Ensuring Student Success:
Antiracism Indicators for An Antiracist School

- The Climate & Management of Schools

- Community Relations

- Role of the Teacher

- Formal Curriculum & Instruction

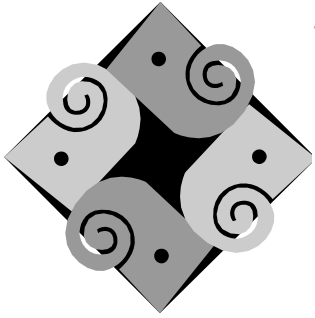- Assessment/Evaluation/Reporting/Placement

- Student Empowerment

Bill Hogarth
Director of Education

Bill Crothers
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Guiding Principles and Beliefs

The York Region District School Board's Mission statement calls upon us to "unite in our purpose to inspire and prepare learners for life in our changing world community."

One of our key values is that "we strive for equity, inclusiveness and diversity in all our programs, practices, facilities and people." Within the mandate of addressing antiracism in our schools, we also acknowledge that there are intersecting oppressions. We work from George Dei's definition of antiracist education:

> Antiracist education is a proactive educational practice intended to address all forms of racism, and the intersections of social difference (race, class, gender, sexuality, and disability). Antiracism is more than a discourse. It is a form of education that makes very explicit the intended outcomes to subvert the status quo and bring about change. It is political education whose credibility rests in action. (George J. Sefa Dei, "Communication across the Tracks: Challenges for Antiracist Education in Ontario Today", *Orbit: Antiracism Practices and Inclusive Schooling*, 33(3), 2003:2)

In embracing antiracism and ethnocultural equity, we commit ourselves to positive and equitable outcomes in all education programs and services for all of our students. We are committed to preparing students for a society in which diversity is recognized, respected and valued. We will, therefore, assist students to define, detect and reject all forms of discrimination.

York Region's guiding principles on Antiracism and Ethnocultural Equity Policy include:

◆ Board policies, guidelines and practices that ensure equity;

◆ leadership that promotes equity and eliminates systemic inequities;

◆ school-community partnerships that address the perspectives, experiences and needs of diverse racial and ethnocultural groups;

◆ an antiracist curriculum;

◆ recognition of the value of maintaining a student's ancestral language while acquiring proficiency in one of Canada's official languages;

◆ bias-free assessment and evaluation procedures, flexible placement decisions and parental involvement in the process;

◆ guidance and counselling programs that are culturally sensitive, supportive and free of racial and ethnocultural bias;

◆ strong condemnation of racial and ethnocultural harassment;

◆ equitable employment and promotion practices; and

◆ ongoing staff development on antiracism and ethnocultural equity.

Acknowledgement

Purpose Of This Document

This document has been developed to assist York Region District School Board educators, in a practical way, as we progress towards success for all students in our schools. It is a resource to be used in assessing current practice, in identifying objectives for the *School Plan for Continuous Improvement*, in improving student achievement and in bringing observable change in schools and classrooms. In addition, it is intended as a tool to assist school staff in reflecting upon our own professional growth and the expectations achieved by our students.

This assessment instrument can be linked to three Effective Schools Correlates: Authentic Home School Partnerships, High Expectations for Learners and a Safe and Supportive Environment.

Ensuring Student Success: Antiracist Indicators for an Inclusive School supports the implementation of the York Region District School Board **Antiracism and Ethnocultural Equity Policy #260**.

In Support of the School and System Plan for Continuous Improvement

School improvement requires teamwork, goals and data management. This resource provides a lens to assist schools in managing data from an antiracist perspective.

Suggested Uses

This document is intended for use in assessing antiracism indicators within a school setting. In our pursuit of continuous improvement, it will be a valuable tool for individuals and groups in reviewing schools/classroom practices, and in identifying strengths and areas for growth in an inclusive school.

Teachers and Support Staff are encouraged to use this resource as a self-assessment tool. The Role of Teacher section will be of particular interest to individual teachers, as well as their divisions and departments.

A division or department will also be able to use this resource to create high quality programs, establish supportive community relations and a positive school climate.

