the main winter celebration in December is a bit off-putting."*

*"I would like to see more education on those with disabilities, because I think there is stigma that for example, special needs students may take longer to learn, however it is important to teach that while they learn differently, they can also accomplish great things like people without disabilities can."*

*--- Student Responses in Survey*

*"Most of the racism I have experienced are micro aggressions disguised as compliments. 'You don't have an accent!' 'You are like an honorary White person.' 'Your parents must be proud of how well you play piano.' It's quite difficult to call people out on this kind of racism because you know they think they mean well. As a person of colour, it can be tiring to try to teach other people about why these actions are racist, and it would be nice if people started to educate themselves on these matters."*

*Textbooks are brutally out of date and out right racist! The use of possessive pronouns when talking or writing about Indigenous peoples "our Indigenous students" in VSB communication must stop as this is a hold over from colonization and the Indian Act. Just say Indigenous students and families - we don't own them. It is a subtle but important distinction of sovereignty.*

*--- Staff Responses in Survey*

*"I have repeatedly asked for Indigenous supports for my kids at school. I have emailed the teachers and I have contacted the admin. The responses that I have received are that because there are not enough other Indigenous students at the school, they are unable to get any support. I have also requested a meeting with the principal to discuss placing my son in a class that would have a teacher who would better support his Indigenous identity (over a month ago) and have not gotten a response."*

*"Taking this survey as a White cis-gender woman was unsettling (in a good way) as it really highlighted my and my family member's privilege. It pains me to think about any child experiencing discrimination in a school environment or anywhere else. We try to check our privilege as a family and individuals regularly and will call out racism when we see it happening. Thank you for putting out this survey - this is such important and necessary work."*

*"We have been victims of anti-Asian racism in Vancouver. Our kids unfortunately early on in the pandemic became keenly aware that there is hate against Asians, with their mother being accosted and told "take your fucking disease away with you." We see political leaders jumping to the microphone to condemn, but little true action to deal with systemic racism and the ability to deal definitively with race-based incidents."*

*"My child constantly faces bullying from kids for being a person of colour and overweight. Sometimes due to his personal character being labeled of things as a negative thing, such as calling him gay because he likes to play with girls more than boys, for being more artistic than sporty, when that does not define his gender or sexuality. This type of labeling reinforces the wrong message that being queer is wrong or bad. My son does not identify as queer but being labeled as so negatively created a perception that being queer is something bad or wrong. At home, we had to work to change that perspective that the bullying in school created in his mind."*

*--- Family Responses in Survey*

**APPENDIX A**  
**BASELINE COMMUNITY**  
**ASSESSMENT**



# Appendix A: Baseline Community Assessment

## Introduction

### Purpose and Structure

This report summarizes key themes and trends related to the demographic makeup of the Vancouver School District's ('VSD') student population (2021 to 2021 Academic Year). This report is organized according to data provided by the VSD:

- Total Student Population by gender
- Indigenous Students Population by gender
- English Language Learners ('ELL') by gender
- Special Education ('SPED') Students by gender
  - Indigenous SPED Students
  - ELL SPED Students
- Language Spoken at Home ('Home Language')
- Birth Country

Schools with the highest and lowest proportion of students for each of these categories are summarized in **Appendix 1**.

### Dataset Limitations and Recommendations

Findings from this report provide a basic understanding of how certain populations of students are distributed across the VSD. These findings may help to pinpoint and prioritize schools with students who may be disproportionately impacted by barriers to their success. Findings from this report may also be used to begin asking questions, such as why a school has a particular concentration of students, or a lack thereof.

However, the growth opportunities and limitations experienced by students with marginalized identities cannot be fully understood without more detailed data collection and research. To gain a better grasp of challenges and barriers experienced by students with marginalized identities, the following are examples of categories the VSD may consider collecting racialized and disaggregated data for:

- Academic achievement
- Complaints and disciplinary actions
- Differentiated learning opportunities

## Total Population

### Overview

The Vancouver School District ('VSD') has 54,339 total students, with 52.9% of students enrolled in elementary schools, and 47.1% of students enrolled in secondary schools.

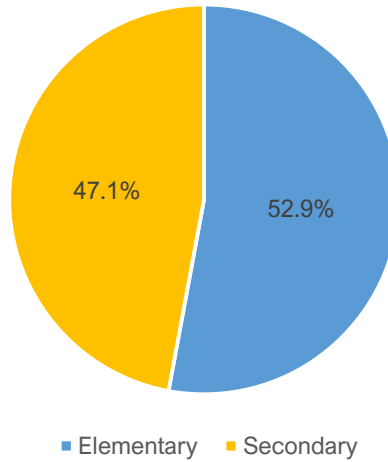


Figure 1. Proportion of Total Elementary Enrollment Compared to Secondary Enrollment.

### Gender

Overall, students in the VSD are 48.8% female and 51.2% male. There are a higher proportion of male students in elementary schools (52.0%) and female students in secondary schools (49.7%).

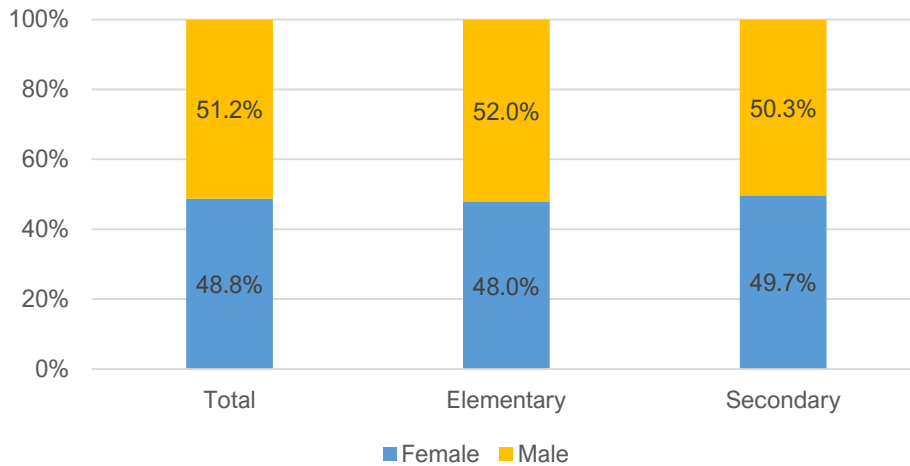


Figure 2. Gender breakdowns in the VSD, Elementary, and Secondary Schools.

## Indigenous Population

### Overview

There are a total of 2,184 Indigenous students in the Vancouver School District ('VSD'). This makes up a small proportion of the VSD's total school population (4.0%)

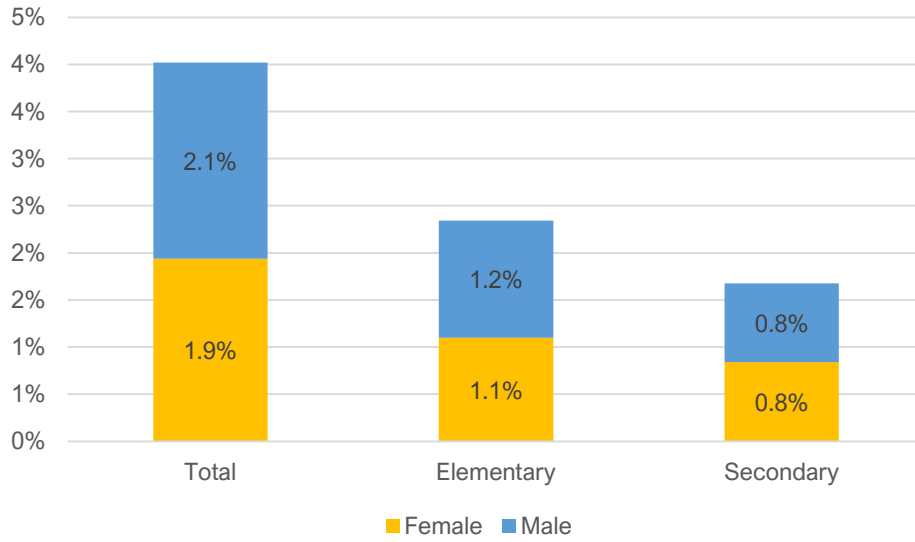


Figure 3. Breakdown of Indigenous students by gender.

### Proportion in Elementary and Secondary Schools

There is a higher proportion of Indigenous students at elementary schools (2.3% of VSD’s total population) and a lower proportion at secondary schools (1.7%).

Of the Indigenous students in the VSD, 58.3 percent are in elementary schools, while the remaining are in secondary schools (41.7%).

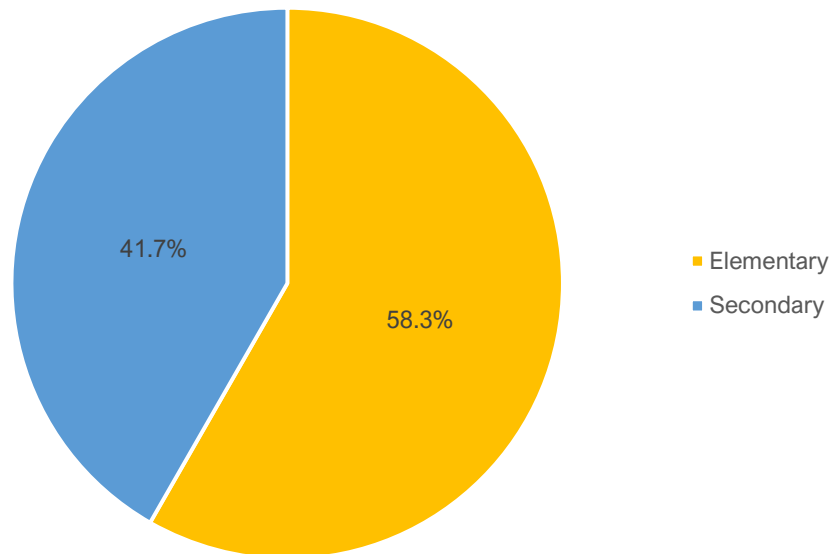


Figure 4. Proportion of Indigenous Students in Elementary and Secondary Schools.

## Schools with High Indigenous Population

### Elementary

The following are the ten elementary schools with the highest proportion of Indigenous learners in the VSD. These schools total up to 30.1% of the Indigenous learners in the VSD.

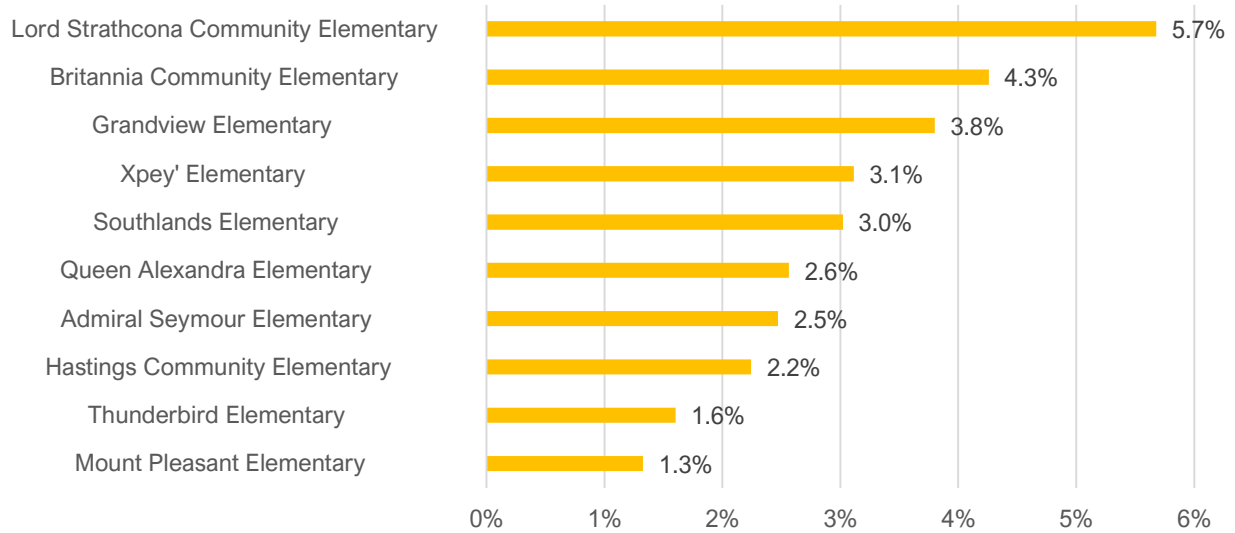


Figure 5. Elementary Schools with the Highest Proportion of Indigenous Students.

### Secondary School

The following are the ten secondary schools with the highest proportion of Indigenous learners in the VSD. These schools total up to 32.8% of Indigenous learners in the VSD.

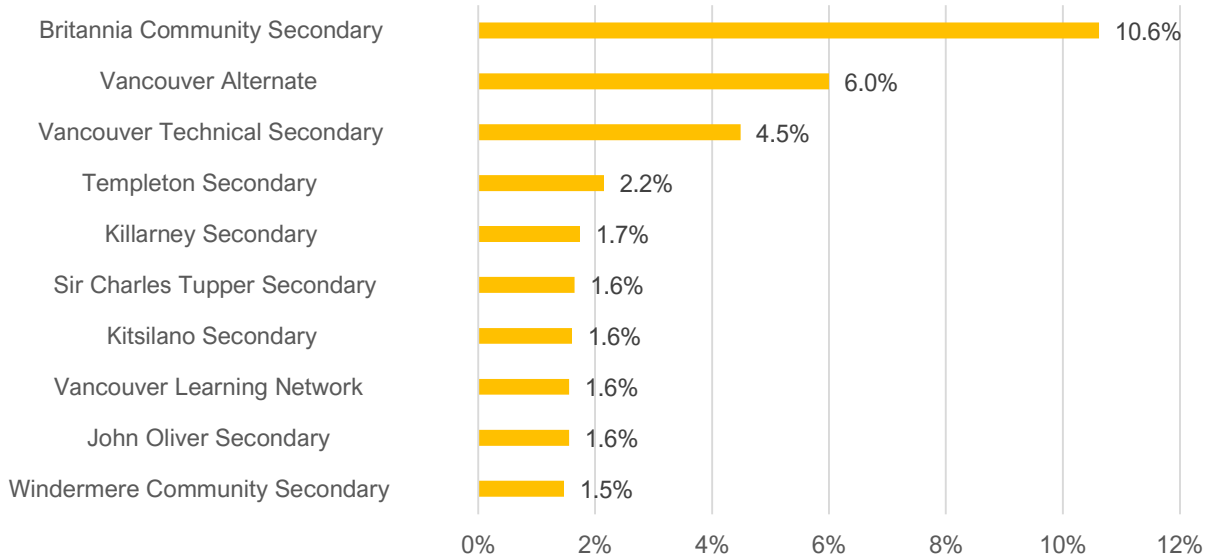


Figure 6. Secondary Schools with the Highest Proportion of Indigenous Students.

## Schools with Low Indigenous Population

### Elementary School

The following are the ten schools that have the lowest proportion of Indigenous students in VSD’s elementary schools:<sup>8</sup>

- Lord Kitchener Elementary
- Queen Elizabeth Annex
- University Transition Program
- Tecumseh Annex
- Sir Richard McBride Annex
- Lord Selkirk Annex
- Tye Elementary
- Bayview Community Elementary
- Trafalgar Elementary
- Dr. R E McKechnie Elementary

These schools total up to 0.4% of the VSD’s total Indigenous student population.

### Secondary School

The following are the ten schools that have the lowest proportion of Indigenous students in VSD’s secondary schools. These schools total up to 7.4% of the VSD’s total Indigenous student population.

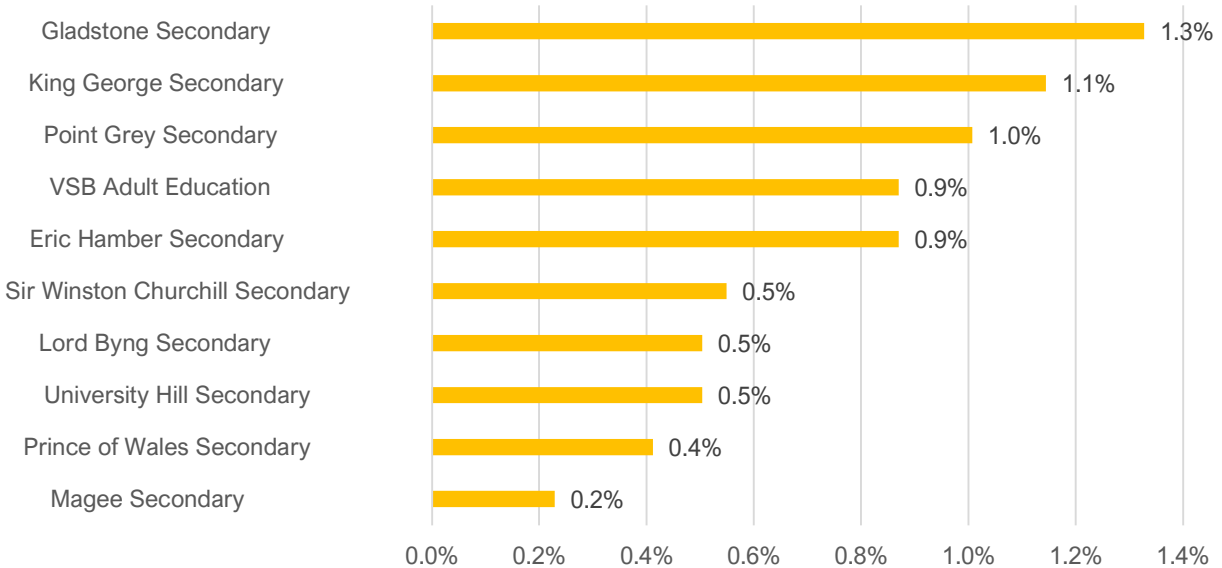


Figure 7. Secondary Schools with the Lowest Proportion of Indigenous Students.

<sup>8</sup> For confidentiality purposes, numbers have not been provided. Three of the schools that have been identified have no Indigenous learners in their school population.



## English Language Learners

### Overview

8,432 students are English Language Learners ('ELL')<sup>9</sup> in the Vancouver School District ('VSD'). This makes up 15.6 percent of the VSD's total population.

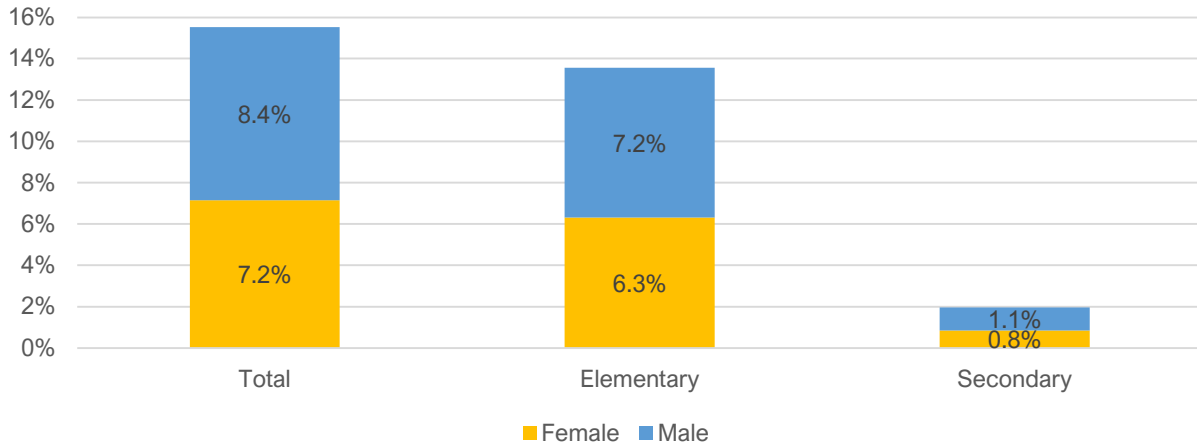


Figure 8. Breakdown of ELLs by gender.

### Proportion in Elementary and Secondary School

There is a much higher proportion of ELLs at elementary schools (13.5% of VSD's total population) as compared to secondary schools (1.9%) (Figure 8).

Of the ELLs in the VSD, 87.3 percent are in elementary schools, while the remaining are in secondary schools (12.7%).

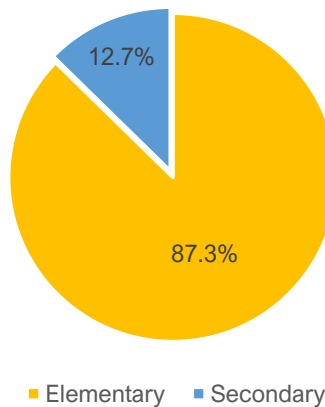


Figure 9. Proportion of English Language Learners by Elementary and Secondary School.

<sup>9</sup> **English Language Learner:** Students whose first language is not English.

