
What follows is the report written by Chanelle Tye Equity & Inclusion after Chanelle Tye's facilitation of the Listening Sessions in the Spring of 2024 and notes by District Staff explaining how the Listening Session feedback was actioned as changes in the report.

This document was last updated on November 27, 2024.

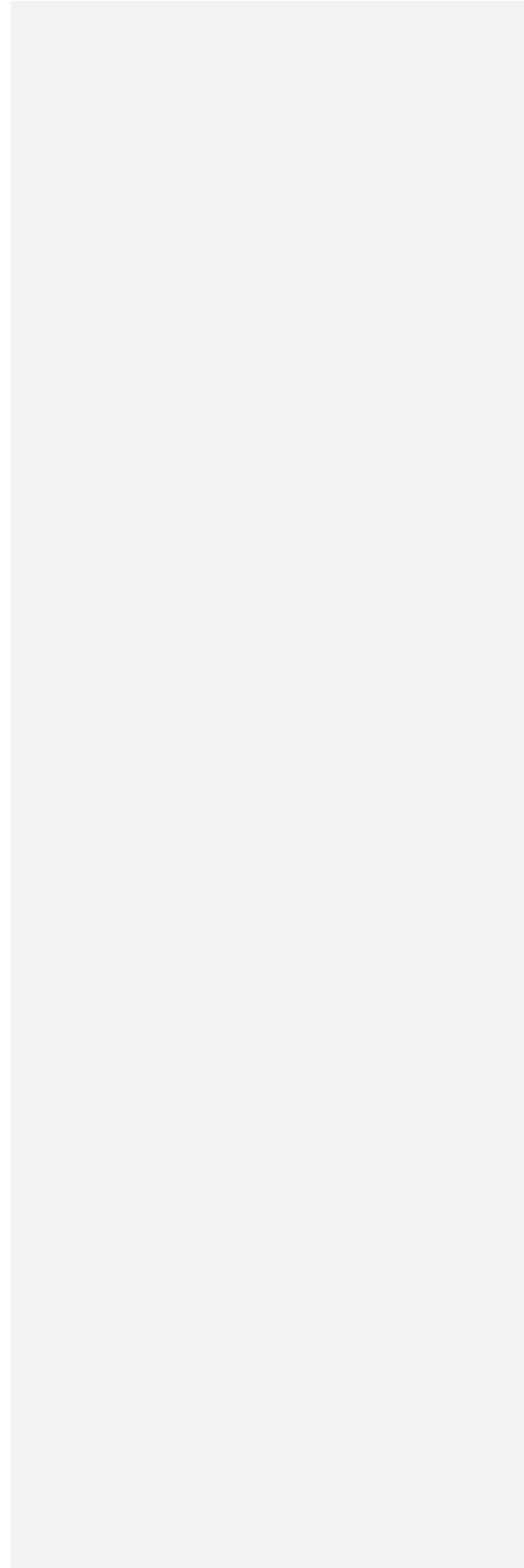


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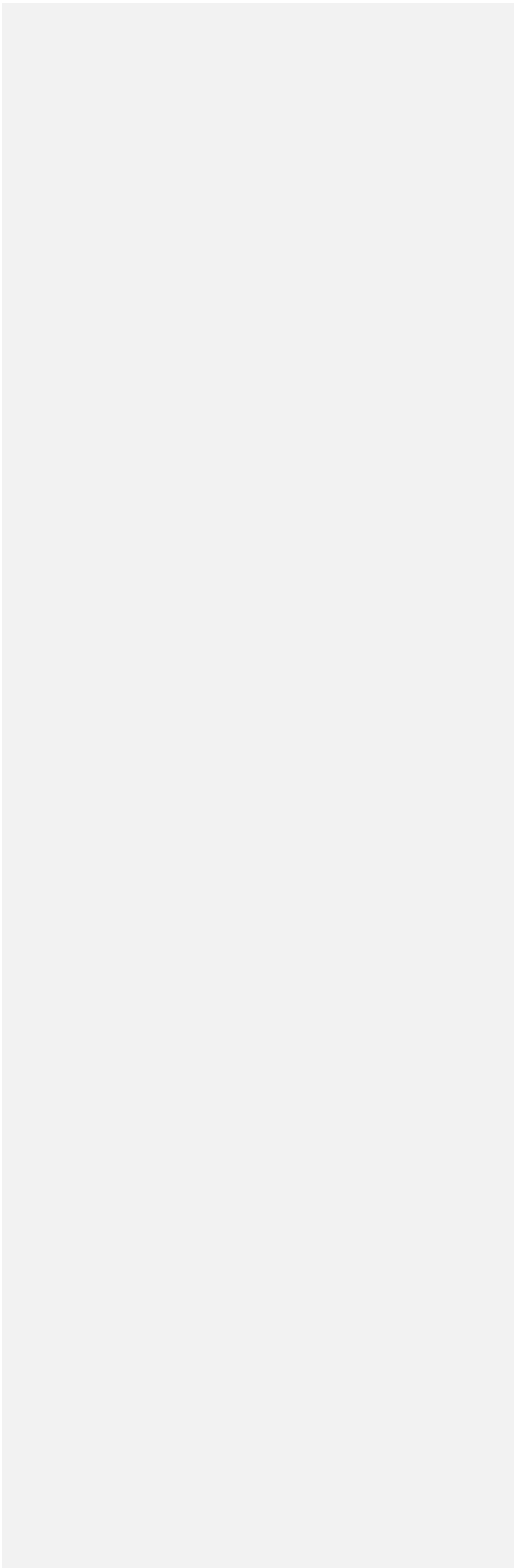
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Intro

Objective

This report presents the results of a series of listening sessions conducted by Chanelle Tye Equity & Inclusion (“CTEI”) on behalf of Delta School District (“The District” or “Delta”). It is an independent, objective, and systematic report and synthesis of the feedback and recommendations from a number of stakeholder groups within The District’s staff and parent communities regarding Delta’s draft Equity and Justice Action Plan (“The Plan”).

The report’s objective is to contribute to creating and maintaining a school district that is equitable and just for all Delta stakeholders and an Equity and Justice Action Plan that is accountable to all Delta staff, students, and families.

Summary of Equity And Justice Action Plan

A summary of the The Plan can be found below, taken from the draft preamble provided by Brooke Moore, District Principal of Inquiry and Innovation.

