

BHNCDSEB EQUITY ACTION PLAN TO ENSURE INCLUSIVE, EQUITABLE AND WELCOMING SPACES 2023-2027

Initiative (Description)	Identified Need/Rationale	Outcome Measure (What is the intended outcome(s) of the initiative?)	Measurement Tool and Goals Results	Results
BUILDING FOUNDATIONS IN EQUITY AND ANTI-OPPRESSION EDUCATION 2023-2027				
<p><u>Professional Development on the following:</u></p> <ol style="list-style-type: none"> 1. <u>Unpacking ourselves, our social identify and examining what we bring to schools and classrooms.</u> <ul style="list-style-type: none"> ▪ Engaging staff to support reflection of themselves and to promote thinking about the social identities and experiences of the populations that they serve. ▪ Participants will unpack the knowledge that shapes their understandings, attitudes, and beliefs to explore “what they bring” to their practice. <ul style="list-style-type: none"> ○ This work is an essential step as positionality, knowledge, and ideology shape philosophy, which shapes pedagogy, which shapes practice. 2. <u>Examining the Canadian context for equity work and systems of oppression</u> <ul style="list-style-type: none"> ▪ Further understanding the Canadian context for anti-oppression work so that we address the work in deep and meaningful ways. ▪ Continuing to build our understanding of the importance of being aware that individuals, institutions, and societal ideas and norms are a part of systems of oppression, advantage, and disadvantage, historically and present day. ▪ Consider how oppression plays out in schools and respond to scenarios to practice disrupting inequities. 3. <u>Moving our thinking around equity and anti-oppression education into action</u> <ul style="list-style-type: none"> ▪ Clarifying the meaning of and our understanding of terms such as charity, social justice, equity, equality and deficit-based vs. asset-based. These terms are a part of the common discourse in educational and community-based work but often participants are unclear on the meanings. ▪ Continuing our learning about social justice, equity, and asset-based approaches so that our efforts toward equity do not set participants on a path of further discrimination and denial in their work. ▪ Educators will also be introduced to possible frameworks for consideration when attempting to engage in supporting anti-oppression education. ▪ There will be an introduction to the foundations of Culturally Responsive and Relevant Pedagogy; Dr. Gholdy Muhammad’s Historically Responsive Literacy (HRL) Framework; Six Elements of Social Justice Curriculum Design and the Learning for Justice’s Anti-Bias Framework. ▪ There will be a discussion about equity traps (Dugan, 2021) and detours (Gorski, 2019) to avoid in equity work. Participants will generate ideas for action that they wish to pursue to continue their work within their own spheres of influence. 	<p>Through our Equity and Inclusion Advisory Committee, staff and administration have identified a need for support in the areas of understanding Equity, Diversity, and Inclusion (EDI). Administration and staff would like to have a better understanding of EDI.</p> <p>At BHNCDSEB, we understand that discrimination and oppression have an impact on the success of students who are not viewed equally within education systems. Keeping EDI at the forefront of our planning will be a mechanism for dismantling inequities.</p> <p>The Ontario College of Teachers believes in a collaborative approach to supporting the professional development of its members, which includes a commitment to deepening understanding and awareness of anti-Black racism and the importance of taking action against it. Considering the policy directives that are being issued by governments at all levels, OCT members need to be cognizant of policies, initiatives and best practices that inform their practice. It is also important to make a commitment to changing attitudes and behaviours in ways that eliminate anti-Black racism and other forms of racism from the learning environment.</p> <p><i>Ontario’s Education Equity Action Plan</i> is the province’s roadmap to identifying and eliminating discriminatory practices, systemic barriers and bias from schools and classrooms to support the potential for all students to succeed. This means working together with students, parents, educators, principals, board staff, trustees, and community leaders to bring the action plan to life and create a learning environment that inspires every child and student to reach their full potential and to become personally successful, economically productive and actively engaged citizens.</p> <p>BHNCDSEB schools need to be places where everyone can succeed in a culture of high expectations. They need to be places where educators and students value diversity, respect each other, and see themselves reflected in their learning. It is particularly important to provide the best possible learning opportunities and supports for students who may be at risk of failing.