

BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure Equity and Inclusive Education	Administrative Procedure Number 701
Directional Policy 700-Equity and Inclusive Education	

Title of Administrative Procedure:

Equity and Inclusive Education

Date Approved:

May 2023

Projected Review Date:

May 2028

Directional Policy Alignment:

The Equity & Inclusive Education Administrative Procedure is aligned with and reflects key tenets of the [Equity and Inclusive Education Directional Policy 700](#). This Administrative Procedure informs the achievement of equitable and inclusive education through the identification and removal of structural and systemic barriers to student achievement, participation and well-being, and ensures a learning and working environment free from oppression, discrimination, bias and harassment. This Administrative Procedure further supports the [seven guiding principles of Ontario's Equity and Inclusive Education Strategy](#), that equity and inclusive education:

- is a foundation of excellence;
- meets individual needs;
- identifies and eliminates barriers;
- promotes a sense of belonging;
- involves the broad community;

- builds on and enhances previous and existing initiatives;
- is demonstrated throughout the system.

Alignment with Multi-Year Strategic Plan:

This Policy informs priorities under the [PVNCCDSB Board Vision, Mission and Strategic Priorities](#), particularly the goals of Inspiring Faith, Ensuring Equity, Valuing Relationships, Nurturing Mental Health & Wellbeing and Inspiring Excellence in Teaching and Learning.

Action Required:

[Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation](#), [Ontario's Equity and Inclusive Education Strategy \(The Strategy\)](#) and [Policy/Program Memorandum No. 119 \(2009\) "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools"](#) identify seven areas of focus for implementing equity and inclusive education. In accordance with the above policy documents, with adherence to the Guiding Principles of the Equity and Inclusive Education Strategy, and consistent with the [Ontario Human Rights Code \(the Code\)](#), each area of focus will serve to guide the actions of PVNCCDSB and its schools, in honouring its commitment to equity and inclusive education policy and administrative procedure development, implementation, monitoring and reporting.

Preamble:

The Board recognizes the importance of anti-racism and anti-oppressive policies in promoting and maintaining a Catholic educational and working environment which fosters racial and ethnocultural understanding.

The Board will ensure that its policy and procedure review cycle will result in the alignment with and integration of the requirements of [Directional Policy 700](#), this Administrative Procedure and the [Strategic Priorities](#) with all Board policies, programs, procedures, and practices. The perspectives of the Catholic school community will be reflected in all areas of the teaching, learning and administrative culture. The Board is committed to identifying and removing discriminatory biases and systemic barriers that may limit access to and opportunity for effective employment procedures for individuals from diverse communities and underrepresented people.

The Board is committed to serving staff, students, and families by incorporating the principles of equity and inclusive education and employment into all aspects of its policies, programs, procedures, and practices that are consistent with the [Human Rights Code](#) (OHRC), [Accessibility for Ontarians with Disabilities Act](#) (AODA), [Occupational Health & Safety Act](#) (OHSA), [Ontario Education Act](#), [Catholic Social Teachings](#) (namely, The Life and Dignity of the Human Person, Rights and Responsibilities, Option for the

Poor and Vulnerable, The Dignity of Work, The Rights of Workers and Solidarity) and the [Ontario Catholic Graduate Expectations](#).

Board Policies, Procedures and Programs

The Board will:

- establish the foundational framework that will inform the review and/or development and implementation of comprehensive equity and inclusive education and employment policies, programs, guidelines, and practices in a manner consistent with the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, [Anti-Racism Strategy](#), [Truth and Reconciliation](#), Ontario Catholic Graduate Expectations and Catholic Social Teachings;
- communicate the expectations of an equitable and inclusive school and work environment to all in partnership with the Board, up to and including, students, employees, parents/guardians, trustees and community members regarding equity and inclusive education and employment throughout the school board community (eg., Student Code of Conduct and Employee Handbook.);
- review existing equitable and inclusive employment policies and/or extend or develop such policies to fulfill the Board's legal obligation to be in compliance with existing regulations such as the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, Occupational Health & Safety Act, etc., that prohibit actions that discriminate against people based on a protected ground in a protected social area, up to and including, race, class, ethnicity, gender, gender expression, sexual orientation, disability, family status, religious and linguistic differences;
- ensure persons with a disability are accommodated appropriately and in a manner consistent with the Accessibility for Ontarians with Disabilities Act (AODA). This includes ensuring board materials are available in [accessible formats](#);
- identify and eliminate systemic biases that limit employment, including talent acquisition, development, mentorship, sponsorship, retention, promotion, and succession planning;
- support the schools' review of classroom strategies that promote schoolwide equity and inclusive education policies and practices specifically addressing areas of exclusion and discrimination protected under the Code (e.g., race, gender, disability);
- support schools' creation and/or inclusion of goals in the school improvement plans that are particular to equity;
- collect information needed to monitor the implementation of the Equity and Inclusion Education Policy by the board, including, but not limited to, the student census demographic survey and the staff census demographic survey and school climate survey;
- provide training to school and system leaders to facilitate an assessment of barriers and work towards the elimination of said barriers to ensure a more

welcoming place for students and staff across a broader spectrum of race, ethnicity, sexual orientation, gender and socio-economic backgrounds;

