



## Equity and Inclusive Education Implementation Plan 2017-2020

### ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Equity and Inclusive Education Implementation Plan supports our Vision for achieving excellence in Catholic Education through a continued focus on learn, lead and serve. This Vision calls the Board to these Strategic Priorities:

- *Achieve excellence in instruction and assessment to enable all students to become reflective, prayerful, self-directed, lifelong learners*
- *Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential*
- *Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens*

This plan will be reviewed annually.

### GUIDELINES:

*Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation* was published in 2014 by the Ontario Ministry of Education. The Ministry directs District School Boards to include the following areas of focus in developing policy:

#### 1. BOARD POLICIES, PROGRAMS, GUIDELINES AND PRACTICES

The principles of equity and inclusive education are incorporated into all aspects of its operations, structures, policies, programs, procedures, guidelines, and practices, consistent with the principles of the *Ontario Human Rights Code*.

#### 2. SHARED AND COMMITTED LEADERSHIP

Leadership development, promotion and succession planning includes building and enhancing capacity in the areas of equity and inclusive education in teaching and learning, human resources and governance.

#### 3. SCHOOL- COMMUNITY RELATIONSHIPS

Collaborative relationships with diverse communities are maintained and furthered so that the perspectives and experiences of all students, families, and employees are recognized and addressed.

#### 4. INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES

Inclusive instructional and assessment practices are implemented in all classrooms.

**5. RELIGIOUS ACCOMMODATION**

Each individual’s right to follow or not to follow religious beliefs and practices is respected in alignment with the teachings of the Roman Catholic Church and all reasonable steps are taken to provide religious accommodations to staff and students.

**6. SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT**

All school community members take preventative and intervention actions to ensure that every person within the school community experiences a respectful, positive school climate and learning environment, free from all forms of discrimination and harassment.

**7. PROFESSIONAL LEARNING**

Administrators, staff, students and other members of the school community are provided with professional learning opportunities to integrate Equity and Inclusive Education knowledge, skills, attitudes, and behaviour within their professional practice.

**8. ACCOUNTABILITY AND TRANSPARENCY**

The principles of Equity and Inclusive Education are embedded in all Board policies, programs, guidelines and practices; they are reviewed bi-annually through the School Climate Survey and the results are communicated to the school community.

In 2014, the Council of Ontario Directors of Education provided Ontario school boards with a tool to support them in the implementation of Equitable and Inclusive Education (EIE). Within this tool is an implementation rubric, consisting of 18 outcomes for a Board’s EIE Policy - see the left-hand column on the table below. Then, there are key indicators related to each outcome, which reflect three stages of development toward full implementation: the planning phase; the effective practices phase, wherein key activities are initiated, monitored, adapted, evaluated and reported to create the desired change; and finally the integration phase, wherein effective and evidence-informed practices are embedded and integrated into the culture of the Board, i.e. its planning, priorities, decisions and implementation.

\* = Area of Focus

<b>Outcome</b>	<b>2017-2018 Planning</b>	<b>2018-2019 Effective Practice</b>	<b>2019-2020 Integration</b>
1. The board has an Equity and Inclusive Education Policy (EIEP) and implementation plan which addresses the eight Areas of Focus as required by Policy and Procedures Memorandum (PPM) 119 (AOF* 1: Policies, Programs, Guidelines and Practices);	The implementation plan is developed in consultation with the full range of education and community stakeholders, and includes clear goals, action steps and measureable outcomes <b>Responsibility:</b> Supervisory Officer	Schools and departments establish goals and plans for implementation of the EIEP. <b>Responsibility:</b> Principals, Managers	The PVNC EIEP The board receives regular updates on the implementation and impact of EIEP on student achievement, well-being and achievement gaps, and is committed to providing direction and support for equity and inclusive education across the board. <b>Responsibility:</b> Supervisory Officer

