EMBEDDING EQUITY

School Assessment Processes

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Self-Assessment Processes

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It is the collective responsibility of students, staff and community members to speak out to support ourselves and others in order to ensure caring, safe and inclusive learning and working environments.

"Equity and inclusive education aims to understand, identify, address, and eliminate the biases, barriers, and power dynamics that limit students' prospects for learning, growing, and fully contributing to society…These barriers and biases, whether overt or subtle, intentional or unintentional, need to be identified and addressed." Equity and Inclusive Education in Ontario Schools, 2009

Embedding Equity - Students

Statement	Indicators	Strategies
1. I understand the definitions and the expectations in the Board's/ School's equity document/policy	• I have read the Board and/or school's equity document/policy	• The Equity Policy is embedded in the Course outline, student agenda, or on a wall poster • Rewritten in language that students understand • Posted on school website
2. I accept and value differences that students and staff bring to my school.	• I don't make negative comments about students or staff who are different from me • I participate in activities and/or field trips that celebrate the traditions of different ethno cultural, religious, and language groups and is reflective of the different orientations along with the many dimensions of diversity • I support my friends when they are absent for faith days i.e., I collect work that they miss • I listen to music of many groups in my school • I help students who are new to my school i.e., I show them around the school and tell them what they need to know to succeed and connect them with Canadian and their own cultural resources • I read books about people who have backgrounds and life styles that are different from my own • I refrain from judgement about a person • I understand and support students who have different expectations and goals outlined in their Individual Education Plan • I am open to learning about different learning styles and learning needs	• Equity Clubs in schools • Gay Straight Alliances • Support Clubs that address dimensions of diversity (race, religion, …) • Assemblies • Diverse guest presenters • Announcements in multiple languages where possible • Funding for Equity Initiatives • Student Focus Group (to inform staff about their lived home and school experiences} • I learn to pronounce names of people whose culture is different than my own. • Create welcome pamphlets in different languages • I watch for and plan for accessibility issues (hearing, sight, wheelchair, etc., when planning student events etc…)

Embedding Equity – Support Staff

Statement	Indicators	Strategies
1. I can access and know the Board resources available to me for our students and parent community	• I know the languages spoken by the families in my school • I have access to a list of translators within my school and within the broader community • I know how to access my facilitator in necessary departments. • I understand the need for the legal framework of the IPRC process and IEPs for special education students	• I have participated in cultural proficiency training • I use the Dates of Significance to inform my practice
2. I serve every student, parent, staff and visitor in a polite and welcoming manner.	• I pronounce the names of our students, families and staff correctly • I welcome all visitors to the school • I attend to students and and families who advocate for their own specific needs	• Each member of the school community is encouraged and valued. • I work with board teams to better understand learning needs and medical diagnosis of my students with special needs
3. I feel valued, respected and included as a staff member.	• I have the opportunity to contribute towards the decision making process at my school • My suggestions are valued	• I volunteer/participate on school committees • I share my ideas with my colleagues
4. My work environment is welcoming and inclusive	• I see the diversity in our schools reflected in our school practices	• Resources are allocated to reflect our school's diversity throughout the facility (e.g. announcements, music, etc.)

Embedding Equity – Community and Parents

Statement	Indicators	Strategies
1. I see the school environment as welcoming and reflective of the diversity of our student body.	- Entrance displaying diversity (Art, posters, etc.) - Signs in different languages - Highlighted accessibility signs - Parents and community member are welcomed in a timely fashion	- Funds are allocated to enhance the environment to support the visual display and diversity - At the beginning of each year, a school scan is completed
2. I see the diverse experiences of our families reflected in our communication.	- Newsletters - Information on school web site in different languages - Knowing the demographics of the community (including ancestry, culture, ethnicity, gender, gender identity, language, physical ability, intellectual ability, race, religion, sex, sexual orientation, socio-economic status)	- In school list of translators/ sign language etc. (informal/formal) is utilized - Automated attendance calls in various languages - System survey on regular basis to respond to need
3. I see the diversity of the parents is valued. We see them as partners in education.	- We have opportunities to respectfully learn about the contributions of all people in society - Parents, guardians with diverse backgrounds are participating in all aspects of the school such as fundraisers, parent meeting, events and strategies, curriculum support - Parents are able to attend and fully participate in meetings related to the school and their child/youth - Accessibility issues for parents are accommodated and supported - Parents and guardians are an active and ongoing resource for those involved in their child/youth's education	- Educating parents on what "school council" is and what it does and need for all parent voices - Hold parent/guardian meetings in a manner which accommodates their childcare, linguistic and work schedule needs - Actively recruit representatives for school council from all parents from a diverse parent background - Create a Cultural Skills Resource Bank: books, speakers bureau, cultural norm inclusive of all equity indicators.

