

**Peterborough Victoria
Northumberland and Clarington
(PVNC) Catholic District School
Board**

Equity Action Plan



A Vision of Transformative Change

2024-2028

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Executive Summary

At Peterborough Victoria Northumberland and Clarington (PVNC) Catholic District School Board, we accompany a diverse group of students and staff as reflected in the [Every Student Counts Census 2021-2022](#), Student Census 2023-2024 and [Staff Census 2022-2023](#). Recognizing our shared responsibility to achieve equity, these feedback forums demonstrate our commitment to collaborative decision-making and afford students and staff the opportunity to share their perceptions of their learning and working environments. The analysis of this shared information has offered PVNC Catholic a more in depth understanding of the structural inequities and biases that exist, and affirms the need for continued system change and transformation to ensure students and staff who have been marginalized and underserved have access to the high-quality education, equitable employment opportunities and safety they are entitled to under the [Education Act, R.S.O. 1990, c. E.2](#), [Employment Equity Act, 1993, S.O. 1993, c. 35](#) and other relevant legislation.

Furthermore, as a Catholic School Board, the foundation of all [Catholic Social Teaching](#) is the inherent dignity of the human person, as created in the image and likeness of God. Our practices and commitments are therefore guided by this fundamental teaching and offer directives which affirm that human dignity can be preserved and a healthy community can be achieved only if human rights are protected and responsibilities are met. Corresponding to these rights are our duties and responsibilities to one another, to our families, and to the larger society.

These directives directly align with the Board's commitment to [Policy/Program Memorandum 119](#) that an equitable and inclusive education system is fundamental to achieving the core priorities of:

- Attaining high academic achievement and other positive student outcomes;
- Reducing gaps in, and barriers to, student achievement;
- Affirming diversity within a framework of common values that promote the well-being of all students; and
- Identifying and eliminating persistent patterns of inequality associated with discrimination prohibited by [the Code](#) and to provide a means of redress for those persons who are discriminated against contrary to this [Code](#).

Additionally, the Equity Action Plan aligns with:

- [Accessibility for Ontarians with Disabilities Act, 2005](#)
- [Catholic Social Teachings](#)
- [Equity and Inclusive Education Policy 700](#)
- [Equity and Inclusive Education 701](#)
- [Ontario Catholic Graduate Expectations](#)



- [Ontario Equity and Inclusive Education Strategy 2009](#)
- [Policy/Program Memorandum 119](#)
- [Policy/Program Memorandum 144: Bullying Prevention and Intervention](#)
- [Policy/Program Memorandum 145](#)
- [PVNCCDSB Board Vision, Mission and strategic Priorities](#)
- [Ministry of Education Equity Action Plan](#)
- [Safe and Accepting Schools 900](#)
- [Safe Schools - Code of Conduct 709](#)
- [The Ontario Human Rights Code](#)

Collaboration

The Equity Action Plan shall be a living document that ensures PVNC Catholic monitors, assesses and advances progress toward a fairer and more inclusive publicly funded Catholic education system and to set expectations for parents, educators, administrators, staff, trustees and the community who must be committed and engaged for us to make progress.

As we developed our Equity Action Plan, we undertook a comprehensive consultation process to listen and hear from:

- PVNC Catholic [School Board Trustees](#) and Senior Administration
- PVNC Catholic School Board Departments and Schools
- PVNC Catholic School Board Students, including affinity groups
- PVNC Catholic School Board Committees
- PVNC Catholic School Board Partners - parents/guardians, community organizations and advocates



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Message from the Director of Education and Chair of the PVNC Catholic District School Board

To accompany every student on their educational journey, we at the [Peterborough Victoria Northumberland and Clarington \(PVNC\) Catholic District School Board](#) commit ourselves to creating faith-filled, inclusive schools where every individual's unique talents and abilities are recognized and fostered.

That is why the development of the Board's *Equity Action Plan: A Vision of Transformative Change 2024-2028* marks such a significant step forward as we introduce this blueprint for nurturing a learning and working environment where diversity is honoured, and every student and staff member has the opportunity to flourish.

Our Catholic education system is founded on the belief that equity and inclusivity are not just ideals, but actionable commitments. This Equity Action Plan is a reflection of this belief, a roadmap that challenges us to confront and dismantle systemic barriers, biases, and discriminatory practices within our schools and classrooms. It is a call to action, urging us to make "loving your neighbour" a tangible, everyday practice.

