

Advancing Racial Equity and Social Justice: A Case Study of a School District in Canada

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Abstract

In the world of advanced capitalism and growing international migrant populations, countries are becoming increasingly diverse and are therefore required to address the inequality and educational injustice experienced by students of diverse racial, ethnic, or linguistic backgrounds. Canada is no exception to this trend, with an increasing number of students of Aboriginal heritage and nonofficial (English or French) language speakers changing the student population. This study aimed to examine the perceived experiences of school administrators, students, and community leaders in a school district that was undergoing organizational change in advancing racial equity and educational justice. We conducted 39 focus group interviews with students, teachers, and community leaders in a school district in Canada as part of a racial equity environmental assessment and identified key themes in the areas of systemic change, workforce development, and stakeholder engagement. The analysis was supplemented with a review of the school district's historical documents, reports, policies, practices, and procedures. As a result of the school district's commitment to racial equity and educational justice, the opportunity for continued growth beyond the assessment findings was substantial. Despite this, the district faced challenges surrounding the leadership's lack of a coherent strategy to advance racial equity and educational justice, lack of proper communication of its continued commitment to its vision, and limited engagement with students, family, and community members. Given our findings, we present a new conceptual framework that can be used to analyze and advance racial equity and social justice in educational settings.

Keywords: racial equity, social justice, educational justice

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Introduction

As advanced capitalism continues to grow, many countries are faced with a rising international migrant population to meet labor market or population needs. Both migrating and native populations are often faced with balancing their cultural and ancestral identities and heritage with those of their neighbors. To address inequality and injustice, countries are starting to acknowledge and address inequalities in their multicultural populations, focusing on their youngest populations with diverse racial, ethnic, or linguistic backgrounds. Canada is no exception to this trend, with an increasing number of students reporting Aboriginal heritage or fluency in a nonofficial language (English or French). Canada has one of the largest indigenous populations in Western countries. Canadian people of Aboriginal ancestry (First Nations, Métis, and Inuit) are the fastest-growing population in Canada, having grown by over 9% between 2016 and 2021 (Statistics Canada, 2022). In 2016, 38% of all Canadian children under the age of 15 reported at least one foreign-born parent. The frequency of children exposed to or fluent in nonofficial languages is expected to continue to rise (Statistics Canada, 2017). Both trends signal the presence of a growing society that is increasingly diverse and multicultural. While some nations are in the earlier stages of developing a society in which differing groups coexist and blend, Canada has taken several steps to integrate multiculturalism into its societal fabric.

The Canadian government has a strong commitment to multiculturalism, which emphasizes diversity and difference. Such multiculturalism is referred to as a “cultural mosaic” in which people can integrate into Canadian society while keeping, celebrating, and appreciating their diverse identities, cultures, ethnicities, and perspectives. The importance of this mosaic was codified in the Canadian Charter of Rights and Freedom as the Canadian Multiculturalism Act of 1971 and was later established as law in 1988 (Campbell, 2021). In addition, Canada formally acknowledged the profound negative impact of its past Indian residential school policies, according to which children were forced to assimilate into the dominant culture and were subject to abuse and mistreatment; this mistreatment was described by the 2015 Truth and Reconciliation Commission (TRC, 2015). The Commission called for systematic change in education for people of Aboriginal ancestry through improving legislation, policies, resources, and support, and it also called for education for reconciliation through curriculum and teaching to educate all people in Canada about the historical and contemporary experiences and contributions of the First Nations, Métis, and Inuit (Campbell, 2021). While the government formally apologized and accepted all the recommendations made by the commission, the implemented actions have not been adequate to fully address the inequity and injustice experienced by other Black, Indigenous, and People of Color (BIPOC) people (MacDonald, 2020). While truth commissions take the step of identifying and acknowledging the need for societal reforms, they do not provide or change legal structures to shift societal beliefs and pathways to protect marginalized populations (Dancy & Thoms, 2022). One barrier may be the scope and understanding of what equality means for BIPOC people in Canada. Aligning what inclusion and equality mean to all key stakeholders (students, school staff, families, and community members) is vital for creating a foundation on which effective equality practices can be created (Ainscow, 2020a). This can help ensure a more comprehensive approach to addressing systemic inequities and improving student performance across all genders, races, religions, and other multicultural characteristics (Campbell, 2021). Without establishing an agreed-upon baseline of equity related measures for the unique needs of a diverse population, it is challenging to develop effective structures and metrics by which strategies can be implemented in advancing racial equity and social justice.