- ensure equitable recruitment and hiring practices to reflect Ontario's diverse society;
- investigate, in a thorough and timely manner, any claims of discrimination, inequity, and/or non-inclusionary practices, and take appropriate action, consistent with the principles of the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, Occupational Health and Safety Act and Ontario's Equity and Inclusive Education Strategy;
- provide an accessible reporting mechanism for all Board partners: students, staff, parents, and trustees;
- provide opportunities for the diverse school community, including students, staff parents, trustees and community members, to provide active input into Board policies and improvement plans on an ongoing basis, and;
- ensure all future policies, administrative procedures and guidelines are drafted and implemented in accordance with the [Directional Policy 700- Equity and Inclusive Education Policy](#);

Schools will:

- review existing policies, including Code of Conduct, to determine that it reflects the requirements of equity and inclusive education in the province of Ontario;
- review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way that students' work is assessed and evaluated;
- develop and implement strategies and opportunities to actively engage students, parents/guardians, staff and the wider community in the review, development, and implementation of initiatives to support and promote equity and inclusive education;
- ensure culturally relevant and responsive pedagogy to support the Board's pillars for student achievement and well-being of Being Creative, Being Well, and Being Community, and;
- implement board equity and inclusive education and employment policies, programs and school improvement plans that are consistent with the Ontario Human Rights Code, Accessibility for Ontarians with Disabilities Act, Occupational Health & Safety Act and Ontario's Equity and Inclusive Education Strategy and reflect the needs of diverse students and school communities.

Shared and Committed Leadership

Guided by the Board Improvement and Equity Pillar of Being Community, the Board engages in informed leadership that inspires, empowers, and supports all in partnership in our Catholic community in order to implement institutional practices and behaviours that cultivate an environment of equity and inclusion.

All partners in Catholic education, including community partners, parishes, and parents/guardians are responsible for preparing students to live and work successfully in a diverse society. The Board and schools will work with their educational partners to provide leadership that is responsive to, and reflective of, the diverse nature of Ontario's communities, and that is committed to identifying and removing systemic biases and systemic barriers to learning.

The Board is committed to providing informed shared leadership to improve student achievement and to close achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination.

The Board recognizes the critical connection between student leadership and improved student achievement and will strive to include student voice in all aspects of the implementation of equity and inclusive education.

The Board will:

- appoint a contact person to liaise with the Ministry and other Boards to share challenges, practices and resources;
- ensure the Human Resource Department, in partnership with relevant departments, will establish selection criteria for leadership positions that prioritize a demonstrated commitment, knowledge and skills related to equity and inclusive education implementation and inclusive leadership;
- ensure senior leaders work with department employees and school administrators to identify and remove barriers to achieving equitable and inclusive education and employment, and to uphold human rights and dignity, particularly anti-Black racism, truth and reconciliation and accessibility standards as per the Accessibility for Ontarians with Disabilities Act;
- provide ongoing training for all staff in the principles of human rights and their fundamental role in ensuring an equitable, safe and inclusive environment;
- provide extensive and ongoing education and training for students, employees, and trustees in implementing equity and inclusive education and leadership initiatives;
- establish a collaborative work and school culture where the collective capacities and voices of all stakeholders are used to develop and implement a board improvement and equity plan for student achievement and well-being in compliance with equity and inclusive education policies and procedures, and;
- develop initiatives such as a local Student Leadership Conference with student facilitators representing diverse voices and experiences.

Schools will:

- establish a collaborative school culture where the collective capacities and voices of all stakeholders are used to develop and implement school improvement and equity plans for student achievement and well-being in compliance with PVNCCDSB equity and inclusive education policies and procedures;

- proactively engage with students and staff who have been historically underserved within education and employment systems in order to reduce and/or eliminate achievement gaps and outcomes, and;
- promote equity minded student leadership related to issues of social justice.

School–Community Relationships

The Board recognizes that school-community relationships that enable representation and active engagement of parents and school community partners, and that are based on trust and mutual respect, are integral to creating and sustaining a positive school climate.

