

FAITH AND EQUITY ADVISORY COMMITTEE MEETING

Monday, April 24, 2017

Catholic Education Centre – Large Boardroom

6:30 p.m. - 8:30 p.m.

Members/Trustees who are unable to attend are asked to please notify Michelle Kennedy, Administrative Assistant 1-800-461-8009, or 705-748-4861, ext. 213 or by email: mkennedy@pvnccdsb.on.ca

COMMITTEE MEMBERS ARE KINDLY REQUESTED TO BRING AN ELECTRONIC DEVICE (I.E. SMART PHONE, TABLET, LAPTOP) TO THIS MEETING IF POSSIBLE.

Chairperson: Linda Ainsworth

Call to Order:

Helen McCarthy will be chairing the meeting in Linda Ainsworth's absence.

1. Opening Prayer – Stefani Burosch
2. Approval of Agenda
3. Declaration of Conflicts of Interest
4. Approval of the [Minutes of the Meeting of January 30, 2017](#).
5. Business Arising from the Minutes

A. Recommended Actions/Presentations:

1. 'Renewing the Promise' Catholic Education Consultation – Laurie Corrigan, Superintendent of Learning/Innovation Technologies
(We will be joining with the Catholic Parent Engagement Committee to work through the consultation process)
<http://iceont.ca/news-and-updates/renewing-the-promise/>
2. [Draft Catholic Education Directional Policy](#) - Laurie Corrigan, Superintendent of Learning/Innovation Technologies
3. [Draft Equity and Inclusive Education Implementation Strategy](#) – Laurie Corrigan, Superintendent of Learning/Innovation Technologies

C. Information Items:

1. Sacramental Preparation Update – Fr. Paul Massel, Board Chaplain/Faith Animator
2. Committee Member Updates

D. Next Committee Meeting Date:

1. Thursday, October 12, 2017
Thursday, January 25, 2018
Thursday, April 26, 2018
2. Future Agenda Items
3. Selection of Member for Opening Prayer
4. Selection of Member for Closing Prayer

E. Conclusion:

1. Closing Prayer. – Sister Ruth Hennessey
2. Adjournment



Minutes

THE MINUTES OF THE MEETING OF THE Faith and Equity Committee held on Monday, January 30, 2017, at 6:30 p.m. in the Large Boardroom at the Catholic Education Centre, 1355 Lansdowne Street West, Peterborough.

- Present:** Linda Ainsworth (Chairperson), Toni Bellefontaine, Patty-Anne Bronson, Stefani Burosch, Wayne Clark, Jessica Devlin, Greg Healey, Sr. Ruth Hennessey, Sharon Lajoie, Christina Maschas-Hammond, Bernadette Maloney, Fr. Paul Massel, Helen McCarthy, Christie Morrisette, Kelly O'Boyle, Bart Scollard, Karen Stoker, Wendy Tedford
- Absent/Regrets:** Caitlin Currie, Doug Dodd, Jim Gibson, Julie McCarthy, Zach Smith, Wendy Skan, Luke Stocking,
- Administration:** Laurie Corrigan, Michael Nasello
- Recorder:** Michelle Kennedy

A. Call to Order:

The meeting was called to order at 6:32 p.m. by Laurie Corrigan, Superintendent of Learning. Ms. Corrigan explained that since this was the first meeting of the Faith and Equity Committee since the Annual Board Meeting in December, 2016, she would be assuming the role of chairperson for the first part of the meeting, prior to the election of the chairperson.

Ms. Corrigan requested that the meeting begin by everyone introducing themselves.

Laurie Corrigan explained that the terms of reference of the committee requires that the Chair of the committee be elected by the committee members. Only the trustees on the committee are eligible to hold the position of Chairperson.

Linda Ainsworth, Trustee agreed to let her name stand for Chairperson of the Faith and Equity Committee. Helen McCarthy, Trustee, declined to let her name stand for election as Chairperson of the Faith and Equity Committee. Linda Ainsworth was acclaimed as Chairperson and assumed the role from Laurie Corrigan.

1. Opening Prayer

Patty-Anne Bronson led the committee in prayer.

