

# ST. PETER CATHOLIC ELEMENTARY SCHOOL

## EQUITY & INCLUSION ACTION PLAN

### BELONGING

If we create a sense of well-being, belonging and community where student voice is omnipresent in our schools, then we will be successful in providing safe, inclusive, responsible and welcoming school learning communities.

*Board Improvement Plan for Student Well-Being and Achievement: 2016-2021*

### EQUITY & INCLUSIVE SMART GOAL

To foster and promote an environment in which all St. Peter CES students feel their voice is valued, relevant and necessary thread in the living fabric of our school.

POTENTIAL BARRIERS:	TARGETED ACTION:	MONITORING STRATEGIES:
<p>Staffing change considerations from year to year.</p> <p>Ensuring that the goal is valued by all school staff members.</p> <p>Ensure that the goal compliments other school initiatives that are being maintained.</p> <p>Understand that the goal needs to be relevant to students that range in age from 4 – 14 years old.</p> <p>Appropriate selection of resource materials and meeting locations.</p> <p>Financial constraints that would negatively impact the initiatives.</p> <p>Community engagement and parent support.</p>	<p>A two-tiered approach to implementation was implemented:</p> <p><b>Initiative #1: Bullying Awareness Week – Acts of Kindness</b>  <b>TIMELINE:</b>                      To be implemented immediately.  <b>GOAL:</b>                      We often speak with our children about the negative impact bullying has in our world; it's time to teach our children the importance of <b>KINDNESS</b> and the positive impact it can have in our daily life.  <b>SCOPE:</b>                      Here are 15 Acts of Kindness that you can do for, or with, your child. Please share with us on Twitter the positive impact kindness has on your family...                      #choosekindness @stpetersmilton</p> <hr/> <p><b>Initiative #2: Student Parliament</b>  <b>TIMELINE:</b>                      Ongoing  <b>GOAL:</b>                      To expand the existing structure of the Student Parliament group within the school setting; to promote initiatives that develop the attitudes, skills and approaches that enable all members of the school community to recognize and value difference.  <b>SCOPE:</b>                      Student Parliament will be reflected of the larger population (e.g., gender, grade, age, student ability and staff members).</p>	<p>To evaluate our Equity and Inclusion Action Plan, the following performance measures that relate to skills/knowledge, attitudes/opinion, behaviour and circumstances.</p> <p><b>Initiative #1: Bullying Awareness Week – Acts of Kindness</b>                      The impact of Acts of Kindness initiative will be evaluated based on how engaged the students/parent are in the data collection (scoops of ice-cream), observations of acts of kindness during recess times and based on School Climate Survey data (e.g., next survey to include a question addressing the impact of the benches).</p> <hr/> <p><b>Initiative #2: Student Parliament</b>                      Student Parliament membership will consist of 2 students from each class in the school community. The Student Parliament group will meet on a bi-weekly/monthly basis to create/shape/discuss various initiatives that will be planned/organized to ensure that all groups within the school are represented fairly and that each group's voice is shared, heard and valued. Success will be measured based on the attendance at meetings, richness of dialogue and improved school culture as measured by school survey data.</p>

## **BACKGROUND**

- Fostering equity and inclusion is about laying the groundwork to develop the attitudes, skills and approaches that enable all members of the school community to recognize and value difference
- Communicating in many ways that everyone is worthy of respect and empathy, and proactively countering assumptions of what is perceived to be 'normal'
- Creating equitable and inclusive school is about ensuring a continuum of consistent messages
- Fostering equity is about making it routine and weaving it in to our everyday activities; it is a continuous process
- Normalizing equity and inclusion means taking activities out of the realm of special occasions, events and commutations, and practicing them in everyday life

## **HOW DID WE GET HERE? TARGETED ACTIONS & FOCUS AREAS TO OVERCOME BARRIERS**

### **Fostering Equity & Inclusion at St. Peter Catholic School**

- Building it into our teaching style –ask questions, give examples or facilitating discussions on the topic
- Integrating it into the curriculum
- Laying down a foundation of inclusion and respect for diversity that shapes all our human and pedagogical interactions with students
- Finding opportunities to encourage the development of attitudes and beliefs that are equitable and inclusive
- Encouraging students to think critically by questioning what they have learned and what they see around them in the larger culture
- Using positive and inclusive language –words can send both implicit and explicit messages about what is normal and acceptable. It is important to think about our language, about who we are including and who we are excluding with our words. We can get into the habit of making space in our language for a range of people and for possibilities other than what we might assume to be true
- Recognize individuality –get to know students and colleagues as individuals
- Use images to create visually inclusive environments –visual images are a powerful component of culture. They have potential to communicate a message that everyone is included and represented, and ensure that everyone sees a reflection of themselves
- Initiate activities and opportunities to discuss and learn about issues –ensuring that human rights issues maintain a continuous presence within the school
- Consult and involve students in planning and implementing activities, initiatives, policies and projects related to equity and inclusive education
- Create a safe atmosphere for students and staff members to share their experience –creating strategies to encourage safe reporting, develop collective agreements about respectful and acceptable behaviour and language
- Building community –establishing students clubs and committees based on varied interests, skills and learning styles
- Positive modeling through responsible use of power and authority (e.g., demonstrate transparency, provide learning opportunities through natural consequences, enable healthy development through respectful interactions, demonstrate assertiveness)
- Connect with the larger community – build partnerships with community groups and invite them to have a presence within the school can help to ensure that students are continuously exposed to diverse voices

### **Equity & Inclusion Guest Speaker – Chris D'Souza**

**PURPOSE:** To develop a specific, targeted action to address an area of need re: Equity and Inclusion.

### **Equity & Inclusion Keynote Speaker Topic**

1. Supporting our students through the Catholic lens
2. Valuing difference
3. Promote literacy and the arts