

A diverse group of people, including a young woman with a shaved head, a Black woman in a blue shirt, a woman with long dark hair, and a young woman with a red top, are laughing together outdoors. The background shows green trees and a clear sky.

ADEI Working Group

October 2024
UPDATE

BCSTA

British Columbia
School Trustees
Association

Table of Contents

Introduction and Context	1
Working Group Membership	2
Terms of Reference	3
Work Conducted to Date	4
Reccomendations and Further Considerations	5
Awareness and Education	5-6
Policy and Practice	6
Alignment and Coherence	7
Resource Allocation	8
Outcomes and Evaluations	9
Conclusions and Next Steps	10
Appendices	
Appendix A	11-25
Appendix B	26-29
Appendix C	30-31
Appendix D	32-33

Introduction & Context

At the 2023 AGM, the BCSTA adopted a motion to append the following text to its Policy Book:

BCSTA aspires to embody and work in support of anti-racism, diversity, equity, and inclusion in the public schools of British Columbia.

BCSTA strives to:

- eliminate discrimination in policies, procedures, programs, and services (anti-racism).
- value human differences within the organization (diversity).
- ensure that factors such as ancestry, skin colour, place of residence, socio-economic or educational background, gender identity or expression, physical condition, etc. do not determine the outcomes a person achieves (equity).
- ensure that people of all backgrounds feel they are welcome and valued (inclusion).

To those ends, BCSTA commits to:

- Educating ourselves and our members about anti-racism, diversity, equity, and inclusion and how they may be achieved.
- Ensuring that anti-racism, diversity, equity, and inclusion are evident in all that we do.
- Ensuring that policies and practices of the organization do not contravene the British Columbia Human Rights Code.
- Supporting equity through our policies, procedures, programs, and services.

- Advocating for policies and practices that promote anti-racism, diversity, equity, and inclusion in the public schools of British Columbia.

- Measuring our progress in ensuring anti-racism, diversity, equity, and inclusion.

This motion was a key action item from the Association's 2022-25 Strategic Plan goal area related to Equity and Inclusion. In recognition of this ongoing commitment, the BCSTA Board of Directors established an ad hoc working group to provide BCSTA with further recommendations in the area of anti-racism, diversity, equity and inclusion (ADEI) that build on its commitment and aspiration, that supports the further implementation of its Strategic Plan goals related to ADEI, and that aligns with the Ministry Anti-racism Action Plan.

This report provides the board of directors with an update on the work of the committee to date including recommendations for the board's consideration.

Working Group Membership:

The BCSTA President, in consultation with the Board of Directors, appointed seven (7) members to the Working Group, including a Director from the Board. The appointed trustees come from a variety of member Boards of Education:

- **Rebecca Barley** - SD48, Sea to Sky (Chair)
- **Maya Russell** - SD40, New Westminster
- **Felicia Zhu** - SD45, West Vancouver
- **Erica McClean** - SD57, Prince George
- **John Chenoweth** - SD58, Nicola-Similkameen (BOD Liaison)
- **Bill Snow** - SD59, Fort St. John
- **Tania Brzovic** - SD68, Nanaimo-Ladysmith

Staff Support:

Carmen Batista - Director of HR & Labour Relations

Consultant:

Dr. Kevin Godden - Retired Superintendent

Terms of Reference

The *Terms of Reference* for the committee, as approved by the board of directors are summarized below:

PURPOSE:

The purpose of the Working Group on Anti-racism, Diversity, Equity and Inclusion (ADEI) is to:

1. Provide recommendations to the Board of Directors as to how the Association might best achieve desirable outcomes associated with its ADEI resolution and policies and its 2022-25 Strategic Plan.
2. Provide the BCSTA Board of Directors with recommendations to prepare boards of education to fulfil their roles and responsibilities as required by the legislation, and the provincial Anti-racism Action Plan.
3. Recommend a framework to the Board of Directors related to ensuring that future BCSTA motions, where applicable, support its ADEI principles.
4. Provide the Board of Directors with recommendations for ongoing research on the efficacy of ADEI efforts in Canadian educational jurisdictions, with a focus on British Columbia. Research areas may include but are not limited to:
 - a. The collection of identity-based data
 - b. Effective practices and strategies
 - c. Positive student outcomes
 - d. Mechanisms for increasing representation of BIPOC trustees and staff
 - e. Governance best practices associated with positive student outcomes in areas of ADEI
 - f. Best practice tools and approaches for measuring the effectiveness of ADEI initiatives

5. Review the Ministry Anti-racism Action Plan to:
 - a. Provide the BCSTA Board of Directors with recommendations in relation to the Association's strategic plan goal related to Equity and Inclusion.
 - b. Provide recommendations to BCSTA Board of Directors to ensure that the Association's work and events embody the principles associated with anti-racism, diversity, equity and inclusion.
 - c. Identify synergies between provincial stakeholder organizations (i.e., BCSSA, BCPVPA, BCTF, BCCPAC, BCPSEA) with the goal to strengthen system-wide impact.

CONSIDERATIONS:

Issues for consideration for the working group:

1. How does the BCSTA ensure that its aspirations for ADEI are embedded in its practices?
2. What resources does BCSTA currently have to support boards in the implementation of anti-racism, diversity, equity and inclusion?
3. What ADEI practices in the areas of governance and policy would best support teaching and learning in British Columbia?
4. What resources would be beneficial to member boards to support the successful implementation of the Ministry Anti-racism Action Plan?
5. When considering recommendations for the BCSTA Board of Directors, what implications exist for the various regions of British Columbia including rural, remote, urban and suburban?

Work Conducted to Date

REPORTING:

The committee reports to the board of directors.

Several Working Group meetings were held to fulfill the committee's mandate:

- a. October 2023: Review of the Committee's mandate and approval of a workplan to fulfill the obligations outlined above.
- b. December 2023: Review of the April 2023 Directions Report, and refinement of the Work Plan.
- c. February 2024: Meeting with the Ministry of Education and Care Team to review the provincial Anti-racism Action Plan and understand key actions to date as well as next steps.
- d. April 2024: BCSTA Conference and AGM where two concurrent sessions were hosted.

Conference Highlights:

The Working Group hosted two interactive workshops (See *presentation in Appendix A*) intended to both provide an overview of the Committee's mandate, as well as an opportunity to secure feedback from trustee participants about critical components of ADEI:

Awareness & Education, Policy & Practice, System Alignment & Coherence, Resource Allocation, Outcome Measurement.