2. Approval of Agenda

Helen McCarthy requested that item C.5 – Abraham Festival be added to the agenda.

MOTION: Moved by Karen Stoker, seconded by Stefani Burosch that the Agenda be accepted as amended.

Carried

3. Declaration of Conflicts of Interest

None declared

4. Approval of the Minutes.

MOTION: Moved by Helen McCarthy, seconded by Patty Anne Bronson that the minutes of the Faith and Equity Advisory Committee meeting held on October 13, 2016, be approved.

Carried.

5. Business Arising from the Minutes

None

B. Recommended Actions/Presentations:

1. Strategic Planning Activities – Michael Nasello

Michael Nasello explained that the three year cycle of the board's current strategic plan (2014-2017) is ending and plans are underway to gather information and investigate to shape the next three year plan. He explained that a Strategic Planning Advisory Committee has been formed and a community-wide survey is available to the public through the PVNC web site. Research will also be conducted through meeting with 25 focus groups and four 'Town Hall' meetings. A Draft Strategic Plan will be available for further consultation in April-May, 2017. It is anticipated that the final draft will be presented to the Board of Trustees for approval in June, 2017.

Communication to the system about the newly-formed Strategic Plan will take place from July through September, 2017. Implementation and monitoring will commence in September, 2017.

Michael reviewed the current strategic priorities that have been in place in 2014 and proceeded to ask what should continue, what should stop and what should start within our Board with respect to each of the priorities. The committee members engaged in discussion and provided feedback to Mr. Nasello which was recorded by Laurie Corrigan, Superintendent of Learning.

2. Growing in Faith; Growing in Christ – Demonstration of Gr. 3 Program and On-Line Resources – Greg Healey, Learning Consultant, Religious Education

Greg Healey, Learning Consultant, presented the Growing in Faith, Growing in Christ digital component to the committee.

Greg noted that the highly interactive nature of the program makes it engaging for the students. The strong home connections and strong parish connections through the student/parent and parish portals allow everyone to follow where the students are at in their learning at any point.

Through the portal, Greg demonstrated the different areas of the site that are available to teachers and parents and the various types of media that can be accessed at home and/or at home.

The grade four program of Growing in Faith, Growing in Christ will be available in April, 2017, followed by the print version which will be available in August, 2017.

There was discussion about the program and how it is being used in the classroom. A question was asked if the number of parents who access the site could be tracked. This will be investigated.

3. English as a Second Language (ESL) at PVNC Presentation – Christina Maschas-Hammond, ESL Teacher

Christina Maschas-Hammond presented and update about the ESL program to the committee.

At present, there are 112 students in the ESL program. Christina explained the intake process in our Board and the steps taken and people involved to help the student and their family. Ms Maschas-Hammond also explained how the students assessed and monitored and when assistance is given directly to them or to their classroom teachers.

There was discussion about the community partners and possible next steps for the ESL program.

4. We Will Walk With Our Children

Motion: Moved by Toni Bellefontaine, seconded by Helen McCarthy that the curfew of the Faith and Equity Advisory Committee be extended to 8:45 p.m.

Carried

Laurie Corrigan gave a presentation and introduced the committee to the 'draft' document "We Will Walk With Our Children". This document was adopted from the York Catholic District School Board document entitled "All God's Children". Laurie reviewed the components of the document and its purpose was discussed. She stressed that the resource was in draft form and not ready for use and was not for distribution. It was requested that the committee review the content in the next two weeks and provide feedback via email directly to Laurie Corrigan.

The draft will be shared with other stakeholders including Principals, Vice-Principals, Priests, Supervisory Officers.

C. Information Items:

1. Sacramental Preparation Update – Fr. Paul Massel, Board Chaplain/Faith Animator

This item was deferred to the next meeting.

2. Equity and Inclusive Education Implementation Grant – Laurie Corrigan, Superintendent of Learning/Innovation Technologies

This item was deferred to the next meeting.

3. Development and Peace – 50th Anniversary Mass

Laurie Corrigan reported that there will be a special mass to celebrate the 50th anniversary of the establishment of Development and Peace on Saturday, February 11, 2017 at 11:00 a.m. at Saint Peter-in-Chains Cathedral, Peterborough.

