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Unlocking the full collaborative potential of diverse talent and stakeholders

September 27, 2022

# Anti-racism in Burnaby Schools Listening, learning and actioning change

## Final report



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*The Co-Laboratorio (CoLab Advantage) acknowledge and thank the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Səlilwətaʔ/Selilwitulh (Tsleil-Waututh) Nations on whose traditional ancestral and unceded territories we work and live.*



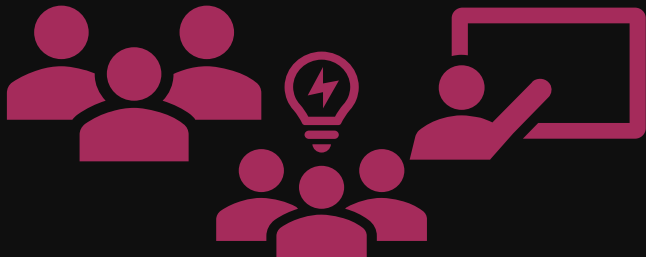
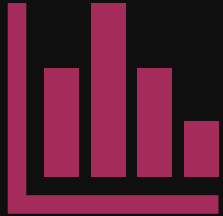


# Thank you to participants

- Recounted deeply personal stories
- Invested time and were burdened emotionally
- All in the hope for Change



# CoLab engagement



School-District administered own Survey  
10,000+ open-ended responses and presented findings were shared with CoLab

Confidential individual interviews (administrators, snr. Leadership,  
safe schools specialists, teachers, Indigenous Elder, student  
counsellors,

Focused group listening-learning-actioning sessions

- Multi-generational and multi-racial
  - Indigenous families
- Student sessions, face-to-face, online
  - BIPOC teachers
- Arabic-, Farsi-, Tigrigna speaking communities

# Bold commitments to address systemic racism

- The consultation process is intended to inform development of a district anti-racism action plan that respects and honours the voices and lived experiences of those affected by systemic racism, implicit bias and/or discrimination



We need to ask: 'What do you need to feel safe at school? What do you need to feel safe at work?' We don't have the answers, but to effect real change we must start the dialogue, knowing there will be uncomfortable truths that must be acknowledged and cause us as a district to reflect on our policies and practices. But most importantly, we must act on what we learn if we are truly committed to anti-racism and addressing systemic racism."

The following motion was passed by all trustees at the public Board Meeting on June 23:

**That the Burnaby School District use a consultative process to develop a district anti-racism action plan that respects and honours the voices and lived experiences of those affected by systemic racism, implicit bias and/or discrimination.**

Further, that the District:

- Include broader conversation with Black, Indigenous and racialized communities to inform the district anti-racism action plan and update anti-racism policies;
- Establish an ad-hoc working group to support the development of an engagement process that provides meaningful, safe and culturally sensitive opportunities for students, staff and families to engage in consultation and dialogue;
- Include representation on the ad-hoc working group from the district's partner groups as well as Black, Indigenous and racialized communities;
- And report to the board on progress and timelines by October 30.

Board Chair Gary Wong:



We must learn from the lived experiences of those in our school community who have been affected by racism, discrimination or bias right here in Burnaby. This will help inform where we want to get to: a system action plan. If we are to impact systemic racism, we must not only honour their stories and address concerns, but we must also have an actionable strategy and be accountable for results. But first we must listen."

# Deeply troubling survey-results

- Survey-results are deeply disturbing speaking to not just racism at the interpersonal level - the microaggressions, student-to-student behaviours etc. – but very systemic issues: the role of leadership, power and representation, student life outside the classroom, and also the role of predominantly white, non-Indigenous teachers and staff, who lack understanding, or denial, or at other times recognizing they don't know how to identify the subtle, structural racism that exists.
- Also, that over the years, so little has been done to racist system and structures and the harm being done...
- A clear message: BIPOC and other racialized members of the school community are looking for signals that these consultations will finally lead to some transformative solutions; want action and to be a part of that.



# Goals of the deeper conversations

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Listening-learning-actioning

Survey gave insights on the  
WHAT is happening

to WHY – going beyond the  
problem to the root causes

and the HOW – opportunities for  
change, reimagining solutions



# Wide-ranging focused engagement sessions

## Students, Teachers, Administration, Staff, Parents Guardians.

- Confidential one-on-one interviews, as well as group sessions.
- learn about the nuances of diverse realities that constitute the ecosystem of Burnaby schools.
- These conversations occurred in safe, culturally sensitive, and trauma informed spaces to mitigate any risks to relevant aspects of people's lives such as employment and students' relationships in and with the school



# *Issues and challenges: from What is happening to Why?*



- Administration, Leadership, policies, procedures
- Curriculum and learning experience
- Teacher diversity, capacity and practice
- Student-to-student relations
- Teacher-parent-community Partnerships, relationships
- Resources & support



Administration,  
leadership,  
policies,  
procedures



# Overview: *Colonial system and structures, tolerance of racism*

Inadequate Policies: lack of direction for senior administration and other staff in the school district when discussing race, reporting and addressing racism.

Lack of a district-wide policy and accountability framework

Dismiss, Denial, Deprioritizing and Delays - racist encounters and systemic racism not being seen as a big enough problem in the district.

