New Westminster Schools

Overview

N   S   – SD40 ("   D   "   )
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                        , B
                D   A   –R
P   . I   ,   D

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      - 4
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      - 797
            .
  - 48
            .
      - 19
            .

Li itations

- T   ,   –   ,
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                                    E   . T
                              T

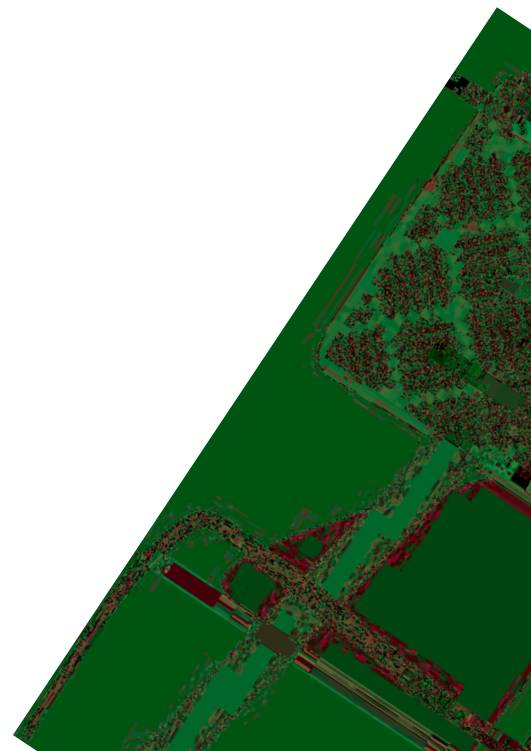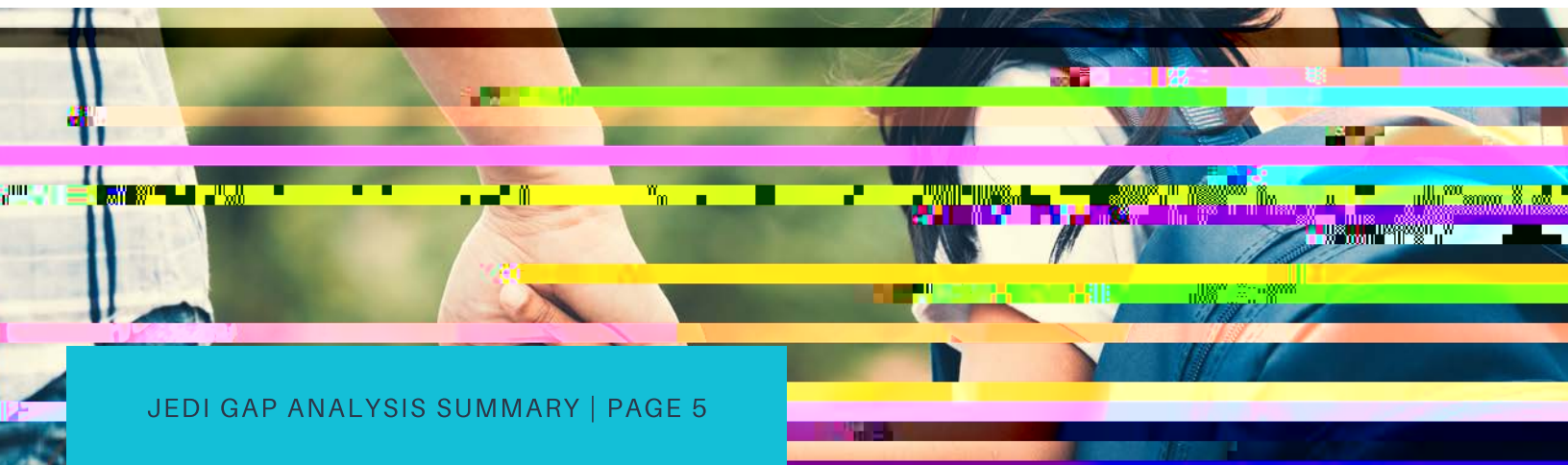# Key terminology

C   ,   N   L   T   013,   . R

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                                                                                                                           ,

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                                                                                                            . B

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                        1   KK   –

                                        . C   –   .

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P '   . K   ,

.L '   , I.E. P   :

P____   LGBTQIA S+   ,   ,

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LGBTQIA S+   ,   ,

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LGBTQIA S+   ,   '

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UNCONSCIOUS BIAS

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PART ONE

Students

De o rap ics

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WHO RESPONDED?

4 , , . T
,
5% .

ETHNICITY

(31.3%),
E A (.5%), S A (10.4%).
I '
(8.8%), B (7.0%), I (. %).

GENDER IDENTITY AND SEXUALITY

A – (95.7%),
– (34.7%). I
–
(.5%), (0.7%). S ,
(71.8%),
(1 .9%).

LANGUAGES SPOKEN

R

E
(61.1%), '

D .

RELIGION

J

C   (18.7%), C
(11.9%),   S   (10.7%).

Prefer not to
5.4%
Sikhism
10.7%
Agnostic
7.1%
1.7%
Catholicism
11.9%
Christianity
18.7%
No Religion
37.7%
Hinduism
2.4%
Islam
3.9%
Judaism
0.5%
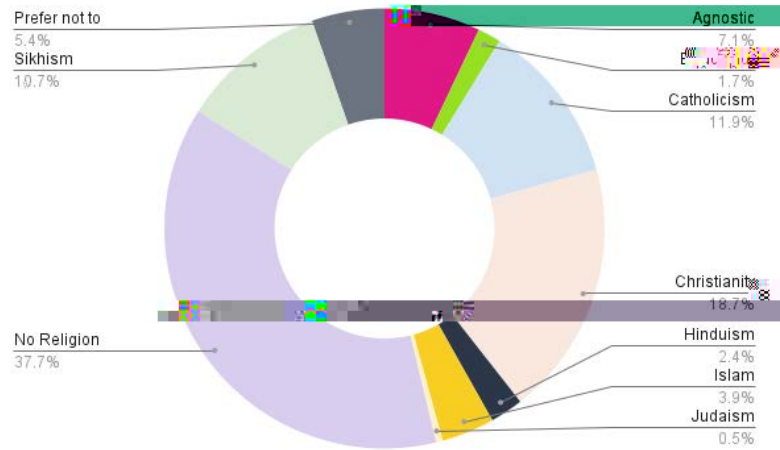
MENTAL ILLNESS

Do you live with any mental illness (formally diagnosed or undiagnosed)?

