



Engaged in Equity Scan

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Equity Scan

The Engaged in Equity Scan is a resource tool designed to enable students, school staff, support staff, administrators, and community to review a school and/or workplace for equitable and inclusive practices. The Scan supports School Improvement Planning and is designed to be a working document. Schools and/or workplaces can revise the scan specifically so that it reflects their specific setting as they work to ensure that learning and workplace environments uphold the 'Seven Guiding Principles' of the Ministry of Education's Equity and Inclusive Education Strategy and YRDSB Equity and Inclusive Education Policy. In consultation with a wide variety of YRDSB school community members (e.g. Students, Support Staff, Caretakers, Managers, Human Resources, Information Technology, Teachers, Administrators, Caretakers, Community Liaisons, Community Resources Teachers, Senior Administrators etc...) the Equity Scan was developed to support all system members to ensure equitable and inclusive schools and/or workplaces.

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Engaged in Equity – Students

<u>Statement</u>	<u>Indicators</u>	<u>Strategies</u>
1. I understand the definitions and the expectations in the Board's/ School's equity document/policy	<ul style="list-style-type: none"> • I have read the Board and/or school's equity document/policy • 	<ul style="list-style-type: none"> • The Equity Policy incorporated in the Course Outline, student agenda, or on a wall poster – rewritten in language that students understand • YRDSB Equity Policy Posted on school website •
2. I accept and value differences that students and staff bring to my school.	<ul style="list-style-type: none"> • I don't make negative comments about students or staff who may be different from me. • I participate in activities and/or field trips that celebrate the traditions of different ethnocultural, religious, and/or language groups and is reflective of different orientations along with the many dimensions of diversity. • I support my friends when they are absent for faith days i.e., I collect the work that they missed. • I try food and drink beverages different from those consumed by my family. • 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 lifestyles that are different from my own. • I make no judgement about a person until after I get to know him or her. • 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. • 	<ul style="list-style-type: none"> • Setting up Equity Clubs in schools • Organizing Assemblies • Inviting guest presenters from a variety of cultural backgrounds • Announcements in multiple languages where possible • Funding for Equity Initiatives • Organize 'Student Focus Groups' (to inform staff about their lived home and school experiences) • Learning to pronounce names of people whose cultures are different from my own. • Creating welcome pamphlets in different languages • Watching for and planning for accessibility issues (re: hearing, sight, wheelchair, etc.. when planning student events etc..) •

Engaged in Equity – Support Staff

<u>Statement</u>	<u>Indicators</u>	<u>Strategies</u>
1. I can access and know the Board resources available to me for our students and parent community	<ul style="list-style-type: none"> • 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 my community resource facilitator team and my cultural community liaison team. • I understand the need for and the legal framework of the IPRC process and IEPs for special education students. • 	<ul style="list-style-type: none"> • Receiving an updated list on an annual basis of community resource teams and cultural community teams and an outline of their respective roles. • Using the calendar of Holiday & Observances to inform practice. • Visiting the Student Services Pages and watching the modules available to support all learners. •
2. I serve every student, parent, staff and visitor in a polite and welcoming manner.	<ul style="list-style-type: none"> • I pronounce the names of our students, families and other staff correctly. • I acknowledge all visitors to the school. • I attend to students, and families who advocate for the student's special needs. 	<ul style="list-style-type: none"> • Encouraging and nurturing each member of the school community. • Taking advantage of training offered by the Board that fosters a Positive Climate for Learning. • Working with my student services coordinator, consultant, principal and intervention teams to better understand specialized learning needs and medical diagnosis of my students with special needs.
3. I feel valued, respected and included as a staff member.	<ul style="list-style-type: none"> • I have the opportunity to contribute towards the decision making process at my school. • My suggestions are encouraged and acknowledged and taken seriously. • 	<ul style="list-style-type: none"> • I volunteering/participating on school committees • Sharing my ideas with my colleagues •
4. My work environment is welcoming and inclusive.	<ul style="list-style-type: none"> • I see the diversity in our schools reflected in our school practices. • 	<ul style="list-style-type: none"> • Allocating resources are to reflect our school's diversity throughout the facility (e.g. announcements, music, food, etc.) •