4. Committee Member Updates

This item was deferred to the next meeting.

5. Abraham Festival

Helen McCarthy reported that the Abraham Festival will take place on Sunday, April 23, 2017, at the Mount Community Centre from 4:00 p.m. to 9:00 p.m. The festivities will include a presentation, pot luck dinner and comedians.

D. Next Committee Meeting Date:

1. The next meeting is scheduled for, Monday, April 24, 2017 at the Catholic Education Centre, Peterborough

2. Future Agenda Items

Please forward any agenda items to Michelle Kennedy, Administrative Assistant

3. Selection of Member for Opening Prayer – Stefani Burosch

4. Selection of Member for Closing Prayer – Sister Ruth Hennessey

E. Conclusion:

1. Closing Prayer

Greg Healey closed the meeting with prayer.

2. Adjournment

MOTION: Moved by Helen McCarthy, seconded by Fr. Paul Massel that the meeting adjourn at 8:50 p.m.

Carried.



BOARD DIRECTIONAL POLICY	
<i>DIRECTIONAL POLICY TITLE</i>	<i>DIRECTIONAL POLICY NUMBER</i>
CATHOLIC EDUCATION	200

TITLE OF DIRECTIONAL POLICY:

Catholic Education

DATE APPROVED:

X

PROJECTED REVIEW DATE:

May 25, 2022

POLICY:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board serves the common good by applying the teachings of the Roman Catholic Church in the context of a culturally, religiously, and regionally diverse society.

PURPOSE:

The purpose of the Catholic Education Directional policy is to create a shared understanding of the mandate of Catholic Education in the area served by the Peterborough Victoria Northumberland and Clarington Catholic District School Board.

As such, it draws upon the teachings of the Church and the history of Catholic Education in the province of Ontario and offers a distinct Catholic worldview where faith and reason meet.

This directional policy articulates how Catholic Education considers the formation of the student as a whole person created in the image and likeness of God. *The heart and soul of Catholic education is Jesus Christ, and our school system finds its very reason for existence in its communication of the Christian message. The goal of Catholic education is nothing less than a truly holistic formation of persons who will be living witnesses to the faith.* (Fulfilling the Promise, 1993)

The Board recognizes that Catholic Education requires the collective effort and engagement of the entire system: trustees, staff, students, parents, parishes, priests, and the community - partners that promote a Catholic worldview that is *theological, philosophical, social, cultural, moral, and communal* (D'Souza, 2016).

As such, this policy recognizes Catholic education as a common good where student diversity and cultural plurality create *the conditions for intercultural dialogue, helping each pupil grow in their humanness, civic responsibility and learning* (Educating Today and Tomorrow, 2014).

Administrative Procedures that specify system-wide practices for Catholic Education operationalize this directional policy.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Safe and Accepting Schools Directional Policy supports our Vision for Achieving excellence in Catholic Education through Learning, Leadership and Service.

This Vision calls the Board to these Strategic Priorities:

- Ensure our structures, processes, relationships, and actions reflect our Gospel and Catholic Social Teachings.
- Implement the most effective, evidence-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations.
- Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students.
- Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments.
- Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills, and attributes to support our Vision.

RESPONSIBILITIES:

The Board of Trustees is responsible for:

- defining, articulating and directing the PVNC Catholic District School Board mandate to support student achievement and well-being in a Catholic learning community supported by the Multi-Year Strategic Plan.
- setting direction and policy that governs the PVNC Catholic District School Board with *care, compassion, and justice*.
- reviewing, and considering for approval the Catholic Education Directional Policy.

- assigning responsibility to the Director of Education for retaining the *freedom, autonomy, and distinctiveness necessary to provide Catholic Education* (This Moment of Promise)
- monitoring and holding the Director of Education accountable in ensuring *the best possible education for every student in this province* (This Moment of Promise)

The Director of Education is responsible for:

- providing leadership regarding implementation and operational details in the Catholic Education Directional Policy.
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of Catholic Education Directional Policy.
- contributing to *the best possible education for every student in this province* (This Moment of Promise) by providing excellence in Catholic Education in this region of the province.

