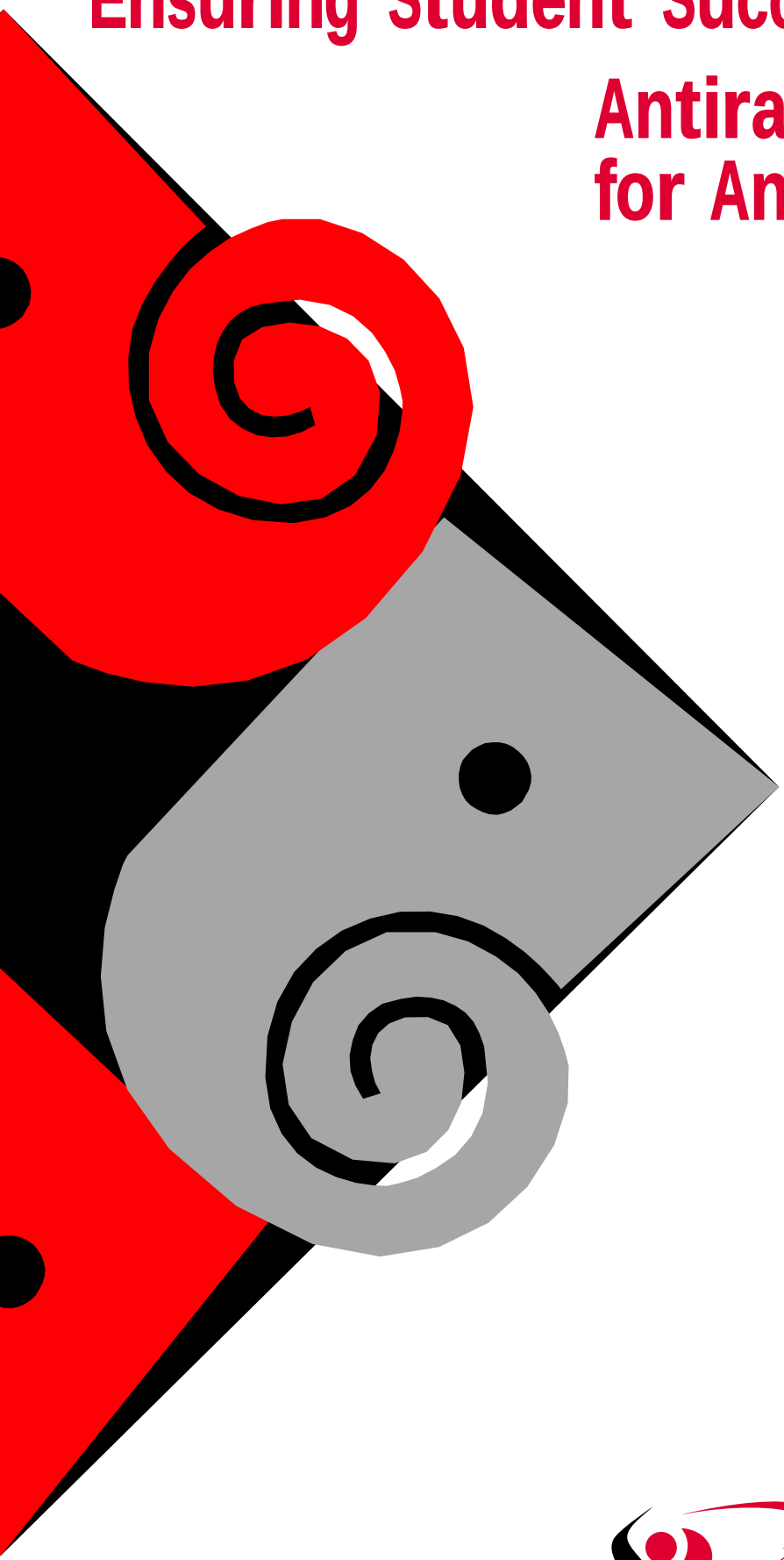
Ensuring Student Success:

Antiracism Indicators for An Antiracist School

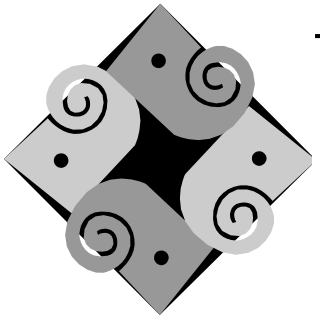


- The Climate & Management of Schools
- Community Relations
- Role of the Teacher
- Formal Curriculum & Instruction
- Assessment/Evaluation/Reporting/Placement
- Student Empowerment

Bill Hogarth
Director of Education

York Region
DISTRICT SCHOOL BOARD

Bill Crothers
Chair



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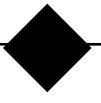

Guiding Principles and Beliefs

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

One of our key values is that "we strive for equity, inclusiveness and diversity in all our programs, practices, facilities and people."

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

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

- Board policies, guidelines and practices that ensure equity
- leadership that promotes equity and eliminates systemic inequities
- school-community partnerships that address the perspectives, experiences and needs of diverse racial and ethnocultural groups
- an antiracist curriculum
- recognition of the value of maintaining a student's ancestral language while acquiring proficiency in one of Canada's official languages
- bias-free assessment and evaluation procedures, flexible placement decisions and parental involvement in the process
- guidance and counselling programs that are culturally sensitive, supportive and free of racial and ethnocultural bias
- strong condemnation of racial and ethnocultural harassment
- equitable employment and promotion practices
- ongoing staff development on antiracism and ethnocultural equity

Acknowledgement

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Purpose Of This Document

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

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

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

Supporting School Plans for Continuous Improvement

School improvement requires teamwork, goals and data management. Schools have found that data management is a challenge. This resource is intended to assist schools in managing data from an antiracist perspective.

Suggested Uses

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

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

A division or department will also be able to use this resource to ensure high quality programs, effective assessment strategies, supportive community relations and a positive school climate. Through the use of this resource, administrators will be able to identify exemplary practices, as well as areas in need of further growth in developing their school plans in collaboration with staff members.

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

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

The Climate and Management of Schools

Introduction

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

How a school looks and feels reflects its attitudes and priorities. Inclusive schools work hard to acknowledge racial and ethnocultural diversity in the routines of school life. This means going beyond occasionally recognizing the various racial and ethnocultural groups in the school at special events, to ensuring that the histories and experiences of all groups are reflected in all aspects of school life.

Inclusive schools also make a concerted effort to remove barriers to the hiring and promotion of teachers, teaching assistants and other staff who reflect the diversity of the community.

1. Do our hiring practices reflect an understanding and commitment to equity?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

Have our hiring practices resulted in a diverse staff complement?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

2. Do our staff in-service sessions routinely address topics from an antiracist perspective?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

4. Do we include parents and other community members as resources to promote antiracist goals?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

5. Do we have a code of behaviour that explicitly addresses all forms of discrimination?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

6. Do we develop and review our code of behaviour with the active involvement of students, staff, parents, and community?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

7. Do we have regular school activities that relate to race and culture?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

8. Do we see staff, students and parents of diverse backgrounds in leadership positions?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

9. Do staff, students and parents feel comfortable speaking a language other than English in our school?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

10. Do students feel comfortable meeting in both cultural/racial specific groups and mixed race/cultural groups?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

11. Do we accommodate for faith diversity?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

12. Do we follow Standing Memo S:10 Significant Faith Days?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Supporting Documents

- Safe Schools Policy and Procedure #668
- Antiracism and Ethnocultural Equity Policy #260
- Standing Memo S:10 Significant Faith Days
- Procedure 166.0 Significant Faith Days
- Standing Memo S:16 Interpreters/Translators List
- Standing Memo S:89 Distribution of Religious Materials
- Accommodation of Religious Requirements, Practices and Observances: A Guideline
- Creating Schools & Classrooms for Antiracism and Ethnocultural Equity – YRDSB, 2001
- Policy and Program Memorandum (P.P.M.) #119 – Ministry of Education

Community Relations

Introduction

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

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

Where there is great linguistic diversity in the school community, a special effort is needed to ensure clear and effective communication with all parents. For most parents, the initial contact with the school, and therefore the first impression formed is by meeting with school support staff in the administrative office. It is important to ensure that support staff have the skills needed to handle linguistic, social and cultural barriers to communication.