Prefer not to answer
12.2%

No
63.5%
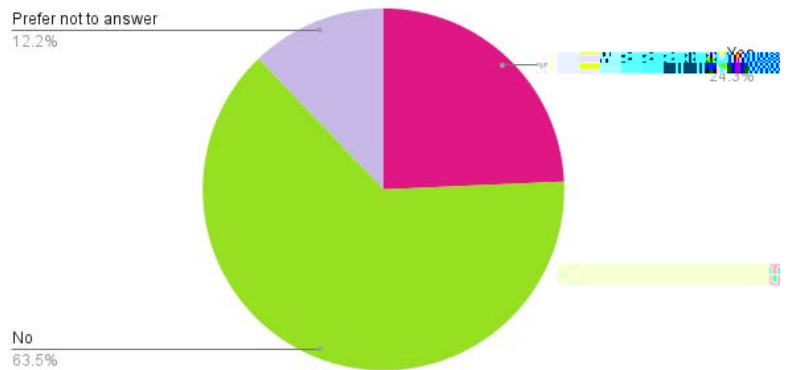
MENTAL AND/OR PHYSICAL DISABILITY

(85.8%),

(1%)   (13. %).

NEURODIVERGENCE

A

(78.3%),
(13.1%),
(8.6%).

100.00

75.00

50.00

25.00 — 27.08

2.14 1.66 5.23 4.99 18.05

0.00

Rating Scale
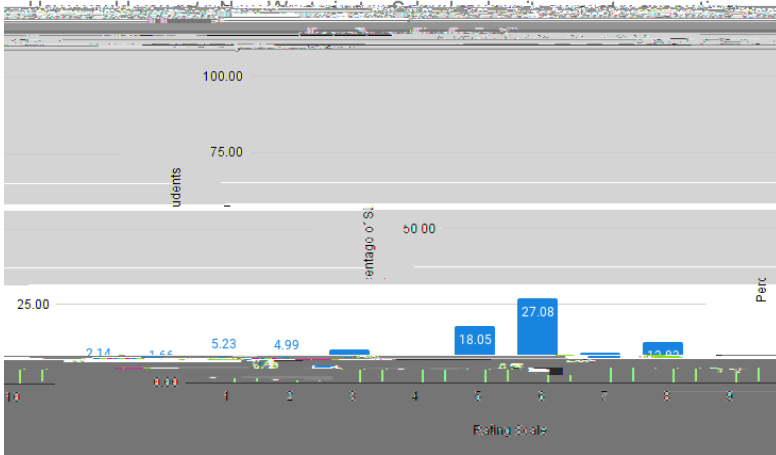
N   S

+75%   N
6

NEW WESTMINSTER CORE VALUES EXAMINED

New W... nt, equity, inclusion, innovation and integrity. Do you see these values... schools?

Prefer not to answer
12.8%

Some
7.7%
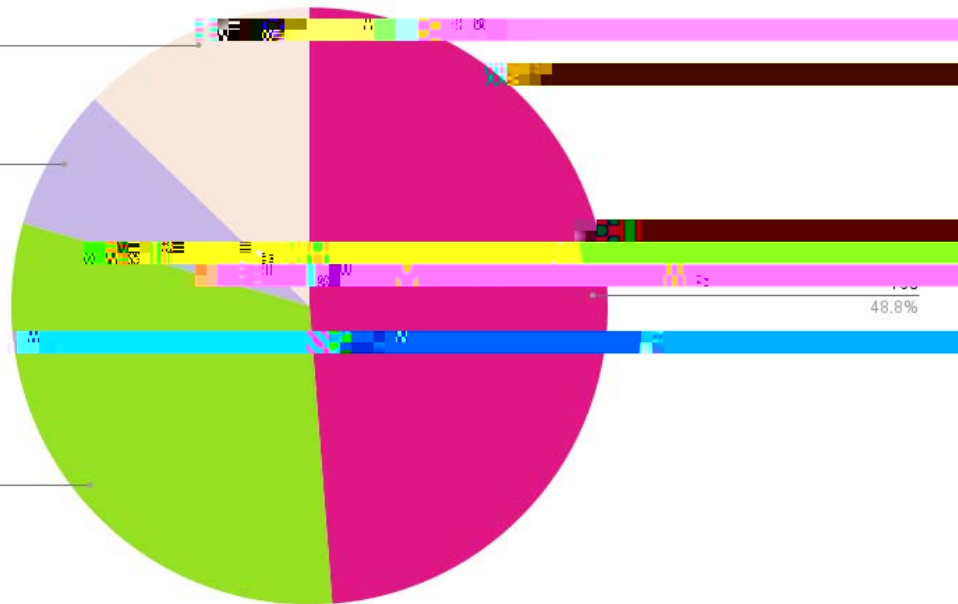
48.8%

No
30.7%

T   N

. A

Inclusion and Belon in

F

N   S

New Westminster Schools values collaboration   Purposeful and meaningful engagement is prioritized