</p>	<p>Staff will have a better understanding of the ways personal values, beliefs and biases can affirm student identities and provide culturally responsive support to every student.</p> <p>BHNCDSEB staff will be able to recognize the ways racism and inequities are systemic in nature. This is important for BHNCDSEB to be agents of change. Staff will have the capacity to value the various ways of knowing and of the lived experience of the students and families we are supporting. We are able to engage in more authentic interactions that promote better outcomes for the students we serve.</p> <p>Staff will be aware of and use inclusive language that aligns with our Board’s vision of life-long learning and service to others.</p> <p>Students will be included in decision-making and understanding the importance of change to create equitable environments for all.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Staff participation rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Student Achievement Plan <input type="checkbox"/> Self-ID data <input type="checkbox"/> Community/ educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> Triangulation of Data (Conversations, Observations, Products) <input type="checkbox"/> Special Education Data 	

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STRENGTHENING INCLUSIVE AND CULTURALLY RESPONSIVE AND RELEVANT TEACHING, CURRICULUM, ASSESSMENT AND RESOURCES 2023-2027				
<p>1. Enhance school and classroom practices to ensure diverse perspectives and experiences are reflected in curriculum, teaching, learning and assessment.</p> <ul style="list-style-type: none"> BHNCDSB will demonstrate a commitment to inclusive/universal design and culturally responsive and relevant pedagogy through each schools Student Achievement Plan and demonstrate how inclusive design has been implemented in schools and classrooms. Examples of these may be reflected in school and system leaders’ performance appraisals as evidence of meeting equity goals. <p>2. Support staff in implementing teaching practices, curriculum and assessment that are culturally reflective of and responsive to the students they teach, so that all students see themselves, and their own and their classmates’ lived experience, reflected in what and how they are learning.</p> <ul style="list-style-type: none"> BHNCDSB staff will continue the implementation of teaching practices and curriculum that reflect the needs and realities of all students. Catholic Equity Leads and teams will participate in professional development focussed on building foundations in equity and anti-oppression and will include participants participating in a Critically Conscious Practitioner Inquiry (CCPI) where each participant will lead their own inquiry within the context of building their critical consciousness and supporting the building of critical consciousness for their students. This journey will involve teachers sharing their learning and considering next steps in planning for wider sharing of their work within their school sites. <p>3. Provide resources and professional development supports to teachers and school leaders to oppose Islamophobia, anti-Semitism, racism, homophobia, and transphobia.</p> <ul style="list-style-type: none"> To create safe spaces for all groups, BHNCDSB staff need to understand the context of racism, how to address racism, investigate how education systems have impacted racialized groups, how to improve learning spaces so that all groups have success and reach their spiritual, academic and social potential. <p>4. Support board staff in assessing learning resources (both traditional and electronic), including resources in library collections, to ensure that they are accessible and that they reflect diversity.</p> <ul style="list-style-type: none"> To ensure that students have access to rich and diverse library resources, BHNCDSB staff will be engaged in the process of assessing equity related school library holdings and advising on guiding principles for augmenting collections through the BHNCDSB Selection of Resources Administrative Procedure. 	<p>BHNCDSB recognizes the importance of each student having the opportunity to see themselves reflected within the classroom experience including curriculum, teaching, learning and assessment.</p> <p>Classroom materials, library collections (books and resources) are often ethnocentric rooted in the white lived experience. Inclusion for all requires an opportunity for all students to have a place within the schools where they feel safe, welcome, and included. Ensuring resources reflect the full population is one way to support inclusion.</p> <p>The Ontario College of Teachers state “OCTs play an important role in developing a learning environment that helps instill a sense of confidence, support and belonging for all students. Data from the <i>Towards Race Equity in Education</i> report shows that Black students are more likely to drop out of school than other students. Studies show that this is due in part to the low expectations set by teachers, guidance counsellors and administrators. Educators’ ongoing critical reflection of their professional practice is crucial to positive student outcomes. Educators need to be thinking critically about who is being omitted from curriculum design, classroom culture, extracurricular programming, and other learning opportunities.”