



Equity and Inclusive Education Implementation Plan Monitoring and Integration 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 *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	2017-2018 Planning	Equity Action Plan 2017
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 measurable outcomes Responsibility: Supervisory Officer, Trustees, Director	Leadership, Governance, and Human Resources Practices

Outcome	2017-2018 Planning	Equity Action Plan 2017
<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, Trustees <i>Equity Advisory Committee 2017 Admin Council</i> <i>Equity Advisory Committee 2018 Admin Council</i> <i>Principals 2018</i> <i>Governance 2018</i></p>	<p>Leadership, Governance, and Human Resources Practices</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>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. Responsibilities: Senior Administration, Principals, Managers, Consultants <i>Equity Steering Committee (Operations) 2018</i> <i>Director's Report</i> <i>BIPSAWB</i> <i>CSIPSAWB</i> <i>ICCT</i> <i>CRRP</i></p>	<p>Leadership, Governance, and Human Resources Practices</p> <p>School and Classroom Practices</p>

Outcome	2017-2018 Planning	Equity Action Plan 2017
<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.</p> <p>Responsibilities: Superintendent of Human Resources and Senior Administration</p> <p><i>PVNC is an Equal Opportunity Employer</i></p>	<p>Leadership, Governance, and Human Resource Practices</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.</p> <p>Responsibilities: Trustees, Senior Administration</p> <p><i>ICCT CRRP</i></p>	<p>Leadership, Governance, and Human Resource Practices</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.</p> <p>Responsibilities: Principals, Managers</p> <p><i>CSIPSAWB CRRP ICCT</i></p>	<p>Leadership, Governance, and Human Resource Practices</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.</p> <p>Responsibilities: Principals, Managers, Staff, Consultants, Senior Administration</p> <p><i>ICCT CRRP</i></p>	<p>Leadership, Governance and Human Resources Practices</p> <p>School and Classroom Practices</p>

Outcome	2017-2018 Planning	Equity Action Plan 2017
<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: Director, Principals, Catholic School Councils, Parish Priests, Chaplaincy Team Leads</p>	<p>School and Classroom Practices</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>Leadership, Governance, and Human Resources Practices</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, Chaplaincy Team Leads</p>	<p>School and Classroom Practices Leadership, Governance, and Human Resources Practices</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. Responsibility: Senior Administration, Principals, Staff <i>ICCT</i> <i>CRRP</i> <i>Deep Inquiry Learning</i></p>	<p>School and Classroom Practices</p>

Outcome	2017-2018 Planning	Equity Action Plan 2017
<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. Responsibility: Senior Administration, Principals, Staff</p> <p><i>Assessment and Evaluation Deep Inquiry Learning ICCT CRRP</i></p>	<p>School and Classroom Practices</p>
<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. Responsibility: Superintendents</p>	<p>Leadership, Governance, and Human Resources Practices</p> <p>School and Classroom Practices</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, Principals</p>	<p>School and Classroom Practices</p> <p>Data Collection, Integration, and Reporting</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. Responsibility: Senior Administration, Managers</p>	<p>School and Classroom Practices</p> <p>Data Collection, Integration, and Reporting</p>

Outcome	2017-2018 Planning	Equity Action Plan 2017
<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 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 <i>ICCT</i> <i>Deep Inquiry Learning</i> <i>CRRP</i></p>	<p>School and Classroom Practices</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 Administration, Principals</p> <p>School and board improvement plans include strategies and activities to support students who are vulnerable, disadvantaged, and marginalized. Responsibility: Senior Administration, Principals, Staff</p> <p><i>CBIPSAW</i> <i>CSIPSAW</i></p>	<p>Leadership, Governance, and Human Resources Practices</p> <p>School and Classroom Practices</p> <p>Data Collection, Integration, and Reporting</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. Responsibility: Director, Senior Administration</p> <p><i>Board Website</i></p>	<p>Leadership, Governance, and Human Resources Practices</p>

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