Addressing Equity in School Settings

The Organisation for Economic Co-operation and Development (OECD) describes equity as follows:

Equity in education means that schools and education systems provide equal learning opportunities to all students. As a result, during their education, students of different socio-economic statuses, genders, or immigrant and family backgrounds achieve similar levels of academic performance in key cognitive domains, such as reading, mathematics, and science, and similar levels of social and emotional well-being in areas such as life satisfaction, self-confidence, and social integration. Equity does not mean that all students obtain equal education outcomes, but rather that differences in student outcomes are unrelated to their background or to economic and social circumstances over which students have no control. (OECD, 2018)

While a wealth of research has examined educational equity in Canada and other parts of the world, educational equity remains a complex and multifaceted topic for schools and their governing bodies to absorb and integrate into school systems (Sahlberg & Cobbold, 2021). One reason for this is that, at times, an equal distribution of resources may not effectively lead to improvements in the educational equity of all children. Children of less advantaged backgrounds may require potentially more resources than those from more advanced backgrounds due to their varying needs, and the lack of these resources can lead to students dropping out of school and not reaching their full potential (Ainscow, 2020b). As a result, the equal distribution of resources may not necessarily contribute to the student outcomes that the OECD aspires to achieve through its concept of educational equity (Levinson et al., 2022).

In this paper, we discuss educational equity from the lens of racial equity and social justice and describe a conceptual framework for advancing racial equity and social justice in educational settings through a case study of a school district in Canada. Using the Racial Equity Environmental Assessment previously conducted by Racing to Equity (RACING TO EQUITY) as a case study, we focused on the methods through which racial equity and social justice frameworks can be applied to educational settings. While RACING TO EQUITY's project examined a single school district in British Columbia, Canada, this paper details how a racial equity environmental assessment can be used as a guide to implement and track measurable changes in well-being and school outcomes for students of diverse backgrounds (known as Black, Indigenous, and People of Color, or BIPOC). Furthermore, we describe a conceptual framework based on three pillars—system change, internal stakeholders, and community relationships—and explore how schools can track their progress across the pillars over time.

Racial Equity Environmental Assessment

The Racial Equity Environmental Assessment (REEA) is a comprehensive, data-driven tool used by school districts and educational institutions to evaluate and address the systemic barriers and biases that impact student academic achievement, particularly for students of different racial and ethnic backgrounds. The purpose of the REEA is to apply a research-based framework to deeply analyze how a school district's policies, practices, climate, and culture affect student outcomes; the focus is on racial equity, social justice, and inclusive educational practices. In addition, it examines both explicit and implicit biases, inequities in resource allocation, disparities in opportunities and access, disciplinary practices, and the

overall educational environment for BIPOC students. Conducting an REEA typically involves the collection of both quantitative (e.g., student achievement data, discipline records) and qualitative (e.g., focus groups, teacher surveys, student interviews) data, engaging a wide range of stakeholders, including educators, administrators, students, families, and community members. The goal is to critically examine the practices that perpetuate inequality and contribute to opportunity gaps, particularly for historically marginalized racial and ethnic groups. The assessment is often structured around several key areas:

1. **Curriculum and instruction:** Evaluating whether the curriculum is culturally relevant and reflects the histories, experiences, and contributions of diverse racial and ethnic groups. For example, a district might assess whether the literature studied in English Language Arts classrooms includes works by authors from historically marginalized communities or whether the math curriculum includes real-world applications relevant to diverse student populations.
2. **Disciplinary practices:** Analyzing whether disciplinary policies disproportionately affect students of color, leading to higher rates of suspension, expulsion, and other punitive actions. For instance, research has shown that Black students are more likely to face harsher discipline for subjective infractions, such as “disruption” or “disrespect,” which may disproportionately impact their academic outcomes.
3. **Staff diversity and professional development:** Assessing the racial diversity of school staff and evaluating whether educators receive adequate professional development to effectively support students from diverse racial and ethnic backgrounds. For example, districts may analyze the racial composition of faculty in advanced placement or honors programs and assess whether professional development in culturally responsive teaching is offered districtwide.
4. **Student support services:** Investigating whether support services (e.g., counseling, special education, gifted programs) are equitably accessible and culturally competent. For example, a district might look at whether students of color are underrepresented in gifted education programs or whether special education services are disproportionately assigned to Black and Latino students.
5. **School climate and culture:** Examining the school environment to ensure that it fosters inclusivity and belonging for all students. This includes assessing the prevalence of racially discriminatory behavior, student–teacher relationships, and the physical environment (e.g., representation in school décor and extracurricular offerings). A positive school climate is one in which every student feels that their culture, identity, and experiences are valued and respected.

Importance of Conducting an REEA

1. **Complying with legal and social expectations:** Legal and societal expectations increasingly demand that school systems address racial disparities and create inclusive environments for all students. An REEA helps school districts comply with these expectations while taking a proactive stance on racial equity and social justice. For example, recent federal and state education policies in the U.S. emphasize closing achievement gaps and ensuring equitable access to educational resources for all students. Conducting an REEA allows districts to stay ahead of these mandates and take action to create positive change.
2. **Fostering equity-minded Leadership:** The process of conducting an REEA requires educational leaders to engage deeply with issues of power, privilege, and bias—both in themselves and in the systems they oversee. This reflection helps leaders become

more equity-minded and better equipped to lead systemic change. For example, a district that provides training on implicit bias for administrators and teachers helps them recognize how their own biases may affect their interactions with students. When leaders are committed to racial equity, they can better champion inclusive practices and policies that promote educational success for all students.

3. **Addressing systemic inequities to improve student academic achievement:** Historically, school systems in the U.S., Canada, and many other countries have been shaped by exclusionary policies and practices that reinforce racial disparities in student outcomes. These inequities are often reflected in achievement gaps, disproportionality in disciplinary actions, and unequal access to high-quality academic resources and programs. For example, a study might reveal that schools in predominantly Black or Latino neighborhoods have fewer AP course offerings or less access to advanced technology, creating barriers to student success. Conducting an REEA helps uncover these systemic issues so that they can be addressed through targeted and strategic interventions.
4. **Creating a more inclusive and supportive school environment:** A racially equitable school environment creates a sense of belonging for every student, regardless of race or ethnicity. Addressing exclusionary practices, implicit biases, or discriminatory behaviors creates a psychologically safe learning environment in which all students can thrive. For example, a district that implements restorative justice practices in response to discipline issues not only addresses racial disparities but also creates an environment where students feel empowered to engage in open dialog and build stronger relationships with peers and educators.
5. **Promoting a positive school climate:** Schools that actively assess and address racial equity tend to have more positive climates. This translates into lower rates of student absenteeism, fewer incidents of bullying, and reduced racial conflicts, which contribute to better academic performance and social-emotional outcomes. For instance, research has demonstrated that schools with inclusive curricula and equitable disciplinary practices experience fewer behavioral problems and higher student engagement. A positive school climate also encourages greater family and community involvement, which further supports student success.
6. **Building trust with families and communities:** BIPOC families often feel alienated or marginalized by school systems that fail to meet their children's needs. By conducting a racial equity assessment, school districts can demonstrate a commitment to addressing the specific needs of historically underrepresented groups, helping to rebuild trust. For example, a district that actively involves BIPOC parents in the assessment process—through surveys, town halls, and focus groups—shows that it values their input and is invested in creating a more inclusive educational environment.
7. **Improving academic outcomes for all students:** While an REEA focuses on identifying and addressing the barriers facing students of color, it also provides a broader understanding of how systemic inequities affect all students. For example, the lack of a culturally relevant curriculum or inequitable access to advanced coursework not only harms students of color but also limits the academic growth of nonminority students. By correcting these inequities, schools can foster a more equitable learning environment that benefits every student, not just those from historically marginalized groups.