## Schools with High Proportion of English Language Learners

### Elementary

The following are the ten elementary schools with the highest proportion of ELLs in the VSD. These schools total up to 25.3% of the ELLs in the VSD.

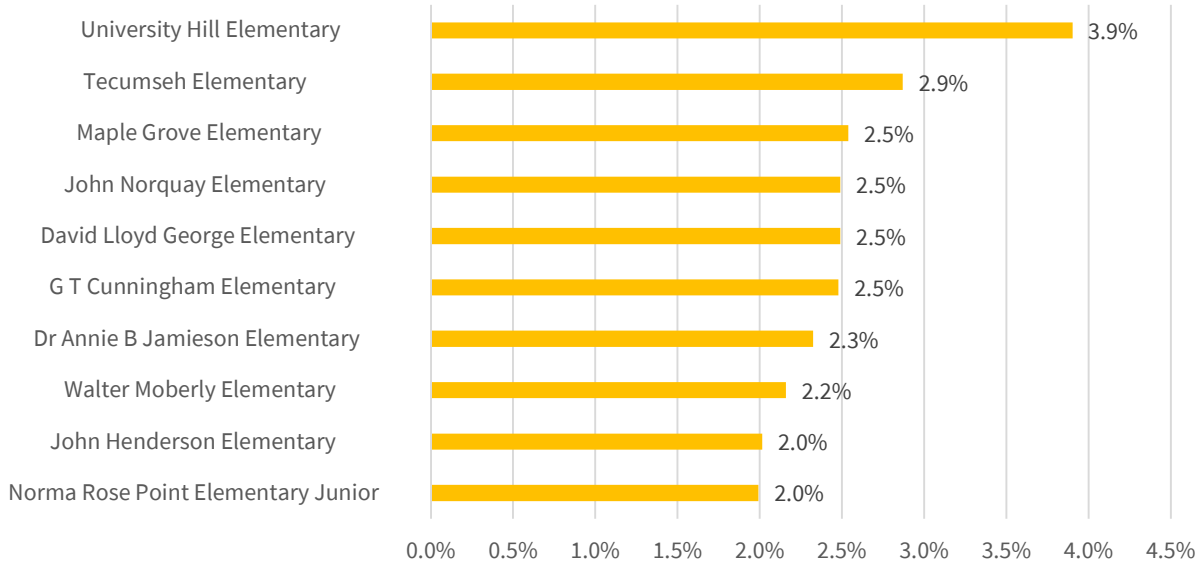


Figure 10. Elementary schools with the highest proportion of ELLs.

### Secondary

The following are the ten secondary schools with the highest proportion of ELLs in the VSD. These schools total up to 9.5% of ELLs in the VSD.

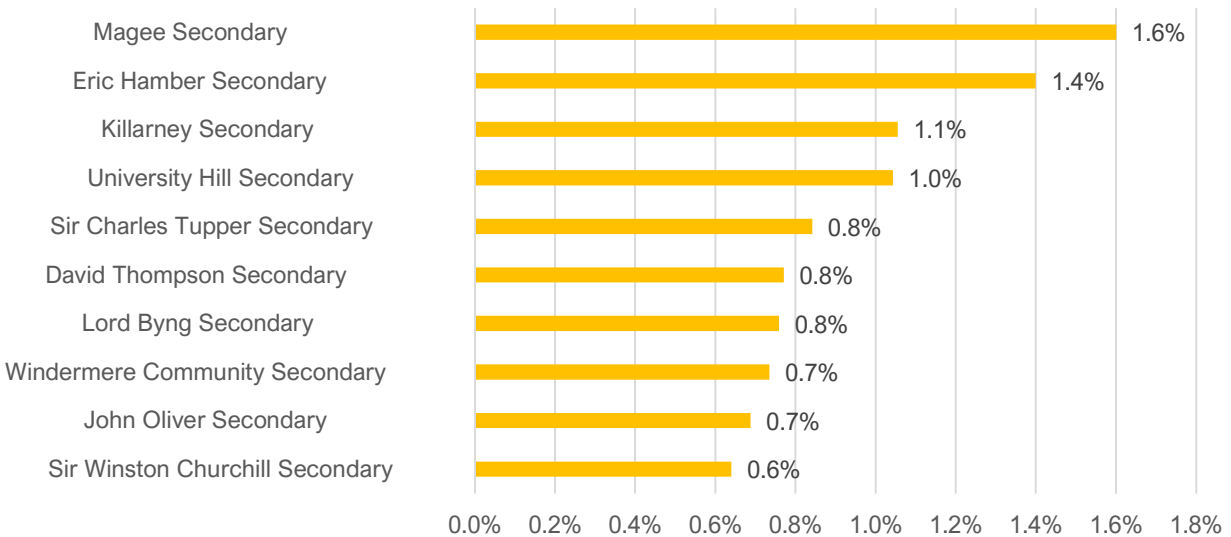


Figure 11. Secondary schools with the highest proportion of ELLs.

## Schools with Low Proportion of English Language Learners

### Elementary School

The following are the ten schools that have the lowest proportion of ELLs in VSD’s elementary schools:<sup>10</sup>

- Ecole Jules Quesnel Elementary
- L'Ecole Bilingue Elementary
- Queen Elizabeth Annex
- SD 39 DL Elementary
- Sir James Douglas Annex
- University Transition Program
- Lord Tennyson Elementary
- Xpey' Elementary
- Sir Richard McBride Annex
- Queen Victoria Annex

These schools total up to 0.2% of the VSD’s total ELL population.

### Secondary School

The following are the ten schools that have the lowest proportion of ELLs in VSD’s secondary schools. These schools total up to 2.5% of the VSD’s total ELL population.

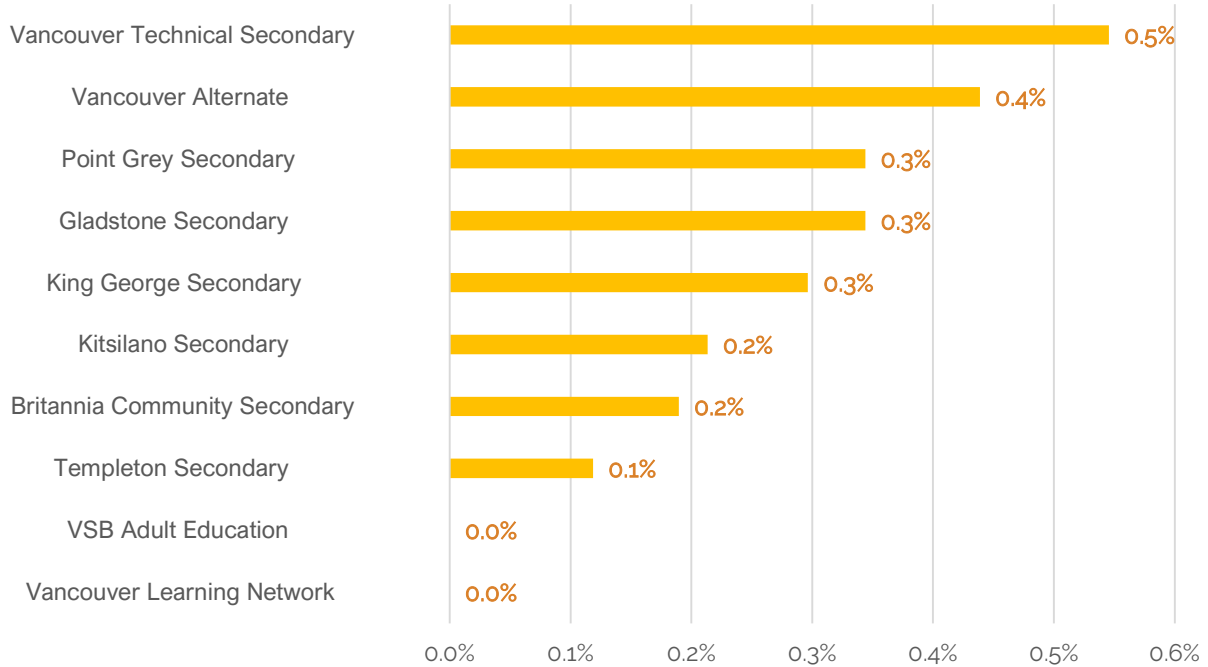


Figure 12. Secondary Schools with the Lowest Proportion of ELLs.

<sup>10</sup> For confidentiality purposes, numbers have not been provided. Six of these schools that have been identified have no ELLs in their school population.

## Special Education

### Overview

There are a total of 5,275 special education ('SPED') students in the Vancouver School District ('VSD'). This makes up a small proportion of the VSD's total school population (9.7%)

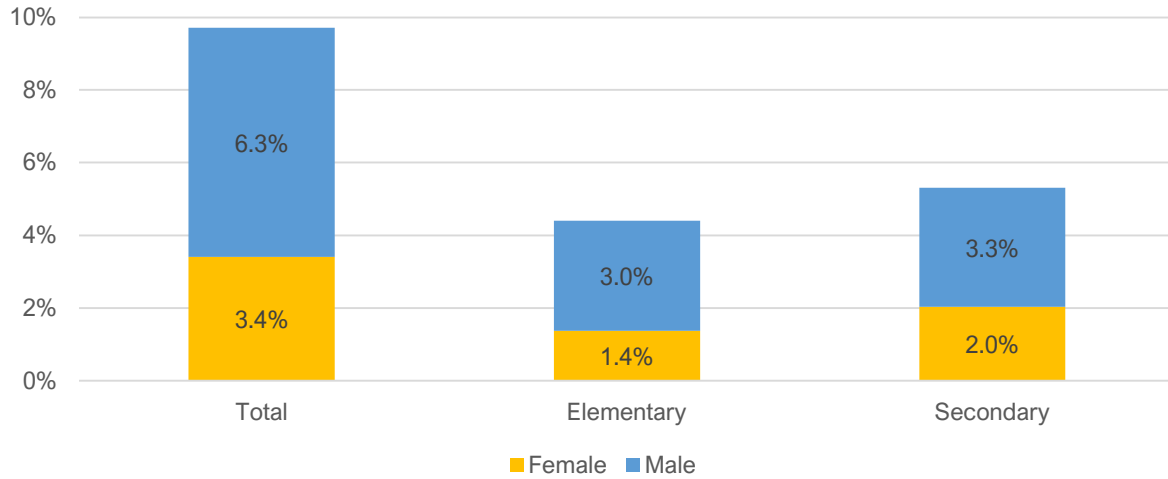


Figure 13. Breakdown of SPED students by gender.

### Proportion in Elementary and Secondary Schools

There is a higher proportion of SPED students at secondary schools (5.3% of VSD's total population) and a slightly lower proportion at elementary schools (4.4%) (Figure 13).

Of the SPED students in the VSD, 45.3 percent are in elementary schools, while the remaining are in secondary schools (54.7%).

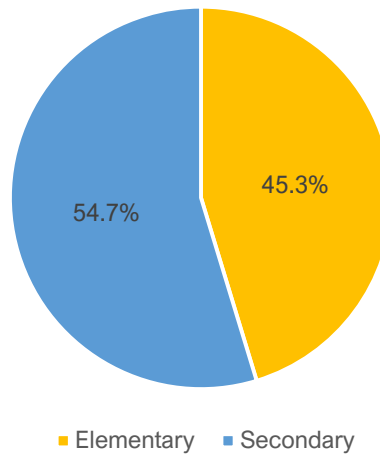


Figure 14. Proportion of SPED students in Elementary and Secondary Schools.

### Highest Proportion in Elementary Schools

The following are the elementary schools with the ten highest proportions of SPED students. These schools total up to 10.2% of VSD’s SPED student population.

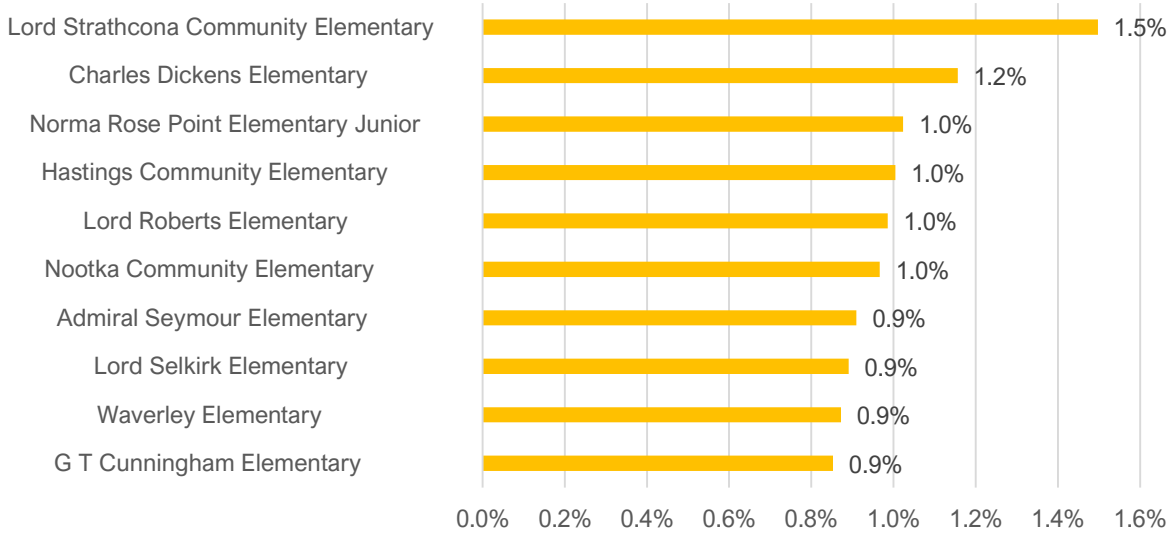


Figure 15. Highest proportion of SPED students in Elementary Schools.

### Highest Proportion in Secondary Schools

The following are the secondary schools with the ten highest proportions of SPED students. These schools total up to 36.1% of VSD’s SPED student population.

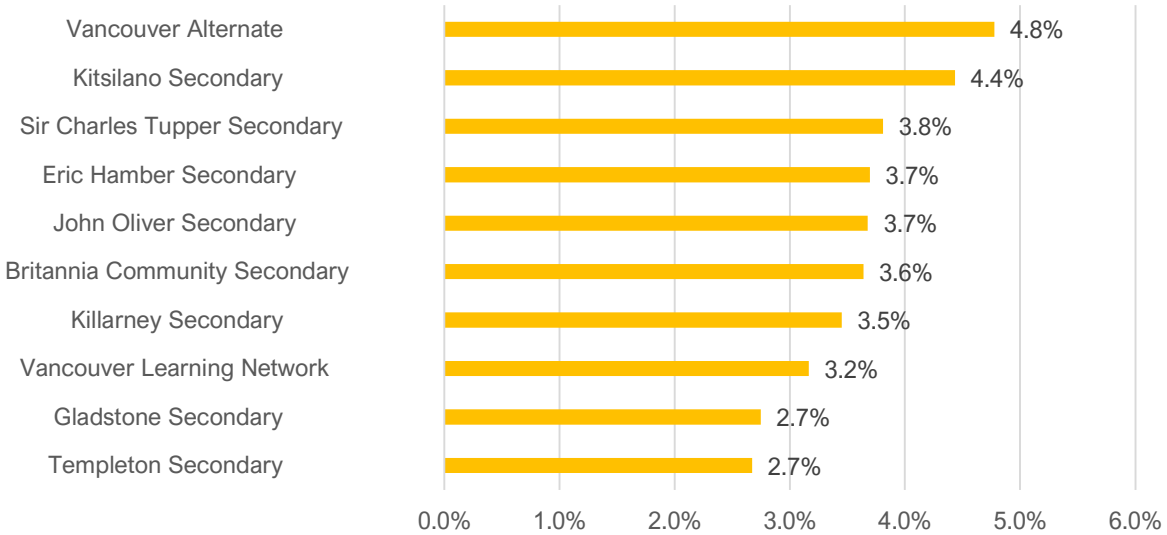


Figure 16. Highest proportion of SPED students in Secondary Schools.

## Indigenous Special Education Students

819 students are Indigenous and SPED in the VSD. This makes up 15.5% of all SPED students in the VSD.

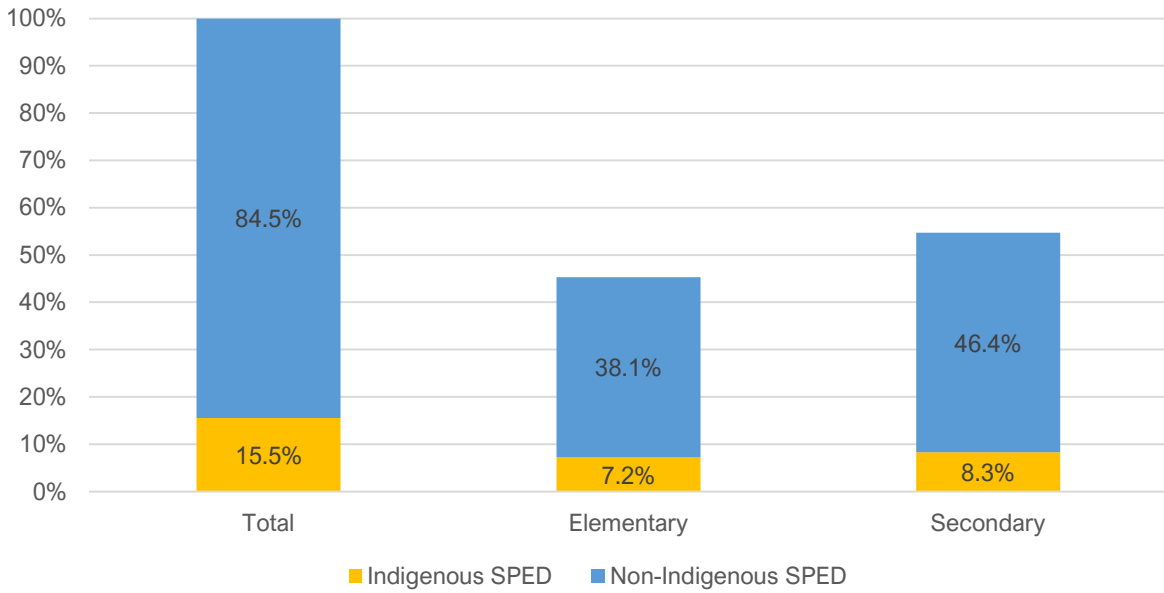


Figure 17. Breakdowns of Indigenous and non-Indigenous SPED students in the VSD, elementary, and secondary.

There is about the same proportion of students who are Indigenous SPED students in elementary (7.2%) and secondary school (8.3%). Of students who are Indigenous and SPED, 46.5% are in elementary and 53.5% are in secondary school.

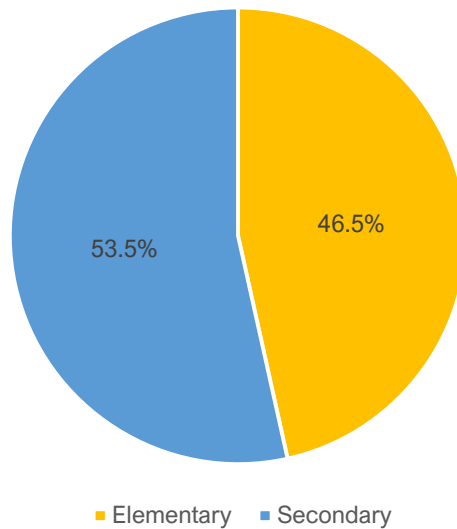


Figure 18. Proportion of Indigenous SPED students in elementary and secondary.

### Highest Proportion of Elementary Schools

The following are the elementary schools with the highest proportion of students who are Indigenous and SPED. These schools make up 24.4% of all Indigenous SPED students in the VSD.

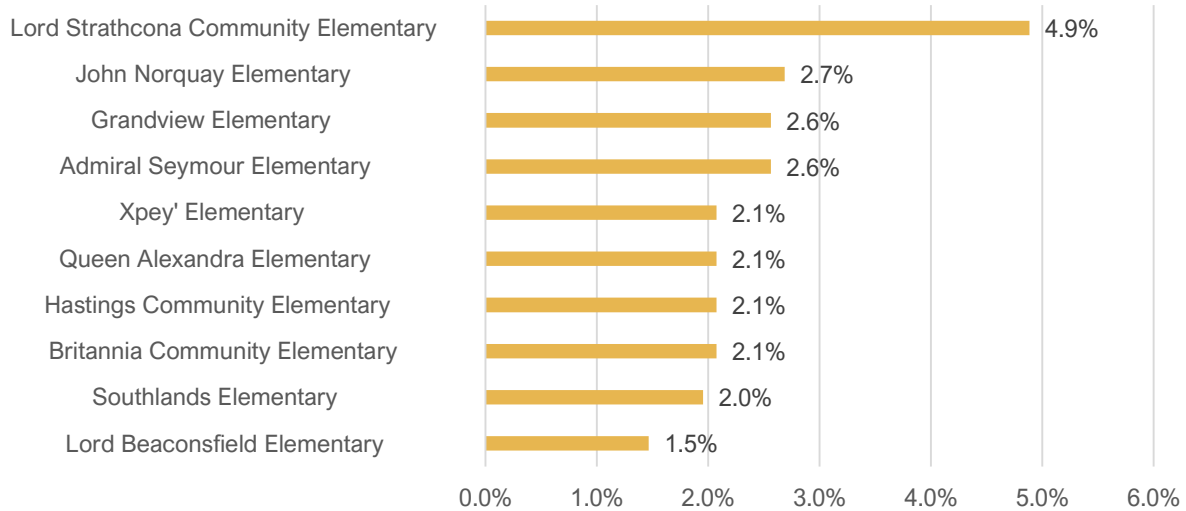


Figure 19. Highest proportion of Indigenous SPED students in elementary.