</p> <p><i>Ontario’s Education Equity Action Plan</i> indicates that not only do persistent achievement gaps continue to exist, but even academically successful students do not always feel included in their school community or proud of who they are. This can have long-term negative impacts in other areas, such as health, well-being, economic self-sufficiency, and participation in society. The consequences are wide-ranging, affecting the individual, families, and communities, and can be seen across generations.</p> <p>Our schools should be places where students not only learn about diversity but also experience it. Students should see themselves and their classmates reflected in their studies. Students and families should expect their interactions with their school community to leave them feeling accepted for who they are. All students should believe in their potential and know that they will be supported along the way from Kindergarten to Grade 12 and beyond, no matter what pathway they choose. The vision of equity and inclusion for all must also be extended to our teachers, principals, and education workers, who together anchor the broader school community.</p> <p>The Ministry document <i>Achieving Excellence: A Renewed Vision for Education in Ontario (2014)</i> states “the fundamental principle driving this work is that every student has the opportunity to succeed, regardless of ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, socio-economic status or other factors.”</p>	<p>Increase in educational opportunities to improve the knowledge of all students and educators on the histories, cultures, traditions, perspectives, and contributions of different groups within BHNCDSB.</p> <p>Classroom materials, resources and curriculums will reflect the greater population of BHNCDSB.</p> <p>Those who have the responsibility of purchasing resources will understand the importance of an equity lens when making these purchase decisions.</p> <p>Using the ‘Selection of Resources AP’, staff will reflect on print and online resources being used in school library and classroom collections.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Staff participation rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Student Achievement Plan <input type="checkbox"/> Community/ educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> Triangulation of Data (Conversations, Observations, Products) <input type="checkbox"/> Special Education Data 	

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ACCOUNTABILITY FOR EQUITY AND ENHANCING DIVERSITY IN PRACTICES 2023-2027				
<p>1. Establishing ongoing equity, inclusion, and human rights training for staff, in alignment with the Ontario Human Rights Code and related legislation, and support professional development opportunities and resources for education workers, teachers, and school and system leaders, including principals and senior administration.</p> <ul style="list-style-type: none"> Professional development outlining human rights and equity-related policies, programs, goals, and practices are included in board multi-year strategic plans and Student Achievement Plans. There is evidence of increased attention to the principles of equity, inclusion, and human rights throughout the education system. <p>2. Support an increased role for board-led equity networks in implementing equity initiatives linked to Student Achievement Plans</p> <ul style="list-style-type: none"> BHNCDSB will support an increased role for existing board-led regional equity networks (Catholic Equity Leads and through Academic Administrators Council) in implementing equity initiatives linked to Student Achievement Plans. <p>3. Incorporate human rights and equity content into the New Teacher Induction Program (NTIP).</p> <ul style="list-style-type: none"> Teachers that are part of NTIP will participate in equity and inclusive education professional development opportunities. <p>4. BHNCDSB staff will enhance accountability for equity and human rights in principal, vice-principal, and supervisory officer performance appraisals by including equity goals in performance plans.</p> <ul style="list-style-type: none"> Performance appraisals of principals, vice-principals and supervisory officers will include a focus on evaluation of equity goals. 	<p>At BHNCDSB we understand for equity to sustain itself, it must be built into (leadership) structures rather than rest with individual or select group of individuals, so that when individuals in formal (or informal) leadership positions depart, little will change when new members join the organization.</p> <p>We recognize the best planning includes inclusive decision making with diverse representation from all areas of demographics within our school population.