Through the use of this resource, administrators will be able to identify exemplary practices, as well as areas in need of further growth in developing their school plans in collaboration with staff members.

A suggested activity is to use the Student Empowerment section with students in order to compare staff and student perceptions. Effective use of this section would provide authentic information about students and our progress in our antiracism initiatives.

Working with the School Council, perceptions can be assessed and clarified during the focusing and priority setting phases of the school planning process for continuous improvement.

The Climate and Management of Schools

Introduction

Every school has a unique "culture". The community, the mix of students and the focus and collective philosophy of the staff all help to create the culture and climate (the learning environment) of the school. A supportive, inclusive learning environment is one that acknowledges the life experiences and perspectives of the school's diverse student body and that of the wider community. It is one that is free from harassment, violence, discrimination, and expressions of hate. It is one that focuses on the physical environment of the school, the school's regular routines and activities, staffing, classroom atmosphere and the policies and practices of the school. It is often referred to as the informal curriculum.

How a school looks and feels reflects its attitudes and priorities. Inclusive schools work hard to acknowledge racial and ethnocultural diversity in the routines of school life. This means that staff members embed in all aspects of school life the histories and the experiences of all members of the school's racial and ethno cultural community.

Inclusive schools make a concerted effort to remove barriers to the hiring and promotion of teachers, teaching assistants and other staff who reflect the diversity of the community and the region. Inclusive schools use as a guide indicators to assess practices along a continuum of inclusion..

1. Hiring practices reflect an understanding and commitment to equity and employment equity.

    In Place /Yes   In Progress   Not Yet

    ☐ ☐ ☐

2. Our hiring practices have resulted in a diverse staff compliment.

    In Place /Yes   In Progress   Not Yet

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3. Staff professional development sessions routinely address topics from an antiracist perspective.

    In Place /Yes   In Progress   Not Yet

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4. We have an inclusive school in which secretaries, teachers, caretakers, school assistants, support staff and volunteers are involved in planning, decision-making and problem solving from an antiracist perspective.

    In Place /Yes   In Progress   Not Yet

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Indicators

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5. We include, staff, parents/guardians and other community members as resources to promote antiracist goals.

In Place /Yes   In Progress   Not Yet

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6. We have a code of behaviour that explicitly addresses all forms of discrimination.

In Place /Yes   In Progress   Not Yet

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7. We develop and review our code of behaviour with the active involvement of students, staff, parents, and community.

In Place /Yes   In Progress   Not Yet

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8. We have regular school activities that relate to race and culture.

In Place /Yes   In Progress   Not Yet

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9. We see staff, students and parents of diverse backgrounds in leadership positions.

In Place /Yes   In Progress   Not Yet

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10. Staff, students and parents feel comfortable speaking a language other than English in our school.

In Place /Yes   In Progress   Not Yet

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11. Students feel comfortable meeting in culturally/racially specific groups and mixed race/cultural groups.

In Place /Yes   In Progress   Not Yet

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12. We accommodate for faith diversity.

In Place   In   Not
/Yes   Progress   Yet

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13. We follow Procedure #166, Significant
Faith Days.

In Place   In   Not
/Yes   Progress   Yet

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14. Our delivery of Character Matters! Aligns
with antiracist education.

In Place   In   Not
/Yes   Progress   Yet

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Supporting Documents

◆   Policy #240, Respectful Workplace and Learning Environment

◆   Policy #380, Character Education

◆   Policy #260, Antiracism and Ethnocultural Equity

◆   Policy #668, Safe and Supportive Schools

◆   Procedure #668, Safe and Supportive Schools

◆   Procedure #166.0, Significant Faith Days

◆   Standing Memo #S:10 – Significant Faith Days

◆   Standing Memo #S:16 – Interpreters/Translators List

◆   Standing Memo #S:89 – Distribution of Religious Materials

◆   Standing Memo #S190 – Developing Inclusive Learning Environments

◆   Accommodation of Religious Requirements, Practices and Observances: A Guideline

◆   Creating Schools & Classrooms for Antiracism and Ethnocultural Equity – YRDSB, 2001

◆   Policy and Program Memorandum (P.P.M.) #119 – Ministry of Education

◆   York Region District School Board TPA - The Teacher Performance Appraisal Process

Community Relations

Introduction

The nature of the partnership established between the school and the community sets the overall tone for the interaction among students, teachers, and families. A supportive, inclusive relationship with parents and the community takes into consideration a variety of factors including attention to the ways in which we consider the diverse linguistic, cultural and faith traditions when welcoming individuals to our school. An inclusive school takes into consideration such things as family responsibilities, the importance of an extended family, work schedules of family members and the times and dates of religious observances.