The plan outlined in the following pages details specific strategies and actions that will be implemented in our schools, classrooms and workplaces and embedded at a system level. By formalizing these actions, we are not only reaffirming practices that have long been part of our ethos, but we are also making a bold statement about the future we envision. This plan is a collective journey. It calls upon each one of us - educators, administrators, support staff, students, parents/guardians and the broader community - to actively engage and hold each other accountable.

We invite you to read, reflect upon, and embrace this plan. Together, let us work to realize the vision of a Catholic school board community where every individual is valued, respected, and given the opportunity to reach their fullest potential.



Stephen O'Sullivan
Director of Education



Kevin MacKenzie
Board Chairperson



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Structure and Implementation Framework

There are six (6) guiding principles that form the foundation of the PVNC Catholic Equity Action Plan: accountability, collaboration, community expertise, evidence-informed, humility, and transparency. These guiding principles informed the Equity Action Plan's focus areas:

- Leadership and human resource initiatives;
- School and classroom practices;
- Organization and accountability structures.

The Equity Action Plan provides all Catholic partners, parents, educators, administrators, Board staff, trustees and the community, with the opportunity to look broadly at:

- Removing disadvantages experienced by students and staff due to their protected characteristics and/or system inequities;
- Taking steps to meet the needs of students and staff, of protected or marginalized groups, where these are different from the needs of the dominant culture;
- Intentionally creating an environment where students and staff, of protected or marginalized groups, are engaged and fully participate in activities where their participation is disproportionately low; and
- Strengthening accountability for promoting and sustaining an inclusive agency culture.

Respect for human rights, human dignity and equality is a core value in our learning and working environments. Under [the Code](#), PVNC Catholic has a positive obligation to act; that is, to take necessary measures to safeguard a right or, more precisely, to adopt reasonable and suitable measures to protect the rights of the individual and provide health, inclusive and non-discriminatory environments. The responsibility to eliminate racism, discrimination and hatred is for all of PVNC Catholic to carry. PVNC Catholic include: [Board of Trustees](#), [Senior Team](#), [Senior Administrators](#), staff, students, parents/guardians and community partners.



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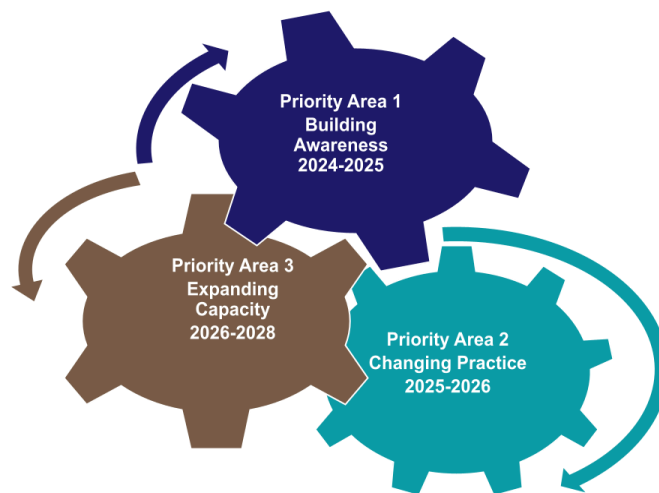


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Equity Action Plan Monitoring Framework

Our collective commitments at PVNC Catholic follow an Integrated Multi-tiered System of Supports to foster Equity, Diversity and Inclusion, and to assess and monitor progress as per the principles of [Equity and Inclusive Education Policy 700](#).

Additionally, an internal monitoring framework is established that identifies three (3) priority areas that support the realization of the Equity Action Plan including *Building Awareness*, *Changing Practice* and *Expanding Capacity*. Each priority area is accompanied by goals and specific actionable items to ensure the successful operationalization of PVNC Catholic's commitments within an identified timeframe.



Priority 1: Building Awareness 2024-2025

Enhance understanding of antiracism, anti-oppression, equity, and inclusion matters that impact students' achievement and erode the safety and well-being of students, families and staff.

Priority 2: Changing Practice 2025-2026

Evaluate system policies, procedures and in-school practices to ensure equitable access to learning pathways for all students, and positive school work climates.

Priority 3: Expanding Capacity 2026-2028

Implement targeted interventions and support that will create identity-affirming, welcoming schools and classrooms.

