

# 2024

# JUSTICE & EQUITY ACTION PLAN

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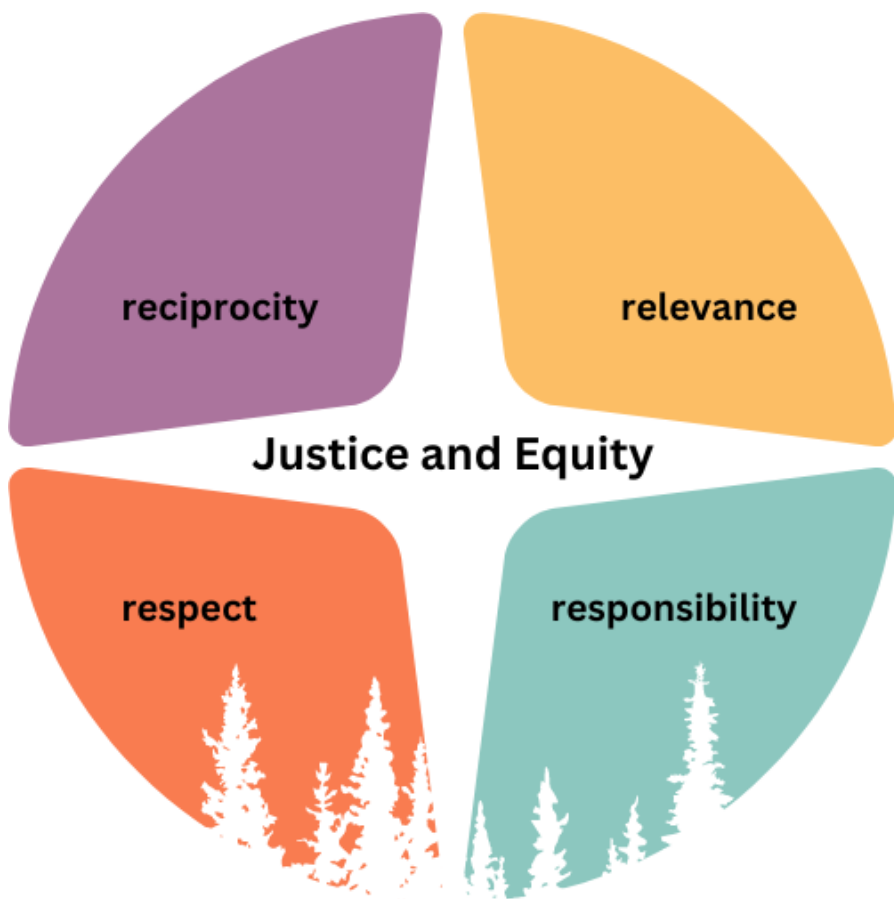
## Acknowledgement of Territory

Delta is located on the traditional and ancestral territory of the Tsawwassen First Nation and the Musqueam Indian Band and of all the hən̓q̓əmin̓əm' speaking people who have been in relation with this land since time immemorial. This Justice and Equity Action Plan begins with an articulation of our goals to further us in our journey of Truth and Reconciliation.

**Delta School District’s Commitment to Justice and Equity**

Delta School District strives to be a place where all students belong and everyone can soar. To live up to this vision, we must actively confront and dismantle systems of oppression, including but not limited to colonialism, racism, sexism, misogyny, ableism, and anti-LGBTQ2SIA+ discrimination. We acknowledge the historical and ongoing role that schooling has played in perpetuating these forms of oppression, and we are dedicated to fostering an inclusive and equitable learning and working environment where we all feel safe, respected, valued, and supported in ways that help each one of us grow and thrive.

**Delta School District commits to using the following model when considering how best to honour this commitment to justice and equity.**



This model is based on the Four R’s first articulated by Kirkness and Barnhardt<sup>1</sup> as a framework for transforming higher education systems into places where Indigenous students could “feel at home” (p. 99) rather than places where Indigenous students must adapt to the entrenched and myopic status quo. Since their writing, the Four R’s have become a model for equity-seeking change in BC educational systems and beyond. In this extension of their model, we expand the Four R’s to include the interests of all marginalized staff and students.

Respect for	Delta will be a system that respects students and staff who they are and who they are becoming.
Relevant	Delta will be a system that staff and students view as relevant to their view of the world and sense of self and community.
Reciprocity	Delta will prioritize reciprocity in all relationships and endeavour to reach out in vulnerability and curiosity to grow these relationships.
Responsibility	Delta will hold itself responsible for the quality of the educational opportunities and students’ experiences.

The visualization of this model includes the silhouette of a stand of cedars. The cultural significance of the cedar tree to many First Nations along coastal and central BC is indisputable and reaches back through time immemorial. Cedar is known as the “Tree of Life” to many coastal First Nations including Tsawwassen and Musqueam. We include it here as part of our model to ground all of this work in this Place. While we respect the lands from which all non-Indigenous staff and students come, we must first learn and respect the stories of this Place where we now learn and work. Finally, the entire visual is shaped to allude to that of a guiding star or a compass rose. Holding this model as our guide in how we go about this equity- and justice-seeking work will help us move ahead with integrity.

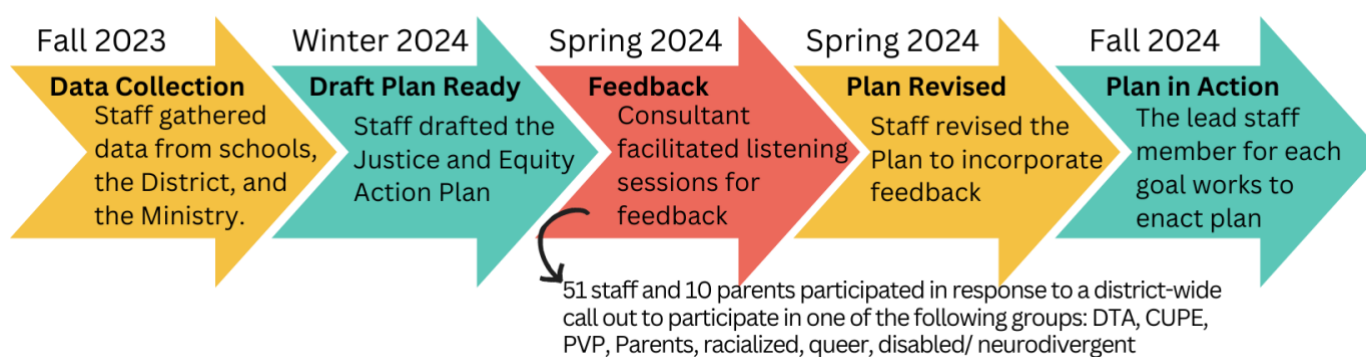
This work is expressed as action items in Delta’s Justice and Equity Action Plan, a living document meant to describe the work in terms that are actionable and transparent.

**About the Justice and Equity Action Plan**

The Plan is organized into eight parts: truth and reconciliation, conduct, student leadership, learning, school and community relations, environment, resources, and employment. Each category has a number of objectives assigned to a District Lead, the staff member responsible for leading the efforts to achieve the designated objective. These efforts are coordinated by a Board Committee and will inform our District Strategic Plan going forward. District Leads are expected to develop metrics for their goal(s) and report out to the Board Committee as to their progress. The plan will be revisited each year to ensure relevance, responsiveness, and our ongoing advocacy for human rights.