“Delta School District’s efforts towards honouring our commitment to equity and justice are articulated in the Equity and Justice Action Plan. The Plan is organized into eight parts to form a holistic idea of equity: conduct, physical environment, school and community relations, resources, learning, employment, student leadership, and Truth and Reconciliation. Each category has a number of objectives assigned to a district lead responsible for leading the efforts for their designated objective. These efforts are coordinated by the Educational Leadership Team and will inform our District Strategic Plan going forward. The plan will be revisited each year to ensure relevance, responsiveness, and our ongoing advocacy for human rights.

The Equity and Justice Action Plan is grounded in the foundational documents listed below. This plan is also a response to local data gathered during the *Antiracism Survey for Staff*, the *Antiracism Survey for Students*, the *Accessibility Scan*, *Student Learning Surveys*, and through commentary from 2SLGBTQIA+ students, as well as national data gathered in the Canadian *Trans and Non-binary Youth Health Survey*.

Listening Sessions

Between April and May 2024, stakeholders were invited to participate in listening sessions to influence actions for equity and justice in the Delta School District by sharing feedback about the proposed goals for the Delta Justice and Equity Plan.

In listening sessions, participants were asked to share their suggestions, recommendations, reactions, and new ideas about Delta’s Equity and Justice Action Plan. Confidentiality was

guaranteed to all participants; in an effort to encourage open and honest sharing without fear of repercussion, no directors or executives were invited to attend or were in attendance at any of the listening sessions.

The listening sessions were conducted by external consultants from Chanelle Tye Equity & Inclusion who

- Established objectives for the assessment of Delta's Equity and Justice Action Plan
- Facilitated each of the eight listening sessions
- Gathered and organized the evidence necessary to accurately represent stakeholder feedback
- Synthesized findings in relation to Delta's equity & justice objectives
- Prepared this anonymized report for The District's leaders and will make recommendations for improving Delta's Equity and Justice Action Plan and community engagement practices based on stakeholder feedback

Listening sessions were 120 minutes long and took place at East Delta Community Hall, North Delta Secondary School, and Delta Manor Education Centre. A \$100 grocery gift card was provided as an honorarium to recognize the time, effort, and vulnerability of participants. Childcare and hot food were provided to limit barriers to participation and increase culturally relevant offerings. Through district-wide all-staff emails, personnel were encouraged to choose listening sessions which aligned with their intersecting identities and/or one which aligns with their role in the district.

Stakeholder breakdown

There were three listening sessions for equity-deserving affinity groups (based on identity) and four listening sessions based on role at the Delta School District. Affinity group listening sessions were intended to provide a safe space where staff who belong to equity-deserving groups could connect in safety with others who share similar identities and lived experiences. In the case of every affinity group listening session, facilitators and note-takers from CTEI shared the lived experience of group members.

The three affinity group sessions were only for staff who have lived experience of being

- BIPOC (Black, Indigenous, People of Colour)
- 2SLGBTQIA+ (Two-Spirit, lesbian, gay, bisexual, transgender, queer, intersex, asexual)
- Disabled and/or neurodivergent

The five listening sessions organized by role were for participants who belong to the following groups

- CUPE (Canadian Union of Public Employees) members
- DTA (Delta Teachers Association) members
- DPVPA (Delta Principals and Vice Principals Association) members
- Parents
- CUPE & DTA local union executives

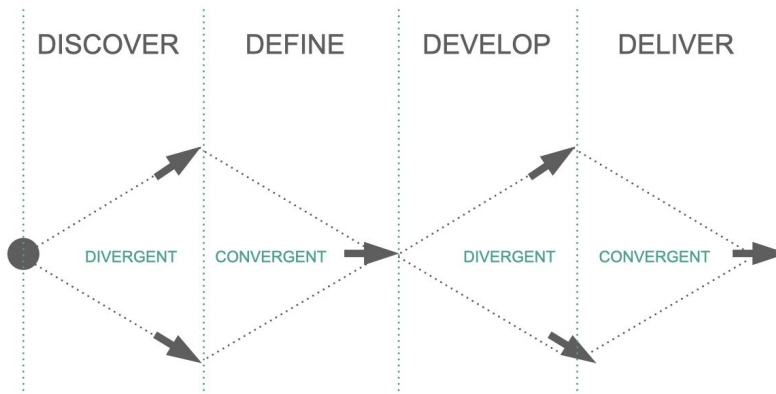
Listening groups were capped at between five and fifteen participants. Invitations were sent out widely, and there is always a certain level of attrition to be expected. However, there were major barriers to participation for CUPE members and those who identify as neurodivergent or disabled. Similarly, we saw some challenges to engaging the maximum number of DTA members and Queer staff. Stakeholders were not asked explicitly to identify as Indigenous; however, only three participants volunteered that they were indigenous to Turtle Island.

Listening Group	Maximum Spaces Available	Actual Attendees	Difference in Maximum vs. Actual Attendance
BIPOC	15	15	0
CUPE	15	3	12
CUPE/DTA Execs	15	13	2
Disabled Neurodivergent	15	2	13
DTA	15	7	8
Parents	15	10	5
Principals and Vice Principals	5	4	1
Queer	15	7	8
TOTAL	110	61	41

Recommendations for increasing participation for underrepresented groups can be found in the *Looking Forward* section of this document.

Process Design and Activities

The series of listening sessions was designed by Chanelle Tye Equity & Inclusion and used a participatory engagement approach for rapid feedback collection and idea generation. The underlying framework was an adaptation of the *double diamond* design process made popular by the UK Design Council. The standard double diamond has four phases: discover, design, develop, deliver.



For the purposes of this report and the exercise of the listening sessions, only the *discover* and *design* phases were taken up. The District is encouraged to continue to engage its stakeholders in the evolution of The Plan through the two remaining phases.

The *discover* phase of the listening sessions was intended to surface the challenges, needs, hopes, and motivations of the participants in regards to their experience of equity and justice in Delta and their choice to participate in listening sessions to engage with The Plan. Group members were invited to share in an opening circle led by a facilitator from the CTEI team who also shared a brief summary of The Plan as well as the purpose and agenda of the sessions. A note-taker from the CTEI team consolidated this information as well as written and conversational feedback throughout the entirety of each session.

In the *define* phase, participants were invited to engage with the eight categories of The Plan and each of their respective goals. In small, largely self-facilitated groups, they answered the following questions.

1. To what extent or degree do each of these goals fulfill a need you see in the district and/or support the category it falls under? What's your rationale for your answers?
2. What other actionable goals do you think belong in this category? What's your rationale?

What to Expect in this document

What follows is a synthesis of the feedback gathered from this diverse group of Delta staff and parents. In each section, the category of question will be listed along with its goals. Following this will be a breakdown of overarching, aggregate themes and hot takes with stakeholder recommendations. Hot takes capture outlier feedback organized by audience; not every discrete group had outlier feedback for each section. At the end of this report, you will find recommendations for ways forward and considerations for gathering further feedback on an on-going basis from the external consultants of the Chanelle Tye Equity & Inclusion team.