Superintendent of Religious Education and Family Life is responsible for:

- collaboratively leading the development of administrative procedures and practices aligned with the Catholic Education Directional Policy.
- managing and providing leadership in developing the supports and resources to ensure the implementation of the Catholic Education Directional Policy.
- working collaboratively with the Director and Superintendents, Priests, Principals and Vice-Principals, Managers, Federations, Unions, and non-union groups, to build capacity of all staff in their knowledge and understanding of the Catholic Education Directional Policy.
- developing strategies for supporting parents/guardians at both the local and system level in their understanding of the Catholic Education Directional Policy.

Superintendents of Schools and System Portfolios are responsible for:

- providing leadership and supports for Principals/Vice-Principals, Managers, Executive/Administrative Assistants and all departmental staff in their knowledge, understanding, and the implementation of the Catholic Education Directional Policy and in doing so, *developing educational structures which will mediate a deep respect for every person whom our schools touch.*
- working collaboratively with the Superintendent of Religious Education and Family Life to develop administrative procedures that align with the Catholic Education Directional Policy.

Managers are responsible for:

- providing leadership, management and support for the members of their departments in the knowledge, understanding, and the implementation of the Catholic Education Directional Policy.
- working collaboratively with the Superintendent of Religious Education and Family Life to develop administrative procedures that align with the Catholic Education Directional Policy.

Communication Services is responsible for:

- working collaboratively with the Superintendent of Religious Education to develop a system-wide communications plan focused on building knowledge and understanding with our various stakeholders on the Catholic Education Directional Policy to support its effective implementation.

Principals are responsible for:

- providing leadership, management, and support for the members of their school communities in the knowledge, understanding, and the implementation of the Catholic Education Directional Policy.
- co creating the unique character of the Catholic school through commitment to staff, students, and to the Gospel.

Priests are responsible for:

- *meeting the pastoral and spiritual needs of both staff and students in Catholic schools through faith development, social outreach and liturgical celebrations that will benefit both the parish and the school.*

Staff are responsible for:

- working collaboratively with colleagues to successfully implement Catholic Education Directional Policy.
- adhering to the administrative procedures that support the Catholic Education Directional Policy.
- being proactive and self-directed in building their knowledge and understanding of the Catholic Education Directional Policy.

Parents are responsible for:

- as the primary educators of your children, developing the faith and wellbeing of children that is extended and complemented by our Catholic schools.

- seeking out ways of becoming more closely related to those who are teaching their children.
- considering the opportunities offered by parent organizations in our schools.

Students are responsible for:

- becoming *active participants in the process of Catholic education*.
- growing into and developing a *sense of who they are as Christians so that they can develop the talents they have been given*.
- bringing *the best of themselves to the society in which they will be living*.

PROGRESS INDICATORS:

- All employees are aware of, and implement, their roles in the Catholic Education Directional Policy and in the related administrative procedures.
- Ongoing review and development of Administrative Procedures for Catholic Education respond to system and legislative needs.

DEFINITIONS:**Common Good:**

How we organize our society -- in economics and politics, in law and policy -- directly affects human dignity and the capacity of individuals to grow in community. Our Church teaches that the role of the government and other institutions is to protect human life and human dignity and promote the common good.

REFERENCES:

- Bill 30, An Act to Amend the Education Act
- A Catholic Philosophy of Education: The Church and Two Philosophers, Mario O. D'souza. McGill-Queen's University Press. Montreal & Kingston. 2016
- [Catholic Schools in our Culture Message of His Eminence Cardinal Paul Poupard President of the Pontifical Council for Culture To the Symposium on The French Language Catholic School in Ontario Ottawa, May 4 - 6, 2001, Assembly of Catholic Bishops of Ontario](#)
- [Educating Today and Tomorrow: A Renewing Passion: Congregation for Catholic Education \(for Educational Institutions\) Instrumentum Laboris, 2014](#)

- [Fulfilling The Promise: The Challenge of Leadership. A Pastoral Letter to the Catholic Education Community, Assembly of Catholic Bishops of Ontario, September 21, 1993](#)
- [This Moment of Promise \(1989\): Assembly of Catholic Bishops Statement about the state of Catholic Education](#)