The Board recognizes that the effective review, development, implementation and monitoring of equity and inclusive education policies and practices requires the involvement of all members of the entire Catholic school community.

The Board further recognizes the importance of engaging specialized expertise in developing and implementing its equity and inclusive education policy. The Board will seek collaboration with and active engagement from students, parents, staff and other Catholic community partners to create and sustain a positive school climate that supports student achievement.

The Board will identify, examine and remove any barriers that exist, which are part of systemic discrimination under the Code and Accessibility for Ontarians with Disabilities Act, that prevent full participation in school-community relations.

The Board will:

- develop a database of information that establishes the diversity of communities based on self-identification (for example, student/staff demographic census surveys);
- review and/or initiate tools including, student census, staff census and school climate survey, to determine students' and employees' views on school and work environments and use findings to inform relevant and responsive next steps;
- take proactive steps to ensure that existing committees represent the diversity of the Board and wider communities;
- review and deepen existing partnerships to ensure they reflect the principles of equity and inclusive education;
- expand the Board's efforts to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members and various community organizations, including business groups, to ensure inclusion;
- establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community benefiting from enhanced opportunities for greater access to Board initiatives;

- identify under-represented communities and facilitate their participation with and involvement in Board activities;
- engage all community members in forums to listen, address concerns and hear suggestions, and;
- gather and use the knowledge, skills, and experience of Board community partners to enrich the educational and career experiences of staff, students, and volunteers.

Schools will:

- develop and sustain partnerships with, and outreach to, parents/guardians, caregivers, and communities, in order to increase representation of historically under-represented groups as a result of systemic exclusion;
- consult and engage with these individuals and groups, in developing, implementing, and reviewing policies and procedures, including Safe and Accepting Schools, Dress Codes, Code of Conduct, recruitment and retention practices;
- review the structures of existing committees and partnerships to ensure they reflect the requirements and principles of equity and inclusive education, anti-Black racism, human rights, accessibility, and truth and reconciliation;
- identify and remove barriers for community groups (that offer services to student populations who are under-represented as a result of systemic exclusion) to serve as partners on Board Committees, and;
- ensure that information for parents/guardians and communities about instructional activities, school and board policies, programs, procedures and services is provided in a timely manner, in [accessible formats](#), and translated where necessary into the diverse languages of the community.

Inclusive Curriculum and Assessment Practices

Students need to feel engaged in and empowered by what they are learning, supported by teachers and employees, and welcome in their learning environment. The Board will review curriculum and resources, instruction, and assessment/evaluation practices in order to eliminate stereotypes, discriminatory biases, and systemic barriers, thereby ensuring equity of opportunity and access for each student. The Board will ensure the implementation of an inclusive curriculum supported by resources and instructional strategies and assessment and evaluation practices that reflect the diverse needs of all students.

Students must be taught about the impact of colonialism on education, represented in the curriculum and heard throughout the assessment and evaluation process. Students' voice is fundamental in the planning for instruction and the accuracy of assessment. The Board is committed to implementing an inclusive Catholic curriculum and to reviewing resources, instruction, and assessment and evaluation practices in order to

identify and address discriminatory biases so that all students may be adequately supported in reaching their learning potential.

As part of its commitment to Truth and Reconciliation, the Board will:

- provide age-appropriate curriculum on residential schools, Treaties, and Indigenous Peoples' historical and contemporary contributions to Canada, as a mandatory education requirement for all students;¹
- develop and implement curriculum and learning resources on Indigenous Peoples in Canadian history, and the history and legacy of residential schools;²
- share information and best practices on teaching curriculum related to residential schools and Indigenous history;³
- build student capacity for intercultural understanding, empathy, and mutual respect;⁴
- provide professional development to teachers relating to the above, and;⁵
- advise teaching staff to avoid cultural appropriation, and to consult with Indigenous Peoples, including Elders and communities when teaching about Indigenous cultures, traditional knowledge and practices, spirituality or world views.

The Board will:

- provide anti-racist pedagogy training for administrators and employees directly connected to curriculum delivery and student learning experiences;
- provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives. Students should be able to see themselves represented in the curriculum, programs, and culture of the school;
- ensure that culturally relevant teaching is used to assist students to access content and learning opportunities;
- implement the principles of universal design for learning and differentiated instruction across curricular subjects and strands;
- review resources, instruction, and assessment and evaluation practices to identify and remove stereotypes, discriminatory biases, and systemic barriers;
- provide classroom and school resources and learning materials, in [accessible formats](#), that reflect diversity (eg., ethnicity, culture, race, religion, etc.), and;
- support schools' reviews of classroom strategies that promote school-wide equity and inclusive education policies and practices specifically addressing areas of discrimination under the Ontario Human Rights Code and Ontario's Equity and Inclusive Education Strategy;

Schools will:

¹ TRC Call to Action, Recommendation 62.

