York Region
DISTRICT SCHOOL BOARD
*Inspire*Learning!

Equity Action Plan
A Vision for Transformation

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The development of the YRDSB Equity Action Plan included collaboration with the following staff groups: Assessment Services, Curriculum and Instructional Services, Human Rights Office, Human Resources Services, Inclusive School and Community Services, Principals, Student Services and Superintendents.

Overview

The York Region District School Board (YRDSB) is committed to student achievement and well-being by working to ensure equitable, accessible and inclusive learning and working environments. Like other school boards across the province, YRDSB recognizes significant gaps in achievement as an ongoing challenge. Multiple sources of data highlight that students of marginalized identities are overrepresented in this achievement gap. We have a collective responsibility to close this gap through explicit and deliberate actions grounded in human rights and that reflect the principles of equity and inclusive education.

This Equity Action Plan (EAP) is part of the YRDSB's journey to this transformation. The EAP aligns with:
* the YRDSB's **Equity and Inclusivity Policy and Procedures #261**
* **the YRDSB Leadership Strategy**
* the Board Improvement Plan for Student Achievement and Well-Being (BIPSA), which identifies equity as a foundational practice
* the Ministry of Education's **Seven Guiding Principles of Ontario's Equity and Inclusive Education Strategy**
* **Achieving Excellence: A Renewed Vision for Education in Ontario**
* the Ministry's **Education Equity Action Plan**

The EAP acknowledges that we must be committed to developing high levels of critical consciousness. The development of critical consciousness is essential to intentionally interrupting the status quo and to changing practices to improve outcomes for all students. It will enable us to identify and dismantle systemic barriers that negatively affect achievement and well-being. The anti-oppression framework supports the development of this critical consciousness.

What is an Anti-Oppression Framework?

An anti-oppression framework is an approach that supports ensuring that equity and human rights are foundational to our work as educators. This approach supports our roles as educators to work together in removing systemic barriers and identifying approaches for providing equitable and accessible services that lead to excellence in schools and workplaces in which all can thrive. Together, we can work to improve the overall success and well-being of our students and staff.

This framework recognizes that systemic discrimination exists in our society and in our institutions, and that we must take deliberate action to tackle both systemic and attitudinal discrimination. The anti-oppression framework encourages the practice of identifying, addressing and changing the values, structures, policies, attitudes and practices that result in discrimination against individuals or groups covered by the Ontario Human Rights Code. Engaging from this framework leads us to understand how power, privilege and oppression operate within our institutions, and in contrast to our intentions as caring professionals. Anti-oppression means allying with marginalized individuals or groups, and requires all individuals to acknowledge their own power and privilege.

An anti-oppression framework encourages all stakeholders in our Board to contribute to a strategic process aimed at creating meaningful equity throughout our system. It obliges all employees within the system to be accountable for their role in creating an equitable organization in which every individual is able to participate, benefit from and contribute to the services directly and indirectly provided by, or purchased by, the YRDSB. It requires the Board to address systemic barriers in all corporate, departmental and school functions by setting outcomes and goals that are clear and measurable.

Why an Equity Action Plan?

The YRDSB Equity Action Plan (EAP) will guide our work as we engage in a system-wide process with students, staff, families and community to critically examine and provide input into the development of an Equity Strategy Plan. The EAP includes diverse data-gathering approaches(e.g. Equity Audit, stakeholder consultation, student and staff identity-based data) to better identify and remove systemic barriers .

The data collected through EAP will guide the development of the Equity Strategy Plan to reflect the strengths, needs, approaches and strategies required to ensure that equity is foundational to our work . Therefore, the Equity Action Plan will serve as a living document that guides our continued work and reflection to achieve our goal of inclusive schools and workplaces.

The anti-oppression framework will ground our committed actions toward the achievement of identified equity outcomes. The Equity Action Plan is organized into four key phases in response to the expectations of the **Ministry Directive #7**.

Equity Action Plan: Phases and Timeline

Equity Action Plan

Equity Strategy Plan

Phase 1
(Oct. 2017 - Feb. 2018)

Ongoing system-wide professional learning
- Human Rights PD
- Equity Leadership PD

Data Gathering and Analysis
- Analysis of Climate Surveys
- Stakeholder Consultation (Community, Education Partners, students, staff Consultation and Collaboration)
  - Town Halls
  - Focus Groups
  - Online Surveys
- Equity Audit Development
- Every Student Counts Survey Development

Phase 2
(Feb - June 2018)

Ongoing system-wide professional learning
- Equity Networks
- Equity Leadership PD
- Equity Course
- Equity Designate PD
- Equity Symposium

Data Gathering and Analysis
- Analysis of Stakeholder Consultation data
  - Town Hall data
  - Focus Group data
  - Online Survey data
- Equity Audit Implementation
- Every Student Counts Survey Development
- Staff Identity Based Survey Development

Phase 3
(June - Dec. 2018)

Ongoing system-wide professional learning
- Equity Course
- Equity Leadership PD

Data Gathering and Analysis
- Equity Audit Analysis
- Every Student Counts Survey Implementation
- Staff Identity Based Survey Development and Implementation

Development of the Equity Strategic Plan
- Identify goals, (where do we need to go?), action items (how are we going to get there?), strategies (what do we need to do?)

- Developing monitoring and evaluation (how do we measure success and identify gaps?)

Phase 4
(Dec. 2018 - 2021)

Ongoing system-wide professional learning
- Equity Strategy Networks
- Equity Course
- Equity Strategy Leadership PD
- Equity Designate Training
- Equity Symposium

Equity Strategic Plan Launch (Dec. 2018 - June 2019)
- System wide communication plan
- Implementation of Equity Strategy Plan
- Annual Reporting:
  - evidence results of implementation for improvement
  - How did we do?
  - What did we learn?
  - What are our next steps?

Equity Action Plan: Focus Areas

The York Region District School Board is committed to ensuring an equitable and inclusive learning and working environment that upholds and reflects the Seven Guiding Principles of Ontario's Equity and Inclusive Education Strategy. This Equity Action Plan is organized in focus areas that align with YRDSBs **Equity and Inclusivity Policy and Procedures #261**. It outlines our Board's commitment to equity including action items, reporting lines and specific outcomes for accountability and transparency measures.

Focus Area	Policy Statement
Board Policies, Programs, Guidelines and Practices	All Board policies, programs, guidelines, and practices will serve staff members, students, trustees and families in all communities by incorporating the principles of equity and inclusivity into structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the Ontario Human Rights Code.
Shared and Committed Leadership	The Board will work with all educational partners to provide leadership that is responsive to the diverse nature of Ontario's communities by identifying and removing discriminatory biases and/or systemic barriers for staff, student achievement and well-being.
School Community Relationships	The Board will establish and maintain collaborative relationships with all communities so that the perspectives and needs of all students, families, trustees and employees are recognized and addressed through shared and committed leadership and workplace, school-community relationships.
Inclusive Curriculum and Assessment Practices	The Board will review curriculum and resources, instruction, and assessment/evaluation practices in order to identify and address discriminatory biases to ensure equity of opportunity and access for each student. The Board will ensure the implementation of an inclusive curriculum supported by resources and instructional strategies and assessment and evaluation practices that reflect and respond to the need of the diversity of learners.
School and Workplace Climate and Prevention of Discrimination and Harassment	The Board is committed to the principle that every person is entitled to work and/or learn in a respectful, positive working and learning environment, free from all forms of discrimination, hate, harassment and exclusion.
Professional Learning	The Board will provide employees, students and other members of the York Region District School Board community, including trustees, parents/guardians, visitors, contractors, third parties and others, with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the Ontario Human Rights Code.