Equity and Inclusive Education Implementation Plan 2016-2019

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Equity and Inclusive Education Implementation Plan supports our Vision for achieving excellence in Catholic Education through an unwavering focus on learning, leadership and service. This Vision calls the Board to these Strategic Priorities:

- Ensure our structures, processes, relationships, and actions reflect our Gospel Values and Catholic Social Teachings;
- Implement the most effective, evidenced-based instructional and assessment practices to help all students meet the Catholic School Graduate Expectations;
- Embed technology to support digital literacy, creativity, innovation, collaboration, and the learning needs of all students;
- Develop the intellectual, spiritual, mental, physical, and emotional well-being of students in safe, diverse, respectful, and faith-filled learning environments;
- Implement fair and transparent processes in recruitment, leadership, talent development, and succession planning to ensure our employees have the necessary knowledge, skills, and attributes to support our Vision.

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 *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

Outcome	2016-2017 Planning	2017-2018 Effective Practice	2018-2019 Integration
<p>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);</p>	<p>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 Responsibility: Supervisory Officer</p>	<p>Schools and departments establish goals and plans for implementation of the EIEP. Responsibility: Principals, Managers</p>	<p>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. Responsibility: Supervisory Officer</p>
<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. Responsibility: Senior Administration</p>	<p>System leaders regularly communicate progress of the EIEP to staff, students, and community Responsibility: 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. Responsibility: Principal, Staff, Students, Parents</p>
<p>3. Equity and inclusive education principles are embedded in all policies, programs, procedures and</p>	<p>System leaders review critical areas for incorporating equity and inclusive education principles and practices such as: the board's</p>	<p>System leaders monitor critical areas of policy, program and practice to ensure that they reflect equity and inclusive education principles and</p>	<p>System leaders continue to monitor, advise and take steps to ensure that equity and inclusive education principles and practices are evident</p>

<p>practices (AOF 1: Policies, Programs, Guidelines and Practices);</p>	<p>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. Responsibilities: Senior Administration, Principals, Managers, Consultants</p>	<p>practices. Responsibilities: Trustees, Senior Administration</p>	<p>across school and board operations and learning environments. Responsibilities: Trustees, Senior Administration</p>
<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. Responsibilities: 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. Responsibilities: 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. Responsibilities: Senior Administration</p>
<p>5. The board supports senior</p>	<p>Trustees and senior system leaders</p>	<p>The board receives progress reports on</p>	<p>The board makes decisions which support</p>

<p>leadership in the implementation and oversight of the Equity and Inclusive Education Policy (AOF 2: Shared and Committed Leadership);</p>	<p>participate in professional learning opportunities on equity and inclusive education practices. Responsibilities: Trustees, Senior Administration</p>	<p>implementation of EIEP. Responsibilities: Trustees, Senior Administration</p>	<p>implementation of the EIEP. Responsibilities: 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. Responsibilities: Principals, Managers</p>	<p>System leaders facilitate the sharing of effective practices in equity and inclusive education among schools and departments. Responsibilities: Senior Administration, Principals, Managers</p>	<p>System leaders support risk-taking and innovation in equity and inclusive education.</p> <p>System leaders recognize staff for their leadership in demonstrating equitable and inclusive school practices.</p> <p>System leaders actively promote a culture of openness and receptivity to diverse opinions and perspectives among staff, students, parents, families and community. Responsibilities: Senior Administration, Principals, Managers</p>
<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. Responsibilities: Principals, Managers, Staff, Consultants</p>	<p>Plans are implemented at the classroom, school and department levels to identify and remove discrimination and systemic barriers. Responsibilities: Principals, Managers, Staff</p>	<p>Actions taken to remove discrimination and systemic barriers are shared among staff in schools and departments. Responsibilities: 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. Responsibilities: Principals, Catholic School Councils, Parish Priests</p>	<p>The school improvement plan includes strategies for engaging all parents and families in the school and for making them feel welcome. Responsibilities: Principals, Catholic School Councils, Parish Priests</p>	<p>Feedback on parent and community engagement in school and system activities is regularly collected and used for future planning. Responsibilities: Principals, Catholic School Councils, Parish Priests</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 Responsibility: 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. Responsibility: 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. Responsibility: Senior Administration, Principals, Staff, Managers, Communications Services</p>
<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. Responsibility: Senior Administration, Consultants, Itinerant Teachers, Parish Priests, Community Partners</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</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</p>

