

## RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD ~ 2022-2023 BIEP ~ HUMAN RIGHTS & EQUITY

### RCCDSB STRATEGIC PLAN CONNECTION:

#### CGE: A Responsible Citizen

Vision Statement: As a community of believers, we strive to recognize and remove barriers to create just and equitable opportunities for all.

### MINISTRY OF EDUCATION BOARD IMPROVEMENT AND EQUITY PLAN PRIORITIES:

Achievement	Human Rights & Equity ✓	Pathways & Transitions	Mental Health, Well-Being & Engagement	Learning Recovery & Renewal
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### NEEDS ASSESSMENT:

#### OVERALL PRIORITY:

To provide an equal opportunity for all students to succeed, thrive and reach their full potential, especially the students who have been underserved in the past by the educational system.

### ACTION PLAN:

MOE BIEP Indicators	RCCDSB Specific Goals	Implementation / Action	Evidence / Data / Success Criteria	Resources	Monitoring
% of Supervisory Offices', Principals' and Vice Principals', whose performance appraisal plan include goals to eliminate disparities	Promote the principles and guidelines of <i>Universal Design for Learning</i> and <i>Learning for All</i> to maximize learning and foster a sense of inclusivity, engagement, well-being and belonging in our diverse and	Build educator understanding of UDL, how to incorporate it effectively into lesson design and assessment practices. <input type="checkbox"/> Summer Institute with Shelly Moore <input type="checkbox"/> Building Thinking Classrooms <input type="checkbox"/> Katie Novak <i>UDL Playbook for School and District Leaders</i> book study	Track the number of performance appraisal and annual growth plans have specific equity goals within the plan.	Learning For All  Dr. Jenny Demark professional learning series  Building Thinking Classrooms	Explicitly demonstrate these goals when the SO meets with the DOE and when Principals and Vice Principals meet with their SO.

revealed by student and workplace demographic data collection	equitable learning environments.			Katie Novak <i>UDL Playbook for School and District Leaders</i> book study  <i>Universal Design Daily</i> - Dr. Paula Kluth (already in distribution from Special Education)	
% of Trustees that participate in human rights and equity professional development	Ensure that any new Trustees elected after the October 24th election have an opportunity to participate in the human rights and equity training that the 2018 - 2022 Board of Trustees participated in.	Arrange for the same group from Ottawa (insert name) to provide similar training.  Ensure OCSTA human rights training is made available to all Trustees.	Track training completion.  Ensure RCCDSB Equity Action Table has an opportunity to present to the Educational Services Committee during the 2022-2023 school year.	Around the Rainbow Family Services Ottawa.  OCSTA human rights & Equity training session.	Ensure training sessions and committee presentations are captured in minutes and cross reference with attendance.
% of students achieving the provincial standard in Grade 9 de-streamed Math	Support the implementation of Grade 9 de-streamed Math	Build educator understanding of the research behind why de-streamed classrooms are necessary and why they remove barriers in education and support the transition planning and implementation <input type="checkbox"/> Building Thinking Classrooms book club <input type="checkbox"/> Creation of RCCDSB 10 day de-streamed Grade 9 lesson plans <input type="checkbox"/> Summer Institute sessions that support the implementation of de-streaming: <input type="checkbox"/> Peter L. <input type="checkbox"/> Sandra Herbst <input type="checkbox"/> Shelley Moore	Building Thinking Classrooms book club  Summer Institute sessions that support the implementation of de-streaming: <input type="checkbox"/> Peter L. <input type="checkbox"/> Sandra Herbst <input type="checkbox"/> Shelley Moore  PA Day session BSCH & SJHS focused on equity, inclusion, diversity and de-streaming <input type="checkbox"/> Noumen Ashraf <input type="checkbox"/> Jason To <input type="checkbox"/> Educator panel	Google Workspace For Education	

		<div><input type="checkbox"/> PA Day session BSCH &amp; SJHS focused on equity, inclusion, diversity and de-streaming</div> <div><input type="checkbox"/> Noumen Ashraf</div> <div><input type="checkbox"/> Jason To</div> <div><input type="checkbox"/> Educator panel</div> <div>Three days of job-embedded professional learning with Peter Liljedahl on Building Thinking Classrooms (SJHS &amp; BSCH)</div>			
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INDIGENOUS EDUCATION

RCCDSB STRATEGIC PLAN CONNECTION:				
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MINISTRY OF EDUCATION BOARD IMPROVEMENT AND EQUITY PLAN PRIORITIES:				
Achievement ✓	Human Rights & Equity✓	Pathways & Transitions ✓	Mental Health, Well-Being & Engagement ✓	Learning Recovery & Renewal ✓