All schools are required to set up school councils with a mandate to advise on many critical aspects of school life. School councils' by-law, are expected to reflect the diversity of the school community and to enable all parents to assume a more responsible and active role in education in their community.

Where there is great linguistic diversity in the school community, a special effort is needed to ensure clear and effective communication with all parents/guardians. For most parents/guardians, the initial contact with the school, and therefore the first impression formed is by meeting with school support staff in the administrative office. It is important to ensure that support staff has the skills needed to handle linguistic, social and cultural barriers to communication. Inclusive schools gauge parent and community engagement using indicators that identify strategic and effective strategies in place.

1. We make all parents/guardians feel welcome and comfortable in the school.

   In Place /Yes ☐   In Progress ☐   Not Yet ☐

2. We reach out to parents/guardians and to diverse local communities inviting them to share their knowledge and skills in supporting effective classroom and school activities.

   In Place /Yes ☐   In Progress ☐   Not Yet ☐

3. We schedule parent/guardian meetings in a manner which accommodates their childcare, linguistic, and work schedule needs.

   In Place /Yes ☐   In Progress ☐   Not Yet ☐

4. We ensure that diverse languages and cultures are reflected in our delivery of the curriculum.

   In Place /Yes ☐   In Progress ☐   Not Yet ☐

Indicators

5. We ensure that our diverse community of parents/guardians is included in school-related activities and in the life of the classroom.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

6. We support community and parent/guardian initiatives that challenge racism.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

7. We involve parents/guardians, trustees, students and the community in developing our school's antiracist initiatives.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

8. We keep parents/guardians informed and involved in placement procedures, criteria, options and in decisions relating to their children's education.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

9. We provide access to translation and interpretation for parents whose first language is not English.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

10. We seek, in an active manner, representation on the School Council that is reflective of the racial and ethnocultural composition of the student body and of the community.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

11. Our school council is representative of the school community.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

Indicators

12. Our school council is reflective of the cultural diversity that exists within schools and we actively encourage this diversity of representation to ensure strong school/community relationships.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

13. We seek meaningful parental/guardian participation in resolution of sensitive issues.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

14. We use a variety of strategies to encourage parents and other community partners from diverse backgrounds to become more involved in school activities.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

15. We are familiar with, and we use community support services which provide for individuals according to cultural, racial or faith parameters.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

16. We initiate contact with other professionals and community agencies to assist students and their families, where appropriate.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

Indicators

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Supporting Documents

- Policy #240, Respectful Workplace and Learning Environment
- Policy #260, Antiracism and Ethnocultural Equity
- Policy #262, School Councils
- Policy #380, Character Education
- Policy #668, Safe and Supportive Schools
- Procedure #260, Racial and Ethnocultural Harassment
- Procedure #668, Safe and Supportive Schools
- Procedure #166.0, Significant Faith Days
- Standing Memo #S:10 – Significant Faith Days
- Standing Memo #S:16 – Interpreters/Translators List
- Standing Memo #S:89 – Distribution of Religious Materials

- Standing Memo #S190 – Developing Inclusive Learning Environments
- Accommodation of Religious Requirements, Practices and Observances: A Guideline
- Creating Schools & Classrooms for Antiracism and Ethnocultural Equity – YRDSB, 2001
- International Languages Programs – Continuing Education
- York Region District School Board TPA – The Teacher Performance Appraisal Process
- Policy and Program Memorandum (P.P.M.) #119 – Ministry of Education
- Ontario Human Rights Code

The Role of the Teacher

Introduction

All teachers need to ask themselves:

◆ Do I believe that all students can achieve high standards given sufficient time and support?