Survey Feedback:

The sessions were well attended, and participant feedback suggested that attendees were very pleased with the sessions. Of the eighty-one trustees who attended the combined sessions, 93% were satisfied or very satisfied with session. Further details of the conference feedback are embedded in the report and recommendations below.

- e. May 2024: Review of the feedback received from the Conference & AGM, and draft of initial recommendations.

Recommendations & Further Considerations

Based on the *Terms of Reference*, feedback gathered from trustees*, research conducted, and dialogue among the Working Group Members, the following report and recommendations have been drafted for consideration of the Board of Directors.

*(*While the participation level was sufficiently high to draw reasonable conclusions about trustee opinions in relation to ADEI, caution should also be extended that the views summarized in these surveys may not be fully representative of the body of trustees in BC. For instance, it is possible that trustees who are not familiar with or supportive of ADEI efforts may not have attended the session or participated in the survey, and so their views would not be considered in the development of themes and the resultant recommendations.)*

AWARENESS & EDUCATION:

Two questions were posed to trustees in relation to this domain. The first one investigated the extent to which trustees were aware of their legal obligations and how it connected to the Ministry of Education and Child Care K-12 Anti-racism Action Plan. Attendees were specifically asked:

"What is your level of awareness about the provincial anti-racism action plan?"

Forty percent (**40%**) of respondents identified that they were unaware (Not Yet Started/Beginning Phase), while fifty-one percent (**51%**) declared that they were "Well Underway/Fully Developed" in terms of understanding the contents of the Action Plan. Nine percent (**9%**) were unsure.

Trustees were also asked about their own professional learning about ADEI, and what kinds of learning they would require to deepen their understanding and application of practice related to ADEI going forward.

Responses were varied with close to half of respondents (**46%**) declaring that they were "Not Yet Started/Beginning" phase of their learning journey. Thirty-eight percent (**38%**) said they were "Well Underway/Fully Developed," while sixteen percent (**16%**) were **not sure about their needs**.

These results correspond well to the feedback provided by trustees during the AGM and Conference. Trustees spoke about the importance of boards taking a comprehensive and system-wide approach to building ADEI awareness. Key themes for ongoing learning included:

- **Awareness:** Ensure ongoing education of trustees and staff about ADEI issues, legal responsibilities, and best practices.
- **Inclusivity:** Create inclusive cultures and foster a sense of belonging for all individuals, including marginalized voices.
- **Stakeholder Engagement:** Develop thoughtful strategies to engage with rightsholders, various stakeholders, including students, staff, and the wider community in relation to ADEI initiatives.
- **Transparency:** Establish plans for communicating ADEI policies, goals, and progress to all stakeholders in clear and accessible ways.
- **Policy Development:** Ensure that boards develop clear policies and procedures to address ADEI issues/needs, including ensuring alignment with strategic plans and regular review cycles.
- **Continuous Improvement:** Ensure ongoing learning, adaptation, and improvement in ADEI efforts based on feedback.
- **Data and Measurement:** Utilize data, surveys, and other measurement tools to track progress, identify areas for improvement, and ensure accountability.

Based on these findings, the Working Group recommends the following:

1. That BCSTA continues to provide ADEI training and professional development to trustees (with particular focus on the board's legal obligations) at its various events, that this be embedded as part of the BCSTA strategic plan.
2. That BCSTA provide guidelines, tools and training to trustees in relation to the following areas in ADEI: meaningful engagement with underserved communities, policy development and review, program measurement and evaluation.
3. That the BCSTA review its "conference checklist" to ensure that all its events conform the principles of ADEI, and further that these efforts be communicated to attendees.

POLICY & PRACTICE:

This was a key area of focus for the Working Group, both in terms of the survey question and the feedback provided by trustees at the Conference. Trustees were asked about the status of their district in terms of having clear policies and administrative procedures related to ADEI. Twenty-seven percent (27%) said they were at the "Not Yet Started/ Beginning" phase of this work, while sixty-four percent (64%) of participants said they were "Well Underway/Fully Developed." Nine percent (9%) of respondents were unsure.

These results were also well correlated with the discussions that emerged from table groups of trustees, who acknowledged that effective policy development involves meaningful engagement, transparency, alignment with organizational values, and ongoing evaluation:

- **Clarity:** Ensure clarity in definitions and communication of policies and procedures to all stakeholders, including staff, students, and the wider community. Policies must translate into actionable steps, with clear connections between policy statements and implementation strategies.

- **Transparency:** Ensure that policies and procedures are transparent, accessible, and inclusive, with clear language and communication strategies to ensure understanding by all stakeholders.
- **Inclusive Decision-making:** Include diverse voices in the policy decision-making process, including consulting and listening to impacted groups. Policies should consider intersectionality and tailor approaches to the unique contexts of the organization.
- **Student Involvement:** Include students in the development of policies and solicit their feedback to assess effectiveness.
- **Strategic Planning:** Focus on aligning ADEI policies with strategic planning priorities, goals, and outcomes.
- **Continuous Improvement:** Establish processes for ongoing review and adaptation of ADEI policies and procedures to ensure they remain effective and aligned with organizational goals and values.
- **Ongoing Review:** Establish structures for regular review and evaluation of policies, procedures, and their impact.

Based on these findings, the Working Group recommends the following:

1. That BCSTA develop and make available an "Inclusive Policy Checklist" that allows boards to both develop and review policies with an ADEI lens. Checklist items might include considerations for language/ terminology usage, community engagement, alignment with pertinent legislation, accountabilities, and implementation responsibilities. An example of this checklist is provided in the *Appendix B and C*.
2. That BCSTA highlight key district policy examples that fulfill the criteria identified in the Inclusive Policy Checklist.

ALIGNMENT & COHERENCE:

The Working Group identified alignment and system coherence as critical components of successful implementation of ADEI initiatives. Alignment and coherence are connected concepts, or sides of the same coin. Alignment occurs when components parts of an organization work in tandem to support each other (e.g., goals, finances and professional development).

Coherence is the subjective manifestation of alignment and refers to the shared depth of understanding of the work by trustees and staff. With respect to ADEI, alignment refers to ensuring that various district initiatives (e.g., such as strategic plan goals) work together to support districts aspirations for ADEI and are seamless.

Coherence is the extent to which the board and staff “feel” that these initiatives are connected and manifested in their daily work. The Working Group posed two questions to trustees in relation to these twin concepts:

- To what extent are ADEI initiatives embedded in your district’s strategic plan?
- To what extent has your district engaged diverse groups (e.g., families, employees, students, community groups) on issues related to ADEI?

