

Kawartha Pine Ridge District School Board
Four Year Equity and Diversity Strategy September 2014-June 2018

Assessment of Initial Capacity	Clear and Focused Vision
<p><u>As a system, where are we currently at in this area?</u></p> <p>As a system, we are at an awareness-raising and implementation stage in many areas related to equity, diversity and inclusion.</p> <p>Our plan and next steps are primarily guided by the actions and compliance requirements as outlined within the following documents:</p> <ul style="list-style-type: none"> • Ontario’s Education Equity Action Plan (2017) • Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy (2009) <p>As per <i>Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy</i> (2009), we know that when students see themselves reflected in their studies, they are more likely to stay engaged and find school relevant (p.15). In turn, when staff also see that they are reflected, accepted and respected in their workplaces, they too are more likely to succeed and achieve their goals.</p> <p>As such, it is the role of the Equity & Diversity Team at KPR to ensure that the actions as outlined in <i>Ontario’s Equity & Inclusive Education Strategy</i> have been completed and are continuing within our schools and system as a whole. We must also ensure KPR’s compliance with the AODA legislation requirements with respect to disability and accessibility. We also continue to ensure Canadian and Provincial Human Rights legislation is understood and complied to within our policies and practices.</p> <ul style="list-style-type: none"> • A Better Way Forward: Ontario’s Three-Year Anti-Racism Strategic Plan (2017) • Achieving Excellence – a Renewed Vision for Education in Ontario (April 2014) • The Ontario Human Rights Code (1962) Last amended June 2012 • The Education Act (1990) Last amended 2014 • The Safe Schools Act (2000) • PPM 144 Revised to require that every school board include in their board Policy Statements on progressive discipline the following: <ul style="list-style-type: none"> ○ Homophobia, gender-based violence, sexual harassment and inappropriate sexual behaviour must be addressed. • PPM 145 Requires boards to include several new components (underlined) as part of their progressive discipline policies. These include: <ul style="list-style-type: none"> ○ Outlining a range of <u>prevention programs</u>, interventions, supports, and consequences, including circumstances in which short-term suspension, long-term suspension, or expulsion may be the response required; ○ Providing for ongoing dialogue with parents on student achievement and behaviour <u>at every step of the progressive discipline continuum.</u> • The Accessibility for Ontarians with Disabilities Act (AODA), 2005 • Equity and Inclusive Education: Going Deeper Assessment Tool, 2014 	<p><u>What is the clear and focused vision for our work? What theories or actions do we have as a system? (broad enough for depth and breadth, but specific enough to measure)</u></p> <p>The goal is to support positive well-being by way of embracing diversity and moving beyond tolerance and celebration to inclusivity and respect for all where:</p> <ul style="list-style-type: none"> • Everyone can succeed in a culture of high expectations; • Everyone has an equitable opportunity to succeed in an inclusive, bias and barrier-free environment; and • Everyone is responsible for promoting equity and inclusivity and for respecting and valuing diversity. <p>If we develop an awareness of our own biases and engage in opportunities to identify, accept and challenge our own assumptions and beliefs, then we can create an inclusive and equitable culture where every person will have the opportunity to achieve their full potential – social, emotional, mental and academic well-being.</p>
<p><u>What data do we have that guide our next steps?</u></p> <ul style="list-style-type: none"> • Equity & Diversity alignment within, and to, the Board Improvement Plan, School Effectiveness Framework, and Leadership Framework. • Quantitative data linked to Kawartha Pine Ridge District School Board Climate Survey data from 2016-2017. • Qualitative data from anecdotal professional learning evaluations from September 2012 to June 2017. • <i>Tell Them From Me</i>, Climate Survey data (October 2016) • Assessment data from <i>Equity and Inclusive Education: Going Deeper</i> (April 2014) 	
<p>Shared Language: <u>What are the key messages that we want to communicate about our work?</u></p> <p><i>Living, learning and leading equitably and inclusively.</i></p> <p>At the Kawartha Pine Ridge District School Board this means that we ensure that the principles of equity, valuing diversity and inclusion are integrated into the fabric of our organization. These principles call on us to examine and reflect on all that we do and support us in setting our goals, determining policies, practices and procedures, and establishing programs that aim to support and reflect all members of our community. Our values recognize the diverse communities we serve and aim to create safe, welcoming and inclusive environments for everyone.</p> <p>Equity encourages fairness by requiring that we recognize and strive to eliminate the unfair biases and prejudices that limit our individual and collective freedom.</p> <p>Diversity calls on us to value both ourselves and one another by respecting our unique qualities.</p>	