Focus Area	Policy Statement
Accountability and Transparency	The Board will ensure that assessment and monitoring processes are in place to gauge the implementation of **Ontario's Equity and Inclusive Education Strategy** embedding these principles into all Board policies, programs, guidelines and practices; and the communication of these results to the community. ***THIS FOCUS AREA HAS BEEN EMBEDDED AND ALIGNED WITH THE COMMITMENTS AND ACTION ITEMS WITHIN EACH FOCUS AREA.***
Religious Accommodation	The Board will acknowledge each individual's right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviour and will take reasonable steps to provide religious accommodations to staff members, trustees and students, as outlined in the Board's Scheduling Events on Faith Days communication to all staff and the Board's guideline on **Program Accommodations for Faith Purposes: A Guideline for Religious Accommodations**.

Focus Area: 261.1 - Board policies, procedures, programs, guidelines and practices

Policy Statement: All Board policies, programs, guidelines, and practices will serve staff members, students, trustees and families in all communities by incorporating the principles of equity into structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the Ontario Human Rights Code.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(1.1) Review board policies and board, school and departmental procedures, programs, guidelines, practices and improvement plans to ensure equity, accessibility and inclusivity. **PHASE 1**	(1.1 a.) Implement an Equity Audit to assess Board policies and board, school and departmental procedures, programs, guidelines, practices and improvement plans to identify and remove systemic barriers and discriminatory biases that align with **Ontario's Education Equity Action Plan**, Ontario's Equity and Inclusive Education Strategy, **Equity and Inclusive Education: Going Deeper**, and the **Ontario's 3-Year Anti-Racism Strategic Plan**. (1.1 b.) Gather and analyze pre and post data sets (i.e., Climate Surveys, achievement data, Every Student Counts Survey data, etc) and use resources (i.e., **Engaged in Equity Scan (2012)**, System Improvement Learning Cycle (SILC)), **Equity and Inclusive Education: Going Deeper**) as tools to highlight strengths/needs, identify barriers and opportunities for improvement and guide the development of equity goals and strategies. (1.1 c.) Document facilitated dialogues with students, staff, families and communities (i.e., town halls, focus groups, board advisory groups, school councils) that invite multiple perspectives and lived experiences to change policies, procedures, programs, guidelines, practices and improvement plans to ensure they are equitable, accessible and inclusive. (1.1 d.) Develop, implement and analyze the Every Student Counts Survey as well as other measures, collecting identity-based student data, to identify systemic barriers and make recommendations for improvement.	Director of Education Trustees Policy Review Committee Leadership Development Senior Team School Administrators Managers and Supervisors Research and Assessment Curriculum and Instructional Services Student Services Inclusive Schools and Community Services	(1.1 a.) Board reports on results of the Equity Audit and uses this data to inform the **MYP**, **DAP**, **BIPSA**, school and department improvement plans. (1.1 b.) Provide evidence from pre and post data that demonstrates positive improvement on staff and student achievement and well-being on identified systemic barriers and discriminatory biases. (1.1 c.) The board will advertise and post all public meetings, agenda and minutes on the public website. Upon request, transcripts will be provided. Provide evidence of changes to policies, procedures, programs, guidelines, practices and improvement plans that demonstrate equity, accessibility and inclusivity. (1.1 d.) School board reports on the results of the Every Student Counts Survey and analyzes and uses data to inform the Equity Strategic Plan.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(1.2.) Diversify the workforce through equitable hiring practices.	(1.2 a.) Develop a plan that will collect and analyze board-wide staff identity-based data with the goal of identifying gaps in staff representation in order to inform recruitment, hiring, mentoring, retention, promotion, and succession planning. (1.2 b.) Establish a process to identify and remove systemic barriers and discriminatory biases/practices from recruitment, hiring, mentoring, retention, promotion, and succession planning as a means to diversify the workforce. (1.2 c.) Create the position of Manager of Employment Equity to lead the implementation of recommendations from system data (i.e., Equity Audit, staff identity-based data) regarding system recruitment, hiring, mentoring, retention, promotion, and succession planning.	Director of Education Superintendent of Human Resources Coordinating Superintendent of Education Equity and Community Services Human Rights Office Leadership Development	(1.2 a.) School board reports on results of staff identity-based data and highlights over and underrepresented groups at all levels of the system and engage in intentional hiring and corrective action. (1.2 a., b.) Evidence of equitable hiring practices and improved outcomes for underrepresented groups. (1.2 c.) Board reports on the recommendations from the outcomes of the data results and the correction action plan.

Focus Area: 261.2 - Shared and committed leadership

Policy Statement: The Board will work with all educational partners to provide leadership that is responsive to the diverse nature of Ontario's communities by identifying and removing discriminatory biases and/or systemic barriers for staff and student achievement and well-being.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(2.1) Use data to identify barriers of underserved and marginalized students and staff.	(2.1 a.) Engage in processes with staff to disaggregate and analyze school and system data for the purpose of identifying marginalized students by social identity to determine barriers to achievement and well-being. (2.1 b.) Develop focused programs and identify strategies to address the underachievement and/or areas in need of greater support for marginalized students. (2.1 c.) Engage in a process with school communities to identify and remove discriminatory biases and/or systemic barriers for parent/family engagement to foster improved relationships between home and school. (2.1 d.) Identify marginalized staff by social identity to determine and remove barriers to success, achievement and well-being regarding mentoring, retention and promotion.	Superintendents of Education Curriculum and Instructional Services Research and Assessment Services School Leaders	(2.1 a.) Board reports on student identity-based data to identify barriers and how that data will be used to inform improvement plans to remove barriers. (2.1 b.) Board reports on programs and identifies strategies in improvement plans. (2.1 c.) Board reports on the identification of barriers and the plan to remove barriers (2.1 d.) Board reports on staff identity-based data to identify barriers and how that data will be used to inform improvement plans to remove barriers.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(2.2) Cultivate and ensure school and system leaders reflect a diversity of leadership style, thought and identities.	(2.2 a.) Stay current in global trends and research to anticipate system leadership requirements in building and sustaining an equitable and inclusive educational organization. (2.2 b.) Identify leadership and professional learning opportunities to increase diversity in leaders. (2.3 b.) Facilitate professional dialogue with all staff by honouring their professional expertise to shift how leadership is shared and exercised and how school goals are achieved. (2.1 c.) Ensure that leadership development programs and professional learning are reflective of human rights and of voices and perspectives of diverse identities. (2.1 d.) Develop leadership, mentoring and coaching opportunities and/or programs for racialized groups, women, persons with disabilities, LGBTQ+, and Indigenous staff to ensure equitable opportunities for promotion.	Director of Education Superintendents of Education Leadership Development School and System Leaders HRS	(2.2 a.) Current and future demands are determined to ensure there are sufficient candidates ready to assume leadership roles. (2.2 b.) Update Human Resource management systems to collect identity based data for an annual review of hiring for underrepresented groups and Indigenous staff. (2.1 c.) Leadership development programs reflect human rights education, equity and inclusive education, anti-oppression frameworks and perspectives of diverse identities. (2.1 d.) Leadership, mentorship and coaching programs for underrepresented leadership candidates have been established.
(2.2) Performance appraisals at all levels of the board will include human rights and equity accountability measures.	(2.2 a.) Ensure that knowledge and skills and evidence-based practice pertaining to human rights and equity are part of the success-criteria for all staff performance appraisals. (2.2 b.) Commit to identifying, supporting and monitoring growth-oriented, human rights, equitable goals and actions in learning plans and/or performance appraisals for all leaders. (2.2 c.) Align the HRS recruitment, selection, retention and promotion processes with the Board Leadership Strategy.	Director of Education Superintendent of Human Resources Superintendents of Education Leadership Development	(2.2 a.) Equity accountability measures have been included in performance appraisals at all levels of the board. (2.2 b.) A monitoring system has been developed to support growth-oriented equitable leadership practice. (2.2 c.) HRS selection, recruitment, and retention processes have been aligned with the Leadership Strategy.