With respect to the first question, thirty-six percent (**36%**) of respondents said they were “Not Yet Started/Beginning,” while fifty-eight percent (**58%**) of respondents said they were “Well Underway/ Full Developed”. Six percent (**6%**) of respondents said they were unsure. With respect to the second question, forty percent (**40%**) of respondents declared that they were “Not Yet Started/ Beginning” phase, while fifty-three percent (**53%**) said they were “Well Underway/ Fully Developed.” Seven percent (**7%**) were unsure.

Themes generated from the table conversations in relation to alignment and coherence were as follows:

- **Infrastructure:** Dedicate staff roles and sustainable structures to effectively address ADEI initiatives rather than treating them as secondary tasks.

- **Accountability:** Prioritize measurable outcomes and accountability measures, including student surveys and roundtable discussions with employee groups, to track progress and ensure effectiveness.
- **Integration:** Integrate ADEI efforts into everyday work and organizational culture rather than treat them as separate initiatives; ensure they are seamlessly embedded into district policies and have priority for implementation through the district’s strategic plan.
- **Collaboration:** Build strong relationships with stakeholders, including union educators and employee groups, to foster collaboration and support for ADEI initiatives.
- **Celebration of Diversity:** Identify ways to promote the celebration of diverse cultures and identities (e.g., through shared food, stories, and cultural observances and celebrations).

Based on these findings, the Working Group recommends the following:

1. That BCSTA continue to support school boards with strategic planning, with particular emphasis on inclusive of approaches for embedding their ADEI aspirations in their strategic goals.
2. That BCSTA continue to provide in-service to trustees in relation to the Framework for Enhancing Student Learning, with specific focus on community engagement as well as how the needs of underserved and priority populations can be effectively addressed.

RESOURCE ALLOCATION:

The Working Group recognized that the extent to which resources are allocated to any initiative is a strong predictor of its success. To that end, the committee sought to understand the various ways that boards supported their ADEI goals with tangible resources (i.e., reallocated staff time, increased spending, professional development, etc.). While there was no survey question for this domain, it was a dedicated component of trustee engagement at the Conference. Trustees were prompted with the following question: What kinds of resources are being allocated to support ADEI in your district? Trustees shared a myriad of ways that they resource ADEI work in their districts. Themes generated from the table conversations were as follows:

- **Resourcing:** Recognize the importance of allocating adequate resources to support ADEI initiatives effectively, ensuring that they receive the necessary support and funding for success.
- **Leadership:** Empower district leaders to drive change through targeted portfolios (e.g., District Administrator of ADEI), professional development, and collaborative structures such as task forces and district committees.
- **Professional Development:** Provide ongoing professional development opportunities and support for educators, including workshops, dedicated teacher consultants, and inquiry grants for ADEI initiatives.
- **Indigenous Education:** Prioritize Indigenous education through dedicated departments, committees, and funding, including land-based learning, language revitalization, and partnerships with Indigenous communities and elders.
- **Learning Resources:** Ensure that library resources and educational materials reflect the diversity of students.

- **Compassionate Systems:** Foster compassionate and responsive systems, particularly in small districts with limited resources, to meet the needs of all learners and communities.
- **Community Engagement:** Have resources to engage with families and communities, particularly Indigenous communities, through targeted initiatives, equity scans, and consultation processes.
- **Data-Driven Decision Making:** Emphasize data-driven decision-making, including assessments of need, equity scans, and databases of resources, to inform policy development and resource allocation.

Based on these findings, the Working Group recommends the following:

1. That BCSTA continue to support school districts with the importance of strategic planning and encourage districts to embed their ADEI aspirations within their strategic plans.
2. That BCSTA provide a list of existing district-level ADEI structures/configurations that Boards might reference to support their ADEI aspirations.
3. That the BCSTA include district ADEI presentations at conferences that showcase how boards support the work through strategy, policy, accountability and resource allocation.

OUTCOMES & EVALUATION:

The Working Group acknowledged that perhaps the most challenging aspect of ADEI work is having evidence-based evaluation mechanisms to validate that the work being done in districts is actually having positive impact, not just on student outcomes, but also in shaping positive inclusive cultures in districts. Trustees were asked the following question:

To what extent has your district identified metrics to gauge your progress towards your ADEI outcomes?

Fifty-one percent (51%) said they were at the “Not Yet Started/Beginning Phase” and thirty percent (30%) said they were “Well Underway/Fully Developed.” Nineteen percent (19%) said they were unsure, which was the highest of percentage of all the questions asked. This domain was an important part of the focused table conversations, as trustees shared the various ways they do (and might) measure ADEI success. Themes emphasize the importance of community engagement, data, storytelling, cultural celebration, feedback and continuous improvement:

- **Goal Setting:** Set goals and utilizing assessments, such as student learning surveys, to measure progress and ensure accountability.
- **Data Collection:** Gather feedback and data from various stakeholders, including students, staff, and the wider community, to measure progress and inform decision-making.
- **Storytelling:** Value the power of storytelling and allow individuals to share their experiences, with a focus on understanding how stories may change over time.
- **Cultural Celebrations:** Celebrate cultural diversity in schools through events, ceremonies, and curriculum that reflect local traditions and languages.

- **Professional Development:** Provide training and support for leaders and staff to lead difficult conversations and effectively address equity and inclusion issues.
- **Policy Development:** Integrate equity and inclusion measures into policies, hiring practices, and curriculum development.
- **Community Engagement:** Involve the wider community in decision-making/data gathering processes.
- **Continuous Improvement:** Constantly review practices, policies, and outcomes to ensure ongoing improvement and accountability.

Based on these findings, the Working Group recommends the following:

1. That BCSTA develop an “ADEI evaluation framework” toolkit which includes key measures for boards to consider in evaluating the effectiveness of their ADEI efforts. Components of this framework are provided in the *Appendix E*.

Conclusions and Next Steps

Overall, the evidence gathered from the survey and dialogue with trustees suggests that there is still much work to be done in the province with respect to ADEI. While there was encouraging evidence with respect to the perceived role that Boards play in creating inclusive schools, the variability in practice suggests that more work needs to be done to educate trustees about their legal obligations, and more importantly about the effective practices they might utilize to provide assurance that they are fulfilling their governance responsibilities in the service of all children. Looking ahead, the BCSTA might consider how to sustain ADEI as an ongoing part of its overall strategy, and how the organization might deepen both understanding and application of inclusive practices among trustees at its various events.