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Standard Processes

Equity & Diversity	<p>Kawartha Pine Ridge DSB Community Partners and Outreach:</p> <ul style="list-style-type: none"> • Canadian Mental Health Association (Gender Journeys Programs) • New Canadians Centre • Parents, Friends, Families, and Allies United with LGBT People (PFLAG Peterborough, Durham and Cobourg) • Rainbow Youth Coalition • Peterborough Partnership Council on Immigrant Integration • Week Without Violence Committee • Other various community groups
	<p>Provincial Community Partners and Outreach:</p> <ul style="list-style-type: none"> • Anti-racist Multicultural Education Network of Ontario (AMENO) • Barrie Region Equity and Inclusive Education Network • COPA – Safe@School • Egale Canada • Equity Summit Group • Harmony Movement • Other provincial organizations and partners
	<p>Online Equity, Diversity & Inclusion Resource Library: Educational resources accessible to staff, students and the public. (Educational texts, videos, lesson plans, as well as Ministry of Education and School Board policies, regulations, and guidelines, etc.)</p>
	<p>School Board Equity, Diversity & Inclusion Committee: School Board Trustees, Principals, Vice Principals, and various stakeholders that meet three to four times annually, for the purpose of addressing equity, diversity and inclusiveness in human resources, educational, and business services of the Board and to provide leadership and direction in the areas of equity, diversity and inclusion.</p>
	<p>School Equity Contacts: Representatives from each school’s Well-Being Committee, who:</p> <ul style="list-style-type: none"> • Meet one to two times per year to learn, share and promote equity within their school communities • Send and receive ongoing communication regarding equity-related activities, community events and professional development
	<p>Equity and Diversity Training: Mandatory training upon hire for all staff regarding equity-related programs, policies and procedures within the Board.</p>
	<p>Indigenous Education Advisory Committee: Comprised of Senator Advisors, School Board Trustees and community representatives, this committee meets about five times annually with the intent to increase KPR’s ability to address the learning and cultural needs of First Nation, Métis, and Inuit students.</p>
Equity, Diversity & Accessibility	<p>Annual Equity, Diversity & Inclusion Calendar: Provides information about:</p> <ul style="list-style-type: none"> • Significant equity and diversity dates recognized by the United Nations, Canada and Ontario • Bahá’í, Buddhist, Christian, Jewish, Hindu, Islamic and Sikh holy days and feasts • Dates of significance to communities within the KPR district (e.g. First Nations) • Canadian civic holidays • Equinox, solstice and daylight savings dates • The KPR Board Calendar
	<p>Internal Online Conferences: A tool used to promote the sharing of information and dialogue regarding <i>Equity & Diversity</i> and <i>Accessibility</i> (located in MyKPR).</p>
Accessibility	<p>Human Resources, Communications and Operations updates:</p> <ul style="list-style-type: none"> • Regular monthly updates and publications sent to all staff from: <ul style="list-style-type: none"> ○ Communications Officer ○ Human Resources Manager ○ Supervisory Officer of Safe Schools ○ Supervisory Officer of Operations
	<p>Accessibility Working Group: A committee of various Board Leads and Managers that meet three to four times annually, to support the identification, removal and prevention of barriers for people living with disabilities that use, attend, or work in school board facilities and services.</p>
	<p>Special Education Advisory Committee: School Board Trustees, Principals, Vice Principals, and representatives from various community organizations that meet monthly to report and make recommendations to the Board regarding any matter affecting special education programs and services for exceptional students.</p>
	<p>Accessibility Training: Mandatory training for all staff and volunteers as per the Accessibility for Ontarians with Disabilities Act (AODA), 2005</p> <ul style="list-style-type: none"> • Customer Service Training “How May I Help You” • Accessibility Awareness training for educators (Section 16 of the Integrated Accessibility Standards Regulation (IASR) made under the AODA) • Accessibility and Human Rights Training (Section 7 of the IASR made under the AODA)