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<p>2. The board’s Equity and Inclusive Education Policy and implementation plan are monitored and results are shared with school and board communities (AOF 1: Policies, Programs, Guidelines and Practices);</p>	<p>Resources are allocated to support implementation of the EIEP as a key board priority. <b>Responsibility:</b> Senior Administration</p>	<p>System leaders regularly communicate progress of the EIEP to staff, students, and community <b>Responsibility:</b> Senior Administration</p>	<p>Staff, students, parents and community regularly provide feedback to schools and the board on the progress of the EIEP to help inform the review and updating of the EIEP. <b>Responsibility:</b> Principal, Staff, Students, Parents</p>
<p>3. Equity and inclusive education principles are embedded in all policies, programs, procedures and practices (AOF 1: Policies, Programs, Guidelines and Practices);</p> <p><b>Equity Action Plan:</b></p> <p>School and Classroom Practices</p>	<p>System leaders review critical areas for incorporating equity and inclusive education principles and practices such as: the board’s multi-year strategic plan; school and board improvement plans; school effectiveness framework; safe schools policy including bullying, violence prevention and intervention; curriculum implementation and classroom practice; supports for students with special needs; mental health promotion and supports; teacher leadership development and capacity building; student engagement; parent and community involvement; and community use of school and board facilities. <b>Responsibilities:</b> Senior Administration, Principals, Managers, Consultants</p>	<p>System leaders monitor critical areas of policy, program and practice to ensure that they reflect equity and inclusive education principles and practices. <b>Responsibilities:</b> Trustees, Senior Administration</p>	<p>System leaders continue to monitor, advise and take steps to ensure that equity and inclusive education principles and practices are evident across school and board operations and learning environments. <b>Responsibilities:</b> Trustees, Senior Administration</p>

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<p>4. Discriminatory biases and systemic barriers to recruitment, hiring, talent development, career mentoring, promotion, retention and succession planning are identified and removed (AOF 1: Policies, Programs, Guidelines and Practices);</p>	<p>Plans are made to provide professional learning for all school and system leaders to develop skills in nondiscriminatory recruitment, hiring, promotion, talent development, career mentoring, retention, succession planning, and performance appraisal. <b>Responsibilities:</b> Superintendent of Human Resources and Senior Administration</p>	<p>Professional learning is provided for all school and system leaders to develop and enhance skills in nondiscriminatory recruitment, hiring, promotion, talent development, career mentoring, retention, succession planning, and performance appraisal. <b>Responsibilities:</b> Superintendent of Human Resources and Senior Administration</p>	<p>The observed impact of professional learning on equitable practices and on workforce diversity is used to assist in making modifications to future professional learning programs. <b>Responsibilities:</b> Superintendent of Human Resources and Senior Administration</p>
<p>5. The board supports senior leadership in the implementation and oversight of the Equity and Inclusive Education Policy (AOF 2: Shared and Committed Leadership);</p>	<p>Trustees and senior system leaders participate in professional learning opportunities on equity and inclusive education practices. <b>Responsibilities:</b> Trustees, Senior Administration</p>	<p>The board receives progress reports on implementation of EIEP. <b>Responsibilities:</b> Trustees, Senior Administration</p>	<p>The board makes decisions which support implementation of the EIEP. <b>Responsibilities:</b> Trustees, Senior Administration</p>
<p>6. System leaders are committed to identifying and removing discriminatory biases and systemic barriers to learning (AOF 2: Shared and Committed Leadership);</p>	<p>System leaders establish goals and plans in their schools and departments for equity and inclusive education, including professional development around discriminatory biases and systemic barriers. <b>Responsibilities:</b> Principals, Managers</p>	<p>System leaders facilitate the sharing of effective practices in equity and inclusive education among schools and departments. <b>Responsibilities:</b> Senior Administration, Principals, Managers</p>	<p>System leaders support risk-taking and innovation in equity and inclusive education.  System leaders recognize staff for their leadership in demonstrating equitable and inclusive school practices.  System leaders actively promote a culture of openness and receptivity to diverse opinions and perspectives among staff, students, parents, families and community. <b>Responsibilities:</b> Senior Administration, Principals, Managers</p>