Appendix

- A. Conference & AGM Presentation
- B. Survey Questions
- C. Inclusive Policy Checklist
- D. Inclusive Policy Evaluation Framework
- E. ADEI Evaluation Framework

Board's Role in Advancing Anti-racism, Diversity, Equity & Inclusion (ADEI)

BCSTA ADEI Working Group

BCSTA Day of Learning

April 19, 2024

An aerial photograph of Vancouver, British Columbia, Canada, taken at dusk. The city's skyline is visible, with numerous high-rise buildings and the Vancouver Convention Centre. The city is situated on a peninsula, with the Burrard Inlet to the north and the False Creek to the south. The background features the rugged, snow-capped peaks of the Coast Range mountains. The sky is a deep blue, and the water reflects the city lights and the sky. A white horizontal line is positioned below the title.

Land Acknowledgment

We are honoured to learn and work on the unceded traditional territories of the x^wməθk^wəy^{əm} (Musqueam), S^kwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations.

Working Group Members/Table Facilitators

- Rebecca Barley (Chair, Sea to Sky)
 - Tania Brzovic (Nanaimo-Ladysmith)
 - John Chenowith (Merritt)
 - Erica McClean (Prince George)
 - Maya Russell (New Westminster)
 - Bill Snow (Peace River North)
 - Felicia Zhu (West Vancouver)
 - Carmen Batista (BCSTA)
-



Our Learning Intentions

- Understand the BCSTA commitment and aspirations for anti-racism, diversity, equity and inclusion (A DEI)
 - Identify and share successful practices related to a board's role in advancing A DEI.
 - Provide feedback to the BCSTA Working Group about how they might support boards in A DEI work.
-

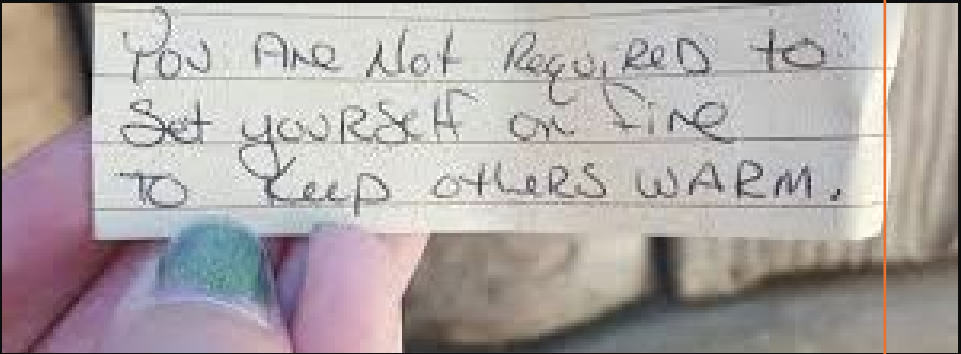


Please Take Care

- Before we begin today, we want to acknowledge that conversations about equity, anti-racism, discrimination and oppression can be difficult and uncomfortable and that everyone comes to this presentation with a different lived experience.
- Your understanding of your own comfort and learning are important.
- Reliving a lived experience can be a form of trauma.
 - If you need to step away, please do so.
 - If you need a break, please take one.



take care
of yourself



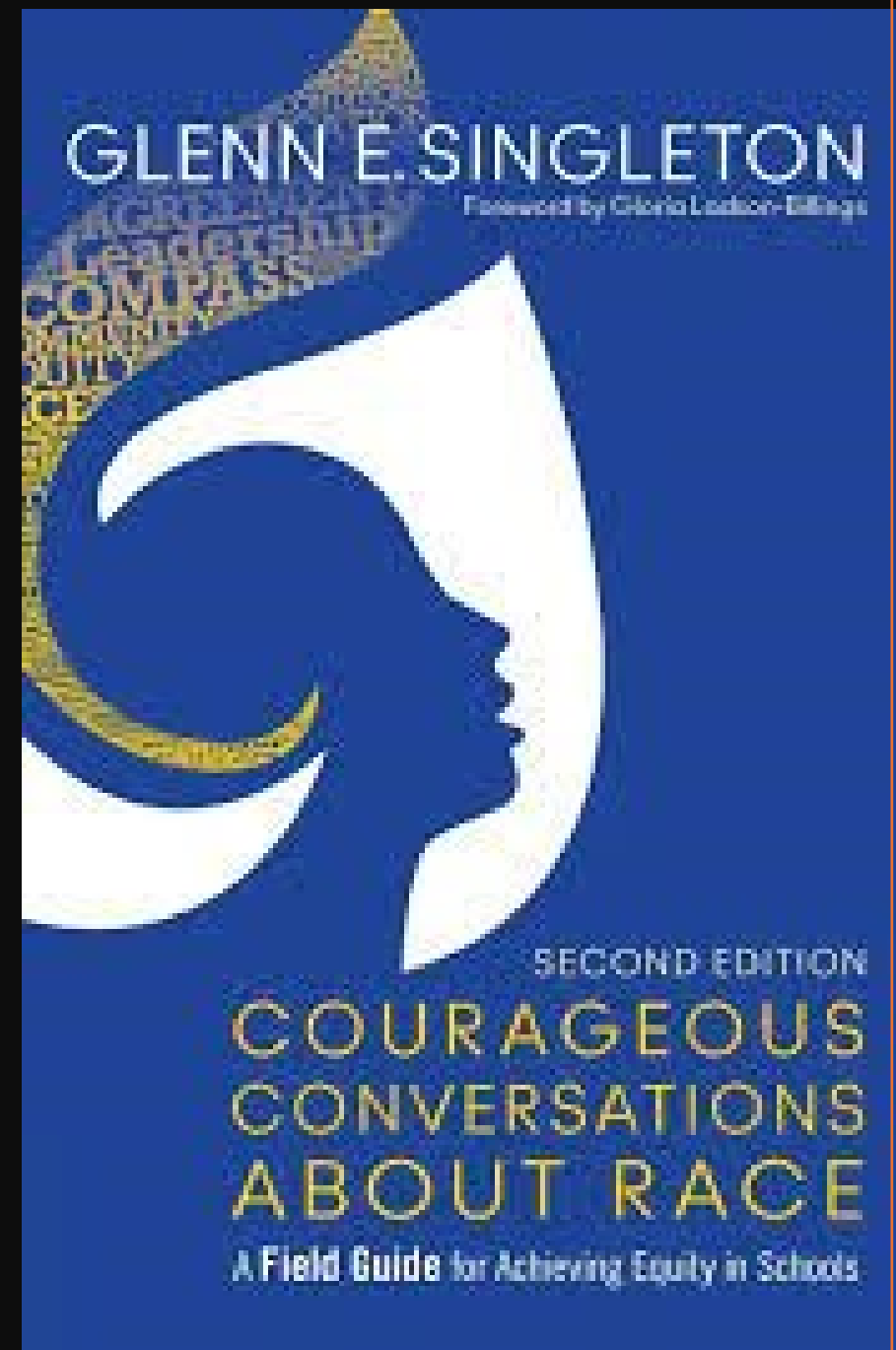
YOU ARE NOT REQUIRED TO
SET YOURSELF ON FIRE
TO KEEP OTHERS WARM.



and
breathe

Four Agreements

- Stay engaged
- Experience discomfort
- Speak your truth
- Expect/accept non-closure



Reflection

On a piece of paper or your device, write answers to the questions below and share in dyads (2 min each). Observe the “double confidentiality” protocol.