◆ Do I believe that all teachers can teach to high standards given the right conditions and assistance?

◆ Do I believe that teachers need to be able to articulate why they are doing what they are doing?

◆ Do I believe that one measure of equity is academic success?

◆ Do I believe that teachers are able to articulate their instructional decisions?

The influence of teachers in the school and classroom is significant. Their knowledge, skills and values directly affect the learning and personal growth of their students, and they have an important influence on students' perceptions of themselves. By helping each student retain his or her sense of pride and self-worth, teachers can improve the students' chances to achieve and succeed.

All students, including students from racial and ethnocultural minority groups, benefit from teachers who understand and validate the backgrounds and experiences of their students. Teachers challenge their own biases about student achievement and potential.

Teachers create and maintain an environment which is welcoming and inclusive. The teacher recognizes that:

◆ students come from a variety of starting points

◆ some students may be disadvantaged because of experiences they have faced due to prejudice and discrimination based on race, ethnicity or faith

◆ students may need different supportive strategies to reach expected levels of achievement

◆ there will always be differences in ability and achievement among students and that these differences are individual and not determined by race and ethnicity.

Teachers must provide a variety of supportive strategies to support student learning and to promote achievement. In addition to this section's indicators gauging teacher's role in ensuring student success through provision of an anti-racist teaching and learning environment, you may wish to use the Self-Assessment Exercise in Appendix A.

1. I/we know/understand and implement the Board's Antiracism and Ethnocultural Equity Policy.

   In Place /Yes ☐   In Progress ☐   Not Yet ☐

2. I/we identify and address the barriers that prevent any students from learning and achieving high standards.

   In Place /Yes ☐   In Progress ☐   Not Yet ☐

3. I/we establish and communicate with parents and other partners, clear, challenging and achievable expectations for student learning in and out of the classroom.

   In Place /Yes ☐   In Progress ☐   Not Yet ☐

Indicators

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4. I/we develop cooperatively, a classroom code of behaviour reflective of the school's code of behaviour.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

5. I/we establish and communicate with all stakeholders, expectations for high standards of behaviour.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

6. I/we seek out and learn from opportunities to enhance our personal, professional development from diverse individuals, materials and situations, and apply them to current practice.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

7. I/we value and promote fairness and justice by adopting anti-discriminatory practices in respect to gender, sexual orientation, race, disability, age, faith and culture.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

8. I/we reflect, recognize and challenge racial and cultural biases in myself/ourselves.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

9. I/we reflect, recognize and challenge racial and cultural biases in students.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

10. I/we apply consequences and seek to educate victims, perpetrators and observers when racial incidents occur.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

Indicators

11. I/we respond to name calling and verbal putdowns, apply consequences, and use the incidents as teachable moments.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

12. I/we routinely examine classroom materials for biases.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

13. I/we communicate information from a bias-free perspective.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

14. I/we respond to statements and practices of colleagues that are racially, faith and ethnically biased.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

15. I/we share antiracist resources and expertise with colleagues.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

16. I/we differentiate curriculum expectations to meet the needs of all students.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

17. I/we differentiate instruction to meet the diverse needs of students.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

Indicators

18. I/we use disaggregated data to develop strategies to address the needs of underachieving students.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

19. I/we have extra help available and accessible to all students.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

20. I/we program for student needs in areas of second language acquisition and literacy development.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

21. I/we encourage all students to learn, understand, and respect each other's language, culture, faith, gender, and Human Rights.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

22. I/we communicate in words and actions that show respect, openness and honesty, modeling the attributes of good character.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

Indicators

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Supporting Documents

◆ Policy #240, Respectful Workplace and Learning Environment

◆ Policy #260, Antiracism and Ethnocultural Equity

◆ Policy #380, Character Education

◆ Policy #668, Safe and Supportive Schools

◆ Procedure #668, Safe and Supportive Schools

◆ Standing Memo #S190 – Developing Inclusive Learning Environments

◆ Developing An Inclusive Learning Environment: A Practical Approach to Implementing Memo S190.