### Highest Proportion of Secondary Schools

The following are the secondary schools with the highest proportion of students who are Indigenous and SPED. These schools make up 46.6% of all Indigenous SPED students in the VSD.

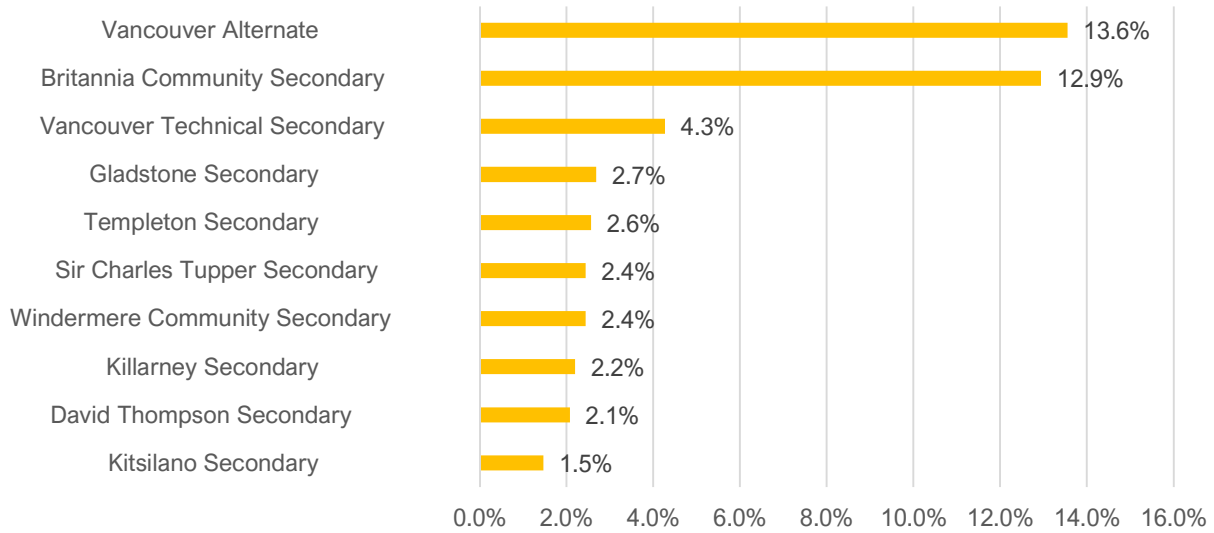


Figure 20. Highest proportion of SPED students in secondary school.

## ELL Special Education Students

467 students are English Language Learners ('ELL') and SPED students in the VSD. This makes up 9.0% of all SPED students in the VSD.

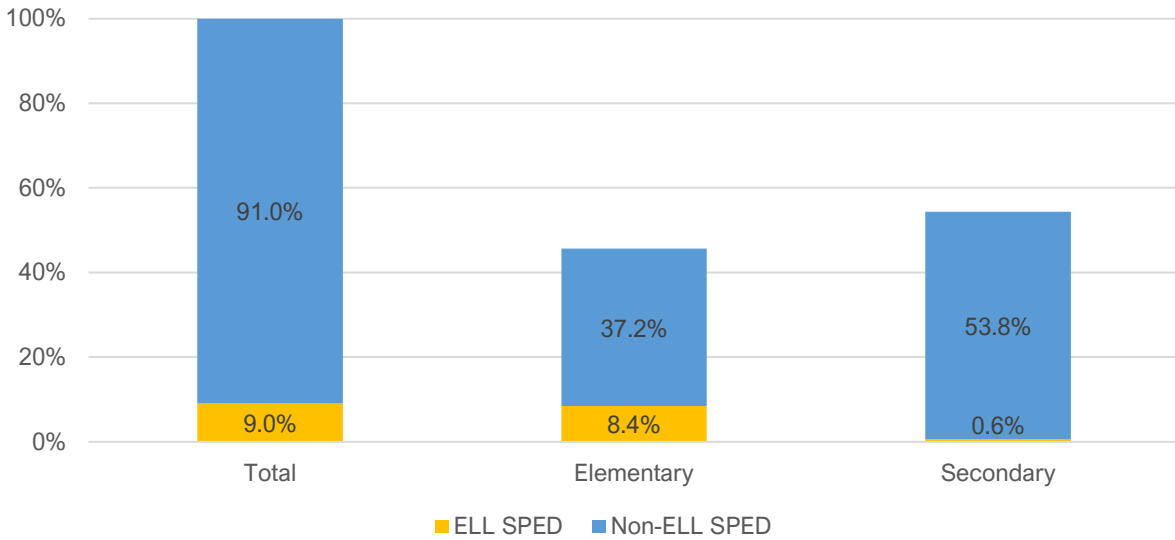


Figure 21. Breakdowns of ELL and non-ELL SPED students in the VSD, elementary, and secondary.

There is a much higher proportion of students who are ELL SPED students in elementary (8.4%) compared to secondary school (0.6%). Of students who are ELL and SPED, 93.6% are in elementary and 6.4% are in secondary school.

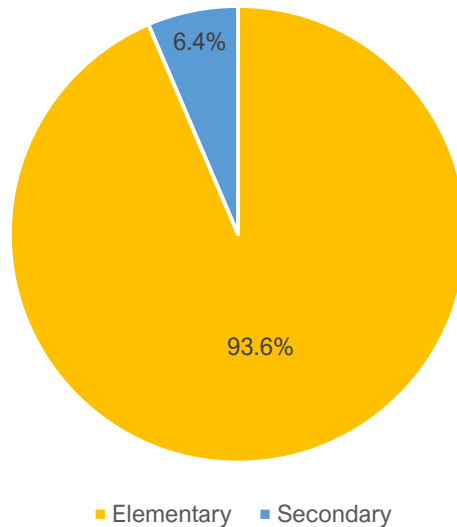


Figure 22. Proportion of ELL SPED students in elementary and secondary.



### Highest Proportion of Elementary Schools

The following are the elementary schools with the highest proportion of students who are ELL and SPED. These schools make up 33.6% of all ELL SPED students in the VSD.

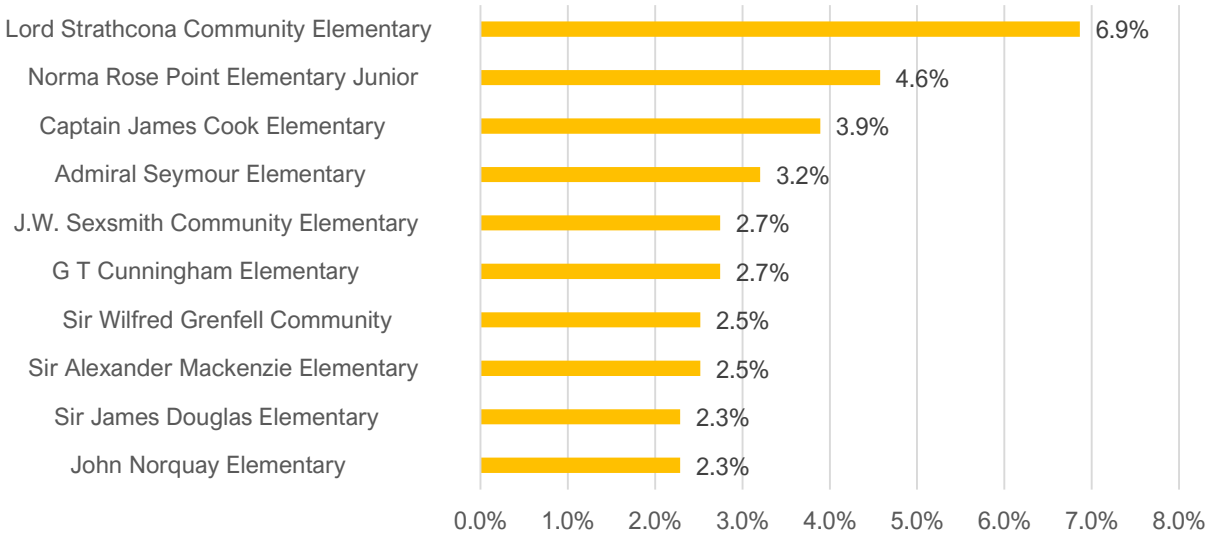


Figure 23. Highest proportion of ELL SPED students in elementary.

### Highest Proportion of Secondary Schools

Eight of the 21 secondary schools have students who are ELL and SPED. These schools are identified below and make up 0.12% of all ELL SPED students in the VSD.<sup>11</sup>

- King George Secondary
- David Thompson Secondary
- Killarney Secondary
- John Oliver Secondary
- Sir Winston Churchill Secondary
- Windermere Community Secondary
- Sir Charles Tupper Secondary
- Vancouver Alternate

<sup>11</sup> These numbers have been suppressed for confidentiality.

## Home Language

### Overview

26,182 students speak a language other than/in addition to English at home. This number makes up 48.2% of students in the VSD.<sup>12</sup>

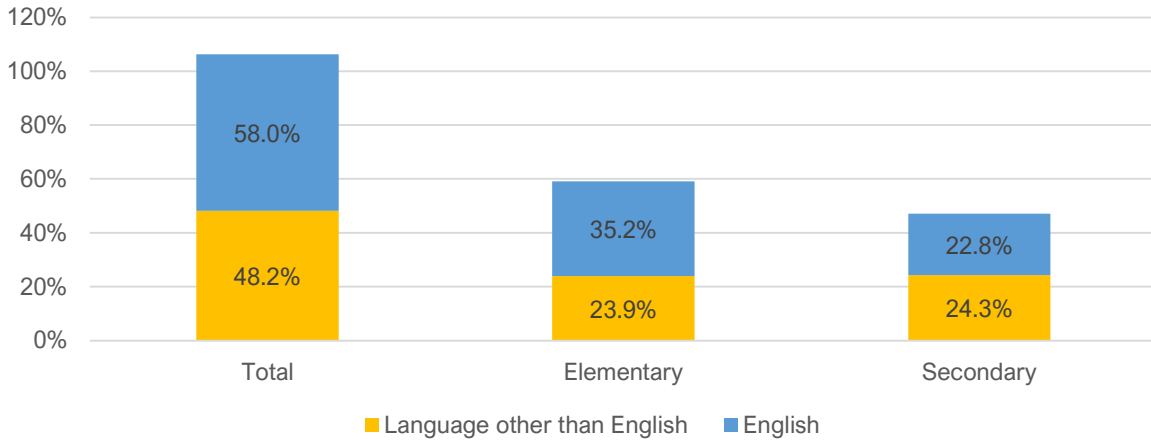


Figure 24. Breakdown of students who speak English and/or another language at home.

There is a similar proportion of students who speak another language at home in elementary (23.9%) as compared to secondary school (24.3%). However, a higher proportion of elementary students speak only English at home (35.2%) compared to secondary students (22.8%). Of students who speak a different language at home, 50.4% are in elementary and 49.6% are in secondary school.

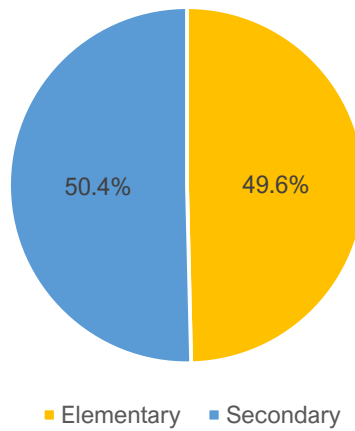


Figure 25. Proportion of elementary and secondary students who speak another language at home.

<sup>12</sup> As students may speak multiple languages at home including English, the total percentage does not add up to 100%.

### Highest Proportion of Elementary Students

The following are the ten elementary schools with the highest proportion of students who speak a language other than/in addition to English at home. These schools make up 11.5% of VSD’s total population of students who speak another language at home.

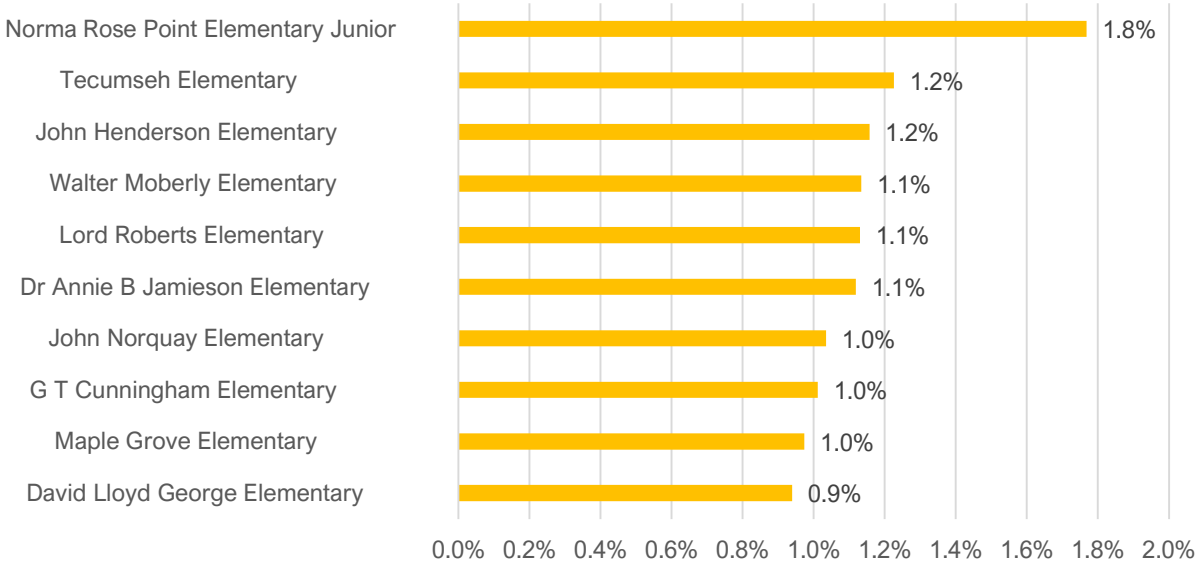


Figure 26. Highest proportion of elementary students who speak another language at home.

### Highest Proportion of Secondary Students

The following are the ten secondary schools with the highest proportion of students who speak a language other than/in addition to English at home. These schools make up 34.7% of VSD’s total population of students who speak another language at home.

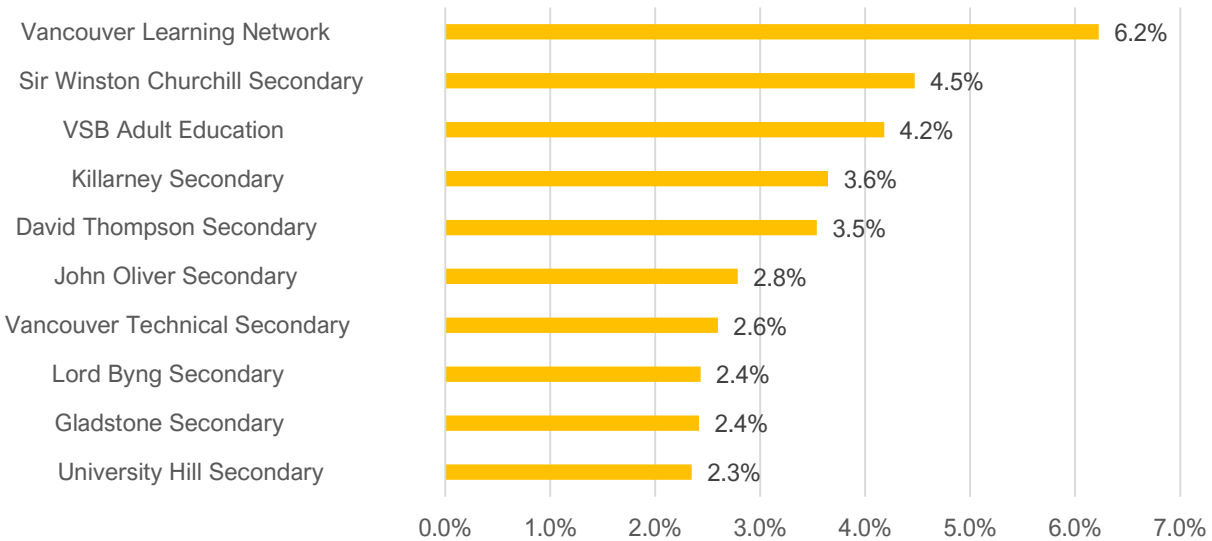


Figure 27. Highest proportion of secondary students who speak another language at home.

### Lowest Proportion of Elementary Students

The following are the ten schools that have the lowest proportion of students who speak another language at home in VSD’s elementary schools:<sup>13</sup>

- Sir Richard McBride Annex
- Xpey' Elementary
- Charles Dickens Annex
- Queen Elizabeth Annex
- Queen Victoria Annex
- Grandview Elementary
- Champlain Heights Annex
- Britannia Community Elementary
- Tillicum Community Annex
- University Transition Program

These schools total up to 0.6% of the VSD’s total population of students who speak another language at home.

### Lowest Proportion of Secondary Students

The following are the ten secondary schools with the lowest proportion of students who speak a language other than/in addition to English at home. These schools make up 13.4% of VSD’s total population of students who speak another language at home.

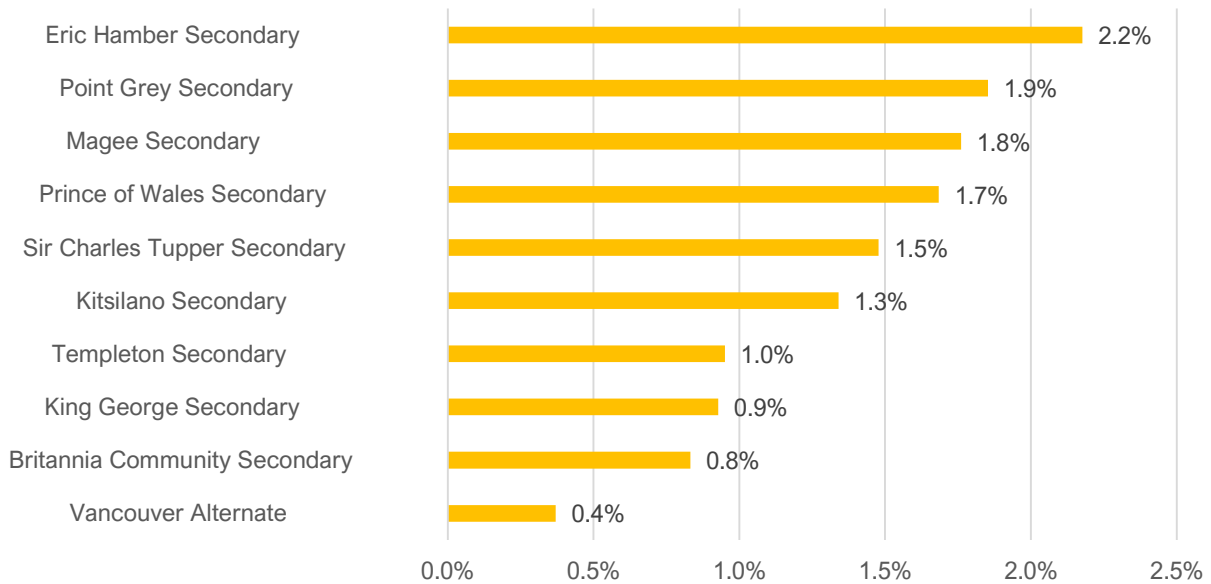


Figure 28. Lowest proportion of secondary students who speak another language at home.

<sup>13</sup> For confidentiality purposes, numbers have not been provided.

## Most Common Languages Spoken at Home

Other than English, 113 different languages are spoken by students in their homes.

The following languages are those that are most spoken at home in the VSD. Each of these languages are spoken by at least 500 students in the VSD.