54.9

48.1

26.8   25.0   26.9

18.0

0.0

Incidents

C   ,
                                                                                    . I
                              ,   '   '
                                                                    .T
                              .
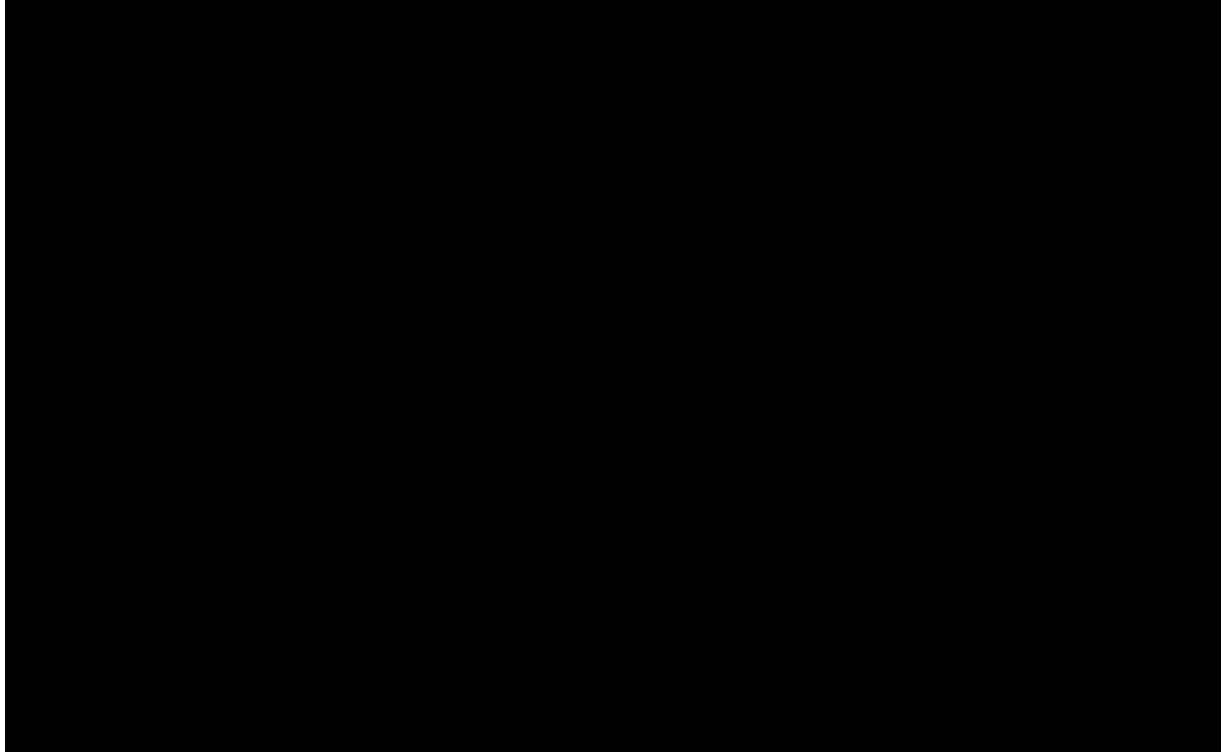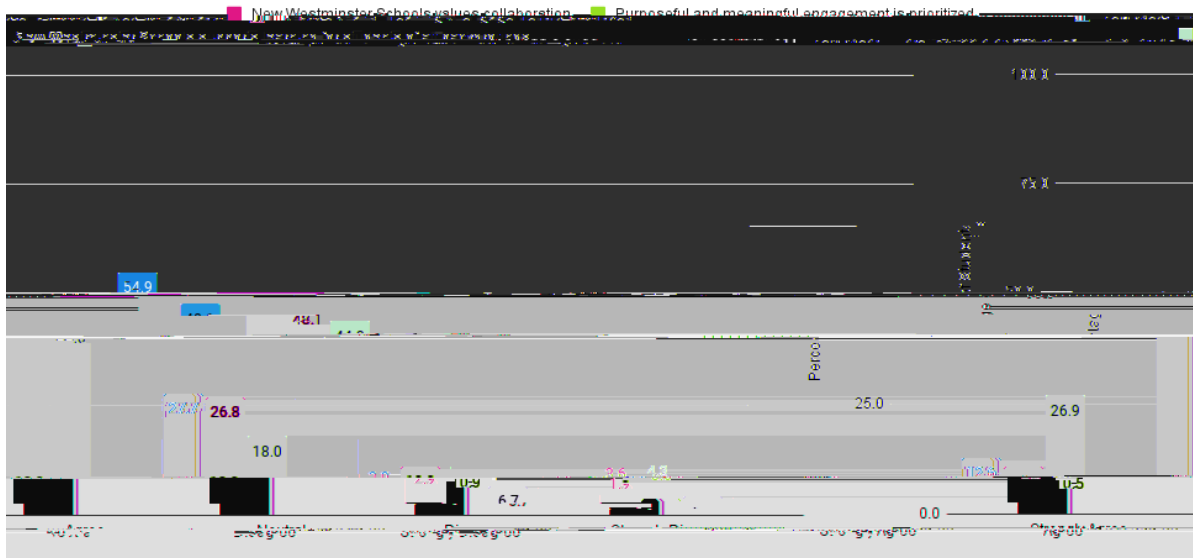
PART TWO
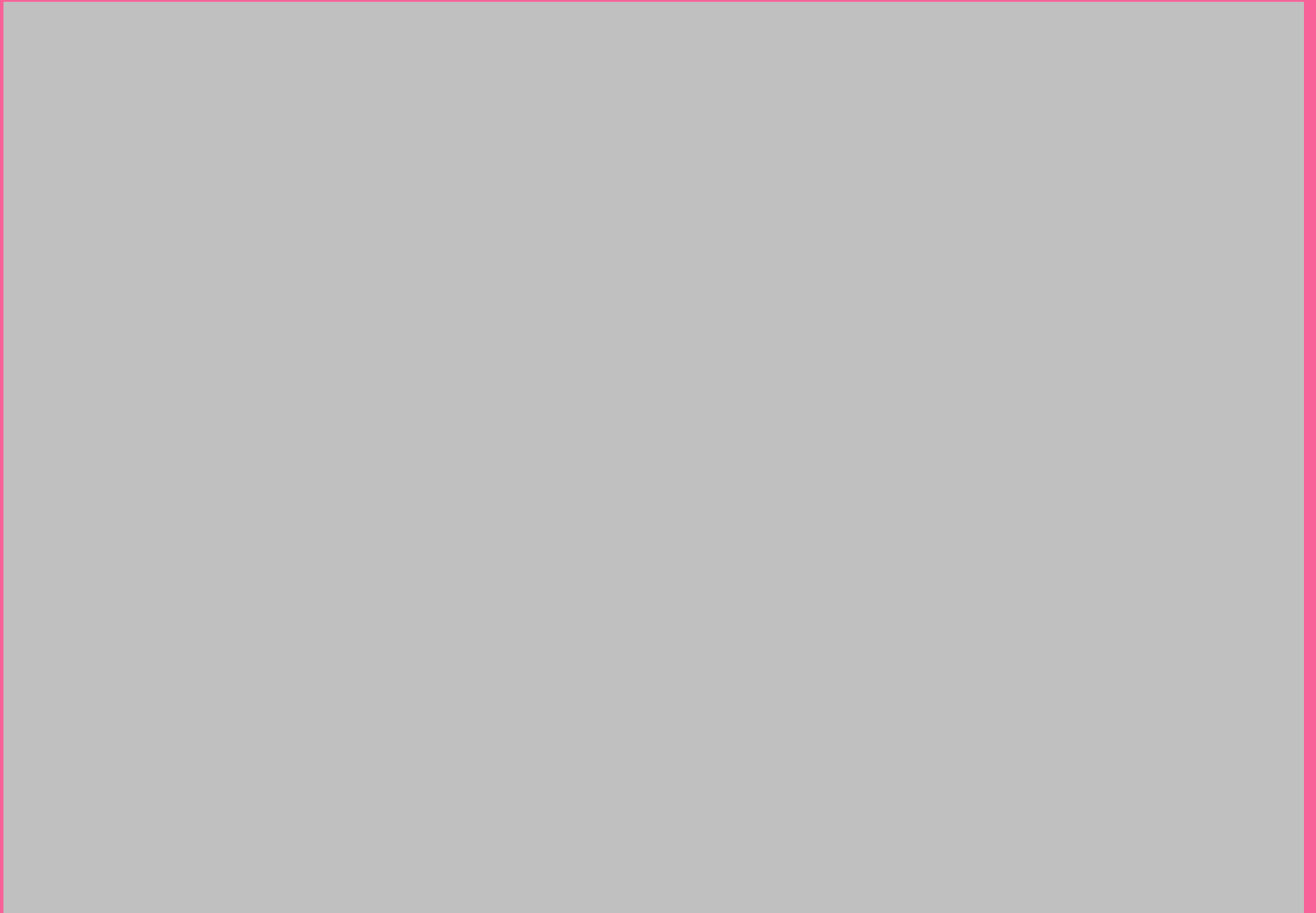
Staff