◆ Accommodation of Religious Requirements, Practices and Observances: A Guideline

◆ Creating Schools & Classrooms for Antiracism and Ethno Cultural Equity – YRDSB, 2001

◆ York Region District School Board TPA – The Teacher Performance Appraisal Process

◆ Ontario Human Rights Code

Introduction

Nora Allingham, in *Antiracist Education and the Curriculum. A Privileged Perspective* says:

"The curriculum is textbooks and storybooks, the pictures, the seating plan, the group work, the posters, the music, the announcements, the prayers and readings, the languages spoken in the school, the food in the cafeteria, the visitors to the classroom, the reception of parents in the office, the races (or race) of the office staff, the custodial staff. The teachers, the administrators, the displays of student work, the school teams and sports played, the clubs, the school logo or emblem, the field trips, the assignments and projects, the facial expressions and body language of everybody, the clothes everybody wears...it is the whole environment."

For the sake of clarity, however, it is useful to separate this broad category into two parts - the formal and informal curriculum.

The informal curriculum is described in almost all the other categories within this document. The formal curriculum is what you teach and how you teach it. It is the explicit messages conveyed through the curriculum expectations that are taught and the lessons, textbooks, activities, projects and assignments associated with them. An inclusive curriculum is one that ensures all students can see themselves, not only inside the classroom, but also inside the curriculum. It is one in which a student's race, ethnicity, linguistic background and faith are recognized, respected, valued and validated, and where students can see themselves as a recognizable part of the Canadian fabric. Using the indicators to gauge inclusion in the formal curriculum and in instructional practices will assist teachers in embedding strategies that ensure all students see themselves as part of the learning community on a daily basis.

1. Mechanisms are in place in your school, division(s) or department(s) to review learning materials for bias.

In Place /Yes	In Progress	Not Yet
☐	☐	☐

   Indicators

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2. We routinely involve students and parents/guardians in reviewing learning materials for bias.

In Place /Yes	In Progress	Not Yet
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3. We have procedures to ensure that curricula concerns and recommendations are discussed by staff and acted upon.

In Place /Yes	In Progress	Not Yet
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4. Learning materials are selected to ensure that:

◆ they reflect in a positive way, the racial, cultural, and faith diversity of your community and Canada;

◆ information about cultural experience and history of all Canadians permeate what we teach; and

◆ I/we address changing community perspectives, and antiracist expectations.

In Place /Yes	In Progress	Not Yet
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5. I/we use learning materials in which people of different races, gender and ages are seen in non-stereotypical settings, occupations and activities.

In Place /Yes	In Progress	Not Yet
☐	☐	☐

6. I/we explore the roles and contributions of all peoples in Canada, and the factors that shaped these roles.

In Place /Yes	In Progress	Not Yet
☐	☐	☐

7. I/we deal openly and frankly with the issue of oppression in our history and our society at the level of understanding of my (our) students.

In Place /Yes	In Progress	Not Yet
☐	☐	☐

8. I/we encourage open discussion of racial and ethnocultural conflict in society, our community, and our school.

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

9. My school/department provided me with books, tapes, articles, etc. to assist me in understanding an antiracist approach to the curriculum.

Indicators

In Place /Yes	In Progress	Not Yet
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10. Our school has developed an antiracist approach to the curriculum in all subject areas.

In Place /Yes	In Progress	Not Yet
☐	☐	☐

11. The curriculum of our school as a whole, and my teaching as an individual has been affected through understanding the importance of:

◆ Language/s;

◆ Illustrations;

◆ minority voices and contributions;

◆ race, ethnicity, and faith vs. power; and

◆ the issues of omission in the delivery of the program.