Engaged in Equity – Parents/Community Partners

<u>Statements</u>	<u>Indicators</u>	<u>Strategies</u>
1. I see the school environment as welcoming and reflective of the diversity of our student body.	<ul style="list-style-type: none"> • Entrances displaying diversity in a variety of forms (e.g. art). • Signs in different languages. • Highlighted accessibility signs. • Parents and community members are welcomed in a timely fashion. 	<ul style="list-style-type: none"> • Allocating funds to enhance the environment to support visual displays 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.	<ul style="list-style-type: none"> • News letters available in multiple languages • Information on school web site in multiple languages. • Knowing the demographics of the community (language, culture, socio- economic, education, family composition, abilities). • 	<ul style="list-style-type: none"> • Utilizing school lists of translators/ sign language etc. (informal/formal). • Automating attendance calls in various languages. • Implementing the system surveys on a regular basis to respond to need. •
3. I see evidence that the diversity of parents is valued and we see them as partners in education.	<ul style="list-style-type: none"> • 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. • 	<ul style="list-style-type: none"> • Educating parents on “School councils” and what it does and the importance of including all parent voices. • Holding parents/guardians 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. • Utilizing school funds to support the use of technology/ signing/ FM usage to support accessibility issues. • Creating a cultural skills, resource bank (books, speakers bureau, cultural norms inclusive of all equity indicators). •
4. I see that parents and community partners are aware of the Board’s policy and procedures that address issues of equity.	<ul style="list-style-type: none"> • Supports are available for parents in need of accessing resources. • Workshops, seminars are held in a timely/regular manner informing the stake holder of policies and procedures eg. Permitting, curriculum etc... 	<ul style="list-style-type: none"> • Including the Equity and Inclusive Education Policy in the school agenda • Including Equity and Inclusive Education Policy on Board and school web site. • Making translated school/work memos available. • Ensure that school staff, parents and agencies are aware of

	<ul style="list-style-type: none"> • Parents have access to information about student IEPs and the IPRC guidelines – staff review these annually. • 	<p>and utilize the Community Resource Team and Community Liaison staff regularly as well as Intervention Team; Compass workers and social workers for students with learning/mental health issues.</p> <ul style="list-style-type: none"> • Hosting regular workshops/meetings to inform parents of equity issues (with translators present)/ as well as learning disabilities; mental health and medical diagnosis and identifications. •
<p>5. I see the school looking beyond its own resources and collaborating with community partners, Community Resource Team and Community Liaison staff.</p>	<ul style="list-style-type: none"> • 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. • 	<ul style="list-style-type: none"> • Conducting school meetings with community partners and parents on a regular basis. • Enlisting the support of Community Liaison and CRT on a regular basis. • Community Liaison and CRT take part in regular school team meetings involving school and regional supports and agency workers where appropriate. •

Engaged in Equity - Teachers

Statement	Indicators	Strategies
<p>1. I understand the Equity and inclusivity education legislation</p>	<ul style="list-style-type: none"> • I have read and understood the definitions of equity and inclusivity as defined in the Equity and Inclusive Education in Ontario Schools Guidelines for Policy Development and Implementation (2009) • I am familiar with the board’s special education plan and the legislation that surrounds it and accessibility issues (<i>Accessibility Standards for Customer Service P. #407</i>) • 	<ul style="list-style-type: none"> • Introduce and review as part of school opening exercises. • Include Equity and Inclusive Education (Seven Guiding Principles) as a part of mentoring/introduction for all new teachers. • Include Equity and Inclusive Education as part of teachers’ handbook. •
<p>2. My interactions with all pupils are equitable and respectful.</p>	<ul style="list-style-type: none"> • I ensure that I pronounce students’ names properly • I demonstrate to students that I value their differences in gender, race, sexual orientation, religion, and ability/disability • I address inequitable 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 equity • I communicate information from a bias-free, equitable and inclusive perspective. • I ensure and model bias-free assessment to address equity. • I value and promote fairness and social justice and adopt anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion. • I provide opportunity to critically discuss issues of inequity and injustice. • 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. • 	<ul style="list-style-type: none"> • Developing critical thinking exercises which promote diversity of student voices. • Including and using learning materials that reflect all the dimensions of diversity e.g. (Multilingual books) • Implementing Differentiated Instruction • “Teach the Teachers Day” • Teaching to Big ideas that allow students to bring in their voices, personal experiences and culture/religious layers of identity to the conversation • Opening my classroom to others to demonstrate what an equitable, inclusive classroom looks like. • Using bias free assessment • Using IEP based assessment i.e., accommodated and modified programming goals. • Modeling and encouraging fair and respectful interactions. • Providing reflections and forums for ongoing current events. • Ensuring that social justice narratives are embedded in my classroom. •
<p>3. My school provides funding, leadership and resources to ensure</p>	<ul style="list-style-type: none"> • I actively seek out learning materials and teachable moments to discuss issues of bullying, 	<ul style="list-style-type: none"> • Ensuring that there is funding to remove barriers, provide training and support event that promote equitable &