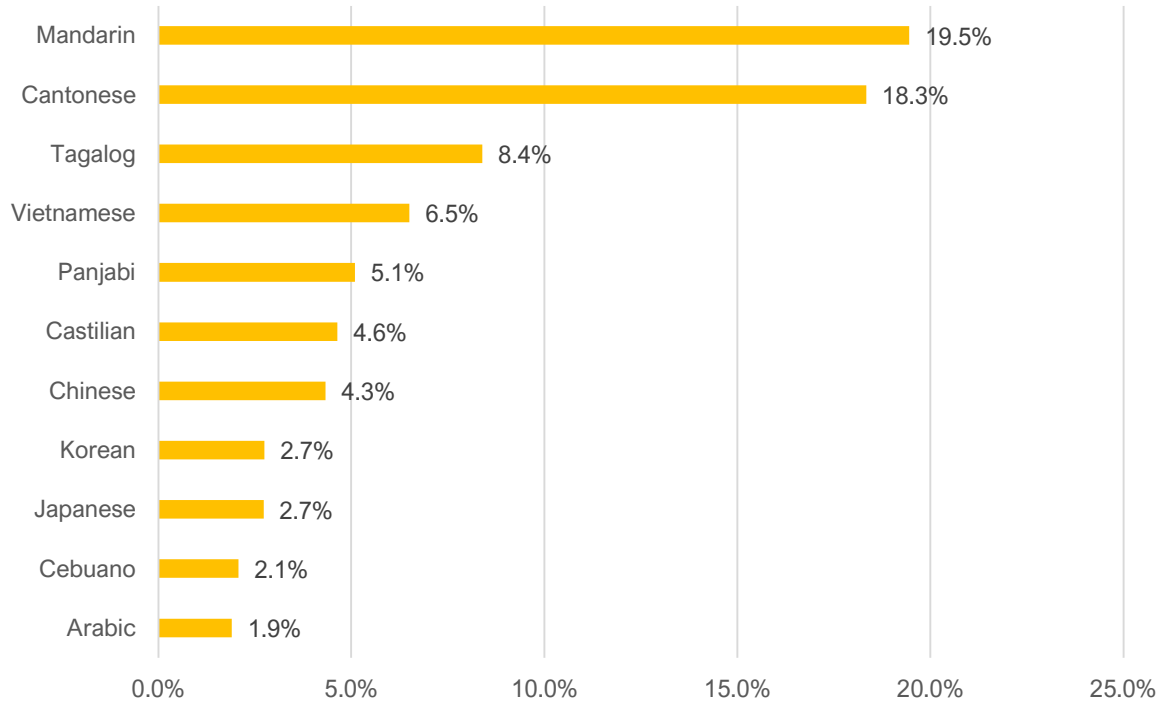


Figure 29. Most common languages spoken at home in the VSD.

## Birth Country

### Overview

The VSD has collected data on the birth country of 2,042 out of 54,339 of its students (3.8%). Of these students, 19.8% were born in Canada (9.4%) or the United States (10.4%), while 80.2% were born in another country (80.2%).<sup>14</sup>

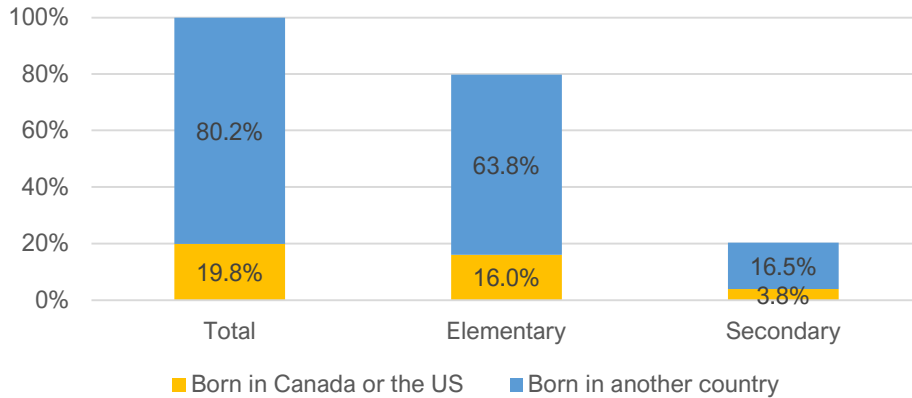


Figure 30. Breakdown of students who were born in Canada or the US, or another country.

There is a much higher proportion of students who were born outside of Canada or the United States in elementary (63.8%) and secondary school (16.5%). Of students born outside of Canada or the United States, 79.5% are in elementary school, while 20.5% are in secondary school.

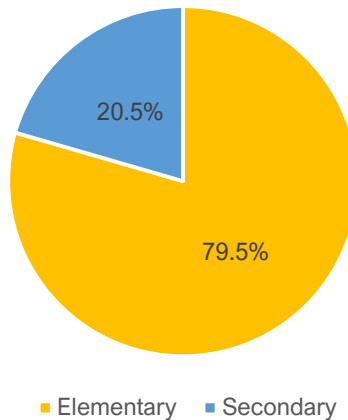


Figure 31. Proportion of elementary and secondary students who were born outside of Canada or the United States.

<sup>14</sup> Given the small proportion of students for which birth country data is available for, the proportions reported in this section may not be reflective of VSD’s total student population.

## Most Common Birth Countries

Including Canada, students in the VSD were born in 106 different countries.

The following countries are those that were most reported as students' place of birth. At least 40 students throughout the VSD were born in each of these countries. These countries total up to 73.6% of students who reported their birth country.

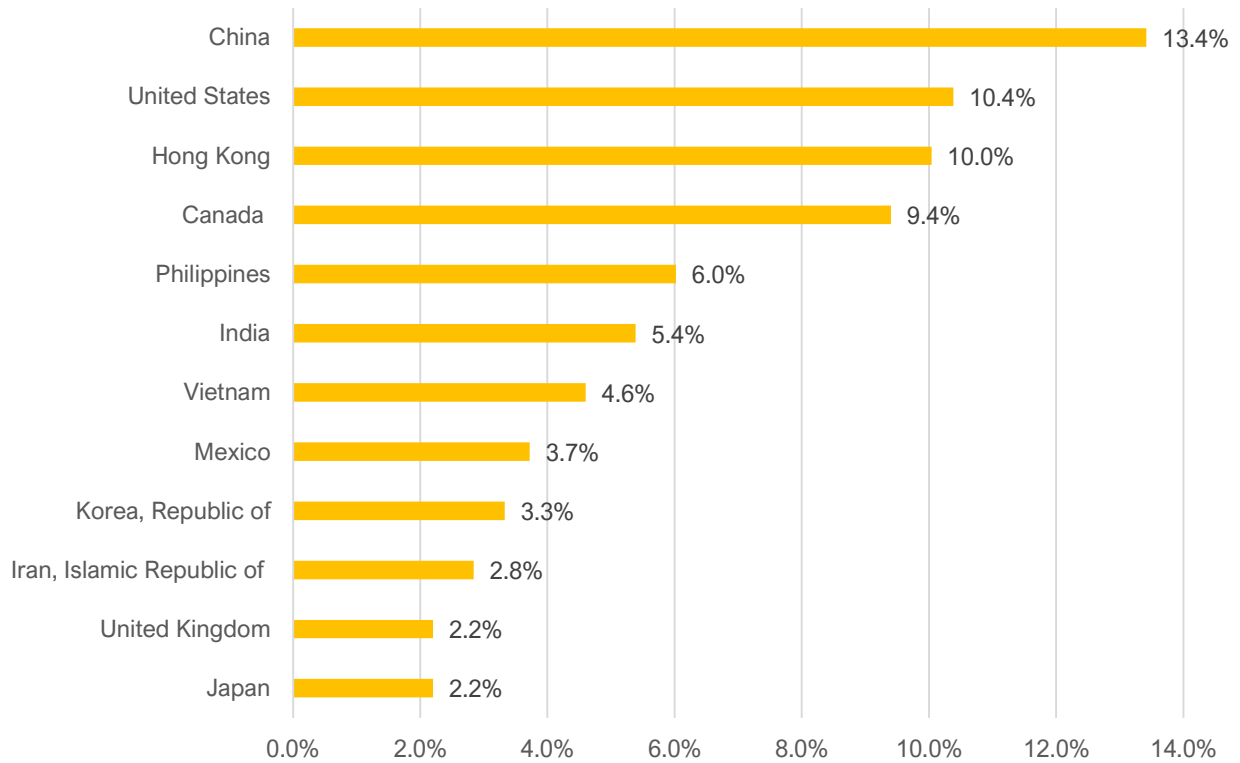


Figure 32. Most common languages spoken at home in the VSD.

## Neighbourhoods and Household Income Levels

### Household Income Levels and Housing Affordability

Within Vancouver, households that are low income and have rents greater than 30% of their household income<sup>15</sup> are more likely to be found in the following neighbourhoods:

- University of British Columbia / University Endowment Lands<sup>16</sup>
- West End / Downtown Vancouver
- Strathcona / Downtown Eastside
- Musqueam First Nation

Students residing or attending schools in these neighbourhoods are more likely to be ELLs, SPED, or identify as Indigenous.

| Neighbourhood   | Elementary Schools  | Secondary Schools   |
|---|---|---|
| University of British Columbia / University Endowment Lands | <ul style="list-style-type: none"> <li>• Norma Rose Point Elementary</li> </ul>   | N/A   |
| West End / Downtown Vancouver                               | N/A   | N/A   |
| Strathcona / Downtown Eastside                              | <ul style="list-style-type: none"> <li>• Britannia Community Elementary</li> <li>• Hastings Community Elementary</li> <li>• Lord Strathcona Community Elementary</li> <li>• Xpey' Elementary</li> </ul> | <ul style="list-style-type: none"> <li>• Britannia Community Elementary</li> <li>• Templeton Secondary</li> </ul> |
| Musqueam First Nation                                       | <ul style="list-style-type: none"> <li>• Southlands Elementary</li> </ul>   | N/A   |

### Ethnic Origin

Students who identify as IBPOC are concentrated in the following neighbourhoods:

- Indigenous students are concentrated in the Downtown Eastside / Strathcona and Musqueam First Nations neighbourhoods.
- African students are concentrated in the Downtown Eastside / Strathcona neighbourhoods.
- South Asian students are concentrated in South Vancouver.
- East and Southeast Asian students are concentrated in South and East Vancouver.

<sup>15</sup> Housing affordability is defined as households spending less than 29% of household income on shelter expenses.

<sup>16</sup> University of British Columbia / University Endowment Lands has a high proportion of university students, who have lower income levels.



## APPENDIX 1: Highest and Lowest Proportion of Students Tables

### Schools with the highest proportion

- Bold = Schools which popped up multiple times

|            | Indigenous  | ELL  | SPED   | Indigenous & SPED   | ELL & SPED  | Home language (Other than/ in addition to English)  |
|------------|---|--|--|---|---|---|
| Elementary | <ul style="list-style-type: none"> <li>• <b>Lord Strathcona Community Elementary</b></li> <li>• Britannia Community Elementary</li> <li>• Grandview Elementary</li> <li>• Xpey' Elementary</li> <li>• Southlands Elementary</li> <li>• Queen Alexandra Elementary</li> <li>• Admiral Seymour Elementary</li> <li>• <b>Hastings Community Elementary</b></li> <li>• Thunderbird Elementary</li> <li>• Mount Pleasant Elementary</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Norma Rose Point Elementary Junior</b></li> <li>• John Henderson Elementary</li> <li>• Walter Moberly Elementary</li> <li>• G T Cunningham Elementary</li> <li>• Dr Annie B Jamieson Elementary</li> <li>• <b>John Norquay Elementary</b></li> <li>• David Lloyd George Elementary</li> <li>• Maple Grove Elementary</li> <li>• Tecumseh Elementary</li> <li>• University Hill Elementary</li> </ul> | <ul style="list-style-type: none"> <li>• G T Cunningham Elementary</li> <li>• Waverley Elementary</li> <li>• Lord Selkirk Elementary</li> <li>• Admiral Seymour Elementary</li> <li>• Nootka Community Elementary</li> <li>• Lord Roberts Elementary</li> <li>• <b>Hastings Community Elementary</b></li> <li>• Norma Rose Point Elementary Junior</li> <li>• Charles Dickens Elementary</li> <li>• <b>Lord Strathcona Community Elementary</b></li> </ul> | <ul style="list-style-type: none"> <li>• Lord Beaconsfield Elementary</li> <li>• Southlands Elementary</li> <li>• Britannia Community Elementary</li> <li>• <b>Hastings Community Elementary</b></li> <li>• Queen Alexandra Elementary</li> <li>• Xpey' Elementary</li> <li>• Admiral Seymour Elementary</li> <li>• Grandview Elementary</li> <li>• John Norquay Elementary</li> <li>• <b>Lord Strathcona Community Elementary</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>John Norquay Elementary</b></li> <li>• Sir James Douglas Elementary</li> <li>• Sir Alexander Mackenzie Elementary</li> <li>• Sir Wilfred Grenfell Community</li> <li>• G T Cunningham Elementary</li> <li>• J.W. Sexsmith Community Elementary</li> <li>• Admiral Seymour Elementary</li> <li>• Captain James Cook Elementary</li> <li>• <b>Norma Rose Point Elementary Junior</b></li> <li>• Lord Strathcona Community Elementary</li> </ul> | <ul style="list-style-type: none"> <li>• David Lloyd George Elementary</li> <li>• Maple Grove Elementary</li> <li>• G T Cunningham Elementary</li> <li>• <b>John Norquay Elementary</b></li> <li>• Dr Annie B Jamieson Elementary</li> <li>• Lord Roberts Elementary</li> <li>• Walter Moberly Elementary</li> <li>• John Henderson Elementary</li> <li>• Tecumseh Elementary</li> <li>• <b>Norma Rose Point Elementary Junior</b></li> </ul> |
| Secondary  | <ul style="list-style-type: none"> <li>• <b>John Oliver Secondary</b></li> <li>• <b>Vancouver Learning Network</b></li> <li>• Kitsilano Secondary</li> <li>• <b>Sir Charles Tupper Secondary</b></li> <li>• <b>Killarney Secondary</b></li> <li>• Templeton Secondary</li> <li>• <b>Vancouver Technical Secondary</b></li> <li>• <b>Vancouver Alternate</b></li> <li>• Britannia Community Secondary</li> </ul>                           | <ul style="list-style-type: none"> <li>• Sir Winston Churchill Secondary</li> <li>• <b>John Oliver Secondary</b></li> <li>• Windermere Community Secondary</li> <li>• Lord Byng Secondary</li> <li>• David Thompson Secondary</li> <li>• <b>Sir Charles Tupper Secondary</b></li> <li>• University Hill Secondary</li> <li>• <b>Killarney Secondary</b></li> <li>• Eric Hamber Secondary</li> <li>• Magee Secondary</li> </ul>                   | <ul style="list-style-type: none"> <li>• Templeton Secondary</li> <li>• Gladstone Secondary</li> <li>• <b>Vancouver Learning Network</b></li> <li>• Killarney Secondary</li> <li>• Britannia Community Secondary</li> <li>• John Oliver Secondary</li> <li>• Eric Hamber Secondary</li> <li>• <b>Sir Charles Tupper Secondary</b></li> <li>• Kitsilano Secondary</li> <li>• <b>Vancouver Alternate</b></li> </ul>  | <ul style="list-style-type: none"> <li>• Kitsilano Secondary</li> <li>• David Thompson Secondary</li> <li>• <b>Killarney Secondary</b></li> <li>• Windermere Community Secondary</li> <li>• Sir Charles Tupper Secondary</li> <li>• Templeton Secondary</li> <li>• Gladstone Secondary</li> <li>• <b>Vancouver Technical Secondary</b></li> <li>• Britannia Community Secondary</li> <li>• <b>Vancouver Alternate</b></li> </ul>              | <ul style="list-style-type: none"> <li>• King George Secondary</li> <li>• David Thompson Secondary</li> <li>• <b>Killarney Secondary</b></li> <li>• <b>John Oliver Secondary</b></li> <li>• Sir Winston Churchill Secondary</li> <li>• Windermere Community Secondary</li> <li>• <b>Sir Charles Tupper Secondary</b></li> <li>• <b>Vancouver Alternate</b></li> </ul>   | <ul style="list-style-type: none"> <li>• University Hill Secondary</li> <li>• Gladstone Secondary</li> <li>• Lord Byng Secondary</li> <li>• <b>Vancouver Technical Secondary</b></li> <li>• <b>John Oliver Secondary</b></li> <li>• David Thompson Secondary</li> <li>• <b>Killarney Secondary</b></li> <li>• VSB Adult Education</li> <li>• Sir Winston Churchill Secondary</li> <li>• <b>Vancouver Learning Network</b></li> </ul>          |

### Schools with the lowest proportion

• *Italic Grey = Zero students*

|            | Indigenous  | ELL  | SPED  | Indigenous & SPED   | ELL & SPED   | Home language (Other than/ in addition to English)  |
|------------|---|--|---|---|--|---|
| Elementary | <ul style="list-style-type: none"> <li>Lord Kitchener Elementary</li> <li>Queen Elizabeth Annex</li> <li>University Transition Program</li> <li>Tecumseh Annex</li> <li>Sir Richard McBride Annex</li> <li>Lord Selkirk Annex</li> <li>Tyee Elementary</li> <li>Bayview Community Elementary</li> <li>Trafalgar Elementary</li> <li>Dr. R E McKechnie Elementary</li> </ul> | <ul style="list-style-type: none"> <li>Ecole Jules Quesnel Elementary</li> <li>L'Ecole Bilingue Elementary</li> <li>Queen Elizabeth Annex</li> <li>SD 39 DL Elementary</li> <li>Sir James Douglas Annex</li> <li>University Transition Program</li> <li>Lord Tennyson Elementary</li> <li>Xpey' Elementary</li> <li>Sir Richard McBride Annex</li> <li>Queen Victoria Annex</li> </ul> | <ul style="list-style-type: none"> <li>University Transition Program</li> <li>Kerrisdale Annex</li> <li>Sir Richard McBride Annex</li> <li>Queen Elizabeth Annex</li> <li>Tecumseh Annex</li> <li>Champlain Heights Annex</li> <li>Lord Selkirk Annex</li> <li>Charles Dickens Annex</li> <li>Collingwood Neighbourhood School</li> <li>Lord Roberts Annex</li> </ul> | <ul style="list-style-type: none"> <li>Bayview Community Elementary</li> <li>Carnarvon Community Elementary</li> <li>Champlain Heights Annex</li> <li>Dr. George M Weir Elementary</li> <li>Edith Cavell Elementary</li> <li>False Creek Elementary</li> <li>Henry Hudson Elementary</li> <li>Kerrisdale Annex</li> <li>L'Ecole Bilingue Elementary</li> <li>Lord Kitchener Elementary</li> <li>Lord Nelson Elementary</li> <li>Lord Selkirk Annex</li> <li>Queen Elizabeth Annex</li> <li>Simon Fraser Elementary</li> <li>Sir James Douglas Annex</li> <li>Sir Richard McBride Annex</li> <li>Trafalgar Elementary</li> <li>Tyee Elementary</li> <li>University Hill Elementary</li> <li>University Transition Program</li> </ul> | <ul style="list-style-type: none"> <li>Britannia Community Elementary</li> <li>Champlain Heights Annex</li> <li>David Livingstone Elementary</li> <li>Ecole Jules Quesnel Elementary</li> <li>Emily Carr Elementary</li> <li>False Creek Elementary</li> <li>General Wolfe Elementary</li> <li>Kerrisdale Annex</li> <li>L'Ecole Bilingue Elementary</li> <li>Lord Nelson Elementary</li> <li>Lord Tennyson Elementary</li> <li>Queen Elizabeth Annex</li> <li>SD 39 DL Elementary</li> <li>Sir James Douglas Annex</li> <li>Sir Richard McBride Annex</li> <li>University Transition Program</li> </ul> | <ul style="list-style-type: none"> <li>Sir Richard McBride Annex</li> <li>Xpey' Elementary</li> <li>Charles Dickens Annex</li> <li>Queen Elizabeth Annex</li> <li>Queen Victoria Annex</li> <li>Grandview Elementary</li> <li>Champlain Heights Annex</li> <li>Britannia Community Elementary</li> <li>Tillicum Community Annex</li> <li>University Transition Program</li> </ul> |
| Secondary  | <ul style="list-style-type: none"> <li>Magee Secondary</li> <li>Prince of Wales Secondary</li> <li>University Hill Secondary</li> <li>Lord Byng Secondary</li> <li>Sir Winston Churchill Secondary</li> </ul>   | <ul style="list-style-type: none"> <li>Vancouver Learning Network</li> <li>VSB Adult Education</li> <li>Templeton Secondary</li> <li>Britannia Community Secondary</li> <li>Kitsilano Secondary</li> </ul>   | <ul style="list-style-type: none"> <li>Vancouver Technical Secondary</li> <li>University Hill Secondary</li> <li>King George Secondary</li> <li>VSB Adult Education</li> <li>Magee Secondary</li> </ul>   | <ul style="list-style-type: none"> <li>John Oliver Secondary</li> <li>Vancouver Learning Network</li> <li>Magee Secondary</li> <li>Prince of Wales Secondary</li> <li>University Hill Secondary</li> </ul>  | <ul style="list-style-type: none"> <li>Britannia Community Secondary</li> <li>Eric Hamber Secondary</li> <li>Gladstone Secondary</li> <li>Kitsilano Secondary</li> <li>Lord Byng Secondary</li> </ul>  | <ul style="list-style-type: none"> <li>Vancouver Alternate</li> <li>Britannia Community Secondary</li> <li>King George Secondary</li> <li>Templeton Secondary</li> <li>Kitsilano Secondary</li> </ul>   |

|  |  |  |   |   |  |   |
|--|--|--|---|---|--|---|
|  | <ul style="list-style-type: none"> <li>• Eric Hamber Secondary</li> <li>• VSB Adult Education</li> <li>• Point Grey Secondary</li> <li>• King George Secondary</li> <li>• Gladstone Secondary</li> </ul> | <ul style="list-style-type: none"> <li>• King George Secondary</li> <li>• Gladstone Secondary</li> <li>• Point Grey Secondary</li> <li>• Vancouver Alternate</li> <li>• Vancouver Technical Secondary</li> </ul> | <ul style="list-style-type: none"> <li>• Prince of Wales Secondary</li> <li>• Point Grey Secondary</li> <li>• Lord Byng Secondary</li> <li>• Sir Winston Churchill Secondary</li> <li>• Windermere Community Secondary</li> </ul> | <ul style="list-style-type: none"> <li>• Lord Byng Secondary</li> <li>• Sir Winston Churchill Secondary</li> <li>• King George Secondary</li> <li>• VSB Adult Education</li> <li>• Eric Hamber Secondary</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Magee Secondary</i></li> <li>• <i>Point Grey Secondary</i></li> <li>• <i>Prince of Wales Secondary</i></li> <li>• <i>Templeton Secondary</i></li> <li>• <i>University Hill Secondary</i></li> <li>• <i>Vancouver Learning Network</i></li> <li>• <i>Vancouver Technical Secondary</i></li> <li>• <i>VSB Adult Education</i></li> </ul> | <ul style="list-style-type: none"> <li>• Sir Charles Tupper Secondary</li> <li>• Prince of Wales Secondary</li> <li>• Magee Secondary</li> <li>• Point Grey Secondary</li> <li>• Eric Hamber Secondary</li> </ul> |
|--|--|--|---|---|--|---|