Little motivation for systemic change - perceptions authority not motivated to change because these are not issues that affect them

Suppression and hiding of uncomfortable truths to protect reputations and image of the school

*This hierarchy, over time, has consolidated into a hierarchy of oppression...even this process on anti-racism is being completely controlled and restricted ....*

*Leadership don't understand that they are the structures – not realizing that it's policies and governance that imbues through them, that is the barrier*

*This system works for many people who don't want change – not motivated to change*

*It always becomes hyper-fixation on the racist incident itself and then placing the onus on the individual to suggest solution, how to remedy, but without any measure of [institutional, leadership] accountability so that it doesn't happen again*

*The hope for the survey, finally showing that we are experiencing racism, then go through the survey, wait for results and then almost beg to hear what the results were...while continuously in that time still be facing those experiences...On top of that, to know, one of the reasons we were waiting for so long was that they needed to remove names of leadership etc.*

*Very performative: We're asked to share stories of racism – recognize – but after that no one cares*

*Where is my voice going to be heard?*



# Urgent Call For Action

- *How do you plan on solving racism when your board, superintendents, principals have not been trained or don't want to learn or have no experience because they are mostly white and don't care? How do you think a survey will help fight racism? Where are your policies on racism? Why don't you list consequences for racism anywhere? Why don't you hire teachers, principals, board people who have a background in racism courses? You are hiring people who don't know much about these issues and then ask my kids to teach the class about our special days. Instead of focusing on celebrations and holidays, why don't you teach the kids the tools on how to stop being racist? Why don't you hire more First Nations people and put them in charge of their own programs? Why have my kids never had a Black teacher or Black principal? If you continue to hire white bosses who deny that racism is real, then you are going to continue to be a racist education system*

# Teacher diversity, capacity and practice





# Burnaby School Teachers: lack of Diversity and Capacity to Address Racism

*Considering that white educators are removed from the racialized students' experiences of economic marginalization, language barriers leading to isolation and consequent mental health struggles, degrading treatment from people in authority and fellow students, etc., they unfortunately worsen these conditions with their uninformed treatment of the students (Owusu-Bempah & Jeffers, 2021).*

Serious and compounding Lack of diversity of teachers & principals

Lack the tools to recognize and address racism at interpersonal and as structural phenomenon

Lack of diversity at the curriculum development decision-making table- Curriculum focus dominant Eurocentric culture;

Some positive change with Indigenous Inclusion but not for other groups

Students have little to no exposure to successful professionals of colour

Troubling and harmful over disciplining of IBPOC students in comparison to white students



# Systemic barriers to more diverse teachers entering & advancing

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- Recruitment from a narrow pool of talent
- Lack of specialists and credentialing and expertise to support, professional development
- Lacking incentives for Change

*Teacher training focusing on certain socio-economic groups – it's very hard to become a teacher unless you come from a very solidly middle-to-upper-class background*

*You have to put in so many hundreds of hours of volunteer experience before you apply to the (teacher training) program imagine being a single mum ... '...you can't afford to do that...it weeds out a lot of people*





## Curriculum and learning experience

# Curriculum Exclusions Detrimental to Students' Ability to Thrive

- Extreme lack of diversity in the curriculum and at the curriculum development decision-making table
- Outdated accounts, ideas, and methods throughout the curriculum which concretize racist perceptions and reinforce “othering”
- Teachers relinquish their responsibilities, and Indigenous and other racialized students burdened stepping into the role of experts on residential schools, etc
- Instead of appreciating their diverse talents and worldviews as assets, they are seen as problematic
- Teaching materials sometimes present racism as a phenomenon which happens outside of Canada (cf. Pauchulo, 2013).

*Students are being educated on the industrial revolution and the French revolution, with no material on the Haitian revolution and renaissance movements among several communities of African descent*

*Materials in science and technology propagates the viewpoint of neutrality, where these fields are devoid of contextual value and are severed from human/social interaction. It does not teach students about discriminatory relationships such as environmental racism and the inequities embedded in artificial intelligence (AI).*

*We (students) need to be able to see people like ourselves included in the curriculum to be fully seen and valued at school. This includes times to share at assembly, holidays and historical significance, flexibility to do projects on our own cultures, etc.*

*Our culture is not included in the school curriculum, we feel left out*

*School does not respect or include our cultural holidays and festivals (why do we need to celebrate Western Thanksgiving and Halloween?)*

*Students of colour are not motivated to work hard because they have no successful examples to look up to – leads to a single narrative in education – resulting in a feeling of making no impact to human progress – all the success of human progress are by default attributed to one race*

Lack of teacher/curriculum diversity and capacity have dire consequences:  
IBPOC Students experience Harm, Failure to Thrive and Reduced Life Chances in Schools

Over disciplining students of colour in comparison to White students

Quick to pathologize students' and parents' concerns without recognizing the root causes

Students have little to no exposure to successful IBPOC professional affecting racial/cultural esteem

Low expectations and tacit streaming, graduating without prospects

Equation of English language skills and accents with intelligence compounding stereotypical relationships

IBPOC parents not included as real partners

*“When you have language barriers or from Africa they act as if you are not the same and do not listen to you”*

*“They [our children] are not treated equally or expected to make the same progress”*

*“My child was constantly being separated from the class”*

*“If something happens it is always the Indigenous Kids who are suspects”*

*“They are blamed for everything that happens in the school”*

*“These issues affect their Grades”*





Student-to-  
student  
relations

# Student-to-student relations

IBPOC students experience social isolation, little protection from abuse

Students recount persistent incidents of racist abuse in school.