² TRC Call to Action, Recommendation 63.

³ TRC Call to Action, Recommendation 63.

⁴ TRC Call to Action, Recommendation 63.

⁵ TRC Call to Action, Recommendation 63.

- review student assessment and evaluation policies and practices to identify and address systemic biases that may exist in the way students' work is assessed and evaluated; furthermore, the principles of such a review will be consistent with the Ontario Human Rights Code and Ontario's Equity and Inclusive Education Strategy;
- build student capacity for intercultural understanding, empathy, and mutual respect;
- provide for assessment and evaluation to support growth and learning, with the belief that every student can be successful given the appropriate time, support, accommodations and/or modifications and/or alternative programming as needed;
- provide education and training based on the belief that all students can learn. This belief will be reflected in: the expectations of students' assessment and evaluation practices; destreamed and academic pathway options; and other culturally responsive counseling practices;
- review classroom strategies that promote school-wide equity and inclusive education policies and practices;
- provide a learning environment that recognizes and supports a variety of student learning styles or preferred learning modalities;
- provide for consistent monitoring of the growth of students who have an Individual Education Plan, and/or are Multilingual Learners, to meet the specific needs of students through effective programming based on best practices in assessment;
- ensure required accommodations and modifications are in place to assist the student in accessing the curriculum;
- provide an education program for students who have Multilingual learning needs that aligns with their specific needs and provides equity of access to the curriculum;
- provide access to and use of assistive technologies for students who require accommodations to access the curriculum, and support achievement and success;
- engage students as active participants in their learning (e.g. students seeing and hearing themselves in the curriculum; gender specific teaching practices; culturally relevant and responsive pedagogy; research based practices in assessment and evaluation);
- explore the roles and contributions of all peoples in Canada and the factors that shaped these roles;
- encourage open and respectful discussion of the prohibited grounds of discrimination under the Ontario Human Rights Code in society, the community, and the school;
- present, without bias and with respect, the customs, lifestyles and traditions of Indigenous peoples and peoples of various races, creeds and cultures, and;
- examine learning materials so that issues about bias, prejudice and discrimination are raised and discussion is promoted at appropriate age levels.

Religious Accommodation

The Board acknowledges each individual's right to exercise their religious or creed beliefs or practices, free from discrimination or harassment. The Board will provide religious accommodations, in accordance with the Ontario Human Rights Code, as set out in the Board's [Religious Accommodation Guide](#). Committed to the mission of the Church, the Board provides a learning and working environment in which all individuals are treated with respect and dignity regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or disability, in accordance with the Ontario Human Rights Code and [Ministry Policy/Program Memorandum No. 108](#). Within the framework of Gospel Values, traditions, and the Board's denominational rights and in recognition of this diversity, the Board will provide reasonable accommodation for students' and staffs' religious beliefs and practices.

The Board will:

- support understanding and acceptance for diverse religious observations, practices and related accommodations by offering professional learning to employees and trustees;
- ensure that the [Religious Accommodation Administrative Procedure](#) in keeping with the Ontario Human Rights Code (which prohibits discrimination on the grounds of creed, and other Code protected grounds, and provides a duty to accommodate) is implemented and reviewed in consultation with students, parents, caregivers, employees, and community members, and;
- inform students and their parent(s)/guardian(s) and staff of their right to request an accommodation for religious beliefs and practices.

Schools will:

- revise/implement their religious accommodation practices to align with the board's [Religious Accommodation Procedure](#), to provide religious accommodation for students and staff consistent with the Ontario Human Rights Code and Ontario's Equity and Inclusive Education Strategy, and;
- promote attitudes that respect the spiritual life and religious expression of all peoples.

School Climate and the Prevention of Discrimination and Harassment

The Board believes that a positive school climate is one in which all members of the school community feel safe, included and accepted, and actively promote and support positive behaviours and interactions. Students should see themselves reflected in their educators and learning environments and should be actively engaged in their learning.

The board is committed to the principle that every person is entitled to work and/or learn in a respectful, positive, working and learning environment, free from all forms of discrimination, harassment, and exclusion.