1. Do we make all parents/ guardians feel welcome and comfortable in the school?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

2. Do we involve diverse parents/guardians in school-related activities and in the life of the classroom?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

3. Do we hold parent/guardian meetings in a manner which accommodates their childcare, linguistic, and work schedule needs?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

4. Do we address parents' concerns about incorporating their languages and cultures in the curriculum? Do we involve diverse parents/guardians in school-related activities and in the life of the classroom?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

5. Do we support community and parent initiatives that challenge racism?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

6. Do we involve parents/ guardians, trustees, students and the community in developing our school's antiracist initiatives?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

7. Do we keep parents informed and involved in placement procedures, criteria, options and in decisions relating to their children's education?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

8. Do we provide access to translation and interpretation for parents whose first language is not English?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

9. Do we seek, in an active manner, representation on the School Council that is reflective of the racial and ethnocultural composition of the student body and of the community?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

10. Is our School Council representative of the school community?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

11. Do we seek meaningful parental participation in resolving sensitive issues?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

12. Do we use a variety of strategies to encourage parents and other community partners from diverse backgrounds to become more involved in school activities?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

13. Are we familiar with, and do we use, community support services which provide for individuals according to cultural, racial or faith parameters?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

14. Are we familiar with our school community, and the wider community, with respect to business and institutional resources available to our parents and students?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

Supporting Documents

- School Councils Policy #262
- Sexual Harassment Policy and Procedure #265
- Antiracism and Ethnocultural Equity Policy #260
- Ontario Human Rights Code
- Standing Memo #S10- Significant Faith Days
- Standing Memo #S16- Interpreters/Translators List
- Racial and Ethnocultural Harassment Procedure #260
- International Languages Programs -Continuing Education
- Accommodation of Religious Requirements, Practices and Observances: A Guideline
- Creating Schools & Classrooms for Antiracism and Ethnocultural Equity – YRDSB, 2001

The Role of the Teacher

Introduction

All teachers need to ask themselves:

- Do I believe that all students can learn and succeed?
- Do I believe that schools control the conditions for success?
- Do I believe that a true measure of equity is academic success?

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

All students, including students from racial and ethnocultural minority groups, are helped by open, accepting teachers who understand and value their backgrounds and experiences, and whose teaching is based on an unstereotypic view of their potential.

One of the most important tasks of a teacher is to create and maintain an environment that is welcoming and inclusive, and in which all students have an opportunity to achieve equitable results. In doing so, the teacher recognizes that not all students are at the same starting point. The teacher works to even out the odds for students who may be disadvantaged because of a number of experiences they have faced due to prejudice and discrimination based on race, ethnicity or faith. Teachers recognize that students might need different kinds of support in order to achieve, and ensure the appropriate support is provided. Teachers also recognize that there will always be differences in ability and achievement among students and that these differences are individual and not determined by race and ethnicity. In addition to this section, you may wish to use the Self-Assessment Exercise in Appendix A.