Focus Area 1: Leadership and Human Resource Initiatives



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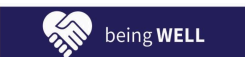
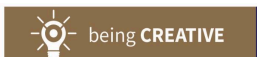
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Effective and responsive leadership embraces equity, diversity and inclusion (EDI) as foundational principles that cultivate cultures where everyone feels valued and respected, and identities are affirmed. At PVNC Catholic, equity in leadership is essential to ensure trust and confidence in our system is not eroded. It calls for proactive removal of systemic barriers, addressing biases and prejudices related to representation, and reviewing existing structures, policies, programs and practices, at all levels, that may unintentionally disadvantage identifiable groups.

Priority 1: Building Awareness 2024-2025	
Goals	Specific Actions
Embed equity and inclusive education principles in all policies, programs, procedures and practices.	Review critical areas for incorporating equity and inclusive education principles and practices such as: PVNC Catholic's Multi-year Strategic Plan ; school and board improvement plans; all existing policies, programs, procedures and practices e.g. safe schools policy including bullying, violence prevention and intervention; curriculum implementation and classroom practice; supports for students with special needs; mental health promotion and supports; teacher leadership development and capacity building; student engagement; parent and community involvement; and community use of school and board facilities.
Develop and strengthen the skills, knowledge, resources, and abilities of individuals, Board and schools to effectively implement the Equity and Inclusive Education Policy 700 and Equity Action Plan.	<p>Board and schools establish annual professional learning about inclusive leadership strategies, bullying prevention and strategies for promoting positive school climates outlined in The Education Act and other relevant legislation. This may include building awareness and understanding of discrimination issues including: racism, sexism, classism, homophobia, ableism, faith discrimination and gender-based violence.</p> <p>Support an increased role for existing board-led equity networks in implementing equity initiatives linked to Catholic School Improvement Plans for Student Achievement and Well-Being (CSIPSAWs) and Catholic Board Improvement Plans for Student Achievement and Well-Being (CBIPSAW) through renewed mandates and enhanced funding.</p> <p>Offer an eLearning module to staff to explore the meaning and value of equity, human rights and Human Rights Duty in their daily work.</p>
Increase percent of staff who report that they feel heard, respected, have equitable access to	Use existing data sources (e.g., staff perception of work culture, staff census, staff attendance rates) and focus group information to identify workplace factors known to have a strong impact on organizational health and the health of individual employees (e.g., work culture, workload



<p>available support for their professional development needs, and are valued by their supervisors.</p>	<p>management, engagement, growth and development, recognition, and reward, etc.)</p> <p>Use data to inform policies and procedures that strengthen and advance priorities, processes, and outcomes for how to address various forms of racism, such as: interpersonal, internalized, systemic and structural racism, and to promote and instill racial equity principles and foundations in learning and working environments.</p>
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Priority 2: Change Practice 2025-2026

Goals	Specific Actions
<p>Establish formal structures to promote and ensure compliance with principles of human rights and equity.</p>	<p>Review the Catholic Board Improvement Plan For Student Achievement & Well Being (CBIPSAW) to identify any discriminatory biases and systemic barriers that may have a negative impact on student learning, and provide advice to senior leaders and managers on steps to be taken.</p> <p>Develop and implement system-level plans using an intersectional approach to bullying prevention and intervention so they reflect the co-occurrence of bullying and discrimination in its many forms. Align plans with student well-being activities at the school level, including Indigenous Education and Indigenous Cultural Safety, mental health, special education and other safe schools’ initiatives.</p> <p>Develop criteria and processes at a system and school level for the review of teaching and learning materials and activities, including resources in library collections, extracurricular activities and field trips, to ensure that they are accessible and reflective of diverse local and global communities.</p> <p>Schools and Board improvement planning includes plans to close achievement gaps between sub-groups of students.</p> <p>Student achievement data linked to student demographic data is used to make informed decisions about resource allocation and program priorities.</p> <p>Schools and Board departments identify and discuss priority goals and targets for their improvement plans that reflect equity, diversity and inclusive principles.</p>
<p>Identify opportunities to enhance diversity in hiring</p>	<p>Develop, implement, and maintain employment and promotion policies, practices and procedures that result in and sustain a workforce that at all</p>