The Justice and Equity 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, commentary from LGBTQ2SIA+ students, and national data gathered in the Canadian Trans and Non-binary Youth Health Survey. Samples of this data may be found in Appendix A.

After Delta staff drafted the plan, an outside consultant facilitated listening sessions to gather feedback from various affinity groups based on identity markers and role. The consultant then wrote a report with revision recommendations based on this feedback. The consultant ensured the identity of those who attended the listening sessions was kept confidential. Staff revised the plan in response to the feedback. The plan is now presented as a final draft with the understanding that ongoing feedback will be invited and that the plan is, ultimately, a living document meant to be updated in an ongoing and transparent way.



**Foundational Documents**

<sup>1</sup> Kirkness, V. J., & Barnhardt, R. (1991). First Nations and higher education: The four R's - respect, relevance, reciprocity, responsibility. The Journal of American Indian Education, 30, 1-15 <http://www.ankn.uaf.edu/IEW/winhec/FourRs2ndEd.html> as of November 2024



This plan is grounded in the following documents:

- [BC Human Rights Code](#);
- [B.C.'s Redesigned Curriculum](#);
- BC Ministry of Education and Childcare's [Vision for Student Success](#);
- Delta's [Vision 2030; Antiracism Procedure](#);
- [LGBTQIA2S+ Sexual Orientation and Gender Identity Procedure](#);
- [Codes of Conduct Procedures for Professional Relationships and Students](#);
- [the Code of Conduct Policy for Trustees](#);
- [Truth and Reconciliation Report](#)
- [Ministry of Education and Child Care Antiracism Action Plan](#)
- [BCTF Seven Rs](#)
- [Charter of Rights and Freedoms](#)
- [Future-Ready Action Plan](#)

### Key Terms

In order to increase the clarity of this plan, the following definitions are provided. We acknowledge that these definitions may not satisfy everyone, and that these working definitions are meant to clarify the thinking in this document – not provide an inarguably correct definition.

- Ableism: Ableism refers to prejudiced thoughts and discriminatory actions based on differences in physical, mental, and/or emotional ability; usually that of able-bodied/minded persons against people with illness, disabilities, or less developed skills ([source](#))
- Anti-Oppression: describes the work done to eradicate oppression. This term can make people uncomfortable as it disrupts the false notion that oppression does not exist. Oppression does exist and anti-oppression points this out while taking a stance against it.
- Disability: A physical, mental, intellectual, cognitive, sensory, learning or communication impairment, or a functional limitation that hinders a person's full and equal participation in society when they face a barrier. ([source](#))
- Equity: Equity means fairness; people of all identities being treated fairly, even if it may appear unfair. It means ensuring that the processes for allocating resources and decision-making are fair to all and allocated in a way that supports people who may have different needs in order to access, to the best degree possible, equal opportunities. ([source](#))
- Exclusion: describes a state in which individuals are unable to participate fully in economic, social, political and cultural life ([source](#))
- Hate, acts of: Acts of hate include any speech or action rooted in racism, misogyny, homophobia, transphobia, antisemitism, Islamophobia, and white supremacy that targets a marginalized group of people ([source](#)).
- Homophobia: The disdain for gay people or people perceived as gay that leads to discrimination or hostility ([source](#))
- Justice and Equity: this term is used to describe a state of being wherein those who have been wronged in the past feel a sense of fairness and wherein all people can access what they need to thrive.
- Neurodiversity: describes a community that includes both neurodivergent and neurotypical people. Neurodivergent refers to a person whose brain or behaviour work in ways that are not considered typical. Neurotypical refers to a person whose brain and behaviour are considered typical. ([source](#))
- Oppression: A term used to describe systems, relations, or behaviors which disadvantage groups or individuals through formal institutions or informal attitudes and behaviors. ([source](#))
- Place (with a capital P): In some places the word Place will appear with a capital P. This use of capitalization is meant to denote a more expansive understanding of place, beyond mere location. When used with a capital the word Place holds the relationality between the Indigenous Peoples and the land and includes the knowledge systems that have evolved since time immemorial.
- Transphobia: The disdain for transgender people or people perceived as transgender, or fear or hatred of them, that leads to discrimination or hostility. ([source](#))

### Justice and Equity Action Plan

The Plan has eight sections. The sections appear in the following order on the subsequent pages.

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## Goals at a Glance

Section	Goals
<p><b>Truth and Reconciliation</b></p> <p><i>The District will contribute to an understanding of Truth and Reconciliation regarding Canada's shared history with Indigenous Peoples to promote respectful relationships among diverse groups.</i></p>	<p>A1: The District will commit to the Truth and Reconciliation Commission's Calls to Action as it pertains to Education for Reconciliation.</p> <p>A2: The District will commit to ongoing education, reflection, and adaptation in Reconciliation efforts.</p> <p>A3: The District will commit to the Ministry directive of offering one Pro D Day per school year dedicated to Indigenous Education.</p> <p>A4: The District will commit to equitable representation and participation in decision-making processes and leadership positions.</p> <p>A5: The District will develop and nurture good relationships with rights-holders to continue to build trust, foster collaboration, and address shared concerns.</p> <p>A6: Educators will uphold the Ninth Standard for Educators.</p>
<p><b>Conduct</b></p> <p><i>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.</i></p>	<p>B1: Staff will use inclusive, anti-oppressive language to honour and uphold human rights.</p> <p>B2: Staff and volunteers will identify and respond appropriately to hateful incidents, such as racism or anti-LGBTQ2SIA+ behaviour, every time they occur.</p> <p>B3: Schools will ensure codes of conduct are anti-oppressive and inclusive in nature.</p> <p>B4: Staff will ensure all groups who use District property are aware of their duty to uphold and value all human rights and the District will hold groups accountable if it is found groups are not upholding this duty.</p>
<p><b>Student Leadership</b></p> <p><i>Students will be provided with the space and support to develop their own leadership with regard to justice and equity so as to work in partnership with the District and Schools in enacting this plan.</i></p>	<p>C1: Students at all grade levels and all levels of diversity will be encouraged and supported in developing their leadership with regards to creating change that leads towards justice and equity – which could include the co-creation of additional goals to this plan.</p> <p>C2: Schools and the District will seek to engage diverse students in shared-leadership (as opposed to simply informing students or consulting with them) in enacting this plan.</p> <p>C3: Schools will ensure leadership opportunities are available to the diversity of student body, and prioritize the design of leadership opportunities for typically marginalized students.</p>
<p><b>Learning</b></p> <p><i>All staff will engage in human rights learning and training.</i></p>	<p>D1: 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.</p> <p>D2: Staff will engage in anti-oppression and justice and equity learning on an ongoing basis.</p> <p>D3: All District-organized learning events will be planned with an anti-oppression lens.</p> <p>D4: Educators will embed accurate, respectful, culturally-sensitive perspectives and experiences of those who have been historically oppressed into their lessons in an ongoing way.</p> <p>D5: The District will encourage and support Parent Advisory Committees and the Indigenous Family Gathering Group to engage in anti-oppression learning.</p> <p>D6: The District commits to reviewing and learning from data sources pertaining to student learning and achievement on an ongoing basis.</p> <p>D7: Students will become increasingly aware of anti-oppression ideals and practices.</p>
<p><b>School and Community Relations</b></p> <p><i>The District will develop partnerships to actively work to support justice and equity for all.</i></p>	<p>E1: The District will regularly, and in a timely manner, communicate its stance on justice and equity to the community.</p> <p>E2: The District will regularly communicate, to the larger community and in culturally sensitive ways, its progress towards justice and equity goals.</p> <p>E3: The District will create opportunities for open dialogue (not one-directional information sharing) between community members and The District.</p> <p>E4: The District will engage in partnerships with those who contribute to anti-oppression.</p> <p>E5: The District will honour and celebrate those justice and equity champions within the District.</p>
<p><b>Environment</b></p> <p><i>Our learning and working environments will uphold and respect human rights.</i></p>	<p>F1: Buildings will be accessible to all.</p> <p>F2: The District will ensure buildings are welcoming and celebrate the diversity of our larger Delta community.</p> <p>F3: The District will review accommodations available to staff and students and the process by which requests for (religious, physical, etc) accommodations are approved.</p>
<p><b>Resources</b></p> <p><i>Staff will engage thoughtfully with learning resources to provide opportunities for all students with respect to human rights in their classroom learning.</i></p>	<p>G1: Purchasing will be considered through an equity / anti-oppression / sustainability lens (including physical accessibility). Sustainability includes the prioritizing of ethical sourced resources.</p> <p>G2: The District Learning Resource Committee will use an anti-oppression lens when approving purchases.</p> <p>G3: School resource and remedy committees will use an anti-oppression lens when approving purchases.</p> <p>G4: The District will take an equity lens to the distribution of resources across schools from socially and economically diverse communities.</p> <p>G5: The Budget committee will consider the financial resources needed to enact this Justice and Equity Action Plan.</p> <p>G6: Educators will use resources which include representation from those who have been historically oppressed.</p> <p>G7: Current resources will be reviewed in accordance with an anti-oppression lens.</p>
<p><b>Employment</b></p> <p><i>The District will develop and implement anti-oppressive recruitment, hiring, and retention practices.</i></p>	<p>H1: Delta will use an anti-oppression approach to recruitment, hiring, and retention practices.</p> <p>H2: District employees responsible for interviewing and selecting personnel will demonstrate a deep understanding of their personal conscious and unconscious bias and work to mitigate this dynamic.</p> <p>H3: The District wellness strategy and plan will be considered through an anti-oppression lens.</p> <p>H4: The District will design the calendar in ways that honour human rights (district closures and vacation time).</p> <p>H5: Evaluations will use an anti-oppression, inclusive, and equitable lens.</p>

