



Administrative Procedure: Equity and Inclusive Education

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1.0 Equity and Inclusive Education

1.1 The Board Will:

- 1.1.1 Establish the foundational framework that will inform their review and/or development and implementation of a comprehensive equity and inclusive education policy that recognizes and eliminates biases related to race, class, ethnicity, gender, sexual orientation, disability, family status, religion and linguistic differences as well as socio-economic factors.
- 1.1.2 Review existing equity and inclusive education policies and/or extend or develop such policies to fulfill the requirements of existing regulations, the

Strategy, Policy/Program Memorandum No. 119, and the Ontario Human Rights Code, in accordance with the denominational rights afforded to the Catholic school system.

- 1.1.3 Ensure that principles of equity and inclusive education permeate and are explicitly stated in all Board policies, programs, guidelines, operations, practices, and Board improvement plans.
 - 1.1.4 Ensure all future policies, guidelines and practices are drafted and implemented in accordance with the Board's equity and inclusive education policy.
 - 1.1.5 Collect information needed to monitor the effects of the implementation of the Equity and Inclusion Education policy by the Board.
 - 1.1.6 Ensure all persons with disabilities are accommodated appropriately and in a manner consistent with the Code.
 - 1.1.7 Provide support for school and system leaders to facilitate equitable recruitment and hiring to reflect Ontario's diverse society.
 - 1.1.8 Provide opportunities for the diverse school community, including students, staff, parents and/or guardians, trustees and community members, to provide active input into Board policies and improvement plans.
 - 1.1.9 Follow procedures outlined in Administrative Procedure - Equity & Safety 315, AP-ES 315 to enable students and staff to report incidents of discrimination and harassment safely and that will also enable Boards to respond in a timely manner.
 - 1.1.10 Promote respect and maintain and advocate for an inclusive school for all students regardless of race, gender, religion, gender identity or expressions, ethnic background, socio-economic class, ability or sexual orientation.
- 1.2 **Our Schools Will:**
- 1.2.1 Review existing school policies, for example, codes of conduct, to determine that they reflect the principles of equity and inclusive education.
 - 1.2.2 Extend, develop, and implement strategies to actively engage students,

parents and/or guardians, families, and the wider community in the review, development, and implementation of initiatives to support and promote equity and inclusive education.

- 1.2.3 Implement Board equity and inclusive education policies, programs and school improvement plans consistent with the Code and that reflect the needs of their diverse Catholic school community.

2.0 Shared and Committed Leadership

- 2.0.1 The Board subscribes to an informed leadership philosophy that inspires, empowers, and supports all stakeholders in our Catholic community to join together to implement institutional practices and behaviours that cultivate equity and inclusion.
- 2.0.2 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.
- 2.0.3 The Board recognizes the critical connection between student leadership and improved student achievement and will strive to include the student voice in all aspects of the implementation of equity and inclusive education.
- 2.0.4 In accordance with the Ministry's Ontario Leadership Strategy, effective Board and school leaders will encourage and promote a collaborative approach to all dimensions of equity and inclusive education, which ensures the participation of all community partners.
- 2.0.5 The Board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized and their needs are met.

2.1 The Board Will:

- 2.1.1 Share in the life and mission of the Church by developing a system plan to build and sustain Board and staff capacity in the areas of equity and inclusive education in curriculum and instruction, human resources and governance.
- 2.1.2 Appoint a Superintendent of Education to liaise with the Ministry and other Boards to share challenges, promising practices and resources.

- 2.1.3 Provide extensive and ongoing education and training for students, administrators, teachers, employees and trustees in implementing equity and inclusive education and leadership initiatives.
- 2.1.4 Establish selection criteria for leadership positions that prioritize demonstrated commitment, knowledge and skills related to equity and inclusive education implementation and inclusive leadership, and consistent with proactive Code compliance.
- 2.1.5 Provide ongoing professional development for all employees that reflects comprehensive attention to the principles of human rights and their fundamental role in an equitable and inclusive environment.
- 2.1.6 Strive to ensure that members of communities that are underserved and/or marginalized are included in the shared leadership.
- 2.1.7 Establish a collaborative culture where the collective capabilities and voices of all stakeholders are used to develop and implement equity and inclusive education goals.
- 2.1.8 Promote equity-minded student leadership related to issues of social justice.
- 2.1.9 Develop initiatives such as Student Leadership opportunities in equity with student and adult facilitators representing diverse voices and experiences.
- 2.1.10 Demonstrate leadership in setting the tone for the positive and proactive implementation of the Equity Strategy within the school.