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S   D   ,
                                          .

HOW LONG HAVE THEY WORKED HERE?
T   '

,G   ,   4   +

RELIGION

,

.

Primary
10.4%

Sikhism
5.4%

No Religion
32.9%

Judaism
0.8%

Buddh
2.1%

C
12.1%

6.7%

Christianity
22.9%

Hindu
2.1%

Islam

*T   1.3% I   .

LANGUAGE
R

E

(8 .1%),

.

Cantonese
2.3%

Spanish
1.1%

Tagalog

Punjabi
4.2%

French
2.7%
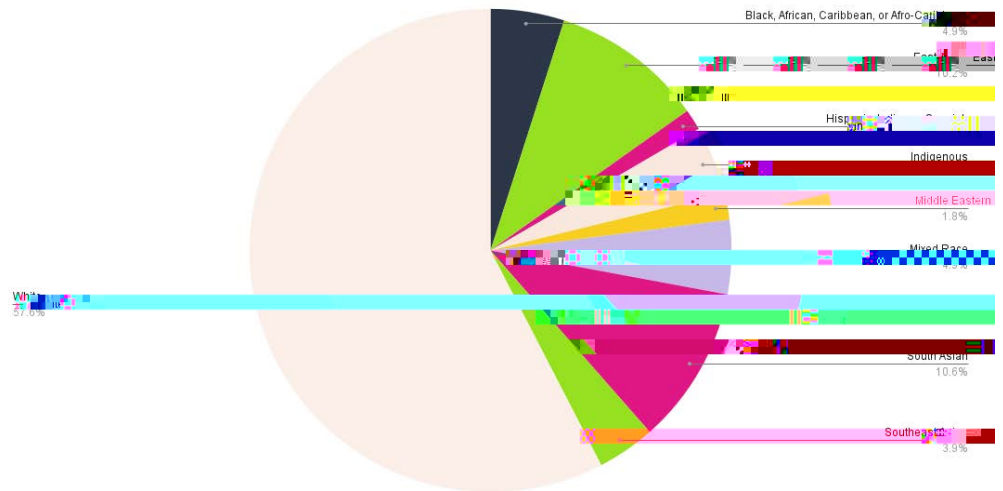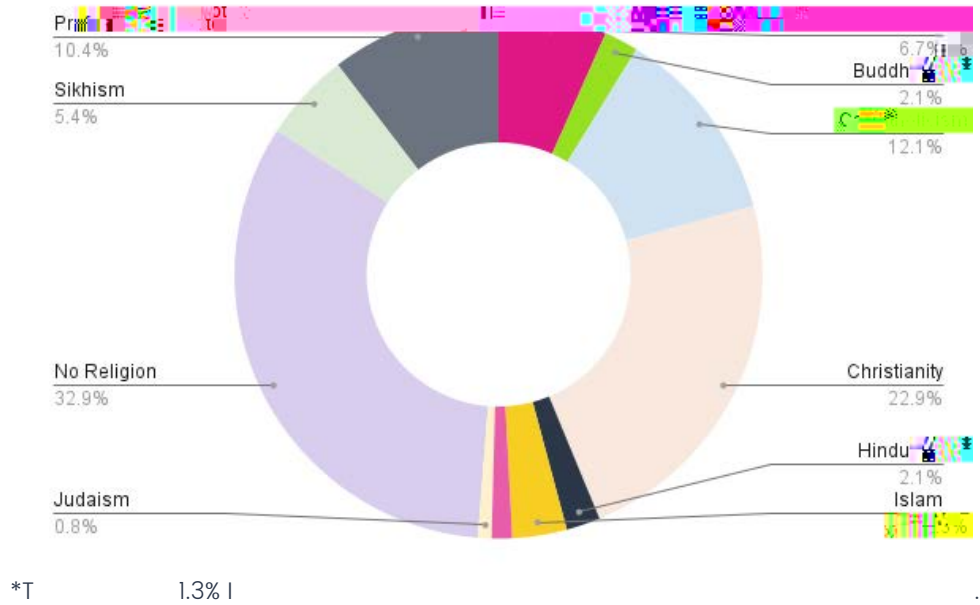
English
82.1%
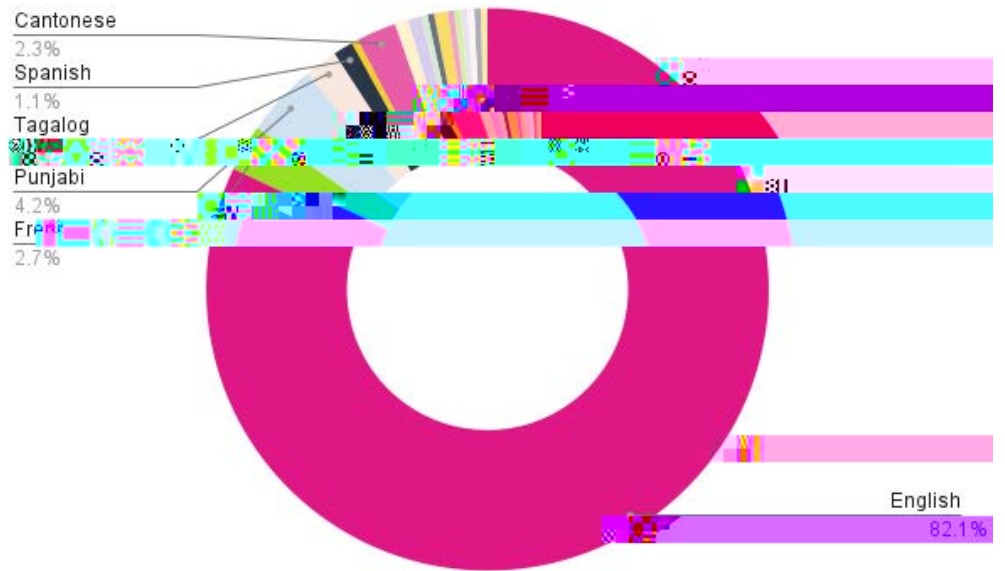
*T   0.4% F   , 0.4% G   , 0.4% G   , 0.4% H   ,
0.4% K   , 0.4% K   , 0.4% K   , 0.8% M   , 0.8% P   ,
0.4% T   , 0.8% L   , 0.4% L   .