Conduct

Everyone in our buildings will uphold human rights in their behaviour, and language, and will report or deal with acts of oppression, exclusion, and hate appropriately.

The goals in this category are

- Staff will use inclusive, anti-oppressive language to honour and uphold human rights.
- Staff will identify and respond appropriately to hateful incidents, such as racism or anti-2SLGBTQIA+ behaviour, every time they occur.
- Volunteers and playground supervisors will be expected to identify and respond appropriately to hateful incidents, such as racism or anti-2SLGBTQIA+ behaviour.
- Staff will ensure all groups who use District property are aware of their duty to uphold and value all human rights.

Common Feedback

There was strong support from the majority of the groups for the inclusion of this category in The Plan. Stakeholders agreed that the spirit of the goals were noble, but there was opportunity to revise and/or refine the majority of them. Some considerations and reconsiderations regarding the Conduct goals common across most groups were a need for

- Evaluation and education of adults implicated in these goals to ensure they are indeed upholding human rights
- Creation of feedback mechanism for students, peers, and leaders to assess if human rights are being upheld by adults in The District
- Creation of accountability mechanism and paths to ensure educational leaders take up the responsibility for correcting their own behaviour and those of their charges
- Inclusion of swift trauma-informed and anti-oppressive responses to those who do not uphold human rights and a move away from purely punitive responses when human rights are not upheld
- Reconsideration of how appropriate behaviour is defined and by whom
- Recognition that appropriate responses differ based on the identities, roles, and power differentials between involved parties

Commented [1]: This is addressed in the education section.

Commented [BMoore2]: Evaluation has been added to the employment section and education is addressed in the education section.

Commented [3]: This is identified as an action in Goal B2 and the following improvements to this action are noted as follows: to illustrate and ensure the district a) welcomes feedback, b) facilitates reporting in a low-barrier and/or anonymous way, and c) will closely monitor data and responses when conduct is contrary to upholding human rights.

Commented [4]: Revised action under Goal B2 to specifically define these characteristics as necessary in such a response
1 total reaction
Chanelle Tye reacted with 🍌 at 2024-07-25 16:46 p.m.

Commented [5]: Would love to see the wording on that new goal.

Commented [BMoore6]: Added a goal to this section to ensure that codes of conduct are currently - and are reviewed in the future to be - anti-oppressive with regard to what is seen as appropriate and not appropriate.

Commented [7]: Revised action in Goal B2 to articulate the responsiveness to context in these scenarios

- Co-creation of a clear framework of what is considered inappropriate conduct and the resulting actions for all parties involved
- Reconsideration of goals that require responses to every instance of inappropriate conduct, especially considering the sometimes immeasurable emotional labour marginalized groups would face, especially if they are associated with the group to which the inappropriate behaviour or language is directed
- Inclusion of students and parents in the goals
- Revision of this section with an anti-oppressive lens which levels the hierarchy of staff roles

Commented [8]: Added as a note to Goal B2

Commented [9]: @hello@chanelletye.com: what do you mean? Like, make sure that the conduct of students and parents is addressed in the goals?
Assigned to hello@chanelletye.com_

Commented [BMoore10]: This is addressed in Goal B4

Commented [BMoore11]: Clarification on this point offered by Chanelle: For example, playground supervisors have their own bullet/goal, but they are covered under "staff" in previous goals. What I'm trying to convey is that stakeholders objected to separating staff based on pay grade or status in the hierarchy and they wanted the authors of The Plan to reflect on how to approach the plan itself with an anti-oppressive lens so that those divisions would not further discrimination.

Hot Takes

Disabled/Neurodivergent Affinity Group

The stakeholders in this group recommended including goals to ensure confidentiality in reporting human rights violations. Their main concerns centred around wanting to protect their medical history and status as disabled or neurodivergent people. There was strong support for goals that respect medical privacy and take into account the power differences between staff when reporting lack of accommodations or inappropriate behaviour.

Commented [12]: Included as note to Goal B2 and inserted qualifying language in the wording of Goal B2

BIPOC Affinity Group

Members of this group recommended the inclusion of a clear chain of support for marginalized people who have to engage in corrective action. Citing the unfair emotional labour placed on marginalized people to respond to inappropriate conduct, BIPOC members also noted that requiring an immediate or eventual response ignored the real danger they can face in reporting and dealing with human rights violations. BIPOC members also pushed for goals that outline the need for accountability from perpetrators of human rights violations.

Commented [13]: included as an action re Goal B2

Commented [14]: Could it be its own goal?

Commented [15]: included as note re Goal B2

Commented [16]: Added to wording in action to qualify the type of response required

Queer Affinity Group

Members of this group called for The District to hold parents and students accountable for the effects of their own bigotry or unjust actions. Their recommendation to The District was, like the BIPOC Affinity Group, to include the creation of a clear chain of support for marginalized staff and students. Additionally, they recommend wide and on-going sharing of Delta's two existing queer-inclusion policies, specifically the protections afforded to 2SLGBTQIA+ Delta staff, students, and families and the consequences for those who put those protections at risk.

Commented [17]: Added as an Action for Goal B

Commented [18]: added as an action for Goal in School and Community Relations section

Principals and Vice Principals

Administrators noted that goals should reflect consistent requirements and respect for human rights for all adult groups in The Plan. For example, they recommended that community groups ought to be held to the same standards as staff and should be more than aware of their duties

Commented [19]: Added to Goal B4: and the District will hold groups accountable if it is found groups are not upholding this duty.

to uphold human rights. Their proposal was that community groups sign off on a values statement that aligns with Delta's with explicit conduct, justice, and equity statements. They recommend that Delta be explicit in their refusal to rent or donate space to groups who do not actively support equity and justice or those who promote inequity for all people (including inequity for 2SLGBTQIA+ people, women and gender diverse people, disabled and neurodivergent people, racialized and indigenous people, newcomers, and other marginalized groups).

Commented [20]: added as an action item to Goal B4

They also surfaced that the goals that differentiate between staff and playground supervisors should be collapsed as they are redundant; playgroup or lunchtime supervisors are staff. They recommend offering and requiring role-specific training on the appropriate ways to respond to human rights violations to all staff.

Commented [21]: conflated these two goals and added note about role-specific training

Truth and Reconciliation

The District will contribute to an understanding of Truth and Reconciliation regarding Canada's shared history with Indigenous people to promote respectful relationships among diverse groups.