<p>an equitable and inclusive environment for everyone.</p>	<p>intimidation, harassment, discrimination, and oppression.</p> <ul style="list-style-type: none"> • I provide opportunities to all student voices. • My students lived experiences, background, and social identities are valued and represented in meaningful ways in the curriculum, in my instructions, programs and culture of our school. • My school environment is accessible to students with various abilities. • My students and I feel safe and cared about when we come to school. • My school does not have barriers (we are aware what barriers can be) that block equity and inclusivity. 	<p>inclusive education.</p> <ul style="list-style-type: none"> • Forming/convening clubs that reflect the different needs and representation of students. • Implementing Safe School Policy. • Equity and Inclusive Education Professional Learning. • Supporting and promoting Character Education. •
<p>4. The practices and values of my school communities and partners are equitable and inclusive.</p>	<ul style="list-style-type: none"> • 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. • I assist to ensure that 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 regardless of the degree of their special needs (e.g. high needs behavioural students) • 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 students achieve higher standards. 	<ul style="list-style-type: none"> • Forming partnerships with external organizations. • Organizing various cultural events that reflect the diversity of the broader school community. • Using posters and signs in different languages that reflect various groups. • Engaging teachers, students and community to share lived experiences. • Encouraging the hiring of teaching staff that represent the school community. • Encouraging school utilization of partnerships that promote broad understandings amongst all staff and students of mental health issues, learning difficulties and medical diagnoses. •
<p>5. I recognize all parents / guardians as partners to enhance my students' learning and well-being.</p>	<ul style="list-style-type: none"> • I actively encourage effective partnerships. • I engage my students' parents/guardians as partners when promoting equity in my classrooms. • I actively include the knowledge of parents and professionals in working with students with special learning profiles and diagnosis 	<ul style="list-style-type: none"> • Ensuring that newsletters/communications are reflective of parents lived experiences, and language spoken. • Creating a communication process that is accessible and transparent to parents. • Providing opportunities for parents to give feedback. • Creating an environment that is welcoming and inclusive to all parents. "Sunshine calls" .

Engaged in Equity - Administrators

<u>Statement</u>	<u>Indicators</u>	<u>Strategies</u>
<p>1. The culture in my school is equitable and inclusive and school leaders and staff reflect the diversity in the school.</p>	<ul style="list-style-type: none"> • I align the following school practices with equity and inclusivity: <ul style="list-style-type: none"> - SEF - Community and Parent Engagement initiatives - Lessons and classroom experiences - Staff Meetings and School Assemblies 	<ul style="list-style-type: none"> • Organizing assemblies to reflect the student and staff • Providing online system surveys for staff, students and parents. • Inviting 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. •
<p>2. I provide opportunities to ensure that the voices of all stakeholders are represented and validated in decision making and school leadership.</p>	<ul style="list-style-type: none"> • I invite input/feedback from the following stakeholders: <ul style="list-style-type: none"> - Staff (Teaching, OT/LTO’s, Office/Board Departments, Community and Cultural Liaisons, Caretaking, Support Staff, Volunteers) - Students - Parents/guardians - Community partners - Special education consultants; coordinators 	<ul style="list-style-type: none"> • Promoting student leadership, school leadership and staff that reflects school population. • Consistently seeking input/feedback from all stakeholders via surveys, suggestion boxes, town hall meetings to be inclusive of all abilities, religious, cultural and socio-economic needs. • Ensuring that information is accessible in parent friendly language (terminology and translation) in all forms of media/technology •
<p>3. I ensure that my school’s policies and procedures are equitable and inclusive for all</p>	<ul style="list-style-type: none"> • I ensure that all resources (human, financial, etc). are reflective of the needs of a diverse student body & parent community. • 	<ul style="list-style-type: none"> • Providing professional learning, staff development/training (contract/LTO/OT) and mentoring for new teachers and teacher candidates are intentional and purposeful. • Ensure that hiring practices include (Explicit and Equity Embedded questions/scenarios/issues) •
<p>4. I have high expectations of all students.</p>	<ul style="list-style-type: none"> • I provide support for professional development in the following areas: <ul style="list-style-type: none"> - Assessment and evaluation - Differentiated instruction - Programming for students with an IEP or English Language Learners - Student Services on-line modules 	<ul style="list-style-type: none"> • Using data informed decision making practices • Utilizing action plans to assess the school’s equity and inclusive environment. • Examining classroom-based assessment practices to provide equitable outcomes for all learners. • Ensuring that students with an IEP as well as English Language Learners receive appropriate differentiated programming (reflective of their growth plans).

