

**Rainbow Staff Equity and Inclusive Education Survey**  
**September 26, 2011**

Audience: All Rainbow staff (permanent)

Outcome:

- To better serve the needs of our students, staff, parents and communities in the areas of equity and inclusive education

**Section A: Equity and Inclusive Education**

**Chart 1: Climate in your workplace**

Respectful-Disrespectful

Inclusive – non-inclusive

Friendly-Hostile

Anti-racist-Racist

Non-sexist-Sexist

Anti-homophobic-Homophobic

**Chart 2** (Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree, Not Able to Comment)

- Diversity of staff enriches our schools and workplaces
- RDSB should place more emphasis on diversity
- I am aware of RDSB's Policy and Procedure 6.14 Equity and Inclusive Education
- I am treated with respect
- Support staff are respected
- Staff of different sexual orientations are respected
- Staff of different racial backgrounds are respected
- Staff with disabilities are respected
- Initiatives that recognize and inform staff about equity and inclusion need to be promoted
- Initiatives that recognize distinctive cultural heritage (e.g., National Aboriginal Day and Black History Month) need to be promoted and those perspectives reflected in the curriculum
- Initiatives that recognize differing sexual orientations (e.g., Gay/Lesbian Awareness) need to be promoted and those perspectives reflected in the curriculum
- First Nations, Métis and Inuit perspectives need to be increased throughout the curriculum.

Comments:

**Chart 3** (Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree, Not Able to Comment)

1. Students with disabilities are accepted and respected
2. Students of different racial backgrounds are accepted and respected
3. Students who are lesbian, gay, bisexual, transgender, questioning or two-spirited are accepted and respected
4. Students who identify as First Nations, Métis, and Inuit are accepted and respected
5. Students from low income families are accepted and respected

Comments:

**Chart 4** (Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree)

1. I value the diverse backgrounds and experiences brought to our schools/workplaces by students and families who identify as First Nations, Métis and Inuit
2. I value the diverse religious and spiritual backgrounds brought to our schools/workplaces by students and families
3. I value the diverse racial and cultural backgrounds brought to our schools/workplaces by students and families
4. I value the diverse sexual orientations brought to our schools/workplaces by students and families
5. I value the diverse backgrounds brought to our schools/workplaces by students and families of low income

Comments:

**Open-ended Questions**

1. I have heard derogatory comments about the following groups in my school/workplace:

(You may circle more than one answer.)

- a. People who identify as First Nations, Métis and Inuit
- b. People with a religious or spiritual association
- c. People without a religious or spiritual association
- d. People who identify as lesbian, gay, bisexual, transgender or two-spirited
- e. People who are visible minorities

f. People of low income families

2. Were these comments made by: teachers, administrators, support staff, parents, students or guests  
(Please circle all that apply.)

3. a. Did you feel you could intervene when you heard these comments?

3. b. Did you intervene when you heard these comments?

3. c. If yes, how did you intervene?

4. a. Have you received professional learning in the areas of equity and inclusive education?

4. b. What kind of professional learning would you like to become more equitable and inclusive in your actions?

**Chart 5: Teachers** (Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree)

1. I incorporate the experiences of the following groups into my teaching to ensure they are reflected in the curriculum:

- a. lesbian, gay, bisexual, transgender, two-spirited and questioning
- b. First Nations, Métis and Inuit
- c. diverse racial backgrounds
- d. diverse religious and spiritual backgrounds
- e. low income

2. I am able to act as an ally to students/co-workers/families who are experiencing some form of discrimination in our schools/workplaces? Yes, No

Comments

**Section B: Demographic Information**

1. What role do you play in the organization? Teacher, Support Staff, Administration

2. To which age group do you belong?

24 years or younger, 25 to 34, 35 to 44, 45 to 54, 55 to 64 and 65 or older

3. What is your gender?

Male, Female, Transgender

4. Do you consider yourself to be a person with a disability (had a long term or recurring physical, mental, sensory, psychiatric or learning impairment)? Yes/No

5. Do you consider yourself to be of Aboriginal ancestry? Yes No

If yes, do you identify as

a) First Nation

First Nation affiliation \_\_\_\_\_

b) Métis

c) Inuit

6. Where were you born?

Ontario, Elsewhere in Canada, Outside Canada

7 a. Do you consider yourself a visible minority? Yes, No

7 b. If yes, with what visible minority group do you identify?

8. a. Do you have a religious or spiritual affiliation? 9 b. If yes, what is it?

9. What is your sexual orientation?

bisexual, two-spirited, gay, heterosexual, lesbian, questioning