FORMAL EDUCATION
R
          '   (46.3%),   '
(35.9%).

1

Feeling included and like you belo[...]
asked staff at New Westminister S[...]
some varying responses.
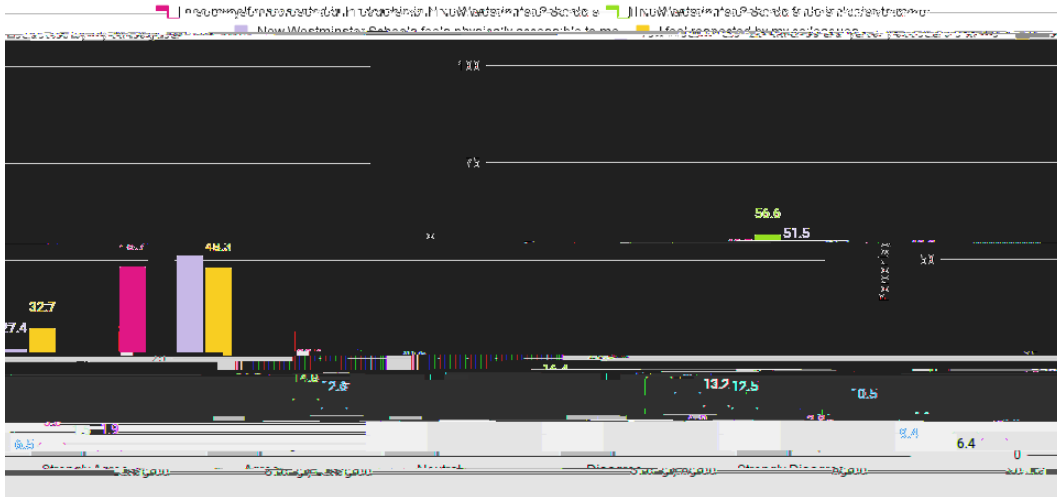
Conflict is inevitable in school settings, but staff often experience varying levels of conflict from different areas and avenues. From working with st

Have you been a bystander to an incident of racism or discrimination in New Westminster Schools?

Prefer not to a...
9.2%

Yes
23.5%

No
67.3%
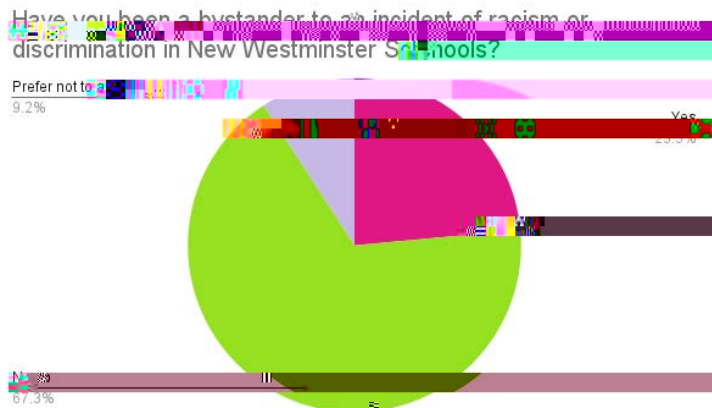
PART THREE
PARENTS
AND COMMUNITY

De o rap ics

Parents, guardians, and community members are often the major source of socialization, support, and encouragement for students. We want to better understand who they are, what their needs are, and how we can show up for them so that we can create meaningul change.

RACE AND ETHNICITY

We heard that a majority of respondents identified as White (42.2%), with the next largest contingents identifying as East Asian (20.4%), then Southeast Asian (8.8%).