# **APPENDIX B**

# **LITERATURE REVIEW**



# Appendix B: Literature Review

## Impact of Racism on Student Health and Wellbeing

Access to quality education and a safe, nurturing social environment determine the health and well-being of a person and a community. Yet, experiences of racism and discrimination can restrict a young person's access to opportunities and resources for growth and significantly impact a person's overall health and well-being. Addressing racial and social inequities within an education system requires educational institutions to recognize their evolution from colonial systems that were explicitly designed to privilege Whiteness at the cost of the well-being of racialized communities including Indigenous, Black, and People of Colour.

## Acknowledging Existence of Racism with Institutional Structures

According to the American Academy of Pediatrics Policy Statement on the Impact of Racism on Child and Adolescent Health, research over the years has demonstrated that there is only one biological human race (0.01% human variation). However, through “scientific, anthropologic, and historical inquiry”, differences in our physical appearance (e.g., skin and eye colour, hair texture, facial features) have been used “to justify differential treatment on the basis of phenotypic differences” (Trent et al., 2019). Social systems developed through a conceptualization of racial hierarchy proliferate racism which is further sustained through institutional power. Racism can be further understood as structures and systems that “cause avoidable and unfair inequalities in power, resources, capacities and opportunities across racial or ethnic groups” (Paradies et al., 2015).

Racism can take the form of “beliefs, stereotypes, prejudices, or discrimination” against a particular racial or ethnic group (Paradies et al., 2015). It can be intentional, explicit, and overt (e.g., threats and insults), or unintended, subtle, and systemic (e.g., (Paradies et al., 2015; Zinga & Gordon, 2016; Kohli et al., 2017; George & Bassani, 2018). Racism can be a result of actions by individuals (e.g., personal biases) or ingrained within a society's policies, laws, institutions, and systems. Historical Western institutionalized practices to administer education to racialized communities resulted from systemic racism sought to subjugate racialized communities to conformity that disregarded their interests and denied their humanity (Kohli et. Al., 2017).

Eliminating racism and discrimination from education systems requires the adoption of an anti-racism approach at an institutional level to dismantle policies, practices, and beliefs that perpetuate systems of oppression and violence against students from racialized and marginalized groups.

As defined by Resilience BC Anti-Racism Network (Province of British Columbia, 2021),

“Anti-racism is the practice of identifying, challenging, preventing, eliminating and changing the values, structures, policies, programs, practices and behaviours that perpetuate racism.”

Anti-racism requires an active process to determine how people are differentially impacted by these structures, policies, programs, practices, and behaviours, to redistribute and share power equitably within a society (NAC International Perspectives: Women and Global Solidarity, as cited by Calgary Anti-Racism Education, 2021). Without actively addressing racism, the status quo and distributions of power are reinforced and upheld.

While race is a “social construct”, both explicit and perceived racism have real negative impacts on the physical and emotional health of students and families and contribute to health inequities (Williams and Mohammed, 2009, Paradies et al., 2015; Zinga & Gordon, 2016; George & Bassani, 2018; Trent et al., 2019). An education system that does not address the racism embedded within its structures serves as a vehicle of oppression that maintains social inequities in an unjust society. As such, race and racism can be considered social determinants of health. Social determinants of health are defined by the World Health Organization (2013) as,

“circumstances in which people are born, grow up, live, work and age, and the systems put in place to deal with illness. These circumstances are in turn shaped by a wider set of forces: economics, social policies, and politics.”

Recognizing race as a social determinant of student health and well-being paves a pathway to identifying and addressing system-level discrimination that perpetuates poor health and life outcomes for racialized and marginalized students. However, the effective application of an anti-racism approach also requires the integration of an intersectional lens to understand the oppression of all vulnerable groups within an education system. The concept of intersectionality first coined in 1989 by the intersectional feminist scholar, Kimberlé Crenshaw, seeks to recognize the impacts of overlapping and compounded forms of oppression that extend beyond gender or racial discrimination (UN Women, 2020). Through this lens, it becomes possible to abandon the idea of a homogenous experience of oppression for people who are impacted by bias, prejudice, racism, and discrimination. This highlights the need to amplify the voices of those students who face compounded oppression at the intersections of their multiple identities. This means that a practicing Jewish White straight male student may be privileged due to his gender, race, and sexuality but he may face discrimination based on religion. However, an Indigenous student who has a physical disability and who identifies as Two-Spirit, and a practicing Muslim Black female student would face multiple layers of discrimination and violence at the intersection of their race, gender, religion, class, and ability.

## **Student Health and Racism in School Praxis**

Students from racialized communities experience a marginalization of their realities and a diminishment of their identities within institutional structures that reward behaviours and identities that align with a racial hierarchy (Kohli et al., 2017). Evaluation of student outcomes based on the review of individual performance places the blame on racialized communities for underachievement and educational inequality that absolves institutional responsibility for racial disparities (Ladson & Billings, 2006, Valencia, 2012, Kohli et al., 2017). Anti-racist analysis of the historical treatment of Indigenous, Black, and People of Colour students exposes the long-term harm afflicted to students from racialized and underprivileged communities.

Indigenous students continue to be face oppression and psychological harm from modern Canadian education that is grounded in Western colonial values discrediting Indigenous heritage and knowledge in attempts to disconnect them from their community and identities (Julien, 2016). The education system further subjects Indigenous students to poor treatment, low expectations, discriminatory discipline and marginalization of their experience resulting in their social isolation, harm, and abuse (Hare 2004; St. Denis and Hampton 2002; Whattam 2003, Zinga & Gordon, 2016). Racism further dehumanizes children and youth from racialized groups as evident through the disproportionate use of discipline against Black students resulting in higher suspension rates as compared to White students (Downey & Pribesh, 2004).

The impact of racism and discrimination cannot be understated as this carry into adulthood (Currie et al., 2019) as those impacts continue to recall

“racially-targeted, emotionally abusive, and sometimes aggressive experiences of childhood discrimination. Participants linked these experiences not only to how it made them feel at the

time, but how it continued to affect them today as adults, including a sense of ongoing resentment and low self-worth. Discrimination was experienced directly by participants as children, as well as within a larger intergenerational context they were conscious of.”

Experiences of racism and discrimination erode students' sense of identity and sense of belonging within their wider school community (Oxman-Martinez et al., 2012, Cui, 2019). The interplay of institutional racism, peer pressures, academic competitions, and family expectations create schools as an active ground for identity contestation (Zine, 2001) highlighting the heightened vulnerabilities of impacted students. Student experience of social and psychological isolation deteriorates their sense of self-competence in building relationships and achieving academic success (Oxman-Martinez et al., 2012). Research into the experiences of Chinese students in Canadian schools found schools to devalue non-Western forms of knowledge held by students and further expose students to reproduced anti-immigrant and racist discourses (Cui, 2019). Continued exposure to explicit and perceived discrimination contributes to negative long-term health impacts for students who internalize devaluation of their experiences and identities. The forced placement of youth in care settings and separation from their families further creates a sense of unworthiness. (Hardy, 2013).

Unconscious bias and stereotypes result in “othering” of students based on their race, gender, class, or ability that produce disparities in outcomes (Wane, 2004). The racism experienced by students is extended to families whose participation in student learning is devalued and marginalized (Wane, 2004) further restricting a network of support for the student. Students who serve as a bridge for communication between their parents and the school experience a role shift within their families (Amri & Bemak, 2012) that situates them as access points for information and witnesses of the discrimination experienced by their families. Within the classroom sexist bias of teachers rewards male students for aggressive participation in learning whereas penalizes female students for the same behaviours leading female students to adopt a less aggressive approach to their academic progress (Cui, 2019). Youth who have been exposed to racism and discrimination remain significantly susceptible to psychological trauma, depression, violence, substance use and other at-risk behaviours (Henderson et. al, 2019).

## COVID-19 Impacts

The COVID-19 pandemic has further exacerbated racial disparities across Canadian society highlighting the imminent urgency to address the institutional discrimination within the system that perpetuates harms towards racialized communities. Beginning in March 2020 the COVID-19 pandemic forced students into virtual learning that did not return to some form of in-person learning until September 2020 (Vaillancourt, et al., 2021).

In British Columbia, school closures had unintended consequences for children and youth amplifying existing inequities in homes (Dove, et al., 2020):

“In addition to learning, families and children rely on schools for social engagement, structured opportunities for physical activity, food access, access to some health services, and psychosocial support, as well as enabling time for working parents to balance work and caregiving demands. Schools are key in reducing inequities across society by supporting equitable access to resources for children and youth to learn and develop. The impact of school closures and, more broadly, of the COVID-19 pandemic, is likely to be experienced inequitably, or may even generate new inequities.

Learning insecurity is exacerbated in homes with limited access to technology, multiple platforms used by multiple teachers requiring time and learning by parents and students, school differences providing effective distance learning, as well as home instability and overcrowding. Up to 80% of children with disabilities,

neurodevelopmental, mental, and behavioural health needs rely heavily on school services and may be particularly affected due to loss of resources, specialized educators, and structured learning environments.”

Documented higher risk of COVID-19 illnesses among racialized communities further exposed racial disparities racialized communities were limited to “living in cramped housing, have parents who are essential workers and rely on public transit to get around, all things that contribute to the high infection rate” (Hawkins, 2020, James, 2020, Millet et al., 2020). Families from racial and ethnic minority groups face multiple barriers – such as transportation, childcare, or the ability to take time off work that is experienced and amplified through generational impacts (Centers for Disease Control, 2021). The experience of racialized communities during the pandemic further emphasizes the constraints and challenges of those who are impacted by inequities that deny them escape from the systems of oppression in which they are embedded (James, 2020). COVID-19 reinforces the inseparable systems of embedded inequities — of which education is a major foundational pillar — thereby adding to the challenges of those most vulnerable to its effects in educational, social, economic, political, and other areas of society.

For those of Asian descent, COVID-19 caused additional stressors due to increased incidents of racism, “these are the same communities already experiencing the toxic stress of poverty, crime, unemployment, racism, and discrimination, now increasing in targeting Asians and Asian Americans, who then additionally bear the burdens and traumatic stress brought on by a crisis” (Fortuna et al., 2020).

## **The Path Forward**

The impacts of racism and historical trauma that have been disproportionately carried by generations of those who have been impacted can no longer be ignored or addressed through short-term fixes. Instead, institutional change is required to eradicate all forms of racism and discrimination that are embedded within institutional structures. The influence of educational systems influences over the health and success of future generations require immediate action for reform and revision within these systems. It is a moral imperative for education systems to address historical injustices and pave the path forward for an equitable, fair, and just society where all children can access opportunities to live a healthy and meaningful life, free of any forms of oppression and constraints.



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# **APPENDIX C**

## **BEST PRACTICE REVIEW**



# Appendix C: Best Practice Review

Anti-Racism Education in Canada: Best Practices: What potential strategies and actions are needed to advance anti-racism and racial equity in the school system?

**Guiding Principles:**

- Conflict demonstrates a democratic decision-making process. It is needed to enact meaningful change. All policy-making should happen in the community and with the community. (Diem and Welton, 2019)
- Racism and discrimination are systemic problems. We therefore cannot rely on piecemeal, band-aid approaches. The response needs to be systemic in nature. Leaders need to be willing to dismantle racist ideologies, structures, and processes linked in the policies. (Diem and Welton, 2019)
- We must examine both written policies, as well as unwritten policies. We need to question intentions, assumptions, and the distribution of resources and opportunities (Kyser et al., 2016)
- “Criticizing particular groups of people as racist is a counterproductive way of moving the discussion forward. We must focus on how racism is structurally perpetuated to systematically exclude and disadvantage certain groups of people and how racism functions epistemologically to legitimate particular forms of knowledge while marginalizing other knowledges” (Kubota, 2017)
- Anti-Racist education should be grounded in the true belief that strengthening a student’s pride in their identity will improve learning outcomes. (Pauchulo, 2011)

| Strategy   | Actions   | Example  |
|--|---|--|
| Begin with baseline research and needs assessments for the student body and the current climate of anti-racism within the school and wider community | <ul style="list-style-type: none"> <li>• Explore census data to identify changing family demographics (Pauchulo, 2011)</li> <li>• Employ student/family surveys to collect the needed demographic information (Pauchulo, 2011)</li> <li>• Assemble historical documents from your school, district, and local community to better understand how policy has changed over time, who the key players have been in the process, and what positions have been taken for or against a policy issue (Diem and Welton, 2019)</li> <li>• Identify where racial equity work is being conducted in the community (Diem and Welton, 2019)</li> <li>• Involve parents/guardians, trustees, students and the community in developing your school's antiracist initiatives (York Region District School Board)</li> </ul> | <ul style="list-style-type: none"> <li>• Every four years, The Toronto District School Board (TDSB) developed the <a href="#">“Student Parent Census”</a> in collaboration with the Ontario Human Rights Commission and educational experts in order to measure factors within the school system that may inhibit student success. Specifically, the census focuses on factors such as differences in gender, race, first language, income, and place of residence that might limit or enhance student achievement.</li> </ul> |
| Ensuring Anti-Racism and Non-Discrimination is embedded at a policy level  | <ul style="list-style-type: none"> <li>• Ensure anti-racism policy is led by a District (Pauchulo, 2011)</li> <li>• Humanize all school policies to ensure they consider how certain groups would be differently affected by its implementation (Diem and Welton, 2019)</li> </ul>  |  |

|   |   |  |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>• Develop a code of behaviour that explicitly addresses all forms of discrimination (York Regional District School Board)</li> <li>• The Anti-Racism policies and procedures need to be well understood by all principles and make their way into the everyday routines of each school. Principals are pivotal in shaping the culture of each school. (Aveling, 2007)</li> </ul>   |  |
| <p>Embedding authentic Anti-Racist learning opportunities into the curriculum</p>   | <ul style="list-style-type: none"> <li>• Include students’ and teacher’s diverse backgrounds in the development of a culturally inclusive curriculum (Pauchulo, 2011)</li> <li>• Teach the language of inequality and support students in developing the ability to recognize inequality and injustice: <ul style="list-style-type: none"> <li>-Teaching the differences between interpersonal racism, institutional racism, and internalized racism (El-Amin et al, 2017)</li> </ul> </li> <li>• Create safe spaces to interrogate racism: <ul style="list-style-type: none"> <li>-In addition to being able to recognize inequity and describing it, students need to understand the depth of inequality and the forces that sustain it: <ul style="list-style-type: none"> <li>-Seminars offered to students centred on the Black experience / Chinese experience / Indigenous experience</li> <li>-make time for facilitated discussions about new stories, social media, and community events. Provide students with reflection questions that evaluate the deeper context to these situations. For example; what systemic issues are in place that could have led to these events? What do you think our response should be? What actions should we take as a society to address this? (El-Amin et al, 2017)</li> </ul> </li> </ul> </li> <li>• Teach students how to take action. When students understand the social, economic and political forces perpetuating racism in their communities, they are more likely to stand up to them. Teach students how resistance happens, as well as the possible implications for different types of resistance. (El-Amin et al, 2017)</li> </ul> |  |
| <p>Youth empowerment opportunities to participate in igniting meaningful change</p> | <ul style="list-style-type: none"> <li>• Promote the youth voice in educational policies and practices: Youth are often more willing to speak out against racism and discrimination than adults and have historically led many racial justice movements in schools (Diem and Welton, 2019)</li> </ul>   | <ul style="list-style-type: none"> <li>• Regina Public Schools has created <a href="#">ACT! Together We Make A Difference</a> - a cross-cultural youth leadership program for elementary and high school youth in the District. It works to facilitate the development of Youth Leadership to address school-based acts of discrimination through support and positive action.</li> <li>• Portland Public Schools developed a <a href="#">Model Student Dress Code</a> in consultation with a</li> </ul> |

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|   |   | <p>student and community representative advisory committee to address sexist and racist discriminatory provisions in the original dress code.</p>   |
| <p>Staff Education and Accountability</p>   | <ul style="list-style-type: none"> <li>• Cultural competency is needed for all District staff (Pauchulo, 2011)</li> <li>• Training and ongoing support is needed for staff in dealing with racism appropriately (Pauchulo, 2011)</li> <li>• Staff should be supplied with practical guides for implementing all anti-racist policies (Pauchulo, 2011)</li> <li>• Educators must critically examine how their racial biases and practices re-enforce racist principles and how they contribute to</li> <li>• Understand that an educators’ work is not neutral. It is directly linked to social, cultural, historic and economic contexts. (Munroe, 2021)</li> </ul> | <ul style="list-style-type: none"> <li>• The York Region District School Board developed: <a href="#">“Ensuring Student Success: Antiracism Indicators for An Antiracist School”</a> as a guide for educators to assess structural and personal approaches to anti-racism</li> </ul>  |
| <p>Addressing teachers’ experiences of racism through training and equitable hiring practices</p> | <ul style="list-style-type: none"> <li>• Hire more educators of colour. Educators of colour “generally have higher expectations of and hold students of colour to a higher standard than White educators” (Diem and Welton, 2019)</li> <li>• Ensure the leadership is reflective of the community it serves.</li> <li>• Develop resources for teachers and staff that outline approaches for equity and inclusion in the curriculums, and to develop a broader understanding of racism in Canada (Pauchulo, 2011)</li> <li>• Equip all teachers to teach proper conflict resolution (Abramovitz, 2002)</li> </ul>   | <ul style="list-style-type: none"> <li>• The Calgary Board of Education has established hiring practices that will ensure that the diversity of their teaching staff continues to grow so that minority students see themselves reflected in the teaching body</li> <li>• The Peel District School Board developed a teacher resource to support teachers in creating an inclusive curriculum by providing them with classroom activities and curriculum links for K-12.</li> </ul> |
| <p>Be adequately staffed to address mental health and racism-related trauma</p>                   | <ul style="list-style-type: none"> <li>• Implement trauma-informed practices through staff-wide training</li> <li>• Integrate support services from each schools’ community, mental health agencies, and community advocacy organizations that support the well-being of the child (Diem and Welton, 2019)</li> </ul>   |   |
| <p>Take the lead from community organizers and activists</p>                                      | <ul style="list-style-type: none"> <li>• Ensure that family and community members are consulted in the planning and execution of school events (Alaskan Department of Education /Pauchulo, 2011)</li> </ul>   |   |
| <p>Explore alternative approaches to school discipline</p>  | <ul style="list-style-type: none"> <li>• Adopt inclusionary vs exclusionary principles (Diem and Welton, 2019)</li> </ul>   |   |
| <p>Examine the school as a physical space</p>   | <ul style="list-style-type: none"> <li>• Include cultural aspects in the physical space of the school (e.g., art) events (Alaskan Department of Education /Pauchulo, 2011)</li> </ul>   |   |

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| <p>Supporting Newcomers and Refugees</p> | <ul style="list-style-type: none"><li>• Offer extra ELL language classes for those who are new to the English language. Relying on the perspectives of oppressed groups to define their own needs and challenges has helped workers to utilize this knowledge to develop alternative models of working (Payne 1997, p. 263).</li><li>• If student's own cultural backgrounds are portrayed as distinct from, instead of a part of being Canadian, then they inevitably become cultural add-ons (Goldberg 1994).</li></ul> |  |
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# **APPENDIX D**

## **SUPPORT RESOURCES**





## Appendix D: Support Resources

We recognize the intense nature of conversations regarding racism and discrimination that can lead to painful emotions of sadness, anger, and frustration, especially among people who have been impacted by racism and discrimination.