3.0 School-Community Relationships

- 3.0.1 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.
- 3.0.2 The Board will seek collaboration with and active engagement from students, parents and/or guardians, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement.

- 3.0.3 The Board will identify, examine, and remove any barriers that exist, that are part of systemic discrimination under the Code, and that prevent full participatory school-community relations.
- 3.0.4 The Board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students, families, and staff are recognized.
- 3.0.5 As part of our effort to encourage inclusivity and respect for diversity, we have responded to the need for all gender washrooms at all schools to meet the needs of all of our students including LGBTQIS2 students and other individuals who do not identify with traditional gender stereotypes. Part of this commitment includes making all gender washrooms accessible to individuals who need them.

3.1 The Board Will:

- 3.1.1 Review and/or initiate tools, for example, school climate surveys, to determine stakeholders' views on the school environment and act upon relevant next steps.
- 3.1.2 Take proactive steps to enhance existing Board committees to represent the diversity of the wider community.
- 3.1.3 Review and deepen existing community partnerships to ensure that they reflect the principles of equity and inclusive education.
- 3.1.4 Expand community efforts to foster new partnerships that engage a cross-section of diverse students, parents and/or guardians, staff, community members and various community organizations, including business groups, to ensure inclusion.
- 3.1.5 Establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community from benefiting from enhanced opportunities for Board representation and greater access to Board initiatives.
- 3.1.6 Identify under-represented communities and facilitate their participation and involvement in Board activities.
- 3.1.7 Gather and use the knowledge, skills, and experience of Board community partners to enrich the total educational and career experiences of staff, students, and volunteers.

3.2 Our Schools Will:

- 3.2.1 Implement strategies to review existing community partnerships to ensure that they reflect the diversity of the broader community.
- 3.2.2 Invite and support representation of diverse groups on school committees, including school improvement planning.
- 3.2.3 Engage stakeholders to listen and address concerns and suggestions.
- 3.2.4 Reflect the approaches described above in their outreach to the broader community.

4.0 Inclusive Curriculum and Assessment Practices

- 4.0.1 When we consider inclusive curriculum and assessment practices, we need to consider both the “how” and the “what”. What we bring to students in terms of content is as important as the way it is delivered. We must consider both what is said and what is not said, as it is known that our students learn both the explicit and hidden curricula. Both in its content and methodology, inclusive curriculum seeks to recognize our commitment to Catholic values and our respect for all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.
 - 4.0.2 Effective evaluation includes researched best practices that truly reflect the current level of achievement of the student. Multiple opportunities for assessment allow for student learning and accuracy of assessment and instruction.
 - 4.0.3 Students must be represented in the curriculum and heard in the assessment and evaluation. Students’ voice is fundamental in the planning for instruction and the accuracy of assessment.
 - 4.0.4 The Board is committed to implementing an inclusive curriculum based on Catholic values and to reviewing resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.
- 4.1 **The Board Will:**

- 4.1.1 Review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated in order to reduce the achievement gap. The principles of such a review will be consistent with the Code.
- 4.1.2 Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices specifically addressing areas of discrimination (e.g. race, gender, disability).

4.2 Our Schools Will:

- 4.2.1 Review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated; the principles of such a review will be consistent with the Code.
- 4.2.2 Provide students and staff with authentic, relevant opportunities to learn about diverse histories, cultures and perspectives.
- 4.2.3 Ensure that assessment and evaluation support growth and learning, with the belief that each and every student can achieve and be successful given the appropriate time and support.
- 4.2.4 Provide education and training based on the belief that all students can learn and ensure that it is reflected in expectations of students' assessment and evaluation practices, counselling about available program options, and other counselling practices.
- 4.2.5 Use a variety of assessment strategies and instruments to inform short-term and long-term planning to reduce gaps in student achievement and improve student learning.
- 4.2.6 Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
- 4.2.7 Provide multiple opportunities for assessment (self, peer, teacher, and/or parent and/or guardian/student and teacher interviews/conferences).
- 4.2.8 Adjust instruction based on the results of formative assessment. Feedback to students must be specific, timely and promote further learning.