**Justice and Equity Action Plan**

<b>Truth and Reconciliation</b>	<b>The District will contribute to an understanding of Truth and Reconciliation regarding Canada’s shared history with Indigenous Peoples to promote respectful relationships among diverse groups.</b>			
Goals	Actions to be taken	Lead	Notes	
<p>A1: The District will commit to the Truth and Reconciliation Commission’s Calls to Action as it pertains to Education for Reconciliation, specifically, the actions paraphrased here.</p> <p>#57: provide education to staff on the history of Indigenous Peoples in Canada and the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights.</p> <p>#62: weave meaningful Indigenous knowledge into the curriculum</p> <p>#63: continue to invest in teacher and student capacity for intercultural understanding, empathy, and mutual respect.</p>	<p>Commit to supporting the K-12 curriculum including providing classroom resources on Indigenous peoples and Canadian history, and the history and legacy of Residential schools.</p>	<p>Directors of Learning Services</p>		
<p>A2: The District will commit to ongoing education, reflection, and adaptation in Reconciliation efforts.</p>	<p>Implement training programs or workshops to educate members of the organization about cultural perspectives, histories, and experiences, helping to break down stereotypes and biases.</p>	<p>Director of Employee Services</p>	<p>This education needs to include supporting educators who may feel fearful of making mistakes to take risks and engage anyway. This education should also include 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.</p>	
<p>A3: The District will commit to the Ministry directive of offering one Pro D Day per school year dedicated to Indigenous Ed.</p>	<p>Learning Services staff will support and model opportunities for embedding Indigenous perspectives into all professional learning events and gatherings.</p>	<p>Directors of Learning Services</p>		
<p>A4: The District will commit to equitable representation / participation in decision-making processes and leadership positions.</p>	<p>Ensure the BC Human Rights Hiring exemption is in place to provide opportunities for the employment of Indigenous people at all levels of the organization.</p>	<p>Executive/ Director of Employee Services</p>		
<p>A5: The District will develop and nurture good relationships with rights-holders to continue to build trust, foster collaboration, and address shared concerns.</p>	<p>Establish the Indigenous Education Advisory Committee with Tsawwassen First Nation and Musqueam Band. Create opportunities for community engagement with Indigenous students, Elders, Knowledge Keepers, community rights-holders.</p>	<p>District Principal of Indigenous Education/ Superintendent</p>	<p>This work should include an acknowledgement that trust between the district and rights-holders must be established or re-established.</p>	
<p>A6: Educators will uphold the 9th Standard: <i>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.</i></p>	<p>Learning Services Coordinators will engage with school based Professional Development Committees to support these efforts.</p>	<p>Directors of Learning Services</p>		

<b>Conduct</b>			
<b>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.</b>			
Goals	Actions to be taken	Lead	Notes
B1: Staff will use inclusive, anti-oppressive language to honour and uphold human rights.	District leadership will model this language and the learning that goes into it.  Staff will engage in anti-oppression and equity/justice learning (see learning section below) so as to be able to identify inclusive language.	Assistant Superintendents	
B2: Staff and volunteers will identify and respond appropriately to hateful incidents, such as racism or anti-LGBTQ2SIA+ behaviour, every time they occur.	Establish an Administrative Procedure for identifying and responding to hateful incidents in a way which is swift, trauma-informed, and anti-oppressive (not purely punitive) and which accounts for contextual variability and which holds the perpetrator accountable  Ensure the Administrative Procedure material is covered in staff training and staffs revisit it during staff meetings regularly  Establish inclusive reporting mechanism for incidents of hate that protects the dignity and anonymity of those who report. Reporting mechanism must 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.  Articulate a clear chain of support for marginalized people who have to engage in corrective action	Assistant Superintendents	gather examples from other districts submit draft to various workgroups co-create this framework to define appropriate / inappropriate conduct and the resulting actions for all parties involved. Review athletic code(s) of conduct Review Whistler Blower legislation connection Design and offer role specific training Recognize the emotional labour and safety dynamics for those in targeted groups when they are called on to deal with hateful incidents          investigate ERASE process – honour anonymity and safety of reporter ensure reporting process respects the confidentiality and dignity of persons, specifically around neurodivergence and disability process must recognize the barrier of power differences between staff members
B3: Schools will ensure codes of conduct are anti-oppressive and inclusive in nature.	Create a tool such as a list of considerations for school teams to use when reviewing and updating their codes of conduct.	District Principal of Learning Services	
B4: Staff will ensure all groups who use District property are aware of their duty to uphold and value all human rights and the District will hold groups accountable if it is found groups are not upholding this duty.	Ensure rental agreements stipulate this expectation. <i>Community groups will sign off on a values statement that aligns with Delta's with explicit conduct, justice, and equity statements and will not be permitted to use the space if they do not sign off on the values statement.</i>	Facilities Rental Manager	Possible training for theatre managers