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Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(2.3) Develop selection criteria for all levels of system and school leadership that ensures competencies in equity and inclusivity practices.	(2.3 a.) Ensure that selection criteria for the identification, selection and promotion of system and school leaders include competencies that demonstrate an understanding of equity, inclusivity and human rights. (2.3 b.) Ensure that selection criteria for the identification, selection and promotion of system and school leaders includes competencies that include evidence of equitable and inclusive practice grounded in human rights as integrated into one's professional practice. (2.3 c.) Use equitable, accessible and inclusive practices to ensure leadership promotion processes are consistent with equity and human rights principles.	Human Resources Services Leadership Development Human Rights Office Inclusive School and Community Services	(2.3 a.) Human Resources Services Hiring Tool-kits include specific competencies for understanding equity, inclusivity and human rights (2.3 b.) Human Resources Services Hiring Tool-kits include specific competencies for the demonstration and evidence of equitable and inclusive professional practice (2.3 c.) Selection criteria is shared and feedback is provided to ensure equitable and transparent leadership and promotion practices. (2.3 c.) Career Planning Process document is refined to ensure clarity of roles, responsibilities, appointment process and expectation for feedback
(2.4) Ensure that student leaders are reflective of the student population, and that leadership initiatives are aligned with and support implementation of the Equity and Inclusivity Policy #261	(2.4 a.) Schools provide equitable and inclusive student leadership opportunities to all students, especially those who represent various social identities and lived experiences. (2.4 b.) Schools will promote and support student leadership activities related to human rights, equity and social justice. (2.4 c.) Schools will be intentionally equitable about their support of and/or selection of students invited to participate in student-led clubs and initiatives. (2.4 d.) Schools will provide multiple opportunities to include the voices of diverse students (focus groups, forums, town halls, etc.) in developing programs and establishing school improvement goals.	Superintendents School Administrators Teachers Inclusive School and Community Services	(2.4 a.,b.) Student leaders are reflective of the school and broader community. (2.4 b.) Student leadership activities in human rights, equity, and social justice are implemented. (2.4 c.) Equitable practices are employed to select students who participate in student-led clubs and initiatives. (2.4 d.) Student voices are included in developing programs and realizing school improvement goals.

Focus Area: 261.3 - School-community relationships

Policy Statement: The Board will establish and maintain collaborative relationships with all communities so that the perspectives and needs of all students, families, trustees and employees are recognized and addressed through shared and committed leadership and workplace, school-community relationship.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(3.1) Use a school-wide approach that values families and community partnerships in order to enhance student engagement and achievement.	(3.1 a.) Create a sense of belonging for all students by promoting a positive connection between home and school by collaborating on co-fostering a Safe, caring and supportive learning environment (3.1 b.) Develop partnerships with communities that reflect the many dimensions of diversity that enhance educational opportunities for all students; and engage families and community in dialogue to ensure responsive, equitable, and inclusive environments. (3.1 c.) Develop strategies to encourage diverse parent and community engagement and involvement in the school system. (3.1 d.) Implement practices in the classroom that enable the diversity of student voices through instruction, self-advocacy and home-school connections. (3.1 e.) Plan and implement school events that are accessible and responsive to the diversity and needs of communities. (3.1 f.) Consult with families to provide input and inform planning related to equity and inclusive education using various strategies (i.e., School Councils; Chai & Chat times, feedback forms, town halls, forums, etc.) to build stronger community relationships and understanding between school and community. (3.1 g.) Ensure communication with community partners is accessible (i.e. multilingual). (3.1 h.) Ensure students, families and staff have access to supportive community resources as appropriate for use in schools and workplaces. (3.1 i.) Involve community groups, as appropriate, in the design and implementation of professional development programs for staff, students and families. (e.g., Town halls, Focus groups, Indigenous Education Advisory Council, etc.).	Director of Education Superintendents Leadership Development Curriculum and Instructional Services Inclusive Schools and Community Services Research Assessment Services Student Services School Administrators Managers and Supervisors School staff	(3.1 a.) Collect and review school and system survey data, feedback forms, school council and parent engagement events to ensure diversity of voices. (3.1 b.) Identify suggestions and provide feedback to further improve school-community partnerships. (3.1 c., d., e., f.) Evidence of increased diverse parent and community involvement. (3.1 d.) Teacher Performance Appraisal process and Annual Learning Plans. (3.1 e.) School and department Committee contextual data. (3.1 g.) Community partners report back on data collected. (3.1 h.) Evidence from Equity Audit. (3.1 h.) Data collection from Community Resource Facilitator referrals. (3.1 i.) Data collected is analyzed and incorporated into Board, department and school improvement plans and guide the reflection and implementation.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(3.2) Ensure the perspectives of various individuals and groups in the school community and the broader community are included and expand community outreach efforts to foster new partnerships.	(3.2 a.) Develop own and others' capacity to listen to marginalized voices with the intention to learn and understand. (3.2 b.) Use resources to identify and remove discriminatory barriers that limit engagement of students, families, and the community, so that diverse groups and the broader community have Board-level representation and access to Board initiatives. (3.2 c.) Develop and support a process to review existing community partnerships within their schools and departments to ensure that they reflect the diversity of the broader community and are in line with Ontario's Equity and Inclusive Education Strategy. (3.2 d.) Ensure that school councils reflect the diversity of the school community. (3.2 e.) Actively and intentionally encourage engagement with parents who have not been previously active in the school community by providing varied opportunities for families to engage with the school and Board, examples: • Roots of Empathy • Family Services York Region Ambassadors Program • Human Endeavours Program - Newcomers & Refugee • PRO Grant (3.2 f.) Implement classroom practices that strengthen home-school connections. (3.2 g.) Ensure that parent representatives are invited to attend, engage and co-lead in the annual Regional Parent Symposium. (3.2 h.) Implement strategies (i.e., Equity Scan) to identify and eliminate discriminatory barriers that limit engagement by staff, students, families, and the broader community in Board policies, guidelines, day-to-day operation, protocol and practices and Restorative Practices.	Director of Education Senior Team Leadership Development Curriculum and Instructional Services Inclusive School and Community Services Human Rights Office School Administrators Managers and Supervisors School staff	(3.2 a., f.) Individual learning and inclusionary practices are evident and reported in the performance appraisal & Annual Learning Plan Goals. (3.2 a.) Equity Designates attending professional learning and building capacity at school/workplace. (3.2 b.) Human Rights Office Annual Report. (3.2 c., e.) School and system surveys, community table feedback forms, school council and parent engagement events to ensure diversity of voices. (3.2 c.) Community partnership table feedback forms (i.e. Community Resiliency Table, Community Inclusivity Equity Council, Interfaith Advisory, etc. (3.2 d.) Annual school council report data. (3.2 g.) Identify suggestions and provide feedback to further improve school-community partnerships through the Regional Parent Symposium. (3.2 h.) Equity Designates and well-being teams assess the implementation strategies using critical reflection tools (i.e., Equity Scan).

