

# Equity Scan Workbook

Name: \_\_\_\_\_

## Policy and Governance

1. Describe the authority and decision-making of district structures and who is responsible for ensuring that actions and decision making for equity are in place for Indigenous learners?

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2. Does your district have policies, practices and governance procedures that support equity?

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# Equity Scan Workbook

3. How does your district policy, practices, and governance educate about the history and current realities related to issues of inequity and gaps in opportunity for Indigenous learners?

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4. Does the district have in place policy or agreements that reflect a dedication to equity in budgets, employment/hiring and specific service to Indigenous learners?

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# Equity Scan Workbook

5. Does your district have an Indigenous parent, family and community engagement policy or strategy?

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6. Describe participation and representation of local First Nation communities, as legally responsible for the education of their members, in the decision making and change process to programs and services that directly affect their children.

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# Equity Scan Workbook

7. Does your district have specific policy related to access to indigenous language and cultural programs?

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8. What processes have been developed to ensure that indigenous languages are a visible and valued part of each learner's experience?

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# Equity Scan Workbook

## Learning Environment

9. What processes have been developed to educate staff about the district's expectations regarding the learning environment in schools and classrooms where Indigenous students learn?

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10. How do the students, families, and communities served by the district have input into the learning environment for their students?

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# Equity Scan Workbook

11. How are families and communities made to feel welcome and valued as part of the learning environment?

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12. How are families informed about the curriculum, teaching practices and graduation requirements impacting their students?

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# Equity Scan Workbook

13. Describe your district's systematic practices for reviewing classroom and instructional practices (lesson plans, assessments, resources, etc.) for racial bias.

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14. Does the learning environment readily reflect the First People's Principles of Learning?

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# Equity Scan Workbook

15. What are the stories told at the community level and is there a feeling that the professionals are respectful and inclusive of Indigenous learners, families, and communities?

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16. Are there processes for routine scanning for equity in access to transportation, extra-curricular activities, codes of conduct, specialized programs (e.g. outdoor education, culinary arts, leadership) and transitions from early years programs to K-12 programs.

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# Equity Scan Workbook

## Pedagogical Core

17. Is there practice and decision-making that demonstrates a value shift from equality to equity?

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18. Describe the ways in which equity and opportunity gap issues facing Indigenous learners are being addressed in professional growth plans for the district, school and classroom.

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# Equity Scan Workbook

19. What opportunities for professional growth in equity and Indigenous education are available for district and school staff?

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20. Is there evidence that the adults (teachers/EA's/Administration) believe that all students will be successful and are professional and strategic supports in place to ensure success?

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## Equity Scan Workbook

21. Are there opportunities in place for developing skills and deepening understanding of Indigenous worldviews, perspectives and pedagogies?

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22. Are issues of *implicit bias and racism* raised and addressed as possibly impacting the nature of instruction, assessment and learning for Indigenous learners?

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# Equity Scan Workbook

23. Describe assessment practices being utilized in your district that address the individual needs of Indigenous learners.

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24. Describe how assessment focuses on quality feedback for student learning rather than on behaviors, suspensions, penalties for lateness, assigning “zeros” etc.

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# Equity Scan Workbook

25. Describe how assessment is systematically reviewed for racial bias.

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26. What opportunities are there for students, families, and communities to learn about and give feedback on effective instruction, curriculum, and resources that are used in the classroom?

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# Equity Scan Workbook

## Learning Profile

27. Anecdotally, how would you describe the achievement profile for Indigenous learners and are student achievement results improving?

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28. Are student learning trajectories toward graduation (6 year completion rate) considered by the classroom, school, and district on an annual basis?

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# Equity Scan Workbook

31. What happens when an Indigenous learner is not achieving a year's worth of progress in a year's worth of schooling?

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32. What systems are in place for keeping track of achievement for Indigenous learners and how is the responsibility for responding understood?

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