<p>and promotion, and apply human rights and equity principles.</p>	<p>levels reflects, understands, and responds to our diverse student population.</p> <p>Collaborate with hiring teams to establish a focus on diversity in hiring processes to ensure practices that are fair and reflective of our Catholic values and equity, diversity and inclusivity commitments.</p> <p>Collaborate with Human Resource staff to review and implement strategies to encourage a diverse candidate field including:</p> <ul style="list-style-type: none"> (a) Requiring bias training for principals/managers, (b) Reviewing/revising specific indicators, details and language in job postings. <p>Define key data quality metrics to measure the effectiveness of employment practices at supporting equitable hiring, mentoring, retention, promotion, placement, and succession planning.</p>
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Priority Area 3: Expanding Capacity 2026-2028

Goals	Specific Actions
<p>Include equity goals in the success criteria for staff performance appraisals and/or annual learning plans.</p>	<p>Senior leaders, managers and administrators include equity and inclusive education in their professional growth plans, using a variety of resources (e.g. Faith & Equity Continuum, Creating Safe and Accepting Schools, Ontario Human Rights Commission Policies and Guidelines).</p> <p>Increase Equity learning opportunities and resources for education workers, teachers, and school and senior leaders, including principals, superintendents and directors of education, to reduce or eliminate adverse impact or result in systemic discrimination based on a Code ground.</p> <p>In response to the Truth and Reconciliation Commission's Calls to Action, enhance educator capacity and knowledge related to Indigenous histories and ways of knowing.</p>

Focus Area 2: School and Classroom Practices

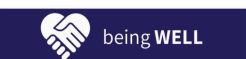
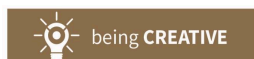
[The Ontario Catholic School Graduate Expectations \(OCSGE\)](#) provide a distinctive framework to education. At its core, the OCSGEs establish a relationship between learning and believing. As a Catholic school board we ensure learning environments focus not only on knowledge and skills, but also on values and actions to develop



students to be reflective and who demonstrate cooperative and democratic behaviour – responsible citizens.

As stewards of Catholic education, we believe in the sacredness of human life. Recognizing that systemic racism is unjust and impacts the daily lives of students and families of Indigenous, Black and other historically marginalized groups, we continue to redress these system biases and inequities. PVNC Catholic continues to strengthen its culture of collaboration, trust and respect to demonstrate our commitment to celebrating diversity, dignity, success, and worth of all individuals, and our recognition of all voices.

Priority 1: Building Awareness 2024-2025	
Goals	Specific Actions
Apply the principles of equity when developing Catholic Schools Improvement Plans for Student Achievement and Well Being (CSIPSAW) to improve access and address biases in structures, programs and practices.	<p>Conduct pedagogical reform to analyze how to introduce flexibility to the curriculum and adopt measures that support all students through differentiation by adapting the Universal Design for Learning (UDL) framework to interrupt implicit bias in teaching, learning, and assessment and to fit individual student abilities, needs, backgrounds, skill levels, talents and learning profiles.</p> <p>Adopt a relationship-based approach to students' well-being and achievement through the implementation of the Third Path Framework and School/Parish Accompaniment.</p>
Develop critical consciousness among staff about diversity, equity, social justice, accessible and inclusive curriculum and instructional practices.	<p>Deepen educators and relevant staff's understanding of Culturally Relevant and Pedagogy (CRRP) by providing resources to implement responsive and relevant practices into the teaching and learning process.</p> <p>Improve the diversification of learning material that is free from negative bias and discrimination and employ an intersectional, anti-racist approach that centres voices of historically marginalized groups.</p> <p>Enhance age-appropriate curricula by integrating content on residential schools, treaties, land-based education, Indigenous languages, and Indigenous Peoples' historical and contemporary contributions, as well as Black Canadian History.</p>