Focus Area: 261.4 - Inclusive curriculum and assessment practices

Policy Statement: The Board will review curriculum and resources, instruction, and assessment/evaluation practices in order to identify and address discriminatory biases to ensure equity of opportunity and access for each student. The Board will ensure the implementation of an inclusive curriculum supported by resources and instructional strategies and assessment and evaluation practices that reflect and respond to the need of the diversity of learners.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(4.1) Develop critical consciousness among staff about equitable, accessible and inclusive curriculum and assessment practices.	(4.1 a.) Develop a shared understanding of anti-oppression practices and their application to teaching, learning and assessment. (4.1 b.) Develop a shared understanding of how privilege, power and oppression result in inequitable outcomes for marginalized learners in terms of teaching, learning and assessment. (4.1 c.) Recognize practices and conditions that foster equitable and inclusive learning environments. (4.1 d.) Enhance educator capacity and knowledge related to Indigenous histories and Indigenous ways. (4.1 e.) Develop and deepen understanding of critical social justice from both a local and global context. (4.1 f.) Develop and deepen understanding of Culturally Responsive Pedagogy.	Superintendents School Administrators School staff Student Services Leadership Development Curriculum and Instructional Services Inclusive School and Community Services	(4.1 a., b., c., d., e., f.) School and system surveys, feedback forms, school council and parent engagement events to ensure diversity of voices. (4.1 a., b., c., d. ,e., f.) Evident in number and types of learning opportunities. (i.e., Anti Oppression Practice teacher network.) (4.1 a., b.) Evident in educators engaging in anti-oppression practices (AOP) learning. (4.1 d.) Evident in educators engaging in learning related to Indigenous histories and Indigenous ways. (4.1 a., b., c., d..) Evident in AOP learning through SO visits and SIPSA development. (4.1 a., b., c., d., e., f.) Evident in school and system leaders' performance appraisals.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(4.2) Identify and respond to barriers to equitable, accessible and inclusive curriculum and assessment.	(4.2 a.) Develop resources to support system and school leaders to analyze and understand patterns of marginalization and inequity within data sources (e.g., integrate inclusive design). (4.2 b.) Analyze and leverage myriad of disaggregated data to identify and address patterns of inequity in learning and extracurricular opportunities. (4.2 c.) Identify biases and barriers to the physical, academic, and social learning environments in partnership with students and families of intersecting identities. (4.2 d.) Develop criteria and processes at a system level for the review of teaching and learning material and activities (e.g. extracurricular, field trips) to ensure that they are accessible and free from negative bias and discrimination. (4.2 e.) Use existing criteria and processes to regularly review teaching and learning materials and activities to identify and remove barriers to accessibility, negative bias and discrimination. Include students, parents, and community members are included in this process. (4.2 f.) Ensure that all programs are accessible to, and accommodating for all students regardless of social identity through content, processes, products, and environment as third teacher. (4.2 g.) Develop criteria and training to ensure students' choice of pathways is supported through a renewed approach to academic and applied course selections to ensure that all students are supported in achieving their maximum potential and choosing appropriate pathways to work, college, apprenticeship or university.	Superintendents School Administrators School staff Leadership Development Curriculum and Instructional Services Student Services Inclusive Schools and Community Services	(4.2 b., c.) School and system surveys, feedback forms, school council parent engagement events, AODA Barrier Buster, town halls, and focus groups to ensure diversity of voices. (4.2 e., f.) Evident in learning for school leaders about accessible, equitable and inclusive "look fors" as it pertains to the Teacher Performance Appraisal. (4.2 a., b., c., d., e., f.,g.) Monitor and report on the outcomes of the renewed approach, such as graduation and post-secondary education transition rates, using identity-based data. (4.2 b.) Evident in access of learning opportunities for analyzing data through an equity lens. (4.2 b.) Systemic analysis of report card data is reported in a transparent way-outcomes for marginalized learners (e.g. disaggregating achievement data, suspension rates). (4.2 d., e.) Evident in diverse and accessible resources that support teaching and learning that is free from negative bias and discrimination. (4.2 f.) Evident in content, processes, products and environments through SO visits, SIPSA development and I.E.P.s (4.2 f) Board reports on the barriers identified through the AODA Barrier Buster, and specific plans and strategies to address and eliminate these barriers. (4.2 g.) Evident in number and types of learning opportunities, and transitional plans for identified students. (4.2 g.) Evident in coherence between course requests and course assignment. (4.2 g.) Evident in student survey questions (e.g. climate survey) regarding support for pathway preferences.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(4.3) Ensure equitable, accessible and inclusive teaching practices.	(4.3 a.) Develop learning for school leaders focused on deepening understanding of what equitable teaching and assessment practices look like in the classroom. (4.3 b.) Engage with the Inclusive Design framework to interrupt implicit bias in teaching, learning, and assessment and related professional learning. (4.3 c.) Integrate the characteristics of culturally responsive teaching, along with strategies for using this approach in all teaching and learning activities. (4.3 d.) Implement and practice conditions that foster and give students a sense of safety (physical, social, emotional, mental) and belonging so that they are empowered to take risks, explore new ideas, and take responsibility for their learning. (4.3 e.) Develop and provide access to age appropriate curriculum on residential schools, Treaties, and Indigenous peoples historical and contemporary contributions to Canadian culture. (4.3 f.) Develop and provide access to curriculum resources that are inclusive of intersecting identities (e.g. racialized people, women, persons with disabilities, LGBTQ, and Indigenous People). (4.3 g.) Ensure that religious program accommodations are planned for when designing learning, teaching and assessment.	Superintendents School Administrators School Staff Curriculum and Instructional Services Leadership Development	(4.3) School and system surveys, feedback forms, school council and parent engagement events to ensure diversity of voices. (4.3) Monitor and report on the outcomes of the renewed approach, such as graduation and post-secondary education transition rates, using identity-based data. (4.3 a., b., c., e., g.) Evident in number and types of learning opportunities. (4.3) Evident in content, processes, products and environments through SO visits and SIPSA development. (4.3.a) Evident in diverse resources that support school leaders in deepening their understanding of what equitable teaching and assessment practices look and sound like in the classroom. (4.3 b.) Evident in department improvement and team plans (i.e., C&IS, ISCS, SS). (4.3 e., f.) Evident in diverse resources that support teaching and learning about intersecting identities (e.g. racialized people, women, persons with disabilities, LGBTQ, and Indigenous People). (4.3) Use YRDSB planning framework for professional learning that integrates equity lens.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(4.4) Ensure equitable, accessible and inclusive assessment practices.	(4.4 a.) Develop a framework to ensure assessment practices are free from biases and barriers to improve student learning and achievement. (4.4 b.) Use a variety of assessment strategies and tools to inform short- and long-range planning that is free from biases and barriers to improve student learning and achievement. (4.4 c.) Use assessment procedures that are inclusive and anti-discriminatory to measure student performance and achievement. (4.4 d.) Embed inclusive assessment procedures into all teaching and learning activities, and into all school and board improvement plans. (4.4 e.) Use moderated marking as a tool for examining implicit bias in assessment and evaluation practices for both academic and learning skills and work habits reporting. (4.4 f.) Develop differentiated and intentional assessment practices to meet the needs of English language learners of diverse profiles and proficiencies.	Superintendents School Administrators School Staff Curriculum and Instructional Services Leadership Development	(4.4) Evident in number and types of learning opportunities. (4.4) Evident in content, processes, products and environments through SO visits and SIPSA development. (4.4 a.) Evident in diverse resources that ensure assessment practices are free from biases and barriers to improve student learning and achievement. (4.4 c., d., f.) School and system surveys, feedback forms, school council and parent engagement events to ensure diversity of voices.