- 4.2.9 Ensure collaborative learning structures recognizing the variety of learning styles and multiple intelligences.
- 4.2.10 Ensure consistent monitoring of the growth of students who are on Individual Education Plans and/or are English Language Learners to ensure that the specific needs of students are addressed through the accuracy of programming based on best practices in assessment; all needed accommodations and modifications must be in place to assist the student in accessing the curriculum.
- 4.2.11 Ensure all students who have English language learning needs receive an education program that closely aligns with their specific needs and that ensures equity of access to the curriculum.
- 4.2.12 Ensure parents and/or guardians (and students where appropriate) are actively involved in identification and placement decisions, including those required by the Board Identification, Placement and Review Committee (IPRC).
- 4.2.13 Ensure access and use of assistive technologies for students who require accommodations to support achievement and success.
- 4.2.14 Improve student learning and achievement through the use of differentiated products (e.g. an oral response for a reading comprehension task or a mind map in lieu of an essay or a dramatic performance that demonstrates the student's learning).
- 4.2.15 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).
- 4.2.16 Review and reflect upon classroom practices and revise them as needed to help ensure that they are aligned with school-wide equity and inclusive education policies.
- 4.2.17 Make certain that resources and instructional strategies are in accordance with Catholic teachings and in compliance with the provisions of the Code with respect to the prohibited grounds of discrimination; show people of different races, genders, and ages in non-stereotypical settings, occupations, and activities; explore the roles and contributions of all peoples in Canada, and the factors that shaped these roles; encourage

open discussion of the prohibited grounds of discrimination under the Code (e.g. race, gender, disability) in society, the community, and the school.

5.0 Religious Accommodation

- 5.0.1 Committed to the mission of the Catholic 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 (01/12/89).
- 5.0.2 Within the framework of gospel values, traditions, and the Board's denominational rights, in recognition of this diversity, the Board will attempt to provide reasonable accommodation for students' and staffs' religious beliefs and practices, while also protecting its denominational rights.
- 5.0.3 The Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system.

5.1 The Board Will:

- 5.1.1 Consult with a variety of individuals and groups who represent the religious diversity of the Board in the development and implementation of this policy.
- 5.1.2 Inform students and their parents and/or guardians and staff of their right to request accommodation for religious beliefs and practices.
- 5.1.3 Prepare a religious accommodation guideline in keeping with the Code, and consistent with its denominational rights, which prohibits discrimination on the grounds of creed, and other Code protected grounds, and provides a duty to accommodate.
- 5.1.4 Provide religious accommodation for students and staff, where reasonable and consistent with the Code. [AP-ES 310 Religious Accommodation](#)

5.2 Our Schools Will:

- 5.2.1 Implement their religious accommodation practices to align with the Board's religious accommodation guideline.

6.0 School Climate & the Prevention of Discrimination & Harassment

- 6.0.1 The Board recognizes that a safe and welcoming environment is most conducive to learning. The Board will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory or harassing behaviour. The Board acknowledges that a Christ-centered, positive school climate is one where all members of the school community feel safe, welcomed, and accepted. The principles of equity and inclusive education support positive student behaviour.
- 6.0.2 The principles of equity and inclusion are consistent with Catholic doctrine and must be considered and applied in employing progressive disciplinary measures, particularly when it is necessary to take into account mitigating and other factors.
- 6.0.3 The Board is committed to the principle that every person within the school community is entitled to a respectful, positive and Christ-centred school climate and learning environment, free from all forms of discrimination and harassment.

6.1 The Board Will:

- 6.1.1 Implement strategies to identify and address discriminatory barriers that limit engagement by students, parents, and the community, so that diverse groups and the broader community have better Board-level representation and greater access to Board initiatives.
- 6.1.2 In an effort to alleviate the negative impact of suspensions and exclusions on students, proactive programs will be initiated or expanded to decrease the number of suspensions and expulsions.
- 6.1.3 Create a climate in which excellence is continually strived for and respect for all permeates the environment.
- 6.1.4 Communicate that administrators are expected to use progressive discipline and professional discretion, and to understand the duty to accommodate students with disabilities.

6.2 Our Schools Will:

- 6.2.1 Ensure that codes of conduct are revised to address all forms of racism, discrimination, and harassment.
- 6.2.2 Ensure the use of progressive discipline including peer mediation and restorative justice.
- 6.2.3 Welcome, respect and validate the contributions of all students, parents and/or guardians, and other members of the school community.
- 6.2.4 Ensure that every student is supported as outlined in Student Success strategies, Learning for All, Reach Every Student and other applicable legislation, and is inspired to succeed in a culture of high expectations for learning.
- 6.2.5 Ensure that school codes of conduct reflect the needs of the diverse Catholic community served by the school and are developed with the active consultation and involvement of students, staff, parents and/or guardians, and a representative cross-section of community members.
- 6.2.6 Review or develop guidelines and procedures to address the prohibited grounds of discrimination under the Code as they may apply to students, staff, and others in the Catholic community.
- 6.2.7 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.
- 6.2.8 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.