Perpetrators encountering either minimal punitive repercussions or none at all.

Lack of consistency over how to handle racism and to turn it into transformative moments of learning/change

lack of programs and conscious efforts to create inclusion into the social environment of the student body

- *“People saying the n-word and other slurs with impunity”*
- *“There’s minimum to zero consequence to racist abuse in school”*
- *“Teachers brushing racism off racism or turning a blind eye so some students consider they have license for abusive and poor behaviour toward the IBPOC students”*
- *“Teachers unable or unwilling to have these kinds of discussions in class [just social studies and English]”*
- *“Students don’t approach their teachers out of fear they may get bullied even more”*
- *“Teachers don’t encourage enough group reflection to understand each other”*



Partnerships,  
relationships –  
teachers, families,  
community



# Missing meaningful and relation-based engagement

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- Schools lack the capacity to develop relationships with IBPOC parents
- No systematic way for parents to give structured feedback beyond immediate teacher or PAC
- Lack intentional programs and spaces to create networks of parent groups esp. for IBPOC
- Parent & families feel at odds with teachers and administration and believe their participation is not valued
- Parents who are not proficient in English feel particularly excluded even pathologized

*"As a parent [ to a Black child], In twenty years, this is the first time someone has asked me to talk about race-relations in Burnaby School District"*

*"Because of my Accent or because I am African they act like you are not the same and do not listen to you...my daughter has been through so much "*

*"When you are Black, they will finish your sentence then listen to others"*

*"We need a community that cares about us"*

*"The only feedback/communications we have from school is teachers emailing us. We don't even have a schedule (elementary school) – is that normal? Our kids need homework"*



# IBPOC Staff and Teachers Report Experiencing and witnessing Troubling amounts of Racism

- *I have heard fellow teachers in Burnaby schools say very racist things about the students they teach in the staff room. One example would be where a teachers have said they wanted to prevent students speaking any other language other than English at school. This was explained that students speaking in any languages are rude. This is language imperialism operationalized. Our schools need to do a much better job confronting systemic racism and structural oppression at the school district.*
- *...Everything from overt to subtle. From being told to go home, to go back where I can from, to stop talking about racism, to more subtle hints like valuing certain voices over others, white folks taking up all the space and time in meetings, white folks being the majority of administrators and decision makers etc.*
- *While attending an anti-racism workshop during a pro-d-day before the pandemic, teachers in my group had concluded that our students did not experience racism because our school was so diverse. I had to remind them that the racism still exists, especially outside of the school environment. Interestingly now, after the pandemic, everyone is saying it is a problem, when really it has been a problem for our diverse students all along*



# Resources & support

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- DATA- dearth of race disaggregated data and information on the current racial dynamics and achievements of the student body and wider community.
- Added to this, students and parents have reported finding it difficult prove their case when making a complaint because incidents and reactions to them are not properly documented
- no verifiable data based on which to allocate resources using equity lens
- No targets, goals or monitoring
- Wholly inadequate funding to address equity gaps or diverting of resources to from areas identified as priorities
- No safe spaces for students - inadequacy of racially informed provision of spaces of safety for all groups that make up the school body. These could be places where students could observe certain faith practices, welcoming spaces in the cafeteria, relevant attention to health needs, etc. Especially important for IBPOC students to feel safe

*'Not knowing becomes an excuse for inaction'*

*"Funding gets diverted from indigenous student support to (teaching) educating everyone"*





## Special Issues

While all IBPOC groups expressed exclusion, Black and Indigenous students and families are especially excluded and stigmatized

Families who are not proficient in English or French feel particularly excluded

ELL programs have been singled out for extensive criticism

IBPOC teachers are experiencing on the job racism

## Black and Indigenous students and families are the most excluded and stigmatized

- Black boys cited a culture of violence, gangs and revengeful vendettas that occur from students outside and inside the school, they described a particularly dangerous existence for Black boys
- Black girls also highlighted unique experiences Black girls face with racism, class, and misogyny intersecting.
- Black students singled out and told [by teacher] they gather “too much attention”
- Violence in schools
- Black students are disciplined differently and more harshly
- Lower teacher assumptions about Black students’ intelligence and aspirations e.g not going to college and university
- Assumptions and labelling of Black students as problematic and ill behaved
- Black children being constantly Separated from peers and class
- Pathologized as having learning or medical issues with evidence
- Even discriminated against in childcare spaces in daycares operated on school properties

## Black Burnaby student says district still not doing enough to combat racism in schools

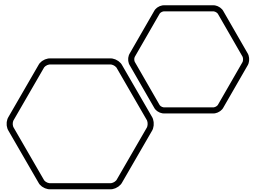


Burnaby North Secondary student Haleluya Hailu. (CityNews Vancouver)