- Who are you?
- What do you do and why do you do it?
- What makes you feel the most joyful and fulfilled?
- What is your sense of urgency?
- What legacy do you want to leave?



BCSTA Aspirations for ADEI

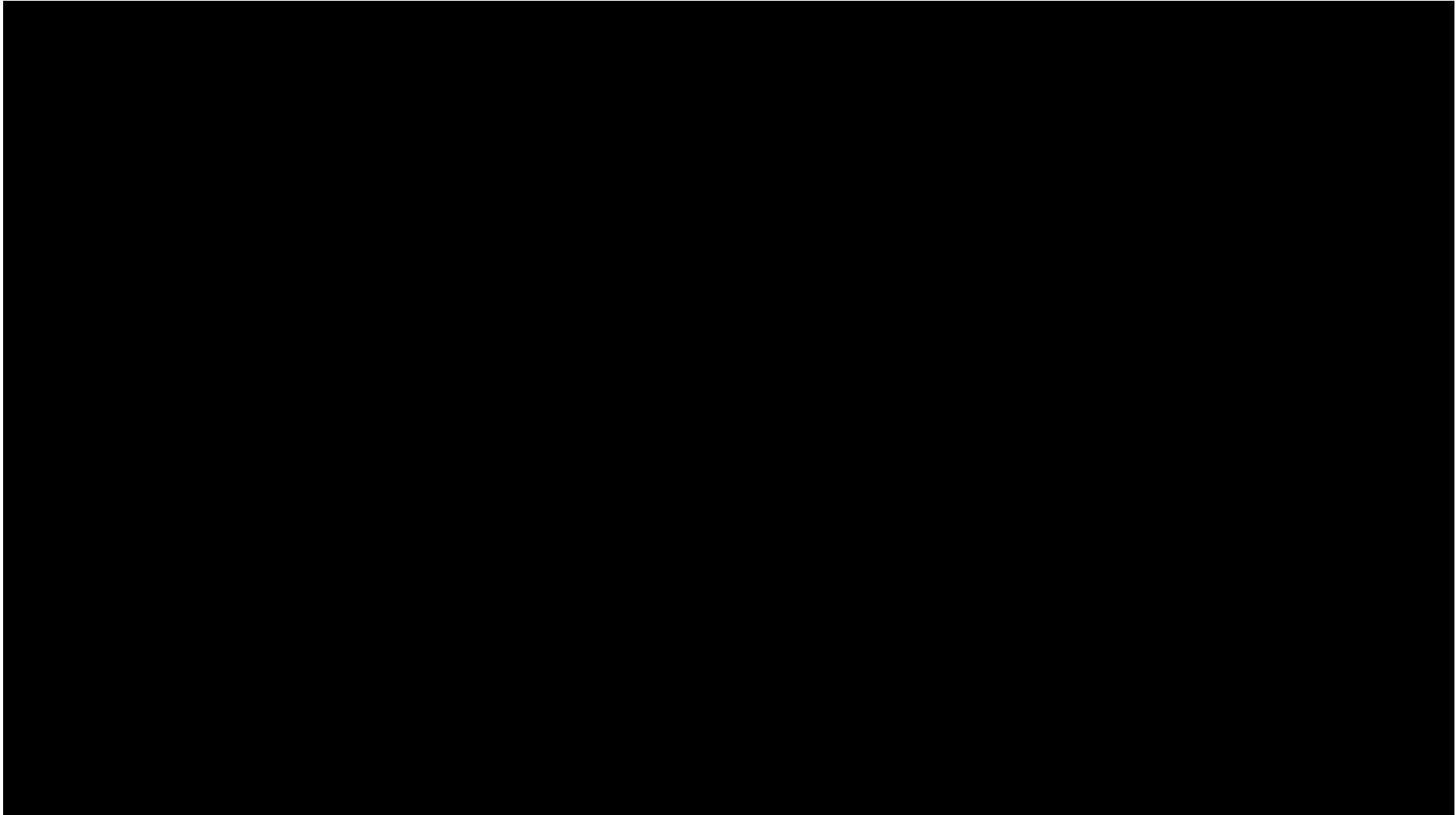
- Grounded in the Success of Each Student
- Ministry Anti-racism Action Plan
- BCSTA Policy on ADEI
- BCSTA Working Committee Focus