Focus Area: 261.5 - School Climate and the prevention of discrimination and harassment

Policy Statement: The Board is committed to the principle that every person is entitled to work and/or learn in a respectful, positive working and learning environment, free from all forms of discrimination, harassment and exclusion.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(5.1) All staff are responsible for the development of positive school and workplace climates, free from discrimination and harassment, where all members of the community feel safe, welcomed, and included.	(5.1 a.) Establish a well-being committee and develop a school or workplace action plan. (5.1 b.) Collect data related to positive school and workplace climates through the use of surveys and other tools. (5.1 c.) Use the data from all climate surveys to inform school and department plans and monitor their equity and well-being goals. (5.1 d.) Ensure school district teams, committees and clubs are accessible, inclusive and free from discrimination and harassment.	Superintendents Curriculum and Instructional Services Student Services Research and Assessment Services	(5.1 a.) Evidence of intended actions and outcomes in the School and Department Well-Being Action Plans. (5.1 a.) Establish accountability and monitoring processes to ensure continuous implementation of equity and well-being strategy goals for learning and working environments. (5.1 b.,c.) Reporting of data regarding complaints to the Board and the EIAC and other relevant staff committees such as ESSAC. (5.1 b.) Undertaking an audit of the Board's AODA compliance. (5.1 c.) School SIPSA/DIPSA and monitoring dialogue with SO. (5.1 d.) School teams, committees and clubs reflect the range of student identities.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(5.2) Establish a process that enables students and staff to report incidents of discrimination and harassment safely and that the Board responds in an impartial, timely and appropriate manner.	(5.2 a.) Follow the established processes that enables students, staff and community members, to report incidents of discrimination and harassment safely and that will also enable the Board to respond impartially in a timely and effective manner. (5.2 b.) Participate in a comprehensive review and examination of the YRDSB Human Rights Policy and Procedures and other related policies and procedures. (5.2 c.) Report to supervisors any incident that can lead to suspension or expulsion and/or disciplinary action. (5.2 d.) Principals to contact the families of students involved in these types of incidents. (5.2 .e) All staff will respond to incidents that have a negative impact on the school climate (i.e., racist, sexist comments, hate crimes). (5.2 f.) Staff will respond to incidents that are unacceptable in our schools, as well as incidents that can lead to suspension or expulsion. (5.2 g.) Communicate f the Report It online tool for issues of bullying, discrimination or harassment to all students and families	Director of Education Superintendents Leadership Development Curriculum and Instructional Services Inclusive School and Community Services Human Rights Office School Administrators Managers and Supervisors School Staff Student Services	(5.2 a.) Human Rights Office will report data to the Board and collect data (i.e., on number of reports, nature of reports). Data must reflect fewer incidents of human rights violations over time. (5.2 b.) Board will continue to monitor, review and evaluate the effectiveness of Board policies and procedures using indicators established in consultation with school staff, school councils, parents/guardians, SEAC, EIAC, PEAC and community-based service providers. (5.2 c.,d.) Safe schools tracking (reporting and responding forms). Board analyses suspension, expulsion and exclusion data in the context of student identity data to identify and address systemic disparities. (5.2 e.) School Climate Surveys; student/parent/caregiver feedback. (5.2 e.) Educators and relevant staff receive training on established positive preventive measures for addressing student behaviour. (5.2 e.) School strategies reflecting best practices are deployed to reduce/eliminate over-representations in student discipline data. (i.e., Teaching Tolerance: Speak Up At School). (5.2 f.) Using climate surveys, schools evaluate the effectiveness of their Safe Schools policies and programs. Students report feeling safe and accepted in school climate surveys. (5.2 f.) All staff consistently use Safe School Incident Report Forms when appropriate. (5.2 g.) Data on use of the Report It tool and perception data from **School Climate Surveys**.