# Indigenous Students and Families

*it's really wonderful hearing you talking about, you guys' experiences, really inspiring...it's nice to hear about people growing up with mentors...growing up I didn't really have that...even my parents, they're residential school survivors ...still suffering intergenerational trauma....sometimes you really don't know what you're doing a certain time or what your next step is (in public schools), you feel really misplaced, and there are certain times I question my own identity as if I was ashamed of who I was growing up...Even to this day I feel that way, with my peers at work or school. When you don't have certain people in your life. There's a lot of things I struggled with growing up and if you don't have mentors, family members supporting you, you feel like you fall through the cracks...I think that goes for everyone in the public school, there are not just Indigenous and non-Indigenous peoples...it's a white and diverse country now from when I grew up...sometimes you still get blindsided by someone who is from a different country and surprised you don't know. Even today I don't know who, how and why of everything, I'm still learning on my journey. That's why I chose these three pictures.*





# Language learning and being left behind

- *“...because my child didn’t speak English well, the teacher just said he should have a memory test”*
- *“[The teacher told me] your son wrote so many mistakes, and it was in November 2004. I remember, and then I said well, we just came in 2003. He said, ‘No way, that’s awesome! But that’s not the response that I should have received as a parent. It should have been: Okay, so let’s see how we can support him in order that he can start write better and read better”*
- Parents/families not proficient in English themselves feel they are not able to advocate, or are being overlooked
- Perceptions of BIPOC students being disadvantaged in English essay writing with sophisticated critical thinking and reasoning, but not fitting ‘the norm’ of how they were telling or structuring a story
- Well-meaning teachers telling parents (not proficient in English) ‘just read with your child for 20 minutes each day’
- The process and narrow assessments fail to recognize students existing complex skills (in their first language), strengths, *innate* abilities, potential and aspirations (cf. Gallagher-Mackay, 2013)
- The processes needed to learn ‘academic’ language; maths and sciences not given enough attention, placing unfair demands on especially BIPOC and newcomers to catch up (Gee 2004)

Tequel Lydell Willis



## Solutions and Recommendations

How Do we make Burnaby Schools welcoming, flourishing spaces of belonging for everyone?







# Commitment of Burnaby School Board

"The consultation process is intended to inform development of a district anti-racism **STRATEGIC** action plan that respects and honours the voices and lived experiences of those affected by systemic racism, implicit bias and/or discrimination"