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

2. Do I/we identify and address the barriers that prevent any children from learning and which limit their life chances and achievements?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

7. Do I/we recognize and deal with racial and cultural biases in myself/ourselves?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

8. Do I/we recognize and deal with racial and cultural biases in students?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

11. Do I/we routinely examine classroom materials for biases?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

13. Do I/we share antiracist resources and expertise with colleagues?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

14. Do I/we develop and implement appropriate strategies to help all students meet expectations in all areas?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

16. Do I/we have extra help available and accessible to all students?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

19. Do I/we communicate in words and actions that show respect, openness and honesty?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

Supporting Documents

- Antiracism and Ethnocultural Equity Policy #260
- Creating Schools & Classrooms for Antiracism and Ethnocultural Equity – YRDSB, 2001
- Ontario Human Rights Code

Formal Curriculum & Instruction

Introduction

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

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

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

The informal curriculum is described in almost all the other categories within this document. The formal curriculum is what you teach and how you teach it. It is the explicit messages conveyed through the subjects being studied and the lessons, textbooks, activities, projects and assignments associated with them. An inclusive curriculum is one that ensures all students can see themselves, not only inside the classroom, but also inside the curriculum. It is one in which a student's race, ethnicity, linguistic background and faith are recognized, respected, valued and validated, and where students can see themselves as a recognizable part of the Canadian fabric.

1. Are mechanisms in place in your school, division(s) or department(s) to review learning materials for bias?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

2. Do we routinely involve students and parents in reviewing learning materials for bias?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

3. Do we have procedures to ensure that curricula concerns and recommendations are discussed by staff and acted upon?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

4. Are learning materials selected to ensure that:

   - ◆ they reflect in a positive way, the racial, cultural, and faith diversity of your community and Canada?
   - ◆ information about cultural experience and history of all Canadians permeate what we teach?
   - ◆ I/we address changing community perspectives, sensitivities, and antiracist expectations?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

5. Do I/we use learning materials in which people of different races, gender and ages are seen in non-stereotypical settings, occupations and activities?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

10. Has our school developed an antiracist approach to curriculum in all subject areas?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

- Language/s;
- Illustrations;
- minority voices and contributions;
- race, ethnicity, and faith vs. power;
- he issues of omission in the delivery of the program?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

Supporting Documents

- Selection Procedures for Learning Resources: A Guide to Race and Gender Equity
- Antiracism and Ethnocultural Equity Policy #260
- Program Guideline -Assessment, and Evaluation of Student Achievement - K-12/0AC
- Acceptable Use of the Internet (Curriculum)
- Changing Perspectives: A Resource Guide for Antiracist & Ethnocultural Equity Education - Ministry of Education - 1992
- Reflections: A Resource Document for Teachers of J.K. - Grade 9, 1996
- Curriculum Expectations for York Region Schools – A Curriculum Document, 2001
- The Ontario Curriculum
- Creating Schools & Classrooms for Antiracism and Ethnocultural Equity – YRDSB, 2001

Assessment / Evaluation / Reporting / Placement

Introduction

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

- assessment - the process of gathering information about a student's progress;
- evaluation - the process of interpreting the information in order to arrive at a judgement about the student's level of achievement;
- reporting - the process of conveying that information to the student, parent and guardian.

The Placement of the students has been a result of these focuses.

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

1. Do we use a variety of assessment practices and tools when making educational decisions? (e.g. portfolios, tests, presentations, diagnostic practices)

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

   - lack of schooling/interrupted schooling;
   - first/second language acquisition;
   - cognitively-based and/or emotionally-based learning difficulties;
   - traumatic experience;
   - or program gaps/availability in our school?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

5. Do we provide appropriate programs for ESL/ELD students?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

7. Are initial placement decisions routinely reviewed to determine need for additional support and to maximize future career options?

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

11. Do we actively involve parents in assessment and placement decisions?

In Place /Yes	In Progress	Not Yet

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

In Place /Yes	In Progress	Not Yet

13. Do we offer specific subject classes for students requiring ESL/ELD instruction?

In Place /Yes	In Progress	Not Yet

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

In Place /Yes	In Progress	Not Yet

15. Do we solicit parental input regarding the impact of school program and practices on students?

In Place /Yes	In Progress	Not Yet

16. Do we disaggregate data by race, ethnicity and faith to determine patterns, and has that analysis helped us in the development of our programs?