Conducting an REEA is an essential process for school districts aiming to identify and address systemic inequities that hinder student success. It provides a comprehensive

understanding of how policies, practices, and school culture contribute to disparities while offering actionable steps for creating more equitable and inclusive educational environments. By committing to long-term systemic change, districts can create schools in which every student, regardless of their racial or ethnic background, has an equitable opportunity to succeed and thrive.

Data-Driven Equity and Social Justice Approach

There have been tremendous efforts in North America to address racial equity for organizations through the Diversity, Equity, and Inclusion (DEI) approach. According to Pinkett (2023), diversity is defined as the range of human differences and the representation of people within organizations; equity refers to fairness and equality in outcomes and choices; and inclusion is defined as involvement, empowerment, and action. These three concepts are related to belongingness, where people in organizations can feel valued, heard, and accepted. Furthermore, “justice” is defined as “dismantling barriers to resources and opportunities in society so that all individuals and communities can live a full and dignified life” (Pinkett, 2023, p. 29). Dr. Pinkett developed a data-driven diversity, equity and inclusion approach that allows individuals and organizations to use data to measure, analyze, and improve diversity, equity, and inclusion. This data-driven approach derives inspiration from the Global Diversity, Equity, & Inclusion Benchmarks (GDEIB) model. GDEIB provides a comprehensive framework for advancing DEI in organizations across sectors and industries of all sizes. This model, in particular, offers a universal, adaptable approach to guide diversity efforts effectively and to measure progress toward organizational goals with 16 measurable categories (Pinkett, 2023).

Data and Methodology

The goal of this study was to develop a conceptual framework that can be used to examine and advance racial equity and social justice in various educational settings through a case study of a REEA. The research team reanalyzed the findings from 39 listening circles of students, teachers, educators, leaders, families, and community members and developed recommendations from an REEA conducted in a school district in Canada (Racing to Equity, 2021). We compared key themes identified in the findings from the qualitative data with measurable metrics and outcomes developed by Pinkett (2023) in the data-driven racial equity and social justice (RESJ) approach and identified the following three pillars for advancing racial equity and social justice in school settings: 1) systemic change (school district leadership, policy, curriculum, and teaching); 2) internal stakeholders (teachers and school staff); and 3) community relationships (youth, family, and community). In the following section, we further describe each pillar.

Systemic Change

We identified the following themes that were discussed by stakeholders as critical factors for implementing changes at the systemic level described as systemic change: a) leadership commitment to racial equity and accountability; b) a racially and linguistically diverse student population; and c) a school climate that addresses explicit racism. These themes aligned with the following categories in Pinkett’s data-driven RESJ approach: 1) vision, strategy, and impact, in which school districts develop a charter, a school board statement, and a strategic plan that addresses racial equity and social justice; 2) leadership accountability, which includes activities such as the development of an internal or public-facing scorecard or

dashboard that tracks outcomes related to RESJ, as well as objectives and goals that are tied to leadership compensation; 3) structure and implementation, which includes the development of an RESJ council, committee, taskforce, and champions program, all of which focus on developing diverse and equitable leadership; and (4) sustainability, which focuses on the development of an RESJ-based environmental, social and governance plan, a social, community and environmental investment plan, and the development of RESJ benchmarking, metrics, and key performance indicators (Pinkett, 2023).

