

HALTON CATHOLIC DISTRICT SCHOOL BOARD

EQUITY AND INCLUSIVE EDUCATION BOARD AND SCHOOL REQUIREMENTS

FEBRUARY 2011

TASK
<ul style="list-style-type: none"> Develop and implement program of “Student Voice” to participate in assessment, evaluation and instructional teaching areas
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Align aboriginal self-identification strategy, multicultural and community liaison portfolio with this strategy
<ul style="list-style-type: none"> Provide inservice for all administrators on Religious Accommodations and Pastoral Guidelines to Assist Students of Same-Sex Orientation
<ul style="list-style-type: none"> Promote grade team planning and use of Critical Instructional Pathways; including teacher moderated marking to ensure a collaborative approach to student assessment
<ul style="list-style-type: none"> Use a variety of assessment strategies and instruments to inform short – and long-term planning to reduce gaps in student achievement and improve student learning.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Support the school’s review of classroom strategies that promote school-wide equity and inclusive education policies and practices.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Make certain that resources and instructional strategies are in accordance with Catholic teachings and values; are 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.
<ul style="list-style-type: none"> Inform students and their parents/guardians and staff of their right to request accommodation for religious beliefs and practices.
<ul style="list-style-type: none"> Provide religious accommodation for students and staff, where reasonable and consistent with the Code,
<ul style="list-style-type: none"> Implement strategies to identify and remove 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.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Communicate that administrators are expected to use progressive discipline and professional discretion, and to understand the duty to accommodate students with disabilities.
<ul style="list-style-type: none"> Ensure the use of progressive discipline including peer mediation and restorative justice.
<ul style="list-style-type: none"> 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 a representative cross-section of community members
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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.

EQUITY AND INCLUSIVE EDUCATION BOARD AND SCHOOL REQUIREMENTS

TASK
<ul style="list-style-type: none">• Provide antiracism and antidiscrimination training that examines power and privilege, including training in prevention and early intervention strategies.
<ul style="list-style-type: none">• Identify a Board Equity and Inclusive Education contact to liaise with the Ministry of Education and other boards in order to share challenges, promising practices, and resources.
<ul style="list-style-type: none">• Encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.
<ul style="list-style-type: none">• Develop Equity initiatives such as Equity Walks and provide timely and specific feedback that will further school-wide equitable practices.
<ul style="list-style-type: none">• Actively communicate the equity and inclusive education policy to students, teachers, parents, staff, Catholic school councils, community partners, and volunteers and post it on the Board's website. Seek and use feedback to improve the Equity and Inclusive Education policy, in the spirit of continuous improvement.

BOARD STEERING COMMITTEE – CONSOLIDATED REQUIREMENTS

FEBRUARY 22 & 23, 2011 INSERVICE

APRIL 26 & 27, 2011 INSERVICE

RESTORATIVE JUSTICE

CULTURAL PROFICIENCY

COMMUNICATION TO SYSTEM

SYSTEM ACTIVITIES

POLICY REVIEW

HUMAN RESOURCES SERVICES

CURRICULUM LINKS

STUDENT SUPPORT SERVICES