The Board will:

- require schools to conduct anonymous school climate surveys of their students, staff and the parents/guardians of their students at least once every two years, in accordance with requirements outlined in [PPM 144 – Bullying Prevention and Intervention](#) as regular school and board monitoring of school climate is essential. Monitoring the data from these surveys will help to identify needed areas of focus and opportunities to enhance school climate;
- implement strategies to identify and address discriminatory barriers that limit engagement by students, parents/guardians, and the community, so that diverse groups and the broader community have board-level representation and access to board initiatives;
- implement procedures that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable boards to respond in a timely and effective manner as required in [PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour](#);
- promote positive behaviour through proactive programs to reduce suspensions and expulsions and as required by [PPM 144 – Bullying Prevention and Intervention](#) and [PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour](#);
- promote a positive school climate that is free from discrimination and harassment, and that is inclusive and accepting of all students;⁶
- establish transparent and accessible processes for students, employees, parents, caregivers and community groups to raise concerns about unfair or inequitable treatment within the board, and to report incidents of racism, discrimination, and harassment without fear of intimidation or reprisals. The Board will investigate and respond to all concerns and complaints fairly and in a timely manner;
- analyze school climate data and demographic census data to identify barriers, to measure the success of prevention programs and to prioritize areas of focus for Board and school improvement and equity plans;
- ensure the use of progressive discipline practices, which may include peer mediation and restorative practices;
- ensure that physical learning and working environments are co-planned and co-constructed by a diverse representation of students and employees;
- provide culturally responsive mental health services to students and employees, and;
- support students and employees who request to establish or participate in affinity groups, such as Black Student Associations, Muslim Student Associations and other such associations.

⁶ Education Act, s. 169.1(1)(a.1), and added “that is free from discrimination and harassment”.

Schools will:

- ensure that codes of conduct are revised to address all forms of racism, discrimination, and harassment;
- ensure the use of progressive discipline including peer mediation and restorative justice;
- welcome, respect and validate the contributions of all students, parents, and other members of the school community;
- ensure that every student is supported as outlined in [Student Success](#) strategies, [Learning for All](#) and other applicable legislation, and is inspired to succeed in a supportive, inclusive school community that ensures a culture of belonging;
- ensure that the established Board procedure will enable students and staff to report incidents of harassment and discrimination safely and to have confidence that they will receive a timely and appropriate response in accordance with the requirements of [Bill 157](#), and;
- ensure that all information about the new or revised procedures involving equity and inclusive education is communicated to all students, staff, families, and others in the school community.

Professional Learning

The Board recognizes that professional learning activities that are ongoing, based on evidence, and focused on positive outcomes can contribute to equitable and inclusive education. Changing individual and collective behaviour, as well as organizational and institutional practices, will help to ensure that the education system is free from discrimination. The Board is committed to providing the school community, including students, staff and community members with opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the Code.

The Board will:

- collaborate with schools to review and revise classroom strategies that promote school-wide equity and inclusive education policies and practices, including how to respond to racism and other forms of oppression;
- provide opportunities for employees and trustees to participate in ongoing education, professional learning, and leadership initiatives related to equity and inclusive education, anti-racism, human rights, and truth and reconciliation informed by Catholic Social Teaching. The Board will identify and engage external and internal resource persons to provide this professional learning;
- provide anti-racism and anti-discrimination training that promotes respect and courtesy in all interactions, virtuous conduct, including training in prevention and early intervention strategies;
- share current research and effective practices about destreaming to eliminate barriers to academic pathways for all students, particularly those from equity seeking groups, and;

- ensure that training includes information on cross-cultural differences and promotes a deeper understanding of exceptionalities and of how to mitigate discipline, in light of its effect on students with disabilities.

Schools will:

- review classroom strategies and revise them as needed to ensure that they are aligned with and reflect board-wide equity and inclusive education policies;
- promote collaboration among staff to select and implement best practices in equity and inclusive education;
- build staff capacity through ongoing professional learning that is based on needs determined through results-oriented and evidence-based research;
- encourage and support students in their efforts to promote social justice, equity, inclusion, anti-racism, and anti-discrimination in schools and classrooms, and;
- develop Equity initiatives, in collaboration with staff, students and community members (e.g., Equity Walks) and provide timely and specific feedback that will further school-wide equitable practices.

Accountability and Transparency

The Board values ongoing and open communication to ensure students, employees, parents, caregivers and communities are informed of the Board's goals and progress in implementing this Administrative Procedure. The Board is committed to assessing and monitoring its progress in implementing [The Ministry of Education's Equity and Inclusive Education Strategy](#).

