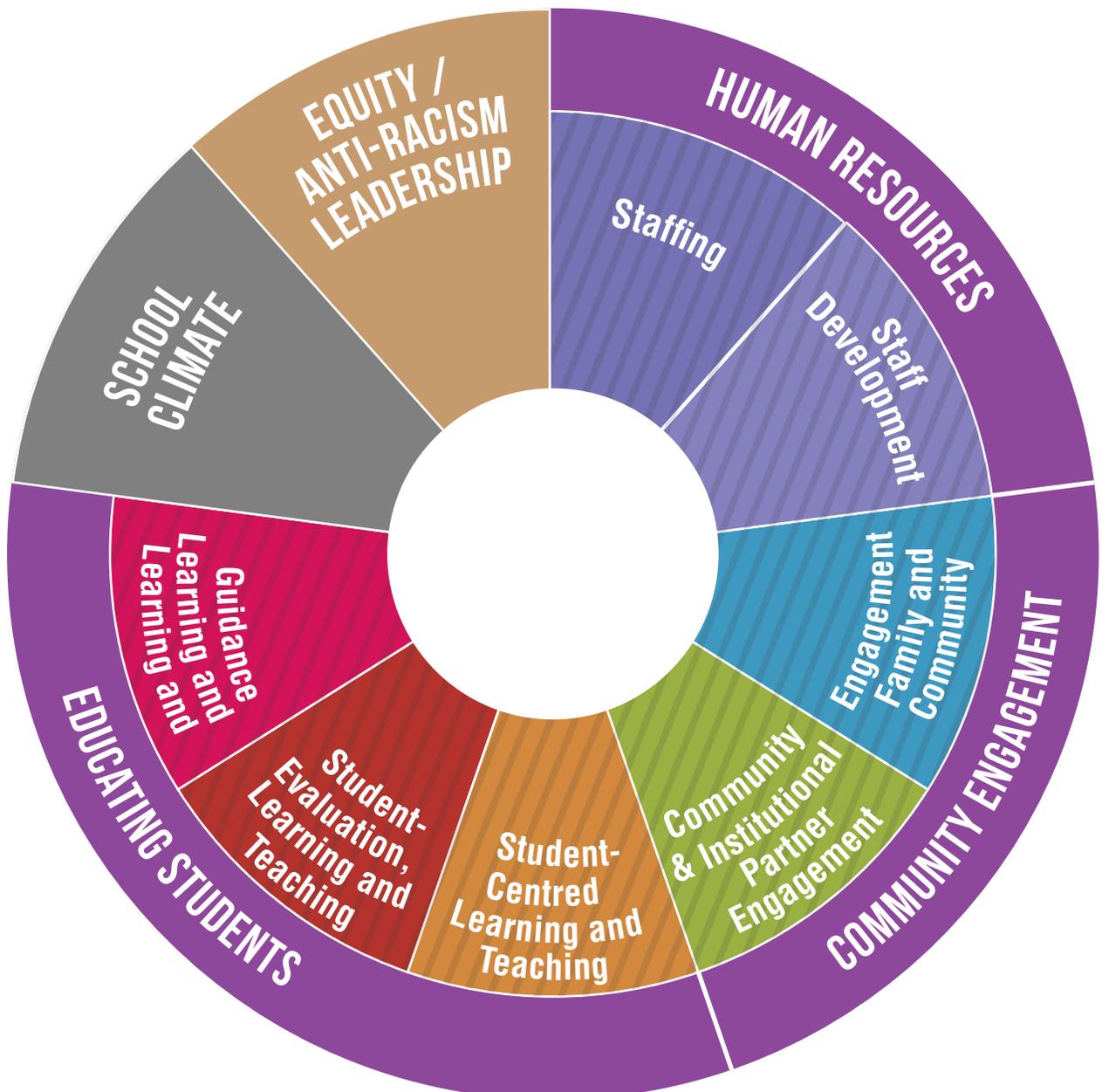




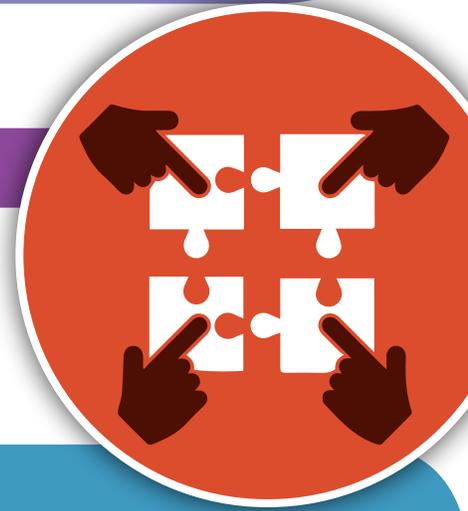
A FRAMEWORK FOR ACHIEVING RACE EQUITY IN EDUCATION





EQUITY MISSION

As a school committed to equity and excellence for all learners, we will eliminate racial and other demographic differences in achievement, by examining individual and organizational beliefs and changing practices to counteract the contemporary and historical impact of racism and discrimination.