We have compiled a list of resources to introduce participants to concepts, language, and tools to enhance their understanding or support them in expressing their experiences. We also acknowledge that these resources are only some of the countless resources available on the subject.

1. What is Anti-Racism? This **article** by Verywellmind discusses what it means to be an Anti-Racist.
2. Click **here** to read an FAQ from the Government of British Columbia about Anti-Racism.
3. Looking for tips on how to talk to kids about hate in the media? This **article** from MediaSmarts discusses how to talk to kids about hate crimes in the news.
4. **Speak Up- How to Respond to Racist Incidents** is a practical guide for students, parents, and educators from *Learning for Justice*. It offers insight into the importance of responding to racism by speaking up for yourself, or others if you've witnessed racism. This article also provides tips, strategies, and possible responses to everyday bias, stereotypes, and microaggressions.
5. **The ERASE bullying tool** has been provided by the BC Ministry of Education for students to anonymously report if they have been a victim of bullying/harassment of any kind, whether at school or online.
6. The Vancouver Asian Film Festival Society and Project 1907 provide an anonymous reporting platform, **Eliminate Hate**, for Canadians of Asian ancestry experiencing anti-Asian hate incidents. Their goal is to consolidate data and resources and push for accountability and change.
7. The Province-wide anti-racism network **Resilience BC** connects communities with the information, supports, and training they need to respond to and prevent future incidents of racism and hate.
8. QMUNITY is a local organization dedicated to helping individuals, families, businesses, schools, and service providers to identify and avoid discriminatory behaviours and to explore the complexity, fluidity, and potential of sexual and gender diversity. They offer a **list of resources on their website** for anyone looking to learn more.
9. Inclusion BC is a non-profit organization advocating for rights and opportunities for people with disabilities. Visit their **education resource page** to learn about their work implementing inclusion in BC schools.
10. The Learning Disabilities Association of BC has compiled a **comprehensive resource list** for individuals with learning disabilities across the Province. The list includes scholarships, programs, and mental well-being resources.
11. **The BC Children's Hospital (Foundry.com)** provides tools and information for talking about mental health, substance use, healthy living, and other relevant topics for youth.
12. The Mental Health Commission of Canada works to support the mental health and wellness of all Canadians through research, advocacy, awareness building, and a wide variety of programming. **Click here** to see some of their recent initiatives and resources related to youth mental health.
13. The First Nations Health Authority provides health-related services for First Nations communities across the Province. Their website hosts resources about **cultural humility, history, and current initiatives** happening in local First Nations communities that promote health and wellness.

DATE: December 1, 2021

**ITEM 3.1**

TO: Policy and Governance Committee

FROM: Lois Chan-Pedley, Committee Chairperson

**RE: Referral Motion – Policy 4: Trustee Code of Conduct**

*Reference to Strategic Plan:*

*Goal 3: Create a culture of care and shared social responsibility.*

*Objective: Encourage and enhance practices that support cultural, emotional, physical and mental well-being.*

*Goal 4: Provide effective leadership, governance, and stewardship.*

*Objective: Support effective communication, engagement and community partnerships.*

## BACKGROUND

In September 2020, the Board of Education referred the following motion to the Policy and Governance Committee:

*That the Board of Education of School District No. 39 (Vancouver) adopt amended Policy 4, Trustee Code of Conduct, in the form attached hereto as Schedule "A".*

The motion was discussed at the December 2, 2020, meeting of the Committee and there was consensus among the committee members to seek legal counsel input on the draft Policy 4 as presented and bring it back to the Policy and Governance Committee for further consideration and input.

At the October 13, 2021, Policy and Governance Committee several documents were shared with committee members including the most current draft of Policy 4 inclusive of all trustee edits and input from legal counsel.

Attached to this report is a further update to Policy 4 incorporating feedback received at and following the October 13 meeting. Changes are noted in yellow highlight.

## RECOMMENDATION:

It is recommended that the revised November 15, 2021 draft update of Policy 4: Trustee Code of Conduct, as attached, be forwarded to the Board for consideration and approval.

Attachment: Draft Policy 4 (November 15, 2021 update)

## Policy 4

**TRUSTEE CODE OF CONDUCT**

1. The Board is committed to ethical conduct and to the responsibility of trustees to properly discharge their duties and to conduct themselves with decorum and professionalism. Specifically, trustees will:
  - 1.1 Carry out their responsibilities as detailed in Policy 3 – Role of the Trustee with diligence.
  - 1.2 Keep confidential any personal, privileged or confidential information obtained in their capacity as a trustee (the “Confidential Information”) and not disclose the Confidential Information except when authorized by law or by the Board to do so. Trustees shall not divulge the contents of private meetings, recognizing that all information disclosed in private meetings is Confidential Information and that such disclosure could seriously harm the Board’s ability to conduct its business.
  - 1.3 Comply with Part 5 (sections 55 to 64) of the School Act regarding trustee conflict of interest.
  - 1.4 Prior to discussion of any matter at a public meeting where a trustee has a real or perceived conflict of interest, declare that conflict or perceived conflict and not take part in the discussion on the matter or vote on it. The trustee must not discuss the matter outside the meeting with other trustees or exert influence on the decision in which the trustee has a conflict or perceived conflict of interest.
  - 1.5 If the subject matter with respect to which the trustee has a real or perceived conflict of interest is to be discussed in a private meeting, the trustee will immediately declare the conflict and leave the meeting.
2. Other trustees, the Superintendent, and the Secretary Treasurer, may bring forward to a trustee a concern with respect to a real, potential, or perceived conflict of interest.
3. A trustee may request guidance from other trustees, the Superintendent and the Secretary Treasurer in regard to conflict-of-interest matters.
4. Any declaration of conflict of interest at a public meeting must be recorded in the minutes of the meeting. Any declaration of conflict of interest at a private meeting shall be recorded in the minutes of the next public meeting.
5. A trustee will not use their influence to obtain employment within the District for family members or friends and will not use their position for personal advantage or the advantage of friends and/or family.
6. Trustees will not attempt to exercise individual authority with respect to Board matters, except as explicitly permitted by policies of the Board.
7. Trustees recognize that only the Board and not individual trustees, may assess the Superintendent’s performance.

8. Trustees will:
  - 8.1 Abide by the policies of the Board, all applicable legislation and regulations, in particular the School Act, and the Oath of Office.
  - 8.2 Respect and abide by the majority decisions made by the Board in legally constituted meetings.
  - 8.3 Endeavour to work with fellow Board members in a spirit of harmony and cooperation even when there are differences of opinion which may arise during debate.
  - 8.4 Ensure that their comments are issue based and not personal, demeaning, derogatory or disparaging with regard to Board staff or fellow trustees, including comments made to media or news outlets.
  - 8.5 Ensure fiduciary responsibility to the Board supersedes any conflicting loyalty such as that to their employer, advocacy or interest groups, and membership on other boards.
  - 8.6 Represent the Board in all Board related matters with proper decorum and respect for others.
  - 8.7 Be aware of their obligations as outlined in the BC Human Rights Code.
  - 8.8 Use discretion at all times to minimize the impression that the individual trustees' statements reflect the position of the Board.
  - 8.9 Ensure the use of electronic devices do not adversely affect the business of a meeting.
  - 8.10 Ensure staff are able to provide objective reports and guidance to the Board without pressure or influence.
  - 8.11 Protect and enhance the reputation of the District and Board.
9. Trustees are individually responsible for the content of their comments, posts and "likes" on social media and must ensure that their use of social media is consistent with the Trustee Code of Conduct.
10. Consequences for the failure of individual trustees to adhere to the Trustee Code of Conduct are specified in Policy 4 Appendix – Trustee Code of Conduct Sanctions.

Legal Reference: Sections 49, 50, (Part 5 Sections 55-64), 65, 85, 94, 95 School Act; BC Human Rights Code

## TRUSTEE CODE OF CONDUCT SANCTIONS

1. Trustees shall conduct themselves in an ethical and prudent manner in compliance with the Trustee Code of Conduct, Policy 4. The failure by trustees to conduct themselves in compliance with this policy may result in the Board imposing sanctions.
  - a. Code of Conduct Sanctions other than a Breach of Board Confidences
2. A trustee who believes that a fellow trustee has violated the Code of Conduct shall report such violation in writing (the “Violation Notice”) to the Board Chair (or Vice-Chair if the complaint pertains to the Chair) and permit the Board Chair to seek resolution of the matter through conciliatory measures prior to commencing an official complaint under the Code of Conduct. The Board Chair must notify the allegedly offending trustee of the reported violation within three (3) business days of receiving the Violation Notice.
3. It is recognized that from time to time a contravention of the Code of Conduct may occur that is trivial, or committed through inadvertence, or an error of judgment made in good faith. In the spirit of collegiality and the best interests of the Board, the first purpose of alerting the allegedly offending trustee to a possible breach of the Code of Conduct is to assist the trustee in understanding and discharging their obligations under the Code.
4. The conciliation process will begin within seven (7) business days of receipt of the Violation Notice, as follows:
  - a. The Board Chair (or the Vice-Chair if the complaint pertains to the Chair) will engage in a private conversation with the allegedly offending trustee, the purpose of which is to discuss, among other things, the nature of the alleged violation of the Code of Conduct and to provide the allegedly offending trustee with an opportunity for explanation and to learn from their actions, if appropriate.
  - b. Following the private conversation between the Board Chair or Vice Chair and the allegedly offending trustee, the Board Chair or Vice Chair will act as conciliator in a meeting between the complainant and the allegedly offending trustee in an effort to seek resolution of the matter to the satisfaction of the trustees involved.
  - c. If a satisfactory resolution is reached through the conciliation process, the Board Chair shall report to the Board that a complaint of a breach of the Code of Conduct had been made, and that it had been resolved informally through the conciliation process. All discussions through the conciliation process, the content and nature of the alleged violation, and any terms of resolution, will be kept confidential, and the public disclosure of which shall be deemed to be a violation of the Code of Conduct without the written consent of the complaining and offending trustees.
5. If a resolution is not reached to the satisfaction of the complainant, the complainant may

commence an official complaint to the Board by filing a letter of complaint (the "Complaint") with the Board Chair (or Vice-Chair if the Complaint pertains to the Chair) within thirty (30) days of the conclusion of the conciliation process. The Complaint shall indicate the nature of the violation of the Code of Conduct and the section or sections of the Code of Conduct that are alleged to have been violated by the allegedly offending trustee and provide all relevant information relating to the complaint.

6. The allegedly offending trustee and all other trustees shall be forwarded a copy of the Complaint by the Board Chair, or where applicable the Vice-Chair, within five (5) business days of receipt by the Board Chair of the Complaint.
7. When a Trustee files a letter of complaint, and a copy of that letter of complaint is forwarded to all trustees; the filing, notification, content and nature of the Complaint shall be deemed to be Confidential Information, the public disclosure of which shall be deemed to be a violation of the Code of Conduct. Public disclosure of the Complaint and any resulting decision taken by the Board may be disclosed by the Board Chair only at the direction of the Board, following the disposition of the Complaint by the Board.
8. To ensure that the Complaint has merit to be considered and reviewed, at least one (1) other Trustee must provide to the Board Chair (or Vice-Chair where the Complaint pertains to the Chair) within three (3) business days of receipt of the Complaint, a letter indicating support for having the Complaint heard at a private Board meeting (the "Code of Conduct Hearing"). Any trustee who forwards such a letter of support shall not be disqualified from attending at, and deliberating upon, the Complaint at a Code of Conduct Hearing
9. Where no letter of support is received by the Board Chair within three (3) business days, the Complaint shall not be heard. The Board Chair shall notify all other trustees in writing that no further action of the Board shall occur.
10. Where a letter of support is received by the Board Chair in the three (3) business days referred to in section 8 above, the Board Chair shall convene, as soon as practicable, a Code of Conduct Hearing to consider the alleged violation of the Code of Conduct by the allegedly offending trustee. At the Code of Conduct Hearing, the presiding trustee shall indicate, at the commencement of the meeting, the nature of the business to be transacted.
11. The presiding trustee shall ensure fairness in dealing with the Complaint by adhering to the following procedures:
  - 11.1 All preliminary matters, including whether one (1) or more trustees may have a conflict of interest in hearing the presentations regarding the Complaint, shall be dealt with prior to the presentation of the Complaint by the complainant. No trustee shall be deemed to have a conflict of interest simply for the reason that they are affiliated with the same political party.
  - 11.2 The sequence of the Code of Conduct hearing shall be:

- 11.2.1 The **complainant**, with or without the assistance of legal counsel, may provide a presentation to the Board which may be written or oral or both. In the absence of a presentation from the **complainant**, the Complaint shall stand as the presentation.
- 11.2.2 The allegedly offending trustee, with or without the assistance of legal counsel, shall then be given an opportunity to provide a responding presentation to the Board which may be written or oral or both.
- 11.2.3 The **complainant** shall then be given an opportunity to reply to the allegedly offending trustee's response.
- 11.2.4 The allegedly offending trustee shall then be provided a further opportunity to respond to the **complainant's** reply.
- 11.2.5 The remaining trustees of the Board shall be given the opportunity to ask questions of both parties. The allegedly offending trustee has the right not to answer any questions.
- 11.2.6 The **complainant** shall be given the opportunity to make final comments to the Board; and
- 11.2.7 Finally, the allegedly offending trustee shall be given the opportunity to make final comments to the Board.
- 11.3 Following the presentation of the respective positions of the parties, the parties and all persons other than the remaining trustees who do not have a conflict of interest shall be required to leave the room, and the remaining trustees shall deliberate in private, without assistance from administration. The Board may, however, in its discretion, call upon legal advisors to assist them on points of law or the drafting of a possible resolution(s).
- 11.4 If the remaining trustees in deliberation require further information or clarification, the parties shall be reconvened, and the requests made in the presence of both parties. If the information is not readily available, the presiding Chair may request a recess or, if necessary, an adjournment of the Code of Conduct Hearing to a later date.
- 11.5 In the case of an adjournment, no discussion by trustees whatsoever of the matters heard at the Code of Conduct Hearing may take place until the meeting is reconvened.
- 11.6 Following deliberation by the remaining trustees, the presiding Chair shall reconvene the parties to the Code of Conduct Hearing. The presiding Chair shall then call for a resolution(s) to be placed before the Board. Any resolution(s) of the Board at a Code of Conduct Hearing requires a two-thirds majority vote.
- 11.7 All documentation that is related to the Code of Conduct Hearing shall be returned to the Superintendent immediately upon conclusion of the Code of



Conduct Hearing and shall be retained in accordance with legal requirements.

11.8 The presiding Chair shall declare the private Board meeting adjourned.

12. A violation of the Code of Conduct may result in the Board instituting, without limitation, any or all of the following sanctions:

12.1 Privately censuring the offending trustee

12.2 Removing the offending trustee from some or all Board committees or other appointments of the Board; and

12.3 Suspending the trustee from participation in private board meetings if appropriate.

13. The Board may, by resolution and in its discretion, determine to make public its findings with respect to a Code of Conduct Complaint to the extent trustees consider appropriate.

a. Breach of Board Confidences

14. The Trustee Code of Conduct requires that trustees protect all Confidential Information obtained in their capacity as a trustee. Willful failure to comply with this requirement where the disclosure of information pertains to matters of a sensitive nature constitutes a breach of confidentiality. For clarity, matters of a sensitive nature include but are not limited to: (1) the personal information of students, including sexual orientation and gender identities; (2) information that is subject to solicitor-client privilege; (3) information related to appeals under section 11 of the *School Act*; (4) and any other matter that is deemed to be sensitive at the sole discretion of the Board. No trustee shall be in contravention of the requirement to protect all Confidential Information if the disclosure of information was done inadvertently or because of an error in judgment made in good faith.

15. If an individual trustee or the Superintendent become aware of a suspected breach of the confidences of the Board, they may bring the suspected breach to the attention of the Board Chair (or Vice-Chair if the suspected breach relates to the Chair) to be discussed, at a private meeting of the Board. At such private meeting, the Chair (or Vice-Chair as applicable) shall present the nature and circumstances of the suspected breach of confidence and the allegedly offending trustee, or their agent or representative, may respond to the allegations verbally or in writing or both. After hearing all of the circumstances of the suspected breach any trustee may place a motion concerning the alleged breach before the Board.

If a breach is confirmed, the Board may confirm a breach of the Board's confidences and impose, without limitation, any of the sanctions set out in paragraph 12, above, or such other sanction as the trustees determine appropriate.

If the Board is unable to make a determination whether a breach of the Board's



confidences occurred and further information is required before that determination can be made, the Board may direct that the Superintendent (as head of the District under the *Freedom of Information and Protection of Privacy Act*) to appoint an independent investigator to review the alleged breach of the Board's confidences. In such a case, the following procedure shall be followed:

- 15.1 The independent investigator shall conduct an investigation and submit a report of findings and recommendations to the Board Chair (or Vice-Chair as applicable) and to the Superintendent.
  - 15.2 The Board Chair shall present at a private meeting of the Board, the report of the independent investigator. At this time, the trustee in question, with or without the assistance of legal counsel, shall have an opportunity to present any additional, relevant information.
  - 15.3 If it is determined by a two-thirds majority vote of the Board that a willful breach of the Board's confidences has occurred, the Board may impose, without limitation, any of the sanctions set out in paragraph 12, above, or such other sanction as the trustees determine appropriate.
16. The Board may, with approval of two-thirds of trustees present at a private board meeting, make public its findings where a trustee has committed a willful breach of the Board's confidences.

Legal Reference: Sections 49, 50, (Part 5 Sections 55-64), 65, 85, 94, 95 School Act; **BC Human Rights Code.**

**ITEM 3.2**

Date: December 1, 2021

TO: Policy and Governance Committee

FROM: J. David Green, Secretary Treasurer

**RE: Board Policy 19 Accumulated Operating Surplus - Revision**

*Reference to Strategic Plan:*

***Goal 4: Provide effective leadership, governance and stewardship***

***Objectives:***

- *Effectively utilize School District resources and facilities*
- *Develop and implement a long-term financial planning model*
- *Support effective communication, engagement and community partnerships*

**INTRODUCTION:**

This report contains a recommendation.

**BACKGROUND:**

At the September 15, 2021 meeting of the Finance Committee, reports were presented on the new Ministry of Education policies, which were released in May 2021:

1. K-12 Public Education Financial Planning and Reporting Policy (FPAR Policy)
2. K-12 Public Education Accumulated Operating Surplus Policy (AOS Policy)

As provided in those reports:

The **K-12 Public Education Financial Planning and Reporting Policy** directs boards to develop multi-year financial plans that identify how funding and resources will support board strategic plans, operational needs of school districts and improved educational outcomes for students.

The **K-12 Public Education Accumulated Operating Surplus Policy** ensures consistency, transparency and accountability for the use and reporting of operating funding that is not used in the year in which it was provided. It acknowledges that it is appropriate for boards to maintain an operating surplus to manage financial risk and the accumulation and holding of appropriate operating surpluses by school districts is a component of sound financial and strategic planning.

## ANALYSIS:

The Accumulated Operating Surplus (AOS) Policy is aligned with the requirements of the *School Act* with respect to boards having to prepare balanced budgets and the Ministry's Accounting Practices Order (M33/09) which provides, among other things, for a board being able to incur an annual deficit only to the extent there is an equal amount of surplus to offset the deficit. The AOS policy provides for a specific resource, an operating surplus, to be allocated to support a board's strategic goals, operational needs and enhanced outcomes for students. As long as there are sufficient guidelines in place for the use of surplus to support objectives, boards are able to do more effective long-range planning, address risk factors in their budgets and provide consistent services to students. In conjunction with the Financial Planning and Reporting Administrative Procedure, the AOS Policy can be a significant component of a board's multi-year planning by allowing for the restriction of portions of an operating surplus for future use.

