Compass Direction 1: Securing Accountability

Goal: Embed Indigenous, human rights, and equity principles in all school-level decision-making, policies, and practices.

Actionable Item 1: Equity-Focused School Improvement Plans

Specific Practices:

- Integrate the use of systems thinking prompts into regular team analysis of data, programs, and policies to uncover influential **narratives**, **access** barriers, **opportunity** distribution, and systemic roots of disparities. Findings from this process must guide the development of targeted school-based actions aimed at creating more **equitable outcomes**.
- Schedule and facilitate dedicated SPLP meetings at least three times per year involving representative staff (teachers, support staff), student voice groups (e.g., student council, identity-based clubs), and parent council/families specifically to analyze disaggregated school data (e.g., EQAO results, report card data, credit accumulation, attendance records, suspension data, well-being survey results by identity groups: Indigenous, Black, racialized, 2SLGBTQ+, students with disabilities).
- Establish a monthly SPLP monitoring cycle where administrators review specific data points (e.g., classroom assessment data, check-in survey results) and teacher/student feedback related to SPLP equity goals; formally record progress, challenges, identified barriers, and revised next steps quarterly in a shared SPLP tracking document.
- Dedicate a standing agenda item (e.g., minimum 15 minutes) at each staff meeting to collaboratively discuss progress, share effective strategies, and address challenges related to the school's SPLP equity goals.
- Actively share relevant CRRP, equity, and human rights resources via established staff communication channels (e.g., weekly bulletins, shared digital folders) linked to SPLP goals.
- Allocate specific school budget funds and/or apply for central funds explicitly for resources, materials, release time, or professional development directly supporting the implementation of SPLP equity goals.

Actionable Item 2: Culturally Responsive and Relevant Pedagogy (CRRP) in Math and Literacy Instruction, Assessment, and Evaluation

Specific Practices:

- Schedule and ensure staff participation in designated system/school Professional Learning Networks (PLNs) or school-based PLC cycles focused on developing, implementing, and assessing the impact of CRRP

strategies
(e.g., incorporating diverse perspectives, student choice, community connections) and varied assessment methods (e.g., portfolios, oral presentations, performance tasks, project-based learning) in Math and Literacy.

- Systematically incorporate specific CRRP strategies, identity-affirming content, and diverse assessment methods into Math/Literacy unit and lesson plans using provided planning templates or agreed-upon formats.
- Engage in regular reflective practice (e.g., using a provided reflection template weekly, or an end-of-unit review protocol) documenting the specific CRRP strategies used and analyzing their observed impact on student engagement, well-being, and achievement, particularly for underserved student groups.
- Conduct classroom observations (both formal and informal walk-throughs) with a specific focus lens on identifying and providing feedback on CRRP implementation (e.g., use of diverse resources, student identity affirmation, varied instructional strategies).
- Facilitate PLC meetings where educators collaboratively analyze student work resulting from CRRP-focused lessons, share successful strategies and resources, and problem-solve implementation challenges.
- Provide timely, specific, and actionable feedback to educators on their CRRP implementation through post-observation conversations, PLC discussions, and individual coaching sessions.
- Explicitly integrate goals, evidence collection, and feedback related to the effective and consistent application of CRRP principles within the teacher Professional Growth Plan (PGP) process and formal performance appraisals/evaluations, referencing established standards of practice.

Actionable Item 3: Tracking and Addressing Equity Concerns

Specific Practices:

- Deliver annual training to all staff on the procedures for identifying and reporting incidents of bias, discrimination, and hate using the standardized Human Rights Reporting Form; ensure forms are readily accessible.
- Utilize data aggregated from completed Human Rights Reporting Forms, school climate surveys, and other relevant sources as key evidence for conducting annual or bi-annual school-level Equity Audits to identify systemic trends and areas needing attention.
- Implement and maintain a confidential school-based tracking system (e.g., secure spreadsheet, database access linked to central reporting) to log incident types, locations, demographics involved (where appropriate/collected), interventions used, and resolution outcomes.
- Analyze tracked incident data quarterly to identify patterns or trends (e.g., specific locations, times, types of incidents, groups impacted) to inform

targeted prevention strategies, resource allocation (e.g., supervision, student support), and school-wide professional learning needs.

- Provide anonymized, aggregated school-level incident trend data summaries to central administration quarterly or as requested for inclusion in system-wide public reporting (e.g., Director's Annual Report, Learning Reports).
- Implement school-specific protocols for mandatory CAS reporting that include required consultation steps (e.g., documented conversation with administration, school social worker, or relevant central support staff using a standardized consultation guide) prior to making a report, especially concerning Indigenous and racialized students/families.
- Ensure all staff involved in CAS reporting complete mandatory annual anti-oppressive practices training, developed in collaboration with CAS, focusing on recognizing potential biases in reporting triggers.
- Systematically disaggregate all key school data sets (e.g., achievement, well-being, attendance, suspensions, special education identification, program enrollment) by disability status (physical, learning, neurodiversity, etc., using available system categories) during SIP analysis.
- Identify specific outcome disparities for students with disabilities based on the disaggregated data analysis and allocate targeted resources (e.g., EA support hours, assistive technology investments, specialized PD for staff, accessible materials funding) within the SIP to address these gaps.