

BOARD DIRECTIONAL POLICY	
<i>Directional Policy</i>	<i>Directional Policy Number</i>
EQUITY AND INCLUSIVE EDUCATION	700

TITLE OF DIRECTIONAL POLICY:

Equity and Inclusive Education

DATE APPROVED:

November 17, 2020

PROJECTED REVIEW DATE:

October 17, 2025

POLICY:

It is the policy of the Peterborough Victoria Northumberland and Clarington Catholic District School Board to provide, in all operations, an educational and working environment that supports diversity by adhering to the guiding principles outlined in [Ontario's Equity and Inclusive Education Action Plan](#). These guiding principles provide a foundation and framework to:

- Meet the needs of individuals,
- Promote a sense of belonging,
- Engage community members,
- Build on and enhance previous and existing initiatives,
- Incorporate the principles of equity and inclusion in our actions,
- Identify and eliminate discriminatory practices, systemic barriers and bias from schools, and
- Create an environment that is fair and inclusive and that promotes respectful treatment of all people.

The PVNC Catholic District School Board and its staff are committed to the elimination of discrimination in accordance with Ontario's Equity and Inclusive Education Strategy (2009) and the Ontario Ministry of Education Policy Program Memorandum No. 119. Development, implementation and monitoring of this policy is consistent with the exercise of the Board's denominational rights under section 91 of the Constitution Act, 1982 and as recognized in section 19 of the Ontario Human Rights Code.

PURPOSE:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). The Board recognizes that the school system gives pre-eminence to the tenets of the Catholic faith, congruent with the protection afforded in the Ontario Human Rights Code, the Constitution Act, 1982, and confirmed in the Canadian Charter of Rights and Freedoms. Any form of social or cultural discrimination is incompatible with Catholic moral principles and is a violation of the Ontario Human Rights Code.

The Board acknowledges that the foundation of all Catholic Social Teaching is the inherent dignity of the human person, as created in the image and likeness of God. With this in mind, the Board realizes that a just society can become a reality only when it is based on the respect of the transcendent dignity of the human person.

PVNCCDSB celebrates diversity and recognizes that each person is wholly created from God's bountiful goodness and gifted with essential dignity and worth. We all share a gospel mandate and a moral imperative to respect one another as persons, understanding that we are all wonderfully made.

The Board recognizes that Board policies, programs, guidelines and practices, shared and committed leadership and engaged school-home-community relationships are essential to ensuring an equitable and inclusive learning environment.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Catholic Education Directional Policy supports our Vision for Achieving excellence in Catholic Education LEARN • LEAD • SERVE.

This Vision calls the Board to these Strategic Priorities:



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

These strategic priorities guide our commitment to identifying and eliminating discriminatory practices, systemic barriers and bias from schools and creating an environment that is fair and inclusive and promotes respectful treatment of all people.

RESPONSIBILITIES:**The Board of Trustees is responsible for:**

- Setting direction and policy that governs the PVNC Catholic District School Board with care, compassion, and justice.
- Reviewing, and considering for approval the Equity and Inclusive Education Policy.
- Assigning responsibility to the Director of Education to recognize, support and coordinate “the unique contributions and perspectives of all partners within the Catholic Educational community” ([Renewing The Promise](#)).
- Monitoring and holding the Director of Education accountable in ensuring “the best possible education for every student...” ([This Moment of Promise](#)).

Director of Education is responsible for:

- Overseeing compliance with the Equity and Inclusive Education policy and procedures.

Superintendent of Faith and Equity is responsible for:

- Acting as the Board liaison with the Ministry and other School Boards in matters related to Equity and Inclusive Education.
- Collaboratively leading the development of administrative procedures and practices aligned with the Equity and Inclusive Education Policy.
- Providing leadership and resources to the PVNCCDSB Faith and Equity Committee.
- Supporting training and resources for school and system leaders (e.g., Administrators, Teachers, Support Staff) to facilitate awareness and understanding of the Equity and Inclusive Education policy and procedures and the implementation of leadership initiatives.
- Ensuring the prompt investigation and satisfactory resolution of claims of human rights violations in conjunction with the appropriate Superintendent of Education and Superintendent of Human Resources as required.

Superintendent of Human Resources is responsible for:

- Establishing selection criteria for leadership positions that include demonstrated commitment, knowledge and skills related to Equity and Inclusive Education implementation.
- Providing training for school and system leaders to facilitate equitable recruitment and hiring practices.
- Ensuring the prompt investigation and satisfactory resolution of claims of human rights violations in conjunction with the appropriate Superintendent of Education as required.

Superintendent of Special Education is responsible for:

- Ensuring that the principles of Equity and Inclusive Education are incorporated and modelled in all professional learning activities and/or programs.
- Engaging stakeholders in Special Education Improvement planning with particular emphasis on using data to identify and remove barriers to student achievement and well-being; raising awareness about discriminatory practices; and, encouraging collaborative dialogue about equity and inclusion actions and/or initiatives to support students with special needs.