### **Local Policy Requirements**

The Ministry policy requires boards to develop and have in place by the end of January 2022 a local policy that supports transparency and accountability when developing financial plans, including the use of operating surplus, so that the education community is engaged in the development of those plans and is informed of progress in aligning funding and resources with strategic plans and student outcomes

To comply with the policy, boards must:

1. Develop, maintain and make publicly available a local policy with procedures that guide the accumulation, spending and reporting of operating surplus funds.
2. Have procedures for the board's engagement with the local community and education-partner groups, including local First Nations and Metis Nation BC.

The local Board policy will:

1. Clearly explain the purpose of operating surplus, and how the surplus will be used to support the boards' strategic objectives (for example, improve student educational outcomes) and other operational priorities of school districts;
2. Include guidelines on how inter-fund transfers will be managed; and
3. Outline how financial risk will be mitigated by establishing a contingency operating surplus.

The Board already has an administrative procedure AP501 – Budget Monitoring and Reporting. That procedure is being renamed to Financial Planning and Reporting and is being revised so that the local policy requirements for the Accumulated Operating Surplus Policy and the Financial Planning and Reporting Policy are detailed as to how the educational community will be engaged in conversation about how financial resources, including operating surpluses, are used to support improved outcomes for students. The District has existing Board Policy 19 – Accumulated Operating Surplus which will need to be revised to comply with the AOS Policy. In addition to the attached changes being proposed for Policy 19 a link to the Financial Planning and Reporting A/P will be added to the policy to so that the public will be informed of how they will be engaged in how surpluses are used as part of the annual budget and multi-year planning processes.

The reporting component required by the AOS Policy will be accomplished using the existing financial framework for reporting which includes the annual Financial Statement Discussion and Analysis Report that districts prepare to explain their financial results.

Attached are clean and a track changes versions of Policy 19 for the Committee's consideration.

**RECOMMENDATION:**

That the Policy and Governance Committee recommends that the Board of Education approves the revisions to Board Policy 19 – Accumulated Operating Surplus.

Attachment A: Policy 19 Accumulated Operating Surplus Draft Clean Copy

Attachment B: Policy 19 Accumulated Operating Surplus Draft Tracked Changes

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## Policy 19

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### ACCUMULATED OPERATING SURPLUS

The Board of Education is responsible for ensuring the district is protected financially from financial forecasting risk and unforeseen circumstances which could negatively impact school district operations and the education of students. A level of financial reserves, in the form of an accumulated operating surplus, is an indicator of financial health and can contribute to multi-year planning for future educational services and operational needs. To discharge this responsibility and in order to provide increased financial stability, effective planning and support funding predictability, the Board has established an accumulated operating surplus policy. The accumulated operating surplus referred to in this policy is from funds sourced from operating revenues from all previous years that are in excess of operating expenditures from all previous years.

When operating expenditures from all previous years exceed operating revenues from all previous years an accumulated operating deficit results. When an accumulated operating deficit occurs, it means future revenues are needed to pay for past expenditures. School Districts in BC are not permitted to budget for or incur expenditures that result in an accumulated operating deficit.

The following guiding principles form the basis for this Policy:

- To align the allocation of accumulated operating surpluses with the goals of the District’s Education Plan in support of the achievement of the educational and operational goals of the District.
- To ensure an alignment exists with other relevant programs, policies, administrative procedures and initiatives including the Framework for Enhancing Student Learning, the Financial Planning and Reporting administrative procedure, targeted funding for Indigenous students, etc.
- Actual surplus balances need to be benchmarked with other school districts and jurisdictions and with pre-determined targets on an ongoing basis to gauge whether financial health is being achieved.
- To support resources that are focused on programs for and services to students with a focus on improving student achievement.
- Surplus goals need to be consistent with and supportive of realistic longer-term financial plans

The following terms used in this Policy are defined as follows:

- **"Accumulated Operating Deficit"** means the accumulated excess of Operating expenses over Operating Revenues less Inter-Fund Transfers from current and prior years.
- **"Accumulated Operating Surplus"** means the accumulated excess of Operating Revenues over Operating Expenses less Inter-Fund Transfers from current and prior years.
- **"Annual Operating Deficit"** is the amount by which a fiscal year’s Operating Expenses and Inter-Fund Transfers exceed that same fiscal year’s Operating Revenues.
- **"Annual Operating Surplus"** is the amount by which a fiscal year’s Operating Revenues exceeds that same fiscal year’s Operating Expenses and Inter-Fund Transfers.
- **"Inter-Fund Transfers"** means the transfer of funds from one fund to another (e.g., between Operating Fund and Capital Fund).

- **“Internally Restricted Operating Surplus”** means a portion of an Accumulated Operating Surplus that has been set aside through a board motion for specified use in future years.
- **“Local Capital”** is comprised of previous years’ available operating surpluses, which are transferred to Local Capital with board approval; revenues from sales of capital assets; and investment income earned on these funds.
- **“Operating Expenses”** are the total of all expenses in the Operating Fund as disclosed on Schedule 2 of the annual financial statements that boards must provide to the Ministry.
- **“Operating Revenue”** are the total of all revenue in the Operating Fund as disclosed on Schedule 2 of the annual financial statements that boards must provide to the Ministry.
- **“Unrestricted Operating Surplus (Contingency)”** means the accumulated Operating surplus built up in the School District’s Operating fund that has not been designated for specific uses.

1. The Board’s accumulated operating surplus will consist of internally restricted operating funds and unrestricted operating funds.

1.1 The Board may approve restrictions on spending of the surplus. Boards of education are required by legislation to prepare balanced annual operating budgets, which may include use of (appropriation of) prior year accumulated surplus.

Restrictions can be made for items that are identified by the board, have defined timelines, are directly related to a board goal outlined in their strategic, operational and financial plans or that meet the specified needs of the school district. Restrictions on spending of the surplus will be for the following purposes:

- For operations spanning multiple school years;
- For anticipated unusual expenses identified; and
- Due to the nature of constraints on the funds.

1.1.1 Operations Spanning Multiple School Years

To support effective planning, there will be situations where monies will need to be carried over to future years. These could be for categories such as:

- Future years’ Operations/Budget (not beyond the next two fiscal years)
- Schools and Department surplus/carry-forwards (not beyond the next two fiscal years)
- Operating projects in progress
- Technology, utilities, equipment and capital projects (includes amounts to be transferred to Local Capital, but have not yet been identified for specific initiatives)
- Purchase order commitments
- Educational programs spanning multiple school years (e.g., distributed learning, summer school, International Student Program)

The amount of Accumulated Operating Surplus restricted for Operations Spanning future School Years at the end of a fiscal year should be a minimum of 1.5% and a maximum of 3.0% of actual Operating Expenses of that fiscal year.

### 1.1.2 Anticipated Unusual Expenses Identified

To support effective planning, there will be situations where senior management has identified unusual/non-recurring expenses anticipated to be spent in the upcoming fiscal year that will not be funded by revenues of that year. These could be for categories such as:

- Staffing and labour relations that are not pre-planned, (i.e. changes in employee benefits rates, severance payments).
- Implementation of new curriculum initiatives.
- The impact of emerging events (i.e. COVID-19 pandemic, refugee students).

The amount of Accumulated Operating Surplus restricted for Anticipated Unusual Expenses Identified at the end of a fiscal year should be a minimum of 0.5% and a maximum of 1.0% of actual Operating Expenses of that fiscal year.

### 1.1.3 Nature of Constraints on the Funds

In recognition of some monies having constraints as to how they can be spent, funds may need to be internally restricted in their entirety at the end of the fiscal year. These internal restrictions could be for categories such as:

- Contractual obligations (i.e. professional development)
- Unspent Indigenous education targeted spending
- School Generated Funds (not externally restricted)

## 1.2 Restricted for Future Capital Cost Share

To support major capital projects that are identified in the board's 5-year Capital Plan and approved by the ministry for concept plan or business case development, boards may restrict operating surplus to satisfy capital project cost share expectations at the time the project is brought forward for funding approval. Capital cost share expectations can be found within the [Capital Plan Instructions](#).

The amount of Accumulated Operating Surplus restricted for Future Capital Cost Share at the end of a fiscal year should be a minimum of 1.0% of actual Operating Expenses of that fiscal year.

## 1.3 Unrestricted Operating Surplus (Contingency)

To support effective planning, and risk mitigation, there will be situations where contingency funds need to be available for unexpected increases in expenses and/or decreases in revenues. Budgeted annual operating expenses should be reflective of actual estimated costs or, where applicable, contractual expenditure requirements. The contingency reserve mitigates the risk of actual costs being greater than estimated. These could be for categories such as:

- **Major Emergent Operating Issues** – the School District is exposed to major non-reoccurring costs related to various emergency events or situations, e.g., inclement weather, forest fires, etc. These situations cannot be anticipated and budgeted for and it may not be feasible to absorb the cost of such events in other budget areas in any given year.
- **To Offset Unrealized Revenues** – The School District is exposed to the possibility of unrealized revenues and/or declines in base revenues from year to year due to the cyclical nature of the revenue source being impacted by economic downturns, (e.g., lower off-shore student enrolment).

The amount of Unrestricted Operating Surplus (Contingency) at the end of a fiscal year should be a minimum of 1.0% and a maximum of 2.5% of actual Operating Expenses of that fiscal year.

2. To mitigate financial risk the following administrative guidelines shall guide this policy:
  - 2.1 Increases/decreases to the Internally Restricted Surplus balances in the Accumulated Operating Surplus shall be specific to each category of restriction, as approved by Board motion through the School District’s annual financial planning/budgeting process.
  - 2.2 The Secretary-Treasurer shall be responsible for:
    - 2.2.1 Recommending the necessary increases/decreases and transfers so that the School District’s Restricted Operating Surplus balances and Contingency balance are maintained in accordance with this Policy.
    - 2.2.2 Conducting an annual review of all Internally Restricted Operating Surplus balances, and the Contingency balance including comparing actual levels with the established minimum and maximum levels within this Policy and with other school district and jurisdiction benchmarks and reporting the results of such a review to the Board of Education.
    - 2.2.3 Recommending changes to the minimum and maximum balance guidelines shown in this Policy for the Board’s approval.
    - 2.2.4 Recommending any revisions or amendments to this Policy, as may be required from time to time, as a result of changes in applicable Ministry of Education directives, accounting standards, economic conditions, etc.
  - 2.3 Restriction Increases/Decreases and Transfer of Funds



- 2.3.1 Increases/decreases in Internally Restricted Operating Surplus for any of the categories identified in Section 2 will be approved by the Board of Education as part of the annual budget development process.
- 2.3.2 The Board of Education shall approve the use of surplus for specific District initiatives that are linked to multi-year planning decisions as per Administrative Procedure 501 – Financial Planning and Reporting.
- 2.3.3 Any transfer of funds between the Operating Fund and Capital Fund not included in the Annual Budget or Amended Annual Budget, will be approved by the Board of Education.
- 2.3.4 It is expected that the annual operating budget will allow transfers to local capital which are sufficient to allow efficient replacement or acquisition of capital assets consistent with the School District's capital plan. Transfers to local capital shall be authorized by board motion. They should be for specific initiatives linked to the Board's strategic plan and with a timeline for spending the transfers.

#### 2.4 Accountability

The local policy requirements on how the education community will be involved in discussions on how surpluses would be spent is detailed in Administrative Procedure 501 – Financial Planning and Reporting. To ensure the Ministry of Education and the public are aware of how surplus funds have been accumulated and how the operating surplus has or will be spent the Secretary-Treasurer will ensure a narrative is included in the annual District's Financial Statement Discussion and Analysis report. That narrative, in conjunction with reporting on the District's multi-year plans and by using the suggested reporting format in Appendix A and Appendix B of the Ministry of Education Accumulated Operating Surplus, [Companion Guide](#) will explain how operating surpluses balances were used to support Board strategic plans, operational needs and enhanced educational outcomes for students.

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Legal Reference:

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Adopted: March 4, 2019

## School District No. 39 – Accumulated Operating Surplus Policy

### Appendix A – Surplus Summary

Category of Accumulated Operating Surplus

|  | Purpose   | Minimum Level   | Maximum Level   |
|--|---|---|---|
| Operations Spanning Future School Years      | For future years' operations (not beyond 2 years), school/department carry-forwards, projects in progress, etc.   | 1.5% of actual operating expenses of that fiscal year | 3.0% of actual operating expenses of that fiscal year |
| Anticipated Unusual Expenses Identified      | For unusual/non-recurring expenses anticipated to be spent in upcoming fiscal year that will not be funded by revenues of that year.                                | 0.5% of actual operating expenses of that fiscal year | 1.0% of actual operating expenses of that fiscal year |
| Nature of Constraints on the Funds           | For monies that have constraints on how they are to be spent. Does not include monies with external restrictions.   | n/a   | n/a   |
| Restricted for Capital Cost Share            | For supporting major capital projects identified in the 5-year Capital Plan and approved by the Ministry.   | 1.0% of actual operating expenses of that fiscal year | n/a   |
| Unrestricted Operating Surplus (Contingency) | For working capital purposes within the Operating Fund, for unforeseen general operating emergency expenditures, and future school years beyond the next two years. | 1.0% of actual operating expenses of that fiscal year | 2.5% of actual operating expenses of that fiscal year |

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 Policy 19
 

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## ACCUMULATED OPERATING SURPLUS

The Board of Education is responsible for ensuring the district is protected financially from financial forecasting risk and unforeseen circumstances which could negatively impact [school district operations and the education of students](#). [A level of financial reserves, in the form of an accumulated operating surplus, is an indicator of financial health and can contribute to multi-year planning for future educational services and operational needs](#). To discharge this responsibility [and in order to provide increased financial stability, effective planning and support funding predictability](#), the Board ~~has with~~ [established](#) an accumulated operating surplus policy. [The Board has established this accumulated operating surplus policy from funds sourced from operating revenues from all previous years that are in excess of operating expenditures from all previous years](#).

~~Accumulated operating surplus allows the District to budget for expenditures in excess of revenues in a given year, and also serves to reduce financial risk that can result from financial forecasting uncertainty and unforeseen circumstances.~~

~~Accumulated operating surplus represents the extent to which operating revenues from all previous years exceeds operating expenditures from all previous years. Conversely, when operating expenditures from all previous years exceed operating revenues from all previous years an accumulated operating deficit results. When an accumulated operating deficit occurs, it means future revenues are needed to pay for past expenditures. School Districts in BC are not permitted to budget for or incur expenditures that result in an accumulated operating deficit.~~

The following guiding principles form the basis for this Policy:

- [To align the allocation of accumulated operating surpluses with the goals of the District's Education Plan in support of the achievement of Healthy surplus levels are important in achieving the educational and operational goals of the District.](#)
- [To ensure an alignment exists with other relevant programs, policies, administrative procedures and initiatives including the Framework for Enhancing Student Learning, the Financial Planning and Reporting administrative procedure, targeted funding for Indigenous students, etc.](#)
- Actual surplus balances need to be benchmarked with other school districts and jurisdictions and with pre-determined targets on an ongoing basis to gauge whether financial health is being achieved
- [To support resources that are focused on programs for and services to students with a focus on improving student achievement.](#)
- Surplus goals need to be consistent with and supportive of realistic longer-term financial plans

The following terms used in this Policy are defined as follows:

- ["Accumulated Operating Deficit" means the accumulated excess of Operating expenses over Operating Revenues less Inter-Fund Transfers from current and prior years.](#)

- **"Accumulated Operating Surplus"** means the accumulated excess of Operating ~~revenues~~ Revenues over Operating ~~expenses-Expenses less Inter-Fund Transfers~~ from current and prior years.
- ~~"Accumulated Operating Deficit" means the accumulated excess of Operating expenses over Operating revenues from prior years.~~
- **"Annual Operating Deficit"** is the amount by which a fiscal year's Operating ~~expenses-Expenses and Inter-Fund Transfers~~ exceed that same fiscal year's Operating ~~revenues~~ Revenues.
- **"Annual Operating Surplus"** is the amount by which a fiscal year's Operating Revenues exceeds that same fiscal year's Operating Expenses and Inter-Fund Transfers.
- **"Inter-Fund Transfers"** means the transfer of funds from one fund to another (e.g., between Operating Fund and Capital Fund).
- **"Internally Restricted Operating Surplus"** means a portion of an Accumulated Operating Surplus that has been set aside through a board motion for specified use in future years.
- **"Local Capital"** is comprised of previous years' available operating surpluses, which are transferred to Local Capital with board approval; revenues from sales of capital assets; and investment income earned on these funds.
- **"Operating Expenses"** are the total of all expenses in the Operating Fund as disclosed on Schedule 2 of the annual financial statements that boards must provide to the Ministry.
- **"Operating Revenue"** are the total of all revenue in the Operating Fund as disclosed on Schedule 2 of the annual financial statements that boards must provide to the Ministry.
- ~~"Annual Operating Surplus" is the amount by which a fiscal year's Operating revenue exceeds that same fiscal year's Operating expenses.~~
- **"Unrestricted Operating Surplus (Contingency)"** means the accumulated Operating surplus built up in the School District's Operating fund that has not been designated for specific uses.
- ~~\_\_\_\_\_~~

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1. The Board's accumulated operating surplus will consist of internally restricted operating funds and unrestricted operating funds.
  - 1.1 The Board may approve restrictions on spending of the surplus. Boards of education are required by legislation to prepare balanced annual operating budgets, which may include use of (appropriation of) prior year accumulated surplus.
 

Restrictions can be made for items that are identified by the board, have defined timelines, are directly related to a board goal outlined in their strategic, operational and financial plans or that meet the specified needs of the school district. Restrictions on spending of the surplus will be for the following purposes:

    - ~~For o~~Operations spanning ~~future~~ multiple school years;
    - ~~Identified unusual expenses~~ For a Anticipated unusual expenses identified; and
    - ~~Fund constraints~~ Due to the n Nature of constraints on the funds.
    - Contingency reserve

1.1.1 Operations Spanning ~~future~~-Multiple School Years

To support effective planning, there will be situations where monies will need to be carried over to future years. These could be for categories such as:

- Future years' Operations/Budget (not beyond the next two fiscal years)
- Schools and Department surplus/carry-forwards (not beyond the next two fiscal years)
- Operating projects in progress
- Technology, utilities, equipment and ~~Capital~~-capital projects (includes amounts to be transferred to Local Capital, but have not yet been identified for specific initiatives)
- Purchase order commitments
- ~~Distributed learning, International Program~~ Educational programs spanning multiple school years (e.g., distributed learning, summer school, International Student Program)

The amount of Accumulated Operating Surplus restricted for Operations Spanning future School Years at the end of a fiscal year should be a minimum of 1.5% and a maximum of 3.0% of actual Operating Expenses of that fiscal year.

1.1.2 Anticipated Unusual Expenses Identified

To support effective planning, there will be situations where senior management has identified unusual/non-recurring expenses anticipated to be spent in the upcoming fiscal year that will not be funded by revenues of that year. These could be for categories such as:

- Staffing ~~and~~, labour relations ~~that are not pre-planned~~, i.e. changes in employee benefits rates, severance payments.
- Implementation of new curriculum initiatives.
- The impact of emerging events (i.e., COVID-19 pandemic, refugee students)

The amount of Accumulated Operating Surplus restricted for Anticipated Unusual Expenses Identified at the end of a fiscal year should be a minimum of 0.5% and a maximum of 1.0% of actual Operating Expenses of that fiscal year.

1.1.3 Nature of Constraints on the Funds

In recognition of some monies having constraints as to how they can be spent, funds may need to be internally restricted in their entirety at the end of the fiscal year. These internal restrictions could be for categories such as:

- Contractual obligations (i.e. professional development)
- ~~Aboriginal~~-Unspent Indigenous education targeted spending
- School Generated Funds (not externally restricted)
- ~~Education Plan~~

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- ~~Donator~~ Donor named funds (~~not~~ restricted by the donor)

**1.1.4 Contingency Reserve**

~~To support effective planning, there will be situations where contingency funds need to be available for unexpected increases in expenses and/or decreases in revenues. Budgeted annual operating expenses should be reflective of actual estimated costs or, where applicable, contractual expenditure requirements. The contingency reserve mitigates the risk of actual costs being greater than estimated. These could be for categories such as:~~

- ~~• **Major Emergent Operating Issues** — the School District is exposed to major non-recurring costs related to various emergency events or situations, e.g. inclement weather, forest fires, etc.~~
- ~~• **One-Time and Intermittent Projects** — the School District undertakes certain one-time and/or intermittent projects that are larger in terms of costs.~~
- ~~• **Offset Unrealized Revenues** — The School District is exposed to the possibility of unrealized revenues and/or declines in base revenues from year to year due to economic downturn, e.g., lower off shore student enrolment.~~

~~The amount of Accumulated Operating Surplus restricted for Contingency Reserves at the end of a fiscal year should be a minimum of 0.5% and a maximum of 1.0% of actual Operating Expenses of that fiscal year.~~

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**1.2 Restricted for Future Capital Cost Share**

To support major capital projects that are identified in the board’s 5-year Capital Plan and approved by the ministry for concept plan or business case development, boards may restrict operating surplus to satisfy capital project cost share expectations at the time the project is brought forward for funding approval. Capital cost share expectations can be found within the Capital Plan Instructions.