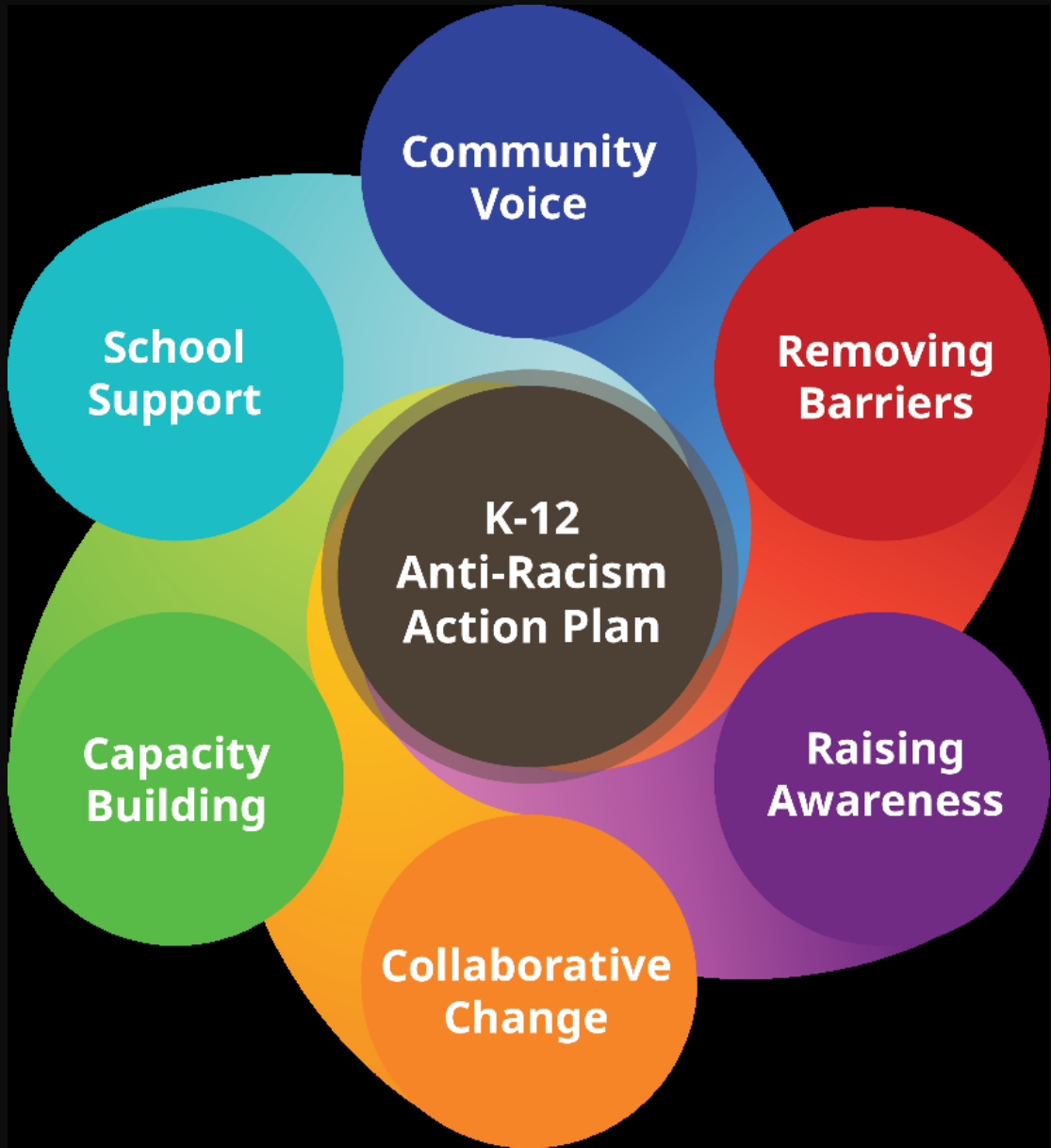


“Based on the survey results and broader best practices, there are some actions that BCSTA might take to actively pursue greater antiracism, diversity, equity, and inclusion among member school boards.”

– Directions Report

Students First





BC's Anti-racism Commitment

“BC students achieve their full potential in an education environment that is equitable, free of racism and systemic barriers, and where all students, staff, and families feel welcome, safe, respected, and valued.”



Five Governance Domains for ADEI

- 1. Awareness:** *How can we support boards in learning more about their obligations to create more inclusive schools?*
- 2. Policy & Practice:** *What steps can we take to ensure that our policies related to ADEI are effective?*
- 3. Coherence:** *How do we ensure that ADEI is not “another thing” on the already full plates of our staffs?*
- 4. Resource Allocation:** *What kinds of resources are being allocated in districts to support ADEI?*
- 5. Outcomes:** *What types of evidence would help to confirm that we are making progress in ADEI?*

World Café Process

There are five colour-coded stations, and participants are asked to visit at least three. If a station has more than six people (or if the conversation is not working for you), please move to another. *At each station you will be provided with a quick overview, and then engaged in discussion. Notetakers at each table will collect the accumulated feedback.*

- 1. Setting:** *There will be 4-6 chairs at each table. Small group sizes are most effective.*
- 2. Welcome:** *The host begins with a brief welcome, introduction, sets the context, and poses the discussion question.*
- 3. Small Group Rounds:** *The first round will be 15 minutes long, at the end of which each member of the group moves to a new table. The table host stays to welcome the next group and briefly fills them in on what happened in the previous round, using the flipchart as a visual reminder of the previous conversation. Successive rounds will be 10 minutes long. Listen for the signal to rotate.*
- 4. Questions:** *The same questions will be used in successive rounds and can be expanded by the host to focus the conversation or guide its direction.*
- 5. Harvest:** *After three rotations the hosts will be invited to share insights from their conversations with the rest of the large group. These results may be reflected visually or in note form.*

Survey Questions

Not Yet Started - Beginning Phase - Well Under Way - Fully Developed - Unsure

1. *What is your level of awareness about the provincial anti-racism action plan? (Awareness/knowledge)*
2. *Where is your district in terms of having clear policies/administrative procedures related to ADEI? (Policy)*
3. *To what extent are ADEI initiatives embedded in your district's strategic plan? (Coherence/Alignment)*
4. *To what extent has your district engaged diverse groups (e.g., families, employees, community groups) on issues related to ADEI? (Community Engagement)*
5. *Has your district identified metrics to gauge your progress towards your ADEI outcomes? (Measurement/Accountability)*
6. *What kind of professional learning do you need to deepen your understanding and practice related to ADEI? (Professional Learning)*
7. *Other comments.*



A group of people are seated around a table in a meeting room, appearing to be in a discussion. A single glowing lightbulb hangs from the ceiling above them. The scene is dimly lit, with the lightbulb providing a focal point of illumination. The background is blurred, showing other people and greenery.

Final Reflection

At your table share one take away idea from today's session or something you will do in the next month to improve your learning in this area.

Closing Thought

“No one is born hating another person because of the colour of their skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”

- Nelson Mandela



BCSTA AGM - ADEI Concurrent Sessions

10 - 25 Apr 2024

Poll results

Table of contents

- ADEI Survey

ADEI Survey (1/7)

080

What is your level of awareness about the provincial anti-racism action plan?

Not Yet Started



Beginning Phase



Well Underway



Fully Developed



Unsure



ADEI Survey (2/7)

0 8 1

Where is your district in terms of having clear policies/administrative procedures related to ADEI?

Not Yet Started



Beginning Phase



Well Underway



Fully Developed



Unsure



ADEI Survey (3/7)

080

What extent are ADEI initiatives embedded in your district's strategic plan?

Not Yet Started



Beginning Phase



Well Developed



Fully Developed



Unsure



ADEI Survey (4/7)

0 8 1

What extent has your district engaged diverse groups (e.g., families, employees, students, community groups) on issues related to ADEI?