The Board will:

- embed the principles of equity and inclusive education into all Board policies, programs, guidelines, and practices;
- ensure that Board and School Improvement and Equity Plans, and the Board's Multi-year Strategic Plan reflect equity and inclusive education principles, and are developed in consultation with students, parents, caregivers, employees, and community members;
- develop performance indicators, compliance and reporting mechanisms, data collection and tracking to monitor progress of this Policy. The Board will use school climate data and demographic census data to identify and remove systemic barriers;
- ensure that annual progress reports, including results on the implementation of this Policy, are made available to students, employees, parents, caregivers and communities. The Board will post this Policy and progress reports on its website;
- seek and use feedback to improve the Equity and Inclusive Education policy, in the spirit of continuous improvement;
- engage Board and school teams in Board Improvement Equity Planning with particular emphasis on using data to identify and remove barriers to student achievement, to raise awareness about discriminatory practices and to

encourage conversations and collaborative actions about racism and other equity issues;

- establish processes to monitor progress and assess effectiveness of policies, programs, and procedures, using an intersectionality lens;
- ensure the transparency of the [Identification Placement and Review Committee \(IPRC\) process](#), to inform and support parents through this process.

Schools will:

- intervene at all levels to ensure the achievement and success of all students;
- develop and communicate evidence-based School Improvement and Equity Plan goals that are aligned with [Ontario's Equity and Inclusive Education Strategy](#);
- review and establish self-reflection and self-assessment tools to determine the effectiveness of the school's plans and procedures, using an intersectionality lens.

Responsibilities:

The Board of Trustees are responsible for:

- reviewing this Administrative Procedure as part of its regular policy and procedure review cycle.

The Director of Education is responsible for:

- designating resources for ensuring the implementation of and compliance with this Administrative Procedure;
- ensuring a working environment free from discrimination and harassment, and;
- publishing the Director of Education's Annual Report to inform the Ministry of Education and the local community about the Board's progress in meeting its strategic goals.

The Superintendent of Equity is responsible for:

- providing direction and support for equity and inclusive education across the system and ensuring the effective implementation of this Administrative Procedure;
- acting as the contact person to liaise with the Ministry of Education and other school boards to share challenges, promising practices, and resources;
- collaboratively leading the development, implementation and review of administrative procedures and practices aligned with the Equity and Inclusive Education Administrative Procedure;
- providing leadership and resources to the Faith and Equity Advisory Committee;
- supporting training and resources for school and system leaders (e.g., Administrators, Teachers, Support Staff) to facilitate awareness and understanding of this Administrative Procedure and the implementation of leadership initiatives, and;

- ensuring the prompt investigation and satisfactory resolution of discrimination and harassment complaints, in conjunction with the appropriate Family of Schools Superintendent 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 the implementation of equity and inclusive education;
- providing ongoing training to school and system leaders on equitable approaches to hiring, recruitment, talent development, promotion, mentoring, performance appraisal and succession planning, and;
- ensuring the prompt investigation and satisfactory resolution of discrimination and harassment complaints, in conjunction with the appropriate Family of Schools Superintendent and Superintendent of Equity, as required.

Superintendent of Special Education is responsible for:

- 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 education needs.

Superintendents of Schools and System Portfolios are responsible for:

- identifying and removing discriminatory biases and systemic barriers to learning and working;
- ensuring a working environment free from discrimination and harassment;
- engaging students, parents, guardians and community members in Board Improvement and Equity planning with particular emphasis on using disaggregated demographic data to identify and remove barriers to student achievement;
- ensuring that the principles of equity and inclusive education are incorporated and modelled in professional learning activities, programs and progressive discipline;
- raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives, and;
- including in their performance appraisals at least one performance goal related to eliminating systemic inequities in relation to student variables (e.g., suspension, expulsion, graduation rate) as revealed by student demographic data collection, and at least one performance goal related to attending to workforce issues of

diversity and fairness in recruitment, hiring and placements, as revealed by workforce demographic data collection.⁷

Managers are responsible for:

- providing leadership, management and support for the members of their departments in the knowledge, understanding, and implementation of this Administrative Procedure;
- ensuring a working environment free from discrimination and harassment;
- raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives, and;
- working collaboratively with the Superintendent of Equity to develop administrative procedures that align with this Administrative Procedure.

Communication Services is responsible for:

- raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives;
- ensuring a working environment free from discrimination and harassment, and;
- working collaboratively with the Superintendent of Equity to develop a system-wide communications plan focused on building knowledge and understanding with students, employees, parents, caregivers and community members on this Administrative Procedure, to support its effective implementation.