...to achieve transformative **Institutional/organizational-level change**

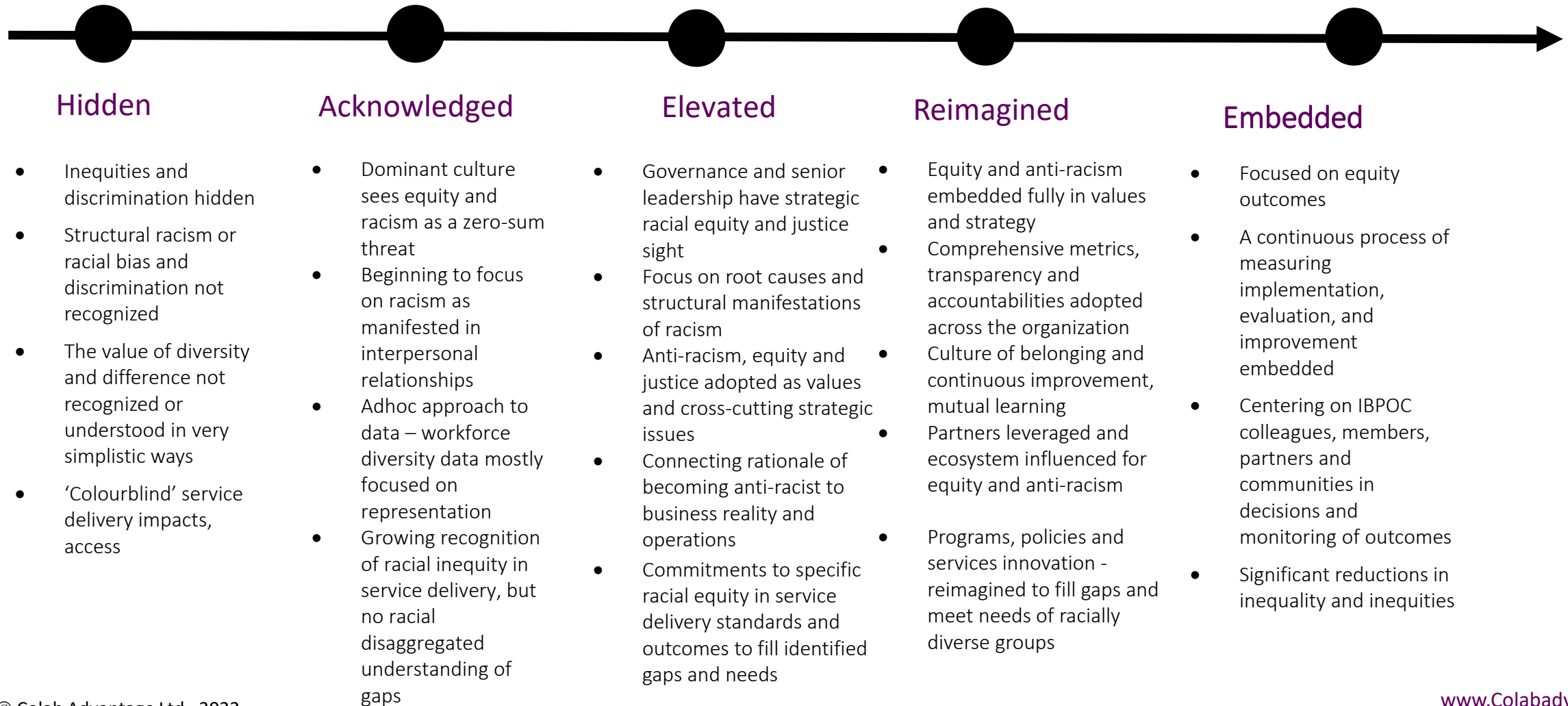
# Solutions and Recommendations

## Transforming Structural Racial Inequalities

### Anti-Racist Schools

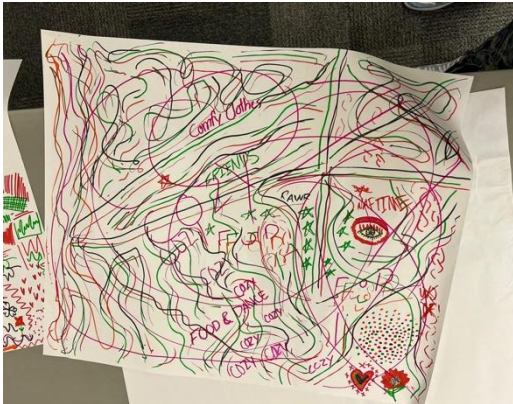
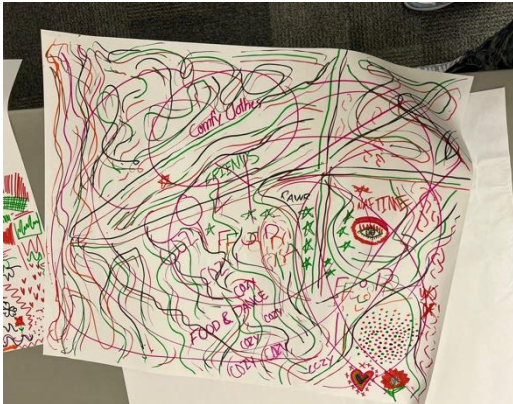
- “anti-racist education identifies racism as an organising principle of the social and political structure, closely linked to ... other forms of discrimination that deny human rights’ (p. 168).
- Anti-racist perspective considers racism as operating not only through personal prejudice but as existing in interconnected ways through the personal, structural and institutional (Thompson, 1997).
- Whole school approach that includes ‘instructional materials and strategies; teachers’ expectations, attitudes and behaviour; language issues; staff composition; racial incident policies; assessment and placement practices; parental involvement; and staff development’ (Cheng and Soudack (1994r p. i).

# What does an anti-racist and equity-focused organization look like?





# How Students See Anti- Racism





# How Families See Anti-Racism



- When I see this road [the main one], that road carries everybody; big roads, small roads [leading there], some have big fancy cars, some have small cars, Tesla or scoter, but they're all going somewhere, and they all go through this main road – we all come from different backgrounds, have different experiences. This road (the main artery) is the equalizer that everyone travels. Education is part of all our humble beginnings. So the education system – anti-racist system – is the kind of system that carries everybody...to a common destination (of enlightenment) and all the good things that it brings about.
- For me this represents the connectedness that everyone has...we're all connected in this world and sometimes we don't realize it...reminds us that we're all part of each other in some ways... we have a purpose and work together and are all integral together....without one part the machine doesn't function very well. Not just technical, parts, but it's a dignified and elegant system – similar to us, we all need dignity... also represents the need for difference – different shapes, sizes, colours – and if we don't give ourselves dignity, that's where racism starts. When we take dignity away from people we have systemic bias/racism



# Principles: Leading and governing transformation to become an anti-racist decolonized school district:

Establish and work towards equity goals – needs a District-wide strategy to addressing opportunity gaps

One that affirms Indigenous and Black identity and other racialized groups – also in leading and Governing change – disrupt, decolonize and widening the circle..

Gather disaggregated racial identity-based DATA at the school-level

Is intentional in building institutional capacity as a learning Organization

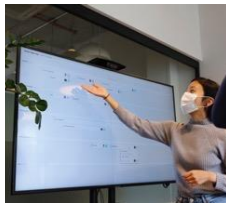



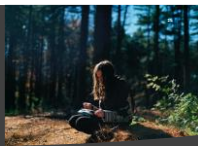

Transparency embedded in all anti-racism work

Aim to be evidence-based, putting overarching accountability frameworks in place, measuring progress, iterative learning and evaluation

Adopt new ways of working collaboratively, including with broader Burnaby ecosystem and IBPOC communities