Not Yet Started



Beginning Phase



Well Developed



Fully Developed



Unsure



ADEI Survey (5/7)

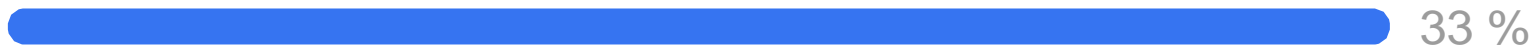
0 8 1

Has your district identified metrics to gauge your progress towards your ADEI outcomes?

Not Yet Started



Beginning Phase



Well Developed



Fully Developed



Unsure



ADEI Survey (6/7)

076

What kind of professional learning do you need to deepen your understanding and practice related to ADEI?

Not Yet Started



Beginning Phase



Well Developed



Fully Developed



Unsure



Other Comments:
(1/5)

- I have skimmed the Provinces announcement, but we won't know what is happening in our district until the Super tells us. We only get approval, not input.
- This is an ADEI survey that only speaks to anti-racism. BCSTA needs to have a clear understanding of what ADEI means. If we are talking about anti-racism, then we should call it that. If ADEI is supposed to cover all oppressed groups, then ensure that the membership knows. This survey is confusing at best as it doesn't address ADEI; it only addresses anti-racism.
- Governance and strategic planning alignment re: AEDI has been completed - the above questions are best answered by staff as I lack an in-depth understanding of the work in the field.
- I dont think the available answers

Other Comments: (2/5)

to the last question fit. The kind of professional learning I would like to deepen my understanding and practices related to ADEI would be the opportunity to have personal conversation with people and learn first hand their perspective.

- New to the position of trustee (3 months in) so my 'unsure' answers are more reflective my newness, and not how involved out district is
- Our work with Equity

Scan has changed perceptions and had some impact on practice.

Overall equity and diversity progress is still in the earlier stages.

- We are embedding these all together
- Thank you for this opportunity today.
- My district is 100 percent Nisga'a (Indigenous).
- Districts need resources to implement, and support with person-hours to implement.

Other Comments: (3/5)

- Such variety across the province in current state and their realities
- I enjoyed it. However, I felt this was a bit of a narrow approach to DEI and doesn't recognize how partisan this area has become. Consider how this work sometimes reasserts identity politics and inflames tribal tensions.
- We believe all the components above are based on human behaviours and dynamic societies. So, we wouldn't say things are "fully developed". At this time, our policy and procedures were recently refreshed and can be considered "fully developed" for the next 5 minutes or so:)
 - Well done!
 - Pro D - we need shared language and understanding of basic concepts of anti-oppression. So much white privilege and implicit bias that trustees are not aware of.

Other Comments:
(4/5)

- Lots of work still to be done.
Reiterating the importance of AEDI leadership in all districts - regardless of size - and this requires a provincial boost for smaller districts - perhaps shared leadership across districts at a more regional level.
- Very proud of my District's work on AEDI. Always more to learn and do!
- The focus has been on Truth and Reconciliation We are looking to expand AEDI
- ADEI is a huge umbrella. Indigenous learning seems to be the first discussion - we need to build knowledge that ADEI is more than one thing
- Need the Board to learn as new trustees during orientation about legal obligations because that impacts every decision thereafter
- My district has no policy so it is Willy Nilly as to how it is implemented
- Lots of learning needs to be done. Perhaps

Other Comments:
(5/5)

BCSTA can visit individual districts or host the AGM at different places rather than Vancouver so that we can learn about the other areas

- We are working hard to ensure our students and staff feel safe.
- It is always a good idea to have a resource link
- There is never enough time to have fulsome learning.
- School district best practices.
- We need all the training to be delivered in district

BCSTA to travel around BC for Pro D learning

Appendix C: Inclusive Education Policy Lens Tool

Guidelines

1. This Tool is intended to be used throughout the policy development or review process to shape engagement with rightsholders, stakeholders, and partners.
2. The [Diversity in BC Schools](#) and [Inclusive Education](#) policies are the touchpoints and referenced throughout the process.
3. A policy is considered complete when each numbered question in the Tool can be answered with “Yes”
4. The prompts are starting points for considerations and conversations and are not meant to be exhaustive.
5. If you answer “No” to all the questions, you will work to answer “Yes” to each question through engagement, collaboration, and research.
6. Where you think the answer could be “Yes,” but there is still more work to be done, please answer “No” and develop a process or plan to address any next steps or recommendations.

Inclusive Education Policy Lens Tool

Name of policy or instrument:

Date completed (DD/MM/YYYY):

Questions

1. Does this policy support the guiding principles of the [Diversity in BC Schools](#) and [Inclusive Education](#) in both practice and in intent?

Yes No

Comments:

2. Does the policy support the [Declaration of the Rights of Indigenous People Act \(DRIPA\)](#)?

Yes No

3. Has action been taken to include student, parent/guardian, and/or rightsholder voice authentically and consistently throughout the policy development/review process?

Yes No

- Prompt: What space does your organization have to best accommodate the community being engaged? Has the capacity to participate been considered (language, locale, time of day, accessibility, childcare, etc.)?

4. Does the policy reflect the interests and concerns of students who are historically marginalized and racialized (including, but not limited to, Black, Indigenous and People of Colour)?

Yes No

- Prompt: How have these communities been engaged? What partner groups could help to facilitate engagement? How do these communities define what success means in relation to the policy?

–

- Prompt: Does the policy reflect the [First Peoples Principles of Learning](#)? Does it reflect a holistic approach to well-being?

–

5. Does this policy reflect the interests and concerns of students who come from other groups that have been traditionally under-represented and under-served (including, but not limited to, students with diverse abilities and those struggling with poverty)?

Yes No

- Prompt: Have groups such as 2SLGBTQIA+ students; students who are newcomers; children and youth in care; students experiencing mental health related needs; students receiving justice services; and Francophone students been considered?

–

- Prompt: Does the policy unintentionally reinforce gender norms that have historically been harmful?

–

- Prompt: Which groups of students are most impacted by this policy? Have they been prioritized?

–

6. Is the policy culturally responsive, universally designed, and does it support the [curricular competencies](#)?

Yes No

- Prompt: Have potential unintended negative consequences for any group been considered? Is there potential for the policy to create bottlenecks (i.e., obstacles that may slow or delay a process) or loopholes that have the potential to drive exclusion (thinking long-term about how the policy will act in practice)?

–

- Prompt: Does the policy support students in achieving their potential and/or help to inspire learning?

–

7. Is the wording of the policy inclusive and up to date?

Yes No

- Prompt: Is the terminology used in this policy considered current and keeping with existing practices? Has the language of the policy been vetted and affirmed by rightsholders?