White 42.2%
Southeast Asian 8.8%
East Asian 20.4%
Hispanic, Latinx, or 6.1%
Indigenous 2.6%
Middle Eastern or 1.7%
Mixed Race 4.6%
8.6%
5.0%
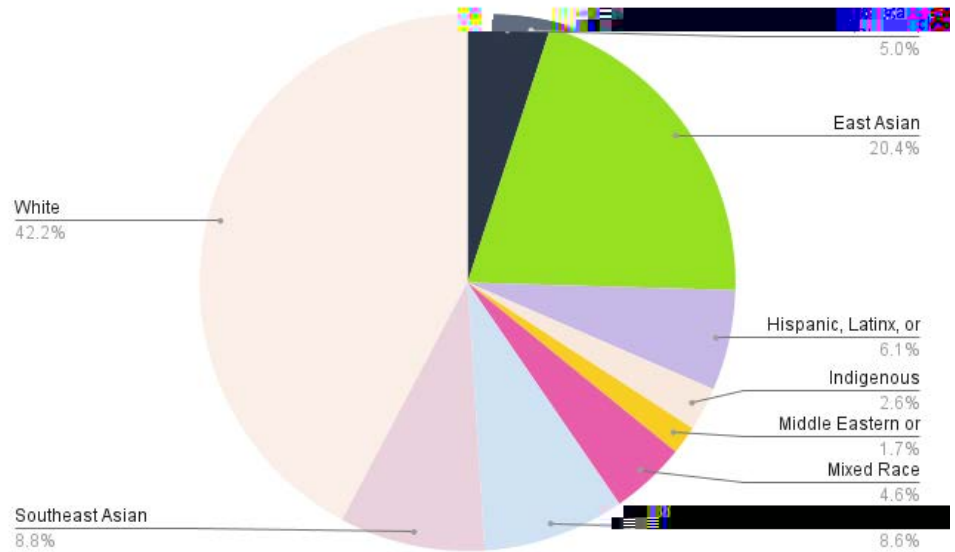
GENDER IDENTITY AND SEXUAL ORIENTATION

We heard that the overwhelming majority of respondents are cisgender men or women (58.6% and 41%), with a small contingent of genderqueer folks. We also heard that the sample is overwhelmingly straight or heterosexual (89.2%), with the rest of the respondents identifying as asexual, bisexual, gay, lesbian, two-spirit, or queer.

RELIGION

We heard that respondents have a very diverse group of faiths and beliefs represented.

Prefer not to 5.6%
Sikhism 4.8%
No Religion 32.6%
Indigenous 1.4%
Islam 3.9%
-gnostic 7.3%
4.2%
Catholicism 15.2%
Christian
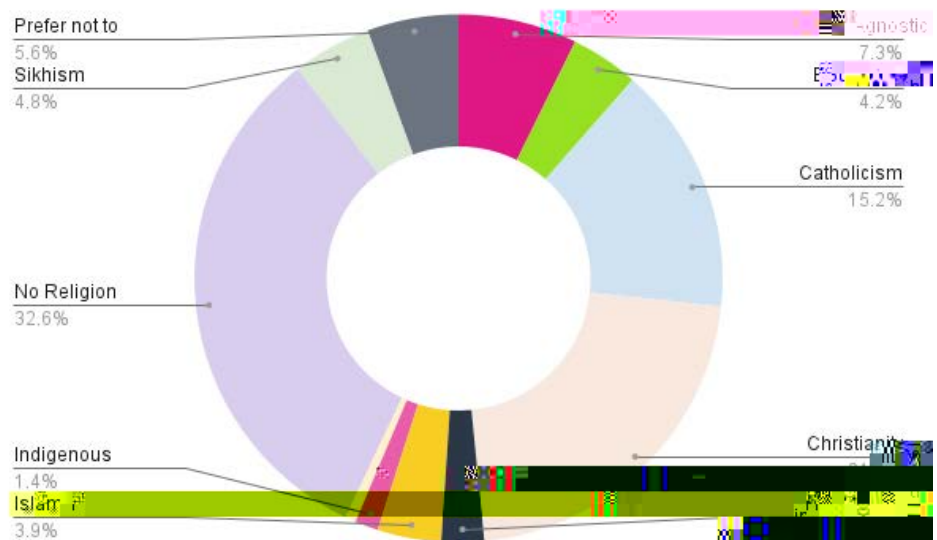
*This includes 0.5% Judaism not labelled on the above graph.
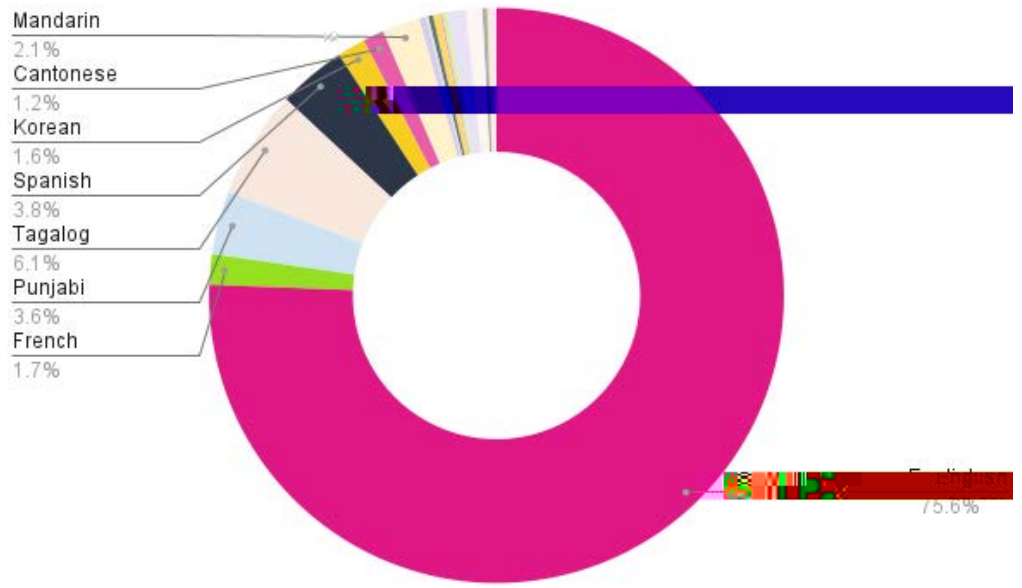
Mandarin
2.1%
Cantonese
1.2%
Korean
1.6%
Spanish
3.8%
Tagalog
6.1%
Punjabi
3.6%
French
1.7%