- The District will commit to the TRC Calls to Action as it pertains to Education for Reconciliation: Actions: #57, #62, #63.
- The District will commit to ongoing education, reflection, and adaptation in Reconciliation efforts.
- The District will commit to the Ministry directive of offering one Professional Learning Day per school year dedicated to Indigenous Education.
- The District will commit to equitable representation and participation in decision-making processes and leadership positions.
- The District will develop and nurture good relationships with rights-holders to continue to build trust, foster collaboration, and address shared concerns.
- Educators will uphold the Ninth Standard for Educators: Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards Truth, Reconciliation, and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit, Métis, and Indigenous people from around the world.

Common Feedback

There was support for the inclusion of this category in The Plan with the vast refinement to or addition of several goals. The majority of groups recommend the

- Removal or revising of the first goal as it is inaccessible to those who are not familiar with the TRC calls to action (i.e. "The District will commit to the TRC Calls to Action as it pertains to Education for Reconciliation: Actions: #57, #62, #63)."
- Inclusion of goals that are specific to supporting Indigenous students and families through consultation with local nations and Indigenous students attending Delta schools
- Addition of goals that state Delta's commitment to hiring, sponsoring, and investing in, and increasing the number of Indigenous staff in district, teaching, EA, leadership, and child and youth care worker roles

Commented [BMoore22]: We are keeping this goal in because it seems important to link this work directly to the TRC's calls for action, and, while this may not be immediately accessible to everyone in this larger report format, the work of communicating these goals in plain language and a more accessible format is part of the goals in the Communication section.

Commented [BMoore23]: For now this is addressed in Goal A5.

Commented [BMoore24]: This goal is addressed in the employment section and is included as an action in Goal A4

- Admission that trust needs to be established or re-established between the District and rights holders and a commitment of funds to support this form of reconciliation
- The authentic engagement of Indigenous stakeholders in the creation of the goals in this section especially
- A commitment from The District to take on the responsibility to plan mandatory, annual, district-wide Indigenous professional development for all staff with leadership from Indigenous educators
- Addition of goals that consider CUPE members' contribution to truth and reconciliation

Commented [BMoore25]: Added as a note to Goal A5

Commented [BMoore26]: This aspect of this recommendation is addressed in the Resources section.

Commented [BMoore27]: Yes. This engagement will be more possible once the council has been established.

Commented [BMoore28]: This commitment is addressed in Goal A3

Commented [BMoore29]: This plan points to the collective responsibility and engagement of all employee groups within the school district.

Hot Takes

Principals and Vice Principals

Members of this group suggest adding a goal that demonstrates The District's commitment to supporting settler teachers to embed and include Indigenous ways of being, doing, and learning. Their recommendation hinged on addressing the fear some settler communities have of making mistakes in protocol and pedagogy when teaching Indigenous ways of being, doing, and learning.

Commented [BMoore30]: This comment has been added as a note in Goal A2

Parents

Parents recommend including a goal that holds The District responsible for offering culturally-relevant education for parents about Truth and Reconciliation. This education should be low-barrier, include information that is relevant to those who were and were not educated in the Canadian school system, and provide learning opportunities to all settler communities, including newcomers. Parents suggest that goals focus on local Indigenous, First Nations, Métis, and Inuit people and not include global Indigenous populations.

Commented [BMoore31]: This comment has been added as a note to Goal A2

Student Leadership

Students will be provided with the space and support to develop their own leadership with regard to equity and justice so as to work in partnership with the District and Schools in enacting this plan.

- **E:** Students at all grade levels will be encouraged and supported in developing their leadership with regards to creating change that leads towards equity and justice.
- **F:** Schools and the District will seek to engage students in shared-leadership (as opposed to simply informing students or consulting with them) in enacting this plan (see Appendix B).
- **G:** Schools will ensure leadership opportunities are available to the diversity of the student body.

Common Feedback

There was major support from all groups to include students in The Plan. However, most groups noted that the goals in the Student Leadership category fall short of practical inclusion of all students. Notably, questions arose about how these goals will engage students with intellectual and learning disabilities and those who come from underrepresented racial and socio-economic statuses (i.e. most BIPOC identities and those living in poverty or near-poverty). There was also concern about who would be involved in selecting student leaders and what criteria would be considered to ensure truly diverse student leadership would be consulted in enacting The Plan. Group members recommend diverse representation for those responsible for recommending and engaging with student leaders.

Further concerns include The District's present inability to meet and respect the equity and justice that students and student leaders bring to the fore. For example, anti-oppressive student actions that have stalled include the creation of a Black Student Caucus and the installation of gender-inclusive bathrooms across The District. Group members wondered if budget considerations and anti-oppressive competency of educational leaders would exist to uphold the goals in the Student Leadership categories. All groups mentioned that, as adults, they support the existing goals in Student Leadership, but strongly encourage further goals to be co-created with students.

Hot Takes

Staff groups were very consistent in their feedback about the goals in this category. There are no audience-specific hot takes or recommendations to report that were not mentioned previously.

Commented [32]: added the qualifiers of "diverse" and "all levels of diversity" to goals C1 and C2

Commented [33]: added "- which could include the co-creation of additional goals to this plan." to Goal C2
1 total reaction
Chanelle Tye reacted with 👍 at 2024-07-25 16:58 p.m.

Parents

Parents, unsurprisingly, were very concerned about student experience and engagement in equity and justice in regards to The Plan. They were the major outliers in this category. Their recommendations and hot takes are

- Giving opportunities for students from marginalized groups to train for careers in which their identities are typically underrepresented (e.g. girls and non-binary students in the trades or STEM careers or Indigenous and Black students in business leadership positions).
- Reimagining how students are selected for student leadership by creating a rubric that centres historically and contemporarily underrepresented students. For example, they urge goals to include an intersectional approach that, for example, invest in not just increased BIPOC inclusion, but increased BIPOC student involvement with diverse ethnic backgrounds, gender identities, religious groups, and abilities, and sexual orientations.

Commented [34]: added "Students from marginalized groups will have opportunities to train for careers in which their identities are typically underrepresented (e.g. girls and non-binary students in the trades or STEM careers or Indigenous and Black students in business leadership positions)." as an action to a goal in the Learning section of the Plan.
1 total reaction
Chanelle Tye reacted with 👍 at 2024-07-25 16:59 p.m.

Commented [35]: Added as a note to Goal E.

Commented [36]: Also added "...and prioritize the design of leadership opportunities for typically marginalized students." to Goal G

Commented [37]: Great idea. That's a personal reaction not necessarily one that represents the stakeholders possible/ future feedback.