From REEA, we learned that central leadership in the district expressed a strong commitment to racial equity. For example, they created the Annual Anti-Racism and Cultural Sustaining Pedagogy Symposiums for district educators, and as of 2022, over 3000 teachers and staff have participated. The leadership also created strong community partnerships with the district parent advisory council and Aboriginal communities. Although these steps were taken to address inequities and strengthen community bonds, some community stakeholders, such as parents and students, felt that the leadership did not effectively communicate its strategies to address racism and social injustice. The level of diversity within the school district's leadership was also called into question. Second, of the more than 74,000 students of diverse racial, ethnic, and linguistic backgrounds in the district, about 4% of students had Aboriginal ancestry (First Nations, Métis, and Inuit), with the majority speaking languages other than English at home. Of the 150 languages spoken among the students, the top five were Punjabi, Tagalog, Mandarin, Hindi, and Arabic. Third, the district had not yet developed a school climate that did not tolerate verbal aggression toward students of diverse backgrounds. The continuous and pervasive use of the most damaging slur for Black Canadians was discussed in the listening circles.

Internal Stakeholders

For internal stakeholders, our focus was on teachers and school staff, and workforce development, and the following key themes identified in the environmental assessment: a) the school staff's commitment and increased capacity to address RESJ; b) staff diversity; and c) investment in staff training. Internal stakeholders aligned with six categories identified in Pinkett's data-driven RESJ framework: Staff Recruitment, focusing on diversity recruiting, diverse interview panels, diverse interview slates, and inclusive hiring strategies; advancement and retention, focusing on RESJ human resource policies and practice evaluation, mentorship, allyship, or group-specific diverse leadership development programs; job design, classification, and compensation; work, life, integration, flexibility, and benefits that promote work-life balance; learning and development, focusing on RESJ learning and development, coaching, courageous conversation, and micro-commitment; assessment, measurement; and research, focusing on inclusive recruitment and workforce diversity and state retention and empowerment (Pinkett, 2023).

All the teachers and staff members who participated in the interviews agreed with the statement that the district should focus on advancing educational equity and social justice for each and every student. Internal stakeholders also discussed the district's progress toward equity and inclusion of students with disabilities. Staff members expressed their desire to learn how to better communicate and develop strategies that could lead to improved engagement with their students. Aboriginal stakeholders also discussed the school staff's inability to have conversations about Canada's history, which includes both Indigenous and non-Indigenous people.

Staff diversity was another recurrent theme that arose. BIPOC parents in particular felt that there was a need for greater representation among staff. As a result of their underrepresentation, there was also a lack of safe space for BIPOC educators and staff to discuss their experiences of racism and microaggressions. Many BIPOC educators and staff did not feel respected, honored, or included as professionals, and they did not feel comfortable initiating discussions to address their experiences of racism and microaggression within the school.

Finally, investment in staff training was another common theme discussed regarding internal stakeholders. Educators and staff pointed out the need for mentorship, training, and career opportunities, although the leadership neither communicated with staff about available resources nor incorporated RESJ training as part of the overall staff training. Furthermore, regarding RESJ training, the BIPOC staff members were unsure of the efficacy of training in light of “performative allyship”¹ and emphasized that: “having authentic outcomes is a huge part of the work.” Other comments included: “How do I put myself out there and let people know that I want to have that dialogue, but I may not be able to do so without saying something wrong or unintentionally upsetting someone?” Another mentioned “I want to talk about it, but I want to be sure that the words and language I’m using are appropriate.” School staff also reported: “We need more training, including clerical staff—anyone that interacts with families and students” (Racing to Equity, 2021, pp. 12-13).

Community Relationships

Community relationships addressed RESJ work in relation to the community stakeholders who are served by the school district, including students, family members, community leaders, and community-based organizations that work with the school district. Key organizational assessment themes were a) community stakeholders’ partnership with schools, teachers, and staff; b) comprehensive support for students’ socioemotional well-being and academic achievement; and c) subtle acts of exclusion that students and parents experience. In Pinkett’s data-driven framework, community-related categories included Communication on the development of an RESJ communications plan; community relations; development of equity-centered curriculum, student services, and programs; community engagement to evaluate multicultural messaging, and RESJ student service training; responsible sourcing that includes the development of a group-specific contract development program that designs and delivers a contract training program for minority or women-owned businesses (Pinkett, 2022).