		community. Responsibility: Senior Administration, Principals, Catholic School Councils, Parishes	to develop partnerships with the school that meet the needs of all students. Responsibility: Senior Administration, Principals, Catholic School Councils, Parishes
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);	Educators learn about the characteristics of culturally responsive teaching, along with strategies for using this approach in all teaching and learning activities. Responsibility: Senior Administration, Principals, Staff	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. Responsibility: Senior Administration, Principals, Staff	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. Responsibility: Senior Administration, Principals, Staff
12. Inclusive and anti-discriminatory assessment procedures are used to measure student performance and achievement (AOF 4: Inclusive Curriculum and Assessment Practices);	Professional learning on the use of reliable, valid and bias-free assessments and program evaluations is provided. Responsibility: Senior Administration, Principals, Staff	Student achievement data are analysed on an ongoing basis and used in school improvement planning. Responsibility: Senior Administration, Principals, Staff	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. Responsibility: Senior Administration, Principals, Staff
13. Staff and student requests for religious	The board develops a Religious Accommodation	Accommodations are considered on a case by-case basis, based on	Schools and departments make religious

<p>accommodation are considered and addressed on an individual, case-by-case basis (AOF 5: Religious Accommodation);</p>	<p>guideline. Responsibility: Superintendents</p>	<p>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.) Responsibility: Principals</p>	<p>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. Responsibility: 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). Responsibility: 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. Responsibility: 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. Responsibility: 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</p>	<p>Each department reviews its operations and services to determine the need for improvement in its workplace climate.</p>	<p>A positive workplace climate plan that reflects the EIEP principles is in place through consultation with all staff in the department.</p>	<p>Successful practices in positive workplace climate are shared among departments. Responsibility: Senior Administration,</p>

<p>visitors feel safe, welcome and respected (AOF 6: School and Board Climate and Prevention of Discrimination and Harassment);</p>	<p>Responsibility: Senior Administration, Managers</p>	<p>Responsibility: Senior Administration, Managers</p>	<p>Managers</p>
<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. Responsibility: 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. Responsibility: 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. Responsibility: 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.. Responsibility: 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. Responsibility: Senior</p>	<p>School and board improvement planning includes plans to close achievement gaps between sub-groups of students. Responsibility: 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. Responsibility: Senior Administration, Principals, Staff</p>

	<p>Administration, Principals</p> <p>School and board improvement plans include strategies and activities to support students who are vulnerable, disadvantaged, and marginalized.</p> <p>Responsibility: Senior Administration, Principals, Staff</p>		
<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.</p> <p>Responsibility: Senior Administration</p>	<p>Annual goals, outcomes and measurement indicators are monitored.</p> <p>Responsibility: 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.</p> <p>Responsibility: Senior Administration, Principals, Staff</p>

REFERENCES:

- A Framework for French as a Second Language in Ontario Schools K-12, 2013
<http://www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf>
- Aboriginal Perspectives: A Guide to the Teacher’s Toolkit – Teaching Resources and Strategies for Elementary and Secondary Classrooms, Ministry of Education, 2009.
http://www.edu.gov.on.ca/eng/aboriginal/Guide_Toolkit2009.pdf
- Achieving Excellence: A Renewed Vision for Education in Ontario, April 2014

<http://www.edu.gov.on.ca/eng/about/renewedvision.pdf>

• Canadian Charter of Rights and Freedoms
<http://laws-lois.justice.gc.ca/eng/const/page-15.html>

- [Caring and Safe Schools](#)

• Catechetical Programs and Religion Course Outlines, Kindergarten to Grade 12

• Catholic Social Teachings <http://www.pvnccdsb.on.ca/en/ourboard/catholicteachings.asp>