Student Leadership	Students will be provided with the space and support to develop their own leadership with regard to justice and equity so as to work in partnership with the District and Schools in enacting this plan.			
Goals	Actions to be taken	Lead	Notes	
C1: Students at all grade levels and all levels of diversity will be encouraged and supported in developing their leadership with regards to creating change that leads towards justice and equity – which could include the co-creation of additional goals to this plan.	<p>Create a scope and sequence for this skill set.</p> <p>Identify current courses and spaces where this skill set is developed in explicit and implicit ways.</p> <p>Design a more strategic and systemic skill development pathway</p> <p>Create a new BAA Course with this objective?</p>	School P/VP as supported by District Principals	Reimagine how students are selected for student leadership by creating a rubric that centres historically and contemporarily underrepresented students. Set 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.	
C2: Schools and the District will seek to engage diverse students in shared-leadership (as opposed to simply informing students or consulting with them) in enacting this plan (see Appendix B).	Scan and review current opportunities for students' leadership and identify gaps and opportunities for areas where they could be working in shared leadership with schools and the District.	School P/VP as supported by District Principals		
C3: Schools will ensure leadership opportunities are available to the diversity of student body, and prioritize the design of leadership opportunities for typically marginalized students.	Scan and review current opportunities for students' leadership and identify gaps and areas where they could be working in shared leadership with schools and the District.	School P/VP as supported by District Principals		

<b>Learning</b>				
<b>All staff will engage in human rights learning and training.</b>				
Goals	Actions to be taken	Lead	Notes	
D1: 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.	<p>Develop onboarding training to introduce staff to relevant national and provincial laws, Provincial Ministerial directives, and District Administrative Procedures that underpin and guide the District's Anti-Oppression approach.</p> <p>Make this part of our culture and regular practice.</p> <p>Support schools in applying an anti-oppression lens to discipline for unfairly targeted groups</p> <p>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.</p> <p>Provide consistent, on-going practical support for students with learning disabilities.</p>	District Principal of Learning Services		
D2: Staff will engage in anti-oppression and justice and equity learning on an ongoing basis.	<p>Develop and implement learning pathways and materials relevant to each work group / role</p> <p>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</p> <p>Increase 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</p>	District Principal of Learning Services	Engage of external, BIPOC subject matter expert to (co-)create / (co) deliver anti-oppression training	
D3: All District-organized learning events will be planned with an anti-oppression lens.	<p>Develop and implement learning pathways and materials relevant to each work group</p> <p>When soliciting dietary restrictions, include such options as Halal, Kosher, etc.</p>	Director of Learning Services		
D4: Educators will embed accurate, respectful, culturally-sensitive perspectives and experiences of those who have been historically oppressed into their lessons in an ongoing way.	<p>Coordinators will make these opportunities explicit in their work with colleagues.</p> <p>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).</p>	Director of Learning Services	DTA Members at listening sessions 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.	



<p>D5: The District will encourage and support Parent Advisory Committees and the Indigenous Family Gathering Group to engage in anti-oppression learning.</p>	<p>Curate list of opportunities for PACs. Support partnerships between PACS. Identify budgetary supports</p>	<p>Assistant Superintendent</p>	<p>anti-oppression training for marginalized 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.</p>
<p>D6: The District commits to reviewing and learning from data sources pertaining to student learning and achievement on an ongoing basis.</p>	<p>Review student learning surveys, academic results, story data, and other data sources types</p>	<p>Assistant Superintendent</p>	
<p>D7: Students will become increasingly aware of anti-oppression ideals and practices</p>	<p>Schools will host events that teach anti-oppression ideals and practices (ex: Out in Schools, Truth and Reconciliation Walk, guest speakers and assemblies on certain issues)</p>	<p>District Principal of Learning Services</p>	

**School & Community Relations**

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

NB: *Community* refers to the Delta community and the broad diversity of people who are part of the Delta School District.

Goals	Actions to be taken	Lead	Notes
E1: The District will regularly, and in a timely manner, communicate its stance on justice and equity to the community.	<p>The District and Schools will communicate and celebrate information pertaining to community and cultural events and traditions in school newsletters. Consider translations of communications and how regularly we do this and for whom. Consider how to offer swift and accurate translations of pertinent information for parents, including information pertaining to equity and justice and district or school documents.</p> <p>Ensure this information is embedded in the District’s Strategic Plan.</p> <p>Share broadly and regularly 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</p> <p>Ensure School Plans are built to further justice and equity.</p>	Chair of the Communications Committee	<p>Refer to the calendar from the Ministry and Delta’s Important Dates calendar.</p> <p>Recognize that culturally important times are not always days but can be afternoons, fasting periods, etc.</p> <p>Consider timing and focus of concerts.</p>
E2: The District will regularly communicate, to the larger community and in culturally sensitive ways, its progress towards justice and equity goals.	<p>Educational Leadership Team to develop a timeline and metrics for regular monitoring of progress and progress reports from all Objective Leads.</p> <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</p> <p>The District will communicate with school and community members about its justice and equity failings and systemic, long-term successes to increase justice and equity for marginalized families, students, and staff.</p>	Chair of the Communications Committee	
E3: The District will create opportunities for open dialogue (not one-directional information sharing) between community members and The District.	<p>Design structures and routines where this type of dialogue can occur</p> <p>Recognize where this type of dialogue already occurs and learn from it</p>	District Principal of Learning Services	
E4: The District will engage in partnerships with those who contribute to anti-oppression.	<p>Identify appropriate partners and reach out to them.</p> <p>Foster relationships with appropriate partners.</p> <p>Monitor impact of partnerships</p>	Assistant Superintendent and Director of Learning	Develop a tool / protocol to guide this thinking

E5: The District will honour and celebrate those justice and equity champions within the District.

Invite 2SLGBTQIA+ staff and students during the raising of the Pride flag at the district office  
Profile folks doing good work in the District via social media and news items

Chair of Communications  
Committee

<b>Environment    Our learning and working environments will uphold and respect human rights.</b>			
Goals	Actions to be taken	Lead	Notes
F1: Buildings will be accessible to all.	Ensure ease of physical access and mobility throughout buildings	Chair of Accessibility Committee	Including removing clutter and other physical barriers; having priority response to elevator breakdowns; increased visual supports and automatic doors
	Ensure ease of digital access throughout buildings (such as quality Wi-Fi and access to other assistive technologies).		
F2: The District will ensure buildings are welcoming and celebrate the diversity of our larger Delta community.	Follow up on Accessibility Scan (which includes such goals as territory acknowledgements in the entrance to all schools; gender-neutral washrooms for all schools; and accessible playgrounds, for example).	Chair of Accessibility Committee	Chair will present scope of work to PVPs / Building Leads
	The District will support schools to feature a vision for positive and welcoming imagery and text from diverse communities that represent the diversity of the district in their classrooms, hallways and main entrances.		Chair will present scope of work to PVPs / Building Leads
F3: The District will review accommodations available to staff and students and the process by which requests for (religious, physical, etc) accommodations are approved.	<p>Create a mechanism so that accommodations will not be unreasonably denied</p> <p>Be clear about accommodations for staff when it comes to physical injury.</p> <p>Create a process for considering religious accommodations for staff and students.</p>	Director of Employee Services	systematic re-envisioning of how staff 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.