English
75.6%

Percentage of Parents

100.0

75.0

50.0

25.0

23.2 22.0 15.6

2.0 1.0 2.0 2.4 9.8 8.8 3.2
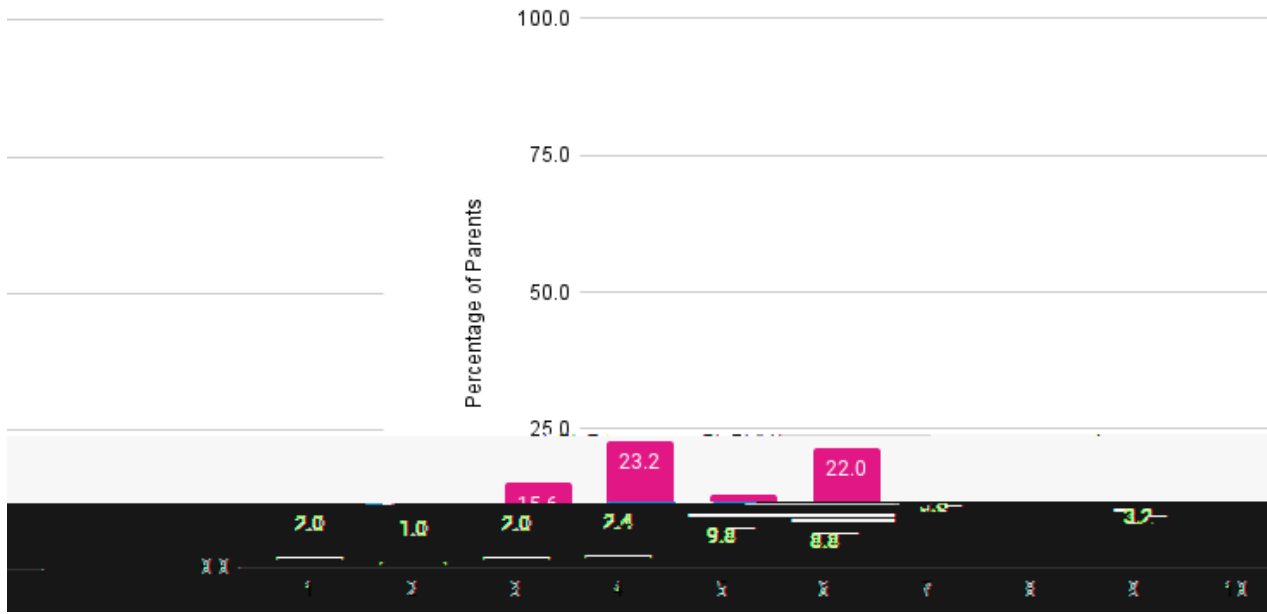
How diversity and inclusion is supported as well as how claims of discrimination are handled had 15-20% of respondents selecting brackets 8,10, and 7.

New Westminster Schools is committed to supporting Indigenous students and families who are living...

100.0

75.0

48.8 46.2

32.0 27.7

19.6 18.4

2.8 1.2 2.5

51.6
49.5
46.3

26.1

19.8
16.7

3.2
1.9   3.0   2.7
5.7
3.6

Strongly Disagree   Strongly Agree   Agree   Neutral   Disagree

New Westminster Schools values collaborating
New Westminster Schools supports learning for students of all backgrounds

100.0

75.0

50.0

50.0
49.0

22.1

22.9
17.4

0.0

Parents, guardians, or community members are often not the first people who

PART FIVE

Overview

As part of the qualitative work done for School District 40, Bakau Consulting was contracted to complete seven focus groups with several stakeholder groups within the school district environment. These focus groups centred around the topics of engagement with the school district, staff and students, exploring the relationships within and the power dynamics there, and providing background knowledge on these experiences through the use of personal interviews. As these focus groups represent an even smaller sample, the purpose of them is to identify additional trends within the quantitative data through this storytelling. Overarching themes are presented as discussed in a conversation of different topics so that greater cohesion can be determined across the groups and provide a means of tackling changes. Recommendations for this section are included toward the end of the analysis summary.

The relevant stakeholder groups were identified by Bakau Consulting and the District and contained up to twelve participants each. For the student focus group, a member of district staff was available specifically for emotional support.

- Two student focus groups
- Two staff focus groups
- Two parent and community member focus groups
- One district leadership group

OVERARCHING TRENDS

- Proposals about immediate steps forward that the District can take forward in order to support justice, equity, diversity, and inclusion.
- ǩ"å młǔk ka mruiuek i Friv a mr

ADVANCING INCLUSION AT SD 4

Respondents noted across all focus groups that advancing inclusion is a stated and confirmed priority of district leadership, which is confirmed by healthy participation of the surveys disseminated by Bakau. Some of the common statements included that for some folks, there's a clear cut desire to prioritize anti-