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Four Year Equity and Diversity Strategy September 2014-June 2018

SYSTEM-WIDE:				
	PD & Protocols	Strategy / Action Plan	Leadership Team	On-going Quality Improvement
Equity & Diversity	Equity and Inclusive Education: Going Deeper: A tool to support the Boards in the implementation of equitable and inclusive education.	Develop an awareness of the document and guiding principles of equity and inclusive education within: <ul style="list-style-type: none"> • Senior Management • School Board Trustees • Human Resources • Equity & Diversity Committee • Accessibility Committee • Student Trustees 	Trustees, Directors, Supervisory Officers, all Board staff	Rubric for continuing and ongoing assessment
	Equity Leadership Training	Training for principals and vice-principals to ensure the actions as outlined within Ontario's Equity & Inclusive Education Strategy and the Safe Schools Act as it relates to human-rights related areas (homophobia, racism, socio-economics, etc.) are implemented and ongoing within our system and individual schools.	Supervisory Officers, Equity & Diversity Program Officer, Equity & Diversity Committee	Qualitative and quantitative data collected through pre and post workshop surveys
Equity, Diversity & Accessibility	Tell Them From Me – Climate Surveys for staff, students and parent/guardians implemented bi-annually.	Actions and training will be based on survey results. For example, a possible action could be to create and implement a <u>Guideline for the Accommodation of Transgender and Gender Diverse Students and Staff</u> to raise awareness and prevent discrimination and harassment, with the involvement of a sub-committee comprised of the Equity & Diversity Committee, community organizations, parents or guardians, staff and students.	Supervisory Officers, Equity & Diversity Program Officer, Equity & Diversity Committee, Safe Schools Committee, Mental Health Committee	Qualitative and quantitative data collection, and gap analysis
Accessibility	Accessibility Training: <ul style="list-style-type: none"> • Customer Service Training "How May I Help You" • Accessibility Awareness training for educators (Section 16 of the Integrated Accessibility Standards Regulation (IASR) made under the AODA) • Accessibility and Human Rights Training (Section 7 of the IASR made under the AODA) 	Mandatory training for all staff and volunteers as per the Accessibility for Ontarians with Disabilities Act (AODA), 2005	Supervisory Officers, Equity & Diversity Program Officer, Members of KPR's Accessibility Working Group, Principals, Vice Principals, Senior Managers	Ministry reporting re: Accessibility for Ontarians with Disabilities Act (AODA) compliance As well as feedback from persons with disabilities
	Provide Accessible Information	Ensure the public has access to information about our goods, services and facilities in accessible formats when requested	Supervisory Officers, Equity & Diversity Program Officer, Members of KPR's Accessibility Working Group	General data collection and public feedback
	Provide Accessible Learning Resources and Texts	Provide accessible or conversion-ready versions of all textbooks and supplementary learning resources that we produce at the school board, when asked and, ensure that our libraries are providing publically-available, accessible versions of print-based resources and materials in their collections, when asked.	Supervisory Officers, Equity & Diversity Program Officer, Members of KPR's Accessibility Working Group	General data collection and public feedback
EDUCATORS:				
	PD & Protocols	Strategy / Action Plan	Leadership Team	On-going Quality Improvement
Equity & Diversity	Creating Safe and Positive Spaces at KPR Facilitated by Egale Canada, will be offered to all staff.	Continue to ensure the actions as outlined within Ontario's Equity & Inclusive Education Strategy and the Safe Schools Act as it relates to human-rights related areas (homophobia, racism, socio-economics, etc.) are implemented and ongoing within our system and	Supervisory Officers, Equity & Diversity Program Officer, Egale Canada	Qualitative and quantitative data collected through pre and post workshop surveys