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<p>7. Discriminatory biases and systemic barriers are identified and removed in all instruction and support services to students (AOF 2: Shared and Committed Leadership);</p>	<p>Strategies are developed at the classroom, school and department levels, and take into account the perspectives and experiences of students, staff and community. <b>Responsibilities:</b> Principals, Managers, Staff, Consultants</p>	<p>Plans are implemented at the classroom, school and department levels to identify and remove discrimination and systemic barriers. <b>Responsibilities:</b> Principals, Managers, Staff</p>	<p>Actions taken to remove discrimination and systemic barriers are shared among staff in schools and departments. <b>Responsibilities:</b> Principals, Managers, Staff</p>
<p>8. All parents, families and parishes are encouraged and have the opportunity to be engaged in the school system (AOF 3: School Community Relationships);</p>	<p>Schools and their Catholic School Councils set guidelines regarding how all parents and families are to be made welcome in the school. <b>Responsibilities:</b> Principals, Catholic School Councils, Parish Priests, Chaplaincy Team Leads</p>	<p>The school improvement plan includes strategies for engaging all parents and families in the school and for making them feel welcome. <b>Responsibilities:</b> Principals, Catholic School Councils, Parish Priests, Chaplaincy Team Leads</p>	<p>Feedback on parent and community engagement in school and system activities is regularly collected and used for future planning. <b>Responsibilities:</b> Principals, Catholic School Councils, Parish Priests, Chaplaincy Team Leads</p>
<p>9. Information about the board, its schools, programs and services is available in a variety of formats for all parents, families and communities (AOF 3: School Community Relationships);</p>	<p>Plans are in place to ensure effective communication of instructional activities, school and board policies, programs, procedures and services with parents, families and communities <b>Responsibility:</b> Senior Administration, Principals, Staff, Managers, Communications Services</p>	<p>Information for parents, families and communities about instructional activities, school and board policies, programs, procedures and services is provided in clear language, in a timely manner, and translated where necessary into the diverse languages of the community. <b>Responsibility:</b> Senior Administration, Principals, Staff, Managers, Communications Services</p>	<p>A variety of oral, written, and electronic communication methods are used to facilitate two-way communication with parents, families and communities. <b>Responsibility:</b> Senior Administration, Principals, Staff, Managers, Communications Services</p>

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<p>10. Diverse communities are engaged in the school system and receive support to become engaged (AOF 3: School Community Relationships);</p>	<p>Resources to support engagement and partnerships with diverse parents and communities are identified and made available to schools and departments.  <b>Responsibility:</b> Senior Administration, Consultants, Itinerant Teachers, Parish Priests, Community Partners, Chaplaincy Team Leads</p>	<p>Programs and resources are provided to help diverse parents and communities become engaged in the school system.             Schools draw upon parent, family, parish and other community leadership in schools and at the board level; participation and engagement reflect the diversity of the community.  <b>Responsibility:</b> Senior Administration, Principals, Catholic School Councils, Parishes, Chaplaincy Team Leads</p>	<p>Schools, parishes and community agencies work together to establish support programs for parents, families and communities.             School and system leaders know and understand the diversity within the school and board communities, and support staff in reaching out to these communities to develop partnerships with the school that meet the needs of all students. <b>Responsibility:</b> Senior Administration, Principals, Catholic School Councils, Parishes, Chaplaincy Team Leads</p>
<p>11. An inclusive curriculum is in place to support all students to reach their full potential in a context of high expectations (AOF 4: Inclusive Curriculum and Assessment Practices);</p>	<p>Educators learn about the characteristics of culturally responsive teaching, along with strategies for using this approach in all teaching and learning activities.  <b>Responsibility:</b> Senior Administration, Principals, Staff</p>	<p>Students' learning needs are supported through Differentiated Instruction.             Students learn about the authentic histories, cultures, perspectives and experiences of diverse people.             Students see themselves positively reflected in the learning environment.  <b>Responsibility:</b> Senior Administration, Principals, Staff</p>	<p>Culturally responsive teaching and the use of inclusive curriculum strategies and materials are embedded into all teaching and learning activities, and into all school and board improvement plans.             Innovative practices in inclusive instruction and assessment practices are continuously shared among all members of the learning community. <b>Responsibility:</b> Senior Administration, Principals, Staff</p>
<p>12. Inclusive and anti-discriminatory assessment procedures are used to measure student performance and achievement (AOF 4: Inclusive Curriculum and Assessment Practices);</p>	<p>Professional learning on the use of reliable, valid and bias-free assessments and program evaluations is provided.  <b>Responsibility:</b> Senior Administration, Principals, Staff</p>	<p>Student achievement data are analysed on an ongoing basis and used in school improvement planning.  <b>Responsibility:</b> Senior Administration, Principals, Staff</p>	<p>Data on student achievement are used to identify achievement gaps (and to develop strategies to close these gaps), as well as to improve overall student achievement.  <b>Responsibility:</b> Senior Administration, Principals, Staff</p>

