

# RESPECT

- Goals**
- Increase staff awareness and capacity required to address the impacts of colonialism, white supremacy, anti-Black racism, Islamophobia, anti-Semitism, homophobia, transphobia, sexism, able-ism, and other oppressions in all areas of school culture.
  - Enrich student connection to Catholic community (e.g., reduce aggressive behaviours).
  - Increase sense of belonging among all impacted by oppression and injustice, by uplifting the voices of all.

## CCCC School Climate Survey

The Catholic Community, Culture, and Caring (CCCC) School Climate Survey asks students in Grades 6-12 about:

Social Engagement



Intellectual Engagement



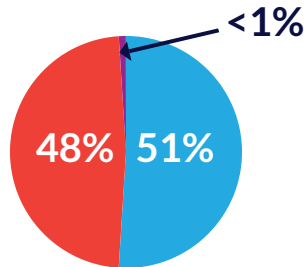
Mental Health Supports



Experience of Aggression

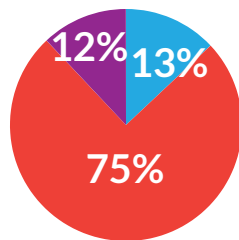


### Gender



- Female
- Male
- Another Gender

### IEP Status



- IEP
- No IEP
- Not sure



### Were Group Differences Observed?

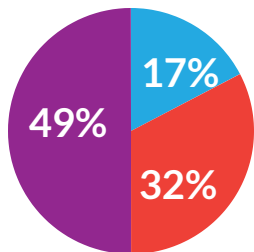
Higher social engagement reported by:

- Males
- White and Non-Black Racialized students

Higher intellectual engagement reported by:

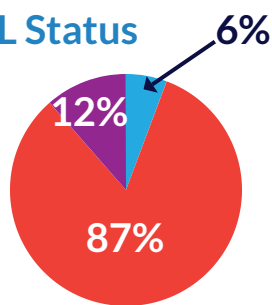
- Males and females
- Students without an IEP
- Non-Black Racialized students

### Race\*



- Black
- White
- Non-Black Racialized

### ESL Status



- ESL
- No ESL
- Not sure

Higher experience of social aggression reported by:

- Students identifying as another gender
- Students with an IEP
- Black students

Higher experience of physical aggression reported by:

- Males
- Students with IEP or ESL needs
- Black students

Higher experience of cyber aggression reported by:

- Students identifying as another gender
- Students with an IEP
- Black students

\* Students were grouped as Black, White, or Non-Black Racialized, based on reported race(s).



28,889  
Student  
Participants