Kawartha Pine Ridge District School Board
Four Year Equity and Diversity Strategy September 2014-June 2018

		individual schools through intentional communications and professional learning opportunities for all staff.		
	Networking and Training for School Equity Contacts (Annually)	Provide networking and training opportunities for School Equity Contacts to meet one to two times per year to: <ul style="list-style-type: none"> • Receive professional development and knowledge in areas related to equity, inclusive education and diversity (i.e.: <i>Equity and Inclusive Education: Going Deeper</i> document) • Know and understand the board student wellness goal as related to individual school wellness goals • Develop an awareness of how the Inclusive Education Assessment Tool impacts their work • Create next steps to support individual school wellness plans 	Supervisory Officers, Equity & Diversity Program Officer, Equity & Diversity Committee, Equity & Diversity Steering Committee (i.e.: Principals and Vice Principals)	Qualitative and quantitative data collected through pre and post workshop surveys
	Focusing Our Equity Lens Certificate Program Facilitated by various School Board staff members, modeled after Harmony Movement Educators Equity Workshop	Support all staff in developing their understanding of equity and diversity-related issues affecting inclusion and both staff and student achievement	Supervisory Officers, Equity & Diversity Program Officer, Equity & Diversity Committee, Focusing Our Equity Lens Facilitators from various roles and schools within the Board	Qualitative and quantitative data collected through pre and post workshop surveys
	Social Justice Begins With Me Literacy based resource kits and Professional Development	Provide in-services for Elementary and Intermediate Equity Contacts and Librarians to support social justice, equity and inclusive education within school. Equity Contact/Librarian communication and sharing of resources into the system	Supervisory Officers, Equity & Diversity Program Officer, Equity & Diversity Committee, ETFO Local President, in alignment with Teaching & Learning Programming	Annual qualitative /quantitative feedback survey (started in spring of 2014) to review the impact as a result of various professional learning initiative throughout the school year
Equity, Diversity & Accessibility	System Well-Being Team: Inclusive of School Equity Contacts, Mental Health & Well-Being representatives and Safe and Restorative Schools Contact	All schools should have a Student Well-being goal based on one of the three areas of wellness: <ul style="list-style-type: none"> • Equity & Diversity • Mental Health • Safe Schools 	Supervisory Officers responsible for Equity & Diversity, Mental Health & Well-Being, and Safe, Caring and Restorative Schools. Equity & Diversity Program Officer, Equity & Diversity Committee	<i>Tell Them From Me</i> – Climate Survey qualitative and quantitative data collection and gap analysis
	Deepen consultant and principal awareness of new curriculum and programs (i.e.: Gender Studies) and how to access and implement in schools.	Utilize Teaching & Learning Program staff, including: <ul style="list-style-type: none"> • Equity & Diversity Program Officer • English Language Learner Resource Team • First Nation Metis Inuit Resource Teacher • First Nations Education Liaison • Learning Resource Centre • Mental Health Coordinator • Safe, Caring and Restorative Schools Resources Teacher • Special Education Services (i.e.: SERTS, Student Retention Counsellors) 	Supervisory Officers, Equity & Diversity Program Officer, Equity & Diversity Committee, Safe Schools Committee, Mental Health Committee, Secondary Staffing and Teaching and Learning Program Staff	Qualitative and quantitative data collection, and gap analysis
	New Supervisor Induction Program: Equity, Diversity and Accessibility Training for new Principal, Vice Principal and Supervisors.	Provide new Supervisors, Principals and Vice-Principals with information to support them in their roles with respect to equity, diversity and accessibility standards and human resource practices.	Equity & Diversity Program Officer, Human Resources, Leadership and Staff Development Department	Evaluations provided by Leadership and Staff Development Department. Human Resources/Labour Relations grievances and human rights cases.