<b>Resources</b> <b>Staff will engage thoughtfully with learning resources to provide opportunities for all students with respect to human rights in their classroom learning.</b> NB: <i>Resources</i> refers to all materials that support learning such as books, texts, physical education supplies, films, manipulatives, and other items.			
Goals	Actions to be taken	Lead	Notes
G1: Purchasing will be considered through an equity / anti-oppression / sustainability lens (including physical accessibility). Sustainability includes the prioritizing of ethical sourced resources.	Develop an anti-oppression lens / protocol for use in reviewing purchases 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.	Director of Finance	Need to investigate equity of resource distribution among the “haves and the have-nots” in The District due to their placement in different socio-economic areas and access to more or less PAC funding based on location.
G2: The District Learning Resource Committee will use an anti-oppression lens when approving purchases.	Develop an anti-oppression lens / protocol. Seek to diversify the members of purchasing, budget, resource, and remedy committees. Require anti-oppression competency to be required for those serving on the committee Consider diversifying roles on the committee to include CUPE members such as EAs Communicate with transparency the process for purchases	District Principal of Learning Services	Build on the <u>Procedure 251</u> already in place which uses FocusED social considerations
G3: School resource and remedy committees will use an anti-oppression lens when approving purchases.	Convene a TL Resource Working Group to evaluate resources Re-evaluate current resources in classrooms	District Principal of Learning Services	Consider 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?
G4: The District will take an equity lens to the distribution of resources across schools from socially and economically diverse communities.	Refer to PAC fundraising rules and protocols	Associate Superintendents	
G5: The Budget committee will consider the financial resources needed to enact this Justice and Equity Action Plan.	Create a budget for objectives	Associate Superintendents	
G6: Educators will use resources which include representation from those who have been historically oppressed.	Coordinators will use texts from marginalized voices and populations  Learning Services will curate starter lists for educators to consider in consultation with marginalized groups	District Principals of Learning Services	
G7: Current resources will be reviewed in accordance with an anti-oppression lens.	Consider such places as Library Learning Commons and classroom libraries	District Principal of Learning Services	

<b>Employment The District will develop and implement anti-oppressive recruitment, hiring, and retention practices.</b>				
Goals	Actions to be taken	Lead	Notes	
H1: Delta will use an anti-oppression approach to recruitment, hiring, and retention practices.	Work with a consultant who has skills, knowledge, and expertise in inclusive and equitable hiring practices. Develop anti-oppressive recruitment, hiring, and retention strategy Through an equitable and decolonized process, recruit highly skilled, qualified and diverse employees while building an increasingly diverse workforce.	Director of Employee Services	Coordinate with educational endeavours listed above	
H2: District employees responsible for interviewing and selecting personnel will demonstrate a deep understanding of their personal conscious and unconscious bias and work to mitigate this dynamic.	Staff who hire others will engage in anti-oppression learning specific to the hiring process Consider pathways to leadership and how more staff can see themselves on those pathways. Encourage, support, and empower employees through professional learning, mentoring, networking, and leadership development opportunities.  Develop anti-oppressive, inclusive, and equitable hiring protocols	Director of Employee Services	Coordinate with educational endeavours listed above	
H3: The District wellness strategy and plan will be considered through an anti-oppression lens.	Make the relationship between discrimination / marginalization and lack of wellness known in the District's wellness plan  Provide wellness resources tailored to the diversity of employee needs Provision of on-going, accessible, day-time wellness strategies that are culturally appropriate and offered in both the North and South ends	District Principal of Employee Services		
H4: The District will design the calendar in ways that honour human rights (district closures and vacation time).	Calendar Review Committee will explore opportunities to maximize flexibility for employees to honour chosen celebration periods  Create greater awareness of culture events calendar	Assistant Superintendents	Consider impact of students, families, and staff. Consult the inclusive calendar from the Ministry. Review Collective Agreements	
H5: Evaluations will use an anti-oppression, inclusive, and equitable lens.	Develop an inclusive and equitable evaluation strategy Connect to Collective Agreement	District Principal of Employee Services		



# THE BASICS: SCHOOL AND STUDENT DATA

Delta School District strives to be a place where equity and inclusion are the norm so that all students may thrive. In the 2022-2023 school year, Delta School teams completed an accessibility checklist to determine successes and challenges with regard to accessibility to the buildings. Below is a summary of the findings followed by the most recent data from the Student Learning Survey and PowerBI Transition Report.

## SCHOOL ACCESSIBILITY



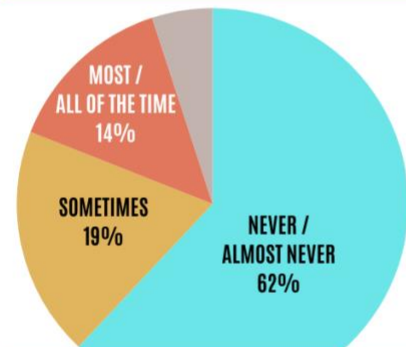
**Elementary Schools**  
 clutter-free hallways  
 flexible spaces  
 welcoming murals and artwork  
 variety of lighting and seating options

**Secondary Schools**  
 clutter-free hallways  
 student and staff engagement

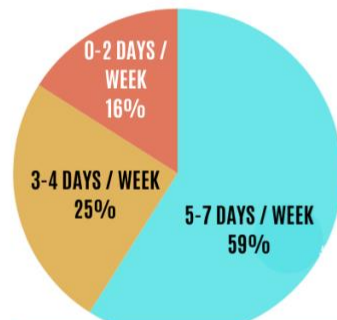


**Across All Schools**  
 push buttons at more building entrances  
 visible celebration of diversity  
 gender neutral and accessible washrooms  
 lighting and sound options  
 high visibility curb and other exterior markings  
 replace door knobs with door handles  
 touch-free toilets, sinks, fountains

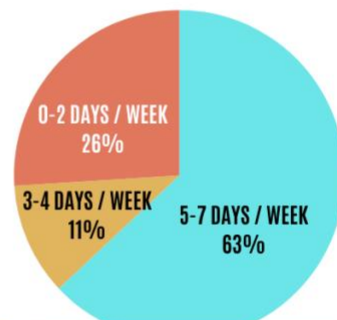
## STUDENTS' FOOD AND FUTURES



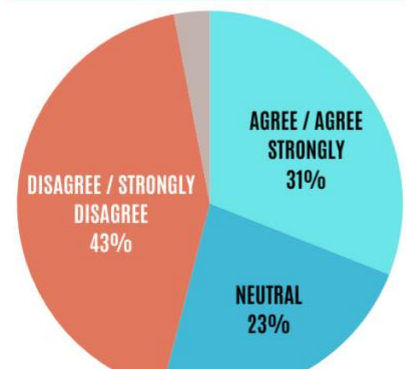
I AM OFTEN HUNGRY BECAUSE THERE IS NOT ENOUGH FOOD TO EAT



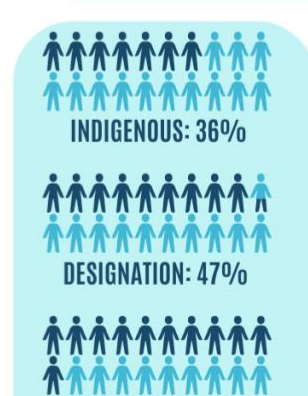
I USUALLY EAT FRESH VEGETABLES



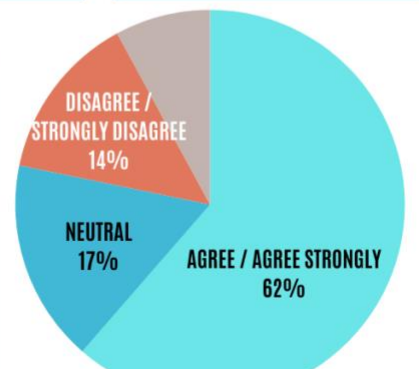
I USUALLY EAT BREAKFAST



GRADE 10 AND 12: I AM SATISFIED THAT IN SCHOOL I AM LEARNING BASIC SKILLS FOR THE FUTURE.



