



# ANTI-RACISM AND ANTI-OPPRESSION SURVEY SUMMARY



Lethbridge  
SCHOOL DIVISION

**SURVEY DATE:** MAY, 2023

**DATE OF SUMMARY:** DECEMBER, 2023





## **WHY DID LETHBRIDGE SCHOOL DIVISION CONDUCT THIS SURVEY?**

Over the last number of years, in order to support all members of the school community, Lethbridge School Division has received feedback from students, families, staff and community members regarding anti-racism and anti-oppression work.

The Anti-Racism and Anti Oppression public survey was conducted in May of 2023. The purpose of this survey was to collect feedback to help inform the development of the procedure for Policy 103.1, Anti-Racism and Anti-Oppression. To view the policy and procedure, please click on these links: [POLICY 103.1](#) and [PROCEDURE](#).

A wide cross section of feedback was collected through the survey, as approximately 500 people participated and contributed over 1,200 total responses. This document provides a summary of these responses. Data from the survey provided the Division with valuable information that helped to shape the creation of the procedure. Thank you to everyone who filled out the survey. We appreciate you taking the time to share your perspective.

# **WE ASKED: QUESTION 1**

To build an anti-racist and anti-oppressive culture, what systems or practices could the division and schools explore to support a learning community where all students, families and staff are valued for their unique identities?

## **YOU SAID:**

### **Equity, Equality and Inclusion:**

- treat everyone equally regardless of their background or race
- uphold standards and address racism and discrimination
- value all learners
- respect different methods of communication
- request for cultural competency learning opportunities
- provide opportunities and resources for newcomer students
- pursue access to interpreters for timely communication
- acknowledge and celebrate cultural holidays and diverse identities
- value and include the voices and cultures of Indigenous students

# **WE ASKED: QUESTION 1 CONTINUED**

## **YOU SAID:**

### **Education and Awareness:**

- balance approaches to support a system that values all
- ensure a fair, unbiased approach to education when discussing principles connected to ARAO
- teach children about racism, diversity, and disabilities
- recognize and respond to bullying within our system
- teach history, cultural diversity and empathy to combat racism and oppression
- acknowledge the importance of open lines of communication

### **Community Engagement:**

- involve families in school activities and cultural sharing
- collaborate with community and various groups
- build stronger connections between teachers and parents/guardians/caregivers
- engage in celebrations of diversity

# **WE ASKED: QUESTION 1 CONTINUED**

## **YOU SAID:**

### **Teaching and Resources:**

- incorporate anti-racist and anti-oppressive resources and learning opportunities
- focus on education
- teach respect, inclusivity, and free thought without hate
- discuss colonization and racism

### **Professional Learning:**

- provide education and training for all staff on anti-racist and anti-bias practices
- support individuals in seeking out professional learning opportunities that enhance their own practice

### **Policy and Organizational Change:**

- review policies, procedures and codes of conduct for inclusivity
- examine organizational culture and subcultures to address bias
- examine hiring practices to support diversity

# WE ASKED: QUESTION 1 CONTINUED

## YOU SAID:

### **Student Engagement and Support:**

- foster student voice and representation
- create safe spaces for discussion and support
- promote restorative approaches in learning
- reflect upon consequences for discriminatory behaviour
- engage in celebrations of diversity

### **Individual Support and Well-Being:**

- support the needs of newcomers
- provide emotional intelligence skill building for all students
- respect individual identities and experiences





# WE ASKED: QUESTION 1 CONTINUED

## YOU SAID:

### **Building Common Understanding:**

- promote common understanding among community members
- work toward a common vision that upholds the equal value of each person
- acknowledge the importance of open lines of communication
- encourage the use of inclusive language that values all
- ensure a fair and unbiased approach without favouritism or special privileges
- create awareness around segregating or identifying unique groups
- reflect upon how divisive ideologies and language are presented in classroom settings



## **WE ASKED: QUESTION 2**

Is there anything you would like to share about your own lived experience and what Lethbridge School Division needs to know about creating a culture that values all people?

## **YOU SAID:**

### **Themes:**

The responses included the following themes:

- a. Recognition of and addressing racism
- b. Focus on academics
- c. Inclusion, respect, and cultural understanding
- d. Challenges faced by Indigenous learners and staff
- e. Fairness, equity and equality
- f. Consider viewpoints on political ideology and their impact on schooling
- g. Importance of kindness and respect
- h. The importance of a balanced approach and informed educational practices
- i. Education about violence, harassment, and discrimination
- j. Shared responsibility for communication between home and school
- k. Safety for all



# **WE ASKED: QUESTION 2 CONTINUED**

## **YOU SAID:**

**The following themes were reported in the survey responses but did not align directly with the questions asked:**

- desire to focus on teaching practical skills rather than social ideology
- support for a merit-based system that eliminates oppression
- the belief that there are already mechanisms and laws in place that work to eliminate oppression
- frustration with the suggestion that our culture is racist and oppressive
- criticism of the dominance of LGBTQQ2S+ identity and its impact on other beliefs and viewpoints

## ACTIONS TAKEN

The survey responses informed the Anti-Racism and Anti-Oppression Policy and Procedure Committee in the development of procedures for Policy 103.1 - Anti-Racism and Anti-Oppression.

The comments noted in the themes above helped shape every section of the procedure to Policy 103.1. The correlation between procedure development and survey themes is noted below.

Comments in the Equity, Equality and Inclusion theme informed all sections of the procedure.

Comments in the Education and Awareness theme informed Sections 1, 2 and 3 of the procedure, specifically clauses:

- 1.1
- 1.3
- 1.5
- 2.3
- 3.1

# ACTIONS TAKEN

Comments in the Community Engagement theme informed Sections 1 and 3 of the procedure, specifically clauses:

- 1.1
- 1.2
- 1.6
- 3.3
- 3.4

Comments in the Teaching and Resources theme informed Sections 1 and 2 of the procedure, specifically clauses:

- 1.3
- 1.4
- 2.1
- 2.2
- 2.3

Comments in the Professional Learning theme informed Sections 1, 2 and 3 of the procedure, specifically clauses:

- 1.2
- 1.3
- 1.5
- 2.2
- 2.3
- 3.2
- 3.3
- 3.4

# ACTIONS TAKEN

Comments in the Policy and Organizational Change theme informed Sections 1, 2 and 3 of the procedure, specifically clauses:

- 1.3
- 1.4
- 1.5
- 2.1
- 3.1
- 3.2
- 3.4

Comments in the Student Engagement and Support theme informed Sections 1, 2 and 3 of the procedure, specifically clauses:

- 1.1
- 1.2
- 1.3
- 1.4
- 2.2
- 3.1
- 3.3
- 3.4



# ACTIONS TAKEN

Comments in the Individual Support and Well-Being theme informed Sections 1, 2 and 3 of the procedure, specifically clauses:

- 1.3
- 1.4
- 1.5
- 1.6
- 2.2
- 3.3
- 3.4

Comments in the Building Common Understanding theme informed Sections 1, 2 and 3 of the procedure, specifically clauses:

- 1.1
- 1.2
- 1.3
- 1.4
- 1.5
- 1.6
- 2.1
- 2.2
- 2.3
- 3.2
- 3.3
- 3.4