

This procedure applies to all students, staff and trustees, volunteers and stakeholders of the Halton Catholic District School Board (HCDSB). ~~Specific sections where indicated, there are various HCDSB level service areas.~~

References

[Anti-Racism Strategy](#)

[Bill 23 – Access to Information Act \(2019\) Subsection 100.1](#)

[Canadian Conference of Catholic Bishops: Discovering the Unity of Life and Love: A reflection on the Foundations for a Theology of Human Love](#)

[Constitution Act, 1982: Canadian Charter of Rights and Freedoms](#)

[Education Act](#)

[Implementation of ARI](#)

[OCSTA “Diversity in Schools” – A Handbook for Catholic Schools in Ontario](#)

[Ontario’s Anti-Black Racism Strategy](#)

[Ontario’s Faith and Beliefs Education Strategy 2000 – Reflective Tool](#)

[Ontario Human Rights Code](#)

[Ontario Human Rights Code: Gender Identity and Gender Expression](#)

[Nostrae](#)

[PPM 108 Learning, Closing Exercises in Public Elementary and Secondary Schools](#)

[PPM 110](#)

(2013)

[PPM 165 School Board Teacher Hiring Practices](#)

[Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy \(2009\)](#)

Principles

In accordance with the Catholic Church’s Teaching on Ontario’s Equity and Inclusive Education Strategy, the following principles of equity and inclusive education will be upheld in all Halton Catholic District Board operations. Equity and inclusion:

is a foundation of excellence



Provide extensive and ongoing education and training for students, administrators, staff and trustees in implementing equity and inclusive education and leadership initiatives.

Establish selection criteria for leadership positions that prioritize demonstrated commitment, knowledge and skills related to human rights and inclusive leadership.

OUR SCHOOLS WILL:

Create an Equity and Inclusive Education Team.

Promote equity-minded student leadership related to issues of social justice.

Develop student leadership opportunities in equity with student facilitators representing diverse identities and experiences under supervision of appropriate staff.

3. SCHOOL COMMUNITY RELATIONSHIPS

HCDSB WILL:

Review and/or initiate trials for example, school district survey, stakeholder feedback, vision and action plan, and other relevant initiatives.

Expand community efforts to foster new partnerships that engage a cross-section of diverse voices from the community, including but not limited to, business, industry, and other organizations, to ensure inclusion.

Integrate sectors, institutions, processes to identify and address systemic barriers that limit members of the school community from benefiting from enhanced opportunities for HCDSB representation and greater access to HCDSB initiatives.

Identify under-represented groups and create opportunities for authentic and meaningful collaboration with HCDSB.

4. INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES

HCDSB WILL:

Conduct a review of the current curriculum and assessment practices to reduce the achievement gap. The principles of such a review will be consistent with the Code.

Ensure schools meet the equity and inclusive education requirements in their School Improvement Plans and the HCDSB Strategic Plan.

Promote culturally responsive and relevant pedagogy as a key strategy for fostering inclusive schools and curriculum.

Support learning about the perspectives and culture of Indigenous peoples to help students understand the role of Indigenous peoples in Canadian history.

Integrate learning about residential schools, treaties and the legacy of colonialism in curriculum.

Integrate the perspectives of Black Canadians in the curriculum.

Develop an HCDSB-wide plan for the celebration of Black History Month.

OUR SCHOOLS WILL:

Promote grade team implementation of Teaching Learning Critical Pathways including teacher moderated marking to ensure a collaborative approach to student assessment.

Promote and encourage enrolment in educational opportunities in Indigenous Education.

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.

Use a variety of assessment strategies and instruments to inform short- and long-term administrative decisions including but not limited to:

• Support of the development of a school-wide equity and inclusive education policies and procedures.

• Ensure consistent monitoring of the growth of students who are an Individual Education Plan and/or are English Language Learners to ensure that the specific needs of students are addressed through the provision 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.

• Ensure all students who have English language learning needs receive an education program that best aligns with their specific needs and that guarantees equitable access to the curriculum.

• Ensure access and use of assistive technologies for students who require accommodations.

...oral response for a reading comprehension task or a mind map in lieu of an essay or a...

Support teaching, learning and assessment practices that are reflective of and sensitive to students' lived experiences and identities.

Ensure that resources and instructional strategies are in accordance with Catholic Teachings and values; are in compliance with the provisions of the CHRA with respect to the prohibited grounds of discrimination; show people with diverse dimensions of identities in non-stereotypical settings, occupations, and activities; explore the roles and contributions of all students, staff and the first nations, Métis and Inuit peoples as members of the community of the school in society, the community, and the school.

Support Grade 9 students in achieving their maximum potential in choosing pathways to work, college, apprenticeship or university.

5. RELIGIOUS ACCOMMODATION

HCDSB WILL:

Provide a religious accommodation guideline in accordance with the CHRA and the CHRS that defines the scope of the protected grounds, and provides a duty to accommodate.

Provide in-service for all administrators on Religious Accommodation.

OUR SCHOOLS WILL:

Refer to the CHRA and the CHRS and the HCDSB's religious accommodation guideline.

Inform students and their parents/guardians and staff of their right to request

6. SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT

HCDSB WILL:

Develop a human rights policy that is inclusive of all identities based on the CHRA and the CHRS and the HCDSB's religious accommodation guideline.

Promote Black student affinity groups and/or unions in elementary and secondary schools to enhance school climate for Black students.

Promote awareness of rights and responsibilities with respect to human rights in order to

Establish human rights complaints procedures that will enable students and staff to report the HCDSB to the Human Rights Commission.



Investigate in a thorough and timely manner any claims of discrimination and/or racism and

8. ACCOUNTABILITY AND TRANSPARENCY

THE HCDSB WILL:

Send information from the School Climate Survey to parents/guardians, staff, and students every two years through the School Climate Survey data section on equity and inclusion.

Engage HCDSB and school teams in student achievement data analysis, 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.

Communicate information about the School Climate Survey results to the community.

OUR SCHOOLS WILL:

Review and establish self-reflection and self-assessment processes for the implementation of the school's equity and inclusive education plans and procedures.

9. Data collection

THE HCDSB WILL:

In compliance with the Anti-Racism Act 2017, develop a consistent and comprehensive approach to collection and application of voluntarily provided student identity data (e.g., Indigenous identity, race, ethnicity, religion, disability, full range of options for gender identity, and sexual orientation).



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AUTHORIZED BY: _____

Director of Education and Secretary of the Board