Focus Area: 261.6 - Professional Learning

Policy Statement: The Board will provide employees, students and other members of the York Region District School Board community, including trustees, parents/guardians, visitors, contractors, third parties and others, with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify and eliminate discriminatory biases and systemic barriers under the Ontario Human Rights Code.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(6.1) Build capacity in Superintendents and School Administrators in understanding anti-oppression and critically analyzing existing structures and their own actions as leaders.	(6.1 a.)Board will provide professional learning on Anti-Oppression for superintendents and principals: (6.1 b.) Superintendents will review the YRDSB Ministry Report and the The Truth and Reconciliation Report to identify systemic barriers that ought to be addressed by SIPSA plans in their family of schools. Identified barriers must be discussed with principals. (6.1 c.) Superintendents and principals will review multiple sources of school data, including School Climate Survey, formal/informal complaints or concerns raised by students, families and communities. (6.1 d.) Superintendents and school administrators will meet to identify the equity goals for the school by engaging in a collaborative dialogue regarding the following: service delivery, school climate, family engagement and principles of Human Rights. (6.1 e.) School administrators will identify and record actions for each of the three areas (service delivery, school climate, family engagement) as well as the groups covered by the Human Rights Code intended to benefit. For each action, the principal must identify which groups from the Human Rights Code will benefit from actions taken. (6.1 f.) Working sessions will be provided to principals to support the implementation of these goals and actions. The goals must be submitted as part of the application to attend the sessions.	Director of Education Superintendents School Administrators	(6.1 a.) The actions taken and progress with achieving equity goals will be shared by SOs with the Senior Team, advisory groups and committees (PEAC, EIAC, SEAC, ESSAC), School Council Forums and Regional Parent Symposium. (6.1 a.) Steps will be identified to address continued gaps and determine what additional evidence may be needed to further the work and inform our next steps.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(6.2) Build capacity in staff by developing, offering and supporting professional learning opportunities to all employee groups in the board regarding equity, accessibility and inclusivity.	(6.2 a.) Foster a culture of self-directed professional learning amongst all staff by sharing resources and supporting opportunities. For example: • AQ Courses (i.e.,**Inclusive Classroom, Part 1, 2, Specialist**) • **ETFO** (i.e., Building A Just Society) • **OSSTF** (i.e., EQUIP: Equity In Peace) • **OPC** (i.e., Equity Walk) • Ministry of Education • Ontario Human Rights Commission (OHRC) • Staff Networks - (Alliance of Educators for Black Students; Network of Educators for Korean Students; Educators for Students of South Asian Heritage; Supporting East Asian Students, etc) (6.2 b.) Develop and offer ongoing system opportunities to deepen knowledge, skills, attitudes and advocacy of intersectional equity and inclusivity subject matter. For example: • **Hiring Webcast** • Teacher Equity Series (Evening Workshop Menu) • Supporting Racialized Learners (Secondary Student Success) • Culturally Responsive Pedagogy - 25 school pilot	Curriculum and Instruction Services Leadership Development Superintendents School Administrators Managers/ Supervisors Inclusive School and Community Services Student Services	(6.2 a.) Annual and biannual learning plans (6.2 b.) Informed by staff interest and exit surveys. (6.2 b.) Evident in school SIPSA equity goals monitored by administrators and superintendents. (6.2 b.) Learning will inform school and departmental Well-Being Strategy Action Plans. (6.2 b.) Human Rights referrals are monitored for type and frequency. (6.2 b.) Curricular programming is assessed and monitored by Department Heads and Divisional Leads for evidence of culturally responsive pedagogical practice.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(6.3) Build capacity in students by developing, offering and supporting learning opportunities regarding equity, accessibility and inclusivity.	(6.3 a.) Organize and deliver various board-level learning opportunities through workshops at student conferences focused on accessibility, equity, and inclusivity. For example: • Peace Tree Conferences (grade 5, 6) • Youth Voice (grade 7-12) • Fusion (grade 9,10) • Speak Out (grade 9-12) • Together We're Better (grade 7,8) (6.3 b.) Share community-based learning opportunities for students. For example: • **360 Kids - Upstream** • **YRP** - Community Safety Village - Human Rights Educational Program	Superintendents School Administrators Inclusive School and Community Services	(6.3 a.) Student voices are valued and their knowledge used as an asset in the school Well-Being Action Plans to foster safe, caring and inclusive learning environments. These Well-Being Action Plans will be monitored by the school leadership team. (6.3 b.) Ensure that these opportunities are widely communicated and available to the students, families and community through the public website, and Inclusive School and Community Services.

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(6.4) Build capacity in parents by developing, offering and supporting learning opportunities regarding equity, accessibility and inclusivity.	(6.4 a.) Organize and deliver various school and community learning opportunities through workshop and symposiums for parents and community members focused on accessibility, equity, and inclusivity. For example: • Regional annual parent symposium • School Council forums (CEC, Regional) • Teacher Liaison Workshops • Parent/Community advisory groups • School Based/Community learning opportunities (6.4 b.) Share community-based learning opportunities for parents. For example: • **LDAYR** • **360 Kids** • **CAS and JFS** • **Welcome Centre**	Superintendents School Administrators Inclusive School and Community Services	(6.4 a.) Parent voices are valued and their knowledge used as an asset on school councils, School Council Forums and Advisory Committees to foster safe, caring and inclusive learning environments that foster student achievement and Well-Being. (6.4 b.) Ensure that these opportunities are widely communicated and available to students, families and the community through the public website, and Inclusive School and Community Services.

Focus Area: 261.8 - Religious accommodation

Policy Statement: The Board will acknowledge each individual's right to follow or not to follow religious beliefs and practices free from discriminatory or harassing behaviour and will take reasonable steps to provide religious accommodations to staff members, trustees and students, as outlined in the Board's Scheduling Events on Faith Days communication to all staff and the Board's guideline on **Program Accommodations for Faith Purposes: A Guideline for Religious Accommodations.**

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(8.1) The board and schools will effectively communicate the board's religious accommodation procedure #261.8 to students, staff, families and community.	(8.1 a.) Communicate the board's religious accommodation procedure **#261.8** to students, staff, families and community. (8.1 b.) Use an invitational approach when communicating to students and families and use the **Faith Request for Curriculum Accommodations Form** to gather information about the accommodation need.	Director of Education Superintendents School Administrators Managers and Supervisors Teachers	(8.1 a.) Communication is shared via board website, school website, , School Start-Up Package, School Council, Staff meetings. (8.1 b.) Ensure that the **Faith Request for Curriculum Accommodations Form is** included as a mandatory board form in the **School Start-up Package**.
(8.2) Religious accommodations are provided in areas that relate to daily routines, programs, scheduling, meetings, assessments, instruction and extracurricular activities.	(8.2 a.) Board staff will follow the board's Religious Accommodation Procedure **#261.8**, the guidelines, framework, board resources and access system supports in order to provide religious accommodations on an individual basis and ensure that accommodations are provided in a safe and culturally respectful manner. (8.2 b.) System and school leaders will engage in an ongoing cycle of dialogue with students, staff and community to review accommodation(s) in place (i.e., change in need) as required. (8.2 c.) School administrators, managers and supervisors will collect data by tracking all religious accommodations requests (i.e., number of requests by school/workplace ,nature of request, number of individuals accommodated, demographic, type of accommodation requested, type of accommodation provided).	Superintendents School Administrators Managers and Supervisors Teachers Curriculum and Instructional Services Inclusive Schools and Community Services	(8.2 a.) System and school leaders will monitor and review accommodations in place as requested by students, staff and families. (8.2 b.) **Faith Request for Curriculum Accommodations Forms** are kept in school files and retained for 12 months. (8.2 c.) Director's Annual Report will include system data collected from schools and departments pertaining to religious accommodations to inform system planning (staffing, training, resources, overall services to the community as a whole).

Commitments	Action Items	Responsibility	261.7: Accountability/Transparency
(8.3) Review the Faith Day Request Process and Procedure #571.0, Request for Faith Days.	(8.3 a.) Review the list of approved faith days and the process of how faith days are approved to ensure that all days are inclusive of community needs (i.e. National Indigenous People's Day, June 21). (8.3 b.) Review and update procedures, practices and resources as required. Seek regular input from staff, students and community members on implementation and board practices.	Human Resources	(8.3 a.) Revise list of approved faith days as required. (8.3 a.) Conduct pre-survey to understand system needs.
(8.4) Develop curriculum resources to support program accommodations.	(8.4 a.) Support religious program accommodations for students through co-planning with school staff. Accommodations may include but are not limited to the following curriculum areas: Music, Dance, Drama, or Health and Physical Education. As well, requests may extend subject areas and may include pedagogical processes, i.e. homework, online forums, cooperative learning. (8.4 b.) Support school and system leaders by updating the **System Contact List** for guidance and consultation.	Curriculum and Instructional Services	(8.4 a.) Conduct pre-survey to understand system needs in this area. (8.4 a.) Conduct post surveys (after training) for system considerations (i.e., future training). (8.4 b.) Ensure **System Contact List** is accessible through the BWW, along with other supporting documents.
(8.5) Allocate a private and respectful space for prayer, devotion or meditation activities for students, families, community and staff in all board events, board and school spaces.	(8.5 a.) School and system leaders will engage in dialogue with students, staff and community to ensure that a multi-faith space is respectful and appropriate for all individuals. (8.5 b.) Communicate to all students, staff, families and communities that a prayer, devotion or meditation spaces is provided.	Director of Education Superintendents School Administrators Managers and Supervisors	(8.5 a.) **School Climate Survey** results identify that students, staff and community has access to a safe space for prayer, devotion or meditation. (8.5 b.) Post signage in allocated prayer, devotion or meditation spaces.