</p> <p>New teaching staff will benefit from clear direction and understanding of the expectations of EDI within the Board where they are employed. It is important to ensure that all staff have the same level of understanding of board objectives related to equity, diversity, and inclusion.</p> <p>Reporting racism and racial bias and/or motivated hate crimes can be an oppressive expectation for our racialized community members. An anonymous reporting tool allows us to create a better level of awareness of acts of racism, as well as assists us in tracking any concerning trends to create a way to support safety in our schools.</p>	<p>All staff will recognize, attend, and support ongoing training to best understand the most up-to-date information in EDI work.</p> <p>School improvement plans and board improvement plans will be informed by school-led equity networks.</p> <p>All community members will have an opportunity to report unjust or unsafe situations and remain anonymous. Racially based/targeted actions will not be tolerated, they will be investigated, and the appropriate disciplinary measures will be taken to support victims.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Staff participation rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Student Achievement Plan <input type="checkbox"/> Community/educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> Triangulation of Data (Conversations, Observations, Products) <input type="checkbox"/> Special Education Data 	

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INCREASING PARENT ENGAGEMENT IN EQUITY AND INCLUSIVE EDUCATION 2023-2027				
<p>1. Enhance the focus on equity and inclusive education, making it a priority for Parent Reaching Out grants.</p> <ul style="list-style-type: none"> There will be a focus on sustained and intentional engagement of parents from diverse populations, and of diverse communities, in the board and supported through Parents Reaching Out grants. <p>2. Identify more intentional strategies for reaching out and ensuring representation of diverse communities on Catholic Schol Advisory Councils and Regional Catholic Parent Involvement Committee.</p> <ul style="list-style-type: none"> Parents/guardians/caregivers and other community members are valued as important resources in creating and maintaining inclusive and equitable school communities. BHNCD SB school leaders, educators and staff will actively and intentionally encourage the engagement of parents who have not previously been active in the school community. <p>3. Identify strategies for reaching out to parents who are disengaged from the education system for a variety of reasons.</p> <ul style="list-style-type: none"> Increasing parent engagement in equity and inclusive education, particularly by identifying strategies to reach out to parents who may be disengaged from the education system. 	<p>BHNCD SB recognizes there are barriers that may prevent parents and families from participating and engaging fully in their children’s learning. Taking the opportunity to consider and apply to the Parent Reaching Out (PRO) Grants can provide funding to school boards to work with parent stakeholder groups, school councils and/or Parent Involvement Committees to lead projects with a focus on the identification and removal of barriers.</p> <p>All families, no matter what their income, race, education, language, or culture, want their children to do well in school — and can make an important contribution to their children’s learning. By disrupting conformity, racial and ethnic diversity prompts people to scrutinize facts, think more deeply and develop their own opinions, and recognize that diversity benefits everyone.</p> <p>We aim to promote diverse parent involvement from early childhood through young adulthood—anywhere, anytime children learn—in the home, in school, and in community settings. Our community engagement efforts concentrate on building the quality, accessibility, and sustainability of learning environments. Research indicates that student achievement increases when parents are involved in the school community.</p>	<p>Improvement in student achievement.</p> <p>Increase in participation of Indigenous parents in education.</p> <p>Increase in participation of parents from diverse populations in education.</p> <p>Increase in opportunities for knowledge sharing, collaboration and issue resolution among various communities, organizations, and schools.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance rates <input type="checkbox"/> Staff participation rates <input type="checkbox"/> Parent participation rates <input type="checkbox"/> Graduation rates <input type="checkbox"/> Credit Accumulation <input type="checkbox"/> EQAO data <input type="checkbox"/> Report Card data <input type="checkbox"/> Student Achievement Plan <input type="checkbox"/> Community/ educator/student feedback <input type="checkbox"/> Surveys results <input type="checkbox"/> Triangulation of Data (Conversations, Observations, Products) <input type="checkbox"/> Special Education Data 	