Principals and Vice Principals are responsible for:

- establishing goals and plans to implement this Administrative Procedure, in consultation with employees, students, parents, caregivers and the community;
- embedding equity and inclusive education, anti-racism, human rights, and truth and reconciliation into the School Improvement and Equity Plan;
- raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives;
- developing strategies to engage students, parents, caregivers, and communities in the school community who are under-represented as a result of systemic exclusion;
- promoting student leadership opportunities and actively engaging students in initiatives with a focus on equity and inclusive education, anti-racism, human rights, and truth and reconciliation;
- ensuring a working environment free from discrimination and harassment, and;
- ensuring that accommodations for students, employees and community members are consistent with this Administrative Procedure.

⁷ Rationale for Performance Indicators in the Board Improvement and Equity Plan, 20 September 2021.

Teachers are responsible for:

- teaching age-appropriate curriculum on residential schools, Treaties, and the historical and contemporary contributions of First Nations, Inuit and Métis Peoples to Canada;⁸
- ensuring that instructional resources, strategies, as well as assessment and evaluation practices, are in accordance with the Board's Mission and Vision, equity and inclusive education, anti-racism, human rights, and truth and reconciliation;
- developing and promoting initiatives that support and promote diversity of student voice and experience, especially students who are under-represented as a result of systemic exclusion;
- encouraging and supporting students in their efforts to promote Catholic social justice, equity, inclusion and diversity in schools and classrooms;
- providing religious accommodation, in consultation with the principal and in accordance with the Board's [Religious Accommodation Administrative Procedure](#);
- ensuring a working environment free from discrimination and harassment;
- raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives, and;
- complying with [Ontario Regulation 437/97: Professional Misconduct](#), in particular s. 1(28), that states that professional misconduct includes "Making remarks or engaging in behaviours that expose any person or class of persons to hatred on the basis of a prohibited ground of discrimination under Part I of the Human Rights Code", and;
- actively communicating with students to hear their ideas/concerns related to equity and inclusive education.

Employees are responsible for:

- implementing practices and strategies to ensure a positive school climate, free from discrimination and harassment, where all members of the community feel safe, included and accepted;
- promoting initiatives that support and promote diversity of student voice and experience, especially students who are under-represented as a result of systemic exclusion;
- ensuring a working environment free from discrimination and harassment, and;
- raising awareness about discriminatory practices and encouraging collaborative dialogue about equity and inclusion actions and/or initiatives.

⁸ [Call to Action 62\(i\)](#).

Parents and Caregivers are responsible for:

- informing the Principal of the need for accommodations;
- inquiring about community supports and resources, and;
- ensuring a working/learning environment at school or on the school grounds that is free from discrimination and harassment.

Students are responsible for:

- informing the Principal of the need for accommodations;
- providing input and sharing student voice for system decisions;
- acting as a positive peer influencer by facilitating positive discussions about Faith and Equity with their classmates;
- ensuring a learning environment at school or on the school grounds that is free from discrimination and harassment, and;
- actively communicating their ideas/concerns to their teachers and peers.

Progress Indicators:

- Data related to equitable access to pathways, high-quality, inclusive curricula and instruction;
- Data related to equitable access to supportive school and classroom environments', and;
- Data related to learning and engagement.

Definitions:

- **2SLGBTQIA+**: an acronym for Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, and Asexual Plus.
- **Accessibility Standard**: a rule that persons and organizations have to follow to identify, remove and prevent barriers.
- **Accommodation**: an adjustment made to policies, programs, guidelines, or practices, including adjustments to physical settings and various types of criteria, that enables individuals to benefit from and take part in the provision of services equally and to participate equally and perform to the best of their ability in the workplace or an 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 or other factors.
- **Anti-racism**: a proactive course of action to identify, remove, prevent, and mitigate the racially inequitable outcomes and power imbalances between

dominant and disadvantaged groups and the structures that sustain these inequities. It recognizes the historic nature and cultural contexts of racism, and focuses critically on systemic racism. Anti-racism aims to ensure the absence of unfair treatment, which includes exclusionary or discriminatory practices.

Anti-racist education: an approach that integrates the perspectives of Indigenous and racialized communities into an educational system and its practices.

Anti-racist education seeks to identify and change educational policies, procedures, and practices that may foster racism, as well as the racist attitudes and behaviours that underlie and reinforce such policies and practices. It provides teachers and students with the knowledge and skills that will enable them to critically examine issues related to racism, power, and privilege.

Anti-racist education promotes the removal of discriminatory biases and systemic barriers based on race.