In Place /Yes	In Progress	Not Yet

Indicators

Supporting Documents

- Selection Procedures for Learning Resources: A Guide to Race and Gender Equity
- Antiracism and Ethnocultural Equity Policy #260
- Program Guideline – Assessment and Evaluation of Student Achievement – K-12/OAC
- Standing Memo S16 – Interpreters/Translators List
- First Language Assessment
- ESL/ESD Curriculum Document (YRDSB)
- Guidelines for Assessment and Evaluation – YRDSB, 2001
- The Teacher Effectiveness Process Document - YRDSB, 2001
- English as a Second Language (ESL) and English Literacy Development (ELD) – Resource Guide

Student Empowerment

Introduction

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

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

2. I can detect open and obvious, as well as less obvious examples of racism.

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

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

In Place /Yes	In Progress	Not Yet
☐	☐	☐

Indicators

Suggested Activity

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

Supporting Documents

- Antiracism and Ethnocultural Equity Policy #260
- Racial and Ethnocultural Harassment Procedure #260
- Sexual Harassment Policy and Procedure #265
- United Nations Convention on the Rights of the Child, 1989

Appendix A – Self-Assessment Questions

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

Part A

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

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

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

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

What type of diversity makes me uncomfortable?

With what type of diversity am I most comfortable?

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

What are my expectations for my students?

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

Part B

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

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

Am I comfortable or uncomfortable with racial or ethnocultural diversity? Why?

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

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

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

Part C

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

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

Who is missing from the list? Why?

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

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

What have they done?

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

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

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

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

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

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

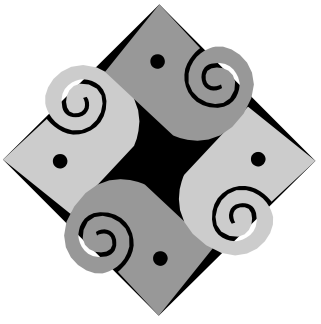
What role do I expect parents and community members to play in the life of the school?

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

Appendix B – Ensuring Student Success
Antiracism Indictors for an Inclusive School

Supporting Documents

- Safe Schools Policy and Procedure #668
- Antiracism and Ethnocultural Equity Policy #260
- School Councils Policy #262
- Sexual Harassment Policy and Procedure #265
- Ontario Human Rights Code
- Standing Memo #S10 - Significant Faith Days
- Standing Memo #S16 -Interpreters/ Translators List
- Standing Memo #S89 – Distribution of Religious Materials
- International Languages Programs - Continuing Education
- Program Guideline - Assessment, and Evaluation of Student Achievement - K-12/OAC
- Acceptable Use of the Internet
- Changing Perspectives: A Resource Guide for Antiracist & Ethnocultural Equity Education - Ministry of Education - 1992
- Reflections: A Resource Document for Teachers of J.K. - Grade 9, 1996
- Selection Procedures for Learning Resources: A Guide to Race and Gender Equity
- First Language Assessment
- ESL/SD Curriculum Document (Y.R.B.E.)
- Racial and Ethnocultural Harassment Procedure (#260)
- United Nations Convention on the Rights of the Child, 1989
- Curriculum Expectations for York Region Schools – A Curriculum Document, 2001
- The Ontario Curriculum
- Creating Schools & Classrooms for Antiracism and Ethnocultural Equity – YRDSB, 2001
- Character Matters Document – 2001
- Guidelines for Assessment and Evaluation – YRDSB, 2001
- Policy and Program Memorandum (P.P.M) #119 – Ministry of Education
- Ontario Human Rights
- The Teacher Effectiveness Process- YRDSB, 2001
- English as a Second Language (ESL) and English Literacy Development (ELD) – Resource Guide
- Procedure #166.0 Significant Faith Days