TRANSITION TO PSI AFTER GR 12



GRADE 4 AND 7: I HAVE AN IDEA OF WHAT I WANT TO DO WHEN I GROW UP

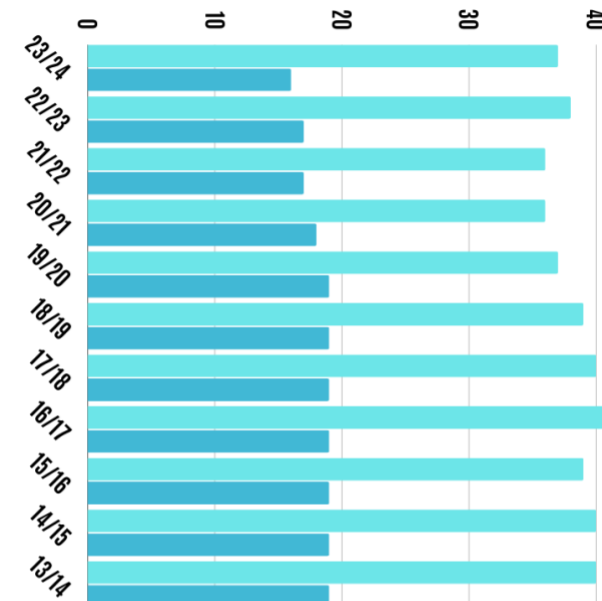
REFERENCES PowerBI and the Delta Schools Accessibility Survey



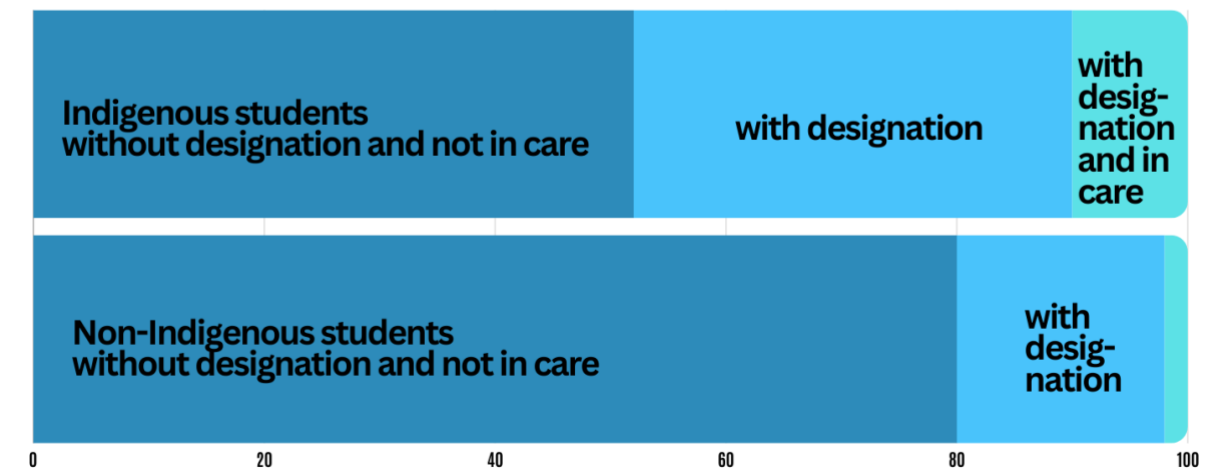
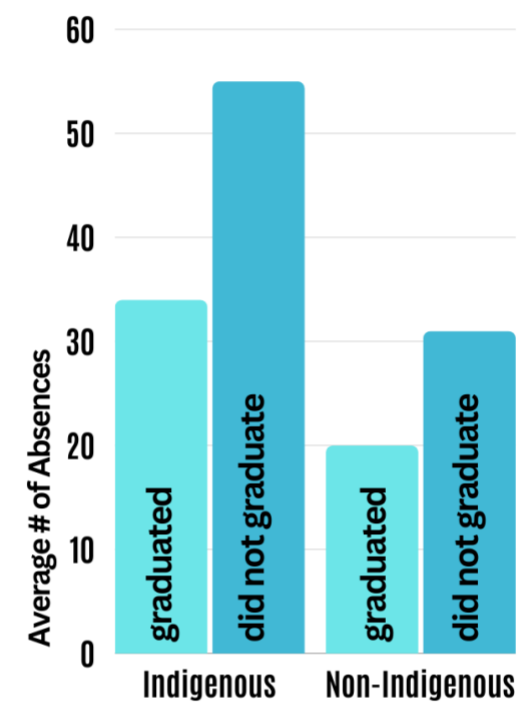
# POINTS OF INTERSECTION WITH INDIGENEITY

Delta School District strives to be a place where equity and inclusion are the norm and Indigenous ways of knowing and being are embraced, so that all students may thrive. Here are some data points regarding some nuance in this journey thus far.

## BIG PICTURE NUMBERS



On average, Indigenous students are twice as likely to have a designation.



**on average** 97.6% of all Residents graduate. 96.2% of all Indigenous Residents graduate. 64% of All Resident Grads graduate with honours. 39% of All Resident Indigenous Grads graduate with honours.

REFERENCES PowerBI. Accessed on December 7, 2023.



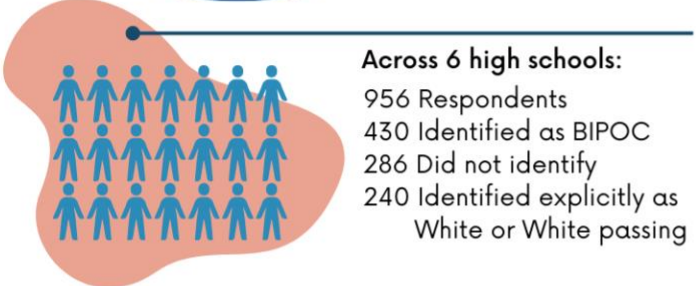
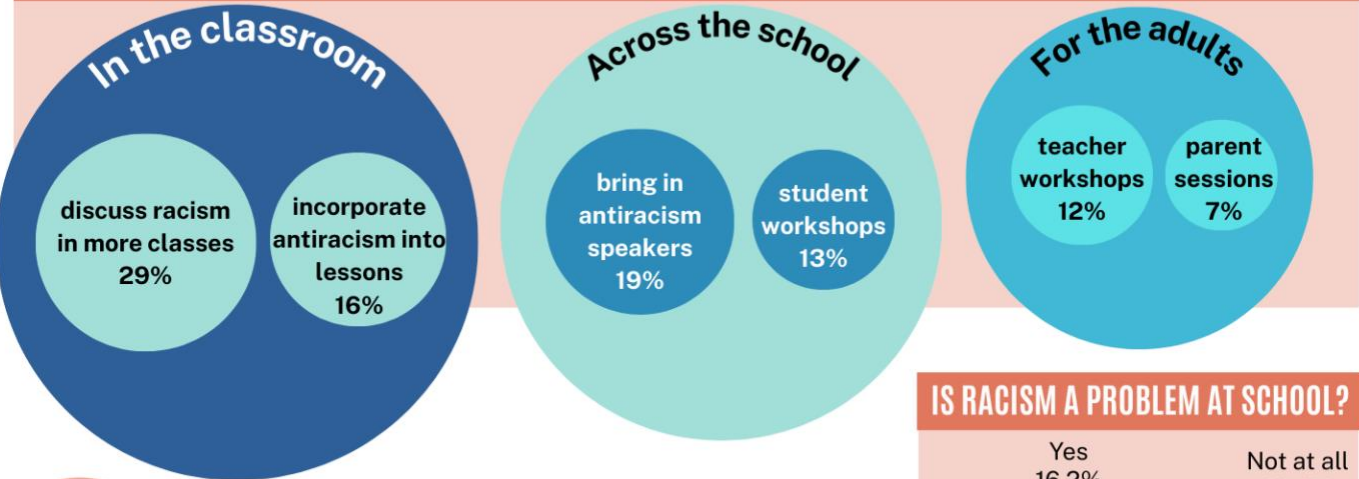
# ANTIRACISM SURVEY DATA: STUDENTS