–

8. Was a variety of inclusive evidence/data/research (from, for example, equity scans, journal articles, community or government partner engagement, MyEd, Power BI) used in the creation/revision of this policy?

Yes No

- Prompt: What evidence/data/research was used and how did it impact the creation/revision of this policy? Is there disaggregated data available and does it show a disproportionate impact that indicates a need to prioritize a certain student group or groups?
–
- Prompt: Is the evidence/data/research authentic and accurate? Does it align with the First Peoples Principles of Learning?
–
- Prompt: What evidence/data/research would have been useful but was not available? Did you consider strategies to obtain this information in the future?
–

Additional consideration:

If there are tools, such as procedures, guidelines, templates, or forms needed to support the implementation of this policy, have they been reviewed to ensure they align with the Diversity in BC Schools Policy and the questions above?

Yes No

- Prompt: Are there forms, templates, or other documents in the education system used in the implementation of this policy? Are there corresponding procedures or guidelines that support this policy?
–

Appendix D: Inclusive Policy Performance Indicators

Measuring the effectiveness of inclusive policies and program involves considering various key metrics. These may include demographic representation, retention rates of diverse students and staff, student satisfaction surveys, provincial assessments among underrepresented groups, and the inclusivity of personnel policies and practices. Tracking these metrics helps institutions understand the impact and progress of their ADEI initiatives. Effective performance indicators are an important tool to support policy review and evaluation. Performance indicators should provide clear evidence on the effectiveness of a policy and how it is working in practice (i.e., is it meeting its intended objectives?). Good performance indicators can signal when an element of a policy is not working well, and amendments may be required.

As part of the policy development process, it is important to identify potential performance indicators for the policy and ensure that the associated data is available, or able to be collected, to support future policy evaluations.

Reporting on Policy Performance Indicators

Performance indicators for the policy should provide information that indicates how the policy is working in the education system. Performance indicators should rely on both qualitative and quantitative data. The policy development process should consider:

- What data is regularly collected and available? (Consider data collection frequency, data source, and data owner.)
- What data could be collected specifically to support an evaluation (e.g., surveys and/or interviews with key informants/partners)?
- How does the data link to the objectives of the policy?

Requirements for data collection should consider the following:

- What data is required to support the objectives?
- What information system houses the data?
- Who is responsible for collecting and entering the data into the system?
 - **Note:** Allocated responsibility for data collection requirements is to be captured in a policy's Roles and Responsibilities section.
- How often is/should the data be collected and entered?
- How frequent is reporting required?

Policy Performance Indicators

Name of policy:

Date (DD/MM/YYYY):

Indicator/Metric	Supporting Data (including an explanation of how the data is to be used as an indication of performance)	Is this data currently collected? How often?	Who has access to this data?
	▪		
	▪		
	▪		

Draft for Illustration Purposes Only

Appendix E: ADEI Evaluation Framework

There is no consensus in the academic literature around tools and methodologies appropriate for identifying the success of anti-racism, diversity, equity, and inclusion (ADEI) approaches in K–12 school systems. There are a variety of approaches that might be used to assess the extent to which ADEI initiatives fulfill the mission critical goals of school districts that relate to student success. For example, the Ministry of Education and Childcare has identified “priority populations” (i.e., students who are Indigenous, have diverse abilities, or are in care) within the [Enhancing Student Learning Reporting Order](#) as requirement for districts in reporting student progress measures.

The [Equity in Action Project](#) has developed an [Equity Scan self-assessment tool](#) intended to support districts in responding to the systemic barriers experienced by Indigenous learners. Key components of this approach include a review of policy and governance, learning environment, pedagogical core practices and learning profiles.

Some school districts have developed broader systemic frameworks related to the wider intersectionalities of their student and staff populations. Assessment from this standpoint would include both student outcomes as well as the broader systemic issues at play that impact the ways that all stakeholders experience equity and inclusion. One such example is [Abbotsford School District's Equity Framework](#) which considers equity across four domains: individual, interpersonal, pedagogical and systemic. By extension, evaluation within the framework would include a myriad of measures (quantitative and qualitative) across each domain to gain a full picture of the effectiveness of their strategic goals related to ADEI. An evaluation framework would be inclusive of student experiences and outcomes, adult experiences and outcomes, as well as tangible changes to the systems and practices in place that may be potential sources of oppression. While research in this area is still nascent, some key considerations for district seeking to evaluate the effectiveness of their work in ADEI may also be in the domains listed below. *

- **School Environment**, which focuses on student belonging in school. Evaluation, for example, might include responses to statements like “I feel welcome at school” or “I feel like I am a part of my school community.” For these items, students would rate their perceptions of their own sense of belonging, while parents rate items with their child in mind, and staff report their perceptions of students’ experiences.
- **Academic Environment** encompasses instructional climate, student support and resources, and grading/assessment. Together, these subconstructs address how diversity and equity are reflected and practiced in the classroom through staff diversity, instructional practices, and teaching materials. These constructs endeavor to determine whether students have equitable access to extra- and co-curricular activities, university and career support, and whether grading is performed equitably within and across classrooms. Staff might be asked if they believe resources, student diversity, and staff diversity are similar across all district schools.
- **Social Environment** is comprised of subconstructs: students’ positive relationships and discipline and safety). Respondents might indicate how much they agree with items related to students’ positive interactions with adults and each other at school (e.g., treated fairly and with respect), to school safety (including building maintenance and proper accommodations such as wheelchair ramps), and to disciplinary practices. Respondents might also be asked about the frequency with which students engage with other students from different backgrounds in and out of school.

- **Staff Engagement** questions ask staff to reflect on school and district practices that support an inclusive environment. For example, respondents might be asked if their school or their district supports culturally sustaining practices and pedagogies, provides staff time to collaborate on strategies for equitable instruction, and provides enough quality professional development on equity-related topics. Staff might also indicate whether their school and district treat staff members from all identities with respect.

- **Community Engagement and Outreach** survey questions ask parents and staff about how their school engages families in the community. For example, do families feel welcome and valued by their child's school? These items also address how involved parents and guardians are in student learning and the school environment.

- **District Priorities** survey questions ask parents and staff how they believe the district should prioritize different equity initiatives.

*An important consideration is that in order to complete a comprehensive evaluation of K-12 ADEI efforts it is essential that districts be able to collect and disaggregate data based on the various identities of their staff and student populations. The Anti-Racism Data Act, passed on June 2, 2022, will allow school districts to collect intersectional demographic data, such as age, gender identity and ethnic origin, which will help to bolster any proposed AEDI evaluation mechanism.

Draft for Illustration Purposes Only