Priority 2: Change in Practice 2025-2026	
Goals	Specific Actions
Continue to promote inclusive curriculum that supports all students to reach their full potential in the context of high expectations.	<p>Develop practical strategies and resources to create affirming, inclusive classrooms and schools.</p> <p>Provide professional learning on culturally responsive prevention and early intervention protocols, resources and supports to assist with effective implementation of culturally responsive social emotional learning at school.</p>
Expand the use of inclusive and anti-discriminatory assessment and evaluation practices to measure student performance and achievement.	<p>Improved adaptability of assessment and evaluation tools, procedures and opportunities that are inclusive and anti-discriminatory to measure student performance and achievement.</p> <p>Intentional meetings for entry to school, and for transition from elementary to secondary school, to ensure all students are supported in achieving their maximum potential and discussing pathways to work, college, apprenticeship, or university.</p> <p>Placement decisions resulting from assessment procedures, which include student and parent input, are flexible to meet student needs.</p>
Continue to strengthen the Board's commitment to PPM 145 by fostering environments that promote positive student behaviour.	<p>Conduct a school safety audit of the classroom, school and work environments for supporting positive student and staff behaviour.</p> <p>Centre mental health within schools and classrooms that affirms students' identities and sense of belonging, including for groups and social identities that have historically been marginalized.</p> <p>Increase collaboration with community organizations (Pride Flag, New Canadian Centre), department staff and PVNC Catholic's affinity groups to:</p> <ul style="list-style-type: none"> (a) Share cultural ways of knowing, being and doing (CRRP), and (b) Identify and develop focused programs and strategies to address the underachievement and/or areas in need of greater support for marginalized students.
Continue to work with students and families to identify appropriate and	Professional learning is provided for all staff on the protocols and processes for requesting and determining appropriate accommodations.



reasonable accommodations.	Create opportunities where parents are invited to provide feedback on school/classroom support systems, and gaps or access to services.
Priority 3: Expanding Capacity 2026-2028	
Goals	Specific Actions
Expand and increase access to criteria for monitoring, analyzing and evaluating the effectiveness of support services to students.	<p>Monitor and report on the outcomes of the renewed approach, such as the use of the UDL framework demonstrating that flexibility is introduced to the curriculum allowing more students with educational needs to be supported.</p> <p>Gather feedback from students' surveys to assess teaching habits and classroom practices that disproportionately exclude equity-seeking students, reveal gaps in approaches, and consider strategies for revision.</p>
Establish brave, inviting spaces where students are seen, valued, cared for, respected, and have opportunities to learn about diverse historical experiences, perspectives and inspire students to disrupt inequities and engage as reflective, responsible citizens .	<p>Create learning environments where student identity and voice are celebrated and honoured (e.g. Black Student Associations (BSA), Indigenous affinity groups, Respecting Differences groups, etc).</p> <p>Develop interactive resources/ toolkits that provide students with concrete examples and scripts for being an ally or bullying upstander.</p> <p>Leverage the voices of all students, particularly racialized, marginalized, oppressed and underserved groups.</p>
Expand school community relations so that students, parents, and families are encouraged and have the opportunity to be engaged in the school system.	<p>Review processes, including criteria, for selecting student representatives to ensure a range of identities are offered the opportunity to participate, especially those whose cultural, racial, faith, sexual, gender, ability or other identity is outside of the dominant sociocultural norms.</p> <p>Feedback on parent and community engagement in school and system activities is regularly collected and used to address matters related to equity and inclusive education.</p> <p>Review and share resources to support implementation and build capacity (e.g., Parent Involvement Committee Handbook, Parent Engagement Toolkit).</p>

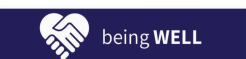


<p>Identify and implement intentional strategies to ensure inclusion through communication, collaboration, and meaningful engagement.</p>	<p>Develop a school-wide approach where all parents/guardians are supported with the information and tools necessary to participate in school life.</p> <p>Monitor school climate (e.g., through surveys and focus groups) to help identify barriers to parent involvement or issues that should be addressed to foster and support a safe and welcoming learning environment.</p> <p>In concert with parents/guardians, develop an education program on a variety of topics related to parenting and their children's schooling. Consider developing information sessions on topics such as:</p> <ul style="list-style-type: none"> ● partnering successfully with teachers ● school volunteering ● Inclusive, safe, and welcoming environments ● internet safety ● positive mental health and well-being ● drug and alcohol issues ● successful homework hints.
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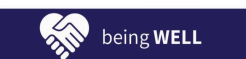
Focus Area 3: Organization and Accountability Structure

At PVNC Catholic, inclusive and responsive systems of accountability have a vital part to play in ensuring that long-term strategies engage leaders and staff. This ensures learning and working climates, culture and curriculum that honours diversity, inclusion and protects the [life and dignity of the human person](#), regardless of age, ancestry, colour, race, citizenship, ethnic origin, place of origin, creed, disability, gender identity, gender expression and other code protected grounds.