The Delta School District strives to be a place where all staff and learners can flourish. In the Fall of 2021, school teams gathered baseline data to inform antiracism work. Here is a summary of their findings.

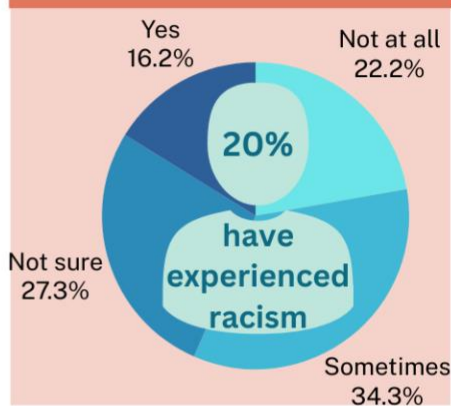


## WORDS STUDENTS USED TO DEFINE RACISM; FOCUS IS ON INTERPERSONAL RACISM

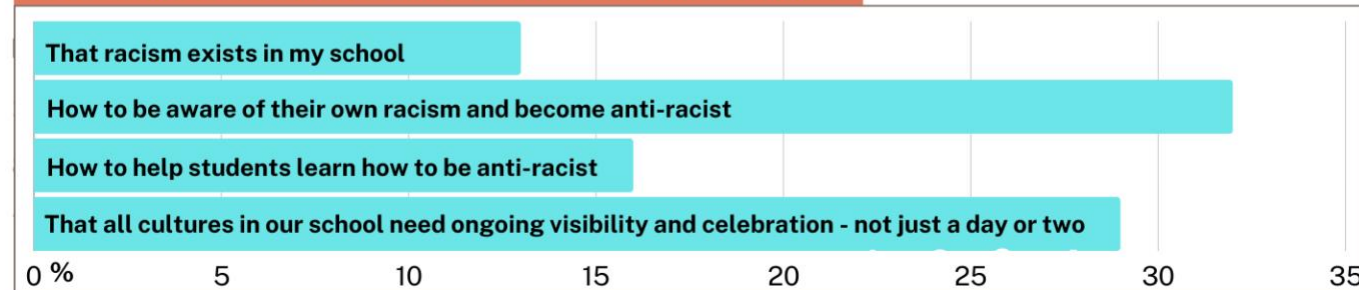
## TOP 3 THINGS OUR SCHOOLS COULD DO TO BE MORE ANTIRACIST



## IS RACISM A PROBLEM AT SCHOOL?

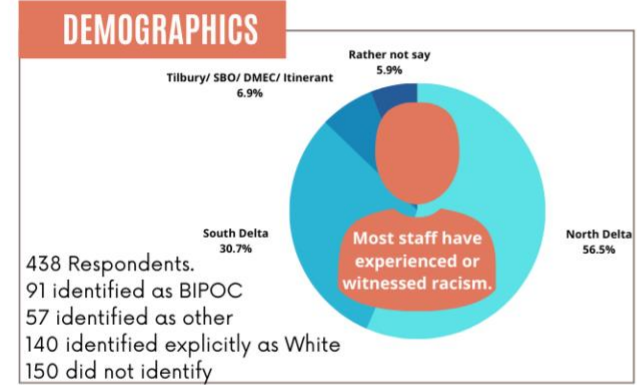


## THE #1 THING I WANT ADULTS IN MY SCHOOL TO KNOW ABOUT THIS IS



# ANTIRACISM SURVEY DATA: STAFF

The Delta School District strives to be a place where all staff and learners can flourish. In the Fall of 2021 the District Antiracism Committee sent out a survey to staff to gather baseline data and to inform antiracism work. What follows is a summary of the findings and a commitment to next steps.



### EXPERIENCES

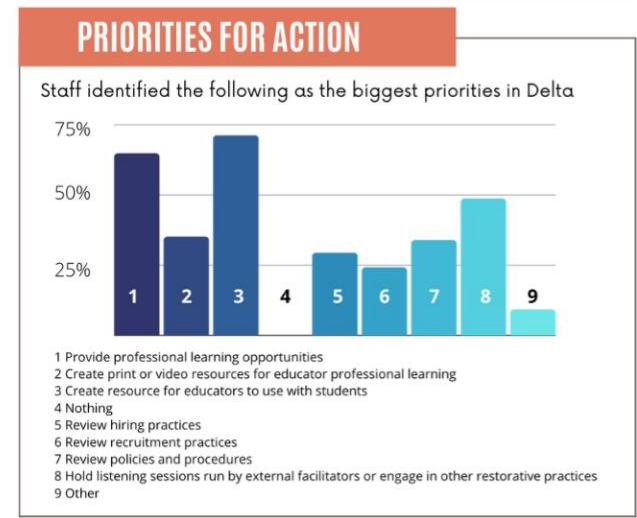
Racism in Delta exists on an individual and systemic level.

**Individual**

- embedded in language, jokes, assumptions, and beliefs
- graffiti
- feeling unsafe in staffrooms / shared spaces

**Systemic**

- embedded in curriculum / resources
- themes of school concerts / assemblies / celebrations
- lack of BIPOC representation in leadership
- fundraising norms
- over-designation of Indigenous students in specific categories
- calendar prioritizes certain cultures
- definitions of success
- meeting structures and norms



### CONCLUSIONS

These findings and the personal stories shared in the survey show that racism hurts everyone, even those not affected directly. When people do not feel safe at work they cannot bring their full skills and gifts to their work and we all lose.

Quote: "Comments in the staffroom and in meetings about 'those people'. Pushback towards initiatives and professional development related to BIPOC."

Intention matters but impact matters more. The more self aware we can be, the more we can contribute to a safe & inclusive environment.

Quote: "I witness mostly microaggressions and colonial language and behaviours that may not be recognized by the perpetrator. I am also engaged in rooting this out in myself, so I need to acknowledge that I also have been a perpetrator."

It is not enough to be not-racist. We must strive to be antiracist. Being antiracist means educating ourselves and challenging ourselves to take action against racist systems, structures, and behaviours.