• Creating Pathways to Success, Ministry of Education, 2013

<http://www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf>

• Earthen Vessels: Equity and Inclusive Education in Catholic Schools – A Teacher Resource Book <https://pvnccdsb.on.ca/en/ourboard/resources/EarthenVessels-Rev.May22.pdf>

• Educating Today and Tomorrow: A Renewing Passion (Instrumentum laboris), 2014
http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_20140407_educare-oggi-e-domani_en.html

• Equity and Inclusion: From the Lens of Catholic Social Teachings

<http://www.catholiccurriculumcorp.org/Units/EquityandInclusion/Equity&InclusionCCCOECTAFinalOct13.pdf>

• Equity and Inclusive Education in Ontario's Schools, Guidelines for Policy Development and Implementation, 2014

<http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf>

• Equity and Inclusive Education: Going Deeper (A Tool to Support Ontario School Boards in the Implementation of Equitable and Inclusive Education), Working Document, 2014
http://www.ontariodirectors.ca/downloads/EIE-2014/Equity_and_Inclusive_Education_Eng_Final.pdf

Foundations for a Healthy School

<http://www.edu.gov.on.ca/eng/healthyschools/resourceF4HS.pdf>

• Fully Alive Grades 1 to 8 Family Life Education programs, Assembly of Catholic Bishops of Ontario <http://acbo.on.ca/englishweb/fullyalive.htm>

- Gospel Values

<https://www.pvnccdsb.on.ca/en/ourboard/resources/OFD-GospelValues-Asummarystatement.pdf>

- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010

<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

- Implementation Plan Ontario First Nations Métis and Inuit Framework, Ministry of Education, 2014

- Learning for All K-12, 2013

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf>

- Many Roots, Many Voices: Supporting English language learners in every classroom: A practical guide for Ontario educators, 2005

<http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>

- Ontario Catholic Leadership Framework, September 2013

http://www.education-leadership-ontario.ca/storage/6/1380680840/OLF_User_Guide_FINAL.pdf

- Ontario Catholic Religious Education Policy Document Grades 1 – 8, Institute for Catholic Education, 2012

- Ontario Catholic School Graduate Expectations

<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>

- Ontario First Nations Métis and Inuit Policy Framework, Ministry of Education, 2007

<http://www.edu.gov.on.ca/eng/aboriginal/fnmiframework.pdf>

- Ontario Mental Health and Addiction Strategy

- Ontario Human Rights Code

http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90h19_e.htm

- Ontario School Kindergarten to Grade 12, Policy and Program Requirements, 2011

<http://edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>

- Pastoral Guidelines to Assist Students of Same-Sex Orientation, ACBO, 2004

<http://acbo.on.ca/englishdocs/Pastoral%20Guidelines.pdf>

- Pastoral Guidelines to Assist Students of the Same-Sex Orientation: A Parent's Guide, ACBO, 2006 <http://tinyurl.com/mgw9kgj>

- Policy and Program Memorandum 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, April 22, 2013

<http://www.edu.gov.on.ca/extra/eng/ppm/119.pdf>

- PVNCCDSB Catholic Board Improvement Plan for Student Achievement

<http://www.pvnccdsb.on.ca/en/programsservices/resources/lss-cbipsaw2014-2015-final.pdf>

- PVNCCDSB Mental Health and Well-being Strategic Plan <http://tinyurl.com/p9jaq76>

- Respecting Difference, A Resource for Catholic Schools in the Province of Ontario, Ontario Catholic School Trustees' Association, 2012

<https://www.pvnccdsb.on.ca/en/ourboard/resources/RespectingDifference.pdf>

- School Effectiveness Framework, 2013

<http://www.edu.gov.on.ca/eng/literacynumeracy/SEF2013.pdf>

- [Supporting Minds: An Educator's Guide to Promoting Student's Mental Health and Well-being, 2013](#)

- The Ontario Curriculum Grades 11 and 12, Native Studies, 2000

<http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies1112curr.pdf>

- The Ontario Curriculum Grades 9 and 10, Native Studies, 1999.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies910curr.pdf>