Resources

Link
Anti-oppression Network   The Consciousness Gap in Education - An Equity Imperative   Understanding Systemic Oppression and Institutionalised Racism   10 Things Every White Teacher Should Know When Talking About Race   Creating an identity-Safe Classroom   Harsha Walia on Anti-Oppression, Decolonization, and Responsible Allyship
Accessibility for Ontarians with Disabilities (AODA)   https://www.ontario.ca/laws/statute/05a11
Caring and Safe Schools YRDSB   http://www.yrdsb.ca/Programs/SafeSchools/Pages/default.aspx   **Caring and Safe Schools In Ontario: Supporting Students With Special Needs Through Progressive Discipline (K-12)**   http://www.edu.gov.on.ca/eng/general/elemsec/speced/Caring_Safe_School.pdf   **Progressive Discipline and Promoting Positive Student Behaviour Policy/Program Memorandum 145**   http://www.edu.gov.on.ca/extra/eng/ppm/145.pdf   **Safe Schools: Preventing Bullying and Harassment (Ontario Ministry of Education)**   http://www.edu.gov.on.ca/eng/safeschools/bullying.html   **Supporting Bias-Free Progressive Discipline Resource: A Resource Guide For School and System Leaders**   http://www.edu.gov.on.ca/eng/policyfunding/SupportResGuide.pdf

Link
Culturally Relevant and Responsive Pedagogy   http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ResponsivePedagogy.pdf   Gloria Ladson Billings: Critical Race Theory
Policy 261 - Equity and Inclusivity   https://bww.yrdsb.ca/boarddocs/Documents/POL-equityandinclusiveeducation-261.pdf   **Equity and Inclusive Education - Going Deeper**   http://www.ontariodirectors.ca/downloads/EIE-2014/Equity_and_Inclusive_Education_Eng_Final.pdf   **Engaged in Equity Scan (2012)**   https://bww.yrdsb.ca/services/focus/equity/Documents/SD-EquityScan.pdf   **Equity and Inclusive Education in Ontario Schools - 2014**   https://bww.yrdsb.ca/services/cis/teacherlibrarians/learningCommons/Documents/Equity%20and%20inclusivity%20in%20Ontario%20Schools%202014.pdf
Indigenous ways of knowing   https://bww.yrdsb.ca/services/cis/FirstNations/Documents/FNMIFramework.pdf   **Ontario First Nation, Metis, and Inuit Education Policy Framework**   https://bww.yrdsb.ca/services/cis/FirstNations/Documents/FNMIFramework.pdf   **Truth and Reconciliation Comm of Canada Calls to Action 62 and 63**   http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf
YRDSB Leadership Strategy   https://bww.yrdsb.ca/services/ld/Documents/Leadership-Strategy-Foldout_FINAL.pdf
Ontario Human Rights Code   http://www.ohrc.on.ca/en/ontario-human-rights-code
Ontario's 3 Year Anti-Racism Action Plan   https://files.ontario.ca/ar-2001_ard_report_tagged_final-s.pdf

Link
Religious Accommodation Resources   https://bww.yrdsb.ca/boarddocs/Pages/ReligiousAccommodations.aspx
Restorative Approaches   https://bww.yrdsb.ca/services/cis/rays/Documents/RAYS%20Brochure_2012Vs1dNov13PRESSREADY_FINAL.pdf
Truth and Reconciliation Report   http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

Glossary

Accessibility For Ontarians With Disabilities Act (AODA):
The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) uses the same definition of "disability" as the Ontario Human Rights Code, which includes both visible and non-visible disabilities.

Achievement Gap:
The achievement gap refers to the average difference in levels of educational achievement between different demographic sub-groups of students in a given educational context (e.g., school, school district). These sub-groups may reflect differences in gender, race, ethnicity, country of origin, socio-economic circumstances, sexual orientation or any other social characteristic of the student. Achievement gaps among students can be identified at various stages of a child's or student's life. For example, achievement gaps can be identified at entry to junior kindergarten, at the end of elementary school, and at the end of secondary school. Boards should include goals related to closing the achievement gap as a key component of their EIE policy in the context of board and school improvement plans for student achievement and the board's multi-year strategic plan.

Antisemitism:
Latent or overt hostility or hatred directed towards, or discrimination against individual Jewish people or the Jewish people for reasons connected to their religion, ethnicity, and their cultural, historical, intellectual and religious heritage. (Canadian Race Relations Foundation).

Anti-Black Racism:
Anti-Black racism is prejudice, attitudes, beliefs, stereotyping and discrimination that is directed at people of African descent and is rooted in their unique history and experience of enslavement. Anti-Black racism is deeply entrenched in Canadian institutions, policies and practices, such that anti-Black racism is either functionally normalized or rendered invisible to the larger white society. Anti-Black racism is manifested in the legacy of the current social, economic, and political marginalization of African Canadians in society such as the lack of opportunities, lower socio-economic status, higher unemployment, significant poverty rates and overrepresentation in the criminal justice system. (African Canadian Legal Clinic).

Board Improvement Planning:
Board Improvement Planning for Student Achievement (BIPSA) is a process designed to improve the capacity of the board to maximize success for all students. Based on the use of all relevant data sources (student achievement, demographic, program, perceptions), the process assesses the effectiveness of: goals established for student achievement (SMART goals); strategies used to achieve those goals; how resources are used to support differentiated student and school needs; impact of professional learning; and leadership roles in monitoring and supporting implementation. Following this assessment, the process then sets actions to be taken at a system wide level to improve outcomes for all students through the same set of indicators: data, goals, targeted strategies, changing practices, professional learning, resources, monitoring, shared leadership and support, and use of data at year-end to evaluate the degree to which goals for the year have been met.

Collaborative Inquiry:
A process which engages teachers as learners in critical and creative thinking. Through collaborative dialogue, teachers seek and explore new questions and solutions to student learning and achievement. The teacher is an informed practitioner refining planning, instruction and assessment approaches to pursue greater precision, personalization and innovation. Teachers use data generated from student actions and work to investigate new and relevant questions about how and what their students learn. These questions lead to informed actions within the classroom, which in turn serve to refine or initiate new explorations.