PART SIX
Reco   endations
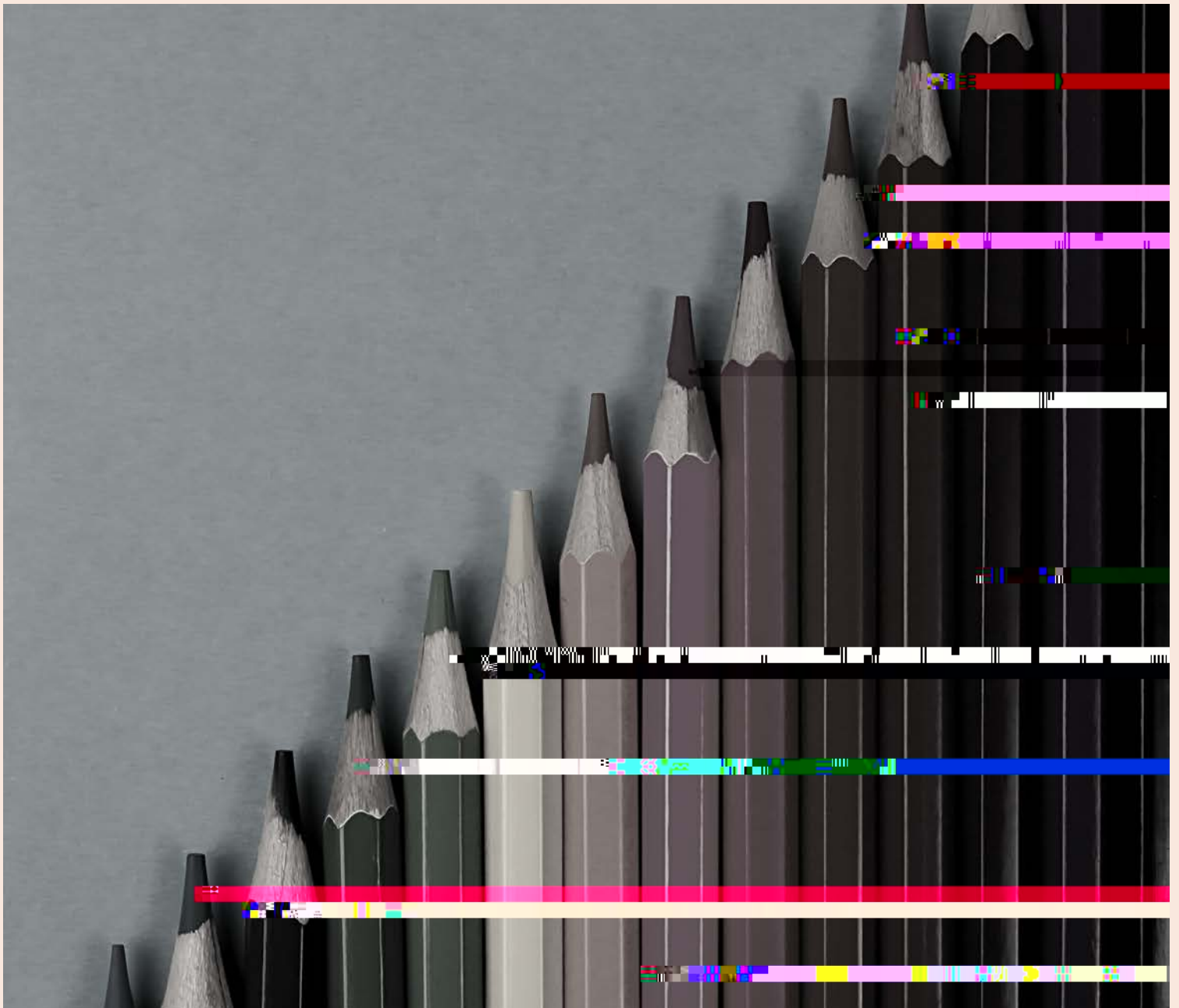
Reco   endations

In this section, we aim to provide a deeper analysis of the District through recommendations based on the data from students, District staff including teachers and parents. Recommendations provided should be understood to be introductions and a non-exhaustive list. It should be treated as a starting point for further learning and as a pathway to reaching your JEDI goals. Many of the recommendations listed in some sections will also be relevant in other sections. I.E something listed in race, ethnicity and religion may apply to gender and sexuality. This is due to intersectionality, or the fact that these systems have lots in common so that the recommendations can be useful across the board. We also acknowledge that there is significant amounts of overlap between stakeholder groups as well, so these will be prepared in aggregate.

RACE, ETHNICITY, RELIGION & LANGUAGE
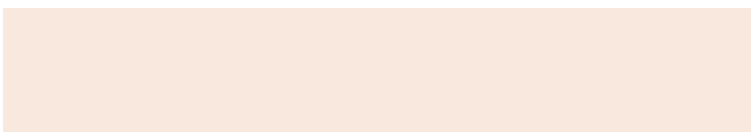
- Learning about issues and systems of oppression as well as celebrating days such as the National Day for Truth and Reconciliation and Black History month is important. However, we can often busy ourselves with feeling like we are taking real action in doing so. We believe it's not one or the other. You can celebrate Asian Heritage Month _and_ facilitate discussions on how the District can help Asian families, students, and staff feels safe and protected in the wake of anti-Asian hate and attacks.
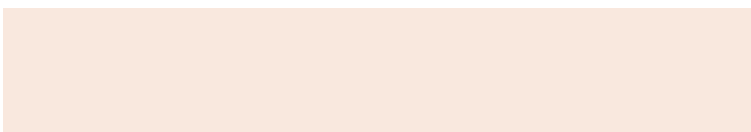
DISABILITY, NEURODIVERGENCY & ACCESSIBILITY

•
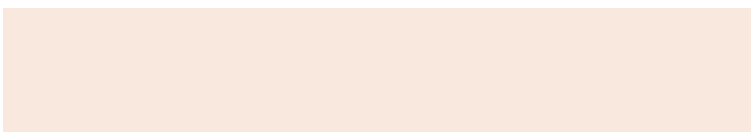
CONFLICT RESOLUTION, REPORTING, AND SAFE SPACE

-

PART SEVEN

KEY THEMES & FINDINGS

Policies and procedures are the foundation from where the District values can be cemented.

In our analysis, we examined the District documents by asking questions like:

–

There is no mention of intersectionality within the policies and documents we

PART EIGHT

Helpful Infor ation

Resources & Readin s

Resources & Readings

GENDER & SEXUALITY

[Gender Diversity Alone is Not Enough](#)

[3 Examples of Everyday Cissexism](#)

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

[Mayo Clinic - Children and Gender Identity: Supporting Your Child](#)

[Two Spirits, One Heart, Five Genders](#)

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

[Omunity Resources](#)

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

[Queer at Work](#)

[Forbes - Why You Should Not Say Preferred Gender Pronouns](#)

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

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

DISABILITY

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

[16 Recommendations for Accessibility](#)

[This Is Disability Justice](#)

["Disabled": Just #SayTheWord](#)

Thank you...