Learning

All staff will engage in human rights learning and training

- Staff will develop an understanding of their own personal biases and privilege as well as the dynamics and impacts of systemic structures of oppression with special attention to how this knowledge must shape their work.
- Staff will engage in anti-oppression and equity and justice learning on an ongoing basis.
- All District-organized learning events will be planned with an anti-oppression lens.
- Educators will embed perspectives and experiences of those who have been historically oppressed into their lessons in an ongoing way.
- The District will encourage and support Parent Advisory Committees and the Indigenous Family Gathering Group to engage in anti-oppression learning.
- The District commits to reviewing and learning from data sources pertaining to student learning and achievement on an ongoing basis.

Common Feedback

All group members strongly support the implementation of district-wide anti-oppression learning and training initiatives and were united in many common recommendations. All groups recommend the addition of goals which require:

- Increases in the number of paid, in-service anti-oppression professional development days for all staff, including those who belong to the following, often overlooked, groups: part-time staff, lunch-time supervisors, clerical and administrative staff, EA's
- Offerings of mandatory, on-going, regular, in-person intersectional anti-oppression training
- Provision of role-specific or role-relevant anti-oppression training
- Requirement of intensive and on-going training of directors, executives, district principals, department heads, and administrators
- Development of mechanisms to measure the success and up-take of provided learning opportunities

Commented [38]: added "Increase in the number of paid, in-service anti-oppression opportunities for all staff, including those who belong to the following, often overlooked, groups: part-time staff, lunch-time supervisors, clerical and administrative staff, EA's" as an action item for Goal D2

Commented [39]: Any mandatory options would have to be paid, so this feedback is addressed by the above feedback and revision noted - it is also addressed by the action already in Goal D2 to "develop accountability strategy"

Commented [40]: I see that connection between mandatory & paid training. What about the on-going, in-person, regular and intersectional bits?

Commented [BMoore41R40]: This is part of Goal D2

Commented [42]: added / role to the action item for Goal D3: "Develop and implement learning pathways and materials relevant to each work group / role"

Commented [43]: revised action in Goal D2 to include these two points: Develop accountability strategy (for example, learning components to occur at staff meetings or additional modules for some staff groups, etc) complete with metrics for success; include specific accountability measures for directors, executives, district principals, department heads, and administrators

- Engagement of external, BIPOC subject matter expert to (co-)create and (co-)deliver anti-oppression training
- Investment in fostering buy-in from staff, especially those who are hesitant or willfully ignorant about anti-oppression issues

Commented [44]: added as a note to Goal I

Commented [45]: This will necessarily be part of the design of the offerings.

Commented [46]: Does it need to be said in the plan somewhere?

Hot Takes

DTA/CUPE Local Executives

Members of this group strongly recommend the addition of goals pertaining to students in this section.

Commented [47]: added this as Goal N

DTA Members

Group members recommend goals that require educators to not only embed marginalized perspectives, but require accurate, respectful, culturally-sensitive perspectives of those groups. They also are strong supporters of The District engaging in good faith with the unions and professional associations who represent its personnel (i.e. DTA, CUPE, AND DPVPA) to move toward increasing the number and frequency of dedicated anti-oppression professional development days.

Commented [48]: added to Goal D4

Commented [49]: added as a note to Goal D2

Parents

Parents were primarily focussed on the learning of school educational staff. They recommend goals that support educational staff and administration in applying an anti-oppression lens to discipline for unfairly targeted groups. They give the well-researched example of BIPOC students (specifically Indigenous and Black students) being on the receiving end of more isolating and harsher consequences (i.e. suspensions, expulsions, transfers to behavioural or English Language Learner classrooms, receiving behaviour designations).

Commented [50]: added as an action item to Goal D1

Parents saw an opportunity to include more training for teachers, specifically. Parents recommend a broad understanding of anti-oppression for educators to learn how to

- Recognize mental health struggles and neurodivergence in BIPOC students, noting that these students are often overlooked for referrals to in-school supports in comparison to their white counterparts.
- Provide consistent, on-going practical support for students with learning disabilities.

Commented [51]: added as action item to Goal D1

Commented [52]: added as action item to Goal D1

Parents also recommend goals for training school-level Parent Advisory groups, the District Parent Advisory Committee, and the Indigenous Family Gathering Groups which are nuanced and sensitive to the experience and prior knowledge of marginalized parents within The District. For example, they note that anti-oppression training for these parent and community groups tend to centre whiteness or white parents and would like leaders in The District to ensure, facilitate, and/or offer trauma-informed approaches to parent anti-oppression learning initiatives.

Commented [53]: included as action item to Goal D5

Commented [54]: included as a Note in Goal D5

Physical Environment

Our learning and working environments will uphold and respect human rights.

- Buildings will be accessible to all.
- Ensure buildings are welcoming and celebrate the diversity of our larger Delta community.

Common Feedback

There was consistent support for the two goals under Physical Environment across all groups. Groups found them both to be relevant to needs that exist in The District. Recommendations common across the majority of groups include

- Revision of the title of this category to “Environment” instead of “Physical Environment” to capture the need for accessibility in a broader sense (i.e. one that considers inclusion, accommodations, and accessibility for all marginalized groups).
- Co-creation of standardized district-wide visual representations that reflect diversity of Delta to be posted at the entrance of all Delta schools (i.e. those that honour and celebrate Indigenous people, people of diverse ethnic and religious backgrounds, 2SLGBTQIA+ people).
- Creation of on-going funding from The District to support increased accessibility to building upgrades for
 - Multiple, multi-stall gender neutral bathrooms
 - Multiple accessible student and staff bathrooms
 - Accessible playgrounds for those with mobility challenges
 - Multiple wheelchair accessible entrances to schools and district buildings
 - Light and temperature sensitivities
 - supports for Deaf and hard of hearing students in large spaces (e.g. captions during assemblies, long-range audio transmitters for outdoor activities)
 - flags to represent the local Indigenous nations, Pride flags, and other flags that show support for diverse groups within and without The District’s community

Commented [55]: done.

Commented [56]: Stakeholders will be very pleased with this. 🌟

Commented [57]: added as an action under Goal F2

Commented [58]: not yet included - need more information from Finance dept.

