



Northeastern Catholic District School Board

- ii) The NCDSB will ensure that its policy review cycle will result in the alignment and integration of the requirements of PPM 119 and the provincial strategy with all NCDSB policies, programs, procedures, and practices.
- iii) The perspective of the entire diverse Catholic school community will be reflected in all areas of the teaching, learning and administrative culture. Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to and opportunity for effective employment procedures for individuals from diverse communities and underrepresented peoples with the context of the denominational rights of Catholic school board.

1.2 The NCDSB will:

- i) 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, gender identity, gender expression, sexual orientation, disability, family status, religion and linguistic differences as well as socio-economic factors.
- ii) Review existing equity and inclusive education policies and/or extend or develop such policies to fulfill the requirements of existing regulations, the provincial strategy, PPM 119, and the OHRC, in accordance with the denominational rights afforded to the Catholic school system.
- iii) Ensure that principles of equity and inclusive education permeate and are explicitly state in all Board policies, programs, guidelines, operations, practices, and improvement plans.
- iv) Ensure all future policies, guidelines and practices are drafted and implemented in accordance with the Board's equity and inclusive education policies.
- v) Collect information needed to monitor the effects of the implementation of the Equity and Inclusive Education policies of the Board.
- vi) Ensure all persons with disabilities are accommodated appropriately and in a manner consistent with the OHRC.
- vii) Provide training for school and system leaders to facilitate equitable re<sup>n</sup>(d)-4( Out) in (B)-4 p

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

## 2.0 SHARED AND COMMITTED LEADERSHIP

*The NCDSB 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 General Principles

- i) The NCDSB subscribes to an informed leadership philosophy that inspires, empowers, and supports all stakeholders in our Catholic community to implement institutional practices and behaviours that cultivate equity and inclusion.
- ii) The NCDSB is committed to providing informed shared leadership to improve student achievement and to close achievement gaps for students by identifying,

- iii) Develop initiatives with student facilitators representing diverse voices and experiences.
- iv) Demonstrate leadership in setting the tone for the positive and proactive implementation of the equity strategy within the school.

### 3.0 SCHOOL-COMMUNITY RELATIONSHIPS

*The NCDSB 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 employees are recognized.*

#### 3.1 General Principles

- i)

- ii) Invite and support representation of diverse groups on school committees, including school improvement planning.
- iii) Engage stakeholders in community forums to listen and address concerns and suggestions.
- iv) Reflect the approaches described above in their outreach to the broader community.

#### 4.0 INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES

*The NCDSB 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 learning potential.*

##### 4.1 General Principles

- i)) In consideration of inclusive curriculum and assessment practices, the how and the what must be addressed. What is brought to students in terms of content is as important as the way it is delivered. Consideration must be given to both what is said and what is not said, as it is known that our students learn both the explicit and hidden curricula.
- ii) Both in its content and methodology, inclusive curriculum seeks to recognize our commitment to Catholic values and to affirm the life experiences of all students, regardless of race, ethnicity, gender, gender identity, gender expression, place of origin, religions, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.
- iii) 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.
- iv) 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.



shaped these roles; encourage open discussion of the prohibited grounds of discrimination under the OHRC in society, the community, and the school.

## 5.0 RELIGIOUS ACCOMMODATIONS





## 7.1 General Principles

- i) The staff of the NCDSB is its most important asset and is the vehicle by which Catholicity and equity are taught in the classroom and throughout the system. The NCDSB 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.
- ii)

## 8.0 ACCOUNTABILITY AND TRANSPARENCY

*The NCDSB is committed to assessing, monitoring and communicating outcomes related to equity and inclusive education in its policies, programs, guidelines, and practices.*

### 8.1 General Principles

- i) The NCDSB acknowledges and assumes the responsibilities for its policies, actions, and decisions in the pursuit of greater transparency and accountability, the NCDSB, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in the areas of policy review, MYSP reporting, and improvement planning.

### 8.2 The NCDSB will:

- i) Embed the principles of equity and inclusive education into all NCDSB policies, programs, guidelines, and practices.
- ii) Actively communicate the equity and inclusive education policy to students, teachers, parents, staff, school councils, community partners, and volunteers and post it on the NCDSB website.
- iii) Seek and use feedback to improve its policies, in the spirit of continuous improvement.
- iv) Engaged NCDSB 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.
- v) Establish processes to monitor progress and assess effectiveness of policies, programs, and procedures.
- vi) Report on the progress of implementation equity and improvement plans and the impact on student achievement using specific criteria.
- vii) Ensure the transparency of the Identification Placement and Review Committee (IPRC) process, inform, and support parents through this process.

### 8.3 Our Schools will:

- i) Report student achievement data annually to the NCDSB and intervene at all levels to ensure the achievement and success of those students who are underserved in our system.
- ii) Develop and communicate evidence-based school improvement plans that are aligned with the MYSP and related action plans.
- iii) Review and establish self-reflection and self-assessment tools to determine the effectiveness of equity, inclusive education, and improvement plans.

## 9.0 RELATED FORMS AND DOCUMENTS

DOCUMENT: Religious Accommodation Guidelines