# Recommended Priority Elements of Burnaby School Board Action Plan

| Acknowledge  | Anti-Racism working Group  | Accountability Framework   | Data & Research   | Commit to Goals  | Embed   | Recruit, Retain, Recognize  | Monitor& Iterate   |
|--|--|--|---|--|---|---|--|
| Acknowledge the deep structural and systemic racism and commit to racial equity  | Elevate and make permanent the ad hoc anti-racism working group (with alternating chair) – for governance and decision-making that center voice and agency of IBPOC staff, students, administrators, teachers, parents   | Develop strategic Anti- Racism accountability framework  | Make decisions evidence-based <ul style="list-style-type: none"><li>•Data &amp; Research (stop leading blindly) to make visible racial disparities, the experience and intersectional equity gaps in all areas</li><li>•Conduct a full Organizational Equity Audit</li></ul>  | Commit to specific racial equity goals across the school-system  | Embed anti-racism and equity-lens in governance, leadership and across the six areas  | Introduce deliberate strategy to increase IBPOC Leadership, Staff and Teachers especially those most excluded | Conduct regular intersectional racial equity audits and monitoring for progress on goals<br>Update Action Plan |
| <div>Administration, leadership, policies, procedures</div> <div></div>   | <div>Teacher diversity, capacity and practice</div> <div></div>   | <div></div> <div>Student-to-student relations</div>  | <div></div> <div>Partnerships, relationships – teachers, families, community</div>   | <div></div> <div>Curriculum and learning experience</div>   | <div></div> <div>Resources &amp; Support</div> |   |  |
| <ul style="list-style-type: none"><li>• Develop anti-racism and equity-results focused policy</li><li>• Establish proper reporting mechanisms and guidance for racism and discrimination</li><li>• Survey racialized employee experience with structural barriers as part of workplace environment</li><li>• Develop mandatory leadership development focused on building racial &amp; equity sight for leading organizational change – to address structural racism</li></ul> | <ul style="list-style-type: none"><li>• Targeted BIPOC hiring and advancement</li><li>• Schedule collegial anti-racism discussions and actions into the school year</li><li>• Review recruitment, Pro-d and growth/advancement support with anti-racist and equity lens to address structural barriers and racial discrimination</li><li>• Credential and recognize racial inclusion expertise modeled after the Indigenous Enhancement Teachers to support teacher capacity</li></ul> | <ul style="list-style-type: none"><li>• Develop/expand curricula and learning opportunities that deliberately bring students together to reflect, to have conversations, forming relationships and build community</li></ul> | <ul style="list-style-type: none"><li>• Conduct end-of-year parent/family surveys</li><li>• Develop strategic community engagement strategy</li><li>• Structure and resource parent-school spaces for mutual learning and collaboration beyond DPAC</li><li>• Prioritize ELL-, bridging gap from elementary to secondary support for especially newcomers</li><li>• Enable peer-to-peer mentoring among parents</li></ul> | <ul style="list-style-type: none"><li>• Critically review and collaborate on curriculum redesign, <i>with</i> BIPOC voices at the table</li><li>• Develop/expand curricula and learning opportunities that deliberately bring students together to reflect, to have conversations, forming relationships and build community</li></ul> | <ul style="list-style-type: none"><li>• Data, Budget, Resources</li></ul>   |   |  |

Acknowledge  
the deep  
structural and  
systemic  
racism and  
commit to  
racial equity

Systemic Racism is  
embedded in the  
Burnaby School system  
and in the wider society  
that schools are part of

Significant harm can be  
perpetuated even when  
there is no intent to  
cause harm

Many IBPOC students are  
limited in their ability to  
learn , thrive and reach  
their full potential  
because of the racism  
they experience in the  
school system

IBPOC students as  
indeed all learners have  
a right to be educated to  
see the dignity,  
traditions, history and  
contributions of all racial  
and ethnic groups that  
call Burnaby home

Elevate and make  
permanent governance  
and decision-making  
that center voice and  
agency of IBPOC staff,  
students,  
administrators,  
teachers, parents

Further develop and making the the ad hoc anti-racism working group into a permanent Anti-Racism Steering Committee (Co- Chair and alternating)

Support and foster expansion of anti-racism/equity student clubs/councils etc., and foster and support IBPOC networking and leadership

New governance model that expands or reforms the PAC to intentionally include IBPOC perspectives

The establishment of District Principal - Equity, Diversity and Inclusion at Burnaby School District is a good start..role needs to be further expanded and empowered



**Mika Melles**

(she/her) is a 17-year-old biracial (half Black/half Asian) student attending Burnaby South Secondary School. As an active member of her school community, Mika has been Co-Chair of a student-led equity council for two years and has joined multiple sports teams over the past five years. She has taken steps within her school to dismantle social injustices and is a part of an Anti-Racism Student Committee. Mika also plays for a local field hockey club and volunteers as a coach.