Hot Takes

Disabled/Neurodivergent Affinity Group

Members of this group recommend that this section include a review of accommodations available to adults within the District as well as the process by which requests for accommodations are approved and by whom. Likewise, they suggest the creation of resources that clearly and accessibly inform staff of who they can go to to have their accommodations

Commented [59]: Added as Goal F3

approved. There was a palpable need from this group to be treated humanely and with respect from human resources, administration, and executives. Recommendations in this section include creating a mechanism so that accommodations will not be unreasonably denied. Further recommendations, linked to the Employment category, are that The District engage in a concerted effort to increase the number of people with disabilities and neurodivergence in the roles responsible for approving medical accommodations. This group proposed a systematic reenvisioning of how disabled teachers and educational assistants (EA's), especially, are accommodated, reassigned, or encouraged to take long-term disability leave when they would like to continue working. For example, a disabled or neurodivergent EA could be reassigned to another role, student, or school if they want to continue to work within The District. Similarly, The District could work directly with a school team to support a neurodivergent teacher who requires accommodations (e.g. to change grade levels) so they can be successful in their role.

Commented [60]: included as action for Goal F3

Commented [61]: added as a note to Goal F3

Resources

Educators will critically engage with learning resources to provide opportunities for all students with respect to human rights in their classroom learning.

- Purchasing will be considered through an equity / anti-oppression / sustainability lens (including physical accessibility).
- The District Learning Resource Committee will use an anti-oppression lens when approving purchases.
- School resource and remedy committees will use an anti-oppression lens when approving purchases.
- The District will take an equity lens to the distribution of resources across schools from socially economically diverse communities.
- Budget committee will consider the financial resources needed to enact this Equity and Justice Action Plan.
- Educators will use materials which include representation from those who have been historically oppressed.

Common Feedback

There was support for the majority of groups for the

- Creation of materials to support education for staff who will be involved in resource review and purchasing to have a consistent understanding of what constitutes an anti-oppression lens.
- Addition of goals which seek to diversify the members of purchasing, budget, resource, and remedy committees.
- Addition of goals that require anti-oppression competency to be required for those serving on the committees listed above.
- Increased equity of resource distribution among the “haves and the have-nots” in The District.
- Clarification of what it means to “critically engage with learning resources.”
- Broadening of “resources” to include more than books, films, and other forms of text.

Commented [62]: included as action for Goal G1

Commented [63]: added to Goal G2 as an action

Commented [64]: included as action for Goal G2

Commented [BMoore65]: Added as a note to G1.

Commented [66]: changed to read "engage thoughtfully"

Commented [67]: Included a note defining resources as such

- Rewording of the description of the category to include non-educators in the expectation of critical engagement since some of the goals are relevant to staff at varying levels and in varying roles.

Commented [68]: replaced "educators" with "Staff"

Hot Takes

Parents

Parents were the most obvious outliers among the groups. They did not see a need to include goals for applying an anti-oppression or equity lens to the approval and distribution of classroom resources. It is their understanding that these practices are already in full swing. However, parents recommend broadening the use of the word resources to include playgrounds and physical education supplies that are inclusive of students who have disabilities, physical or otherwise and those who have mobility challenges.

Commented [69]: done.

DTA/CUPE Local Executives

Members of this group recommend that goals include provisions to ethically source new resources (e.g. from Indigenous-owned book distributors instead of from billion-dollar multinational corporations). They also recommend that goals requiring review of existing resources be included and that these reviews be done on a systematic basis, not school-by-school or by in-school personnel.

Commented [70]: clarified the word sustainability in Goal G1: Sustainability includes the prioritizing of ethical sourced resources.

Commented [71]: Love it.

Commented [72]: added Goal G7

BIPOC Affinity Group

BIPOC members recommend including DPAC in the goals so they, too, can participate in resource redistribution from an equity-based foundation. They suggest a restructuring of PAC funds to benefit students district-wide, especially for schools whose student body has overrepresentation of families living in poverty or with trauma.

Commented [73]: not yet included as need more information re legislation re PACs

Commented [74]: Provincial legislation, you mean?

Commented [BMoore75R74]: Yes.

CUPE

Participants in this group recommend including EA's in the review and approval of learning materials. They suggest that remedy committees be reimagined with not only diversity of lived experience at the fore, but diversity of role within a school team.

Commented [76]: added as an action in Goal G2

DTA

The DTA suggests the addition of goals to increase transparency about how resources are evaluated, approved, budgeted for, and purchased and by whom. They note the need to include goals that underline the need for approvals and purchases that are trauma-informed and age-appropriate. They urge goals that speak to not only a diversity of representations of marginalized groups, but also resources that are accessible to students who have diverse learning needs and lived experiences (e.g. for those who are blind, Deaf, or hard of hearing; for those who are newcomers or refugees; for those who are BIPOC, etc.).

Commented [77]: These practices are currently the norm - however, obviously this is not known, so have added an action to Goal G2 to better communicate this process.

Commented [78]: Is there accountability for staff who choose or evaluate resources? Or pathways for corrective action if they stray from the rubric or criteria for choosing anti-oppressive/age appropriate resources?

Commented [BMoore79R78]: Added as a note to G3

School and Community Relations

The District will develop partnerships to actively work to support equity and justice for all.

- The District will regularly, and in a timely manner, communicate its stance on equity and justice to the community.
- The District will regularly communicate, to the larger community, its progress towards equity and justice goals.
- The District will engage in partnerships with those who contribute to anti-oppression.

Common Feedback

Groups supported active and regular feedback between The District, students, parents, and local First Nations regarding equity and justice stance and initiatives. They also reported high levels of approval for partnership with anti-oppression allies. Feedback common among most groups were the need for

- Swift and accurate translations of pertinent information for parents, including information pertaining to equity and justice and district or school documents
- Intersectional, culturally-sensitive communication about equity and justice understandings and initiatives within The District
- Increased accessibility for community members who do not have ready access or understanding of engaging with digital communication
- Clarification on who is being referred to as the "community."
- Increased partnerships between The District and local Indigenous nations, especially in supporting and celebrating Indigenous graduates and providing culturally appropriate learning and retention opportunities for Indigenous students

Importantly, the majority of groups also expressed high-levels of distrust in The District's current communications strategy for equity and justice. Primarily, they see opportunities for The District to move beyond surface-level commitments, photo opportunities, and praise its own anti-oppression attempts. Instead, groups would like The District to communicate with school and community members about its equity and justice failings and systemic, long-term successes to increase equity and justice for marginalized families, students, and staff. Groups wanted The District to present evidence of its innovative approaches towards inclusion, reconciliation, and decolonization.

Commented [BMoore80]: Added as an action to Goal E1

Commented [81]: revised Goal E2 to read like this: The District will regularly communicate, to the larger community and in culturally sensitive ways, its progress towards equity and justice goals.