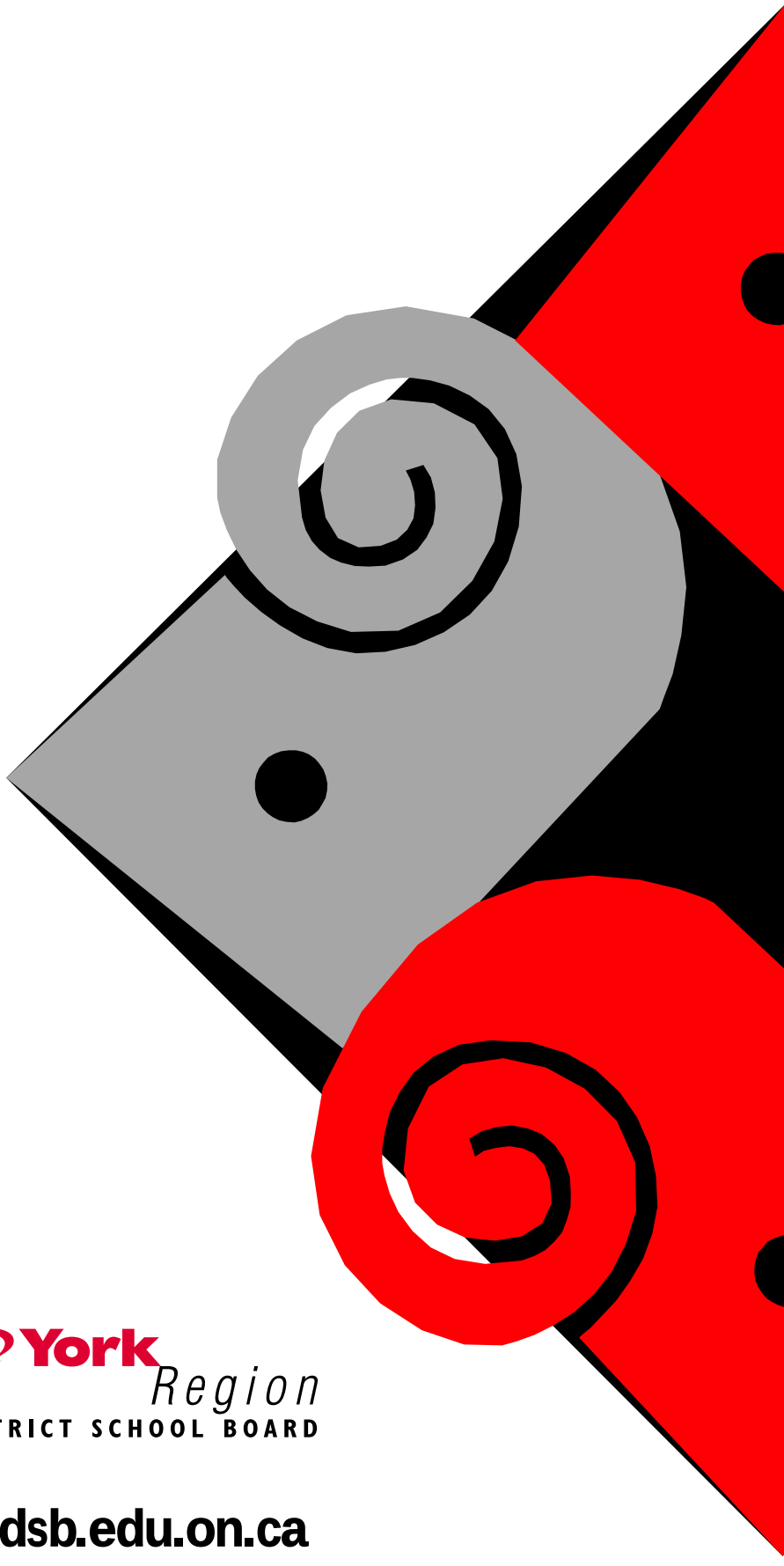


Comment Form

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

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

Please copy and return to José Fernandes – Education Centre, Aurora



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