7.0 Professional Learning

- 7.0.1 The Staff of the Board is its most important asset and is the vehicle by which Catholicity and equity are taught in the classroom and throughout the system. The Board, therefore, recognizes the importance of ongoing professional learning to create a foundation for Catholic values, ecclesial and cultural identity, human rights education and effective teaching practices.
- 7.0.2 Professional learning increases the knowledge and skills that teachers bring to the craft and science of teaching, and, thus, engages the student with increasing complexity and precision teaching. Perpetual professional learning is the

groundwork for positive changes in our schools. Professional learning must include knowledge creation and knowledge sharing (Earl and Katz, 2005) to ensure that all voices are represented and that we recognize that there is no essential knowledge but rather a continued quest towards deeper representation of all with our knowledge base.

7.0.3 Distributed, deep and sustained changes in practice and structures in school are key elements of professional learning and have an impact on student learning, engagement and success in a knowledge society (Earl and Katz, 2005). Professional Learning works to engage all learners and strives for student success and includes the following:

- a. Changes in thinking and practices of teachers
- b. Collaborative inquiry at various levels within the school
- c. Pursuit of innovation (Katz, Earl and Jaafar, 2009)

7.0.4 The Board is committed to providing the school community, including students, with opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the Code.

7.1 **The Board Will:**

- 7.1.1 Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
- 7.1.2 Allocate adequate resources to provide ongoing opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives.
- 7.1.3 Provide antiracism and antidiscrimination training that promotes virtuous conduct, respect and courtesy in all interactions including training in prevention and early intervention strategies.
- 7.1.4 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.
- 7.1.5 Provide ongoing opportunities for students, administrators, teachers, support and Board staff, as well as trustees, to participate in equity and inclusive education training and leadership initiatives.

- 7.1.6 Ensure that the principles of equity and inclusive education are modelled and incorporated in professional learning programs.
- 7.1.7 Identify a member of the Senior Team to hold the Equity and Inclusive Education portfolio to liaise with the Ministry of Education and other Boards in order to share challenges, promising practices, and resources.

7.2 Our Schools Will:

- 7.2.1 Review classroom strategies and revise them as needed to help ensure that they are aligned with and reflect school-wide equity and inclusive education policies.
- 7.2.2 Promote collaborative teams that learn together through job embedded learning, implement their learnings and reflect together on best practices.
- 7.2.3 Build staff capacity through ongoing needs-based professional learning determined through individual teacher Annual Learning Plans, data analysis and based on results.
- 7.2.4 Encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.

8.0 Accountability and Transparency

- 8.0.1 The Board acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, the Board, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of PPM 119 and the Equity Strategy.
- 8.0.2 The Board is committed to assessing and monitoring its progress in implementing The Strategy; to embedding the principles of Equity and Inclusive Education into all Board policies, programs, guidelines and practices; and to communicating these results to the community.

8.1 The Board Will:

- 8.1.1 Embed the principles of equity and inclusive education into all Board policies, programs, guidelines, and practices.
- 8.1.2 Communicate the equity and inclusive education policy to students,

teachers, parents and/or guardians, staff, school councils, community partners, and volunteers and post it on the Board's website.

- 8.1.3 Seek and use feedback to improve the Equity and Inclusive Education policy, in the spirit of continuous improvement.
- 8.1.4 Engage Board and school teams in school improvement 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.
- 8.1.5 Establish processes to monitor progress and assess effectiveness of policies, programs, and procedures.
- 8.1.6 Report on the progress of implementation of The Strategy and its impact on student achievement using specific criteria.
- 8.1.7 Ensure the transparency of the Identification Placement and Review Committee (IPRC) process, inform, and support parents through this process.

8.2 Our Schools Will:

- 8.2.1 Report student achievement data annually to the Board and intervene at all levels to ensure the achievement and success of those students who are underserved in our system.
- 8.2.2 Develop and communicate evidence-based school improvement plans that are aligned with PPM 119 and the Equity Strategy.
- 8.2.3 Review and establish self-reflection and self-assessment tools to determine the effectiveness of the school's equity and inclusive education plans and procedures.