Kawartha Pine Ridge District School Board
Four Year Equity and Diversity Strategy September 2014-June 2018

SUPPORT STAFF:

	PD & Protocols	Strategy / Action Plan	Leadership Team	On-going Quality Improvement
Equity & Diversity	Creating Safe and Positive Spaces at KPR Facilitated by Egale Canada, will be offered to all staff.	Continue to ensure the actions as outlined within Ontario's Equity & Inclusive Education Strategy and the Safe Schools Act as it relates to human-rights related areas (homophobia, racism, socio-economics, etc.) are implemented and ongoing within our system and individual schools through intentional communications and professional learning opportunities for all staff.	Supervisory Officers, Equity & Diversity Program Officer, Egale Canada	Qualitative and quantitative data collected through pre and post workshop surveys
	Networking and Training for School Equity Contacts (Annually)	Provide networking and training opportunities for School Equity Contacts to meet one to two times per year to: <ul style="list-style-type: none"> Receive professional development and knowledge in areas related to equity, inclusive education and diversity (i.e.: <i>Equity and Inclusive Education: Going Deeper</i> document) Know and understand the board student wellness goal as related to individual school wellness goals Develop an awareness of how the Inclusive Education Assessment Tool impacts their work Create next steps to support individual school wellness plans 	Supervisory Officers, Equity & Diversity Program Officer, Equity & Diversity Committee, Equity & Diversity Steering Committee (i.e.: Principals and Vice Principals)	Qualitative and quantitative data collected through pre and post workshop surveys
Equity, Diversity & Accessibility	Focusing Our Equity Lens Certificate Program Facilitated by various School Board staff members, modeled after Harmony Movement Educators Equity Workshop	Support all staff in developing their understanding of equity and diversity-related issues affecting inclusion and both staff and student achievement	Supervisory Officers, Equity & Diversity Program Officer, Equity & Diversity Committee, Focusing Our Equity Lens Facilitators from various roles and schools within the Board	Qualitative and quantitative data collected through pre and post workshop surveys

STUDENTS:

	PD & Protocols	Strategy / Action Plan	Leadership Team	On-going Quality Improvement
Equity & Diversity	Student Involvement in Equity, Diversity & Inclusion with the purpose to: <ol style="list-style-type: none"> Share the broad view of the Board Student Wellness Plan and for them to discuss how that has impacted their school's plan Build awareness of <i>Equity and Inclusive Education: Going Deeper</i> and how it impacts their role and responsibilities as Student Trustees and ambassadors 	Review current Equity PD & Protocols for opportunities for student involvement: <ul style="list-style-type: none"> Invite Student Trustees to sit on the Equity & Diversity Committee Incorporate student equity-related work in the Equity & Diversity Calendar 	Supervisory Officers, Equity & Diversity Program Officer, Equity & Diversity Committee, Principals, Vice Principals, and Educators	Review student participation and input annually. Collect on-going qualitative and quantitative data to represent the student voice
	Student Leadership Opportunities For example: <ul style="list-style-type: none"> School Equity Groups and project funding Equity Leadership Training with Harmony Movement Student Conferences with Community Partners 	Provide networking and training opportunities for students: <ul style="list-style-type: none"> Receive leadership development in areas related to equity, inclusive education and diversity share resources and best practices align their actions to student wellness plans within their schools Financially support student equity initiatives 	Supervisory Officers, Equity & Diversity Program Officer, Equity & Diversity Committee, Principals, Vice Principals, and Educators	Collect on-going qualitative and quantitative data based on specific programs and opportunities