Superintendents of Schools and System Portfolios are responsible for:

- Supporting schools with the implementation of the Equity and Inclusive Education policy and procedures.
- Ensuring that the principles of Equity and Inclusive Education are incorporated and modelled in professional learning activities and/or programs.
- Engaging stakeholders in Board Improvement planning with particular emphasis on using data to identify and remove barriers to student achievement.
- Raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives.

Managers are responsible for:

- Providing leadership, management and support for the members of their departments in the knowledge, understanding, and implementation of the Equity and Inclusive Education Policy.
- Working collaboratively with the Superintendent of Equity and Inclusive Education and Family Life to develop administrative procedures that align with the Equity and Inclusive Education Directional Policy.

Communication Services is responsible for:

- Working collaboratively with the Superintendent of Faith and Equity to develop a system-wide communications plan focused on building knowledge and understanding with our various stakeholders on the Equity and Inclusive Education Policy to support its effective implementation.

Principals are responsible for:

- Fostering a collaborative school culture using the collective capacities and voices of all stakeholders to develop and implement School Improvement Plans in compliance with the Equity and Inclusive Education policy and procedures.
- Supporting staff with the implementation of the Board's Religious Accommodation procedures when required.
- Promoting student leadership opportunities and actively engaging students in initiatives with a focus on equity, social justice, inclusion and diversity.
- Implementing procedures that will enable students and staff to report incidents of discrimination safely and ensure a timely and appropriate response.
- Ensuring that all required accommodations for students are in compliance with the policy and procedures.

Teachers are responsible for:

- Ensuring that instructional resources, strategies, as well as assessment and evaluation practices, are in accordance with the Board's Mission and Vision, Church teachings and the principles of equity and inclusivity.
- Developing and promoting initiatives that support and promote diversity of student voice and experience.
- Encouraging and supporting students in their efforts to promote social justice, equity, inclusion and diversity in schools and classrooms.
- Implementing religious accommodation practices, in consultation with the Principal, and in accordance with the Board's Religious Accommodation procedures.

Staff are responsible for:

- Knowing and complying with the expectations of the Equity and Inclusive Education policy and procedures as required.

Parents/Guardians & Students are responsible for:

- Supporting the principles of the Equity and Inclusive Education policy and procedures.
- Informing the Principal of the need for accommodations (including, but not limited to, medical, educational or religious accommodation requests) as required by this policy.

PROGRESS INDICATORS:

- Collaborative development of the Catholic Board Improvement Plan for Student Achievement and Catholic School Improvement Plans for Student Achievement.
- Development of Administrative Procedures for the Equity and Inclusive Education Policy.
- Use of the Equity and Inclusive Education Implementation Rubric, (working document, CODE 2014) to help ensure full integration of Catholic Social Teachings, Gospel values and Ontario Catholic School Graduate Expectations.

DEFINITIONS:**Accommodation**

- An adjustment made to policies, programs, guidelines, or practices, including adjustments that enable individuals to benefit from and take part in the provision of services and to perform to the best of their ability in the workplace or the educational setting. Accommodations are provided so that individuals are not disadvantaged or discriminated against on the basis of the prohibited grounds of discrimination identified in the Ontario Human Rights Code.

Barrier

- An obstacle to equity that may be overt or subtle, intended or unintended, and systemic or specific to an individual or group, and that prevents or limits access to opportunities, benefits, or advantages that are available to other members of society.

Bias

- An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgements.

Discrimination

- Unjust or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability, as set out in the Ontario Human Rights Code, or on the basis of other, similar factors.
- Discrimination, whether intentional or unintentional, has the effect of having a harmful impact on others, and of preventing or limiting access to opportunities, benefits or advantages that are available to other members of society.
- Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals.

Diversity

- The presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, age, ancestry, culture, ethnicity, gender identity, gender expression, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status.

Equity

- A condition or state of fair, inclusive, and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Inclusive Education

- Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment where diversity is honoured and all individuals are respected.

Religious Accommodation

- An obligation under the Ontario Human Rights Code to provide reasonable accommodation for students and employees who wish to observe the tenets or practices of their faith, as well as for those non-Catholic students who wish not to participate in any form of religious observance.

Social Justice

- A concept based on the belief that each individual and group within a given society has a right to equal opportunity, civil liberties, and full participation in the social, educational, economic, institutional, and moral freedoms and responsibilities of that society.

RESOURCES:

- 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_Toolkit_2009.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, 1982 <http://laws-lois.justice.gc.ca/eng/const/page-15.html>
- Catechetical Programs and Religion Course Outlines, Kindergarten to Grade 12
- Catholic Social Teachings, 2010 <https://www.devp.org/en/cst>
- 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://drive.google.com/file/d/1X1Zk8J7ZTeRmPQIk6WfC_Nu6NHLc9HFI/view
- 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 (2013) <http://www.catholiccurriculumcorp.org/Units/EquityandInclusion/CCCOECTAIntroEquity&Inclusion.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
- Fully Alive Grades 1 to 8 Family Life Education programs, Assembly of Catholic Bishops of Ontario <http://acbo.on.ca/englishweb/fullyalive.htm>
- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010 <http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>
- Institute for Catholic Education: Renewing the Promise <https://iceont.ca/news-and-updates/renewingthepromise/>