Commented [82]: added an action to Goal P "Offer a variety of access points to communication to allow increased accessibility for community members who do not have ready access or understanding of engaging with digital communication"

Commented [83]: Added this definition of community: "Community refers to the Delta community and the broad diversity of people who are part of the Delta School District."

Commented [84]: This is part of the Truth and Reconciliation section as part of Bill 40 - the section has been revised to make this inclusion more clear.

Commented [85]: included as an action in Goal P

Commented [86]: This is included already as an action to Goal P "Educational Leadership Team to develop a timeline and metrics for regular monitoring of progress and progress reports from all Objective Leads."

Hot Takes

Parents

Parents recommend the addition of a goal that outlines The District's commitment to the on-going evaluation of its equity and justice communications. They also see fit to add goals that pledge creating opportunities for open dialogue (not one-directional information sharing) between community members and The District.

Commented [87]: added this as Goal E3.

Neurodivergent and Disabled Affinity Group

They urge Delta to take up goals that require The District to provide anti-oppression education for community members, underlining not just what The District is doing to support equity and justice, but why it is doing so.

Commented [88]: This goal is part of the community education listed in the Learning section (re PACS, etc).

Queer Affinity Group

The members of this group recommend that Delta embrace the practice of celebrating change-makers within The District and share communications to the school community that honour and name equity and justice champions within The District. For example, leaders from The District can centre those with boots on the ground who organize and plan the Pride Prom or invite and honour 2SLGBTQIA+ staff and students during the raising of the Pride flag at the district office. Likewise, they recommend the creation of an annual equity audit as one of the goals in the School and Community Relations category of The Plan.

Commented [89]: Added as action to Goal E5

Commented [90]: This action is named as part of Goal E2.

DTA/CUPE Local Executives

The flagpole issue for members of this group was The District's commitment to revamping equity and justice actions. The mentioned opportunities to make goals about decolonizing and Indigenizing student ceremonies like Indigenous graduation and other graduation ceremonies. They encouraged the addition of goals that will require community groups to prove that they uphold human rights before they can use Delta's property and facilities.

Commented [91]: These points are noted as part of the Plan in the Conduct section, the Truth and Reconciliation section, and elsewhere.

Employment

The District will develop and implement anti-oppressive recruitment, hiring, and retention practices.

- Delta will use an anti-oppression approach to recruitment, hiring, and retention practices.
- District employees responsible for interviewing and selecting personnel will demonstrate a deep understanding of their personal and often unconscious bias and work to mitigate this dynamic.
- Consider the wellness strategy and plan through an anti-oppression lens.
- Delta will design a District calendar that honours human rights (district closures and vacation time).
- Evaluations will use a trauma-informed, anti-oppression lens.

Common Feedback

There was support for investing in creating and maintaining diversity among Delta staff. Of note, nearly every group mentioned the acute need for diversity of lived experience in roles across race, gender, 2SLGBTQIA+ identity, ability, level of education, sex, and class. Notably, members flagged that goals in this section should be underpinned by strong commitments to diversify the demographics of people from custodial staff, educational staff, trades, administrators, co-ordinators, district principals, directors, department heads, and executives.

The majority of groups expressed strong support for the creation of a district calendar that honours and upholds cultural and religious diversity by adjusting current vacations and district closures to be more inclusive. However, many members expressed skepticism about The District's ability to do so within a timely manner without support from the Ministry of Education and provincial representatives from CUPE and the British Columbia Teachers' Federation.

Participants also supported anti-oppression and equity approaches to update existing evaluation processes and The District's wellness strategy. In particular, they called for goals that supported training for evaluators, a move toward staff-led growth plans, and a more humane wellness plan for staff which is culturally relevant and which has fewer limits to start and end dates for staff who need to access care.

Strong levels of disagreement were reported for the goal requiring hiring staff to be aware of their biases. Group members noted there was no accountability required or even possible for this goal. Likewise they wondered if exploring one's bias would indeed result in unlearning or acting contrary to that bias. Instead they surmise that an increase in diversity among those in

Commented [92]: Noted as needing further research re laws around preferential hiring and data collection re identity markers such as those listed here.

Commented [93]: This is included as a goal and could be partially - potentially - achieved or at least progressed by the use of flexibility for various work groups.

Commented [94]: included as an action for Goal H3

hiring roles and an increase in education about existing inequities in hiring would serve The District better in its equity and justice goals.

Commented [95]: noted as needing follow up

Hot Takes

DTA/CUPE Local Executives

The members of this group urged an expansion and revision to goals that require those responsible for hiring to investigate their own biases. Instead, they suggested that there be a concerted effort to rethink current practices so that there is a greatly increased diversity for those in hiring positions, a requirement for those in charge of hiring to recuse themselves from hiring if biases exist, and concerted efforts to recruit and retain diverse hires.

Commented [96]: The revisions I have made in this section are scant as my knowledge re employment practices is scant. I've noted the word "noted" to indicate that follow up is needed and I will be reaching out to those who know more than I do in this matter.

Commented [97]: noted as needing follow up

BIPOC Affinity Group

BIPOC members suggest the provision of on-going, accessible, day-time wellness strategies that are culturally appropriate and offered in both the North and South ends. BIPOC members report being underrepresented and misunderstood by educational leaders in the district, including administrators, co-ordinators, directors, executives.

Commented [98]: @hello@chanelletye.com included as action to Goal H2 - could you provide any examples as to what came up specifically?

Commented [99]: noted.

Additionally, BIPOC members recommend goals that require systemic overhauls to how seniority, cultural fit, and affinity bias negatively impact BIPOC and other marginalized staff populations. For example, many in this group surfaced the incredible discrepancy between the race, gender identity, gender expression, class, and sex of those who ascend through the ranks to become co-ordinators, principals and vice principals, district principals, directors, and executives. They recommend that The District commit to goals that will include provisions to protect staff who belong to under-represented and/or marginalized groups. These protections should include equity considerations for who is surplusd in teacher and EA positions, who is mentored to become administrators and other educational leaders, and those whose leaves and job share requests are approved.

Commented [100]: noted.

Plainly put, members of this group recommend the addition of nuanced goals that offer protection and security to marginalized groups who are already working in The District and those who will be hired. They note The District should include goals to greatly and quickly address the current over-representation of white, straight, upper middle class, cisgender, male, able-bodied people in district leadership positions. BIPOC members also advocate for a decrease in the over-representation of racialized, working and middle class, queer, transgender, non-binary, female, and disabled people in lower-paying, less prestigious or less secure positions. They recommend The District address the unequal distribution of BIPOC staff and educators between the North and South ends. A similar recommendation is that The District's wellness offerings be provided outside of the South end to limit barriers to BIPOC and other marginalized groups who are disproportionately based in the North End.