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Supporting Documents

◆ Policy #240, Respectful Workplace and Learning Environment

◆ Policy #260, Antiracism and Ethnocultural Equity

◆ Standing Memo #S190 – Developing Inclusive Learning Environments

◆ Creating Schools & Classrooms for Antiracism and Ethno Cultural Equity – YRDSB, 2001

◆ Guidelines for Assessment and Evaluation, YRDSB, 2001

◆ Selection Procedures for Learning Resources: A Guide to Race and Gender Equity

◆ Acceptable Use Agreement (2005)

◆ Changing Perspectives: A Resource Guide for Antiracist & Ethnocultural Equity Education – Ministry of Education – 1992

◆ Reflections: A Resource Document for Teachers of J.K. – Grade 9, 1996

◆ Curriculum Expectations For York Region Schools, A Curriculum Framework, 1999

◆ The Ontario Curriculum

◆ York Region District School Board TPA - The Teacher Performance Appraisal Process

Introduction

Assessment/Evaluation/Reporting/Placement is linked activities. Traditionally schools have confined themselves to:

◆ assessment - the systematic and ongoing process of collecting, describing and analyzing information about student progress and achievement in relation to the curriculum expectations;

◆ evaluation - the process of integrating assessment information from various sources and using this information to make inferences and judgments about how well students have achieved expectations;

◆ reporting - the process of conveying students achievement in a formal setting (conference, report card) or informally (telephone call, note).

The placement of the students has been a result of these focii.

The inclusive school uses assessment and evaluative processes to determine whether achievement patterns exist within racial, ethnocultural or faith related student groups. As well, the inclusive school develops strategies for addressing and correcting inequities as they emerge. Teachers in the inclusive school recognize that bias exists in learning materials. They also recognize that the curricular delivery methods of teachers and the language, illustrations and images used are not neutral. Teachers in the inclusive school believe assessment, evaluation and reporting is a cyclical process. The students, the staff, and parents; each has a role in supporting student achievement with the best possible teaching/learning strategies in a highly motivated atmosphere for learning.

1. We use a variety of assessment strategies and instruments to make both short-term and long-range decisions to improve student learning (e.g., diagnostic, formative and summative assessment).

Indicators

In Place /Yes ☐   In Progress ☐   Not Yet ☐

2. In analyzing assessment results, we are able to differentiate when difficulties in performance are due to:

◆ lack of schooling/interrupted schooling;

◆ first/second language acquisition;

◆ cognitively-based and/or emotionally-based learning difficulties;

◆ traumatic experience; and

◆ or program gaps/availability in our school.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

3. We collect and use accurate and up-to-date background information about recently arrived students, which includes country of origin, linguistic background and schooling history.

In Place /Yes ☐   In Progress ☐   Not Yet ☐

4. We routinely research, analyze and make use of background information about students to determine optimum placement options and appropriate teaching strategies.

In Place /Yes   In Progress   Not Yet

Indicators

5. We provide appropriate programs for English Language Literacy (ELL) students.

In Place /Yes   In Progress   Not Yet

6. We place students in courses based on learning style, career interest, academic achievement and test scores.

In Place /Yes   In Progress   Not Yet

7. Initial placement decisions are routinely reviewed to determine need for additional support and to maximize future career options.

In Place /Yes   In Progress   Not Yet

8. In making placement decisions, our staff recognizes legitimate differences in values, social skills, language, and experiences that exist among children.

In Place /Yes   In Progress   Not Yet

9. I/we take into account the cultural and class biases in standardized tests.

In Place /Yes   In Progress   Not Yet

10. Within the first two years of the student's arrival, when necessary, I/we arrange for first language assessment in the language in which the student is most proficient.

In Place /Yes   In Progress   Not Yet

11. We actively involve parents in assessment and placement decisions.

In Place /Yes In Progress Not Yet

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12. We assess the over and under representation of racial/cultural groups in specialized programs.

In Place /Yes In Progress Not Yet

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13. We offer specific subject classes for students requiring ESL/ELD instruction.

In Place /Yes In Progress Not Yet

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14. We disaggregate school data to determine patterns of achievement by race, ethnicity and faith and develop strategies based on that data.

In Place /Yes In Progress Not Yet

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15. We solicit parental input regarding the impact of school program and practices on students.