During the interviews, community stakeholders expressed a strong desire to work closely with school leadership and teachers. At the same time, some of the interview participants also reported challenges in developing a partnership with the school due to differences in cultural norms or language barriers. One respondent mentioned, “It’s been a challenge for other people mainly related to expression or lack of that expression. Stems from those basic issues—language barrier or somehow a disconnect with the school or parents’ lifestyles” (Racing to Equity, 2021, p. 17).

Families reported a sense of confidence in the level of support services the community could provide should their children require additional attention:

¹ “Performative allyship” occurs when an individual from a privileged or majority (e.g., white, straight, abled) shows their support of and/or solidarity with disadvantaged or marginalized groups in a way that is not helpful to the group.

‘I really feel that you know in regards to emotional, social support in the journey with [the] district that if my granddaughters had any kind of barriers or blocks or any kind of experience, whether it’s mental wellness, their own personal mental wellness or an experience that really affected them, that all the staff involved would act without any judgment, without any stigma.’ Another parent mentioned: ‘Each of my boys have a one-to-one support worker to help them with their academics and social skill building, and when I have concerns academically, they address them. They don’t ignore it.’ (Racing to Equity, 2021, p. 17)

Despite positive reporting on the school’s comprehensive socioemotional support, community stakeholders also reported “the subtle act of exclusion,” defined by Jana and Baran (2023, p. 1) as:

Subtle, confusing, insidious things that people say and do that end up excluding people with marginalized identities. This happens even though, for the most part, people are not intending to exclude others at all. In fact, it’s quite the opposite. They may be trying to compliment someone or learn more about a person or be funny or build closeness. These are called microaggressions.

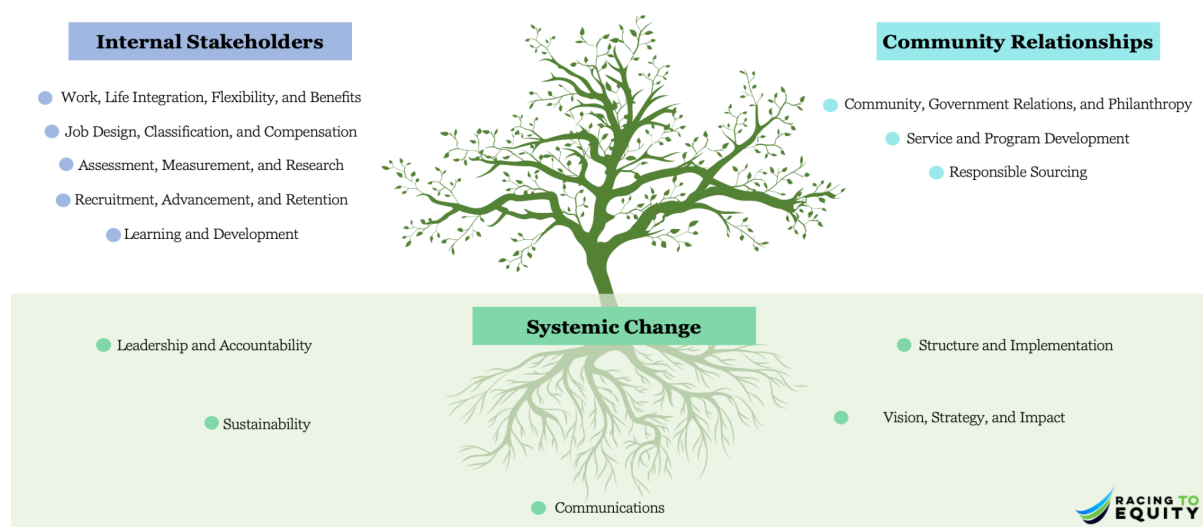
Community stakeholders reported experiences of language-based inequity through discrimination or barriers due to English fluency. Moreover, exclusion through mispronunciation of names and a focus on White Western culture and perspectives that value individualism as a preferred school value were cited as deeper-seated methods of exclusion.