The amount of Accumulated Operating Surplus restricted for Future Capital Cost Share at the end of a fiscal year should be a minimum of 1.0% of actual Operating Expenses of that fiscal year.

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**1.3 Unrestricted Operating Surplus (Contingency)**

To support effective planning, including risk mitigation, there will be situations where contingency funds need to be available for unexpected increases in expenses and/or decreases in revenues. Budgeted annual operating expenses should be reflective of actual estimated costs or, where applicable, contractual expenditure requirements. The

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contingency reserve mitigates the risk of actual costs being greater than estimated. These could be for categories such as:

• Major Emergent Operating Issues – the School District is exposed to major non-recurring costs related to various emergency events or situations, e.g., inclement weather, forest fires, etc. These situations cannot be anticipated and budgeted for and it may not be feasible to absorb the cost of such events in other budget areas in any given year.

• One Time and Intermittent Projects – the School District undertakes certain one time and/or intermittent projects that are larger in terms of costs.

• To Offset Unrealized Revenues – The School District is exposed to the possibility of unrealized revenues and/or declines in base revenues from year to year due to the cyclical nature of the revenue source being impacted by economic downturns, (e.g., lower off-shore student enrolment).

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- ~~1.23.1 The District needs to maintain Unrestricted Operating Surplus balances for working capital purposes.~~
- ~~1.23.2 The District may also require emergency funds from time to time, for unforeseen costs.~~
- ~~1.23.3 The District may require funds to be used in budget years beyond the next two fiscal years.~~
- 1.23.4 The amount of Unrestricted Operating Surplus (Contingency) at the end of a fiscal year should be a minimum of ~~0.5%~~1.0% and a maximum of ~~1.5%~~2.5% of actual Operating Expenses of that fiscal year.

2. To mitigate financial risk the following administrative guidelines shall guide this policy:

- 2.1 ~~Increases/decreases to the Internally Restricted Surplus balances- Annual and/or periodic increases to the restrictions on in~~ the Accumulated Operating Surplus shall be specific to each category of restriction, as approved by ~~Board motion~~the Board through the School District's annual financial planning/budgeting process.
- 2.2 The Secretary-Treasurer shall be responsible for:
  - 2.2.1 Recommending the necessary increases/decreases and transfers so that the School District's Restricted Operating Surplus balances and ~~Unrestricted Operating Surpluses~~ Contingency balance are maintained in accordance with this Policy.
  - 2.2.2 Conducting an annual review of all ~~restricted Internally Restricted~~ Operating Surplus balances, and ~~Unrestricted Operating Surplus~~ the Contingency balances including comparing actual levels with the established minimum and maximum levels within this Policy and with other school district and jurisdiction benchmarks and reporting the results of such a review to the Board of Education.
  - 2.2.3 Recommending changes to the minimum and maximum balance guidelines shown in this Policy for the Board's approval.

- 2.2.4 Recommending any revisions or amendments to this Policy, as may be required from time to time, as a result of changes in applicable Ministry of Education directives, accounting standards, economic conditions, etc.
- 2.3 Restriction Increases/Decreases and Transfer of Funds
  - 2.3.1 Increases/decreases in Internally Restricted Operating Surplus for any of the categories identified in Section 2 ~~in excess of \$200,000~~ will be ~~considered by the Finance Committee and~~ approved by the Board of Education as part of the annual budget development process.
  - 2.3.2 The Board of Education shall approve the use of surplus for specific District initiatives that are linked to multi-year planning decisions as per Administrative Procedure 501 – Financial Planning and Reporting.
  - 2.3.3~~2~~ ~~The Superintendent of Schools has the authority to approve increases/decreases in Internally Restricted Operating Surplus up to and including \$200,000. Any such increases/decreases will be reported to the Finance Committee.~~
  - 2.3.4~~3~~ Any transfer of funds between the Operating Fund and Capital Fund not included in the Annual Budget; or Amended Annual Budget will be considered by the Finance Committee and approved by the Board of Education.
  - 2.3.5~~4~~ It is expected that the annual operating budget will allow transfers to local capital which are sufficient to allow efficient replacement or acquisition of capital assets consistent with the School District's capital plan. Transfers to local capital ~~shall~~ be authorized through the budget bylaw or by separate board motion. They should be for specific initiatives linked to the Board's strategic plan supported by a planned use of the local capital balance and with a timeline for spending the transfers.

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2.4 ~~Accountability Guide and Transition~~

~~The minimum and maximum operating surplus balance guidelines shown in this Policy serve as a guide in moving the School District towards the goals or targets it wishes to attain, in terms of individual surplus balances. The local policy requirements on how the education community will be involved in discussions on how surpluses would be spent is detailed in Administrative Procedure 501 – Financial Planning and Reporting. To ensure the Ministry of Education and the public are aware of how surplus funds have been accumulated and how the operating surplus has or will be spent the Secretary-Treasurer will ensure a narrative is included in the annual District's Financial Statement Discussion and Analysis report. That narrative, in conjunction with reporting on the District's multi-year plans, and by using the suggested reporting format in Appendix A and Appendix B of the Ministry of Education Accumulated Operating Surplus, Companion Guide, will explain how operating surpluses balances were used to support Board strategic plans, operational needs and enhanced~~



~~educational outcomes for students. It is recognized that the School District's surplus balances may not be at the minimum or maximum levels at the time of enacting this Policy, however, the School District is working towards these targets.~~

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Legal Reference:

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Adopted: March 4, 2019

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## School District No. 39 – Accumulated Operating Surplus Policy

### Appendix A – Surplus Summary

Category of Accumulated Operating Surplus

| <u>Purpose</u>   | <u>Purpose</u>   | <u>Minimum Level</u> | <u>Maximum Level</u> | <u>June 30, 2017 Balance</u> |
|--|--|----------------------|----------------------|------------------------------|
| Operations Spanning Future School Years                      | For future years' operations (not beyond 2 years), school/department carry-forwards, projects in progress, etc.  | 1.5%                 | 3.0%                 | 3.0%                         |
| Anticipated Unusual Expenses Identified                      | For unusual/non-recurring expenses anticipated to be spent in upcoming fiscal year that will not be funded by revenues of that year.   | 0.5%                 | 1.0%                 | 1.0%                         |
| Nature of Constraints on the Funds                           | For monies that have constraints on how they are to be spent. Does not include monies with external restrictions.  | n/a                  | n/a                  | n/a                          |
| <u>Contingency Reserve Restricted for Capital Cost Share</u> | <u>For unexpected increases in expenses and/or decreases in revenues. Related to major emergent operating issues, one-time and intermittent projects, and to offset unrealized revenues. For supporting major capital projects identified in the 5-year Capital Plan and approved by the Ministry.</u> | <u>0.5%</u>          | <u>1.0%</u>          | <u>1.0%</u>                  |

Unrestricted Operating Surplus ([Contingency](#))

For working capital purposes within the Operating Fund, for unforeseen general operating emergency expenditures, and future school years beyond the next two years.

~~0-5%~~1.0% of actual operating expenses of that fiscal year

~~1-5%~~2.5% of actual operating expenses of that fiscal year

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# VANCOUVER SCHOOL DISTRICT POLICY AND GOVERNANCE COMMITTEE

December 1, 2021



1

**Skwxwú7mesh  
Úxwumixw**  
Squamish Nation

**Indigenous  
Acknowledgement**

Please join me in acknowledging that we are unlearning and relearning on the traditional and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh (Squamish) and səliłwətał (Tsleil-Waututh) Nations.

2

## Live-streamed

The meeting is being live-streamed and the audio and visual recording will also be available to the public for viewing after the meeting.

The footage of the meeting may be viewed inside and outside of Canada.

## Meeting Decorum

The Board has a strong commitment to ethical conduct. This includes the responsibility of committee members to conduct themselves with appropriate decorum and professionalism. As Chair of the Committee it is my responsibility to see that decorum is maintained. To do that I ask that:

- i. All members/delegates request to speak through the chair;
- ii. Civility towards others is maintained as stakeholder representatives and Trustees share perspectives and participate in debate;
- iii. Staff be able to submit objective reports without influence or pressure as their work is acknowledged and appreciated;
- iv. Committee members refrain from personal inflammatory/accusatory language/action;
- v. Committee Members, Trustees, representatives and /staff present themselves in a professional and courteous manner.

## Committee Roll Call

- Roundtable roll call

- Stakeholders: please state your first and last name and the name of the group you are representing
- Trustees and staff: please state your first and last name and position



VSBB 2021  
STRATEGIC PLAN

5

## ITEM 1.1

# Anti-racism and Non-Discrimination Report from Urban Matters

Jody Langlois, Associate Superintendent



VSBB 2021  
STRATEGIC PLAN

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## Anti-racism and Non-Discrimination Report from Urban Matters

1. Attachment – Anti-racism and Non-Discrimination Report from Urban Matters

VSB 2021  
STRATEGIC PLAN

7



# Stronger Together VSB: Anti-Racism and Non-Discrimination Engagement

November 2021

urban  
matters VSB Vancouver  
School District

8



# Project Overview

- In December 2019, Vancouver Board of Education passed a motion to create a strategic plan to address racism and discrimination in Vancouver Schools.
- To support moving this process forward, District staff presented a framework with the main action of **conducting comprehensive community engagement** with the VSB community.
- In March 2021, Urban Matters was hired as a neutral, third part to conduct the community engagement on behalf of VSB.
- The community engagement process included:
  - Surveys
  - Sharing Circles with students
  - Key informant interviews
  - Self-guided group discussion toolkit
  - Initial engagement with Musqueam, Squamish, Tsleil-Waututh First Nation

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## Engagement Objectives

- Through the application of an intersectional lens, conduct anti-racism and non-discrimination engagement to develop an understanding of the experiences of racism and discrimination experienced by students, families, and staff
- To encourage meaningful dialogue around racism and discrimination within and across the VSB school community
- To facilitate inclusive and equitable engagement with participants who are well-informed on the overall project objectives
- To create a safe setting for IBPOC and 2SLGBTQIA+ participants to share their experiences and opinions by using trauma-informed practices that are culturally sensitive.



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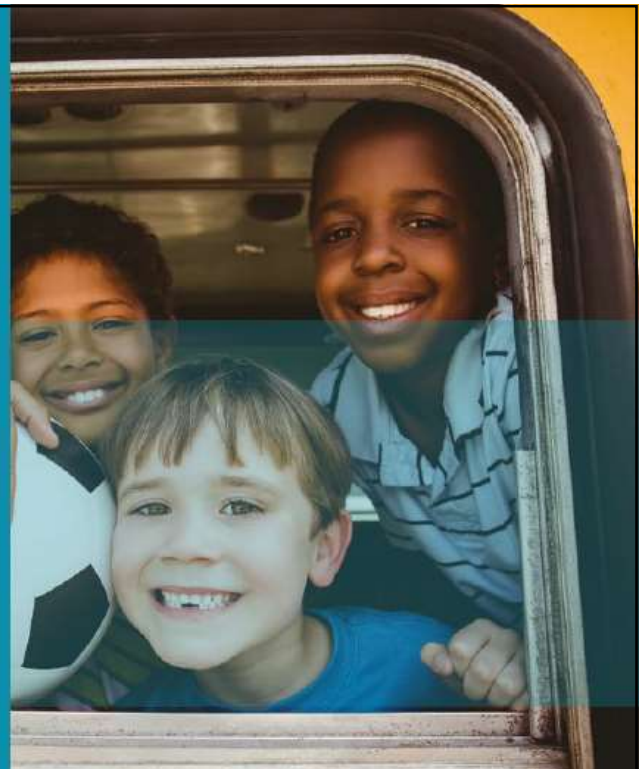
## Engagement Limitations

- Findings cannot be generalized to the entire VSB school community
- Unmarked burial findings at the former Kamloops Indian Residential School impacted, COVID-19, and wildfire season impacted Indigenous engagement opportunities
- Sharing circle engagement was limited to online only due to COVID-19 creating a barrier for student participation
- Limitations and engagement results provide important insights and lessons to inform VSB on how move forward.

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## Engagement Summary

1. Stronger Together Surveys
  - 1,236 Student Responses
  - 435 Staff Responses
  - 1,109 Family Responses
2. Sharing Circles with People with Lived Experience
  - 19 Sharing Circle Participants
3. First Nations Community Engagement
4. Key Informant Interviews
  - 16 Participants from 4 Interest Groups
5. Self-Guided Group Discussion Toolkit
  - 3 Separate Sharing Circle Groups



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## Who We Heard From: Student Survey

Based on 1,236 Student responses

- **Student demographics**
  - 56% of responses from Grades 6 and 7
  - 44% of responses from Secondary students
  - <1% from Vancouver Learning Network and Adult Learning Program
- **Gender**
  - 49% Cisgender Woman
  - 39% Cisgender Man
  - 1.27% Transgender
  - 4.75% Non-Binary/Gender Diverse
  - 1% Two Spirit
- **Indigenous students** - 6% (56 students)
- **Racial/Ethnic Identity**
  - Black - 2.66% (24 students)
  - East Asian - 35.32% (332 students)
  - Southeast Asian - 12.77% (120 students)
  - White/Caucasian - 22.98% (216 students)

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## Who We Heard From: Staff Survey

Based on 435 Staff responses

- **Staff demographics**
  - 50.40% of responses from Staff who usually work with elementary students
  - 34.13% of responses from Staff who usually work with secondary students
  - 11.73% of responses from Staff who work with both student groups
  - 3.73% of responses from Staff in other non-direct student roles
- **Gender**
  - 71.93% Cisgender Woman
  - 18.45% Cisgender Man
  - 2.41% Non-Binary/Gender Diverse
  - 5.61% Prefer Not to Answer
- **Indigenous** - 5% (19 staff)
- **Racial/Ethnic Identity**
  - Black - 1.36% (5 staff)
  - East Asian - 17.07% (63 staff)
  - Southeast Asian - 3.79% (14 staff)
  - South Asian and Indo-Caribbean - 5.42% (20 staff)
  - White/Caucasian - 58.54% (216 staff)

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## Who We Heard From: Family Survey

Based on 1,109 Family responses

- **Family demographics**
  - 66% of responses had a student in elementary school
  - 19% of responses had a student in secondary school
  - 15% of responses had students in both school groups
- **Gender**
  - 68% Cisgender Woman
  - 22% Cisgender Man
  - 2% Non-Binary/Gender Diverse
  - 6% Prefer Not to Answer
- **Indigenous** - 2% (17 respondents)
- **Racial/Ethnic Identity**
  - Black - 2% (17 respondents)
  - East Asian - 18% (151 respondents)
  - Southeast Asian - 4% (117 respondents)
  - South Asian and Indo-Caribbean - 7% (59 respondents)
  - White/Caucasian - 48% (403 respondents)

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## Who We Heard From: Qualitative Engagement

- **Sharing Circles**
  - Six (6) sharing circles with 19 participants - 12 students and 7 parents, representing the following:
    - Indigenous Students
    - Refugee and Immigrant Families
    - Newcomer and Refugee Students
    - People with Disabilities Families
    - South-East Asian or East Asian Students
    - People of Colour Students

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# Who We Heard From: Qualitative Engagement

- Key Informant Interviews
- Sixteen (16) representatives from four (4) interest groups and parents, including:
  - Watari Counselling and Support Services Society
  - Hua Foundation
  - Congress for Black Women Foundation
  - Health Practitioners Working with VSB Students (Neurodivergent, Complex Needs and Refugees)
  - Parents of students who have experienced racism and discrimination within the VSB system (to protect the anonymity of the students and privacy of the family, the shared feedback has been incorporated into the observations and considerations).
- Self-Guided Toolkit
  - Three (3) groups, including: parents and English Language Learner Students

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# What We Heard

Expression of  
Identity

Sense of  
Belonging and  
Participation

Learning and  
Development

Truth and  
Reconciliation

Racism and  
Discrimination

COVID-19  
Impacts

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## What We Heard: Expression of Identity

- Students and staff from racialized communities and those who identify as gender-diverse face greater challenges in expressing their ethnic and cultural identity at school.
- Schools provide varied opportunities to learn about and honour Indigenous heritage and cultural traditions.

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## What We Heard: Sense of Belonging and Participation

- Some students and staff who identify with racialized communities or who identify as gender-diverse face challenges in forming friendships with their peers who have different racial-ethnic or gender identities than their own.
- Students and staff who identify with marginalized groups experience a lack of acknowledgement of their diverse life experiences.
- School facilities are not always gender-inclusive.

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## What We Heard: Sense of Belonging and Participation

- School facilities are not always accessible for people with accessibility concerns to move around safely and comfortably.
- Students and staff who identify with marginalized groups and with heightened vulnerabilities face barriers to participating in their school community.

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## What We Heard: Learning and Development

- Opportunities to participate in class and pursue learning and growth opportunities are not always consistently provided to students of diverse backgrounds and abilities.
- Further opportunities exist to enhance the school community's knowledge and awareness of Indigenous history and Reconciliation, and the diversity of experiences held by people from racialized and marginalized communities.
- Students and staff with diverse and unique needs require enhanced supports and resources to succeed at school and work.

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## What We Heard: Learning and Development

- Students and staff who identify with racialized and marginalized communities do not always feel fully supported and safe to advance anti-racism and non-discrimination work in the school community.
- Staff and families hold varied perceptions on the efforts of the VSB to advance anti-racism and non-discrimination.
- Some families do not feel adequately supported by the VSB.

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## What We Heard: Racism and Discrimination

- Students, staff, and families from racialized and marginalized communities remain vulnerable to the impacts of racism and discrimination experienced at school and work based on their race, ethnicity, gender, and/or ability.
- Students and staff from racialized and marginalized communities face elevated challenges when participating in their school community.

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## What We Heard: Racism and Discrimination

- The school community holds varied perceptions of the VSB's actions and response to addressing racism and discrimination.
- Further resources along with consistency in implementation of policies and practices are required to address racism and discrimination in school.

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## What We Heard: COVID-19 Impacts

- Students and staff with heightened vulnerabilities and marginalized identities experienced greater disruptions to their family employment structures and lifestyles during the pandemic.
- Students and staff with heightened vulnerabilities and marginalized identities experienced greater challenges to participating in altered learning environments during the pandemic.
- There has been an observed increase in racism and discrimination during the pandemic.

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## What We Heard: Truth and Reconciliation

- It is the responsibility of all governments, institutions, and Canadians to advance *Truth and Reconciliation* with Indigenous Peoples of Canada. The *94 Calls to Action* provide a foundation for what is expected to support that journey.
- The *National Inquiry on Missing and Murdered Indigenous Women and Girls* principles for change and *213 Calls for Justice* call upon everyone to act now. This includes calling on education systems to respond to the injustices experienced by family or community members of children of missing and murdered Indigenous women, girls, and 2SLGBTQIA+ people.

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## What We Heard: Truth and Reconciliation

- The *Declaration on the Rights of Indigenous Peoples Act* aims to create a path forward that respects the human rights of Indigenous peoples using the United Nations Declaration on the Rights of Indigenous Peoples as the Framework for reconciliation. The subsequent Action Plan is currently in consultation with Indigenous peoples to help shape the future of reconciliation.

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# Key Considerations



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# Next Steps

- **Anti-racism and Non-Discrimination Strategic Plan Development**

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# ITEM 3.1

## Referred Motion: Policy 4 Trustee Code of Conduct

Lois Chan-Pedley, Committee Chair



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## Referred Motion: Policy 4 Trustee Code of Conduct

1. Attachment: Draft Policy 4 Update (November 15, 2021 update)



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# ITEM 3.2

## Board Policy 19 Accumulated Operating Surplus - Revision

J. David Green, Secretary Treasurer



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## Accumulated Operating Surplus Policy

1. Attachment A: Policy 19 Accumulated Operating Surplus Draft Clean Copy
2. Attachment B: Policy 19 Accumulated Operating Surplus Draft Tracked Changes



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# Information Item Requests

Committee members may request follow-up information on previously discussed items and/or suggest possible topics for future committee meetings agendas. All requests for future agenda items will be considered by the Chair and Vice Chair at their weekly Agenda Setting meeting.

## Date and Time of Next Meeting

Wednesday, February 2, 2022 at 6:30 pm.



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Meeting Adjourned.

# Thank you.



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