NEEDS ASSESSMENT: Remove Barriers and Create Opportunities Cultural Supports and Intercultural Learning Staff Learning and Teaching Supports
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OVERALL PRIORITY: To create an equitable learning environment enhanced by appropriate cultural and learning supports.
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ACTION PLAN:					
MOE BIEP Indicators	RCCDSB Specific Goals	Implementation / Action	Evidence / Data / Success Criteria	Resources	Monitoring
<p>% of students in Gr. 4-12 who report they see themselves reflected and affirmed in their learning</p> <p>% of students in Grades 4-12 who feel their school is a safe and inclusive environment</p> <p>% of schools that have implemented activities that promote school connections, including extra-curricular activities</p>	Identify and remove barriers for self-identified Indigenous students and create new opportunities.	<p>Enhanced communication and relationship-building between the Indigenous Graduation Coach and students/parents/community,</p> <p>Enhanced inclusion of the Indigenous Education Lead in program planning, and equity initiatives in addition to enhanced consultation in system planning and implementation.</p> <p>Enhanced inclusion of the Indigenous Graduation Coach in secondary school-based activities such as orientation, student success, VTRAs, IEP and IPRC meetings, case conferences, feeder school visits, Graduation committees, and other activities or meetings involving Indigenous students.</p> <p>Enhanced inclusion of the Indigenous Graduation Coach in various capacities at the Elementary level including the support of transitions to Kindergarten.</p> <p>Link to Detailed BOARD INDIGENOUS ACTION PLAN</p>	<p>Data collected by Indigenous Grad Coach</p> <p>Student Survey</p> <p>Products, Observations, Conversations</p> <p>Increased participation by the Indigenous Graduation Coach in activities, meetings, committees, and any event involving Indigenous students.</p>	Dedicated Indigenous space on New Board Website	<p>Indigenous Education Advisory Committee</p> <p>Board Action Plan</p> <p>Scheduled Check-ins</p> <p>Data Gathering and Ministry Reporting</p>
% of schools that have an intentional strategy to keep students engaged	Provide access to cultural supports for self-identified students and staff while fostering intercultural knowledge between Indigenous students/staff	The Indigenous Graduation Coach and the Indigenous Education Lead will facilitate cultural activities (such as drumming, beading, land-based learning, professional development,	<p>Products, Observations, Conversations</p> <p>Financial Reports</p> <p>Increased Confidence in</p>	Wabano Centre, Tungasuvvingaat Inuit, Métis Nation of Ontario, Inuuqatigiit, Algonquins of Pikwakanagan, Elders and Senators,	<p>Indigenous Education Advisory Committee</p> <p>Board Action Plan</p> <p>Scheduled Check-ins</p>

	and non-Indigenous students/staff.	<p>etc.) for staff and students related to First Nations, Métis, and Inuit language, culture, and ceremony.</p> <p>The Indigenous Graduation Coach and the Indigenous Education Lead will connect Indigenous students and staff with Indigenous-specific services related to education, mental health and well-being, culture, etc.</p> <p>Link to detailed BOARD INDIGENOUS ACTION PLAN</p>	Identity	<p>Jordan's Principle, Circle of Turtle Lodge, etc.</p> <p>Indigenous Education Resource Bank</p>	Data Gathering and Ministry Reporting
% of students in Grades 4-12 who report they see themselves reflected and affirmed in their learning	Provide professional development opportunities and for all Board staff while also offering curriculum support to educators.	<p>The Indigenous Education Lead will deliver professional development opportunities to Board support staff via a dedicated Indigenous Cultural Learning day for principals, coordinators, leads, and trustees.</p> <p>The Indigenous Education Lead will support educators teaching the NBE course (Understanding Contemporary First Nations, Métis, and Inuit voices) at both high schools.</p> <p>The Indigenous Education Lead will provide ongoing support for all staff as well as deliver professional development as needed.</p> <p>Link to detailed BOARD INDIGENOUS ACTION PLAN</p>	<p>Surveys</p> <p>Products, Observations, Conversations (such as increased confidence of NBE teachers)</p> <p>Student safety and engagement</p>	<p>Texts and resources purchased specifically for NBE3U/C/E</p> <p>Indigenous Education Resource Bank</p>	<p>Indigenous Education Advisory Committee</p> <p>Board Action Plan</p> <p>Scheduled Check-ins</p> <p>Data Gathering and Ministry Reporting</p>