‘My older son has a really hard time with the teachers pronouncing his name. Kids would feel more connected to their teachers if the teacher takes the extra time to learn how to pronounce their names.’ A parent elaborated that her 18-year-old child ‘was told she doesn’t have to live with me. She could continue to go to school, and they can support her.’ (Racing to Equity, 2021, p. 17)

Based on the findings, we developed the following conceptual framework.

Figure 1

A New Framework for Racial Equity and Social Justice (RESJ) in School Settings



Systemic Change

Systemic change is represented as the roots of the visualized tree, symbolizing the foundational elements necessary to build a strong RESJ initiative. These elements are critical for the effective operation of all other groups and categories. Systemic change includes the following categories of Pinkett's data-driven metrics:

- **Vision, strategy, and impact:** Developing a strong rationale for an RESJ vision and a strategy that aligns with the organizational goals of schools and school districts.
- **Leadership and accountability:** Holding schools and school district leadership accountable for implementing the school's or school district's RESJ vision, setting goals, achieving results, and serving as role models.
- **Structure and implementation:** Providing support and a visible structure with authority and a budget to effectively implement RESJ initiatives.
- **Sustainability:** Connecting a school's or school district's RESJ and sustainability initiatives to increase the effectiveness of both.
- **Communications:** Making communication clear, simple, and a crucial force in achieving the school's or school district's RESJ goals.

Internal Stakeholders

Internal stakeholders are represented as one of the branches of the visualized tree, focusing primarily on strengthening policies, systems, and processes that can best support the workforce. Internal stakeholders include the following categories of the data-driven RESJ approach (Pinkett, 2023):

- **Recruitment, advancement, and retention:** Ensuring the attraction, sourcing, and recruitment of teachers and school staff are conducted through an RESJ lens, and further integrating RESJ into talent development, performance management, advancement, and retention strategies of teachers and school staff.
- **Job design, classification, compensation:** Evaluating school job design and classification for bias and ensuring equitable compensation.
- **Work-life integration, flexibility, and benefits:** Achieving work-life balance, flexibility, and equitable benefits that are widely accessible and available for teachers and school staff.
- **Learning and development:** Educating all teachers and staff about RESJ to create the confidence and competence needed for an inclusive organization.
- **Assessment, measurement, and research:** Ensuring evaluation and data-driven insights to inform and guide RESJ strategies.

Community Relationships

Community relationships are represented as another branch of the visualized tree, emphasizing how the organization offers services and interacts with its communities, students, and caregivers. Community relationships include the following data-driven RESJ categories:

- **Community, government relations, and philanthropy:** Proactively working with students, caregivers, community leaders, local government agencies, the private sector, and philanthropic organizations.
- **Service and program development:** Embedding RESJ into school-based services, and programs to serve all students, their caregivers, and community leaders.
- **Responsible sourcing:** Practicing responsible and ethical sourcing and contracting while developing and nurturing underrepresented communities.

Conclusion

In this paper, we used a racial equity environmental assessment in a Canadian school district as a case study and described a conceptual framework for advancing racial equity and social justice in school settings. We found that as a result of the school district's commitment to racial equity and educational justice, the opportunity for continued growth beyond the assessment findings was substantial. However, the district faced challenges surrounding the leadership's lack of a coherent strategy to advance racial equity and educational justice, lack of proper communication of its continued commitment to its vision, and limited engagement with students, family, and community members. We identified three pillars: systemic change, internal stakeholders and community engagement that are critical drivers for racial equity and social justice, and our framework uses Pinkett's data-driven data metrics to determine three pillars based on key themes identified through interviews with stakeholders in the school district. This new framework describes how school districts and educational organizations can analyze, measure, and improve racial equity and social justice, where people in the district have a sense of belongingness. This framework has the potential for wider application in various school and county settings for assessing, analyzing, and advancing educational justice, as the core principles of racial equity and social justice are universal. The limitation of our study is that it is based on a case study of a school district in Canada, and future research can further evaluate the effectiveness of this newly developed conceptual framework in other educational or country settings.

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