Statement	Indicators	Strategies
4. I see that parents and community partners are aware of the Board's policy and procedures that address issues of equity	• Supports are available in need of accessing resources • Workshops, seminars are held in a timely/ regular manner informing the stake holder of policies and procedures e.g. permitting, curriculum etc. • Parents have access to information about students IEPs and the IPRC guidelines – staff review these annually	• Putting the information on the school agenda • Board and school website • Translated memos • School staff, parents and agencies are aware of and utilize board resource teams
5. I see the school looking beyond it's own resources and collaborating with community partners	• The school draws on the expertise / resources that exist in the community • The school plays an active role in the community promoting the value of inclusion • The school acts as first contact for social services for families in need of agency support or coordinated services.	• School meets with community partners and parents on a regular basis.

Embedding Equity – Teachers

Statement	Indicators	Strategies
1. I understand the Equity and inclusive Education Strategy	• I have read and understand the definitions of equity, diversity and inclusive education as defined in the Equity and Inclusive Education Strategy (2009) • I am familiar with the Board's special education plan and legislation that surrounds it and accessibility issues	• Review at staff meetings and division meetings • Introduce and review as a part of a new school opening exercises • Part of mentoring/introduction for all new teachers in NTIP Program • Include as part of the teachers handbook
2. My interactions with all students are equitable and respectful	• I ensure that I pronounce students names properly • I demonstrate to students that I value their differences in ancestry, culture, ethnicity, gender, gender identity, language, physical ability, intellectual ability, race, religion, sex, sexual orientation, socio-economic status • I address equitable treatment of others and bias in myself, students and colleagues. • I actively communicate in language and behaviour that demonstrate respect, openness, honesty and commitment to equality. • I value and promote fairness and social justice and adopt anti-discriminatory practices • I choose language that is inclusive and bias free • I employ thinking /action that supports and actively addresses mitigating circumstances as part of our problem solving methodology	• Critical thinking exercise that encourage student voices • Learning materials from various cultures (Multilingual books) • Differentiated instruction • Teaching to Big Ideas that allow students to bring in their voices, personal experiences and culture/religious layers of identity to the conversation • Open my classroom to others to demonstrate what equitable, inclusive classroom looks like • Bias free assessment • IEP based assessment i.e., accommodated and modified programming goals • Model and encourage fair and respectful interactions • Provide reflections and forum for ongoing current events • Social justice narratives are embedded in my classroom

Statement	Indicators	Strategies
3. My school provides funding, leadership and resources to ensure an equitable and inclusive environment for everyone	• I actively seek out learning materials and teachable moments to discuss issues of bullying and intimidation, harassment, discrimination and oppression. • I provide opportunities for all students voices • My students lived experiences, background, and social identities are valued and represented in meaningful ways. • My school environment is accessible to students with various disabilities. • My students and I feel safe, valued and welcomed at school • My school does not have invisible barriers that block equity and inclusivity.	• Funding to remove barriers, provide training and support events that promote equitable and inclusive education. • Student Clubs that reflect the different needs and representation of the students • Implementation of Safe School Policy • Equity and Inclusive Education PD • Support and promote Character Education
4. The practices and values of my school communities and partners are equitable and inclusive	• I select materials to reflect diverse communities • I engage in conversation with colleagues and community partners from the perspective of equity • I see the diverse cultural background of the school communities represented in the teaching staff • I can identify the cultural and socio-economic make up of my school community • Our school works to include and support all learning styles and diagnosis by supporting staff to better understand how to work with each and every student • I am well versed in the cultural norms of my school community • I see equity and diversity as an asset that can help teachers and student achieve higher standards	• Partnership with external organizations • Organize various cultural events that reflect the school community • Posters and signs that reflect various groups; in different languages • Engage teachers, students and community to share lived experiences • Hiring of teaching staff that reflect the school community • School utilizes partnerships that promote broad understandings amongst all staff and students of mental health issues, learning difficulties and medical diagnosis
5. I recognize all parents/guardians as partners to enhance my students' learning and well	• I actively encourage effective partnerships • I engage my students' parents/guardians as	• Newsletter/communications are reflective of parents' lived experiences and languages