In Place /Yes In Progress Not Yet

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Supporting Documents

- Policy #240, Respectful Workplace and Learning Environment
- Policy #260, Antiracism and Ethnocultural Equity
- Procedure #260, Racial and Ethnocultural Harassment
- Standing Memo #S:16 – Interpreters/Translators List
- Standing Memo #S190 – Developing Inclusive Learning Environments
- Creating Schools & Classrooms for Antiracism and Ethno Cultural Equity – YRDSB, 2001

- Selection Procedures for Learning Resources: A Guide to Race and Gender Equity
- First Language Assessment
- ESL/ESD Curriculum Document (YRDSB)
- Guidelines for Assessment and Evaluation – YRDSB, 2001
- York Region District School Board TPA – The Teacher Performance Appraisal Process

Student Empowerment

Introduction

Students are encouraged to take charge of and develop ownership for their own learning. In an inclusive school, students, staff and parents/guardians all take responsibility to ensure barriers to equity are recognized and take action to overcome those barriers. In an inclusive school, students actively discuss debate and deal with issues of social justice within and outside the school setting, and do so with the support, encouragement and expectation of staff, administration, parents/guardians and community. They recognize the manifestations of prejudice, discrimination and stereotyping and are actively involved in the development of a school program and climate that is bias free.

1. My experiences in the classroom and in the school encourage me to become actively involved in working towards justice and fairness in the school and in the community.

    In Place /Yes ☐   In Progress ☐   Not Yet ☐

2. I can detect implicit and explicit examples of racism.

    In Place /Yes ☐   In Progress ☐   Not Yet ☐

3. I know that I have a responsibility for facing and overcoming racism.

    In Place /Yes ☐   In Progress ☐   Not Yet ☐

4. I feel that I can be actively involved in all aspects of school life both in the classroom and in the co-curricular program.

    In Place /Yes ☐   In Progress ☐   Not Yet ☐

5. I know and I support the school's Code of Behaviour.

    In Place /Yes ☐   In Progress ☐   Not Yet ☐

6. I know that the school has a procedure which it follows in dealing with racial harassment or harassment based on a person's family background.

    In Place /Yes ☐   In Progress ☐   Not Yet ☐

7. I feel free that I can take initiative to see my teachers, the principal or vice-principal, a guidance counsellor, the secretaries or the caretakers if I have a complaint or a concern.

    In Place /Yes ☐   In Progress ☐   Not Yet ☐

Indicators

8. I feel that a wide variety of school activities including drama, music, arts, athletics, student government and leadership opportunities are available and open to me.

In Place /Yes · In Progress · Not Yet

☐ ☐ ☐

9. I feel that the school will support me in challenging racism.

In Place /Yes · In Progress · Not Yet

☐ ☐ ☐

10. I feel that any recommendations that I could make to improve the way the school feels, and the ways that things are done would be welcomed and given fair consideration by my teachers and the school administrators.

In Place /Yes · In Progress · Not Yet

☐ ☐ ☐

11. I feel comfortable working together and being in school with students from a variety of backgrounds.

In Place /Yes · In Progress · Not Yet

☐ ☐ ☐

12. I have the opportunity and the support from my teachers and my guidance counsellors to choose from a variety of programs that will allow me to reach my goals.

In Place /Yes · In Progress · Not Yet

☐ ☐ ☐

13. I see myself reflected in what we read about, view, research or study in class.

In Place /Yes · In Progress · Not Yet

☐ ☐ ☐

Indicators

_____

Suggested Activity

You may wish to use the above statements with individuals or groups of students and compare their responses with staff response.

Supporting Documents

- Policy #240, Respectful Workplace and Learning Environment
- Policy #260, Antiracism and Ethnocultural Equity
- Policy #380, Character Education
- Policy #668, Safe and Supportive Schools
- Procedure #240, Respectful Workplace and Learning Environment
- Procedure #668, Safe and Supportive Schools

- Standing Memo #S190 – Developing Inclusive Learning Environments
- Creating Schools & Classrooms for Antiracism and Ethno Cultural Equity – YRDSB, 2001
- York Region District School Board TPA – The Teacher Performance Appraisal Process
- United Nations Convention on the Rights of the Child, 1989

Appendix A – Teacher Self-Assessment Questions

Teachers may find the following questions useful for identifying areas on which to focus in personal and/or professional development activities.

Part A

Use the following questions to explore specific teaching challenges you may face related to diversity or lack of diversity.

How do I feel about having students from many racial and ethnocultural groups in my classroom?