EQUITY OBJECTIVES



Each member of the school community develops and demonstrates the will and skill to lead systemic change that results in equitable schools, as demonstrated by high levels of achievement for all students.



Each member of the school community is supported in reflecting on their own racial biases and how these biases impact the learning opportunities and outcomes for students.



Students of all racial groups will realize their potential for personal, social, and academic achievement.



All learning experiences will be racially integrated, culturally relevant, and personally challenging to students of all backgrounds.

THE CORE BELIEFS

- We have the courage and integrity to create the conditions for equity and excellence for all learners.
- All students can achieve when they are effectively taught how to learn and are held to high expectations.
- Schools will be excellent only when students of all racial groups are achieving at high levels.
- Individual staff members must examine their own beliefs and change practices to counteract the contemporary and historic impacts of racism and discrimination.
- School districts must examine institutional beliefs and effect systemic change in policies, practices, and structures that perpetuate racial inequities.
- The future of our democracy depends upon our will and skill to effectively educate all children.

ACKNOWLEDGEMENT

This Framework reflects and builds on the great work done by the Ontario Ministry of Education and Training in 1993 in *the Antiracism and Ethnocultural Equity in School Boards: Guidelines for Policy Development and Implementation*.

IMPLEMENTATION FRAMEWORK



MONITORING & EVALUATION

- Monitor impact and outcomes by ongoing discussions with school administrators, educators, students and parents
- Collect information and monitor calls to CAS and police
- Conduct formal evaluation



SUPPORTS FOR STUDENTS

- Create and support student clubs and programs to improve self-esteem and create positive racial identity
- Provide supports needed, including social work, psychological, etc.



TRAINING FOR STUDENTS

- Provide training, activities, and ongoing learning opportunities for students



TRAINING FOR EDUCATORS AND SCHOOL SUPPORT STAFF

- Provide ongoing training for educators and school support staff
- Provide resources, including teaching materials, checklists for creating anti-racist classrooms
- Provide ongoing coaching and support



LEADERSHIP TRAINING

- Provide training for school administrators, superintendents, director of education and trustees
- Provide ongoing coaching and support



ASSESSMENT

- Assess current issues in the school, including educational outcomes for Indigenous and racialized students, school climate, student and staff concerns
- Conduct an equity audit of the school
- Develop a profile of the school community

HUMAN RESOURCES

EQUITY / ANTI-RACISM LEADERSHIP

School administrators must provide the leadership needed to create an anti-racist school environment. The support and leadership of school board trustees, director of education, superintendents are critical to supporting them in this role.

School leaders will consciously and deliberately act to eliminate the gap between our mission of high levels of achievement for all students, and the policies, practices, and structures in our school system that may perpetuate racial inequities.

Objectives:

- Develop the knowledge, skills, attitudes, and behaviours needed to implement the Framework for Achieving Race Equity in Education
- Identify expected outcomes for those responsible for implementation and incorporate these outcomes into the performance-appraisal process, including the ongoing evaluation of teachers and other school staff
- Ensure the board policies and priorities as well as the day-to-day implementation of programs and services are consistent with the aims of anti-racism
- Initiate and sustain dialogue on issues of race and achievement
- Create processes and accountability measures for setting and reporting progress on individual and systemic goals for student achievement

HUMAN RESOURCES

Staffing:

The workforce of the school should also reflect and be capable of understanding and responding to the experiences of a racially and culturally diverse population. Anti-racist employment practices remove barriers that prevent fair and equitable hiring, promotion, and training opportunities for all staff.

Staff development:

Staff development on anti-racism is an integral part of the process of changing organizational culture and practices. All trustees and school staff will develop the individual and organizational knowledge, attitudes, skills, and practices to create culturally responsive learning environments that expect and support high academic achievement for learners from all racial groups.

Objectives:

- Ensure recruitment, interview, selection, training, and promotion practices and procedures are bias-free
- Identify staff development needs to ensure that those responsible for implementing the Framework for Race Equity in Education have or develop the knowledge, skills, and behaviours, and understand systemic racism and other biases that serve as barriers to achievement for racialized students
- Implement staff development programs based on identified needs
- Develop the skills to identify and address bias in learning materials
- Involve community groups in the development and implementation of an in-service program and other staff development programs
- Ensure that trustees and staff are aware that they are expected to broaden their expertise in anti-racism through courses, workshops, and community consultation

COMMUNITY ENGAGEMENT

The school should respond to community needs and local conditions of increasingly diverse communities. Active involvement by members of the community will ensure that the community perspectives, needs, and aspirations are included and addressed.