Commented [101]: noted

Parents

Parents suggest the inclusion of goals that guarantee an accountability mechanism for reporting and ensuring diverse hires, promotions, and retention practices.

Commented [102]: noted.

Principals and Vice Principals

Members of this group encourage specific commitments to an intersectional equity approach to diversifying staff in hiring roles as well as in leadership and school-based roles. They recommended a commitment on Delta's part to decolonize the hiring process, including rethinking the exclusive use of interviews, the use of Make a Future, and the exclusion of principals on hiring committees for their peers. Another recommendation for inclusion in the goals was a pledge from Delta to communicate its stance and expectations on equity and justice for new hires or promoted staff as well as a requirement from those same staff to the tenets underpinning The Plan.

Commented [103]: noted.

Queer Affinity Group

Members of this group suggest that additional goals be added to this category. Among these additions are a commitment from The District to make amends with historically marginalized groups who have experienced discrimination in hiring. Connected to this commitment would be a goal to create a clear path toward leadership for underrepresented, marginalized groups, including consideration for lived experience in addition to work experience.

Commented [104]: noted.

Looking to the Future

Opportunities and Risks

There was considerable interest from group members for Delta stakeholders to remain involved in the revision and implementation of The Plan. Many expressed their appreciation and relief for being given the opportunity to be heard by district leaders. Below you will find opportunities for further engagement as recommended by the CTEI team. The District risks losing buy-in and realizing true change for lasting justice and equities if it does not consider these opportunities.

Co-Design

Members were eager for The District to support the goals of The Plan with actions that are collaboratively designed with Delta stakeholders. In order for this plan to be adopted and successful, further goals and actions should represent the feedback contained in this report, invest in grassroots equity and justice initiatives, and include accountability and measurement mechanisms throughout.

Plain Language

Given the keenness of stakeholders to be involved, there is an opportunity for plain language to be used in future versions of The Plan so that more people can participate in and understand their role in Delta's commitment to equity and justice.

Building Trust

Despite the eagerness to be involved in Delta's equity and justice initiatives, there are opportunities for additional consultation with staff groups. Staff reported an ease of conversation with those who shared their identities and roles, and with the external facilitators from Chanelle Tye Equity and Inclusion. However, they expressed relief in knowing that their identities would remain anonymous. The District should re-examine its contribution to the staff's fear of repercussions from those with more power. This includes the fear of coming out to peers and leaders expressed by participants in Queer, BIPOC and Neurodivergent/Disabled Affinity groups. It also includes fear of being labelled as a trouble-maker or overlooked for career advancement for groups in a variety of roles, regardless of identity. There are numerous opportunities to commit to goals which seek to uplift and include marginalized members who feel overlooked or excluded from decision-making. These opportunities can be broadened to include all staff and, importantly, require commitment to systemic improvements to budgeting, hiring, promoting, pay equity, and working conditions.

Unheard Voices

There is an opportunity to engage with more stakeholders from a number of target groups who were underrepresented in listening sessions. Recommendations for future successful community engagement are below.

CUPE

CUPE members represented the second-smallest attendance at listening sessions despite representing a large number of employees. In fact, from all eight listening sessions, excluding the DTA and CUPE local executives meetings, only five CUPE members attended. There is opportunity in the development of The Plan and its accompanying actions to seek redress.

In future efforts to include CUPE, we recommend offering

- In-service, paid listening sessions and professional development
- Multiple sessions that take into account the diverse schedules of clerical and janitorial staff
- Plain-language, accessible, non-digital, early notice of opportunities to be involved in co-designing equity and justice initiatives or plans
- Evidence of commitment to increase the status of CUPE members throughout staff and student communities

Disabled/Neurodivergent Affinity Group

The neurodivergent and disabled listening session was the least well-attended among the eight sessions despite offering accommodations. For this group only, Chanelle Tye Equity & Inclusion offered an online listening session and guaranteed anonymity by ensuring displaying videos and names were optional for participants. The District has the opportunity to reflect on ways to increase participation from staff who are disabled and neurodivergent by partnering with local union executives and human resources to target those on medical leave with invitations to participate in equity and justice initiatives through their personal emails.

DTA

There were seven of fifteen spots taken up at the DTA listening session. Although these members made up a diverse set of voices and experiences, it may have been possible to have better attendance. The DTA listening session was rescheduled after the initial call for participants so as not to be in conflict with the DTA Annual General Meeting. However, the rescheduled date fell on layoff day. It is possible that checking in with the DTA executive and making considerations for what can be an emotionally taxing day for DTA members, especially those who have less seniority, may have increased participation.

Indigenous Staff and Parents

There was not a specific request by facilitators from CTEI for participants to disclose Indigenous identity. Only three people volunteered this information; actual numbers may be higher. Nevertheless, The District has an opportunity to engage Indigenous staff and parents in further iterations of The Plan. We recommend working closely with district staff responsible for Indigenous cultural mentorship, local Indigenous Nations, and the Indigenous Education

Department to find innovative ways to increase Indigenous community engagement. Similarly, we recommend including Indigenous students in co-designing future iterations of The Plan. Furthermore, investments in building or rebuilding relationships with local nations will only serve to make The Plan more successful in reaching its stated objectives.

Queer Affinity Group

Members of this group expressed some hesitancy in participating in listening groups due to the queerphobia they experience in their roles. Recommendations for increased participation include long-term, sustained initiatives to make amends with queer staff. This may include

- Offering principals, office staff, and educators protection from anti-queer protestors
- Ensuring educational leaders and administrators understand the toll queerphobia from parents, students, and peers have on queer staff
- Ensuring swift and humane action is taken to prevent and provide redress to queerphobic behaviour and hate speech

Investing in Research-Backed Equity and Justice Training and Strategies

The Plan makes mention of requiring Delta stakeholders (educational staff and leaders, mostly) to examine their biases and to reflect on how bias may be contributing to their professional actions. The District is encouraged to move away from bias-training which can have a negative or null impact on changing oppressive practice and policies and puts the onus of equity and justice improvements on the individual. Instead, we recommend The District investigate and invest in alternative, research-based approaches to making and maintaining systemic culture and behavioural change.

Conclusion

Delta has an incredible opportunity to effect lasting and impactful change. Chanelle Tye Equity and Inclusion encourages The District to take up the recommendations included in this report and to continue eliciting on-going regular feedback from its staff, students, and families. With continued evaluation and input, Delta is poised to take up the role of equity and justice innovators and trail-blazers among British Columbia's 60 school districts.