Priority 1: Awareness 2024-2025	
Goals	Specific Action
<p>Report on the progress of the Board's Equity and Inclusive Education Policy 700 and Equity Action Plan.</p>	<p>Conduct an equity scan to assess progress, identify and address barriers that may impact success. Implement strategies to identify and eliminate discriminatory barriers that limit engagement by staff, students, families, and the broader community in PVNC Catholic policies, guidelines, day-to-day operation, protocol, and practices.</p> <p>The Board receives annual updates on the implementation and impact of Equity and Inclusive Education Policy 700 and the Equity Action Plan progress in relation to the multi-year strategic priorities, student</p>



	<p>achievement, well-being, and achievement gaps, and provides direction and support for equity and inclusive education across PVNC Catholic.</p> <p><i>(Monitoring tools include Strategic Priorities, CBIPSAW and CSIPSAW progress reports, Faith and Equity Continuum, Student and Staff Census, School Climate Surveys and PVNC Engage.)</i></p>
<p>Gather all relevant and available sources of data to assist in the development of school and Board improvement plans and the Board's Multi-year Strategic Plan (e.g., achievement, graduation rates, credit accumulation, and school climate survey data).</p>	<p>School and Board improvement plans specify success indicators to measure the effectiveness of the plans, and to make adjustments, where needed, to advance equity goals.</p> <p>Schools and departments use student achievement data, observation and feedback from parents/guardians and all relevant partners to develop school and board improvement plans.</p>
Priority Area 2: Change in Practices 2025-2026	
Goals	Specific Actions
<p>Remove negative bias and other systemic inefficiencies to ensure confidence in the receipt and management of allegations of racism, exclusion, hate motivated speech or acts, and other violations of code protected grounds.</p>	<p>Develop confidential, secure, and easy mechanisms/tools to raise compliance concerns, and to ask and answer compliance-related matters.</p> <p>Human rights and equity referrals are monitored for type and frequency, and to inform corrective measures, system remedies and outcomes. PVNCCDSB Human Rights Reporting Form</p>
<p>Address inconsistent and ineffective application of safe schools' policies and procedures and related guidelines or codes of conduct.</p>	<p>Develop clear documentation for reporting and resolving inconsistencies. Documentation shall include standard procedures for addressing identified issues.</p> <p>Develop a consistent approach for collecting, analyzing, and reporting expulsion and exclusion data in the context of student demographic data to identify and address systemic disparities.</p>



	Establish processes to support educators and relevant staff in considering individual circumstances and different options to determine the most responsive approach to each situation and help students learn from their choices when inappropriate student behaviour occurs.
Act with cultural competence and responsiveness in interactions, data-driven decision-making, and practice.	<p>PVNC Catholic will learn and practice language and behaviours that are responsive to differences across lines of race, ethnicity, language, class, religion, ability, gender identity and expression, sexual orientation, and other aspects of identity.</p> <p>Evaluate the intended and unintended consequences of decisions on code protected and equity-seeking groups.</p> <p>Actively seek and make use of diverse perspectives in decision making by partnering with families, staff, and communities to ensure fair treatment and equitable access to academic, social and emotional opportunities.</p> <p>Utilize data that has been disaggregated by minoritized populations to understand the specific needs of the PVNC Catholic community.</p> <p>Model strategies designed to support adults and students to engage in context specific, culturally responsive learning about difference.</p>

Priority Area 3: Expanding Capacity 2026- 2028

Goals	Specific Actions
Continue to align Equity, Diversity and Inclusion principles across Board and school initiatives, policies, procedures, and practices.	<p>Senior leaders and managers monitor critical areas of policy, program and practice to ensure that they reflect equity and inclusive education principles and practices, and which address the eight areas of focus as required by PPM 119.</p> <p>Create a communications strategy to ensure the ongoing promotion of Equity, Diversity and Inclusion initiatives, as well as providing progress milestones.</p> <p>Solidify links between the Equity Action Plan and PVNC Catholic Mental Health Plan and Strategy that align with PPM 145.</p>
Identify key partnerships and develop protocols for translating relationships	The Board’s Faith and Equity Committee serves as an ongoing system advisory group to support effective implementation of the Board’s Equity and Inclusive Education Policy 700 and Equity Action Plan.