- **Anti-oppression:** strategies, theories, and actions that challenge social and historical inequalities/injustices that have become part of our systems and institutions and allow certain groups to dominate over others.
- **Barriers:** 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.
- **Caregiver:** an individual involved in a caring and commitment relationship that may be ongoing, long-term, significant and where responsibilities have shifted to a non-family member (Ontario Human Rights Commission, Defining Family Status). The meaning of caregiver must be consistent with how First Nations, Inuit and Métis Peoples conceptualize caregivers.
- **Culturally relevant teaching:** teaching that integrates a student's background knowledge and prior home and community experiences into the curriculum and the teaching and learning experiences that take place in the classroom. There are three central tenets underpinning this pedagogy: (1) holding high expectations for all students, (2) assisting students in the development of cultural competence and (3) guiding students to develop a critical cultural consciousness. In this student-centred framework, the uniqueness of each student is not just acknowledged, but nurtured.
- **Creed:** one of the prohibited grounds of discrimination in the Ontario Human Rights Code, (OHRC), interpreted by the Ontario Human Rights Commission to mean "religious creed" or "religion". Creed is "a professed system and confession of faith, including both beliefs and observances or worship" that is "sincerely held" and includes non-deistic belief systems. Creed does not include "secular, moral, or ethical beliefs or political convictions" or "religions that promote violence or hate towards others or that violate criminal law". Individuals who do not belong to a religion or practice any specific faith are also protected by the Ontario Human Rights Code.

- **Discrimination:** unfair or prejudicial treatment of individuals or groups on the basis of grounds set out in the Ontario Human Rights Code (e.g., race, sexual orientation, disability) or on the basis of other factors. Discrimination, whether intentional or unintentional, has the effect 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, ancestry, culture, ethnicity, gender, gender identity, gender expression, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socioeconomic 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.
- **Equity Walk:** the purpose of equity walks is to sharpen & focus the instructional leadership lens and allow the gathering of observational data to confirm or challenge assumptions regarding school improvement and equity in the building(s). Equity walks support ongoing monitoring of implementation. The observational data remains tacit unless there is specific collegial feedback to staff to engage them in reflecting on instruction and assessment.
- **Ethnicity:** the shared national, ethnocultural, racial, linguistic, and/or religious heritage of a group of people, whether or not they live in their country of origin.
- **Gender:** a term that refers to those characteristics of women and men that are socially constructed.
- **Gender Expression:** is how a person publicly expresses or presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person's chosen name and pronoun are also common ways of expressing gender. Others perceive a person's gender through these attributes. [Gender identity and gender expression | Ontario Human Rights Commission \(ohrc.on.ca\)](https://www.ohrc.on.ca/en/gender-identity-and-gender-expression)
- **Gender Identity:** a person's sense of self, with respect to being male or female. Gender identity is different from sexual orientation, and may be different from birth assigned sex. (Refer to the OHRC's Policy on Discrimination and Harassment because of Gender Identity, at [www.ohrc.on.ca](https://www.ohrc.on.ca/en/gender-identity))
- **Harassment:** engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. Harassment is a form of discrimination that may include unwelcome attention and remarks, jokes, threats, name-calling, touching, or other behaviour (including the display of pictures) that insults, offends, or demeans someone because of their identity. Harassment involves conduct or comments that are known to be, or should reasonably be known to be, offensive, inappropriate, intimidating, and hostile.

- **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, in which diversity is honoured and all individuals are respected.
- **Intersectionality:** the overlapping, in the context of an individual or group, of two or more prohibited grounds of discrimination under the Ontario Human Rights Code, or other factors, which may result in additional biases or barriers to equity for that individual or group.
- **Positive school climate:** the school climate may be defined as the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect.
- **Progressive discipline:** a whole-school approach that uses a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour, as well as a variety of strategies to promote and foster positive behaviours. Disciplinary measures are applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.
- **Race:** Socially constructed differences among people based on characteristics such as accent or manner of speech, name, clothing, diet, beliefs and practices, leisure preferences, places of origin and so forth. The process of social construction of race is called racialization: “the process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life.” <https://www.ohrc.on.ca/>
- **Racialized group:** a group of people who may experience social inequities on the basis of race, colour, and/or ethnicity, and who may be subjected to differential treatment.
- **Racism:** Racism is an ideology that either directly or indirectly asserts that one group is inherently superior to others. It can be openly displayed in racial jokes and slurs or hate crimes but it can be more deeply rooted in attitudes, values and stereotypical beliefs. In some cases, these are unconsciously held and have become deeply embedded in systems and institutions that have evolved over time. Racism operates at a number of levels, in particular, individual, systemic and societal. See <https://www.ohrc.on.ca/>.
- **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 who wish not to participate in any form of religious observance.
- **Sexual Orientation:** a person’s sense of sexual attraction to people of the same sex, the opposite sex, or both sexes.

- **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.

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