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<p>13. Staff and student requests for religious accommodation are considered and addressed on an individual, case-by-case basis (AOF 5: Religious Accommodation);</p>	<p>The board develops a Religious Accommodation guideline. <b>Responsibility:</b> Superintendents</p>	<p>Accommodations are considered on a case by-case basis, based on individual or group requests. Examples may include: modification of student exam schedules and activities; wearing of religious attire and symbols; private space for prayer or meditation; and modesty requirements in physical education and other activities. (Note: Please refer to the Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances.) <b>Responsibility:</b> Principals</p>	<p>Schools and departments make religious accommodations without undue disruption to their learning or workplace routines and activities.</p> <p>Students, staff, parents and families understand and comply with rules for requesting religious accommodation. <b>Responsibility:</b> Principals, students, staff, parents</p>
<p>14. All schools have a positive and inclusive school climate where students, staff, parents, families and other members of the school community feel safe, welcome, valued and respected (AOF 6: School and Board Climate and Prevention of Discrimination and Harassment);</p>	<p>The school forms a Safe and Accepting Schools Team made up of at least one student, one parent, one teacher, one non-teaching staff member, one community partner, and the principal. The chair of the team must be a staff member (required by PPM 144). <b>Responsibility:</b> Senior Administration</p>	<p>Students who experience personal or emotional stress or challenges in their school or home lives have ready access to a caring adult in the school for support.</p> <p>Images and symbols in teaching and learning activities, and in the physical environment of the school, reflect diversity and a welcoming atmosphere. <b>Responsibility:</b> Principals, Staff, Parishes, Safe Schools Action Teams</p>	<p>All students are encouraged to be actively engaged in efforts to promote equity, inclusiveness, antidiscrimination and various forms of social justice in classrooms and schools. <b>Responsibility:</b> Principals, Staff, Students, Catholic School Councils, Safe Schools Action Teams, Parishes</p>
<p>15. All board departments have a positive and inclusive climate where staff, students and visitors feel safe, welcome and respected (AOF 6: School and Board Climate and Prevention of Discrimination and Harassment);</p>	<p>Each department reviews its operations and services to determine the need for improvement in its workplace climate. <b>Responsibility:</b> Senior Administration, Managers</p>	<p>A positive workplace climate plan that reflects the EIEP principles is in place through consultation with all staff in the department. <b>Responsibility:</b> Senior Administration, Managers</p>	<p>Successful practices in positive workplace climate are shared among departments. <b>Responsibility:</b> Senior Administration, Managers</p>

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<p>16. All staff have the knowledge and skills required for effective implementation of the EIEP, and receive support for their professional growth (AOF 7: Professional Learning);</p>	<p>Internal and external resource persons are identified and engaged to provide professional learning in equity and inclusive education.  <b>Responsibility:</b> Senior Administration</p> <p>Schools and departments within a board identify and draw upon the experience and expertise of schools and departments of their own and other boards to enhance their knowledge, skills and practices.  <b>Responsibility:</b> Senior Administration, Principals, Staff</p>	<p>Staff at all levels receive ongoing professional learning in equity and inclusive education.</p> <p>Students participate in leadership opportunities in equity and inclusive education to acquire the skills to serve as mentors and role models with their peers. <b>Responsibility:</b> Senior Administration, Principals, Staff</p>	<p>Schools and departments establish a learning community to support shared learning among members of the school community in specialized areas of diversity and inclusion, and capacity building of individuals and of the system..  <b>Responsibility:</b> Principals, Staff, Students</p>
<p>17. Equity and inclusive education principles and outcomes are embedded and evident in all school and board improvement plans (AOF 8: Accountability and Transparency);</p>	<p>Board and school improvement plans and the board’s multi-year strategic plan reflect equity and inclusive education principles, developed in consultation with students, staff, parents, families and community members.  <b>Responsibility:</b> Senior Administration, Principals</p> <p>School and board improvement plans include strategies and activities to support students who are vulnerable, disadvantaged, and marginalized.  <b>Responsibility:</b> Senior Administration, Principals, Staff</p>	<p>School and board improvement planning includes plans to close achievement gaps between sub-groups of students.  <b>Responsibility:</b> Senior Administration, Principals, Staff</p>	<p>Student achievement data linked to student demographic data is used to make informed decisions about resource allocation and program priorities.  <b>Responsibility:</b> Senior Administration, Principals, Staff</p>



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<p>18. Annual progress reports on the implementation of the board's Equity and Inclusive Education Policy, including results, are made available to stakeholders at school and board levels (AOF 8: Accountability and Transparency).</p>	<p>Formats of reports, mechanisms for reporting and reporting lines are established. <b>Responsibility:</b> Senior Administration</p>	<p>Annual goals, outcomes and measurement indicators are monitored. <b>Responsibility:</b> Senior Administration, Principals</p>	<p>Annual progress reports are shared with parents and community through various communication channels, including posting on school websites where available. <b>Responsibility:</b> Senior Administration, Principals, Staff</p>

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