Culturally Responsive Curriculum:
A curriculum that accurately reflects and uses the variety of knowledge of all peoples as the basis for instruction; that acknowledges and respects the diverse social backgrounds, identities and experiences of all students, and places them at the centre of the learning environment. The curriculum provides opportunities for students to understand the similarities, differences and connections between people of diverse communities. The curriculum helps students to acquire the skills and knowledge that enable them to challenge unjust practices and to build positive human relationships among their peers and among all members of the society.

Culturally Responsive Teaching:
Teaching that recognizes that all students learn differently, and that uses the social and cultural backgrounds and identities of the students, their prior knowledge, and their experiences and interests, to build, extend and share knowledge among students. Culturally responsive teachers establish a positive emotional connection with each student in order to build trust, and consistently communicate high expectations for success to each student and to the parent or caregiver.

Differentiated Instruction:
Differentiated instruction is any instructional strategy that recognizes and responds to the interests, current abilities, prior experiences, preferred learning styles, and specific learning needs of individual students while maintaining expected curriculum standards for those students. It is based on the premise that, since students differ in all of these areas, teaching strategies, materials, and pace should vary accordingly. The teacher uses differentiated instruction to create learning situations that match students' current abilities and preferred learning styles while stretching their abilities and encouraging them to try new ways of learning.

Discrimination:
Distinction between individuals not based on legitimate terms; arbitrary bias for or against an individual or a group that fails to take true account of their characteristics or treat an individual or a group in a just and equitable manner. Discrimination can be based on age, birth, class, colour, creed, ability, ethnicity, familial status, gender, gender identity, language, marital status, political or other opinion, race, religion or faith belief, sex, or sexual orientation.

Diversity:
The presence of a wide range of social characteristics within a group, organization, or society. The dimensions of diversity include, but are not limited to age, ancestry, colour, culture, ethnicity, gender, gender identity, gender expression, language, physical and intellectual ability, race, religion or faith, sex, sexual orientation, and socio-economic circumstance.

Equity Inclusivity Advisory Council (EIAC):
The York Region District School Board is advised by Equity Inclusivity Advisory Council. This advisory council has sub-groups for Anti-Black Racism, Islamophobia, Anti-semitism, and Classism. Further, the advisory council provides advisement on other forms of oppression or systemic barriers in schools and the school district.

Equity Strategy Steering and Action Committee (ESSAC):
The Equity Strategy Steering and Action Committee is a composition of administrators, managers, supervisors and educators who collaborate on various equity, inclusivity and Human Rights initiatives that support the implementation of the provincial strategy and Action Plan.

Equity (in education):
A condition or state of fair, inclusive, and respectful treatment of all students, families and staff regardless of social and cultural backgrounds, social identities, or personal life circumstances. Equitable treatment of students means removing discriminatory barriers to teaching and learning, and to ensuring proportionate levels of support to those who need it the most, in order to improve student achievement and well-being and to close achievement gaps. Equitable treatment is not the same as equal treatment.

Inclusive Education:
Education that is based on the principles of acceptance and inclusion of, and respect for, students of all social and cultural backgrounds, social identities, or personal life circumstances. Through inclusive education, students see themselves reflected in their total learning environment in positive empowering ways. Each student is given fair and equal consideration in the school's priorities and plans, and has equal opportunity to participate in all school activities, and to contribute to the learning environment.

Indigenous:
A collective name for the original people within Canada and their descendants. This includes First Nations (status and non-status), Métis and Inuit.

Intersectionality:
Intersectionality acknowledges the ways in which people's lives are shaped by their multiple and overlapping identities and social locations, which, together, can produce a unique and distinct experience for that individual or group, for example, creating additional barriers or opportunities. In the context of race, this means recognizing the ways in which people's experiences of racism or privilege, including within any one racialized group, may differ and vary depending on the individual's or group's additional overlapping (or "intersecting") social identities, such as ethnicity, Indigenous identification, experiences with colonialism, religion, gender, citizenship, socio-economic status or sexual orientation.

Marginalization:
Refers to a long-term, structural process of systemic discrimination that creates a class of disadvantaged minorities. These groups become permanently confined to the margins of society; their status is continually reproduced because of the various dimensions of exclusion particularly in the labour market, but also from full and meaningful participation in society. (Grace Edward Galabuzi, 2006, Canada's Economic Apartheid: The Social Exclusion of Racialized Groups in the New Century).

Oppression:
Systemic devaluing, undermining, marginalizing, and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

Power:
Power is unequally distributed globally and nationally; some individuals or groups wield greater power than others, thereby allowing them greater access and control over resources. Wealth, whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates. Although power is often conceptualized as power over other individuals or groups, other variations are power with (used in the context of building collective strength) and power within (which references an individual's internal strength). Learning to "see" and understand relations of power is vital organizing for progressive social change.

Privilege:
Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g., white privilege, male privilege, etc.). Privilege is usually invisible to those who have it because we're taught not to see it, but nevertheless it puts them at an advantage over those who do not have it.

School Effectiveness Framework:
A support mechanism for school improvement and student success which identifies evidence-based indicators of successful practice in a number of components of effective schools. The indicators, with samples of evidence, assist educators in building coherence and aligning practices across an entire school. Key components of the K-12 School Effectiveness Framework are: assessment of and for learning; school and classroom leadership; student engagement; curriculum, teaching and learning; pathways, planning and programming; and home, school and community partnerships.

School Improvement Planning (for Student Achievement):
School improvement planning is a process through which schools set goals for improvement, and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve student achievement levels by enhancing the way curriculum is delivered, creating a positive environment for learning, and increasing the degree to which parents are involved in their children's learning at school and in the home. A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made. A school improvement plan is also a mechanism through which the public can hold schools accountable for student success and through which it can measure improvement.

System Leaders:
Staff who have responsibility for supervision and management of departmental functions, schools and families of schools. These include supervisory officers, central department supervisors, managers and coordinators, and school administrators.

Race:

Is a term used to classify people into groups based principally on physical traits (phenotype) such as skin colour. Racial categories are not based on science or biology but on differences that society has chosen to emphasize, with significant consequences for people's lives. Racial categories may vary over time and place, and can overlap with ethnic, cultural or religious groupings.

Racialization:

A process of delineation of group boundaries and of allocation of persons within those boundaries by primary reference to (supposedly) inherent and/or biological (usually phenotypical) characteristics. (Miles, Robert. (1982). Racism and Migrant Labour: A Critical Text. London: Routledge.)

Racialized (person):

Often used to stand in for "visible minority," this more fluid term acknowledges that race is a social construction that can change over time and place. It can be applied to people who have racial meanings attributed to them as a group in ways that negatively impact their social, political, and economic life, e.g., Black, Asian, Muslim and Roma.

Racism:

Refers to ideas or practices that establish, maintain or perpetuate the racial superiority or dominance of one group over another.

Systemic Racism:

When institutions or systems create or maintain racial inequity, often as a result of hidden institutional biases in policies, practices and procedures that privilege some groups and disadvantage others.

Social Identity:

An individual's self-conception is based on a) personal or self-identity, and b) collective identity. The personal aspect or self-identity refers to our personal qualities (skills and abilities), while the collective aspect deals with all the qualities we have from being part of a group. Often a person is a composite of multiple social-identities such as being a Black, educated, able-bodied and cis-gendered female.