Quote: "'Neutrality' is often used as a tool or tactic to muzzle any kind of tangible or actionable discourse on racism. If we are deemed 'too political,' the conversation is 'shut down' or eschewed in favour of a more palatable envisioning of 'diversity and inclusion,' which essentially amounts to a hollow performance of social justice."

**Respondent**

A lot of the racism that happens in Canada is below the surface. It comes out in words we say around the dinner table and in some of the words we choose when we speak about people who identify as BIPOC with our friends and colleagues. And maybe sometimes it's about what we AREN'T saying even more than it is about what we ARE saying.

**Respondent**

Antiracism is essential to Delta's future success.

### COMMITMENT TO ACTION

The Delta School District, in consultation with the Antiracism Committee, commits to

- Uphold Delta's Antiracism Procedure #354 ([link here](#))
- Educate all staff members about the Antiracism Procedure and their duty to uphold it
- Engage all staff members in learning about antiracism
- Inquire into hiring practices and recruitment so as to be antiracist
- Establish a communications strategy and workflow for recognizing significant days/months and cultural celebrations
- Support each work site in becoming more antiracist
- Require the District Learning Resources Committee to use an antiracist lens
- Champion and develop structures that work towards equity and inclusion as the norm

REFERENCES  
District Antiracism Committee. (2021, Fall). Antiracism Staff Survey [electronic form]. Delta School District.



# SEXUAL ORIENTATION & GENDER IDENTITY DATA



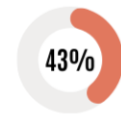
Delta School District strives to be a place where well-being and mental health flourish and learners feel deeply engaged and connected, so that all students may thrive. Delta currently does not survey for SOGI data. Here are some national data points regarding some nuance in the national journey thus far.

## CANADIAN TRANS AND NON-BINARY YOUTH HEALTH SURVEY

In 2019, a total of 1,519 youth from every Canadian province / territory took part.



I am currently living in my felt gender all of the time; most of us do not have our felt gender identity on our ID /records.



43% of us missed out on physical health care we needed within the past year.



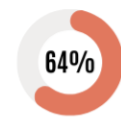
71% of us did not get mental health services when we needed them within the past year.



63% of us experience severe emotional distress



28% of us reported being physically forced to have sex when we did not want to.



64% of us have self-harmed or seriously considered suicide within the past year



70% of us have been discriminated against.



5% of us in BC are more likely to live in a group home.

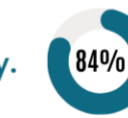


**74% of us avoid public washrooms. 26 out of 31 Delta Schools need their first gender neutral washroom or improved access to gender neutral washrooms.**

School staff expect me to do well.



My teachers treat me fairly.



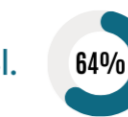
My teachers care about me.



I'm happy at my school.



I feel safe at school.



I feel like part of the school.



### COMMITMENT TO ACTION

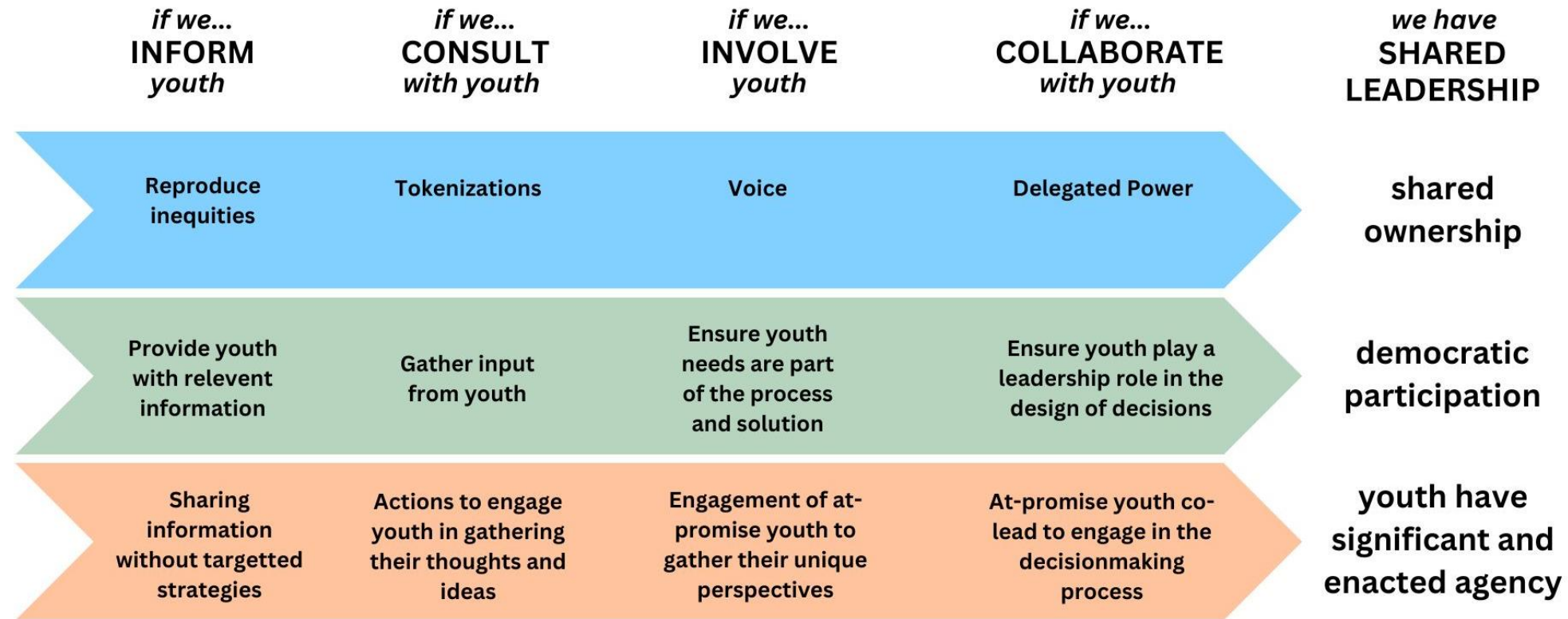
Procedure 353 commits Delta Staff to a ongoing education for staff & students, holding us accountable to protecting LGBTQIA2S+ rights and including representation in materials in addition to the following:

- Uphold the code of conduct and deal appropriately with any anti-LGBTQIA2S+ incidents
- Establish a communications strategy and workflow for recognizing significant days/months
- Ensure at least one gender neutral bathroom is at each site.
- Ensure hiring staff is trained to enhance their sensitivity to human rights issues.
- Create supportive environments for LGBTQIA2S+ staff & students.

**REFERENCES** Delta Schools Accessibility Survey. 2023. Taylor, A.B., Chan, A., Hall, S.L., Saewyc, E. M., & the Canadian Trans & Non-binary Youth Health Survey Research Group (2020). Being Safe, Being Me 2019: Results of the Canadian Trans and Non-binary Youth Health Survey. Vancouver, Canada: Stigma and Resilience Among Vulnerable Youth Centre, University of British Columbia.

**Appendix B**

Model of Shared Leadership Noted in Student Leadership Section



Adapted from Ngieng, N. J. (2023). The Amplification of “At-Promise” Middle School Student Voice to Foster School Success. The Organizational Improvement Plan at Western University, 368. p. 64. Retrieved from <https://ir.lib.uwo.ca/oip/368>.