being	partners when promoting equity in my classrooms • I actively include the knowledge of parents and professionals in working with students	spoken. • Create a communication process accessible and transparent to parents • Provide opportunities for parents to give feedback • Create an environment that is welcoming and inclusive to parents • "Sunshine calls" – Call about the positive.

Embedding Equity - Administrators

Statement	Indicators	Strategies
1. The culture in my school is equitable and inclusive and school leaders and staff reflect the diversity in the school	I align the following school practices with equity and inclusivity: • SEF • Community and Parent Engagement initiatives • Lessons and classroom experiences • Staff Meetings and School Assemblies	• Assemblies to reflect the students and the staff • Online system survey for staff, students and parents • Getting parents to share their expertise from their diverse backgrounds and/ or knowledge of their child's special needs • Developing staff capacity in understanding the student community they serve through ongoing professional development
2. I provide an opportunity for the voices of all the stakeholders who are represented and validated in decision making and school leadership	I invite input/feedback from the following stakeholders: • Staff (for example: Teaching, OT/LTOs Office/Board department, Educational Assistants, Caretaking and Support staff, Volunteers) • Student • Parent(s)/Guardian(s) • Community partners • Special Education Department	• Student leadership, school leadership and staff reflect school population • Seek input/feedback from all stakeholders • Information is accessible in parent friendly language (terminology and translation) in all forms of media/ technology
3. I ensure that my school's policies and procedures are equitable and inclusive for all	• I ensure that all resources (human, financial, etc.) are reflective of the needs of the diverse student body and parent community	• Staff Development/ Training (Contract/ LTO/OT) and mentoring for all new teacher and teacher candidates is intentional and purposeful • Hiring practices (Equity Embedded Questions)

Statement	Indicators	Strategies
4. I have high expectations of all students	I provide support for professional development in the following areas: • Assessment and evaluation • Differentiated instruction • Programming that values all students • Learners • Student Services on-line modules	• Data informed decision making practices • Action plans to assess the school's equity and inclusive environment • Examine classroom based assessment practices (Do they provide equitable outcomes for all learners) • Ensure that students with an IEP as well as English Language Learners receive appropriate differentiated programming (reflective of their growth plans)

Embedding Equity – Workplaces/ Departments

Statement	Indicators	Strategies

1. I feel safe engaging in honest conversation related to:
  a. Harassment
  b. Discrimination
  c. Equity
  d. Inclusion
  e. other
	• The workplace is respectful of diverse opinions, feelings and perspectives
	• There is a strong sense of community and belonging in my workplace
	• There are artefacts in our workplace that support inclusivity (i.e. posters, policies, etc.)
	• Signage supports the Ministry Equity and Inclusive Education Strategy
		• All staff are trained and developing their skills and the confidence to enable them to engage in difficult conversations
		• Obtain suitable artefacts for the workplace
		• Regular reminders (each year, semester) highlighting equity/inclusivity policies and procedures, especially for new staff
		• Resources/reading material relating to equity and inclusive practices are available and accessible to all staff

2. I feel there are ways to address:
  a. Harassment
  b. Discrimination
  c. Equity
  d. Inclusion
  e. other
	• Board policies, resources and processes are available to all staff
	• Processes are transparent
		• Multi-modal communication to accommodate the needs of all staff
		• All staff including managers, administrators and supervisors are trained in mediation, grievance, conflict resolution and restorative conversation process (when appropriate)
		• Regularly outline, highlight Board resources available to assist staff in their professional development