# Develop strategic accountability framework, anti-racism Data Strategy and Monitoring

## Develop and Implement a Racial Equity Accountability Framework

Using Inclusive and collaborative processes that centres IBPOC perspectives

- Collect and track data to make evidence-based decisions
  - Data & Research to make visible racial disparities, the experience and intersectional equity gaps in all areas
  - Data provides the School District with the information required to make change, mark baseline, set goals, indicators, targets and track progress towards goals.
  - Conduct a full Organizational Equity Audit
- Commit to specific racial equity goals across the school-system
- Co-Design and develop District and School Level Action Plan
- Conduct regular intersectional racial equity audits and monitoring for progress against goals
- Reporting to Trustees and at the District and school levels

| Level of Accountability | Component  | Reporting Frequency    | Mechanism  |
|-------------------------|--|------------------------|--|
| System                  | Anti-Black Racism Steering Committee   | Quarterly              | Quarterly updates on strategy implementation                       |
|                         | Trustees   | Quarterly              | Updates on strategy implementation                                 |
|                         | Public Reporting   | Annually               | Written annual report on strategy implementation and KPIs          |
|                         | Director's Action Plan   | Annually               | Written update to the Board of Trustees                            |
|                         | Strategy Evaluation  | In 5 years             | Process and impact evaluation                                      |
| School / Department     | School Improvement Plans / Department Improvement Plans  | Annually               | Written report on strategy implementation and measures of progress |
| Individual              | Director's Position Profile<br>Superintendent and Principal Position Profiles<br>Teacher Performance Appraisals<br>Teacher Annual Learning Plans | As determined by cycle | Strategy implementation  |

|                             |  |
|-----------------------------|--|
| Develop                     | Develop anti-racism and equity-results focused policy  |
| Establish                   | Establish proper reporting mechanisms and guidance   |
| Survey                      | Survey racialized employee experience with structural barriers as part of workplace environment                      |
| Develop Racial Equity Sight | Develop mandatory leadership development focused on building racial & equity sight for leading organizational change |

Administration,  
leadership,  
policies,  
procedures



11

Teacher diversity,  
capacity and  
practice



Targeted BIPOC hiring and advancement

Schedule collegial anti-racism discussions and actions into the school year

Review recruitment, Pro-D and growth/advancement support with anti-racist and equity lens to address structural barriers and racial discrimination

Credential and recognize racial inclusion expertise modeled after the Indigenous Enhancement Teachers to support teacher capacity

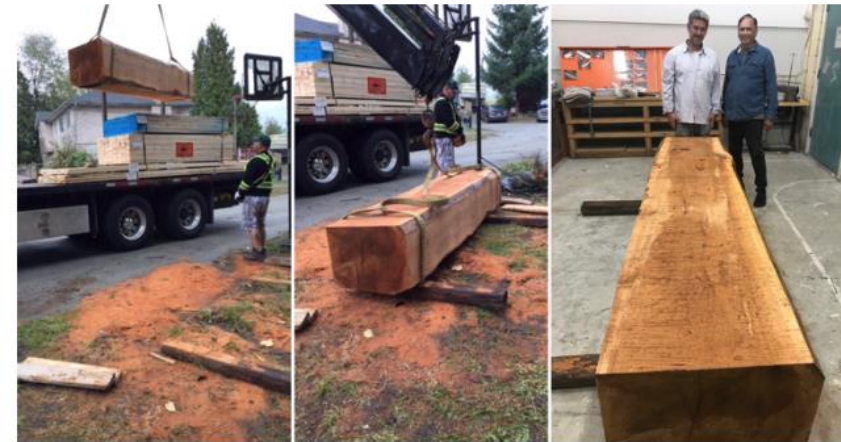


- Develop/expand curricula and learning opportunities that deliberately bring students together to reflect, to have conversations, forming relationships and build community



Student-to-student relations

### Indigenous Students and Artists Craft 400-year-old Cedar Log into Giant Storyboard

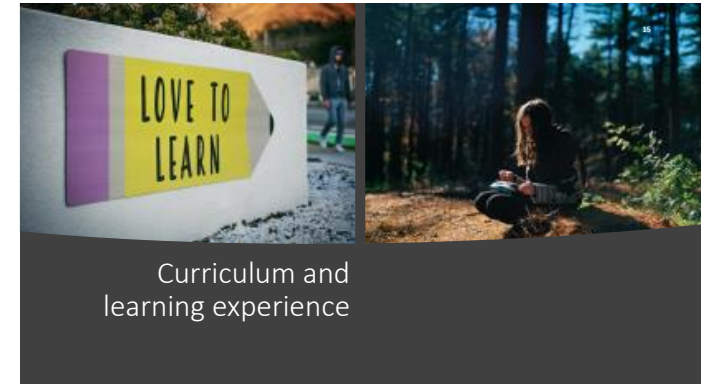


Indigenous students at Alpha Secondary are creating a piece of art to greet all who come to their newly rebuilt school. Students are carving a storyboard under the guidance of Squamish elder and artist, [Latash Nahanee](#), whose nation generously donated a 400-year-old cedar log for the project. It weighed roughly two thousand pounds and had to be transported by crane.

|                        |   |
|------------------------|---|
| Conduct                | Conduct end-of-year parent/family surveys   |
| Develop                | Develop strategic community engagement strategy   |
| Structure and resource | Structure and resource parent-school spaces for mutual learning and collaboration beyond DPAC |
| Prioritize             | Prioritize ELL-, bridging gap from elementary to secondary support for especially newcomers   |
| Enable                 | Enable peer-to-peer mentoring among parents   |