The school should also engage community and institutional partners to ensure adequate supports for students, and to assess how the school interacts with police, child welfare agencies, and other institutional partners to support positive outcomes for all students.

FAMILY AND COMMUNITY ENGAGEMENT

Educators and school administrators will engage families and communities as essential partners in supporting academic achievement for learners from all racial groups.

All staff will work collaboratively with partner organizations to promote and achieve racially integrated schools and communities where students and families from diverse racial and economic backgrounds feel welcomed, supported, and experience academic success.

Objectives:

- All staff understand the profile of the community served and are responsive to community needs
- Engage racialized families in dialogue and the creation of strategies to bridge the cultural gap between schools and parents/communities
- Expect, encourage, and provide opportunities for parent involvement in their children's education
- Barriers to involvement in school activities for Indigenous and racialized communities are identified and eliminated
- Identify Indigenous, racialized, and other community organizations in the school community
- Create an Anti-Racism Advisory Committee to involve diverse communities in partnership activities

COMMUNITY AND INSTITUTIONAL PARTNER ENGAGEMENT

Engage with institutional partners to identify the ways in which the school is involved with these systems and impacting outcomes or students.

- Collect and analyze data on referrals to child welfare and calls to police, by race and issue, to identify whether racial bias impacts these interactions

EDUCATING STUDENTS

STUDENT-CENTRED LEARNING AND TEACHING

Educators will identify, develop, and systematically apply instructional practices that make a significant difference in the education of children, as demonstrated by research and best practice.

Anti-racist curriculum enables all students to see themselves reflected and provides each student with the knowledge, skills, attitudes and behaviours needed to live in a complex and diverse world.

Objectives:

- Hold high expectations for every student and actively assist each one to reach high academic standards
- Adopt and promote a learning culture where every student's achievement is the most important priority, and staff, students, and parents are co-responsible and accountable for that success
- Develop or modify curriculum to reflect a culturally and racial diverse society
- Ensure the cultural and racial identities of all students are affirmed by learning experiences in the school
- Identify bias and discriminatory barriers in existing curriculum structures, policies, programs, and learning materials
- Ensure that all elements in the process of curriculum review, development, and implementation are consistent with anti-racism objectives
- Enhance teachers' abilities to use biased materials constructively to develop students' critical thinking about racism
- Provide low-achieving students with interventions designed to accelerate learning in basic skill areas of reading, writing, and math

STUDENT EVALUATION, ASSESSMENT AND PLACEMENT

Anti-racist student evaluation and assessment seek to achieve an accurate picture of students' capabilities to maximize their learning potential. It ensures ongoing communication with parents and their involvement in all placement decisions.

Objectives:

- Ensure that assessment and placement teams, instruments, and procedures are bias-free and designed to meet the needs of the individual student, and take into account the student's previous education and personal experience
- Ensure that placement decisions are flexible so that they do not limit students' educational and career opportunities
- Ensure that parents are fully informed about assessment and placement procedures and are involved in placement decisions

GUIDANCE AND SCHOOL SUPPORTS

Anti-racist counselling and school supports, including social workers, psychologists, etc., can help to remove discriminatory barriers for students and provide proactive strategies to ensure that Indigenous and racialized students achieve personal growth and realize their full potential.

Objectives:

- Eliminate racial stereotyping in educational and career-planning programs
- Ensure support for students in the identification of career options and appropriate academic paths
- Ensure that, where possible, communication strategies are in place to keep parents informed, in a language they understand, of their children's current educational achievement and progress, and their plans for the future

SCHOOL CLIMATE

STUDENT-CENTRED LEARNING AND TEACHING

The school climate, including racial harassment, can have a profound impact upon a child's self-esteem and limit their ability to function effectively on a day-to-day basis. Students, teachers, support staff, administrators, trustees, and others have a right to be treated with respect and a responsibility to treat others respectfully.

Objectives:

- Develop or review policies and procedures for dealing with racist and other forms of harassment involving staff, students, or other individuals in the school
- Provide staff with the knowledge and skills to identify harassment and to respond effectively to it
- Ensure that the policy is communicated to all members of the school community
- Ensure complaints of harassment are appropriately dealt with and the process of addressing harassment is monitored
- Engage in activities and training that enhances the school climate for everyone in the school community, including students and staff