Statement	Indicators	Strategies

3. I feel the following dimensions are not an obstacle to my success in the workplace (check ones that apply to you)
    a. Age
    b. Ancestry
    c. Culture
    d. Ethnicity
    e. Gender
    f. Gender identity
    g. Intellectual ability
    h. Language
    i. Physical ability
    j. Power and privilege
    k. Religion/Faith/Personal beliefs*
    l. Race
    m. Sexual orientation
    n. Socio-economic status
    o. Occupation
    p. Education
    q. Learning profile/identification
    r. Other
	• The workplace is accessible as per the AODA (Accessibility for Ontarians with Disabilities Act)
	• Practices promote awareness and are respectful of the diverse backgrounds, circumstances and experiences of all
	• When communications/conversations reference acronyms, efforts are made to ensure that everyone knows what the acronym means
		• Training on relevant legislation and policy
		• Build a glossary of acronyms/terms and ensure it is accessible/visible to all
		• Voluntary "Lunch and Learn sessions" that support and promote the development of socio-emotional skills
		• Joint professional development that builds awareness and educates all to the potential barriers to equity and inclusion and how we can work together to eliminate those barriers

4. a) I feel the recruitment, hiring and job competition process that I have participated in have been fair, equitable and inclusive b) I feel that the Human Resources, Plant and Curriculum employees reflect the diversity within the Board	• The process is outlined with clarity and consistency for all candidates • Constructive feedback is received in a timely manner • The process reflects the diverse needs/requirements of the job	• All managers, administrators, and supervisors involved in hiring are trained in equitable and inclusive hiring practices and understand potential barriers to equity and inclusion • Hiring and performance appraisal processes are respectful and accessible by all candidates/staff
5. I feel the language of equity and inclusion used in our workplace is clear, consistent and understood by everyone.	• People in the department use terms correctly and consistently • A glossary is readily available/accessible (multi modal), and is understandable (i.e. acronyms, terms, etc.) • When we talk about issues we talk about them through a culturally proficient lens	• Meetings focused on clarifying terms • Cultural Proficiency training takes place in all departments on a regular and on-going basis

Statement	Indicators	Strategies
6. My workplace is representative of diversity in the community I serve.	• I acknowledge and understand the diversity of the community I serve. • I understand my own personal biases, values and beliefs as they relate to diversity, equity and inclusion.	• School/community based mapping to assist in understanding the diverse nature of the school/school community. • Cultural Proficiency training.
7. I feel that in my workplace efforts are made to pronounce names correctly.	• Care is taken to ensure that names are introduced properly • Names are pronounced correctly, consistently with respect for the individual. • Those whose names are pronounced incorrectly feel safe in requesting that it to be corrected in the future.	• Introduce each other at any meetings • More effective use of name tags at professional development sessions • Increased emphasis on team building as a regular part of professional development.
8. I feel that in my workplace all religious/ faith/beliefs and observances are respected	• People in the department are aware of varying faiths and beliefs • People with beliefs that impact the workplace are valued. • Artefacts of multiple religions/faith beliefs are respected in my workplace.	• Training on how to understand personal bias/assumptions • Cultural Proficiency training • Training in how to have difficult conversations
9. I feel that in my workplace I am supported in advocating/working for issues of social justice that includes exploring new ways of addressing student learning/behavioural needs.	• When speaking of my work, it is received with interest and respect	• Create/encourage/support job embedded opportunities for all staff to participate in supporting social justice causes
10. I feel welcomed when I enter my own or other worksites	• Employees are acknowledged, valued and celebrated for their contributions	• Appreciation at staff meetings • Wall of fame (staff recognition for efforts above and beyond the call both within the school and out in the community i.e. volunteerism, coaching, mentoring students)

Statement	Indicators	Strategies

11. I feel included in the decision making processes that impact my work	• All the staff suggestions and contributions are
	    • Asked for and accepted
	    • Valued, and
	    • Taken seriously
	• I see my suggestions reflected in decision making
		• Training about inclusive decision making/inclusive design.