- Critically review and collaborate on curriculum redesign, *with* BIPOC curriculum design experts and voices at the table
- Develop/expand curricula and learning opportunities that deliberately bring partners such as parents, cultural organizations, forming relationships and build community







- Data
- Leadership profiles; demographics, teacher profiles and barriers to becoming teachers
  - Hiring, promotions diversity data
  - Curriculum and pedagogy data – what is being taught.. demonstrated capacity
  - Graduation rates
  - Transitions from elementary to secondary
  - Streaming...makeup/racial disproportionality
  - Incidents/complaints/interventions
  - Student and employee wellbeing



## K-12 Anti-Racism Action Plan (DRAFT)

### B.C. introduces law to collect data on race

MIKE HAGER >  
VANCOUVER  
PUBLISHED MAY 2, 2022



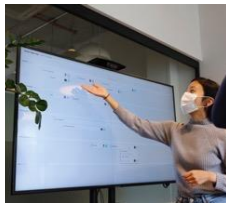



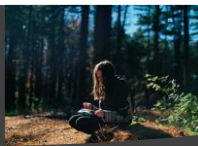

Professor at the Beedie School of Business SFU and Hogan's Alley Society spokeswoman June Francis talks about the B.C. government's introduction of the anti-racism data act during a news conference in the Hall of Honour at the legislature in Victoria, B.C., on May 2.  
CHAD HIPOLITO/THE CANADIAN PRESS



- Racial Equity Budgeting

- Budgets and Resources is key indicator of Priorities Reflect Priority
- Racial Equity should guide allocation
- All Budget Submission should Include Racial Equity Impact Analysis

# Recommended Priority Elements of Burnaby School Board Action Plan

| Acknowledge  | Anti-Racism working Group  | Accountability Framework   | Data & Research   | Commit to Goals  | Embed   | Recruit, Retain, Recognize  | Monitor& Iterate   |
|--|--|--|---|--|---|---|--|
| Acknowledge the deep structural and systemic racism and commit to racial equity  | Elevate and make permanent the ad hoc anti-racism working group (with alternating chair) – for governance and decision-making that center voice and agency of IBPOC staff, students, administrators, teachers, parents   | Develop strategic Anti- Racism accountability framework  | Make decisions evidence-based <ul style="list-style-type: none"><li>•Data &amp; Research (stop leading blindly) to make visible racial disparities, the experience and intersectional equity gaps in all areas</li><li>•Conduct a full Organizational Equity Audit</li></ul>  | Commit to specific racial equity goals across the school-system  | Embed anti-racism and equity-lens in governance, leadership and across the six areas  | Introduce deliberate strategy to increase IBPOC Leadership, Staff and Teachers especially those most excluded | Conduct regular intersectional racial equity audits and monitoring for progress on goals<br>Update Action Plan |
| <div>Administration, leadership, policies, procedures</div> <div></div>   | <div>Teacher diversity, capacity and practice</div> <div></div>   | <div></div> <div>Student-to-student relations</div>  | <div></div> <div>Partnerships, relationships – teachers, families, community</div>   | <div></div> <div>Curriculum and learning experience</div>   | <div></div> <div>Resources &amp; Support</div> |   |  |
| <ul style="list-style-type: none"><li>• Develop anti-racism and equity-results focused policy</li><li>• Establish proper reporting mechanisms and guidance for racism and discrimination</li><li>• Survey racialized employee experience with structural barriers as part of workplace environment</li><li>• Develop mandatory leadership development focused on building racial &amp; equity sight for leading organizational change – to address structural racism</li></ul> | <ul style="list-style-type: none"><li>• Targeted BIPOC hiring and advancement</li><li>• Schedule collegial anti-racism discussions and actions into the school year</li><li>• Review recruitment, Pro-d and growth/advancement support with anti-racist and equity lens to address structural barriers and racial discrimination</li><li>• Credential and recognize racial inclusion expertise modeled after the Indigenous Enhancement Teachers to support teacher capacity</li></ul> | <ul style="list-style-type: none"><li>• Develop/expand curricula and learning opportunities that deliberately bring students together to reflect, to have conversations, forming relationships and build community</li></ul> | <ul style="list-style-type: none"><li>• Conduct end-of-year parent/family surveys</li><li>• Develop strategic community engagement strategy</li><li>• Structure and resource parent-school spaces for mutual learning and collaboration beyond DPAC</li><li>• Prioritize ELL-, bridging gap from elementary to secondary support for especially newcomers</li><li>• Enable peer-to-peer mentoring among parents</li></ul> | <ul style="list-style-type: none"><li>• Critically review and collaborate on curriculum redesign, <i>with</i> BIPOC voices at the table</li><li>• Develop/expand curricula and learning opportunities that deliberately bring students together to reflect, to have conversations, forming relationships and build community</li></ul> | <ul style="list-style-type: none"><li>• Data, Budget, Resources</li></ul>   |   |  |





*SCHOOLS AS ANTIRACIST*  
*Anti-racist organizations and*  
*institutions do things*  
*proactively to combat*  
*structural and systemic*  
*racism and working towards*  
*equity-outcomes*  
*in continuous learning and*  
*innovation*