Engaged in Equity – Workplaces/Departments

<u>Statement</u>	<u>Indicators</u>	<u>Strategies</u>
<p>1. I feel safe engaging in honest conversation related to:</p> <ul style="list-style-type: none"> a. harassment b. discrimination c. equity d. inclusion e. other 	<ul style="list-style-type: none"> • 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 • 	<ul style="list-style-type: none"> • Ensuring that all staff are trained and are developing their skills and the confidence to enable them to carry on difficult conversations when necessary. • Providing regular reminders (each year/semester) highlighting equity/inclusivity policies and procedures especially for new staff. • Ensuring that resources/reading material relating to equity and inclusive practices are available and accessible to all staff. •
<p>2. I feel there are ways to address:</p> <ul style="list-style-type: none"> a. harassment b. discrimination c. equity d. inclusion e. other 	<ul style="list-style-type: none"> • Board policies, resources and processes are available and accessible to all staff • processes are transparent • 	<ul style="list-style-type: none"> • Including multi-modal communication to accommodate the needs of all staff. • Ensuring that all staff including managers, administrators and supervisors are trained in mediation, grievance, conflict resolution and restorative conversation process • Regularly outlining, highlight board resources available to assist staff in their professional development • Utilizing mediation, grievances , informal discussions, conflict resolution, restorative conversations •
<p>3. I feel the following personal attributes are not an obstacle to my success in the workplace(check ones that apply to you)</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • 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 are used, efforts are made to ensure that everyone knows what the acronyms mean. • 	<ul style="list-style-type: none"> • Training on relevant legislation and policy • Build a glossary of acronyms/terms and ensure it is accessible/visible to all • Conduct voluntary “Lunch and learn sessions” that support and promote the development of socio-emotional skills • Provide 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 •

<p>m. Sexual orientation n. Socio-economic status o. Occupation p. Education q. Learning profile/identification r. Other s. Mental health</p>		
<p>4. a. I feel that the recruitment, hiring and job competition processes 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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Ensuring that all managers, administrators and supervisors involved in hiring are trained in equitable and inclusive hiring practices and understand potential barriers to equity and inclusion • Ensuring that all managers, administrators and supervisors involved in the performance appraisal process are trained in equitable and inclusive appraisal practices and understand potential barriers to equity and inclusion. • Ensuring that hiring and performance appraisal processes are respectful and accessible by all candidates/staff.
<p>5. I feel the language of equity and inclusion used in our workplace is clear, consistent and understood by everyone.</p>	<ul style="list-style-type: none"> • 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 culturally proficient lens. 	<ul style="list-style-type: none"> • Developing a glossary of 'bedrock' terms (see glossary in Guidelines for Policy Development and Implementation) • Conduct monthly meetings focusing on clarifying terms.
<p>6. My workplace is representative of the diversity in the community I serve.</p>	<ul style="list-style-type: none"> • 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 and ensure that my practices are in accordance to the board Equity and Inclusive Education Policy (P.#261) 	<ul style="list-style-type: none"> • Implement School/community based mapping to assist in understanding the diverse nature of the school/school community •
<p>7. I believe that in my workplace efforts are made to pronounce names correctly.</p>	<ul style="list-style-type: none"> • Care is taken to ensure names are introduced properly. • Names are pronounced correctly, consistency and care for the individual. • Those whose names are pronounced incorrectly feel safe in indicating this and asking for it to be corrected in future. 	<ul style="list-style-type: none"> • Introduce each other at any meetings being held • Use name tags at professional development sessions. • Increased emphasis on team building as a regular part of professional development. •
<p>8. I feel that in my workplace all religious/faith/ beliefs and observances are respected.</p>	<ul style="list-style-type: none"> • People in the department are aware of varying faiths and beliefs • People with beliefs that impact the workplace are fairly accommodated and treated with 	<ul style="list-style-type: none"> • Provide training on how to understand personal biases/assumptions. • Implement Cultural Proficiency Training • Conduct training in how to have difficult conversations

	<p>respect</p> <ul style="list-style-type: none"> • Artefacts of multiple religions/faith beliefs are evident in the workplace • 	<ul style="list-style-type: none"> •
<p>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.</p>	<ul style="list-style-type: none"> • When speaking of my work it is received with interest and respect. 	<ul style="list-style-type: none"> • Creating/encouraging/supporting job embedded opportunities for all staff to participate in supporting social justice causes (locally, provincially, nationally and internationally).
<p>10. I feel welcomed when I enter my own or other worksites.</p>	<ul style="list-style-type: none"> • Employees are acknowledged, valued and celebrated for their contributions 	<ul style="list-style-type: none"> • Recognize staff for efforts above and beyond the call both within the school and out in the community regarding volunteerism, coaching, mentoring students etc.. (e.g. Wall of Fame)
<p>11. I feel included in decision making processes that impact my work</p>	<ul style="list-style-type: none"> • All staff suggestions and contributions are <ul style="list-style-type: none"> - asked for and accepted - valued, and - taken seriously • I see my suggestions reflected in decision making 	<ul style="list-style-type: none"> • Provide training about inclusive decision making/inclusive design.