How do I feel about having a classroom with very little diversity?

How do I feel about teaching about social justice?

What are the implications, for me as a teacher, of the presence of students from a number of diverse racial and ethnocultural groups in my classroom?

What type of diversity makes me uncomfortable?

With what type of diversity am I most comfortable?

What are the benefits of a racially and ethnoculturally diverse classroom?

What are my expectations for my students?

Do they differ from culture to culture or colour to colour?

Part B

Use the following questions to explore some of your own values and attitudes.

What values do I have that I think are universally important?

Am I comfortable or uncomfortable with racial or ethnocultural diversity?

Why?

How would I respond if one of my students made a racist comment or presented schoolwork that contained racist statements?

Would I respond differently with a co-worker or a figure of authority who demonstrated racist behaviour?

Why?

Students in my school (or classroom) naturally form a variety of groups, among others, based on ethnicity, language, race and gender. Do I consider these groupings to be positive or negative?

For whom? Why?

Part C

Use the following questions to explore the nature of your interaction with parents and/or community members.

Have I talked with all or most of the parents/guardians of my students? (Give as accurate an estimate as possible).

Who is missing from the list? Why?

Do I know the communities from which my students come? What efforts have I made to find out about them?

How many parents and community members have helped in some way in my classroom this year?

What have they done?

Are there other contributions I might seek from other families or communities?

For what reasons do I get in touch with the parents?

Do I give them good news, as well as bad?

How many of the parents have attended at least one school council meeting this year?

Who has been absent? Have I tried to find out why?

How do I feel about the involvement of parents and community members in the school?

What role do I expect parents and community members to play in the life of the school?

From: Reflections: A Resource Document for Teachers of JK-9, 1996

Appendix B – Ensuring Student Success, Antiracism Indicators for an Inclusive School

Supporting Documents

◆ Standing Memo #S190 – Developing Inclusive Learning Environments

◆ Safe and Supportive Schools Policy and Procedure #668

◆ Antiracism and Ethnocultural Equity Policy #260

◆ School Councils Policy #262

◆ Sexual Harassment Policy and Procedure #265

◆ Ontario Human Rights Code

◆ Standing Memo #S10 – Significant Faith Days

◆ Standing Memo #S16 – Interpreters/Translators List

◆ Standing Memo #S89 – Distribution of Religious Materials

◆ International Languages Programs – Continuing Education

◆ Program Guideline – Assessment, and Evaluation of Student Achievement - K-12/OAC

◆ Acceptable Use of the Internet

◆ Changing Perspectives: A Resource Guide for Antiracist & Ethnocultural Equity Education – Ministry of Education - 1992

◆ Reflections: A Resource Document for Teachers of J.K. – Grade 9, 1996

◆ Selection Procedures for Learning Resources: A Guide to Race and Gender Equity

◆ First Language Assessment

◆ ESL/SD Curriculum Document (Y.R.B.E.)

◆ Racial and Ethnocultural Harassment Procedure (P.260)

◆ United Nations Convention on the Rights of the Child, 1989

◆ Curriculum Expectations for York Region Schools – A Curriculum Document, 2001

◆ The Ontario Curriculum

◆ Creating Schools & Classrooms for Antiracism and Ethnocultural Equity – YRDSB, 2001

◆ Character Matters Document – 2001

◆ Guidelines for Assessment and Evaluation – YRDSB, 2001

◆ Policy and Program Memorandum (P.P.M) #119 – Ministry of Education

◆ TPA The Teacher Performance Appraisal Process.

◆ English as a Second Language (ESL) and English Literacy Development (ELD) – Resource Guide

◆ Procedure #166.0, Significant Faith Days

◆ Policy #380, Character Education

◆ Policy #240, Respectful Workplace and Learning Environment

Comment Form _____

Your comments in regards to format/content etc., would be appreciated.

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Please make any corrections, deletions, or add any missing documents.

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Please return to José Fernandes, Administrator – Community & Cultural Services Unit or
e-mail to **jose.fernandes@yrdsb.edu.on.ca**

York *Region*
DISTRICT SCHOOL BOARD

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