<p>into learning goals that will ensure fairer systems.</p>	<p>Procedures for consultation with parents/guardians, families and community are established and followed when matters of Equity, Diversity and Inclusivity are considered by schools and the Board.</p> <p>Affirm and expand community partnerships with the Nogojiwanong Friendship Centre, PFlag, New Canadian Centre, PVNC Catholic's departments and affinity groups to:</p> <ul style="list-style-type: none"> ● Implement culturally relevant and responsive pedagogical practices, and ● Develop focused programs and identify strategies to address the underachievement and/or areas in need of greater support for marginalized students.
<p>Continue to offer ongoing system opportunities to deepen knowledge, skills, attitudes and advocacy of intersectional equity and inclusivity matters.</p>	<p>Expand opportunities to build cultural competence and critical consciousness, including anti-oppression and antiracism training, trauma informed pedagogy, restorative practices, and Indigenous Cultural Safety.</p> <p>Organize and deliver various school and community learning opportunities through workshops and events for parents/guardians and community members focussed on accessibility, equity, and inclusivity.</p>
<p>Increase equitable and inclusive participation of Black and Indigenous individuals to bridge gaps, reconcile underrepresentation and to ensure all voices are heard.</p>	<p>Dedicate space for Indigenous and Black employees in leadership positions to share their voices in support of meaningful changes that disrupt systemic discrimination.</p> <p>Continue to expand and support the development and delivery of high-quality programs and services, providing information to dismantle barriers and provide efficient access to Indigenous education and Black history.</p>
<p>Reinforce consultation mediums for capturing student voices on the subjects of equity, diversity and inclusion (i.e. School Climate Survey, Student Census, Staff Census).</p>	<p>Conduct periodic data audits as part of governance policy to identify and address inconsistencies, to identify strengths/needs, identify barriers and opportunities for success, achievement, and well-being.</p> <p>Establish timelines to eliminate barriers, and measurable goals for improved achievement for all students and staff, including for groups and social identities that have historically been marginalized.</p>
<p>Develop a framework to monitor and assess</p>	<p>Conduct professional learning audits to review and assess frameworks in place for learning, compliance with relevant policy, directives and</p>



<p>training and professional learning (i.e. activities, knowledge, skills, abilities, and behaviours) to assess system scalability.</p>	<p>guidance, and the monitoring of the results of Equity, Diversity and Inclusion activities against expectations and taking corrective action when necessary.</p> <ul style="list-style-type: none"> ● How effective is the scale strategy? ● Are proposed interventions credible? ● How strong is the support for change? ● Does the model (solution) have relative advantage over existing practices? ● How easy is the model to transfer and adopt? ● Is there a sustainable source of funding?
<p>Ensure an environment of safety, good mental health, and well-being.</p>	<p>Develop and implement a multi-tiered Human Rights and Equity Concern Investigation Framework to ensure procedurally fair investigations.</p> <p>Provide ongoing training to educators and relevant staff on responses to reports of hate, bias and harassment.</p>
<p>Enhance fair processes and best practices that proactively identify, prevent and address overrepresentations in student discipline data.</p>	<p>Review the progressive discipline process for school-wide and in-class interventions and strategies, and increase use of progressive discipline and restorative justice approaches to student discipline.</p> <p>Increase efforts in reviewing data on suspensions, expulsions and exclusions, particularly with respect to Black, Indigenous and other equity-seeking students.</p>

Affirming PVNC Catholic Values

The fundamental teachings of the Gospel posits that we are created in God’s image and that all people deserve the same respect given their equal dignity as human beings. Accordingly, PVNC Catholic affirms its commitment to develop attitudes and values founded on [Catholic Social Teachings](#) and acts to promote social responsibility, human solidarity and the common good. As a publicly funded school board, PVNC Catholic has a duty to uphold the [Human Rights Code](#) up to and including ensuring:

- Every person has a right to equal treatment with respect to services without discrimination on the basis of the protected grounds,
- No person shall infringe or do, directly or indirectly, anything that infringes a person coded protected right,
- The removal of a requirement, qualification or factor that is not discrimination on a prohibited ground but that results in the exclusion, restriction or preference of a group of persons who are identified by a prohibited ground of discrimination and of whom the person is a member.

In fulfilling our commitments to the Equity Action Plan, PVNC Catholic centres on the art of accompaniment, as Jesus models on the road to Emmaus. Here we are taught that



the art of accompaniment is about taking the time to walk alongside one another to listen, and in so doing, to transform. Each person in a Catholic school practices accompaniment by helping students realize their own unique story is given greater meaning and purpose in knowing and living the story we share in Christ.

[Appendix A: Glossary](#)

[Appendix B: Resources](#)

